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Developing Students' Critical Thinking through Reading

The Case of First Year EFL Students at AbdElhafidBoussouf
University Centre - Mila

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Degree in
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Dedication

I dedicate this work to:

*The memory of my beloved papa **Bachir** whose wisdom and warm-heartedness shaped who I am.*

*My superwoman, my mum **Akila** whose resilience and sustainability are the reasons I am writing this today.*

*My joy in life, my lovely sisters **Houda & Nadira** and their spouses.*

*My shields **Zaki, Yacine & Ahmed** and their fiancées.*

*My adorable little princess **Takwa** and her brothers **Amjed & Akram**.*

*My biggest supporter since middle school, **Bouchra**.*

*My dear cousin **Rihab** and her husband.*

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Everyone and anyone who stood by me all along my educational journey.

Thank you all immensely, I wouldn't be here without you.

Sabrina Bouzobra

Dedication

*First of all, I am exceedingly thankful to **Allah** for the power he has awarded me to finish this modest dissertation.*

*I would love to dedicate this work to the greatest ever, to the candle that lights my life, to my beloved mother **Louiza** for her support, encouragement, tenderness, prayers and sacrifice.*

*To my lovely sisters **Sabah, Sofia and Fayrouz** who have been always my right hand.*

*To my father and my brothers especially **Abd el Hadi**.*

*To my nephews: **Aness, Adem and Ayoub**.*

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Abstract

The purpose of this research is to scrutinize the effect of reading on first-year EFL learners' critical thinking. Another equally significant aspect of this study is to investigate students' attitudes towards critical thinking and reading. More precisely, this present study is endeavoured to answer a number of questions. The most striking ones are: To what extent does reading affect learners' critical thinking? How to implement critical thinking practices within the reading material? How can reading different pieces of writing help in promoting learners' critical thinking? Mindful of the aforementioned questions, we hypothesise that First-Year students' of English critical thinking would be improved through reading. We also hypothesise that first year students of English would have positive views towards the role of reading in enhancing their critical thinking. The first hypothesis is checked by means of a quantitative method with a pre-test post-test Control Experimental group design, whereas the second hypothesis is tested through a qualitative method that is Students' Questionnaire. The results of the study revealed that critical thinking is indeed influenced by reading; in fact, the latter does improve it when practiced regularly. Additional findings are: the students' tendency to fancy short stories over other reading materials as well as their evident inclination of unrestricted studying environments. The results also showed that the majority of the students have been found aware of the importance and role of reading on improving their critical thinking. The dissertation terminates by a multiplicity of recommendations for pedagogy and future research.

Key words: Critical thinking, reading, EFL learners, students' attitudes, reading materials.

List of Abbreviations

C.G: Control Group

CAAP: Collegiate Assessment of Academic Proficiency

CCTST: California Critical Thinking Skills Test

CLA+: Collegiate Learning Assessment

CT: Critical Thinking

CTS: Critical Thinking Skill

DF: Degree of Freedom

DRA: Directed Reading Activity

EFL: English as a Foreign Language

Exp.G: Experimental Group

GPA: Grade Point Average

LMD: License-Master-Doctorate

P: Point

Q: Question

SD: Standard Deviation

SEM: Standard Error of Mean

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General Introduction

1.Statement of the Problem

Learning foreign languages stipulates a set of skills that needed to be consistently refined; those are: listening, speaking, writing and reading. The latter denotes the ability to unravel and dive into the deeper meanings of any given text. In contrary of the predominant idea among many societies, reading is not associated with textbooks and classroom assignments only, it touches many other aspects as well; such as, literature (novels, short stories, poems...etc) and academic research (journals, magazines...etc). “Readers are leaders” they say, one might wonder the reasoning behind this quote; it implies the effect of reading on the mind which enhances one’s creativity as well as critical thinking.

Becoming an active member of the society requires creativity and the ability to deal with different situations in multiple contexts. Furthermore, the work field demands people who know how to research and take well studied decisions. One of the expected places to learn such abilities is the university; it is where future thinkers are made. The inquiry raised now is: is the Algerian university capable of doing so? The Algerian university students are lacking the important competences mentioned above, partly due to the educational system. They were taught to be receivers not creators, listeners not speakers, absorbers of any given information and not critical thinkers. In the interest of breaking this never ending loop, small steps must be taken; one of them is reviving the students’ minds and activating their critical thinking.

2.Aims of the Study

As the case for many researches, the final goal is to make a positive impact in the field of the study. The aim of this particular study is to scrutinize the effect of reading on the critical thinking skill among first year EFL learners. This work also intends to gain insights into the students’ view about critical thinking and reading, and the importance of reading in

enhancing their critical thinking skills. This study opens the doors for EFL teachers (particularly, the ones of written expression and literature) to discover ways to implement critical thinking practices in their classes and develop it within their students' minds, specifically, through reading.

3. Significance of the Study

The current dissertation is a continuum of the countless researches done over the past few decades on the topic. It sheds the light on a crucial skill students need to thrive in this era. Additionally, it gives insights of students on the matter as well as methods for critical thinking implementation that can be adopted by EFL teachers who wish to develop their students' thinking, especially, critical thinking. On the whole, the present research is meant to emphasize the importance of reading and how it plays a huge role in the enhancement of critical thinking.

4. Research Questions

The present Master's dissertation has endeavoured to answer a number of questions. The most salient ones are formulated in what follows:

- How does reading affect the learners' critical thinking?
- How to implement critical thinking practices within the reading material?
- How can reading different pieces of writing helps in promoting the learners' critical thinking?

Mindful of the aforementioned questions, we hypothesise that First-Year students of English critical thinking would be improved through reading. We also hypothesise that first year students of English would have positive views towards the role of reading in enhancing critical thinking.

5.Means of Research

To meet the objectives of this study, answer the research questions, and attempt to check the hypotheses, we have opted for an experimental design and a questionnaire which was delivered via Google forms online. The participants are first year students of English at the institute of Letters and Foreign Languages/ AbdelhafidBoussouf University Centre. The experiment is conducted on two randomly selected groups (i.e. sample of 44 subjects) out of seven containing 156 students, both are pre-tested to assess the starting point of their critical thinking level then only one group is given a set of written works to read and examine; at the end of the experiment, a post-test takes place to measure the differences. To corroborate the results found from the former tool, and get insights into the first year EFL students' perceptions on critical thinking and reading, 76 members of the same population answered a questionnaire.

6. Structure of the Dissertation

The piece of writing at hand consists of two chapters: the theoretical part i.e. the literature review and the practical part that is devoted to the field work. First, the literature review which does not only suffice with defining the two variables; it covers as many aspects necessary to understand them as clear as possible. The first section revolves around critical thinking, its historical background which gives an insight on the origin of the term and opens the doors for defining it properly according to different scholars. Follows it, one of the widely known misconception, criticism, on critical thinking is addressed then an answer on the inquiry of whether critical thinking is innate or learned is presented. Next in line are, critical thinking skills according to Marzano's taxonomy, characteristics of a critical thinker, its significance both inside and outside the classroom, its barriers, how to assess it and its presence in EFL classrooms. The second section revolves around reading, starting from its definition, types, strategies, significance and reading in EFL classes.

Second, the practical part where a description and analysis of the data obtained from the research tools used are presented. The first section is concerned with the experiment, its sample, description, analysis and discussion of the main findings. The next section is about the questionnaire. The chapter concludes with mentioning the major limitations of the study and some recommendations for students, teachers and researchers.

Chapter One:

Critical Thinking and

the Reading Skill:

Theoretical

Framework

Section One: Critical Thinking

Introduction

Thinking is the overriding peculiarity that distinguishes human beings from other species. It is a cognitive apparatus aims at processing and using knowledge to accomplish specific purposes, it is an innate procedure, yet, when it comes to performance, no two human beings are alike. This instrumentality is used for a myriad of goals, namely: problem solving and decision making. Crisp observation and inquisitive thoughts are the starting points for the critical thinking ability. Questioning any knowledge presented together with seeking its authenticity is the initial step to enter the realm of critical thinking; this concept was established by Socrates 2500 years ago when he concocted Socratic questioning (Paul, Elder & Bartell, 1997) that would be considered the seed for critical thinking afterwards.

CT is a prodigious territory consisting of miscellaneous layers. The ensuing section will provide a profound elucidation as well as a discussion of the nucleus elements of critical thinking. The discussed elements are not all what is related to CT, rather, they are what contribute to the present study goals only. The section's opening is marked by a sweeping overview of critical thinking. Thereafter, CT skills and characteristics of the critical thinker are addressed. The rubric coming afterwards looks at the significance and barriers to CT. The section looks at yet another crucial point: critical thinking assessment. Towards the ending of this section, a crucial point will be marked: critical thinking in EFL classroom.

1. Historical Background

The notion of critical thinking is not neoteric, its foundation was laid by ancient philosophers. Paul, Elder and Bartell (1997) who wrote and published profusely on this topic traced it back to 2500 years ago with Socratic questioning; The hindmost is named after the great philosopher Socrates who contemplated that people, despite their stature, fall into deep

discrepancy within themselves, ergo, he emphasised on asking questions and inspecting the origin of every idea or belief there is without taking anything at face value. His idea was later supported by peers of his era such as Plato, Aristotle and Greek sceptics. From the MiddleAges to the twentieth century, countless notions arose that would pave the path for CTexpansion in peculiar domains of life including religion, law and human nature.

To narrow the scope of discussion,it is of great importance to mention the contributions that served the educational system. John Dewey and William Graham Sumner, to name a few, recognized the significance of the educational system in shaping the students' minds and identities; it would either create exceptional individuals or versions of the same person. Therefore, CT is what sets them apart; implementing it in school systems sparks the creativity and uniqueness within the students (Paul, Elder & Bartell, 1997). In order not to cause any confusion, the term critical thinking itself was not invented until after the closest description ever recorded for it which is the one in Dewey (1910) ; he called it reflective thought.

The table below is a summery for the mile stones of the critical thinking notion development throughout history.

Table1: *The Intellectual Roots of Critical Thinking (Paul, Elder & Bartell, 1997)*

The Scholar/ Philosopher	The Year	The Notion
-Socrates	2500 years ago(around 500 BC)	Socratic questioning
-Plato, Aristotle and Greek sceptics	2500 years ago (around 500 BC)	The trained mind can see though the delusive appearances to the deeper realities of life
-Thomas Aquinas	Middle ages (500 to 1400–1500 CE)	Systematic thinking

-Colet, Erasmus, and Moore Francis Bacon	Renaissance (15th and 16th centuries)	Thinking critically about every domain that was taken for granted (religion, art...etc.)
-Machiavelli	The Italian renaissance(14 th to 17 th century)	Critical political thought
-Hobbes and Lock	16th and 17th century	Thinkingcritically about basic human rights and the responsibilities of all governments to submit to the reasoned criticism of thoughtful citizens.
-Adam Smith -Kant	The 18 th century	Developing the sense of the power of critical thought and of its tools within one's self
-Comte and Spencer	19th century	Extending cteven further into the domain of human social life
-William Graham Sumner -John Dewey	20th century	Recognizing the deep need for critical thinking in life and in education

2. Defining Critical Thinking

2.1. Views to Critical Thinking

Before exploring the meaning of the term critical thinking, quick surf in its etymology is a must. The term “critical” descends from the Greek word “kritikos” which conveys multiple meanings, particularly: “the ability to decide, to discern and to judge”(Tabáčková, 2015, p. 727); deciding, discerning and judging are mental processes based on reason, analysis and examination. In light of the aforementioned point, one can give a simple broaddefinition to critical thinkingwhich is having the capacity of filtering information and not absorbing it immediately.

As mentioned in the historical background, the earliest recorded definition for critical thinking is the one for John Dewey. Hence, it is only appropriate to discuss his definition first. He called it reflective thought and defined it as “Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends, constitutes reflective thought” (Dewey, 1910, p. 6). In an attempt to define CT, Cottrell (2005) held that it is “a complex process of deliberation which involves a wide range of skills and attitudes. It includes: drawing conclusions about whether arguments are valid and justifiable based on good evidence and sensible assumptions” (p. 2). In other words, CT involves a variety of skills such as identifying, analysing and reflecting to the information. It is not simply about accepting or rejecting a certain idea, but it refers to a process of asking judicious questions (why?, who? ,when ? and where...) that helps to analyse, evaluate and assess the meaning and the significance of claims for the sake of reaching reliable conclusions and appropriate decisions. What could be deduced from both scholars’ stand points is that CT is the conscious effort of analysing and evaluating any data to detect possible fallacies as well as select the ones with the most reasonable under structure, this goes to include beliefs, behaviours...etc.

As reported by Cottrell (2005), critical thinking is based on two major pillars, scepticism and doubt, those two impel the mind to ask questions and investigate the knowledge which leads to a better, clearer vision; consequently, precise and well studied decisions. In the same view , Matthews and Lally (2010) claim that CT is a pattern which requires humans to think and reflect on an idea, hence ,to decide what to believe and deny afterwards, examine the sources of information in the light of supporting proof. Baker (2020) defines CT as analysing any sort of knowledge with the implementation of reasoning and selecting the suitable options for the purpose of solving problems in different fields of life. CT is also posted as “the skill of correctly evaluating arguments made by others and

composing good arguments for your own” (Rainbolt & Dweyer, 2012, p. 5). It is patent from this quote that the outcome should not be absorbed as it is; rather, it should be filtered first to distinguish what is right and what is wrong, what is appropriate and what is unnecessary, for better decision making.

Despite the numerous definitions being proposed by philosophers and researchers, the core ideas are always the same. Halpern (2003) simply defined CT as “the use of cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed, the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods and making decisions” (p. 6). In short, it refers to the act of using logic, reasoning and creativity while processing data to draw better judgments and decisions.

2.2 Innate or Learned

Many think that critical thinking is an innate feature in some human beings; thereupon, abandon it and decline the work needed to build this mental muscle. The philosopher Locke (1960) introduced the idea of children being a tabula rasa i.e. a blank slate when they are born. Since then, investigators have been applying this rule on different thinking skills including critical thinking. Cognitive researchers, such as Willingham (2006) have proven that critical thinking demands an effort to be learned and cannot be congenital. In light of the aforementioned, it is safe to say that human beings are not born with the capacity to think critically, nor do they develop it naturally beyond survival-level thinking; this can be observed in children’s behaviour and how they deal with new information, they accept anything their parents tell them as a fact; even if they ask questions “Most of the time young children’s questions are not philosophical. What usually concerns them is ‘What’s next?’” (Fisher, 1999, p. 58) which is not a practise for critical thinking development, this

does not mean that they have no thinking skills, they especially have survival thinking; an example on that is their ability to come to conclusions that something is dangerous and causes them pain, if they touch fire, they feel the burn, they unconsciously avoid approaching it next time they see it because the human brain is wired for automatic protection.

2.3 Critical Thinking vs. Criticism

Although CT was defined in numerous ways, misconceptions and confusion still floats around it; critical thinking is often confused with criticism. Being aware of the different types of criticism, the comparison made here is between critiquing as in destructive criticism. As a matter of fact, they overlap incertain characteristics, most notably are observation, analysis and making judgment. According to Merriam Webster dictionary, criticism is a “remark or comment that expresses disapproval”, whereas critical thinking is a set of skills that are used to develop one’s self and detect the flaws of the outside world for the purpose of having better view and taking well studied decisions. A critical thinker is preoccupied with their own thoughts and perception of the world, but critiques are using their skills to try and find deficiency in other people’s work or behaviourdepending on the context of the situation.

3. Critical Thinking Skills

Critical thinking is a skill that can be deemed an umbrella for other thinking skills; put differently, it is a skill of itself that is achieved through practicing a combination of other thinking skills. Those skills are divided by scholars into categories. The first one to categorize them was Benjamin Bloom as he called them learning objectives, known as bloom’s taxonomy. This well-known educational taxonomy is a useful tool in developing learning objectives. Bloom’s taxonomy of learning suggested that the cognitive domain is divided into six levelsof objectives which from the simplest to the most complex one are as follows: remembering, understanding, applying, analyzing, evaluating, and creating (Adams, 2015).

On the other hand, Marzano's taxonomy has "various factors which influenced the way students gain their knowledge in every stage were also integrated so that they can hone their thinking competencies"(Insani et al., 2019, p. 522). Our basis of interest in current research lies in Marzano's taxonomy which some of its major aspects will be explained in the coming paragraphs.

3.1 Marzano's Taxonomy

In a recent study, and after careful scrutiny and consideration of Bloom's taxonomy, Marzano and Kendal (2007) introduced a new taxonomy of a hierarchical nature that is based on the flow of processing. They represented it in the figure below:

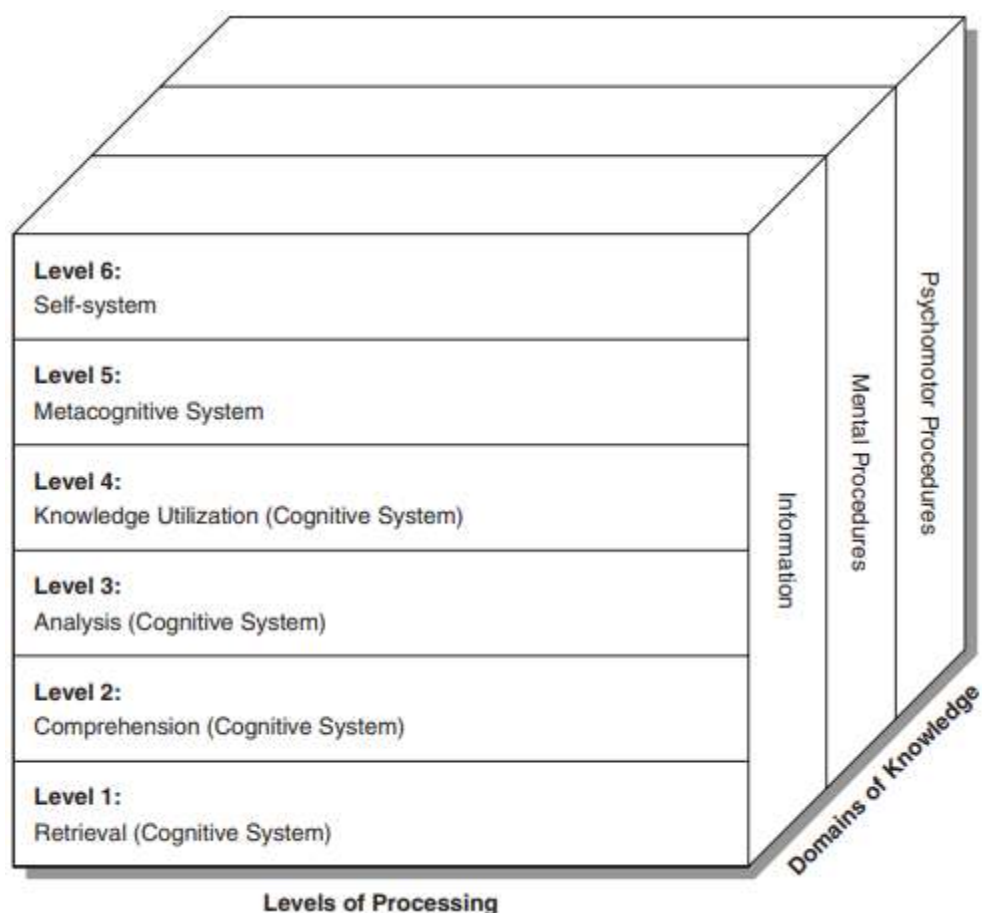


Figure 1: Marzano's Taxonomy (Marzano & Kendall, 2007, p. 13)

As appears in the above figure, the new taxonomy has two dimensions which are: the domain of knowledge that has 3 levels: information, mental procedures and psychomotor procedures, the other dimension is the levels of processing categorized into three main systems: cognitive, meta-cognitive and self system. Furthermore, each system has sub-levels. First, the cognitive system encompasses four levels: retrieval, comprehension, and analysis and knowledgeutilisation. Second,the other two systems have one level each named accordingly.

3.1.1 Levels of Processing

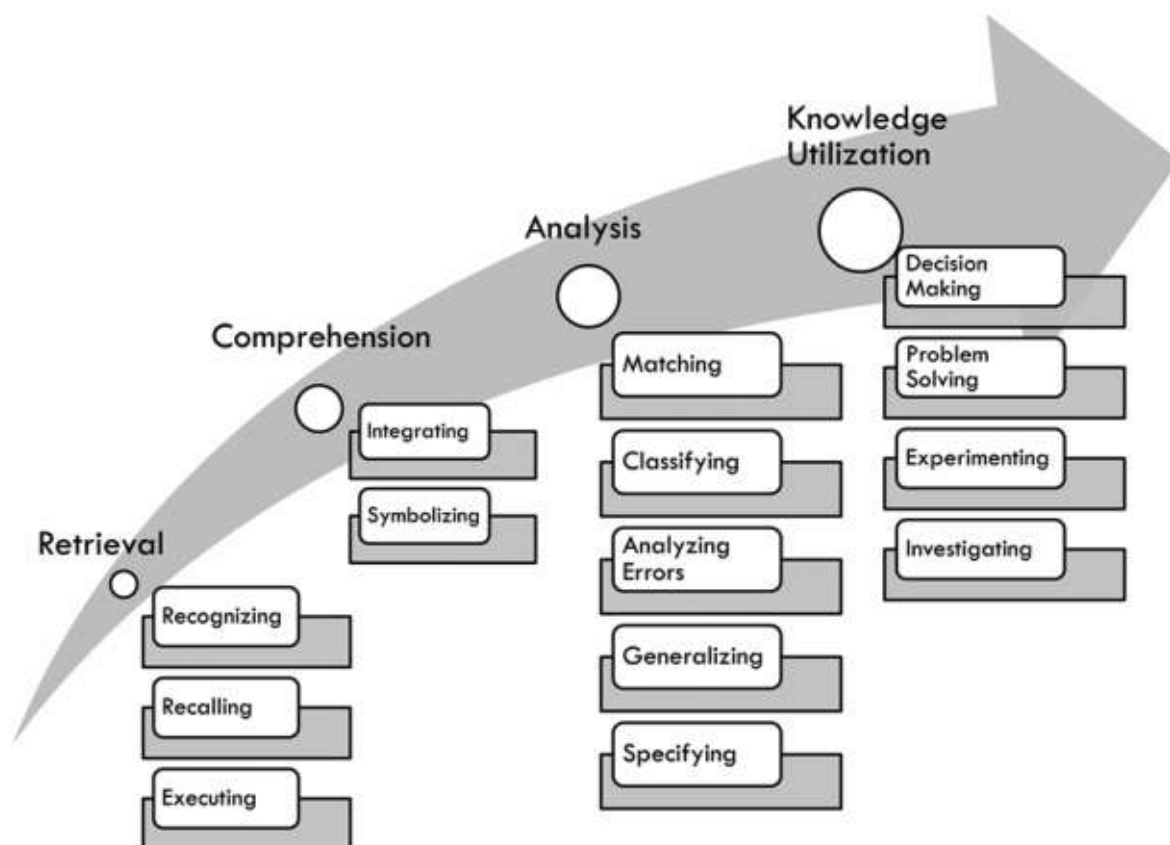


Figure 2: Graphical Representation of the Cognitive Levels in Marzano's Taxonomy Arranged Hierarchically According to Level of Cognitive Control (Toledo & Dubas, 2015, p.

3.1.1.1. Level 1: Retrieval (Cognitive System)

As the name suggests, it is about reviving the already stored knowledge and transferring it to the working memory; it is an innate process that happens unconsciously. Toledo and Dubas (2015) recognized the retrieval task as “tasks ask students to access information exactly as it was originally presented”(p. 2). Case in point: in a session of Grammar module, the lesson was about models; in the following sessions teachers throw questions on models here and there to train the students’ retrieval skill. It involves 3 degrees of processing:

3.1.1.2. Recognize: which is to discern the previously known knowledge among the new or unknown ones.

3.1.1.3. Recall: it is going back to the memory storage and finding the required information to use when needed.

3.1.1.4. Execute: it can be defined as knowledge management.

3.1.2. Level 2: Comprehension (Cognitive System)

It is to understand the information, identify the indispensable and dispensable then store the critical part of in the long term memory. It involves integrating and symbolizing.

3.1.2.1. Integrating:

It is a mental process that involves fusing and relating the previous knowledge to the current one. It is found in the theory of Krashen $i+1$, where the new knowledge is based on the old one.

3.1.2.2. Symbolizing:

As the name implies, it is the symbolisation of knowledge through two modes: linguistic and imagery.

3.1.2.2.1.Linguistic: Where knowledge is accumulated in a linguistic form such as statements.

3.1.2.2.2.Imagery: Where information is stored as mental pictures and physical sensations such as sounds, smells...etc.

3.1.1.3.Level 3: Analysis (Cognitive System)

They defined it as: “the reasoned extension of knowledge. As a function of applying the analysis processes, an individual elaborates on the knowledge as comprehended” (Marzano& Kendall, 2007, p.44). In other words, it is the examination of the presented information using one or a mixture of the following operations:

3.1.1.3.1.Matching:It is identifying similarities and differences.

3.1.1.3.2.Classifying:Learners use this process naturally; however, organizing the knowledge into purposeful categories as an analytic tool can be exigent.

3.1.1.3.3.Analyzing errors:In this process the learner uses logic and reason to examine the information before endorsing it.

3.1.1.3.4.Generalizing:It is building new speculations from already known or observed data using inductive reasoning. The latter is the act of making generalized conclusions based on specific data.

3.1.1.3.5.Specifying:It is applying deductive reasoning, which is the act of supporting an already made generalization with specific data, to the presented knowledge.

3.1.1.4. Level 4: Knowledge Utilization (Cognitive System)

It “focuses on using the knowledge to address more authentic tasks” (Toledo & Dubas, 2015, p. 2). Otherwise stated, it is the application of the knowledge through the following four categories:

3.1.1.4.1. Decision making: It is to choose between two or more options in specific situations.

3.1.1.4.2. Problem solving: Finding a solution for the suggested problems, by way of illustration: suggesting a scenario for the students that involves a dilemma and asking them to find their way out.

3.1.1.4.3 Experimenting: Students draw conclusions after careful probing and hypothesis testing.

3.1.1.4.4. Investigating: Finding out clues that support or explain a certain idea

The mental processes involved in the cognitive system are displayed in the following table:

Table 2: Cognitive System as Mental Processes (Marzano & Kendall, 2007, p.62)

<i>Level 4: Knowledge Utilization</i>	
Decision Making	Students use the knowledge to make decisions or make decisions about the knowledge.
Problem Solving	Students use the knowledge to solve problems or solve problems about the knowledge.
Experimenting	Students use the knowledge to generate and test hypotheses or generate and test hypotheses about the knowledge.
Investigating	Students use the knowledge to conduct investigations or conduct investigations about the knowledge.
<i>Level 3: Analysis</i>	
Matching	Students identify important similarities and differences between knowledge components.
Classifying	Students identify superordinate and subordinate categories related to the knowledge.
Analyzing Errors	Students identify errors in the presentation or use of the knowledge.
Generalizing	Students construct new generalizations or principles based on the knowledge.
Specifying	Students identify specific applications or logical consequences of the knowledge.
<i>Level 2: Comprehension</i>	
Integrating	Students identify the basic structure of knowledge and the critical as opposed to noncritical characteristics.
Symbolizing	Students construct an accurate symbolic representation of the knowledge, differentiating critical and noncritical components.
<i>Level 1: Retrieval</i>	
Recognizing	Students recognize features of information but do not necessarily understand the structure of the knowledge or differentiate critical from noncritical components.
Recalling	Students produce features of information but do not necessarily understand the structure of the knowledge or differentiate critical from noncritical components.
Executing	Students perform a procedure without significant error but do not necessarily understand how and why the procedure works.

3.1.1.5 Level 5: Metacognitive System

Metacognition is thinking about thinking, thereby the metacognitive system is about inner examination. Researchers have described it as the responsible for checking, assessing, and directing the working of all other kinds of thought. It has the four functions represented in the figure below:

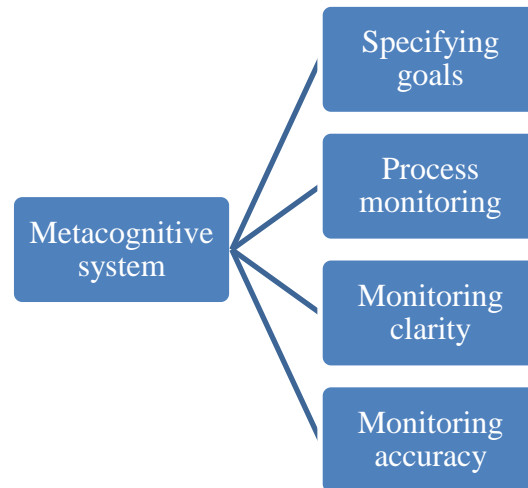


Figure 3: *The Functions of the Metacognitive System* (Marzano & Kendall, 2007)

The metacognitive system has four functions as clearly shown in the table

Table 3: *Metacognition as Mental Processes* (Marzano & Kendall, 2007, p.62)

Level 5: Metacognition	
Specifying Goals	Students establish a goal relative to the knowledge and a plan for accomplishing the goal.
Process Monitoring	Students monitor the execution of specific goals as they relate to the knowledge.
Monitoring Clarity	Students determine the extent to which they have clarity about the knowledge.
Monitoring Accuracy	Students determine the extent to which they are accurate about the knowledge.

3.1.1.6 Level 6: Self System

It comprises of an interrelated arrangement of attitudes, beliefs, and emotions. It is the connection of those that decides both motivation and attention. The self-system decides if an individual will participate in or refrain from a given task; it likewise decides how much energy the individual will bring to the task. It has 4 types presented in the figure below:

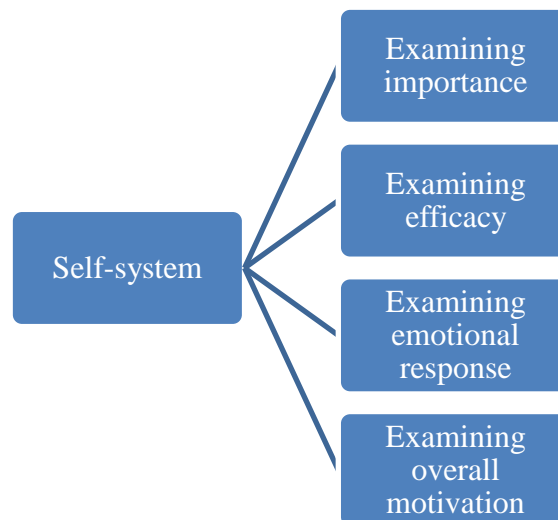


Figure 4: Types of Self-system(Marzano& Kendall, 2007)

The mental processes involved in the self system are reported in the following summary table.

Table4:The Self System Stated as Mental Processes (Marzano& Kendall, 2007, p.62)

<i>Level 6: Self-System Thinking</i>	
Examining Importance	Students identify how important the knowledge is to them and the reasoning underlying this perception.
Examining Efficacy	Students identify beliefs about their ability to improve competence or understanding relative to knowledge and the reasoning underlying this perception.
Examining Emotional Response	Students identify emotional responses to knowledge and the reasons for these responses.
Examining Motivation	Students identify their overall level of motivation to improve competence or understanding relative to knowledge and the reasons for this level of motivation.

3.1.2. The Domain of Knowledge

Marzano and Kendall (2007), in their new taxonomy, divided knowledge into three domains: information, mental procedures, and psychomotor procedures. For clarification, one example cited in their book was about the subject of geography; its knowledge involves information about places, weather patterns and the effect of the geographical positioning on the development of one area. Moreover, it included mental processes such as how to read and

use a map. As for the psychomotor which are the physical skills they are little to none. The latter can be found in fields that depend on physical movements such as sports.

4.Characteristics of a Critical Thinker

Critical thinking is not merely one way of doing or thinking about things, rather it is a set of skills that must be merged together in order for one to fall under the name of “critical thinker”. Scholars and researchers differ in describing the critical thinker, but they all meet in certain criteria. Cottrell (2005) argued that critical thinkers can have the following traits:

- Understanding the other side of the coin, meaning, recognizing the others’ way of building arguments and points of view.
- Assessing the reliability of different opinions.
- Reasonably examining the opposing standpoint.
- Having insight and a deep look into any matter.
- Noticing what is behind the strength of a certain position, such as the persuasive devices.
- Reflecting systematically and reasonably on things.
- Making reasonable assumptions to draw judgments about whether arguments are valid and justifiable.
- Presenting a point of view in an organized, clear, and well-thought-out manner that persuades others.

On the other hand Allen and Scozzi (2011) only recognized five main attributes to focus on, being:

- Understanding the reasonable connection between ideas.
- Evaluating as well as judging different logical schemes.
- Detect the flaws in arguments.

- Pinpointing the key elements in every idea.
- Reflecting on one's own inner thoughts, beliefs... etc.

Sen (2010) approached critical thinking from a different vantage point: "Critical thinking is concerned with reason, intellectual honesty and open-mindedness, as opposed to emotionalism, intellectual laziness, and closed mindedness" (p. 16). Meaning, a critical thinker is rationale, honest, open-minded, and as Facione described: "flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider..." (1989, p. 3).

5. Significance of Critical Thinking

Critical thinking seized the title of the skill of the modern era; it is a vital necessity in the professional as well as everyday life. In other words, it can be applied to any situation in life that calls for reflection, analysis, and planning.

5.1 Inside the Classroom

The educational systems around the world are adopting the students' based teaching which requires them to work independently most of the time. Critical thinking enables students to:

- Make well studied decisions.
- Develop persuasive and communicative skills.
- Protect themselves from mental fallacies and rhetoric thinking.
- Become better team leaders.(Aryasomayajula, 2020)

Additionally, they critically evaluate their lesson content, they become better problem solvers, analyse in a well structured manner in order to discuss critically the idea proposed by the teachers, they also develop their ability to make their own arguments (Bassham et.al.,

2011). Cottrell (2005) noticed some shifts in students overall behaviors after adapting critical thinking. They had further developed attention and observation, more engaged reading with better ability to distinguish the key points in a text, easily communicated ideas. Complimentary to the forgoing idea and to testify the significance of CT, Facione (2013) wrote: “A study of over 1100 college students shows that scores on a college level critical thinking skills test significantly correlated with college GPA”.

5.2 Outside the Classroom

The world outside the classroom necessitates critical thinking as much as the classroom environment does, maybe even more. Baker (2020) posited that fostering CT as a life skill and using it daily allow people to analyze their daily problems in a more effective way, communicate smoothly and deal with life obstacles whether in the work place or in the personal life in a more structured effective manner.

6. Barriers to Critical Thinking

Critical thinking is a beneficial skill when developed properly. Nevertheless, there are barriers to CT that impede people to reach their full potential through it. Bassham et.al.(2011) found numerous hindrances to critical thinking, among them: lack of relevant background information, poor reading skills, narrow-mindedness, closed-mindedness short-term thinking, selective memory, overpowering emotions, self-deception, face-saving and fear of change .Likewise, Alcos et al. (2020) saw that ignorance and fear of being wrong are two main obstacles in the way to be critical thinkers; by way of illustration, being afraid of committing mistakes creates mental limitations, and so the person loses their self-esteem and avoids discussions, debates or any situation that leads to the exploration of new view points. In the pedagogical context and upon surveying a group of English teachers of different levels, it was

concluded that Self-efficacy, and lack of knowledge of the concept of CT are noticed to prevent students' critical thinking from flourishing (Aliakbari & Sadeghdaghighi, 2013).

7. Critical Thinking Assessment

Teaching critical thinking is one thing, assessing it is something else. Certain objectives must be met in order to have a trustworthy result out of the critical thinking test.

Paul (1995) suggested some crucial criteria to meet the desirable goals, among them:

- It should assess students' skills and abilities in analyzing, synthesizing, applying, and evaluating information.
- It ought to incorporate communication skills and problem solving.
- It should be as realistic as possible, containing problems similar to the real life ones.

Concerning the types of questions that are more reliable, it has been a topic for hot debate for many years; academics have different views to the best way to measure it. They are categorized into three parties. The first one, supported by: the Collegiate Assessment of Academic Proficiency (CAAP) and The California Critical Thinking Skills Test (CCTST), believe that CT is better measured through multiple choice questions. The second one, trust open ended questions more, among them: Ennis. The last party is the perfect balance of both types of questions carried out by: CLA+ (collegiate learning assessment) (Liu et al., 2014).

8. Critical Thinking in EFL Classroom

Teaching foreign languages is evolving by the minute. Novice, creative and fun ways are discovered everyday. Students of this era are not like the ones from the previous decades, for instance, traditional language classroom, based on translation method, is replaced with communicative one, innovative methods are needed to keep them engaged with the content

and teach them skills to use in their daily life as well. EFL classrooms are concerned with those objectives as well; EFL learners need a set of skills to be able to use the language proficiently, critical thinking is one of them.

Through emphasis on self-awareness, foreign language teachers can help their students to understand themselves and their surroundings as much as possible. By understanding those, they become more open to new points of view and develop a better cognizance to the culture of the foreign language. Positive attitudes towards the target culture lead to increased motivation to learn a second language (Pashangzadeh et al., 2016).

Reading, which is one of the main skills for learning a foreign language, is more efficient using critical thinking skills, precisely: evaluation, analysis, inference, deductive reasoning and inductive reasoning (Facione, 2013). If truth be told, reading and critical thinking has a reciprocal relationship; numerous studies, namely Mohammad and Mehrgan (2012), Fahim and Hoominian (2014), Zuzana (2015), Pashangzadeh et al. (2016), and more recently Husna (2019), has proved that reading affects and improves critical thinking.

8.1. Implementation of Critical Thinking in EFL Classroom

There exists many ways to teach EFL students critical thinking in the classroom. One simple way comes forward is the Plymouth model for generating critical thinking represented in the figure below:

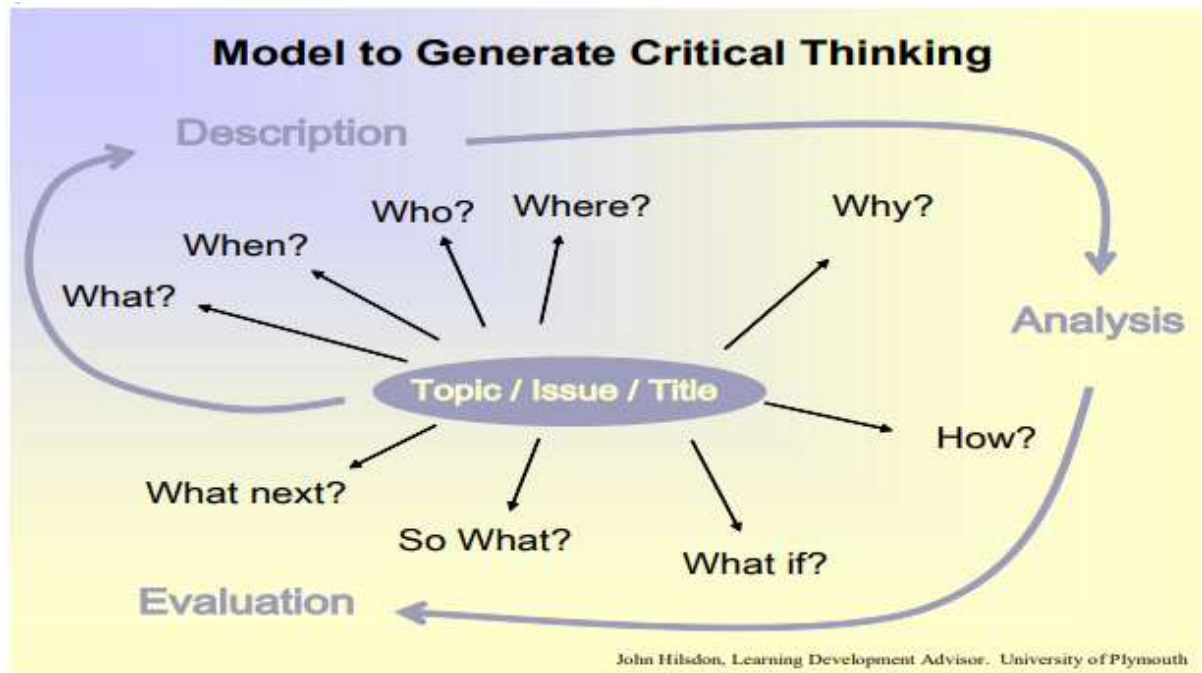


Figure5: Plymouth Model for Generating Critical Thinking (University of Plymouth, 2010)

Based on the model above, the session should go as follow: during a session of literature, where the teacher already assigned a novel for the students to read, the teacher starts with the description stage (what? where? who? when?), e.g.: what is the main theme of this novel? Then the analytical questions (how?, why?, what if?) E.g.: why did this character do this? Finally, he concludes with the evaluation (so what? What next?) E.g.: after the ending of the story, what do you imagine is going to happen next? Of note, all of the steps can be done by the students individually, the ones seeking to train their critical thinking skills.

Conclusion

Critical thinking is the skill of the 21st century, it is indeed crucial in a plethora of domains such as Education. Scholars and researchers certainly see that C.T.S is vital in foreign language teaching. They have always been keen to develop it within EFL classes using a variety of methods. Raising awareness around CT and spreading the knowledge on it is vital to assure the future generations will have better educational outcomes. Reading is one of the numerous devices that have been used to develop critical thinking especially in EFL classrooms. The next section revolves around it through providing an overview on it.

Section Two: Reading

Introduction

Writers nowadays are getting the recognition they deserve again after years of neglect; they light people's life with knowledge through several means, some of which are: books, journals and magazines. As a matter of fact, writers were not born with such a skill; rather, they built it themselves using a variety of strategies mainly: reading. Thus, reading is considered to be the core skill for a good writer, “a good writer is a good reader” they say.

People do not read solely for the purpose of refining the writing skill, but they do for other objectives nonetheless, to wit, academia and pleasure. EFL learners, for instance, need it to gain new vocabulary and acquire new aspects of the language and its culture. They require the practice and the implementation of such skill whether inside the classroom in which the teacher is the monitor or outside of it unbridled using the befitting strategies to undergo an enjoyable effective reading.

The present chapter is, by implication, tailored to delineate a brief overview of the term reading and its aspects including: types, strategies, significance. It was rated of pivotal importance that the elucidation of reading comprehension and teaching reading in EFL classes should be discussed.

1. Defining Reading

Reading is one of the most important receptive skills that a learner needs to master while acquiring a new language. It refers to “ a reasonable spoken message from a printed text” (Carrol, 1964, p 62, as cited in Hedgcok & Ferris, 2009).It is the procedure of encoding each seen word, sentence, text and message for the purpose of

deriving its true meaning and making sense of it. According to Oxford dictionary, the verb “to read” means “to look at and understand the meaning of written or printed words or symbols” (n.d). Put differently, reading is a communication between the reader and the message sender in which the latter posts his thoughts and ideas in form of words while the reader looks at those words, analyses them and tries to get the exact meaning intended by the writer.

All those definitions might not be sufficient to explain neither the notion of reading nor its nature, that is why a set of researchers’ viewpoints on the reading skill are stated next. According to Anderson (2003), reading is “an active, fluent process which involves the reader and the reading materials in building meaning(p. 1). Anderson by this definition explained reading as an assemblage between the one who is making readings and the materials being used to achieve this activity. Likewise, Grabe (1991) defined reading as being able to extract meaning from a printed page and interpret this information suitably.

Reading also has been interpreted as “a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. The penultimate refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text”(Kozak, 2011, p.7). On the same vein, Alderson (2000) argued that reading activity might be also defined in terms of process and product, the process deals with the interaction between the reader and the text being read; he attempts to discover what do the written words mean, how they are combined with each other and how they relate to things they have previously read, in addition to expecting what is coming next. While the product is concerned with the results of making reading, whether the reader understands the text or failed to extract the intended meaning by the writer.

2.Types of Reading

There are two main types of reading which were first introduced by Palmer (1994): the intensive reading which is known also as the academic reading and the extensive that is called the communicative reading.

2.1 Intensive Reading

Intensive reading is all about the readings made by the learners inside the classroom to achieve specific objective. Harmer (2007) outlined that the intensive reading takes place inside the classroom and is usually associated with study activities, viz. students read precisely, analyse deeply, to decipher the implementation of grammar and vocabulary. It is regarded as guided reading because it happens under the supervision of the teacher, the latter is the monitor who chooses the appropriate materials to be read, then he guides his learners whilst reading to look at particular uses of vocabulary and grammar. Learners, later on, can be tested and asked to solve a set of activities associated with the material being read.

2.2 Extensive Reading

“where possible, extensive reading should involve Reading for pleasure” (Harmer, 2007, p.99), just the quite opposite of the intensive reading, the extensive one is done out of the classroom, it involves learners reading texts independently for the sake of enjoyment and pleasure, readers are free to choose what to read in the target language according to their interests without the pressure of being tested. Grellet (1981) stated that extensive reading is “reading longer texts, usually for one’s own pleasure. This is a fluency activity mainly involving global understanding”(p. 4).

3. Reading Strategies

Reading is an intricate task that entails a wide variety of strategies necessary for the facilitation of the process and overcome of any potential obstacles. A reading strategy according to McNamara et al. (2007) is “a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension” (p. 470). The most common useful strategies for readers, according to Bergeon and Wolf (2003), Duffy (2009), Moran (2002) and Mikulecky and Jefferies (2007) are:

3.1. Predicting: To predict during reading means to guess what is coming next. Actually, building imaginations in the mind helps enhances creativity and retrieval. “Prediction is important because it activates schemata; that is, it calls into mind any experiences and associated knowledge that we already have about the topic of the text” (Nuttal, 1996, p.13) .

3.2. Skimming: It is a quick reading of the written material for the purpose of figuring out the general idea being discussed in the text. It does not take much time since the reader just reads what is significant. According to Nuttal (1996) skimming means glancing rapidly to determine a gist in a text.

3.3. Scanning: In an attempt to define this strategy , Grellet (1981) argued that when scanning , the reader moves his eyes up and down looking for a specific information or idea relevant to the research topic from the text like seeking for a name, date, location, to name a few. Or to get an “initial impression of whether the text is suitable for a given purpose” (Nuttal, 1996, p.49)

3.4. Monitoring Questions: The main goal for making readings is to understand what is written, and to realize comprehension one should raise questions from time to time trying to

guess the intended meaning by the writer while reading. This analytical questioning leads to good responses, an important step for being critical thinker.

3.5. *Inferring*: It is a reading comprehension tool, known as reading between the lines

3.6. *Visualizing*: This strategy is mostly used by readers in which they try to draw an image in mind describing the items being read. As cited in Bergeron & Wolff (2003) visualizing is “creating mental visual images to keep your mind focused as you read or listen. Visualizing helps readers with comprehension by conjuring up images of a story as it is being read” (p.11).

3.7. *Summarizing*: Summarizing refers to reducing the length of the origin text with saving its essence by using one personal word and keeping the same ideas and the key points being conversed. According to Bergeron and Wolff (2003), summarizing after a story or a chapter is the focus on the overall meaning of the text.

4. Significance of Reading

It is widely recognised that reading is beneficial to all types of people no matter their domain in life. It has a profusion of benefits among them the ones mentioned by Keyser (2018):

- Opens the doors of the world, and helps discover cultures, ideas, beliefs of people around the world.
- Boosts one’s imagination and creativity.
- Improves vocabulary and grammar.
- Develops communicative skills.
- Improves concentration and reduces stress.

5. Reading in EFL Classes

It is presumed that reading is indeed crucial in EFL teaching. The act of teaching it is not as easy as it may seem, mainly because it takes a lot of energy and patience to decode the messages and organize the thought discussed in a piece of writing, sometimes the simplest text could take an EFL learner hours to grasp (Ur, 1996). For that reason, choosing the appropriate methods for teaching reading will facilitate the process of learning a foreign language. As for the content, it should be simple, comprehensible, interesting and suitable for the students' level (Ur, 1996). Teaching reading requires the teacher to be the controller, director, manager, facilitator and source of information (Oxford, 1989 as cited in Vanniarajan, 1990) throughout the three stages as explained by Toprak (2009):

5.1.Pre- Reading

It is a warm up to create curiosity and interest in the students' minds for the reading activity that follows. Some activities used in this stage are: discussing the text type, brainstorming and reviewing familiar stories.

5.2.While Reading:

During this phase, the teacher does not have much to do. Nevertheless, he can pinpoint valuable reading strategies, and offer concrete exercises in the form of reading comprehension.

5.3.Post-Reading:

Otherwise stated the follow up or beyond reading, it is intended to set the information read into place and make sure students did benefit from the reading material. Teachers could use activities such as: discussions.

6. Techniques for Teaching Reading

There are several techniques for teaching reading, researchers such as Walker (2012) listed a plethora of techniques for teaching reading. Among them, the following techniques are noteworthy.

6.1. Cloze procedure: Where the students are given a text with missing words for them to fill.

6.2. Directed Reading Activity (DRA): This technique is among the teacher based approach techniques, where the teacher does all the work and students only give answers. The teacher explains, gives instruction, inflames the discussion...etc.

6.3. Readers Theatre: Or screen play where students re-enact a scenario (i.e. reading material). It suits the Oral Expression module as well.

6.4. Repeated Reading: It is the repetitive act of reading for the sake of comprehension and developing fluency and speed when reading.

6.5 Summarisation: As the name implies, it is to summarise a piece of writing using one's own words it proceeds the reading activity. In other words: " the process of creating a summary of a certain document that contains the most important information of the original one, the purpose of it is to get a summary of the main points of the document." (Abualigah et al., 2020, p 1).

An experiment in an EFL classroom aimed at testing different techniques used by teachers to teach reading came to a conclusion that the teacher should follow specific steps to insure students are indeed learning those are:

- Introduce the material using pictures.
- Readtogether with the students while giving them guidance.

- Use small group while using guided reading method.
- Guide the students while letting them find the problem and try to find the answer. (Ariandika & Kartikawati, 2018)

Reading is a muscle that needs constant practise. Despite the efforts and the creative techniques teachers might use, the main factor here is the students' individual exertions outside the classroom.

7. Reading Comprehension

Reading is done for lot of goals, but still comprehension is the major purpose to be achieved. That is to say, reading and comprehension are two linked activities that work hand in hand to form reading comprehension. The latter refers, in its most obvious sense, to the ability to understand information in a text and interpret it appropriately. Comprehension itself is much more complex than doing the activity (Grabe & Stoller, 2013).

Explaining the term reading comprehension begins with understanding the meaning of the word comprehension. According to Merriam Webster dictionary, comprehension is: "the act or action of grasping with the intellect", synonym of understanding. Based on the foregoing, reading comprehension is the act of understanding the reading material which according to Grellet (1981), refers to extracting the required information and grasp from it as efficiently as possible. In the didactics context, it is known as: "the prerequisite for meaningful learning from text" (Kirby, 2007, p. 1). In a more simple way, reading comprehension is a teaching tool through which teachers help students grasp as much knowledge as possible from the reading material, the questions often direct the students' minds towards the important point in the text or the idea intended for them to perceive.

Grellet (1981) scaffolded that understanding a written text means extracting the required information and gist from it as efficiently as possible.

Conclusion

To round off, it has been the role of this chapter to delineate that reading is a crucial skill in EFL classes as well as in other domains. It is indeed a bewilderingly tangled web that requires a variety of methods and strategies to achieve the desired outcomes. The following chapter will be an investigation on the effect of reading critical thinking and the students' perceptions on the matter.

Chapter Two:

Critical Thinking and

the Reading Skill:

Field Work

Introduction

This chapter is the pith of the dissertation at hand; the antecedent is an appetiser for the readers. In this chapter, the results and everything behind the scenes for the data gathering process are presented. Two methods were used to test the hypotheses and obtain the most credible results. The first tool is an experiment and the second one is a questionnaire, the posterior was deployed to embellish the results of the former tool. Both of which were administered to first year students during their second semester as EFL learners at Mila University Centre. As it is the case with many studies, obstacles were found along the way, which will be stated in the course of this chapter followed by a list of recommendations for teachers, students and future researchers to unravel new innovative ways to incorporate CTS in EFL classrooms.

Section One: The Experiment

1. Population and Sample

The experiment was targeted at First-year EFL learners at Mila University Centre, Institute of Letters and Languages, Department of Foreign Languages during the second semester of the academic year 2020/2021. Two groups were randomly selected out of seven containing 156 students. Group two (i.e. the experimental group) consists of 24 students and group three (i.e. the control group) consists of 20 students; making the total of 44 subjects as a sample. The participants' age and sex varies, their age is between 19 and 20 years old. As for the genders, the control group consists of 15 females and 5 males, while the experimental group consists of 18 females and 6 males (i.e. 33 females and 11 males in total). This population was chosen in view of the fact that they are transitioning from a teacher based learning to, now, a student-based one where they are expected to research, discuss, evaluate and analyse the content presented to them. Under those circumstances, critical thinking is a prerequisite skill. This experiment is used for the sake of confirming or infirming the hypotheses put for this research at the outset.

2. Methodology

The methodology employed was a standard one for conducting experiments in social and human sciences i.e. a pre-test for the Exp.G and the C.G, a tailored plan for the Exp.G then a post test for both groups. It is worthy of mention that there was no pilot study considering the pre-test was adequate to appraise the cognitive skills needed to serve the experiment purposes, aspects of the language itself from grammar to vocabulary were neither necessary nor had an impact on the process of the experiment. The tests served two main purposes: providing a point of departure for comparison between the sample groups as well as evaluating their cognitive skills according to the classification of Marzano's taxonomy

which was explained in the previous chapter. The form of the test is the standard critical thinking test; however, the content itself was customised to be adequate to the level of the target group which was observed through their progress in their lessons of written expression. Both tests are made from scratch in the form of reading comprehension, a simple text was selected followed by mostly open-ended questions following the recommendations of Ennis: “In making your own test, it is probably better that it be at least somewhat open ended anyway, since making good multiple-choice tests is difficult and time consuming, and requires a series of revisions, try-outs, and more revisions.” (1993, p.184). Each question was created to prompt a cognitive skill in the students’ minds. The following table was the basis for making the questions:

Table5:Marzano’s Taxonomy(Mlicausi, 2016)

Marzano’s Taxonomy – Useful Verbs	
Recognize • recognize (from a list) • select (from a list) • identify (from a list) • determine (true / false)	Retrieval
Recall • name • list • describe • state • identify who, where, or when • describe what	
Executing • use • demonstrate • show • make • draft • complete	
Integrating • summarize • paraphrase • describe the key parts of • describe the relationship between • Explain the ways in which • describe how or why • describe the effects	Comprehension
Symbolizing • use models • symbolize • depict • represent • draw • illustrate • show • diagram • chart	
Matching • compare and contrast • categorize • sort • differentiate • discriminate • distinguish • create an analogy or metaphor	Analysis
Classifying • classify • organize • sort • identify different types or categories • Identify a broader category	
Analyzing Errors • edit • revise • identify errors or problems • evaluate • identify issues or misunderstandings • assess • critique • diagnose	
Generalizing • form conclusions • Create a principle, generalization, or rule • trace the development of • generalize • what conclusions can drawn • what inferences can be made	
Specifying • make & defend • predict • what would have to happen • develop an argument for • judge • under what conditions • deduce	
Decision-Making • select the best among the following alternatives • which of the following would best • what is the best way • decide • which of these is most suitable	Knowledge Utilization
Problem-Solving • solve • adapt • develop a strategy • figure out a way • how would you overcome • how will you reach your goal under these conditions	
Experimenting • experiment • generate & test • test the idea that • what would happen if • how would you test that • how can this be explained • how would you determine if • based on the experiment, what can be predicted	
Investigating • investigate • research • find out about • take a position on • how & why did this happen • what would happen if • what are differing features of	

A good case in point is question number 12 in the pre-test “If you were an employee in a company and your boss is involved in money laundering what would you do? Why?”(see Appendix 1) , this triggers the problem solving skill which is classified under knowledge utilization. Another example is question number 10 in the post-test which was aimed for their matching skill that takes part in the analysis cognitive skill “Compare your attitude in the classroom to that of the previously mentioned types of students”(see Appendix).

As for the reading material distributed to the Exp.G it was a gradual process, from simple to moderate to more complicated. Initially, the process began with 3 simple paragraphs accompanied by a set of questions, then, students were assigned 4 short stories along with a reading report. The last step which involved reading novels was not done due to some obstacles explained in the limitations of the study. The questions associated with the reading material did not include all the cognitive skills, they were aimed to ensure that students are engaged with the content and are grasping whatever was presented to them. The reasoning behind it is that there was no intention of judging the students; they were there to be a proof that the participants are engaged with the content. Of note, they were made much the same way as the questions of the tests.

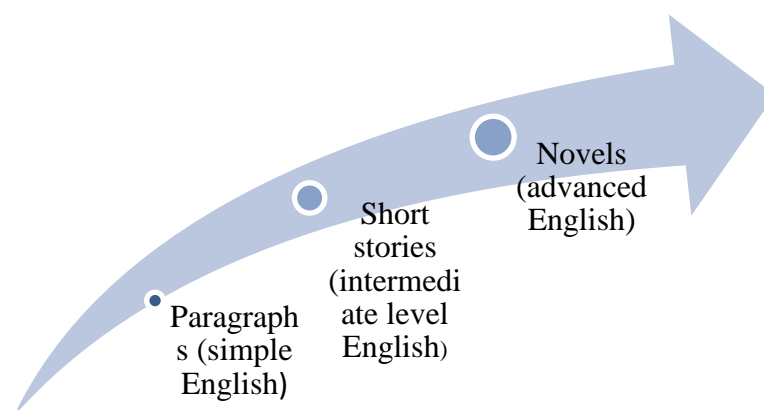


Figure 6: *The Reading Material Plan*

The methodology is summarized in the figure below:

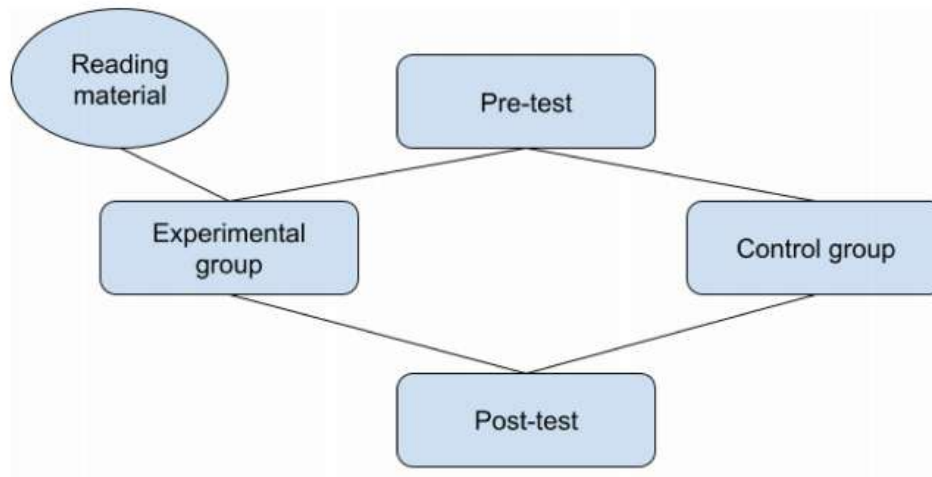


Figure 7: The Experiment Plan

3. Procedure

For the most part, the experiment procedures took place in the session of the written expression module on account of the nature of the module itself which involves reading. Some questions concerning the lessons being presented by the teacher were intentionally included as an application so as to not affect the flow of their sessions. Questions like the type of the paragraph and underlining the controlling idea.

3.1. The Experimental Group

The procedure with the Exp.G had 3 stages, the pre-test, the reading phase and the post- test. During each stage, students' cooperation and presence varied.

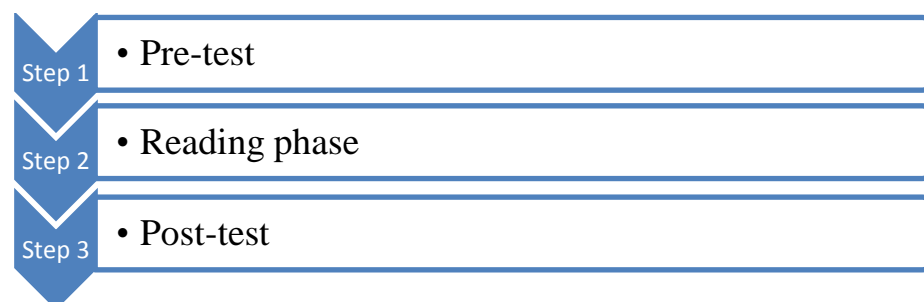


Figure 8: The Experimental Group Procedure

At the first stage, they were administered a 45 minutes test of critical thinking contains a text upon which 13 questions were based (see Appendix 1). Eighteen students were present and cooperative.

The following stage was reading. This phase is also divided into 3 parts: the first one, in the classroom, using easy reading material which was 3 expository paragraphs with beginners' level English, two paragraphs in one session and the third one in another session(see Appendix 2). The second part, four short stories, varied in themes and length, mostly not exceeding 16 pages written with intermediate level English, with content that intrigues the reader's imagination. Their titles were: "The Tell Tale Heart" by the famous Edgar Allan Poe, "The Veldt" by Ray Bradbury, "The Rocking Horse Winner" for D.H. Lawrence and "The Monkey's Paw" by W.W.Jacobs. They were sent via Email to the participants along with a reading report(see Appendix 3), the students 'answers were sent back via Email as well, in the course of roughly 3 weeks. The last part, students' engagement was at its lowest and time was not enough for it to be conducted. In this part, students were supposed to read more complicated reading materials that discuss interesting topics, among them, "The Stranger" of Albert Camus and the dystopian novel "1984" by George Orwell.

Finally, just like the pre-test, the post-test was conducted using the same method, following the same steps (see Appendix 4). Despite the progress in the reading material at this stage, a simple paragraph was chosen for the reason of having a similar basis for result comparison between the pre-test and the post -test. Sixteen students were present, although most of them were not cooperative, more than half of them left the papers blank or with 2 or 3 answers.

3.2. *The Control Group*

Unlike the experimental group, this group underwent the two tests only; they were neither treated nor observed. In both times, there were absentees, be that as it may, their engagement was significant. Eighteen students were present during the pre-test and nineteen in the post-test.



Figure 9: The Control Group Procedure

4. Description and Analysis of the Results

4.1. *Description of the Results*

Before presenting the results of the experiment, one must highlight the fact that there was a lack of students' cooperation in the post test. Most of them handed back their papers almost blank which makes it inappropriate to judge them based on answers they did not write. Based on the observation made on their marks in the final exams of written expression as well as literature and their oral participations in the written expression sessions, the questions were perfectly within their reach, they simply refused to cooperate. For that reason, in the interest of procuring as much accurate information as possible from the data gathered, 6 students were selected to be representatives of each group, those who participated in all the phases and answered all the questions truthfully; therefore, enabled us to measure their cognitive progress.

4.1.1. The Pre Test

Since the sample consisted of First-year students who haven't had an intense training in English as a foreign language, they were predominantly judged based on the ideas they proposed and how accurate their answers were, with no regards to grammatical or structural mistakes. The criteria upon which the final mark was based were the four cognitive skills of Marzano's taxonomy (See Appendix 6 for the scoring guide).

4.1.1.1. The Experimental Group

The students' marks are displayed in the table below:

Table 6: Pre-Test Marks for the Experimental Group

Students	The Cognitive Skills				Marks
	Retrieval	Comprehension	Analysis	Knowledge Utilization	
Student 01	2	4	1	3	10
Student 02	2.5	2.5	0.5	1	6.5
Student 03	3	2.5	1.5	3	10
Student 04	3	5,5	3,5	4,5	16,5
Student 05	2,5	5	3,5	3	13
Student 06	2,5	5,5	2	3	13
Mean	2.6	4.2	2	2.9	12

In general, students have average results. Their best performance is noticed in the questions that triggers the comprehension skill, in which the majority of students answered the two questions with no difficulty, this could be due to the nature of training they had in English language in High School and Middle School, at those levels the focus was mostly on

comprehension. In knowledge utilisation they have an average level, the questions were concerning their views towards the topic of the text, corruption, they were free to say whatever they wanted, hence, they achieved better. Concerning the retrieval skill, results are less than the aforementioned performances, only a question about synonyms was not answered by the majority of the respondents. Their weakest performance is in analysis, where the questions needed more focus, none of them answered question 8, which was a tricky question that only the students who pay attention to the details and analyse the text thoroughly can answer it.

4.1.1.2. The Control Group

The results are displayed in the table below:

Table 7: Pre-test Marks for the Control Group

Students	The Cognitive Skills				Marks
	Retrieval	Comprehension	Analysis	Knowledge Utilization	
Student 01	2,5	5	2,5	5	15
Student 02	2	5	3	4,5	14,5
Student 03	2	4	2,5	3	11,5
Student 04	3	3,5	00	5	11,5
Student 05	2,5	4,5	1	4	12
Student 06	2	5,5	3,5	4	15
Mean	2.3	4.6	2.1	4.3	13.3

Students of C.G had average results overall. Apparently, the least excelled skill is analysis which was mostly based on them giving their opinions and using their own ideas. Knowledge utilisation was not their strongest skill either. As regards to the other ones, they had a mediocre performance, nothing exceptional.

4.1.2. Body of the Experiment

Students showed different attitudes towards the kinds of reading materials used(see Appendices 8 & 9). Their results are:

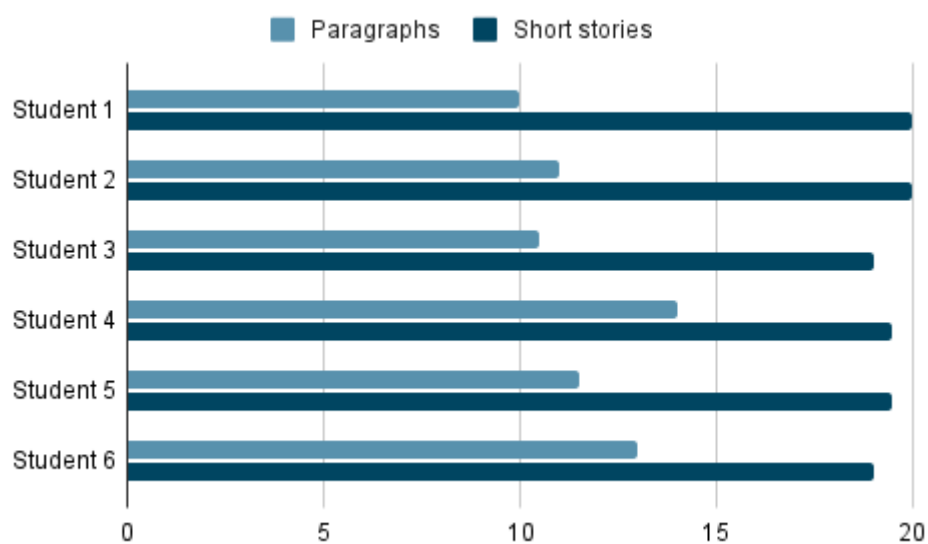


Figure 10: Students' Performance in the Reading Phase

After evaluations it was noticed that the students' tendency went to reading short stories by the first class. Students showed remarkable performance with the short stories which comes in line with the results of the questionnaire where students voted for short stories as their favourite reading material. All of them had great answers, they had the ability to discuss the ideas and give their opinions. To illustrate, here is an answer of student 2 concerning the second question on “the veldt” short story, “Children are carpets, they should be stepped on occasionally .Yes I agree with this saying, because children must learn from childhood that life wont hand then everything they want; thus their parents must always

prevent them -for their own good- from doing things they may find fun but in fact will hurt and injure them”, looking at their results in the pre-test, this answer is great.

The difference between these can only be attributable as follows, paragraphs, despite their simplicity, were not the strongest performance of the participants. This could be looked at from the angle of the setting dissimilarity, the paragraphs were handed to the students in the classroom environment at the end of their session where their energies are low, whereas with the short stories they were given the freedom to choose which one to read first, whenever they want and a long period of time to be able to read comfortably.

4.1.3. The Post Test

The steps followed to get results in the post-test are the same as the pre-test. (See Appendix 6 for the scoring guide)

4.3.3.1 The Experimental Group

The results are displayed in the following table:

Table 8: Students' Results in the Post-Test

Students	The Cognitive Skills				Marks
	Retrieval	Comprehension	Analysis	Knowledge Utilization	
Student 01	2.5	3.5	1	6	18
Student 02	3	1.5	0.5	6	15.5
Student 03	1.5	3.5	6	6	17
Student 04	2	3.5	7	6	18
Student 05	1.75	3.5	5.75	6	17
Student 06	1.5	3.5	6	6	16.5
Mean	2	3.2	4.4	6	17

According to the results obtained, students had a big leap in most of their cognitive skills, especially in knowledge utilisation; questions that triggered this skill were based on students' ability to give their own view on the matters proposed. As for the analysis skill, there was the same tricky question as the pre-test, still, none of them answered it; however, this time they performed better in the other questions that were associated with the analysis skill.

4.3.3.2. The Control Group

The results are displayed in the following table:

Table 9: Post-Test Marks for the Control Group

Students	The Cognitive Skills				Marks
	Retrieval	Comprehension	Analysis	Knowledge Utilization	
Student 01	2	3.5	4	6	15.5
Student 02	1.5	3.5	4	6	15
Student 03	2	3.5	6	5.5	17
Student 04	1.5	2	4	5	12.5
Student 05	2	3.5	6	6	17.5
Student 06	1.5	3.5	6	5.5	16.5
Mean	1.8	3.3	5	5.7	15.7

There is a significant improvement in their results. They scored better in all the skills, none of them had negative results.

4.2. Analysis of the Results

4.2.1. Progress of the Experimental Group

Students' overall performance improved throughout the experiment, it is presented in the figure below:

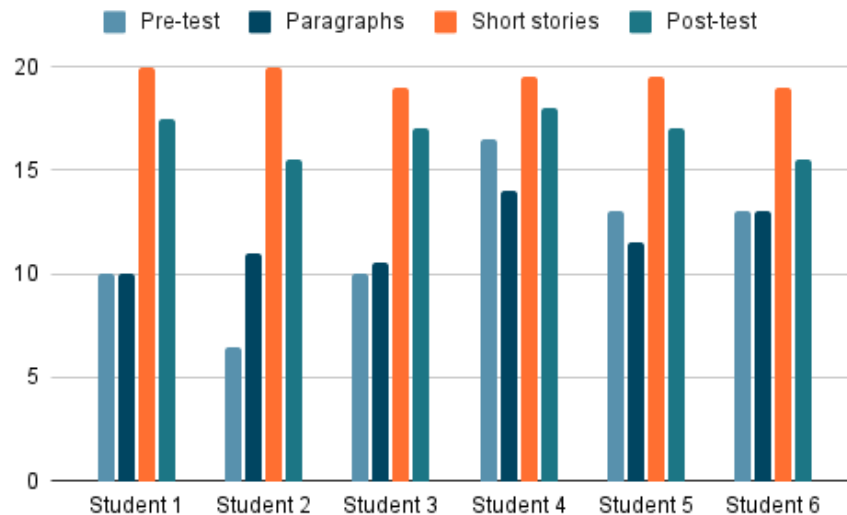


Figure 11: Students' Performance throughout the Experiment

All the students performed better after the pre-test. Once again, the most noticeable result is the peak in the marks of the short stories which was previously interpreted.

Their cognitive skills differed from pre-test to post test, the following figure represents that:

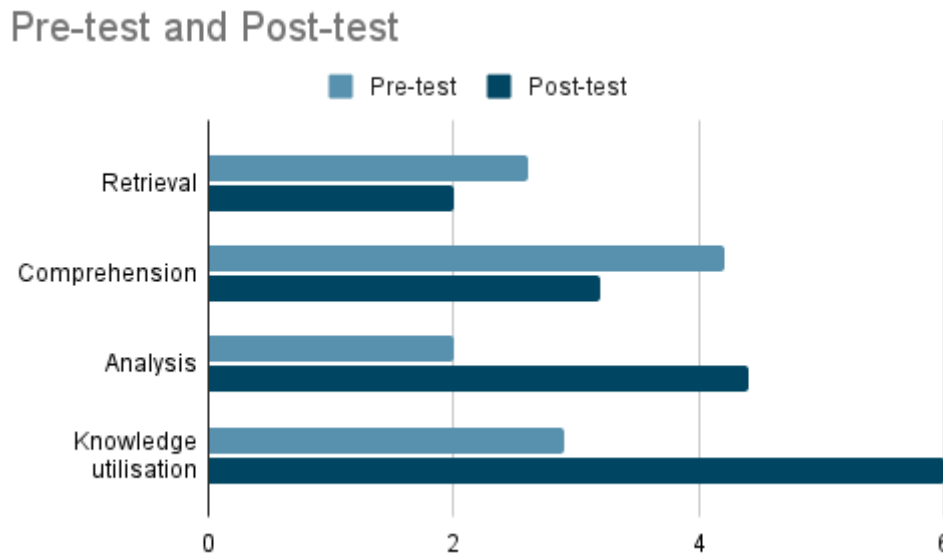


Figure 12: Students' Cognitive Progress in the Tests

The eminent leap was in knowledge utilisation, the questions that triggered this skill were based on their standpoints which left the space for them to use what they know beforehand and apply it to the situations they were put in. The next biggest change occurred at the level of analysis, students were able to take a jump in their performance, this could be interpreted in terms of the practice they went through given the fact that they were requested to analyse the reading materials all the time and question any information they read in them. The other two skills were not improved, they decreased but not in a considerable amount which did not affect their overall results.

4.2.2. Comparison between Both Groups

As presented above, there was a significant difference between the results of both groups. The experimental group had better final results despite the small difference in the initial ones. Calculations have shown that the mean of the Exp.G (i.e. 17) is greater than the one of the CG.(i.e.15.7).

A thorough look into each cognitive skill reveals the difference between the two groups in the post test, the following chart represents it:

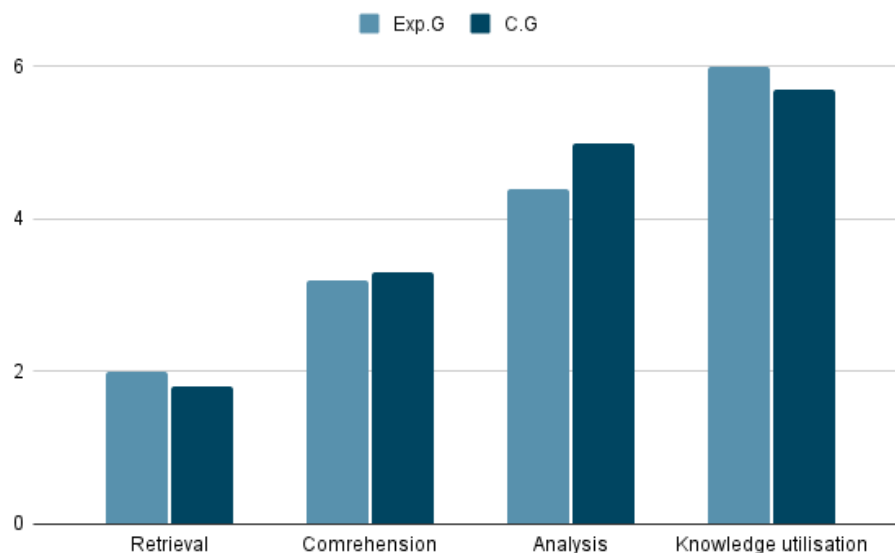


Figure 13: Comparison in the Cognitive Skills for the Experimental Group and the Control Group in the Post-Test.

The difference is not remarkable. The control group scored better in comprehension and analysis. On the other side, the experimental group had better results in terms of knowledge utilization and retrieval, it could be due to the treatment they had, they were constantly exposed to reading materials and questioned about them which helps them remember the content more(i.e. retrieval) and apply the knowledge in a systematic manner.

4.2.2.3. Hypothesis Testing

The means of both groups do show a difference in the progress of the students; however, statistically speaking, the means are not reliable enough. To stitch the data all together and get more reliable claims, a t-test is needed. A t-test is used to test the null hypothesis that says there is no statistical difference between the two samples which means that any difference there is between the two groups is due to chance. It is described as:

“appropriate whenever you want to compare the means of two groups” (Ghosal& Srivastava,2009, p.16, as cited in Azzoui, 2016, p.164).The formula for t-test calculation is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2(\frac{1}{n_1} + \frac{1}{n_2})}}$$

The calculations were made using an online t-test calculator (<https://www.graphpad.com/>), the data was entered and the results were given as follow:

Table 10: Calculations for the T-Test

	Experimental group	Control group
Mean	17	15.7
SD	0.949	1.807
SEM	0.387	0.738
N	6	6

The two-tailed P value = 0.1407

The mean of the experimental group - the mean of the control group = 1.333. Ninty-five percent (95%) confidence interval of this difference: From -0.523 to 3.190.

Intermediate values used in calculations:

- t = 1.6000
- df (degree of freedom)= 10
- Standard error of difference = 0.833

From the calculations above, and the comparison between the t value and the critical value, the null hypothesis is rejected and the alternative one is suitable for this case. In other words, the results that we got from the two groups were not due to chance.

5. Discussions and Interpretation of the Results

The findings, despite the paucity of the sample, sat hints at positive signs that should not be ignored. Based on the aftermath of the experiment, the hypothesis is confirmed; however, they are still open for further research under suitable conditions and appropriate circumstances by other researchers. Nevertheless, the methods used throughout the experiment were not proved to be flawed because as they say “Absence of evidence is not necessarily an evidence of absence”, meaning, even though the results were based on a small sample, due to several obstacles that will be explained later, they still do not prove the lack of effectiveness of the method and steps followed in this experiment. Overall these findings are in accordance with findings reported by Mohammad and Mehrgan (2012), Fahim and Hoominian (2014), Zuzana (2015), Pashangzadeh et al. (2016), Husna (2019). From the discussion and analysis above, key findings emerge:

- Critical thinking is indeed affected, and can be improved by reading.
- Students have a tendency to perform better under less constrictive environments with more time and freedom at hand.
- First year students prefer short stories over the simplest paragraphs; they enjoy meaningful reading that takes them through a journey.
- This analysis found evidence for the role of open ended questions in unleashing student’s creativeness.
- Another promising finding is that associating cognitive triggering questions with the reading material keeps the students engaged and leads to optimum benefits.

Section Two: The Questionnaire

1. Sample

This research took place at Mila University Centre, Institute of Letters and Languages, Department of Foreign Languages during the second semester of the scholarly year of 2020/2021. The target population was first year EFL learners, the total of seven (07) groups consisting of 156 students, 76 of them are the sample for this study. This population was chosen to get insights into their perceptions on critical thinking and reading, for the purpose of providing explanations and validity to the results of the experiment.

2. Administration of the Questionnaire

After noticing the large number of absentees among first year students during the second semester, the best way to contact them was found to be the social media platform, facebook. The questionnaire was written on Google forms and sent randomly to over 100 members of the parent population via private facebook messages. On the span of two weeks, 76 students answered the questionnaire.

3. Description of the Questionnaire

The questionnaire opens with an outset. It was put to explain for the students the aims of the study, for what purpose their answers will be used in addition to a brief explanation on how to answer it. The questionnaire consists of 19 questions that are a mixture of multiple - choice, yes/no, and open-ended questions, sometimes followed by a request for justification. To serve the aims of this research, the present tool was divided into 4 sections: background information, reading, critical thinking and the last one is a combination between reading and CTS (see Appendix 5).

The first section, background information, a set of questions was directed to draw a rough idea on the participants, how many years they have been studying English, whether it was their specialty of choice, if they enjoy it or not, and a description of the level they believe they reached.

The second section, reading, it is concerned with their attitude towards the reading skill. Starting from inspecting whether they read and for what purpose, moving to how often they read and what kind of books they are drawn towards, ending with their opinion on reading as SLS and whether their teachers encourage them to perform it.

The third section covers the second variable of the present study, critical thinking. It inquires into the students' frame of mind regarding it. The first three questions inspect their familiarity with the notion. The next two questions seek to determine the critical thinking skills they own in case they consider themselves critical thinkers. Last but not least, the section terminates with a question on the use of ct in EFL classroom.

The last section bridges the gap between reading and CTS, it aims at exploring the students viewpoints on the use of reading as a tool to enhance critical thinking. Three questions were asked on the matter. The first two questions, straight to the point, students were asked to contemplate their opinion on the employment of reading for the sake of CT development and to what extent it can be beneficial. The last question put the students in a position where they choose, according to them, which kind of reading better boosts CT.

4. Analysis of the Questionnaire

4.1. Background Information

Q1. How many years have you been studying English?

Table 11: Students' Experience with Learning English

The Answer	The Number	The Percentage
8 years	62	81.58%
More than 8 years	14	18.42%
Total	76	100%

The table above clearly shows that the majority of the participants 80.58% (i.e.62 subjects) have been studying English since middle school. The rest, 18.42%(i.e.14 subjects), studied it for more than 8 years. This can be justified by the possibility of joining private schools for teaching English at an early age as it might be due to grade retention. Of note, participants studied English as a foreign language from middle school to high school; however, at university it is counted as a specialty not just a foreign language.

Q2. Was it your choice?

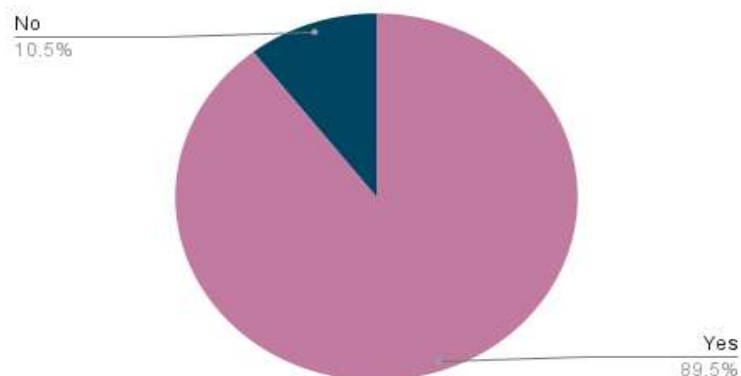


Figure 14: Students' Choice for English as a Specialty

One can notice that most of the participants 89.5% (i.e. 68 students) were satisfied through fulfilling their desire of studying English at University. Only 10.5% (i.e. 8 students) did not want to study it .This reinforces the reliability of their answers in the upcoming question because studying a speciality willingly plays a positive role in the attitudes of the students towards it.

Q3. Do you enjoy it?

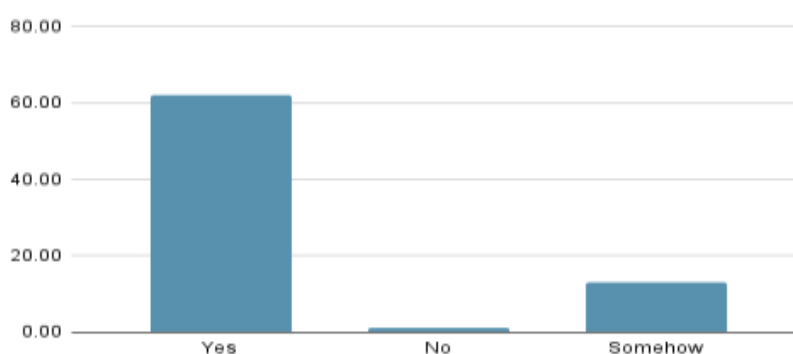


Figure 15: Students' Attitudes towards Studying English

When asked if they enjoy studying English at University, the majority of the participants, 81.6% (i.e. 62 students) opted for “yes”, whereas 17.1% (i.e. 13 students) declared their displeasure. Only 1.3% (i.e. 1 student) had a neutral position. The enjoyment or its absence of studying English could be due to several reasons among them: the quality of the training and the teacher-students relationship.

Q4. What is your level in English?

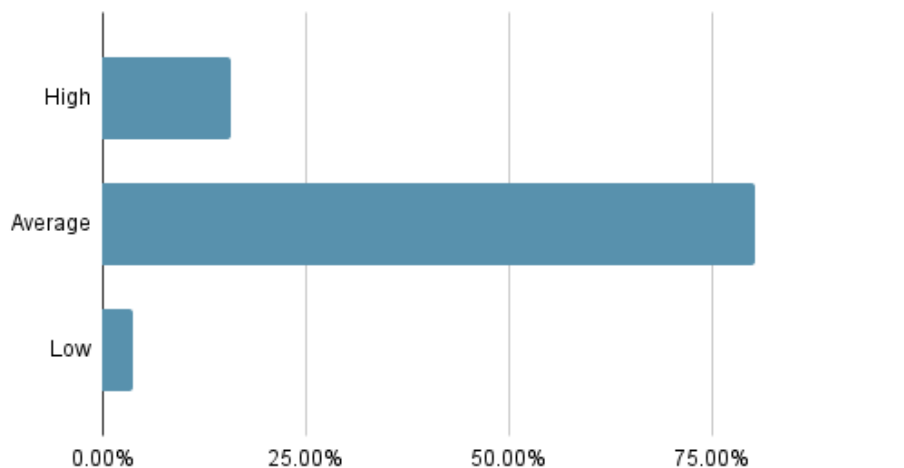


Figure16 : *Students' Evaluation of Their Level in English*

According to the chart above, the big majority of the students, 80.3% (i.e. 61 participants) declared that their level in English is average. The ones who think their level is high make up as little as 15.8% (i.e. 12 participants) of the whole population, this type of students is meant to have high self-confidence, they trust themselves as they believe in their abilities in further achievement during their studies. The remaining 3.9% (i.e. 3 participants) admitted their low level in English. Assuming one's self level in English shows how much confidence they have when it comes to learning it; putting one's self in the categories of average or low can lead to two completely different results. The first one, when the student is self-aware and truly knows their level, this kind of student has a big chance of developing their level in English in the coming years because they already know what they are lacking. The second one occurs in the case of the student who downgrades themselves due to low self-esteem, this creates obstacles for the mind to develop therefore their level in English might remain the same or get worse.

4.2. Reading

Q1. Do you read?

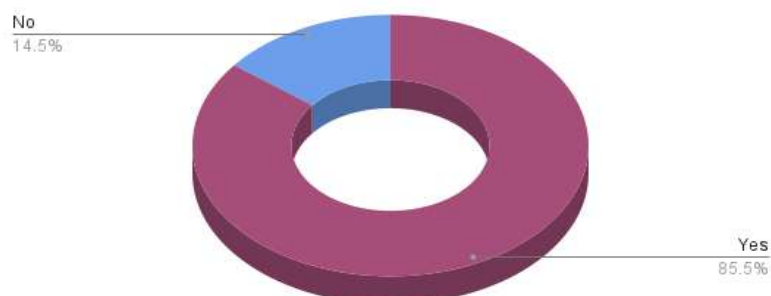


Figure 17: Students' Tendency to Read

This question attempts to figure out students' tendency to read. Sixty- five students (i.e. 85.5%) do read outside the classroom this means that they are aware of the importance of such a skill, while on the contrary eleven students (i.e.14.5%) do not, they might find reading a boring activity. Readers are leaders, they say, having this large number of readers among the students is a positive sign. The higher the students' tendencies to read, the higher their rate of developing their thinking and adapting new ways of seeing the world, the more creative they are.

Q2. For what purpose do you read?

The answers on this question varied from one participant to another. The common answer is reading for pleasure which 40 students had (i.e. 52.6% of the sample). Others, 25 students, (i.e. 32.9% of the sample) used reading to enhance their Grammar, vocabulary and their writing in general following the famous statement "a good writer is a good reader". The last category's intention behind reading different written works is to gain knowledge in

general (i.e. 11 students or 14.5% of the sample). For illustration purposes, some answers are quoted below:

- “I read for entertainment only”
- “To develop my language skills and acquire new vocabulary”
- “To incline my knowledge”

Q3. How often do you read?

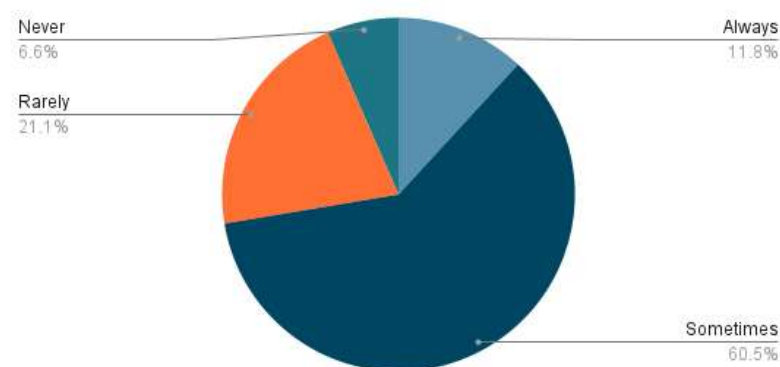


Figure 18: Students Reading Frequency

Regardless of the reason behind the students enjoying reading, they do not read so often. Forty-six students (i.e. 60.5% of the total number) read occasionally which slows them down on their path to their desirable results. Sixteen students (i.e. 21.1% of the total number) rarely read, five students (i.e. 6.6% of the total number) never read. These are the ones who stated before that they do not read at all. Finally, only nine students (i.e. 11.8% of the total number) are consistent and always read. The reading frequency is an indicator of how fast the students reach their goals from reading. For example: a student reading for the purpose of acquiring new vocabulary but only picks up a book once a month for one hour does not reach their goal as fast as someone who reads one hour every day for the whole month, consistency is the key.

Q4. What type of books do you prefer?

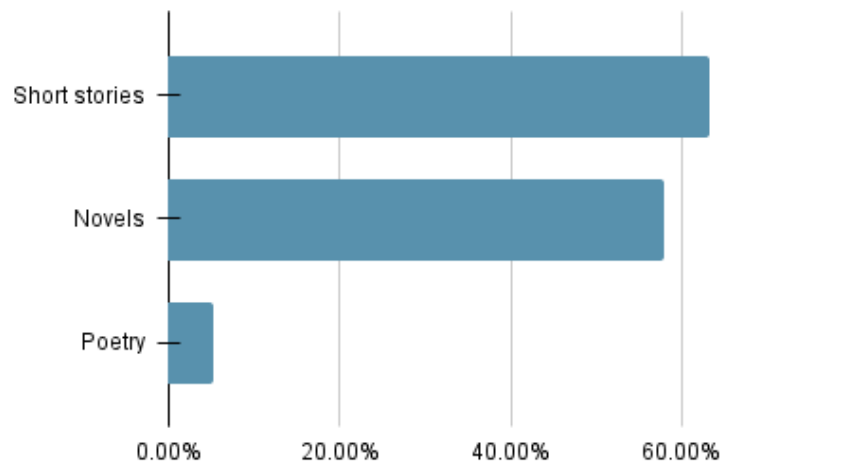


Figure 19: *Students' Preferable Types of Books*

Students were only given three options because they had a short experience with English as a specialty, academic articles in journals or magazines are far from their reach. Short stories and novels took the lead in this question leaving poetry the least favourite one. Forty-eight participants (63.2%) favour short stories, probably due to the simple language and the short amount of time needed to read them. On the other hand, forty four participants (i.e. 57.9%) lean towards novels which take more time and effort to read. Four participants (i.e. 5.3%) prefer poetry, the latter takes more time than the aforementioned types. Poetry demands more time to encode the figures of speech, the sophisticated words and expressions used, all of which discourage the majority of the students to read them. These results were confirmed when students, during the course of the experiment, reacted very well to the short stories they were asked to read. They gave their personal opinions and answered the attached questions in a thoughtful manner, proof that they enjoyed it.

Q4. Do you consider reading a beneficial skill?

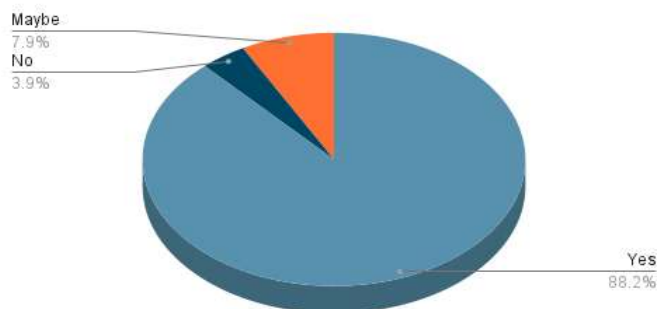


Figure 20: Students' Views to the Importance of Reading as a Language Skill

This question is raised in an attempt to inspect students' points of view on the reading skill. They were given 3 options. The answers of this question were remarkably subjected to the first option (88.2% of the students, i.e. 67 participants) which is that it is indeed, this implies that students do not only consider reading as a personal hobby, rather they know how important it is as a language skill. The second option, denies the importance of the reading skill, which 3.9% of the total sample (i.e. 3 participants) see that it is accurate. The final option is a neutral position toward it which 7.9% of the students (i.e. 6 participants) chose . Having a positive attitude toward reading as a language skill can open pathways for teachers to consider focusing on it without the fear of creating boredom in the classroom since the majority of first year students validate its importance.

Q5. Does your teacher encourage you to read?

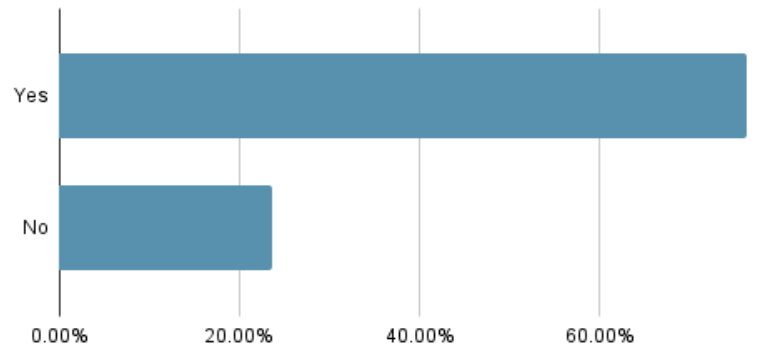


Figure 21: *Teachers' Efforts to Encourage their Students to Read*

Apparently, a large portion of the population 76.3% (i.e. 58 students) are indeed encouraged by their teachers to read, by doing so they are indirectly helping them to achieve a set of objectives while studying, including knowledge enhancement. Perhaps this is why there is a big number of readers among them. Only 23.7% of the subjects (i.e. 18 students) were not fortunate enough to study with the kind of teachers who want them to get better and train their reading skill.

4.3. Critical Thinking

Q1. Are you familiar with the term critical thinking?

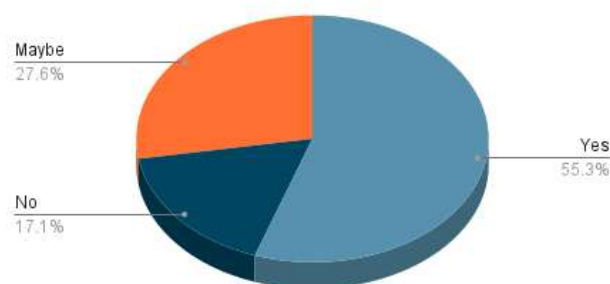


Figure 22: *Students' Familiarity with the Term Critical Thinking*

Results has shown the following: Forty-two students from the total number (55.3%) are familiar with the term, this might mean that their teachers used to put focus on its use, thirteen students (17.1%) declared their unfamiliarity with it, whereas 21 (27.6%) do not have a definite answer. In the year 2021, University students not being familiar with such an important aspect of their educational system is a red flag, given the fact that the LMD system is based on students' individual efforts to learn and understand the lessons. Yes, a relatively large number did declare their familiarity with critical thinking but the ideal percentage that indicates the success of the goals put for the LMD system should be at least 70%.

Q2. Define it using your own words

The answers on this question are classified into 3 levels. The first level with where 42(i.e.55.3%) students gave a correct, precise answer to the term, those are the ones who declared earlier their familiarity with the term for instance: "It is to have your own idea about a topic not necessarily agreeing with the other ideas of persons it's mainly to have your own thinking and have arguments to defend it", "questioning ideas instead of accepting them at face value". The second level is for the 21students (i.e.27.6%) whose definition is not quite precise and accurate but still not wrong, those are the ones who had an indefinite answer when asked about their familiarity with the term, an example of those answers is: "To say your opinion on the research the author did" which refers to the ability to form personal opinions without the need for duplicating others'. Lastly, the third level where 13 students (i.e.17.1%) have a misunderstanding for the term or just do not know it. Their definition for critical thinking is criticism. For that, a clear definition and a separation between CT and criticism are provided in the first section of the first chapter.

Q3. According to you, what are the skills of a critical thinker?

Table12: Students' Assumptions on the Skills of the Critical Thinker

The Skill	The Number	The Percentage
A	32	42.1%
B	27	35.5%
C	48	63.2%
D	17	22.4%
E	14	18.4%
Total	76	100%

In this question, students are given a list of commonly known skills of critical thinkers one that are discussed in chapter one, section one. They are listed below:

- A.** Evaluating evidence for alternative points of view.
- B.** Questioning any given information.
- C.** Analyzing ideas and weighing the validity of arguments.
- D.** Solving problems and making well studies decisions.
- E.** Drawing conclusions based on evidence and sensible assumptions.

Sixty-three point two percent students from the sample (i.e. 48 participants) believe that the most important characteristic a person should have in order to be considered a critical thinker is analyzing ideas and weighing the validity of arguments. Next in line is evaluating

evidence for alternative points of view which was voted for by thirty-two students (i.e. 42.1%). Twenty-seven participants (i.e. 35.5%) think that questioning any given information and not taking anything at face value is the ability that should be focused on in one's journey to critical thinking. Comes at last, with not much of a big difference, Solving problems and making well studies decisions with 22.4% of the participants (i.e. 17 students) and draw conclusions based on evidence and sensible assumptions with 18.4% of the participants (i.e. 14 students).

Q4. Do you consider yourself a critical thinker?

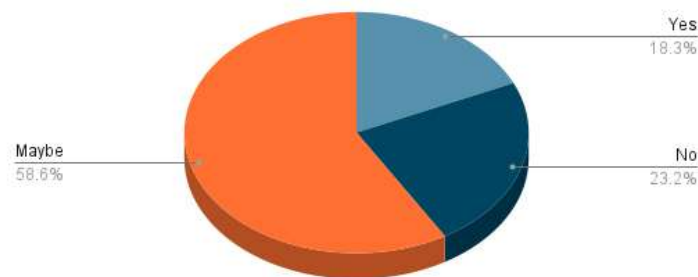


Figure 23: *Student's Views to Themselves as Critical Thinkers*

This question reveals the students' way of perceiving themselves after being exposed to CT skills. Results has shown that more than half of the participants 55.3% (42 subjects) are not sure if they are critical thinkers or not; in all likelihood, they realise CT is a journey not an end goal, meaning, no one person can be considered an ideal critical thinker, there will always be something missing. For instance: someone can be good at analysing arguments but cannot make well studied decisions. Conversely, 19.7% (15 subjects) confidently considered themselves critical thinkers. The remaining 25% of the population (19 subjects) do not find any characteristics of CT within themselves.

Q5. Which ability (ies) do you own from the list in question 3?

Table 13: Students' Critical Thinking Skills

The Skill	The Number	The Percentage
A	5	6.6%
B	7	9.2%
C	15	19.7%
D	2	2.6%
E	1	1.3%
A +B	1	1.3%
A+E	1	1.3%
C+D	2	2.6%
B+C	2	2.6%
Others	17	22.4%
None	23	30.3%
Total	76	100%

According to the table above, 23 students (30.3%) claim that they do not own any CT abilities, others, 15 students (19.7%), declared their ability of analyzing ideas and weighing the validity of arguments. The rest are distributed on the other abilities with different numbers. As for the category “others”, it contains abilities that are not mentioned in the list.

For instance, one claimed they have the ability of “building ideas”, they probably refer to being creative far from the herd mentality.

Q6: Do you think that your teachers (of all modules) are trying to enhance your critical thinking skill?

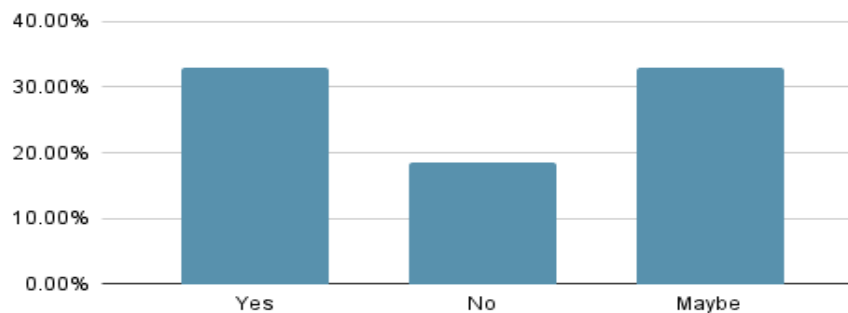


Figure 24: *Students' Beliefs on the Teachers' Attempts in Promoting Their CTS*

To conclude this section, this question investigates students' awareness of their teachers' attempts to improve their critical thinking skill. Eighteen point four percent (i.e.14 participants) denied any efforts coming from the teachers to develop their CTS, whereas 32.9% (i.e.25 participants) noticed that their teachers are paying attention to their CTS and are indeed endeavouring to develop it. Forty-eight point seven percent (i.e.37 students) are undetermined on this matter; it may conceivably be due to unclear instructions of the teachers or lack of attentiveness from the students' behalf.

4.4. Critical Thinking and Reading

Q1. Do you agree on using reading as a way of developing critical thinking?

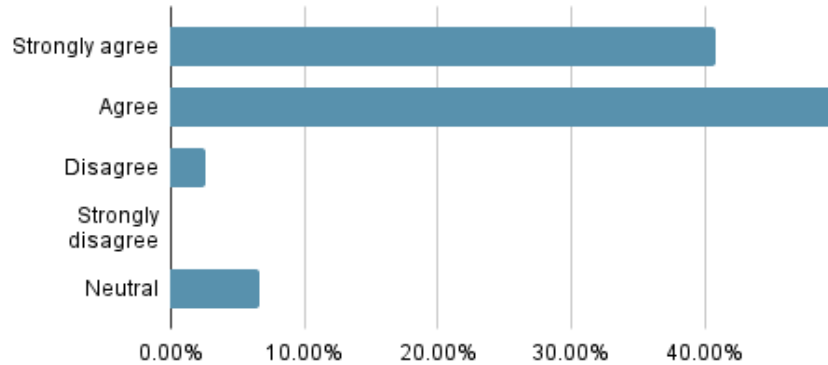


Figure 25: Students' Opinions on Using Reading for Critical Thinking Enhancement

Students who participated in this questionnaire expressed different, at times, conflicted points of views on the proposed question. Ninety point eight percent (69 subjects) agreed on the matter, of them, 31 students (40.8%) had a firm position and strongly agreed. Six point six percent (5 subjects) did not have a strong opinion, they chose the neutral side. Two students (2.6%) disagreed; despite the different positions the students had to choose from, none of them had a strong disagreement on the matter.

When asked to justify their answers, students gave various answers. Among them:

- In favour of using reading to enhance critical thinking: students had a lot to say on this side which is such a positive thing to see, first year students giving such good structured answers.
 - “Because when I read more, I find my mind-set is open and can i give any opinion when i see something wrong”.

- “When you read a lot of texts and topics, you will absolutely develop you're way of thinking and you will be able to discuss and debate freely”.
 - “I believe that a good thinker is a good reader”.
- Against using it: as mentioned above, only two students were against it, one of them did provide a justification but the other one did not
- “I think it depends on the person and his way of thinking”.
- As for the neutral side, here are some justifications:
- “Being a critical thinker is not about reading a lot”
 - “Maybe it helps you to analyze information”
 - “Well u can develop critical thinking by both ways It doesn't need that much reading”

Q2. To what extent does reading affect critical thinking?

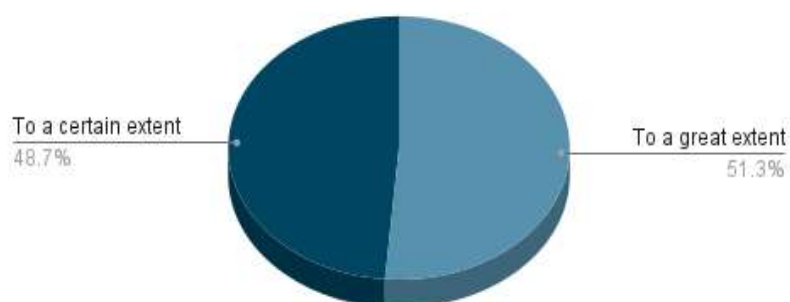


Figure 26: The Effect of Reading on Critical Thinking

Students only chose two answers with not much of a big difference between both. Fifty-one point three percent 51.3% (i.e. 39 participants) believe it affects it to a great extent,

48.7% (i.e. 37 participants) think it does affect it but to a certain extent. Meaning, they both have the same position but with different degrees.

Now, the attention goes to the two students who disagreed on using reading as a way to enhance CT. Only one of them provided a justification on the last question which explains their answer on this one as well. They said: “I think it depends on the person and his way of thinking”, which shows that they do believe reading has an effect on one’s way of thinking but it is not a rule that applies to everyone, if someone is not opening their minds for change, no amount of information or knowledge can do that for them.

Q3. What type of reading do you think can better develop your critical thinking skill?

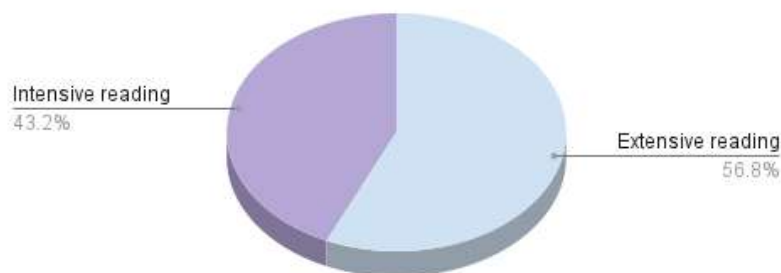


Figure 27: The Best Reading Type to Develop CTS

The majority of the participants, 60.5% (i.e.46 students), have confidence in the positive effect of extensive reading on CT development, 46.1% (i.e. 35 students) opted for intensive reading. This could be due to the topics or themes discussed in the reading material they are given in the classroom, whereas when they have the liberty to choose the reading material, they read on topics they are interested in; hence, they have an enjoyable reading experience which results in developing their way of thinking.

4. Discussion of the Main Findings of the Students' Questionnaire

After considerable contemplation on the answers of the questionnaire, conclusions are drawn on the matter. Students have shown a positive attitude towards reading as a language skill, in fact a large portion of them read outside the classroom. In addition to that, despite some of them denying their familiarity with critical thinking, the majority were indeed exposed to it and noticed their teachers' efforts to help them enhance it. Most importantly, in the last section of the questionnaire, students agreed on using reading as a tool to develop their critical thinking but the right way to go about it is the use of extensive reading and only using interesting material for intensive reading to reach optimum results.

Section Three: Implications, Limitation and Recommendations

1. Implications of the Study

After analysing the data obtained from both tools, i.e. the experiment and the questionnaire, major results were found:

- Critical thinking is indeed enhanced by reading.
- The written expression module can be used for implementing the reading skill more.
- Students during the sessions of the classroom are less likely to read the material thoroughly which leads us to favour outside the classroom's activities that are more enjoyable with fun reading material.
- First year students have positive attitudes towards reading and critical thinking and aware of their importance.

2. Limitations of the Study

The research, though, reached the needed objectives, had major limitations that affected the experiment. First, the absence of students led to a decrease in the size of the sample to a number that was not representative enough. Second, the students' lack of cooperation, specifically, the refusal of most of the students who belonged to the experimental group to answer the post test, in which they left their papers almost empty rendered measuring their cognitive skills development impossible. In addition, time insufficiency especially that the reading activity requires a lot of time, as an example, a set of novels were intended to be given to the Exp.G , and due to the lack of time, this step was cancelled. Also, reading the short stories was intended to take 10 days at most, the students' delay, resultantly forced us to wait other 10 days those could have been used for reading the following reading material.

3. Recommendations

From the results analysis and the discussions above of both tools used for this study, the experiment and the questionnaire, we have recommendations for teachers, students as well as researchers.

3.1. Teachers

- Teachers of the written expression module as well as literature are recommended to give their students reading assignments in a more creative way. For example: giving them a list of interesting books to read for an extended period of time with no specific order.
- Book reports are recommended in order to make sure students are understanding what they are reading.

- Teachers should use more open ended questions in their tests. In order to allow students more freedom and less anxiety that comes with multiple questions restrictions.
- Implementation of critical thinking in the classroom can be through the method used in the experiment, adding questions during the session that trigger specific cognitive skills is the way to go about it.

3.2. Students

- Paying attention to what they read and not taking anything at face value.
- Reading regularly and discussing the content with their peers to see their opinions and discover new ways to look at things.
- It is much better to exploit free time in reading different beneficial materials such as: journals, books, novels...etc
- A good way to activate the mind during reading is by asking simple questions(How? Why?Where?) and try to think about alternate endings for the stories.
- Learn more about CT and how to improve it individually without the need for a teacher to guide them

3.4. Researchers

- There will always be a continuing need for research on the topic of critical thinking given its importance that was highlighted in theoretical part of this study. Based on the findings and taking the limitations into account, further research on the matter should not be done unless under the appropriate circumstances (enough time, and cooperative sample members).

- Another promising area of research is the environment of the classroom, EFL classes should be experimented on to discover the best studying environment for better results of the students.
- Research should also be done on the Written Expression module in order to adjust the methods used and find better effective ways for including reading.

Conclusion

To bring this chapter to close, there was a discussion and analysis raised over the data collected from first year students of the English department at Mila University Centre for the purpose of probing the validity of considering reading as an advantageous skill for flourishing students' critical thinking. The tools were an experiment and a questionnaire, both confirmed the hypotheses put for this study at the beginning, meaning, reading does enhance critical thinking and students have a positive attitude towards it.

General Conclusion

The disquisition at hand portrays a correlational and descriptive research on the impact of reading on the critical thinking skill using qualitative as well as quantitative methods. In an attempt to investigate to which extent the implementation of reading affects the students' critical thinking skill. This research starts with a review of the literature, tackling the two variables, critical thinking skill along with reading. Moreover, the practical part was a discussion and analysis of the results procured from the two data collection tools deployed.

The experiment had 3 phases: pre-test, reading phase and post-test, it was conducted on two groups (experimental group and control group). As regards to the questionnaire, it was answered by 76 students of first year English at Mila University Centre. Both have led to the disambiguation of quite an array of questions and queries raised at the outset of the study. Critical thinking is indeed influenced by reading; in fact, the latter does improve the students' critical thinking skill when practiced regularly. Other facts unveiled are: the students' tendency to fancy short stories over other reading genres as well as their evident inclination of unrestricted studying environments.

On a final note, the current research can be deemed a reliable source for scholars, teachers and researchers interested in discovering the students' behavior towards critical thinking, and how to implement it in the EFL classrooms using reading. Due to the substantial scope of studies of this genre, our own study does indeed open up mammoth horizons for more and diversified research avenues.

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Appendices

Appendix 1: Pre-test

Appendix 2: Paragraphs

Appendix 3: Report on the short stories

Appendix 4: Post test

Appendix 5: Questionnaire

Appendix 6: The scoring guides

Appendix 7: Students' samples in the pretest

Appendix 8: Student's samples in the paragraphs

Appendix 9: Students' samples in short stories report

Appendix 10: Students' samples in the post test

Appendix 1: Pre-Test

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH

AbdElhafidBoussouf University - Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch: English

Test of Critical Thinking.

Name:

Group:

Read the following text and answer the questions bellow.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vitotanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)

Bribery integrity fairness tax evasion

2. Suggest a title for the text.

.....

3. Fill in the gaps with the appropriate synonyms from the text.

Differentiate=.....

Exchange=.....

4. Summarize the second paragraph.

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

5. Illustrate a corruption situation that you have encountered in your life.

.....
.....

6. Compare how a European citizen and an Algerian one react to corruption.

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

7. Identify two types of corruption:

.....
.....

8. Go back to the text(paragraph one and three) and find a mistake in each, correct them.

.....
.....

9. Suggest a solution for corruption:

.....
.....

10. What would happen if corruption is not stopped ?

.....
.....

11. Choose one unethical behavior to erase from the world completely, circle your answer.

Counterfeiting money laundering embezzlement

12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?

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

13. In your opinion, what makes a person commit an unethical act?

.....
.....

THANK YOU

Appendix 2 : Paragraphs

Paragraph 1 + 2

Name:

Group:

Read the following paragraphs and answer the questions bellow.

Paragraph one:

Perhaps, the most interesting person I have ever met is an Italian professor of philosophy who teaches at the University of Pisa. Although I last met this man eight years ago, I have not forgotten his special qualities. First of all, I was impressed by his devotion to teaching. Because his lectures were always well prepared and clearly delivered, students swarmed into his classroom. His followers appreciated the fact that he believed in what he taught and that he was intellectually stimulating. Furthermore, he would be counted on to explain his ideas in an imaginative way, introducing such aids to understanding as paintings, photographs, pieces of sculpture, and guest lecturers. Once, he even sang a song in class to illustrate a point. Second, I admire the fact that he would confer with his students outside the classroom or talk with them on the telephone. Drinking a coffee in a snack bar, he would easily make friends with students. Sometimes, he would challenge students to a game of chess. At other times, he would join groups to discuss subjects ranging from Astronomy to Scuba diving. Many people visited him in his office for academic advice; others came to his home for social evenings. Finally, I was attracted by his lively wit. He believed that no class hour is a success unless, during it, the students and the professor share several chuckles and at least one loud laugh. Through his sense of humour, he made learning more enjoyable and more lasting. If it is true that life makes a wise man smile and a foolish man cry, then my friend is truly a wise man. Probably the best example of his wit is this idea with which he once ended a lecture: « It is as dangerous for man to model himself upon his invention, the machine, as it would be for God to model himself upon his invention ».

Questions:

- 1- Underline the topic sentence in the paragraph above?
- 2- Underline the beginning word of the supporting sentences. Notice how they develop from the sentence before.

.....
.

- 3- Describe the effect of the topic sentence on the whole paragraph

.....
.

4- How many examples the writer has discussed?

.....
.

5- what is the type of this expository paragraph?

.....
.

6- Compare this teacher to your favourite one.

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

Paragraph two:

There are several kinds of annoying people at the movie theater. One example of annoying movie-goer is the person who comes in twenty minutes into the movie and makes a lot of noise trying to find their friends. Another example of annoying movie behavior is people who use their phones during a movie. People think that just because their phones are on vibrate, they are being polite. But everyone can hear a phone vibrate, and then, even worse, some people text during a movie. The light is really bright and distracting. I was once in a movie and a woman behind me answered her phone and had a full-on conversation right in the middle of a scene where one of the characters was dying! Finally, another annoying person at the movies is the kind who talks through the whole thing. Sometimes people talk to the characters as if they can actually hear them; this happens more than usual in horror movies when people try to warn the characters about trouble ahead. Other times, people talk to their friends during the movie, saying things like, “wait, what just happened?” or “can you believe that?” All of these movie-goers are really annoying to be in a theater with because they make it hard to focus on the movie. People need to realize that if they want to be on their own schedule, or talk on the phone, or talk to their friends, they should watch movies at home.

Questions:

1. Imagine sitting next to one of the annoying people describes above, how would you react? Justify.

.....
.....
.

2. In your opinion, what makes people do annoying things in public?

.....
.....

3. Underline the topic sentence and state the general idea of the paragraph

.....

THANK YOU

Paragraph 3

Name:

Group:

Read the following paragraph and answer the questions bellow.

Paragraph :

Some of the most interesting words in English are the actual names of the people first involved in the activities conveyed by the meanings of the words. The word boycott, for instance, derives from the case of Sir Charles Boycott (1832-97), a land agent in Ireland who was ostracized by his tenants because he refused to lower the rents. Vidkun Quisling's name quickly became an infamous addition to the English language during World War II. He was a Norwegian politician who betrayed his country to the Nazis, and his name, quisling, is now synonymous with "traitor," Perhaps a more common example, at least among young people around the world, is Levi's. These popular blue jeans are named after levi Strauss, the man who first manufactured them in San Francisco in 1850. Perhaps most omnipresent of all is the sandwich, named for the Fourth Earl of Sandwich (1718-92), who created this quick portable meal so that he would not have to leave the gambling table to eat. Other words in this unique category include lynch, watt, davenport, and zeppelin.

Questions:

1. From the list bellow, select suitable expressions for introducing examples:

Case in point- nonetheless -imagine- although -in particular- in a nutshell.

2. Are these kinds of words always necessary to introduce examples

.....

.

3. From what you have learned, create another topic sentence for the paragraph.

.....

THANK YOU

Appendix 3: Report on the Short Stories

Report on the short stories.

Please answer the following questions after reading the short stories sent beforehand.

The answers should be sent as a WORD file to this email: sabbz1296@gmail.com

The last date for submitting your answers is the 3rd of June at Midnight.

The tell tale heart.

1. What would have happened if the murderer didn't confess the crime he committed?
2. Explain the way in which the perpetrator was sitting by the presence of the police in the house.
3. Why the narrator hates specifically the eye and not the old man himself?

The veldt.

1. 'Children are carpets, they should be stepped on occasionally' do you agree? Justify your answer.
2. Describe the relationship between the parents and the kids. Would you take the same decisions as a parent under those conditions?
3. Did you expect the ending? In your opinion what led to it.

The rocking horse winner.

1. "If you are lucky , you have money"
How can this be explained? And do you agree?
2. Describe the picture that you held in your mind after reading the first part of the story.
3. Evaluate the lifestyle of the family.

The monkey's paw.

1. Just from reading the title, what do you assume the story will be about?
2. From the description of the paw's powers, would you want to possess it?
3. Was there a scene that left you in shock? If yes, describe it ?

THANK YOU.

Appendix 4 : Post Test

AbdelhafidBoussouf University - Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch: English

Test of critical thinking.

Name:Group:

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere.

Questions:

1. Underline the topic sentence.
2. Circle the controllingidea.
3. How many developmental sentences has the writer used in the above paragraph?

.....
.

4. Underline the concluding sentence and identify its type.

.....
.

5. What is the type of the paragraph?

.....
.

6. Fill in the gaps with the appropriate synonyms from the text.

Take part=.....

Timid=.....

7. Go back to the text and find a mistake, correct it.

.....
.

8. Imagine sitting next to one of the students described above, illustrate it and how would you react?

.....
.....

9. In your opinion, what makes students shy?

.....
.

10. Compare your attitude in the classroom to that of the previously mentioned types of students.

.....
.....
.

11. Describe how should the teacher motivate the shy students.

.....
.....
.

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks?

.....
.

13. Predict which type is the teacher's favorite, justify your answer.

.....
.....
.

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious

15. In your opinion, what makes the classroom boring?

.....
.....

Good luck.

Appendix 5 : The Questionnaire

Dear students,

This questionnaire is a part of a research work. It aims at investigating the effect of reading comprehension on the critical thinking skill development. We would like to inform you that all your answers will be anonymous and only used for the study purposes, and that your answers will be valuable for the completion of this work.

You are kindly requested to answer the following questionnaire. Please, tick (✓) the appropriate box (or boxes) and make full statements whenever necessary.

Thank you in advance.

Section one: Background information

1. How many years have you been studying English

.....
.....

2. Was it your choice?

Yes

No

3. Do you enjoy it?

Yes

No

Somehow

4. What is your level in English

High

Average

Low

Section two: Reading

1. Do you read?

Yes

No

2. For what purpose do you read

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

3. How often do you read

Always

Sometimes

Rarely

Never

4. What type of books do you prefer

Short stories

Novels

Poetry

5. Do you consider reading a beneficial skill

To great extent

To a small extent

To some extent

6. Does your teacher encourage you to read?

Yes

No

Section three: Critical thinking

1. Are you familiar with the term critical thinking?

Yes

No

2. Define it using your own words?

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

3. According to you, what are the abilities of a critical thinker?

Evaluating evidence for alternative points of view

F. Evaluating evidence for alternative points of view.

G. Questioning any given information

H. Analyzing ideas and weighing the validity of arguments

I. Solving problems and making well studies decisions

J. Drawing conclusions based on evidence and sensible assumptions

4. Do you consider yourself a critical thinker?

Yes

No

5. Which ability (ies) do you own from the list in question 3?

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

6. Do you think that your teachers (of all modules) are using some strategies to enhance your critical thinking skill?

Yes

No

Section four: critical thinking and reading

1. Do you agree on using reading as a way of developing critical thinking, justify your answer

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

2. To what extent does reading effect critical thinking

To a great extent

To a certain extent

To a very small extent

3. What type of reading do you think can better develop your critical thinking skill?

Intensive reading

Extensive reading

Appendix 6: The scoring Guide

Pre-test

Table: The Scoring Guide of the Pre-Test

	Question	Score	Correct answer
Retrieval	Q1.	1p	Bribery & tax evasion
	Q2.	1p	Suggested title: corruption
	Q3.	1p	Differentiate= distinguish Exchange= reciprocity
Comprehension	Q04	2p	Students are expected to use their own words.
	Q05	1.5 p	Students should give their own opinions
Analysis	Q06	2.5 p	Students should give their own opinions
	Q07	1 p	Students should give their own opinions
	Q08	1 p	Define: defined Which: who
	Q09	1 p	Students should give their own opinions
	Q10	2 p	Students should give their own opinions
Knowledge utilisation	Q11	1 p	Students should give their own opinions
	Q12	2.5 p	Students should give their own opinions
	Q13	2.5 p	Students should give their own opinions

Post test

Table: The Scoring Guide of the Post-Test

	Question	Score	Correct answer
Retrieval	Q1. + Q2.	1p	<ul style="list-style-type: none"> There are various kinds of students in the classroom

			<ul style="list-style-type: none"> kinds of students in the classroom
	Q5.	1p	Expository developed by examples
	Q6.	1p	Take part= Participate Timid= shy
Comprehension	Q8.	1.5p	Students should give their own opinions
	Q11.	2p	Students should give their own opinions
Analysis	Q4.	1	All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere. ➤ Complex sentence
	Q7.	1	Participate: <u>participates</u>
	Q10.	2.5	Students should give their own opinions
	Q12.	1	Students should give their own opinions
	Q13.	2	Students should give their own opinions
Knowledge utilisation	Q09.	2.5	Students should give their own opinions
	Q14.	1	Students should give their own opinions
	Q15.	2.5	Students should give their own opinions

Appendix 7: Students' Samples in the Pretest

The Experimental Group

Student 1

10
20

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Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

Name: *[Handwritten signature]*

Group: *[Handwritten number]*

Read the following text and answer the questions below.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)
 Bribery integrity fairness tax evasion
2. Suggest a title for the text.
corruption.....
3. Fill in the gaps with the appropriate synonyms from the text.
 Differentiate=..distinguish
 Exchange=..reciprocity
4. Summarize the second paragraph.
 The most popular definition of corruption is the use of public power for public or private benefits. The abuse of public power is not only for one's private benefits, but also for political parties benefit.
5. Illustrate a corruption situation that you have encountered in your life.
 a bank employee or officer accepts money or gifts from a person in return of some special services.
6. Compare how a European citizen and an Algerian one react to corruption.

7. Identify two types of corruption:
 petty corruption
 grand corruption
8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.
 discussions of corruptions = corruption
9. Suggest a solution for corruption:
 spreading awareness among people and shaping their minds through education
10. What would happen if corruption is not stopped?
 If corruption is not stopped, authority and power will be in the wrong hand and crimes will spread.
11. Choose one unethical behavior to erase from the world completely, circle your answer.
 Counterfeiting money laundering embezzlement
12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?
 If my boss is involving in money laundering, I will make sure that he will take his punishment because this behavior is unethical and unacceptable.
13. In your opinion, what makes a person commit an unethical act?
 a person commits unethical act because of his or her society and people around him or her.

THANK YOU

Student 2

06,5

20

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Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

Name:

Group: 02

Read the following text and answer the questions bellow.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)

Bribery integrity fairness tax evasion

2. Suggest a title for the text.

Corruption in the world

3. Fill in the gaps with the appropriate synonyms from the text.

Differentiate= distinguish

Exchange=

4. Summarize the second paragraph.

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

5. Illustrate a corruption situation that you have encountered in your life.

paying a bribe in form of a "gift" to reach personal benefit...
(job post)

6. Compare how a European citizen and an Algerian one react to corruption.

Since the corruption percentage is very low in Europe, a European citizen may refuse to admit with corruption, but an Algerian one won't probably react to it because it's not normalised in the Algerian society and he is used to it.

7. Identify two types of corruption:

.....
.....

8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.

§1: Corruption has been defined in many ways => corruption has been defined in
§2:

9. Suggest a solution for corruption:

passing severe laws and punishment

10. What would happen if corruption is not stopped?

Everyone will gain what he was meant to gain, and nobody's rights are going to be taken.

11. Choose one unethical behavior to erase from the world completely, circle your answer.

Counterfeiting money laundering embezzlement

12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?

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

13. In your opinion, what makes a person commit an unethical act?

.....
.....

THANK YOU

10
9.0

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Department of Foreign Languages
Branch: English

Test of critical thinking.

Name:

Group: .. D2

Read the following text and answer the questions below.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)
Bribery integrity fairness tax evasion

2. Suggest a title for the text.
what is corruption?

3. Fill in the gaps with the appropriate synonyms from the text.
Differentiate = separate
Exchange =

4. Summarize the second paragraph.
generally most people consider the corruption is benefit for the public, but we find it in private activities. and papers of corruption always refers to powerful persons such as political activities. it means the lack of public is not important for private one.

5. Illustrate a corruption situation that you have encountered in your life.
in some way the fraud which find it in schools from the students.

6. Compare how a European citizen and an Algerian one react to corruption.
The European people trying to find solutions for immoral behaviors because they are shocked and know the value of peace. but the Algerian people don't have a power for fight it because they living in the Algerian country which found all type of corruption.

7. Identify two types of corruption:
fraud
child labour

8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.
first paragraph: corrupts
second paragraph: corrupts

9. Suggest a solution for corruption:
should appoint honestly people to work for avoid unethical behavior

10. What would happen if corruption is not stopped?
if corruption is not stopped, the world will destroy completely and life become difficult because say we can harm the other it means the lack of peace.

11. Choose one unethical behavior to erase from the world completely, circle your answer.
Counterfeiting money laundering embezzlement

12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?
I would stop the job in here because money laundering is very danger and can be a reason for harm the others.

13. In your opinion, what makes a person commit an unethical act?
I think that any person commit an unethical act for win and become powerful or for example the fraud for success and counterfeiting for collect money.

THANK YOU

The Control Group

Student 1

15
20

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Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

Name: *[Handwritten Name]*

Group: *3*

Read the following text and answer the questions bellow.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)
 Bribery integrity fairness tax evasion
2. Suggest a title for the text.
 Corruption
3. Fill in the gaps with the appropriate synonyms from the text.
 Differentiate= distinguishes
 Exchange=
4. Summarize the second paragraph.
 The simplest definition of corruption is that it is the use of public power for public benefits.
5. Illustrate a corruption situation that you have encountered in your life.
 a student gives some money under the table to get high marks.
6. Compare how a European citizen and an Algerian one react to corruption.
 a European citizen will react about the corruption by making manifestations and I think the Algerian one will do the same thing.
7. Identify two types of corruption:
 Bribery
 Money laundering
8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.

9. Suggest a solution for corruption:
 the government should make strict laws and rules.
10. What would happen if corruption is not stopped?
 the corruption of the society.
11. Choose one unethical behavior to erase from the world completely, circle your answer.
 Counterfeiting money laundering embezzlement
12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?
 I will call the police and quit the job because it's illegal.
13. In your opinion, what makes a person commit an unethical act?
 I think what makes a person commit an unethical act is the lack of ethics.

THANK YOU

14.5
20

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Department of Foreign Languages
Branch: English

Test of critical thinking.

Name:

Group: ..3.....

Read the following text and answer the questions bellow.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

1. Select the unethical behaviors from the following list. (circle the right answer)
 - Bribery
 - integrity
 - fairness
 - tax evasion
2. Suggest a title for the text.

Different definitions of corruption
3. Fill in the gaps with the appropriate synonyms from the text.

Differentiate = different ways

Exchange = give and receive
4. Summarize the second paragraph.

Corruption is the use of others power to your own benefits and also exists with private activities and it go to finance political parties etc.
5. Illustrate a corruption situation that you have encountered in your life.

One of my neighbors use the car of work in his particular life
6. Compare how a European citizen and an Algerian one react to corruption.

European citizen when they see corruption they go directly to the police officers but in Algeria they shut up
7. Identify two types of corruption:

Bribery

Tax evasion
8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.

discussions of corruption

not all of the acts are bribes not all act = bribery
9. Suggest a solution for corruption:

the government should put strict laws to punish like this people
10. What would happen if corruption is not stopped?

the economical will destroy and they will be alot of conflict between people
11. Choose one unethical behavior to erase from the world completely, circle your answer.

Counterfeiting

money laundering

embezzlement
12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?

i will go to the police officers and tell about him/her, because it is unethical act and it is type of cheating
13. In your opinion, what makes a person commit an unethical act?

for me, what make a person commit an unethical behavior is the love of money and life

THANK YOU

06
20

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MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

Name: _____

Group: 03...

Read the following text and answer the questions below.

TEXT:

Corruption has been define in many different ways, each lacking in some aspects. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruptions at conferences and meetings. However, like an elephant, even though it might be difficult to recognize when observed. In most cases, though not all, different observers would agree on whether a particular behavior connotes corruption. Unfortunately, the behavior is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the use of public power for public benefits. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, this phenomenon clearly exists, as for example in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties. The abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in payment of bribes .For example, a public employee which claims to be sick but goes on vacation is abusing his public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be distinguished as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple

Adapted from: corruption around the world by vito tanzi may 1998

QUESTIONS:

① 1. Select the unethical behaviors from the following list. (circle the right answer)

Bribery integrity fairness tax evasion

① 2. Suggest a title for the text.

Corruption

3. Fill in the gaps with the appropriate synonyms from the text.

Differentiate=

Exchange=

4. Summarize the second paragraph.

5. Illustrate a corruption situation that you have encountered in your life.

① 6. Compare how a European citizen and an Algerian one react to corruption.

European citizen react to corruption by punishing the corrupt people. Unlike Algerian people who don't care.

① 7. Identify two types of corruption:

Embezzlement

8. Go back to the text (paragraph one and three) and find a mistake in each, correct them.

① 9. Suggest a solution for corruption:

Set strict laws to punish corrupt people

① 10. What would happen if corruption is not stopped?

there will be poverty and inequality
rigged economic and political systems

① 11. Choose one unethical behavior to erase from the world completely, circle your answer.

Counterfeiting money laundering embezzlement

12. If you were an employee in a company and your boss is involved in money laundering what would you do? Why?

13. In your opinion, what makes a person commit an unethical act?

THANK YOU

Appendix 8 : Student's Samples in the Paragraphs

Paragraph 1+2

Student:

Name:

Group: 21

Read the following paragraphs and answer the questions below.

Paragraph one:

Perhaps, the most interesting person I have ever met is an Italian professor of philosophy who teaches at the University of Pisa. Although I last met this man eight years ago, I have not forgotten his special qualities. First of all, I was impressed by his devotion to teaching. Because his lectures were always well prepared and clearly delivered, students swarmed into his classroom. His followers appreciated the fact that he believed in what he taught and that he was intellectually stimulating. Furthermore, he would be counted on to explain his ideas in an imaginative way, introducing such aids to understanding as paintings, photographs, pieces of sculpture, and guest lecturers. Once, he even sang a song in class to illustrate a point. Second, I admire the fact that he would confer with his students outside the classroom or talk with them on the telephone. Drinking a coffee in a snack bar, he would easily make friends with students. Sometimes, he would challenge students to a game of chess. At other times, he would join groups to discuss subjects ranging from Astronomy to Scuba diving. Many people visited him in his office for academic advice; others came to his home for social evenings. Finally, I was attracted by his lively wit. He believed that no class hour is a success unless, during it, the students and the professor share several chuckles and at least one loud laugh. Through his sense of humour, he made learning more enjoyable and more lasting. If it is true that life makes a wise man smile and a foolish man cry, then my friend is truly a wise man. Probably the best example of his wit is this idea with which he once ended a lecture: « It is as dangerous for man to model himself upon his invention, the machine, as it would be for God to model himself upon his invention ».

Questions:

- 1- Underline the topic sentence in the paragraph above?
- 2- Underline the beginning word of the supporting sentences. Notice how they develop from the sentence before.

They are developing the main idea:

- 3- Describe the effect of the topic sentence on the whole paragraph

It states the main idea of the paragraph

- 4- How many examples the writer has discussed?

The writer has discussed seven (07) examples:

- 5- what is the type of this expository paragraph?

- 6- Compare this teacher to your favourite one.

They almost have the same aspects:

Paragraph two:

There are several kinds of annoying people at the movie theater. One example of annoying movie-goer is the person who comes in twenty minutes into the movie and makes a lot of noise trying to find their friends. Another example of annoying movie behavior is people who

use their phones during a movie. People think that just because their phones are on vibrate, they are being polite. But everyone can hear a phone vibrate, and then, even worse, some people text during a movie. The light is really bright and distracting. I was once in a movie and a woman behind me answered her phone and had a full-on conversation right in the middle of a scene where one of the characters was dying! Finally, another annoying person at the movies is the kind who talks through the whole thing. Sometimes people talk to the characters as if they can actually hear them; this happens more than usual in horror movies when people try to warn the characters about trouble ahead. Other times, people talk to their friends during the movie, saying things like, "wait, what just happened?" or "can you believe that?" All of these movie-goers are really annoying to be in a theater with because they make it hard to focus on the movie. People need to realize that if they want to be on their own schedule, or talk on the phone, or talk to their friends, they should watch movies at home.

Questions:

1. Imagine sitting next to one of the annoying people describes above, how would you react? Justify.

I will change my place

2. In your opinion, what makes people do annoying things in public?

Their ignorance

3. Underline the topic sentence and state the general idea of the paragraph

Things that annoy people during watching a movie

THANK YOU

Student:

Name:

Group: 02...

Read the following paragraphs and answer the questions below.

Paragraph one:

Perhaps, the most interesting person I have ever met is an Italian professor of philosophy who teaches at the University of Pisa. Although I last met this man eight years ago, I have not forgotten his special qualities. First of all, I was impressed by his devotion to teaching. Because his lectures were always well prepared and clearly delivered, students swarmed into his classroom. His followers appreciated the fact that he believed in what he taught and that he was intellectually stimulating. Furthermore, he would be counted on to explain his ideas in an imaginative way, introducing such aids to understanding as paintings, photographs, pieces of sculpture, and guest lecturers. Once, he even sang a song in class to illustrate a point. Second, I admire the fact that he would confer with his students outside the classroom or talk with them on the telephone. Drinking a coffee in a snack bar, he would easily make friends with students. Sometimes, he would challenge students to a game of chess. At other times, he would join groups to discuss subjects ranging from Astronomy to Scuba diving. Many people visited him in his office for academic advice; others came to his home for social evenings. Finally, I was attracted by his lively wit. He believed that no class hour is a success unless, during it, the students and the professor share several chuckles and at least one loud laugh. Through his sense of humour, he made learning more enjoyable and more lasting. If it is true that life makes a wise man smile and a foolish man cry, then my friend is truly a wise man. Probably the best example of his wit is this idea with which he once ended a lecture: « It is as dangerous for man to model himself upon his invention, the machine, as it would be for God to model himself upon his invention ».

Questions:

- 1- Underline the topic sentence in the paragraph above?
- 2- Underline the beginning word of the supporting sentences. Notice how they develop from the sentence before.

They help to organize the ideas of the text.

- 3- Describe the effect of the topic sentence on the whole paragraph

The effect of the topic sentence is helping for know the general idea of the text.

- 4- How many examples the writer has discussed?

see Three

- 5- what is the type of this expository paragraph?

- 6- Compare this teacher to your favourite one.

for me I think that this teacher is similar to my teacher of mathematics because she used to be nice with me and help me with anything.

Paragraph two:

There are several kinds of annoying people at the movie theater. One example of annoying movie-goer is the person who comes in twenty minutes into the movie and makes a lot of noise trying to find their friends. Another example of annoying movie behavior is people who

use their phones during a movie. People think that just because their phones are on vibrate, they are being polite. But everyone can hear a phone vibrate, and then, even worse, some people text during a movie. The light is really bright and distracting. I was once in a movie and a woman behind me answered her phone and had a full-on conversation right in the middle of a scene where one of the characters was dying! Finally, another annoying person at the movies is the kind who talks through the whole thing. Sometimes people talk to the characters as if they can actually hear them; this happens more than usual in horror movies when people try to warn the characters about trouble ahead. Other times, people talk to their friends during the movie, saying things like, "wait, what just happened?" or "can you believe that?" All of these movie-goers are really annoying to be in a theater with because they make it hard to focus on the movie. People need to realize that if they want to be on their own schedule, or talk on the phone, or talk to their friends, they should watch movies at home.

Questions:

1. Imagine sitting next to one of the annoying people described above, how would you react? Justify.

I will not care. I will enjoy my movie because if I cared I would ruin my movie.

2. In your opinion, what makes people do annoying things in public?

When he didn't watch this movie or they ^{already} watched it. They think that this movie don't interest them.

3. Underline the topic sentence and state the general idea of the paragraph

annoying behaviors of some people.

THANK YOU

Student:

Name:

Group: 02..

Read the following paragraphs and answer the questions below.

Paragraph one:

Perhaps, the most interesting person I have ever met is an Italian professor of philosophy who teaches at the University of Pisa. Although I last met this man eight years ago, I have not forgotten his special qualities. First of all, I was impressed by his devotion to teaching. Because his lectures were always well prepared and clearly delivered, students swarmed into his classroom. His followers appreciated the fact that he believed in what he taught and that he was intellectually stimulating. Furthermore, he would be counted on to explain his ideas in an imaginative way, introducing such aids to understanding as paintings, photographs, pieces of sculpture, and guest lecturers. Once, he even sang a song in class to illustrate a point. Second, I admire the fact that he would confer with his students outside the classroom or talk with them on the telephone. Drinking a coffee in a snack bar, he would easily make friends with students. Sometimes, he would challenge students to a game of chess. At other times, he would join groups to discuss subjects ranging from Astronomy to Scuba diving. Many people visited him in his office for academic advice; others came to his home for social evenings. Finally, I was attracted by his lively wit. He believed that no class hour is a success unless, during it, the students and the professor share several chuckles and at least one loud laugh. Through his sense of humour, he made learning more enjoyable and more lasting. If it is true that life makes a wise man smile and a foolish man cry, then my friend is truly a wise man. Probably the best example of his wit is this idea with which he once ended a lecture: « It is as dangerous for man to model himself upon his invention, the machine, as it would be for God to model himself upon his invention ».

Questions:

- 1- Underline the topic sentence in the paragraph above?
- 2- Underline the beginning word of the supporting sentences. Notice how they develop from the sentence before.

.....
3- Describe the effect of the topic sentence on the whole paragraph

..... it gives a general idea of the paragraph

4- How many examples the writer has discussed?

..... 06 examples

5- what is the type of this expository paragraph?

.....
6- Compare this teacher to your favourite one.

..... my favorite teacher has his own way of teaching, he makes all students respect him automatically, he doesn't just give lessons he also teach models and give advices.

Paragraph two:

There are several kinds of annoying people at the movie theater. One example of annoying movie-goer is the person who comes in twenty minutes into the movie and makes a lot of noise trying to find their friends. Another example of annoying movie behavior is people who

use their phones during a movie. People think that just because their phones are on vibrate, they are being polite. But everyone can hear a phone vibrate, and then, even worse, some people text during a movie. The light is really bright and distracting. I was once in a movie and a woman behind me answered her phone and had a full-on conversation right in the middle of a scene where one of the characters was dying! Finally, another annoying person at the movies is the kind who talks through the whole thing. Sometimes people talk to the characters as if they can actually hear them; this happens more than usual in horror movies when people try to warn the characters about trouble ahead. Other times, people talk to their friends during the movie, saying things like, "wait, what just happened?" or "can you believe that?" All of these movie-goers are really annoying to be in a theater with because they make it hard to focus on the movie. People need to realize that if they want to be on their own schedule, or talk on the phone, or talk to their friends, they should watch movies at home.

Questions:

1. Imagine sitting next to one of the annoying people describes above, how would you react? Justify.

.....
.....

2. In your opinion, what makes people do annoying things in public?

..... they are looking for attention
.....

3. Underline the topic sentence and state the general idea of the paragraph

.....

THANK YOU

Paragraph 3

Student:

Name: ...

Group: *N.A.2.*

Read the following paragraph and answer the questions below.

Paragraph :

Some of the most interesting words in English are the actual names of the people first involved in the activities conveyed by the meanings of the words. The word boycott, for instance, derives from the case of Sir Charles Boycott (1832-97), a land agent in Ireland who was ostracized by his tenants because he refused to lower the rents, Vidkun Quisling's name quickly became an infamous addition to the English language during World War II. He was a Norwegian politician who betrayed his country to the Nazis, and his name, quisling, is now synonymous with "traitor." Perhaps a more common example, at least among young people around the world, is Levi's. These popular blue jeans are named after Levi Strauss, the man who first manufactured them in San Francisco in 1850. Perhaps most omnipresent of all is the sandwich, named for the Fourth Earl of Sandwich (1718-92), who created this quick portable meal so that he would not have to leave the gambling table to eat. Other words in this unique category include lynch, watt, davenport, and zeppelin.

Questions:

1. From the list below, select suitable expressions for introducing examples:

Case in point- nonetheless -imagine- although -in particular- in a nutshell.

2. Are these kinds of words always necessary to introduce examples

no, they are not

3. From what you have learned, create another topic sentence for the paragraph.

The topic is actually we have words that named according to some people who have a relation with their activities or inventions.

THANK YOU

Student:

Name: _____

Group: ...2...

Read the following paragraph and answer the questions below.

Paragraph :

Some of the most interesting words in English are the actual names of the people first involved in the activities conveyed by the meanings of the words. The word boycott, for instance, derives from the case of Sir Charles Boycott (1832-97), a land agent in Ireland who was ostracized by his tenants because he refused to lower the rents. Vidkun Quisling's name quickly became an infamous addition to the English language during World War II. He was a Norwegian politician who betrayed his country to the Nazis, and his name, quisling, is now synonymous with "traitor." Perhaps a more common example, at least among young people around the world, is Levi's. These popular blue jeans are named after Levi Strauss, the man who first manufactured them in San Francisco in 1850. Perhaps most omnipresent of all is the sandwich, named for the Fourth Earl of Sandwich (1718-92), who created this quick portable meal so that he would not have to leave the gambling-table to eat. Other words in this unique category include lynch, watt, davenport, and zeppelin.

Questions:

1. From the list below, select suitable expressions for introducing examples:

Case in point- nonetheless -imagine- although -in particular- in a nutshell.

2. Are these kinds of words always necessary to introduce examples

... (yes, they are necessary) i.e. they are not

3. From what you have learned, create another topic sentence for the paragraph.

(Some English w)
There are many words in English that named after people who did an action for the first time and they have the meaning of this action .

THANK YOU

Student:

Name _____

Group: Q2....

Read the following paragraph and answer the questions below.

Paragraph :

Some of the most interesting words in English are the actual names of the people first involved in the activities conveyed by the meanings of the words. The word boycott, for instance, derives from the case of Sir Charles Boycott (1832-97), a land agent in Ireland who was ostracized by his tenants because he refused to lower the rents. Vidkun Quisling's name quickly became an infamous addition to the English language during World War II. He was a Norwegian politician who betrayed his country to the Nazis, and his name, quisling, is now synonymous with "traitor." Perhaps a more common example, at least among young people around the world, is Levi's. These popular blue jeans are named after Levi Strauss, the man who first manufactured them in San Francisco in 1850. Perhaps most omnipresent of all is the sandwich, named for the Fourth Earl of Sandwich (1718-92), who created this quick portable meal so that he would not have to leave the gambling table to eat. Other words in this unique category include lynch, watt, davenport, and zeppelin.

Questions:

1. From the list below, select suitable expressions for introducing examples:

Case in point- nonetheless -imagine- although -in particular- in a nutshell.

2. Are these kinds of words always necessary to introduce examples

... No, this kind of words is not always necessary, we can introduce examples without them.

3. From what you have learned, create another topic sentence for the paragraph.

Looking to some English words we use very often, it would be a funny fact if we knew that these words we use are actually persons names.

THANK YOU

Appendix 9: Students' Samples in Short stories report

Student 1:

Report on the short stories

The telltale heart

1.If the murderer did not confess the crime he did, the crime would have never been discovered in that sitting with the policemen because there was no touchable proof that he killed the old man until he could not bear the loud watch voice he was hearing anymore.

2.the perpetrator was sitting very calmly by the the presence of the police in the house being easy and having quiet manner.

3.thenarrator claimed that he loved the old man and had nothing against him , but he hated his eye because it irrationally tortured him, and he compared it to the evil vulture eye.

The veldt

1.Children are carpets, they should be stepped on occasionally .yes I agree with this saying , because children must learn from childhood that life wont hand then everything they want; thus their parents must always prevent them -for their own good- from doing things they may find fun but in fact will hurt and injure them.

2.The parents did not have to do much due to technology so they ended up not parenting, and so are the children, because they are addicted to it , so when it is taken away from them they have not been taught how to handle their emotions, so that all transformed to anger which led to a weak destroyed parent-child relationship.

Under those conditions and as a parent I would not take the same decision, I would rather get the children rid of their addiction first and little by little fix the problem completely.

3.No, I did not expect the ending, and what led to it was the bad timing of the parents decision about locking the nursery in addition to the anger of their technology addicted children.

The rocking horse winner

1.If you are lucky, you have money.that is why it is better to be born lucky than rich; you may lose your money , but if you were lucky you will always get more money.

yes I agree.

2.After reading the first part of the story, the picture I held in my mind was about the way of thinking of Hester about the financial status of her family and sigh about bringing luck.

3.The family lives in a small house near London which became haunted by the family's unspoken obsession with money and wealth. It is a family that lives for materialism.

The monkey's paw

1.Just from reading the title, I assume the story will be about desire and selfishness.

2.From the description of the powers of the paw, I would not want to possess it.

3. Yes, there was a scene that left me in chock, and it is the scene of Herbert's death when I realized that when a wish comes true by the monkey's paw, it must have an enormous price, and understood why Morris warned Mr. White of what might happen.

Student 2:

The tell tale heart

1 :

According to me, the two possible reasons that made him confess are either guilt or hallucination, and I think both would have led him to kill himself at the end.

2 :

He was sitting in a comfortable way, talking quietly, slowly in order to let the police think he is not the murderer but the police was very patient and waited until he can't control his madness any more.

3 : The narrator hates the old man's eye, because he thinks that it looks like the eye of a vulture and this afraid him a lot. Day after day, his paranoia grew up and led him to kill « the old man's eye ».

The veldt

1 : I think that the writer meant that in order to give a good education to the children, parents have sometimes to be severe with them and set to them some rules. And I definitely do agree with this idea.

2 :

The relation between the parents and their children is full of hate. George and Lydia are parents who spoil their children and then try to discipline them by taking the toys they originally spoiled them with, which led to their hate, rebellion and finally the death of their parents.

I believe that at that point and under those conditions, you can't avoid the catastrophe because children are living in an imaginary world, but I would still try to convince them stop using the nursery by showing them the funny things of the real life that would attract them.

3 :

I didn't expect the story to end like that, but I did expect it to end dramatically. What led to it in my opinion is the fact that parents definitely had to be punished for the lazy education they gave to the children.

The rocking horse winner

1 :

I think this can be explained as :

If you are lucky, you will always get what it takes to make your money, and by money happiness is meant.

I do agree, because I believe that when money is used in the right way it can bring you happiness.

2 :

The life style of the family is full of luxury and expensive things.

The monkey's paw

1 :

I assume from the title that the story will be about a big and ferocious monkey and that he maybe the protagonist of the story.

2 :

No, as the story shows that nothing is perfect even if we try to change it, and that everything is pricy, we should learn to be satisfied with what we got.

3 :

Yes, the death of the son shocked me a lot. Even though we knew the paw curses, we didn't imagine it can be this dramatic.

StudentX:

Written expression home work :

The tell tale heart:

1)If the murderer didn't confess his crime , I think , the police wouldn't have figure out that he is the killer of the old man .

2)At first he was calme and he was acting normally , but when his head started hurting him and the voice he was hearing didn't stop he was annoyed and he began to act nervously and at the end he collapsed and told the truth to the cops .

3)He doesn't hate the old man himself because he has never hurt him , but he hated his eye because as he said it was like the eye of a vulture so it annoyed him , because of that he decided to shut it forever .

The rocking horse winner:

1)"if you're lucky , you have money "

Explanation : having money is luck and luck is the thing that brings money to you .

For me that's wrong money comes to the hands of those who work hard and also money isn't happiness for me it can bring happiness to its owner and it can bring him troubles to .

2) The picture I held in my head after reading the story was somehow dark , just like an old dusty forgotten painting , just looking at it makes you feel sad and uncomfortable the painting represents the way of thinking of the mom and their family about the meaning of luck and how money is all what they care about just to keep up with a life of luxury they didn't born to live it .

3)For me this is a tiring life style , because they don't accept the idea of living a normal middle class life with the money they have together and happily , the are just running after money so they can pretend they are rich and thrilled by buying expensive things they don't need and at the end they faced a big loss because of this kind of greed .

The monkey's paw :

1)I assumed from just reading the title that the story is about animals or the events will take place in a forest or something like that .

2)No , I would never want to own it it because it's too dangerous .

3)The scene that left me in shock is when the stranger from "Maw and Meggins" came to the white house and told them that their son is dead .

the veldt:

1)Children are carpets they should be stopped on occasion : children should be watched by their parents because sometimes they can't differentiate between what's right and what's wrong so since the parents are wiser they offer their kids help in order to make better choices in their lives but they should find a way that doesn't piss off the children .

2)The relationship between the parents and the kids : their relationship is full of conflicts and problems .

If I was a parent I would do the same so I can help my children take right decisions and move forward correctly so they don't face huge troubles and be unsafe and damaged at the end .

3)I didn't expect the end and I think what led to that is the lack of control of the parents over their kids .

Appendix 10: Students' Samples in the Post Test

Experimental Group:

Student 1:

Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

18

Name: [redacted] Group: U.S.I.

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere. *concluding sentence*

Questions:

1. Underline the topic sentence. *1)*
2. Circle the controlling idea.
3. How many developmental sentences has the writer used in the above paragraph?

The writer use 3 developmental sentences. ✓

4. Underline the concluding sentence and identify its type. *011)*

Its type is Summary. ✓

5. What is the type of the paragraph? *1)*

Exposit. Expository. That describe by examples

6. Fill in the gaps with the appropriate synonyms from the text. *011)*

Take part = participate ✓
Timid = ↗

7. Go back to the text and find a mistake, correct it.

8. Imagine sitting next to one of the students described above, illustrate it and how would you react?

1 ←
I would react to participate with the clown student to make me laugh.

9. In your opinion, what makes students shy? 2 ←

In my opinion the fear from the teacher makes students shy.

10. Compare your attitude in the classroom to that of the previously mentioned types of students. 2 ←

I think that my type is the clown.

11. Describe how should the teacher motivate the shy students. 2 ←

The teacher should help the shy students to participate in the classroom by choices with them and follow them by questions to make them familiar with the classroom.

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks? 1 ←

I think that the shy students who would get the best marks.

13. Predict which type is the teacher's favorite, justify your answer. 9 ←

The teacher's favorite is the shy students because they are kept in silence and make the education calm and suitable for the education.

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious

15. In your opinion, what makes the classroom boring? 2, 1 ←

In my opinion I think that the absent of the clown of the classroom.

Good luck.

Student 2:

Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

15,5

Name: Group:

Read the following text and answer the questions below.

TEXT:

There are ^{controlling idea} various kinds of students ^{topic sentence} in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere. ^{concluding sentence}

Questions:

1. Underline the topic sentence. (1)
2. Circle the controlling idea. (1)
3. How many developmental sentences has the writer used in the above paragraph?
..... 3 developmental sentences ✓
4. Underline the concluding sentence and identify its type. (0,5)
..... It's type: summary ✓
5. What is the type of the paragraph? (1)
..... Expository / Exemplificational ✓
6. Fill in the gaps with the appropriate synonyms from the text. (1)

Take part = participate ✓
Timid = shy ✓

7. Go back to the text and find a mistake, correct it.

.....

8. Imagine sitting next to one of the students described above, illustrate it and how would you react? 1.5

If I were sitting next to a shy student, I would be shy too. I would try to encourage him to participate in order to improve his level.

9. In your opinion, what makes students shy? 2.0

Lack of self-confidence and being afraid to be made fun of.

10. Compare your attitude in the classroom to that of the previously mentioned types of students. 2.5

I am a clown but not shy. I am a student.

11. Describe how should the teacher motivate the shy students.

.....

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks?

The shy ones 1

13. Predict which type is the teacher's favorite, justify your answer.

The serious students 2

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious

15. In your opinion, what makes the classroom boring? 2.5

The lack of clown students is what makes a class boring.

Good luck.

StudentX:

Abd Elhafid Boussof University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

1

Name:Group:

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere.

Questions:

1. Underline the topic sentence.
2. Circle the controlling idea.
3. How many developmental sentences has the writer used in the above paragraph?

.....

4. Underline the concluding sentence and identify its type.

.....

5. What is the type of the paragraph?

.....

6. Fill in the gaps with the appropriate synonyms from the text.

.....

Take part=.....

Timid= shy

7. Go back to the text and find a mistake, correct it.

.....

8. Imagine sitting next to one of the students described above, illustrate it and how would you react?

.....

9. In your opinion, what makes students shy?

It is slowly participate

10. Compare your attitude in the classroom to that of the previously mentioned types of students.

.....

11. Describe how should the teacher motivate the shy students.

.....

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks?

.....

13. Predict which type is the teacher's favorite, justify your answer.

.....

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious

15. In your opinion, what makes the classroom boring?

.....

Good luck.

Control Group:

Student 1:

Abd Elhafid Boussof University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

15/10
20

Name: [redacted] Group: 3.....

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere.

Questions:

1. Underline the topic sentence. There are various kinds of students in the classroom.
2. Circle the controlling idea. (1)
3. How many developmental sentences has the writer used in the above paragraph?
...there are 3 developmental sentences... ✓
4. Underline the concluding sentence and identify its type. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. (0.5)
(complete compound sentence) It is a summary sentence.
5. What is the type of the paragraph? (0.5)
...the type of the paragraph is expository.
6. Fill in the gaps with the appropriate synonyms from the text. (0.5)

Take part = Participate
Timid = shy

7. Go back to the text and find a mistake, correct it.

8. Imagine sitting next to one of the students described above, illustrate it and how would you react? (1.5)

When I'm sitting next to a talkative student, I'll react so kind and say, can we hear your sentence, there are people here need to focus with the teacher.

9. In your opinion, what makes students shy? (2.5)

In my opinion, being afraid to give a wrong answer makes students shy.

10. Compare your attitude in the classroom to that of the previously mentioned types of students. (2.5)

I'm a shy student who participates once a year because I'm afraid to give wrong answers.

11. Describe how should the teacher motivate the shy students. (2)

Be nice with them and try to avoid the fear that they have when they answer.

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks? (1)

The shy student would get the best marks.

13. Predict which type is the teacher's favorite, justify your answer. (2)

The teacher who is nice with everyone and motivates all the students to have a good future.

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious (1)

15. In your opinion, what makes the classroom boring? (2.5)

The students themselves can make the classroom boring also the way teacher explain the lesson.

Good luck.

Student 2:

Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

15

Name: [redacted] Group: 3

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere.

Questions:

1. Underline the topic sentence. of
2. Circle the controlling idea. of
3. How many developmental sentences has the writer used in the above paragraph?
...3 (paragraphs) sentences... ✓
4. Underline the concluding sentence and identify its type. of
...it type is summary of sentence... ✓
5. What is the type of the paragraph? of
the type is expository... ✓
6. Fill in the gaps with the appropriate synonyms from the text. of

Take part=.....
Timid=... Shy ✓

7. Go back to the text and find a mistake, correct it.

8. Imagine sitting next to one of the students described above, illustrate it and how would you react? (1.5)

the clown student, because I am gonna enjoy and laugh alot, that make me happy.

9. In your opinion, what makes students shy? (2.5)

I think when he has a problem and less confident.

10. Compare your attitude in the classroom to that of the previously mentioned types of students. (2.5)

I think I am between serious and talkative, I talk alot like talkative student.

11. Describe how should the teacher motivate the shy students? (2)

the teacher should motivate the shy student by talk to him and ask him to answer.

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks? (1)

I think who get the best mark is the shy student.

13. Predict which type is the teacher's favorite, justify your answer. (1)

I prefer the friendly teacher because the lesson will not be boring, will be enjoyed, and the have alot of positive energy.

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious (1)

15. In your opinion, what makes the classroom boring? (2.5)

I think what makes the classroom boring is the tech meth of teaching and the silent.

Good luck.

StudentX:

Abd Elhafid Boussouf University - Mila
Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Test of critical thinking.

12.5
20

Name: [REDACTED] Group: 3.....

Read the following text and answer the questions below.

TEXT:

There are various kinds of students in the classroom. One example is the talkative one who, as the name suggests, talks too much; they mostly speak without permission from the teacher. Another example is the shy student who rarely participate in the classroom; they feel anxious when they are called out by the teachers. For instance, their faces turn red while answering. Finally, a type of students that everyone enjoys their company except teachers is the clown of the classroom; that one who throws jokes here and there and makes the whole classroom laugh. They would do anything to distract themselves and their classmates from the lesson. All of these students are special in their own ways; each one leaves an unforgettable impact on the classroom atmosphere.

Questions:

1. Underline the topic sentence. (10)
2. Circle the controlling idea. (10)
3. How many developmental sentences has the writer used in the above paragraph?

There are three. (7)

4. Underline the concluding sentence and identify its type. (10)

information (10)

5. What is the type of the paragraph? (10)

expository (10)

6. Fill in the gaps with the appropriate synonyms from the text. (10)

Take part= Participate ✓
Timid=.....

7. Go back to the text and find a mistake, correct it.

8. Imagine sitting next to one of the students described above, illustrate it and how would you react?

9. In your opinion, what makes students shy? (2)

I think that because they are afraid to answer ^{to} with ^{with} wrong way.

10. Compare your attitude in the classroom to that of the previously mentioned types of students.

shy (1)

11. Describe how should the teacher motivate the shy students. (2)

He should motivate him by encouraging to show his abilities.

12. From their attitude in the classroom, who among the previously mentioned types of students would get the best marks? (1)

the shy.

13. Predict which type is the teacher's favorite, justify your answer. (1)

He should like serious students, because he feels that they work hard on their work.

14. Choose one of the students you would most likely be friends with (underline your choice)

The talkative, the shy, the clown, the serious (1)

15. In your opinion, what makes the classroom boring? (2)

the spreading serious.

Good luck.

المخلص

إن الهدف خلف هذا البحث هو اكتشاف مدى تأثير القراءة في تنمية مهارة التفكير النقدي لدى طلبة السنة الاولى تخصص لغة انجليزية. و إلى جانب ذلك التحقيق حول مواقفهم إزاء تطوير كمثل هذه المهارات. يسعى هذا العمل للإجابة عن جملة من الأسئلة أبرزها: - إلى أي مدى تؤثر القراءة في تطوير التفكير النقدي؟ - فيما تتجسد طرق دمج التفكير النقدي ضمن مواد القراءة؟ - كيف يمكن لمختلف الأعمال الكتابية أن تساهم في تعزيز التفكير النقدي للمتعلم؟ إذا أخذت الأسئلة سالفة الذكر بعين الاعتبار ، يفترض أن التفكير النقدي لطلاب السنة الاولى تخصص لغة انجليزية، دون أدنى شك سيتحسن من خلال القراءة. ليس هذا فحسب بل يفترض أن هؤلاء الطلاب يمتلكون آراء إيجابية اتجاه الأهمية البالغة التي تلعبها مهارة القراءة في تعزيز تفكيرهم النقدي. تسير دراسة الفرضية الاولى وفق خطة إجراء اختبار أولي يليه آخر نهائي لمجموعتين احدهما تجريبية و الاخرى قياسية. في حين تختبر الفرضية الثانية من خلال استبيان وجه للطلاب ، و قد تبين من خلال نتائج الدراسة أن التفكير النقدي فعلا يتأثر بممارسة القراءة، و أن هذه الأخيرة تعمل على تحسينه حال ممارستها بشكل منتظم. و من ضمن النتائج التي تم الكشف عنها ما يلي : ميول الطلاب إلى قراءة القصص القصيرة على غرار باقي مواد القراءة الأخرى إضافة إلى ميولهم البارز لبيئات الدراسة الخارجة عن التقيد ، كما أوضحت الدراسة أن أغلب الطلاب على دراية بأهمية القراءة في بناء تفكيرهم النقدي. يختم هذا البحث بعدة توصيات في خدمة علم التربية و لصالح الأبحاث المستقبلية.

Résumé

L'objectif de cette recherche est d'examiner l'effet de la lecture sur la pensée critique des étudiants de première année d'anglais comme langue étrangère. Un autre aspect tout aussi important de cette étude est d'examiner la prise de position des étudiants vis-à-vis de les variables de la recherche. Plus précisément, la présente étude s'efforce de répondre à un certain nombre de questions. Les plus marquantes sont les suivantes : Jusqu'à quel point la lecture affecte-t-elle l'esprit critique des étudiants ? Comment mettre en œuvre des pratiques de l'esprit critique dans le matériel de lecture ? Comment la lecture de différents textes écrits peut-elle aider à promouvoir l'esprit critique des apprenants ? Compte tenu des questions susmentionnées, nous supposons que l'esprit critique des étudiants de première année d'anglais serait amélioré par la lecture. Nous supposons également que les étudiants en première année d'anglais ont une opinion positive du rôle de la lecture dans l'amélioration de leur esprit critique. La première hypothèse est vérifiée au moyen d'un modèle de pré-test post-test avec groupe expérimental et group témoin, tandis que la deuxième hypothèse est testée au moyen d'un questionnaire destiné aux étudiants. Les résultats de l'étude ont révélé que l'esprit critique est effectivement influencé par la lecture ; en fait, cette dernière l'améliore lorsqu'elle est pratiquée régulièrement. D'autres faits dévoilés sont : la tendance des étudiants à préférer les courtes nouvelles aux autres matériels de lecture ainsi que leur penchant évident pour les environnements d'étude sans restriction. Les résultats montrent également que la majorité des étudiants sont conscients de l'importance et du rôle de la lecture dans l'amélioration de leur l'esprit critique. La thèse se termine par une multitude de recommandations pour la pédagogie et les recherches futures.