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Teachers' and Students' Perceptions Towards the Role of Intensive Reading in Enhancing Critical Thinking and Improving Students Writing Performance.

A case study of 3rd year EFL students and teachers in the Department of Foreign Languages, Abdelhafid Boussouf University Centre Mila.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by   **Supervisor**
MS. Khalida BOUANANE   Dr.Amina ZEMIECHE
MS. Ines BEDJAOUI

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Examiner :Dr.Rima HADEF   university…… . Mila……….

2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafidBoussouf University - Mila

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Dedication

In the Name of Allah, Most Gracious, Most Merciful. All the praise is due to Allah alone, the Sustainer of the entire world. We dedicate this work:

To our parents and families

To all those who encouraged us and contributed to the elaboration of this work.

Acknowledgements

Abstract

The current work endeavors to explore teachers' and students' attitudes towards the role of intensive readingin enhancing critical thinking and improving students' writing performance in the department of foreign Languages in Abdelhafid boussouf University center, Mila. English language students are facing different obstacles that may hinder their learning process and development. One of those problems can be the lack of sufficient processing of information, which may lead to misunderstanding and misinterpreting any given material. In other words, they lack the ability to think critically. Aditionally, they face difficulties in their writing. In order to carry out this research, a quantitative study has been conducted. Two different questionnaires were administered to one hundered fifty five surdents Third year Enlish students and twenty teachers of different modules. The analysis of the two questionnaires revealed that both teachers and students have a positive attitude towards enhancing the critical thinking skill as well as improving students' writing performance through intensive reading.

Keywords : Reading, Intensive Reading, Writing, extensive reading, Ctical Thinking.

List of abbreviations

CTS : Critical thinking skill

EFL : English Foreign Language

ER : Extensive reading

FL : Foreign language

IR : Intensive reading

NL : Native language

SL : Second language

WS : Writing skill

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1.3. CRITICAL THINKING

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Introduction

The capacity to read in a second language is crucial. Students need to understand what they are reading by reading carefully or what is called intensive reading to enhance their critical thinking as well as to improve their writing performance.

Intensive reading is an approach to reading that focusses on thorough comprehension when dealing with brief texts in a school setting. More specifically, make a connection between intensive reading and critical thinking skill along with the writing skill is a great technique to increase language fluency because it gives pupils the chance to think critically, organize their ideas, and communicate their expertise.

Almost all learners find writing in a foreign language to be one of the most difficult skills to master. EFL students, however, often struggle with writing's many components, including its organization, content, vocabulary, language use, spelling, punctuation, proper capitalization, and paragraphing. Moreover, they lack the ability to interprete, analyze, and make an argument.

In brief, reading is crucial when it comes to written works. Therefore, it is crucial for EFL students to examine how to raise their level of writing proficiency.

1. Statement of the problem

In a learner-centered class, students are the core of the teaching-learning process, in which the teacher acts mainly as a guide and monitor his/her students' learning process and progress. That is, learners are supposed to search for information to share with their classmates the same way their teachers used to do. Algerian students are supposed to be

such kind of learners who depend on themselves in their journey of learning and meaning making since the adoption of the License, Master, and Doctorate (LMD) system in the Algerian universities. However, this may not be the case for the majority of Algerian English as Foreign Language (EFL) students, who still depend on their teachers when it comes to presenting the needed information and the necessary materials. In fact, those students tend to copy and paste data available on the internet without showing any effort to look for the reliability of this source of information, or even try to paraphrase or summarize such data. This can be the result of not being aware of developing their cognitive skills, especially their ability to judge, analyze, question, or even criticize the credibility of the information. This study stresses the importance of IR and aims at investigating both teachers and students' perspectives towards de enhancing CTs and improving students 'writing performance through intensive reading.

2. Aims of the study

Several aims were planned to work as the platform and as a guiding vehicle for this study, these are:

1. This work aims at raising teachers/students ' awareness about the importance of developing CTS through reading.

2. It attempts to stress the importance of reading.

3. It sheds light on the importance of incorporating intensive and/or extensive reading program that can help develop CTS and improves students' writing performance.

3. Research questions

As it is the case before addressing any problem, there should be some questions, which inspire the researcher to conduct a particular research. Likewise, this study aims at addressing the following questions:

1. Can reading develop CTS and students' writing performance?

2. Are teachers and students aware about the impact of reading on CTS and writing performance?

3. How can teachers raise students' awareness about the importance of reading?

4. The study sample

The sample of this study consists of two types of population: students and teachers.

Participants of the 1st sample are 3rd year LMD English students at university Abdelhafid Boussouf Mila.

2nd participants are teachers at the same university, and who have had experience in teaching different modules.

5. Data gathering tool

In order to investigate both teachers' and students' perspectives towards the role of IR in enhancing CT and improving students' writing performance. This study is opted for for quantitative method using questionnaire.

6.Structure of dissertation

The current study is divided into three chapters in addition to a general introduction and a general conclusion. The first two chapters are devoted into the theoretical part of the study, the chapter one is about intensive reading. The second chapter is about the writing skill as well as critical thinking. The last one is oriented towards the practical part, which analyzes data gathered from teachers and students' questionnaires and general conclusion.

8. Definition of key terms

> ➢ **Reading**

Through the cognitive process of decoding visual symbols, it gives words, sentences, or paragraphs meaning.

> ➢ **Intensive Reading**

Refers to reading with focus and care, or having students study particular texts to gain a deeper comprehension and specific knowledge. « Is intensively involved in looking inside the text at the vocabulary, grammar and is concentrating on a ‗careful reading' of the text » (Holden, 2007, p159). The learning objectives and tasks for this type of reading are always clear.

> ➢ **Writing**

Is the process of organizing ideas, opinions, and feelings into written form.

1. CHAPTER ONE: Theoretical Part

1.1. Intensive Reading

Introduction

Reading is a key ability that is required to increase language fluency. It was previously disregarded in both the direct technique and the grammar-translation method. It was considered a passive receptive language talent that just needed the ability to decode written language. The reader merely obtains a great deal of information and does not contribute because the language is simply utilized for enjoyment. Reading has seen a transformation in several areas nowadays. It was a passive skill before becoming an active skill used during the teaching process. Reading comprehension is a talent that many academics focus on with regards to the teaching area because it has been noted as the most significant skill that a teacher might possess.

1.1.1. Definition of Reading

Reading is, in general, an active process that involves comprehending written and visual materials as well as decoding symbols to convey specific meanings. Many academics have proposed numerous definitions to clarify what reading is; According to Adams (1990: 102) "reading is the act of decoding the words of the text separately to build an overall understanding of the text"

Reading can also be defined as the process in which readers learn something from what they read and involve it in an academic context as a part of education (Grabe,2009:5). Learning happens when the focus changes from an unfamiliar to a familiar idea. Reading is a vital learning process, thus readers make an effort to understand the texts they are reading by analyzing, synthesizing, assessing, and choosing the most crucial information. Reading can be viewed as a multidimensional activity requiring a variety of simultaneous skills. Grabe ("Reading in a Second Language" 11) affirms that " reading is an interactive process between the reader, the text, and different processes that gradually and flexibly adjust to the reading situation". That is to say, the process of analyzing the text ,words and structures has to use both

readings: lower-level processes (Lexical access, Syntactic Parsing, Semantic proposition formation, working memory activation)and higher-level processes which contain(Text model of comprehension, Situation model of reader interpretation, Background Knowledge use and inferring, Executive control process.); Moreover, In any reading action, the reader should proceed from lower-level grammar and vocabulary processes to higher-level processes involving readers' schematic knowledge to develop overall comprehension.

1.1.2. **The Importance of Reading for EFL Learning**

Reading is a significant method of learning, so it must be successful in achieving the goal for which it is intended. It should not be considered a passive action but rather an active procedure that promotes the growth of learning. Additionally, ESL teachers advised that reading should be incorporated into the program for Beginning level learners in order to learn a foreign language and that doing so should be thought of as the first step that introduces them to various linguistic forms. This will help them become more adept at using language (Goldberg, 1997).

The main goal of reading instruction is to help learners use text decoding skills and background knowledge to comprehend written language as well as they learn passive vocabulary, better predicting skills, better use of context for vocabulary understanding, increased focus on reading for meaning, increase enjoyment of reading, improved understanding of L2 oral language and finally improving writing skill.

Reading exposes us to language that we process as we look for essential information, as well as enhancing our writing experience by providing inspiration and enhancing the grammatical structure.

1.1.3. Types of Reading

There are two main types of reading.

1.1.3.1. Extensive reading

Palmer (as cited in Day &Bamford, 1964:5) defined ER as a "rapidly reading book after book." That is to say, the reader absorbs general meaning from a variety of sources, which helps them become better readers.

Another perception proposed by Day (1993: 19): ER is:" The teaching of reading through reading... there is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material". Besides, extensive reading means reading the given text such as short stories and books, novels for pleasure, and enjoyment. Generally, it is fluent reading that ends with understanding the general idea of the text (grellet 1986).

The scholars listed below have discussed the role of extensive reading and how it affects vocabulary growth.

Readers who use this method of reading can read through a lot of material rapidly and leave with a general understanding of what they have read rather than parsing out every last detail. (Nakanishi 2015; Nation 2015; Day and Prentice 2016), highlighted that "[…] This approach encourages learners to read large amounts of long, easy-to-understand material based on each individual learner 's interest and reading level".

1.1.3.2. Intensive Reading

IR is an approach to reading that deals with short texts under a teacher's instruction in the classroom, it focuses on detailed understanding.

The applicable description can be given by Day and Bamford, (1998 05) For them IR is " to take a textbook, study it line by line, pertaining at every moment to our wordbook and our ABC, comparing, assaying, rephrasing, and retaining every expression that it contains ".

"Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items." Nation (2004.20)

Hedgcock et al. (2009) proposed the following important characteristics of IR activities. First, pre- reading exertion is decisive to grease appreciation. These exertion include surveying the textbook, making prognostications, asking questions, and introducing vital vocabulary.In addition, while- reading exertion include first reading, a " quick read- through the entire textbook to develop a sense of its main point (s) and to confirm original prognostications made during pre reading ",re-reading the textbook " read the textbook intensely through a careful and focused alternate reading ", looking nearly at language, and considering the structure of the textbook. Finally, Post-reading activities entail summarizing and responding, thinking critically, and reading-writing connections.

1.1.3.2.1. The Types of Intensive Reading

Since intensive reading means reading carefully, Tarin (1990) emphasized "Intensive reading is careful study, meticulous study and detailed treatment to a short task that roughly only 2-4 pages each day" (cited inHurriyah2017). It implies that reading can be classified into four types: reading comprehension (reading for understanding), close reading (careful reading), critical reading, and reading for ideas. The breakdown is as follows:

➢ Reading comprehension entails using students' prior knowledge, vocabulary, grammar, and reading techniques to extract and build the meaning of a text or essay.

> ➢ Close reading, also known as carefull reading, is the practice of reading slowly while paying close attention to the words, grammar, and the sequence in which sentences and concepts are presented. "to take a text, study it line by line, referring at every moment to dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (Day and Bamford, 1998: 05).

> ➢ Critical reading is the process of interpreting and analyzing complex writings, as well as inspecting the text's arguments or evidence. Critical reading is a necessary precursor to critical writing, and the more students who practice it, the better their writing skills will become.

> ➢ Reading ideas entails integrating those various ideas in order to make sense because the text is full of concepts linked to one another to show knowledge. According to Tarin (1986: 116), a reading idea is a kind of reading that aims to seek, obtain and utilize the ideas contained in the passage.

1.1.3.2.2. The Goals of Intensive Reading

According to Macalister (2011), IR has many objectives. It's purpose is to build more language knowledge rather than simply practice the skill of reading , It helps students to build a number of new vocabularies and language compositions , it motivates the student to learn new skills such as identifying and organize the main ideas as well as improving their writing skill, It supports the student to have rapid reading anda good transition from one word to another and from sentence to sentence and from paragraph to paragraph, Develop students' reading strategies, su ch as skimming, scanning, and identifying the main ideas of texts and paragraphs.

1.1.3.2.3. The Characteristics of Intensive Reading

The subsequent crucial traits, according to Hedgcock and Ferris (2009), are necessary for intensive reading to be successful and beneficial. Initially, the texts are chosen by the teacher (based on student needs), and present certain reading strategies through whole-class instruction,

and student activities. Then, all students read the same text at the same time and may finish it in-class or out -of class, the exercises, and assessments assigned by the teacher, Students, for example, read the same text at the same time and complete several tasks to aid comprehension. Additionally, the teacher highlights specific linguistic features and content dimensions of the text, and introduces selected reading strategies through whole-class instruction and activities. Moreover, assessment of student comprehension, reading development, and reading efficiency is facilitated by the fact that all students work simultaneously with the same text and activities, i.e. When it comes to what to do before, during, and after reading, the instructor and students are clear. Finally, In IR, students focus on surface structure details such as grammar and discourse markers.

1.1.3.2.4. Intensive Reading Strategies

Reading strategies have been stated by Cohen (1990) "as mental processes that readers consciously select to use to complete reading tasks successfully or as "techniques and methods readers use to make their reading successful" cited in Baker & Boonkit, 2004, p. 302). The reader uses reading strategies immediately before, during, and after reading to extract and build the meaning of a text or essay. There are some reading strategies that have been developed by (Auerbach and Paxton, 1997):

Pre reading strategies	• First, Accessing the prior knwoledge. Then, write your way into reading and ask questions based on the title. Furthermore, make predictions based on previewing along with identifying the text structure. Lastly, skim for the general idea.
During reading strategies	• At first, Skip unknown words ;guessing from the context. Then, predicting the main idea of each paragraph. Finally, draw pictures to show what you see in your mind' eye.
After reading strategies	• Primarily, revise prereading strategies. After that, making an outline, chart, map, or diagram of the organization of the text. Additionally, retell what you think the author is saying. At last, retcount the text to your own experience.

Figure01: Auerbach and Paxton's Reading Strategies

There are other intensive reading strategies like activating background knowledge, (scanning and scanning) for locating specific information. They are discussed in detail in the following subtopics :

➢ **Background knowledge**

Tierney and Cunningham (1984) mooted the significance of erecting up and" twiddling" background knowledge before reading. This makes sense. Former knowledge increases our appreciation of what we are reading. In order to recognize and develop a general understanding of a text, learners should have some idea of what they are going to study.

➢ **Scanning**

It involves reading snappily in a vertical or diagonal direction in order to find specific information analogous as single words, data, dates, names, or details. It enables the florilegium to read still and absorb vast amounts of knowledge snappily.

➢ **Skimming**

Skimming is another term for reading a text snappily and" horizontally" to get a general grasp of the content and its mileage. It also refers to moving the eyes snappily through the text while snappily forgetting the major ideas and a general overview of thecontent.t. Brown (2004, p. 213) argued that skimming is '' The process of rapid-fire- fire content of reading matter to determine its gist or main idea. It's a prophecy strategy used to give a florilegium a sense of the content and purpose of a text, the association of the text, the perspective or point of the pen, its ease or difficulty ; and/ or its mileage to the florilegium. ''

In conclusion, skimming is a time-saving reading technique but it is not always the best method because different books require different reading strategies.

Conclusion

It is clear from the discussion above that IR plays a significant part in enhancing language proficiency. IR seeks to increase vocabulary usage and reading comprehension skills by giving students targeted exercises. Since numerous researchers strongly support the role of IR, it is probable that IR will be included in the S/FL curriculum.

Introduction

One of the most difficult skills that hold intrinsic value in language education and learning is writing. It is a fundamental talent because learning to write well requires a lot of effort and practice across a variety of writing exercises. To put it another way, writing has always been a difficult job and a burden for people learning a second language. In this chapter, we will present the reader with the writing skill in general, including different definitions, introducing writing in FL context, as well as criteria relative to different aspects for producing   academic pieces of writing concerning cause and effect essay methodology. Later the contribution of reading to writing skill development in addition to integrated reading and writing instruction are reconsidered.

1.2.1. Definition of Writing

The most essential form of communication in academic settings is writing, which is also a pivotal skill to have. It involves conveying a communication in a way that requires suitable word choice and thinking. Nunan (2003) defines writing as an intellectual exertion that entails gathering ideas, choosing how to convey them, and organizing them into a statement and paragraph that people can understand.

Preceptors in the FL classroom fete that scholars' work shows both what they've learned and what they still need to learn. Tribble (1996p. 3) countries writing as " a language skill which is delicate to acquire " also, Kress (1989 ; in Tribble, 1996) emphasizes that learning to write isn't just a question of developing a set of mechanical ‗ orthographic ' chops but it also involves learning a new set of cognitive and social relations. White and Arndt (1991, p. 3) see that Writing is far from being a simple matter of transcribing language into written symbols, rather, it is a thinking process in its own right. It necessitates conscious intellectual trouble, which must generally be sustained over a long period of time. This casts- light on a precious study that

depicts the jotting process as a complex skill involving a series of organized, methodical, and connected tasks.

Hyland (2003 : 3) with a different perspective views writing as" marks on a runner or a screen, a coherent arrangement of words, clauses, and rulings structured according to a system of rules". It suggests that learning to write involves both an understanding of all the factors of jotting and a thorough mastery of both the judgment - position factors of writing and the converse- position factors.

1.2.2. Writing as a Skill

The most essential reason for teaching writing is that it is a fundamental language skill, just like speaking, listening, and reading. Students must be able to create letters. It is a skill that "…stimulates thinking, compels students to concentrate and organize their ideas and cultivate their ability to summarize, analyze and criticize". (Rao, 1997. P.2). It would feel egregious that people should be made alive of the significance of jotting chops given the variety of uses for them. Harmer (2001 :80) stated that " We can get newcomers to write simple runes, but we presumably will not give them an extended report on municipality planning to do. When we set tasks for abecedarian scholars, we will make sure that the scholars have – or can get – enough language to complete the task". It indicates memorandum is further than composing verbal particulars, that it involves intellectual discussion, and the logical association of ideas, as well as that it has a particular purpose and targets an cult of compendiums. Therefore, not only is the nature of the memorandum exertion which makes it demanding, but the features of the written form as well.

" Writing is an exertion that I'm indulging in at the moment isn't simply composing. What I'm doing (successfully or not) is developing a discussion and arranging points in 22 such a way to convert you, the compendium, that I've commodity worth while to say. What's involved in

this exertion ? There's fluently further to it than simply putting rulings together in sequence like carts in train. " (p. 62)

1.2.3. Writing as a Productive Skill

The transmission of information that a language stoner creates in written form is appertained to as writing as a productive skill, also known as an active skill. Without the support of open chops or unresisting information like harkening and reading, productive chops would not live. Because writing is a complex skill that involves a number of planned, successional, and connected tasks, alternate language learners can not begin learning it from scrape. Therefore, in order to master a foreign language, open chops — in which learners observe the structure of the language — generally come first, followed by the practical operation of productive chops. Since jotting is regarded as a communication instrument, EFL scholars should be complete in the four communication chops that Canale (1983) proposed are:

> ➢ Linguistic competence – grammar, intonation, and other language mechanics.
>
> ➢ Strategic competence – how to start a conversation, change topics, and fix a misunderstanding.
>
> ➢ Sociolinguistic competence –language customs according to the situation, and appropriate responses.
>
> ➢ Discourse competence – organization, the bigger piece such as an article, e-mail, lecture, etc.

1.2.4. Writing English in a Second/ Foreign Language

Learners must master the delicate skill of writing in both their native lingo(NL) and alternate or foreign language (SL/ FL).

At first regard, it appears that ESL and experimental writing pupils have a lot of the same writing issues. Coherent rhetorical association, conventional judgment structure, punctuation, and control over specific verbal structures are constantly lacking.

Kroll (1990) observes that there's a analogous variation in performance in the writing of ESL scholars themselves and that they operate within a complicated system of language rules to which they've had limited exposure and at stylish have only incompletely learned. (P.2)

The stylish way ESL/ EFL scholars should be advised is to choose the motifs that they're most familiar with or have the most experience in. According to Myles (2002), the capacity of good writing is not a naturally acquired skill rather it is either a learned or artistic skill that must be rehearsed through experience. Composing is one act of writing that implies the capability to give pieces of information through one of the forms of writing. Alternate language/ foreign language literacy- (SLL/ FLL) may face problems or difficulties when dealing with the act of composing. They may meet certain obstacles in formulating new generalities that involve transubstantiating or revamping information. By putting together generalities and working problems, the pen engages in a " two- way commerce between continuously developing knowledge and continuously developing textbook "(Bereiter and Scardamalia, 1987 :12).

In Myles's words, not every pupil is a direct thinker, a particularity that is constantly demanded to help scholars concentrate on followership norms. ESL/ EFL scholars and newcomers to jotting may bear help structuring and enriching their subjects. Although English preceptors are well- suited to deliver this kind of instruction, they are not always prepared to handle ESL/ EFL enterprises with papers, two- word verb tenses, and colloquial operation. They might not be conscious that ESL scholars who appear disorganized may actually be using a

system espoused from their native speeches. This is particularly likely to be to ESL scholars who entered a good education at home.

1.2.5. Academic Writing

Academic writing by students is central to higher education's instruction and learning processes. In order to succeed in higher education, students must learn both general academic writing norms and disciplinary writing requirements. Students are evaluated in large part based on what they write. For exams and coursework, the majority of foreign students must write essays and reports. However, one of the most difficult tasks pupils must complete is writing well in academic English. Most L2 learners find it challenging, even those who are proficient in the TL's oral version. It demands an extensive understanding of linguistic components. (vocabulary, morphology, syntax, mechanics, and punctuation). Academic writing also requires knowledge of stylistic elements and rhetorical structures appropriate to a specific genre. Knowledge of register and relevant content is also very important.

Academic writing is distinguished from other types of writing by its "rules and practices." (Bowker.2007). These rules and practices are mainly related to a formal structure of ideas, referencing and citation techniques, writing mechanics (grammar, punctuation, and spelling), and the argumentative and persuasive nature of the composition. Therefore, to write a good academic paper you need to follow certain steps which constitute the writing process. (Mennens Msc and Wilkinson Msc. 2002).

1.2.6. Essay Writing

Foreign students learning in English-speaking colleges and universities often struggle with writing essays. An essay is a lengthy piece of writing with numerous parts. It has a single topic, just like a paragraph does, but an essay's topic is too complicated to be covered in a single paragraph, so you must break it up into several, one for each main point. Then, you must add

an opening and a conclusion to connect the paragraphs. The only difference between writing an essay and writing a paragraph is that essays are lengthier. Because the organizing principles are the same in both, if you can write a strong paragraph, you can write a strong essay.

An essay is short of writing about a particular subject, especially one written by a student. Witing itself is the skill or activity of producing words on a surface (Cambridge Learners Dictionary: 2007). It indicates that writing an essay is the process of creating brief written texts that readers can understand.

Zemach (2005) asserted that an essay is a group of paragraphs written about a single topic and central main idea. It must have at least three paragraphs, but a five paragraph essay is a common length for academic writing. As a result, it is necessary to create an essay with an overall thesis statement that is supported by three paragraphs that each begins with a topic sentence. In conclusion, writing an essay is an action that results in a collection of paragraphs that are written about a single subject and comprise a thesis statement and supporting paragraphs that the reader can follow.

1.2.7. The Cause and Effect Essay

The greatest cause- and -effect essays are frequently written about a subject that the students are interested in in the classroom. These essays explore the reasons for something and examine the results of events or actions. Many acts do not happen by themselves. That those acts can have positive or negative effects is understood. A cause-and-effect connection may need to be demonstrated when writing an explanation text. An individual can comprehend what occurred by looking at the causes or consequences of an action. Examining the following diagram, you can see how events and actions are frequently connected to their causes and effects in scholarly writing.

1.2.8. The Importance of Reading to Writing Improvement

For a long time, reading and writing were treated as distinct skills. Reading was considered a receptive skill, while writing was seen as a productive skill. However, this concept is no longer accepted. So far, many researchers agree that reading and writing should work in a circle despite their dissimilarity in their description. In this sense, "Writing was no longer perceived as an individual task taught separately from other language learning skills. It was instead viewed as a process of pedagogy (prewriting, drafting, and post -writing) through which students learned to make a relationship between what they read and what they tend to write" (Kennedy, 1994.1116)

On the other hand, one specific definition of reading was proposed by (Alderson, 1984) who claimed that reading is an interactive or socio- cognitive process that culminates in deriving meaning from the printed text. Additionally, the process of meaning formation involves a careful exchange between reading and writing. These types of theories represented something akin to a revolution in the way writing was taught in relation to reading.

More ideas contend that reading has a significant impact on learning to write as Eisterhold (1990: 88) wrotes in this sense:" Good writers are always good readers and better writers read more than poor writers." (Quoted in Nemouchi, 2008: 44) in other words who writes better means s/he uses his/her prior information from reading to construct a perfect piece of writing; furthermore, writing as a productive skill needs reading as a receptive skill as Harmer (2001: 251) claimed," productive work need not always to be imitative. But students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon" Similarly, Plakans and Gebril (2012) demonstrated some advantages of linking reading to writing the following steps were suggested. First, the reading sources used tend to help students gain ideas about the topic. Next, the reading sources used also shape opinions

related to the topic. Finally, the texts in the resources can be used for evidence and language support. Thus, when we read we extract information according to the purpose of our reading, interests, and motivations or even for other proposes; this kind of information we restore in our mind and it can be considered as previous experience, this former enables us to understand concepts, points of view and integrate them in our experience and the latter enables us to identify and understand cohesion, coherence, rhetorical organization, and conventions of written language (Lopes, 1991).

To summarize, researchers have increasingly recognized the link between reading and writing, recognizing them as integral processes of meaning construction that employ similar cognitive strategies, as Jolliffe (2007, p.473), stressed that reading is a concept that is largely absent from the theory and practice of college composition. The research then discusses the advantages of linking reading and writing in order to improve EFL students' writing abilities.

2.1.9. Integrated Reading and Writing Instruction

Listening, speaking, reading, and writing are the natural order of alternate language literacy; reading and writing are regarded advanced stages of language development. (Brown, 1987). There is wide agreement that there is a link between reading and jotting, but we know remarkably little about the nature of this link or how reading and writing interact in terms of growth and pupil success. (Graham & Hebert, 2010, in press ; Fitzgerald & Shanahan, 2000). For case, how does literacy in one affect or change literacy in another, and how does reading instruction relate to writing instruction or jotting instruction relate to reading instruction ?

Reading and writing have some intriguing parallels and dissimilarities. Both require an understanding of grammar and vocabulary (including words' internal morphology and context-specific meanings). (sentence structure, complex sentences, and how users can change

the intended message). All of these draw on background information and, at their higher levels, demand reasoning, critical thinking, and analytical ability. Both reading and writing are complex skills that require a great deal of self-control and flexible, goal-directed problem-solving tasks. Both require an understanding of various genres and the skillful application of various techniques. (Harris&Sandmel 2009).

Although most researchers agree that reading and writing are related, it is rare to find this connection being used in second- language writing classes. The lack of a clear performance of this relationship in research can possibly be explained. The researcher, after studying the research related to the reading-writing connection, found that in order to exploit reading in writing classes, teachers have to (1) let students know how their writing pieces are evaluated and (2) guide them to read like the writer to acquire writers 'ideas and crafts so that they can improve their writing proficiency and get higher writing scores. According to this perspective, some academics assert that the consumer is also a writer (Smith, 1983). He agrees that reading like a writer allows one to actually become a writer. When reading like a writer, other than making meaning of the text, the reader takes in and learns from the author 's style, use of conventions, and the like. When reading like a writer, the reader uses the author 's text as a model for the texts that he or she will ultimately write.

In order to make the read-like-a-writer approach   more apparently understood, according to Spandel (1996), if teachers genuinely want their students to read in order to write, they must ensure that their reading instruction encourages them to focus on the fundamentals of a written piece that makes writing valuable. Reading trait-based writing, a proven method for assisting students in becoming better writers, is heavily based on this idea: identifying the qualities that skilled, experienced readers believe contribute to successful writing.

Conclusion

To sum up, researchers have increasingly noted the connection between intensive reading and writing, identifying them as integral processes of meaning construction involving the use of similar cognitive strategies, as Jolliffe (2007, p.473), stressed that reading is a concept that is largely absent from the theory and practice of college composition. Subsequently, the study discusses the merits of connecting reading to writing to develop the writing performance of EFL students.

In conclusion, writing in FL is essential and difficult at the same time. It requires attention and knowledge from both teachers and learners that would reinforce and facilitate learning this skill.

Introduction

Thinking critically is a skill that aids in the development of appropriate, reasonable, and logical thinking. That is, CT is required in all aspects of living. More importantly, in the field of education in general, and particularly in foreign language (FL) classes. In other words, foreign language learners must cultivate this skill because they will encounter unfamiliar sources of information throughout their educational careers. As a result, they must exercise caution when dealing with such data in order to avoid being influenced, misled, or brainwashed by sources that contradict the learners' ideals and beliefs.

1.3.1. Definition of Critical Thinking

The ability to think is what differentiates humans from other creatures. In the other hand, " much of our thinking, left to itself, is poisoned, distorted, partial, oblivious, or downright prejudiced " (Paul & Elder, 2013, p. 366).

Lau (2011) denoted that " critical thinking is allowing easily and rationally. It involves allowing precisely and totally, and following the rules of sense and scientific logic, among other effects " (p. 1). In other words, critical thinking is the capability to suppose objectively and organizedly, following logic and reason while avoiding bias or fragmentation Critical thinking is defined as "correct thinking in pursuit of relevant and trustworthy knowledge about the world.

As a result, being a critical thinker entails being a professed thinker who can determine what to believe or reject. Therefore, a specific choice is made after a lengthy process of assaying and filtering data or knowledge. CT is therefore a critical gift that must be honored and developed. Still, some people are ignorant of the actuality of such a skill, so they accept whatever information is given to them without questioning whether it is true and dependable or

not. Others, on the other hand, check, question, and dissect any substantiation given to them before deciding whether or not to believe it.

1.3.2. Characteristics of the Critical Thinker

As previously mentioned, CT is not a skill that all humans possess. That is, those with such thinking abilities are distinguished from others by certain traits.

As a result, various researchers (Lau, 2011 ; Black 2012) tried to define critical thinkers. A critical thinker, according to Lau (2011), is someone who can formulate concepts logically and successfully. Furthermore, being a critical thinker entails being able to evaluate and seek proof before accepting or rejecting a specific assumption or hypothesis. Aside from scrutinizing things before making a decision, and the ability to logically defend the significance of one's beliefs, ideas, and views.

According to Black (2012), rationality and critical thinking are two sides of the same coin, and that being a rational (critical) thinker necessitates various processes, such as the ability to analyze, evaluate, infer, and explain the significance of specific data, argument, and/or point of view. In addition to the ability to present and build rational and well-formed decisions and opinions.

To summarize, a critical thinker is someone who can effectively and appropriately apply various critical thinking skills and sub-skills. To be this type of thinker, however, one must first be conscious of the existence of this skill and then work to develop it.

1.3.3. Critical Thinking Developmental Stages

Paul and Elder (2010) are two educational psychologists who were interested in the role of CT in people's lives. They believed that being a skilled thinker is essential in both daily and

professional life. Poor thinking, on the other hand, can cause a variety of issues and obstacles in people's lives.

According to Paul and Elder (2010), CT is not an innate skill that all humans can acquire or master. As a result, they have created a CT theory of developmental stages. This theory is divided into six phases of development:

1.3.3.1   Stage one: The Unreflective Thinker

People are unaware of the significance of pondering in their lives at this point. They are unaware that thinking as a cognitive activity requires development and monitoring. People are born as unreflective thinkers ; however, some people perish as such. (Hall et al., 2011).

1.3.3.2   Stage two: The Challenged Thinker

These thinkers understand the significance of thinking in their lives and that poor thinking skills can lead to serious problems. They may also have a wide range of cognitive abilities. However, their thinking remains limited, and they are unable to identify any thinking abilities that they may possess.

1.3.3.3 Stage three: The Beginning Thinker

Bginning thinkers become conscious of the limitations of their thinking and, as a result, actively seek to improve it. The problem at this point is that, despite being explicitly conscious of their thinking's flaws, thinkers are still unable to provide a systematic solution to those flaws. According to Taleff (2006, p.42), thinkers at this stage "are beginning to develop a degree of intellectual confidence they can think well".

1.3.3.4 Stage four: The Practicing Thinker

Thinkers at this level begin to gain an understanding of which habits of thought should be developed and recognize the need to think systematically. They still lack the capacity to cope deeply with their thinking problems.

1.3.3.5 Stage Five: The Advanced Thinker

At this stage, thinkers develop good thinking habits and become profoundly involved in the process of dealing with their thinking issues. Boyle (2014) "advanced thinkers are thinkers who have mastery over their critical thinking faculties and who are able to place under heightened surveillance their thought process and decision-making processes" (p.329)

1.3.3.6 Stage Six: The Accomplished Thinker

It is the final step in Paul and Elder's CT theory of development in which thinkers are highly skilled in thinking, have empathy for others, and are dynamic in the sense that they accept contradictions and others' views and opinions. However, getting to this point is not simple because it takes a lot of hard work on developing one's own thinking.

1.3.4. The importance of Critical Thinking

CT has a significant impact on many aspects of living. Bassham et al. (2011) provided a list of areas where CT can be useful.

1.3.4.1 The Classroom

Since the foundation of critical thinking is to judge, examine, and scrutinize a specific piece of information, whether written or spoken, critical thinking may play an important role in developing students ' autonomy. As a result, pupils who practice critical thinking are less likely to rely on and repeat what their teachers say. Instead, they will rely on themselves and assume

accountability for their own learning by verifying and challenging the veracity of what they are exposed to.

Qing (2013) studied the role of CT in college English acquisition. In this regard, he emphasized that students who think analytically are more confident, self-reliant, and reach trustworthy conclusions. According to the study, English teachers should foster critical reflection by encouraging students to engage fully through new approaches.

Another study, conducted by Snavi and Tarikhat (2014), sought to investigate the impact of teaching CTS on the speaking proficiency of Iranian EFL learners in Tehran. According to the results, explicitly raising CT awareness has a significantly positive effect on the speaking proficiency of female Iranian adult intermediate EFL learners.

1.3.4.2 The WorkPlace

Nowadays, what matters most to employers is not the degree to which a particular employee is highly specialized in a specific area or job, but rather the degree to which such employee possesses critical or good thinking skills. Employees with such skills are more likely to contribute to their businesses or any other place of work with their creative ideas, analytical evaluations, and effective communication.

1.3.4.3 In Life

Bassham et al. (2011) identified three areas in our lives where critical thinking is important. First, it helps people avoid making bad decisions in their everyday or personal lives, because sometimes they make decisions or take actions that they later realize were too ambitious and irrational. Critical thinking can then keep them from making such errors by critically and logically analyzing any choice before making it. Second, they argue that critical thinking promotes democracy, citing poor thinking as one of the main causes of today's problems. Third, they feel that critical thinking skills are essential for humans' personal lives. Simply put, most

people develop and accept various prejudices and stereotypes as a result of their proclivity to accept what they are told without challenging its veracity.

1.3.5 Developing Critical thinking skill Through Intensive Reading

When dealing with a specific piece of knowledge, critical thinking is an internal process that necessitates the use of various cognitive and metacognitive chops. This capability, still, does not come naturally. In other words, humans do not inherit the capacity to supposecritically. As a result, getting a critical thinker has several stages and requires some means to achieve analogous sense. Reading is allowed to be an aid for developing critical thinking chops, but how ? And why is this so ?

Reading is a thinking as well as a cognitive activity. Thus, it is" not an isolable skill in itself but is predicated on farther general thinking capacities that are an integral part of all cognitive exertion " (Reichl, 2009, p. 33). This means that reading is not simply a process of decoding the meaning of the published words, rather it consists of different internal chops that are considered as the vital rudiments of critical thinking, including conclusion, emulsion, analysis, and evaluation (Grabe, 1991).

According to Tankersley (2003), reading is like a tapestry which consists of six threads that are mingled together to build a strong reading comprehension. Among those threads, she identified higher-order thinking in which the reader " … is able to apply the levels of Benjamin Bloom's taxonomy (1956) and make meaning at more sophisticated level. This thread is reading at the evaluation, synthesis, analysis, and interpretation levels" (p. 116). Accordingly, while, reading the reader is engaged in higher order thinking skills, which indicates that reading is an active process. Moreover, it implies that while reading, the reader is using some critical thinking skills and sub skills. As a result, it seems that there is a relationship between reading and critical thinking. In other words, reading can be used as a tool to foster critical thinking skill.

Conclusion

From the discussion above that IR plays a fundamental part in enhancing critical thinking. Students try to improve several concepts and ideas that are the essence of all thinking manners.

Conclusion

In this study, we presente teachers 'and students' perceptions towards the role of intensive reading in enhancing critical thinking and in improving students' writing performance. In fact, this research attempt to uncover the links between intensive reading and writing performance as well as intensive reading and critical thinking.

The opening chapter discusses intensive reading. It starts with an introduction followed by a definition of Reading, its importance for EFL learning, and its types. Then, we specialize the types of intensive reading, the goals, characteristics, strategies. Finally, we end the chapter with a concluion.

The second section debates the writing skill. We begin with an introduction, definition of writing, writing as a skill and as productive skill. Moreover, we add writing in second and foreign language, academic writing, essay writing in addition to cause and effect essay. Furthermore, we connect it with the importance of reading to writing improvement as well as integrated reading and writing instruction along with a conclusion.

This section follows by an introduction and definition of critical thinking. Besides characteristics of critical thinker. In addition, we incorporate critical thinking developmental stages, its importance, developing critical thinking skill through intensive reading. We close the section with a conclusion of critical thinking.

2. Chapter two: Methodology, Analysis and Discussion of the Results

Introduction

This chapter is devoted to the practical part of this study, which aims at presenting and analyzing teachers' as well as students' questionnaires about their perceptions towards the role of intensive reding in enhancing critical thinkig and improving students' writing performance. Therefore, two questionnaires are administered to both teachers and students in order to collect the data needed for this research. The first part of this chapter deals with the analysis of students' questionnaire, whereas, the second part is oriented towards the analysis of teachers' questionnaire.

1. Methodology

2.1.1. Participants

The participants of this study are teachers of English and students of third year licence at the Abdelhafid Boussouf universty center Mila in the Department of foreign Languages on 17-.3-2023. All students are native speakers of Arabic and they learn English as a FL.

2.1.2. Sample

The sample selected for this research work consists of fifty one student of third year licence and twenty one teacher at the Abdelhafid Boussouf universty center Mila in the Department of foreign Languages.

2.1.3. Research instruments

Questionnaire : This instrument is utilized to obtain students' and teachers' peceptions towards the role of intensive reading in enhacing critical thinking and imroving students' writing performance.

2.2. Students'Questionnaire

It is a mixture of closed-ended (multiple-choice and yes/no questions) and open-ended questions used to collect a large amount of information from a large number of subjects (to get reliable results) in a short period of time and in a relatively cost-effective way. It helps to obtain information that is easy to classify and analyze. It is widely used in educational and descriptive research. The findings can usually be quickly and easily quantified. (See Appendix A)**.** The population contain 155 student.

2..2.1. Administration of the Questionnaire

It was administred to third year students at the university of Mila at the Department of Foreign Languages. Fifty one student selected randomly voluntarily took the questionnaire.

2.2.2. Description of The Questionnaire

This questionnaire consists of 16 questions to be answered through selecting the appropriate options and writing short answers. It is divided into four parts. The first part contains two questions about general information. The second part contains six questions about intensive reading. The third part is about critical includes five questions. Finally, the last part is about students' writing performance and it conains 3 questions.
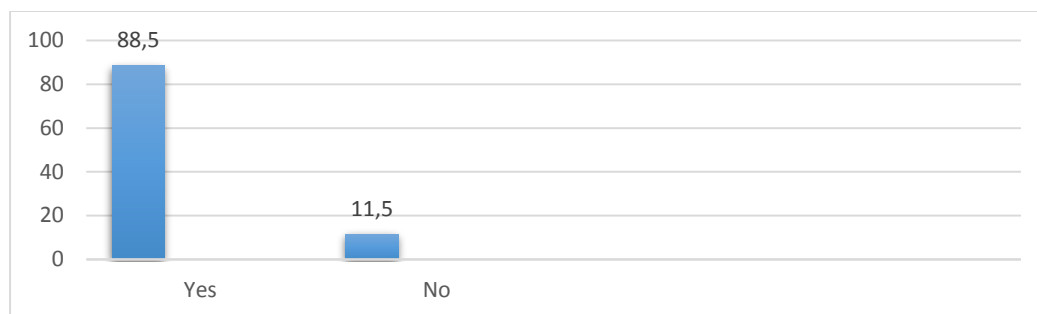
2.2.3. Analysis of Students' Questionnaire

Section one : General information

1- How many years have you been studying English ?

Figure 02

Students' Years of Studying English

In response to the first question, nearly all the respondents 88.5% indicated that they have been studying English for 10 years ; only 11.5% of them responded that they have been studying English for 11 years. This indicates that nearly most of them have succeeded during their academic career without neither blocking nor repeating any year. Moreover, this implies that those years are quite enough to master the English language.

2- How could you describe your level in English ?

Figure 03

Students' Level in English
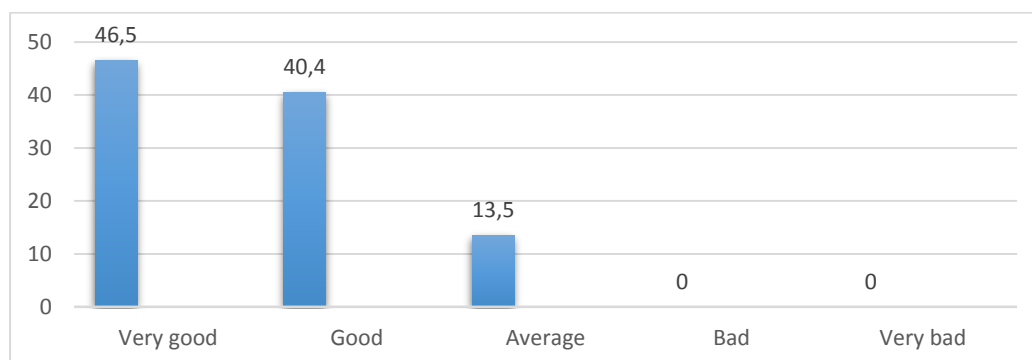
Concerning students' description of their level in English, about 46.5% claimed that they have a very good level in English. 40.4% of these questioned students reported that it is good. Only 13.5% indicated that their level in English is average, and none of the respondents claim that their level is bad or very bad. These results indicate that the majority of students are satisfied with their level in English.

Section two : Intensive reading

3- Do you like reading ?

Figure 04

Students' Appreciation of Reading
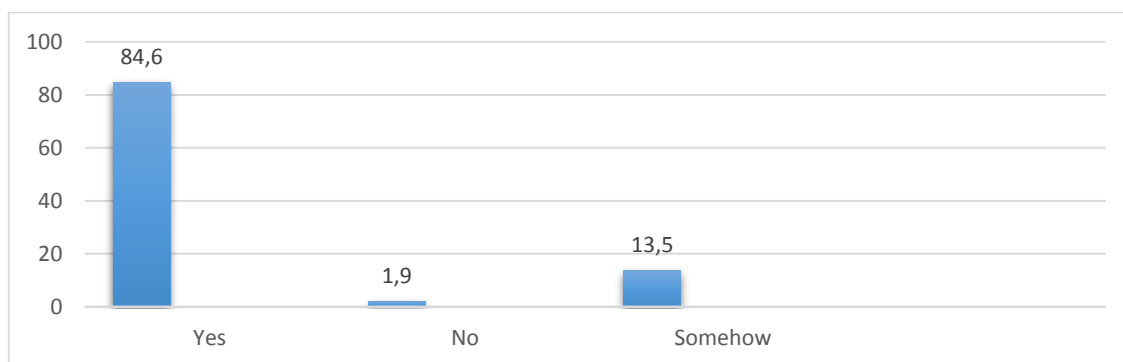
According to the results shown above, 84.6% of the sample reported that they like reading, whereas 3.5 % of them claimed that they like reading in some way. However, 1.9% indicated that they do not like reading. Students, especially at that level should focus on reading as it can be a means to develop different other skills most importantly the writing skill. Reading also enhances one's knowledge of different aspects whether in relation to education or to daily life.

4.-How many times do you read ?

Figure 05

The Frequency of Students' Reading
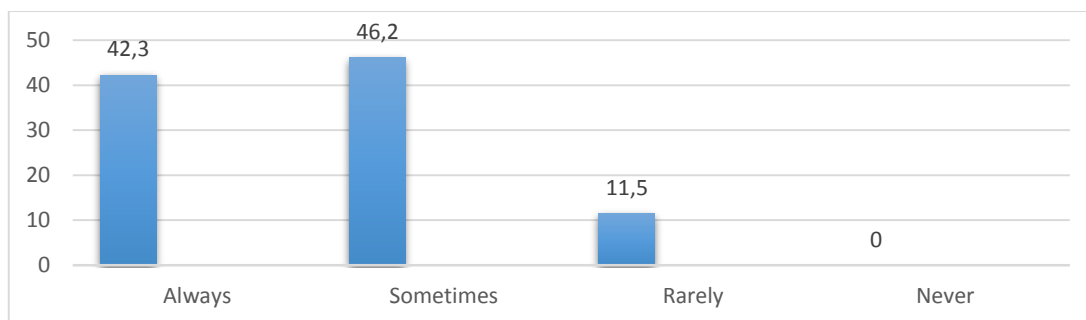
The figure above demonstrates that 42.3 % of the respondents indicated that they always read, however 46.2 % reported that they read from time to time. 11.5 % responded that they rarely read, and non of the respondent claim that they they have never read. Additionally, students at that level are expected to be autonomous learners who construct and broaden their own understanding, and this process can take place through reading.

5.What type of materials do you prefer to read ?

Figure 06

Students' Preferences of Reading Materials
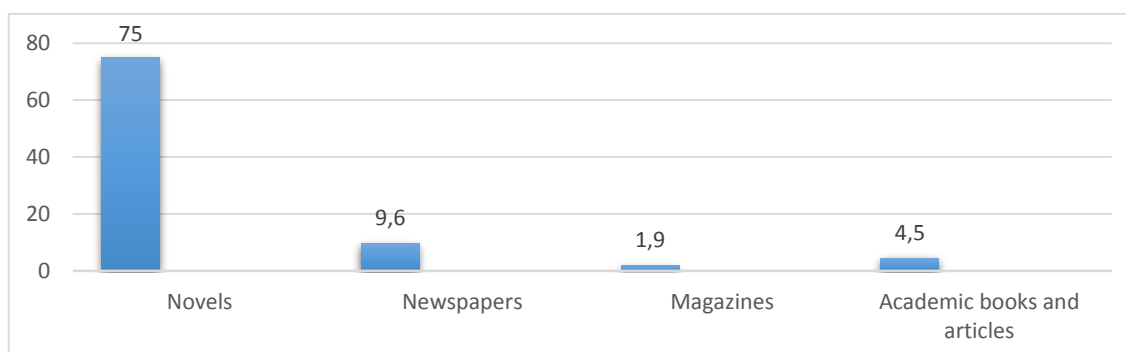
According to the results shown above 75 % of the questioned sample reported that they prefer to read novels, while only 9.6 % opted for reading newspapers. Moreover, about 1.9% of the participants prefer reading magazines, and finally 4.5 % of them read academic books and articles.

6.What is your purpose from reading ?

Figure 07

Students' Purposes behind reading

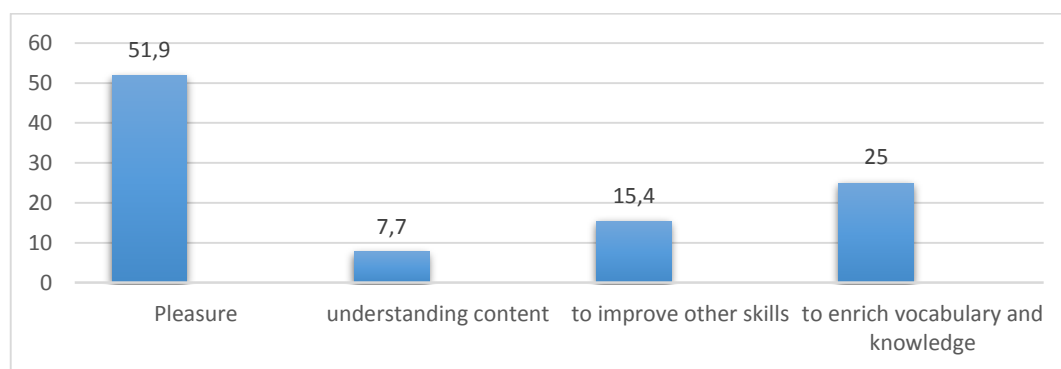As shown in the figure above, 51.9% of the respondents stated that they read for pleasure while about 7.7% reported that their purpose behind reading is to better understand the content of the lesson. 15.4% specified their purpose behind reading as to improve other skills. Finally, 25% indicated that to enrich their vocabulary and knowledge is the mainly aim for them behind reading.

Students in this question have stated different purposes behind reading, however, this result confirms the result of Q5 that the majority of students prefer to read novels, which may be mainly for pleasure. In fact, reading can be done for different purposes, however, students should seek balance between those aims, and not concentrate on one aim at the expense of the other.

7. Do you face difficulties in reading ?

Figure 08

Students' difficulties in reading
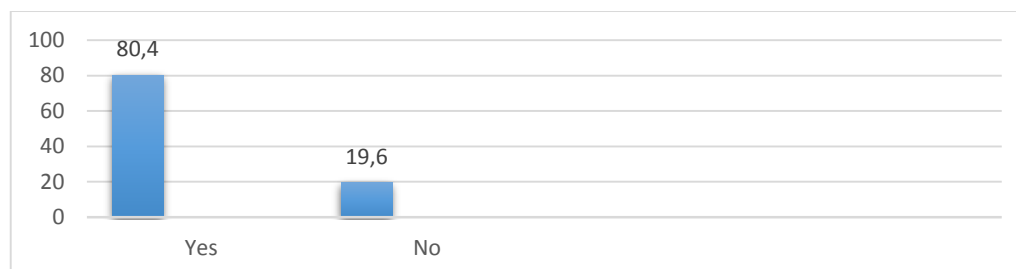
According to the results, most students face difficulties in reading, while about 19.6% do not face any problem while reading.

If yes, what strategy (ies) do you generally use to overcome reading comprehension difficulties ?

Figure 09

Reading Strategies Used by Students
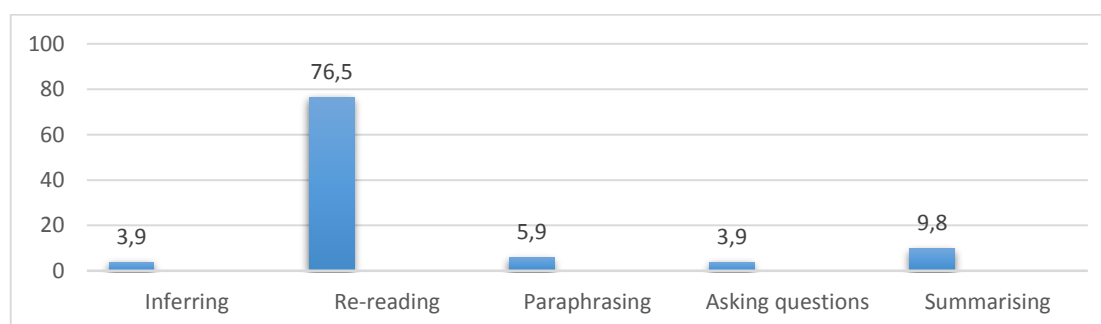
According to the results displayed in the figure 11 3.9 % of the respondents indicated that when they do not understand a particular material they depend on the inferring strategy to facilitate the process of understanding. About 76.5 % of them tend to reread the presented material when they face ambiguities. A rate of 5.9 % claimed they use paraphrasing as a means to overcome reading comprehension difficulties. About 3.9 % of participants ask questions to

simplify the process of grasping the meaning of the reading material. Finally, 9.8 % of them use summarising when they meet issues during the reading process.

The results of Q 7 demonstrated that the reading strategies inferring, rereading are the most highly used strategies. Students tend to use these strategies because they are easy and take place as the reader reads the written material, so they do not need much time and effort like summarizing and paraphrasing.

8. Is reading necessary to improve ?

Figure 10

Students' Views about the Necessity of Developing the Reading Skill
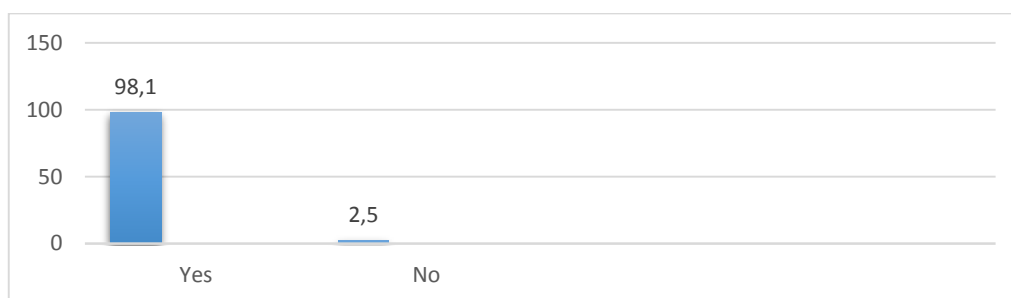
The overwhelming majority of the sample 98.1% asserted that reading is a necessary skill for them to develop. Only 1.9 % of the participants indicated that reading is not a necessary skill for them to develop. This means that the majority of students are treasuring reading, and they are aware of its importance and benefits, however, this result contradicts the results of Q4, because though they are aware of the necessities of developing the reading skill, they are not working on them, as the majority of them abandon reading.

In this question, students were asked to justify their answers. Some answers were quoted as follows :

- "Reading is a tool to develop vocabulary, grammar, and the writing style".

- "When you read different types of books you will gain knowledge about different topics, as you will gain a lot of vocabulary".

- "Through reading you will be a good listener and a critical thinker".

From students' responses, it is noticed that they stress the importance of reading in developing one's vocabulary. Students, then, should be aware that reading does not enhance vocabulary only, but also many different aspects including developing one's writing style and cognitive skills. The only student who denied the importance of reading in developing one's level justified this by saying that the other skills (speaking and writing) are more important than reading in developing one's skill.

Section Three : Critical Thinking and Intensive Reading

9. Are you mindfull of the existence of critical thinking skill ?

Figure 11

Students' Views about the Existence of Critical Thinking
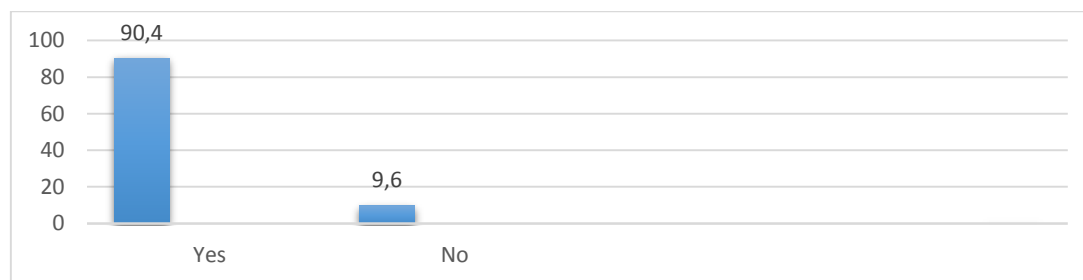
As displayed in the figure 13 90.4 % indicated that they are aware of the existence of critical thinking skill, whereas, 9.6 % stated that they are not conscious about its existence. This entails that the majority of students are knowledgeable about what critical thinking means.

10.Do you think that the critical thinking skill should be studied explicitly just like the four other skills ?

Figure 12

Students 'Views about Teaching CTS Explicitly
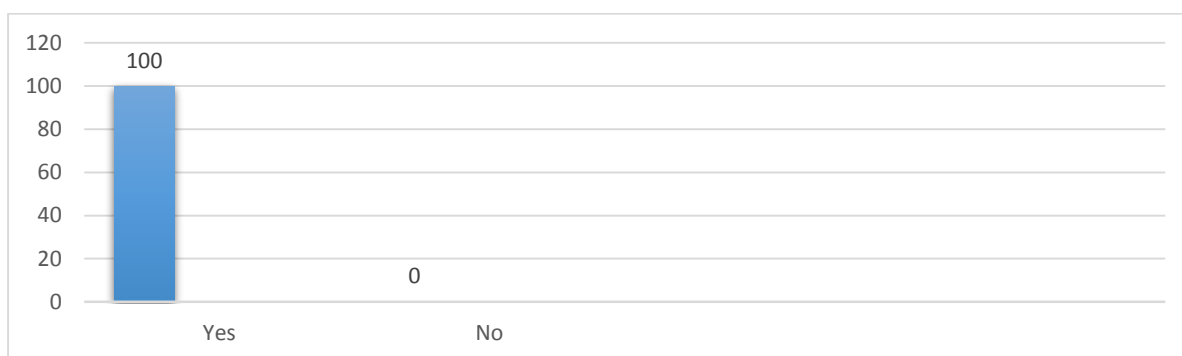
All of the respondents agreed that critical thinking should be studied explicitly as much like the four skills (reading, writing, speaking, and listening). This would appear to indicate that students are aware of the significance of CTS especially as advanced learners who are, most of time, required to use this skill to deal with the paramount information they are faced with whether from their teachers or the internet.

11. In order to become a self sufficient learner, do you think that developing the critical thinking skill would help you ?

Figure 13

Raising Autonomy through CTS
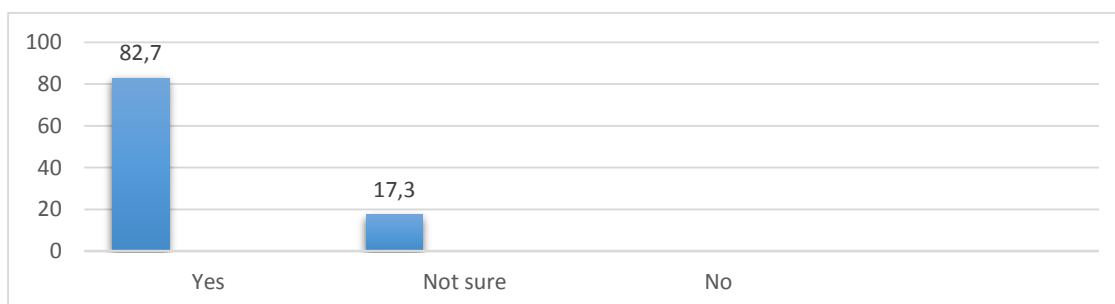
The results showed that the majority of the sample 82.7 % consider developing critical thinking skill as an essential step to be autonomous learners. While, 17.3 % of them were not sure about this.

In this question, students were asked to justify their answers. Three out of 43 of students who opted for yes indicated that developing critical thinking skill would help them to be self-sufficient learners in the sense that it raises their self-confidence, so they will trust more their capabilities in a learner centered approach. Additionally, others claimed that developing such skill will encourage them not to depend only on what their teachers say, but they will take an active part in the process of their learning. In other words, they will change their situation from being only receivers of information to being active learners who tend to analyze, scrutinize, and evaluate things before taking them for granted. Moreover, some respondents argued that being critical thinkers would help them to rely on themselves when dealing with difficult situations through developing the skill of problem solving. Therefore, the previous results may suggest that students have a positive attitude towards developing the CTS, and may also imply the need of the advanced level learners to become responsible for their own learning

Among 9 students who were not sure whether developing critical thinking skill would help them to become self-sufficient learners or not, six of them justified their answers. In this respect, two of them indicated that there are other skills that are needed to be developed like reading, writing, and speaking. While others stated that critical thinking skill is a difficult skill and not everyone can be such kind of thinker, so according to them it is better to find other ways to develop autonomy. These results may indicate that learners believe that being autonomous does not necessitate CTS. Because, if learners are not critical thinkers this does not confirm that they are passive students. However, learners should be aware of the point that

being a critical thinker means being able not to accept things without any proofs or analysis, and the same is true for autonomous learners.

12. To what extent do you agree that intensive reading is a thinking process that requires the use of different skills ?

Figure 14

Intensive reading as a Cognitive Process
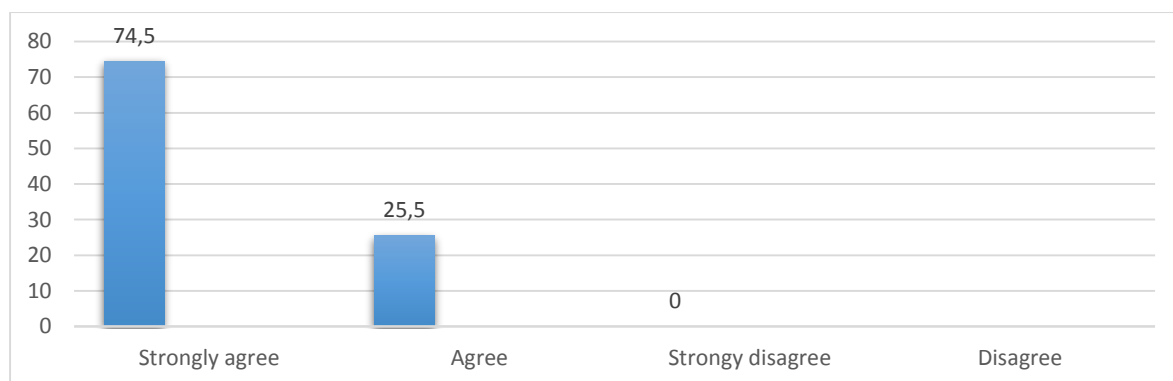
According to the results displayed in figure 16 of the respondents strongly agreed that reading is a thinking process, which requires the use of cognitive skills. Moreover, This implies that they are aware of the fact that reading is not merely a matter of decoding the written symbols, rather it is an active process that involves the use of cognition. The results point to the likelihood, that students are both aware and use different reading strategies that involve different cognitive skills (higher and lower ones).

13. Do you think that intensive reading can enhance your critical thinking skill ?

Figure 15

Reading to Enhance CTS

The majority of the participants 98.1 % indicated that critical thinking can be developed through reading. Thus, through reading one may develop one's cognitive and metacognitive skills such as CTS. However, 1.9 % of the respondents were not sure about the idea that reading can foster critical thinking skill.

In this question, students were requested to provide some justifications. Some of them are quoted as follows :

- *"*When you read you are critically thinking about what you are reading. You are analyzing, explaining, criticizing, etc. Hence, reading is important to develop CT

- "Reading and CT share the same strategies analyzing, evaluating, explaining, inferring, etc."

Section four : The Reading-Writing Connection

14. Do you think that intensive reading can help in improving your writing performance ?

Figure 16

Using intensive reading texts to improve writing
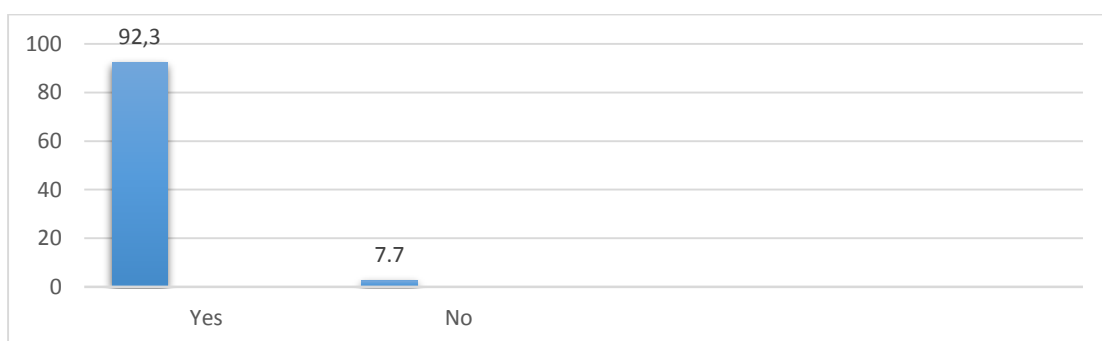
Students'responses to this question display that they are all aware of the significant importance of reading in developing their writing achievements. They argued that intensive reading leads them to better writing and expands their vocabulary bulk.

15. When you write, do you try to use words and sentence patterns that you have previously read ?

Figure 17

The use of language features from the reading
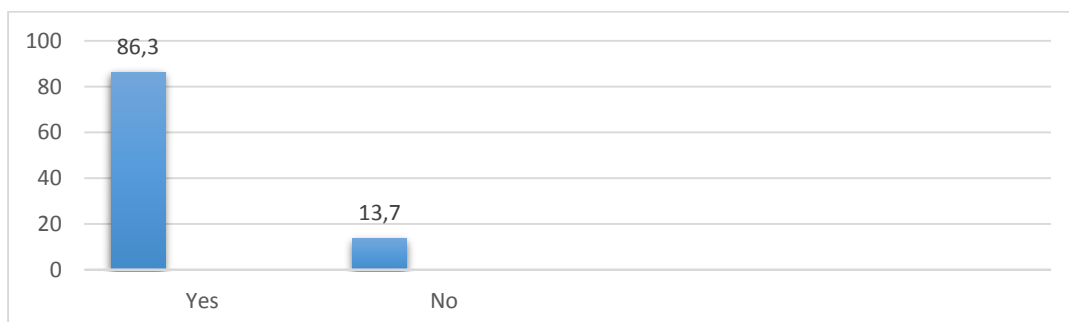
The results illustrated in the figure above signify that 86.3 % of the students said yes, they illustrate the previous patterns from reading to use it in writing. While 13.7 % of participants do not use words and sentence patterns that they have previously read.

16. Which aspect of writing has been positively affected by intensive reading ?

Figure 18

The Aspects of writing affected by intensive reading
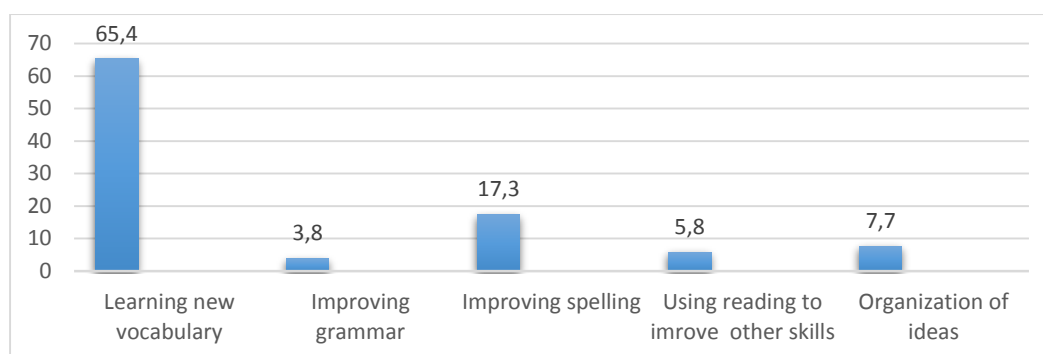
We see that the majority 65.4 % notice huge development on their vocabulary aspect, while 3.8% saw an acceptable improvement in grammar aspect on the other hand, 17.3% of them agree that IR provided them with improvement in spelling. For the rest, 5,8 % of participants use reading to improve other skills such as writing. 7,7 % of the sample noticed an organization in their ideas.

2.2.4. Summary of Results and Findings from Students' Questionnaire

The first section of the questionnaire " General information " indicated that the majority of students are satisfied with their level in English, which indicates that they have considerable capacities and high motivation that would allow them to learn more and develop their level.

The second section entitled " Intensive Reading" reveals that the majority of the participants did not give much importance to reading, since most of them indicated that they either like reading in some way, or do not like it at all. Moreover, the majority reported that they just read from time to time, or rarely. In addition, the analysis of students' questionnaire showed that nearly half of them tend to stop reading whenever they face difficulties in comprehension. However, the results of students responses concerning whether students think that reading is an important skill for them to develop showed that the overwhelming majority of them confirmed the importance of reading. This would appear to indicate that, though almost all the respondents are aware of the importance of reading and the necessity to develop this skill, they are not working on it as the majority abandon it. Additionally, the majority of the sample affirmed that their teachers always encourage them to read. This suggested that teachers are aware of the importance of reading, and that their learners do not read. As a result, students are recommended to give more importance to reading as it helps them to enhance their academic achievements, and develop other skills.

The results obtained from the analysis of section three reveals that the overwhelming majority of respondents are aware of the existence of the critical thinking skill. This awareness will probably help them develop such skill, if they decide to do so. Students also highlighted the importance of CTS when the majority of them agreed upon studying explicitly this skill as much like the other four skills. Moreover, they confirmed to some extent their views about the importance of CTS, when nearly half of them thought that developing CTS would help them to be autonomous learners. Additionally, when they were asked whether they agree that reading is a cognitive process and requires the use of different cognitive process, nearly most of them agreed about that. The result points out the likelihood that students agree about the assumption that reading can be used as a tool to enhance CTS. This probability was confirmed in **figure 16**, when the majority approved

the previous assumption, claiming that both extensive and intensive reading can be used to achieve this aim. In sum, this section's results answer the research question and also leads us to recommend explicit teaching of CTS as an independent module.

The last section was about The reading- writing connection, students indicated that intensive reading assists them to improve their writing performance. In addition, most of them use intensive reading to overcome their writing difficulties. Finally, the participants were asked the aspects that has been positively affected by intensive reading, most of them noticed huge development in their spelling, garammar, vocabulary etc.

2.3. Teachers' Questionnaire

In order to investigate teachers's perspectives about the role of intensive reading in enhancing critical thinking and improving students ' writing performance. A questionnaire has been used as a data gathering tool to reach the intended goal.

2.3.1. Population and Sample

Teachers at the department of foreign Languages, Abdelhafid boussouf University center, Mila - are chosen as the population by the researcher to gather data about the topic under investigation. Teachers were chosen randomly i.e. they are not chosen on the basis of the modules they teach.

2.3.2. Administration of Teachers' Questionnaire

The questionnaire used in the present study is a self-completion paper questionnaire distributed by the researcher. It has been administered to twenty one teachers at the Department of University abdelhafid boussouf Mila on 17-03-2023. However, only twenty teachers have answered and completed the questionnaire. During the distribution of the questionnaire, several challenges have raised. Some teachers refused to answer the

questionnaire, while, others did not hand it. In addition, some of them did not reply immediately, due to work pressure.

2.3.3. Description of Teachers' Questionnaire

The teachers' questionnaire aims at investigating teachers' perceptions about the role of intensive reading in enhancing critical thinking and improving students' writing performance. This questionnaire consists of 15 questions to be answered through selecting the appropriate options and writing short answers. It was divided into four parts the first part contains two question about general information. The second pats contains six questions about intensive reading, while the third part includes five questions about critical thinking. Finally, the last part is about students' writing performance.

2.3.4. Analysis of Teachers' Questionnaire

Section One : background Information

1- How long have you been teaching English ?

Figure 19

Teachers' Teaching Experience
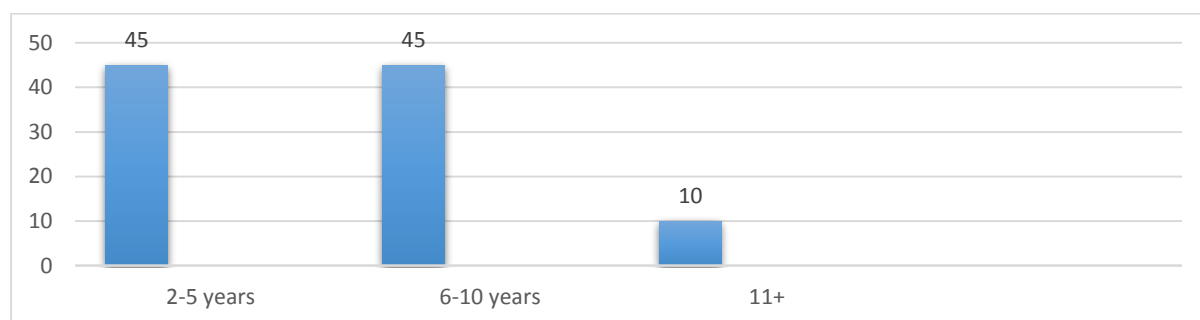
As shown in the diagram, 45% claimed that they have been teaching English from two to five years. The rate of 45% also represents teachers who have an experience of teaching English from six to ten years. A small number 10% reported that their teaching experience is more than eleven years.

2- What are the modules you are currently teaching ?

Figure 20

The Nature of the Teaching Modules
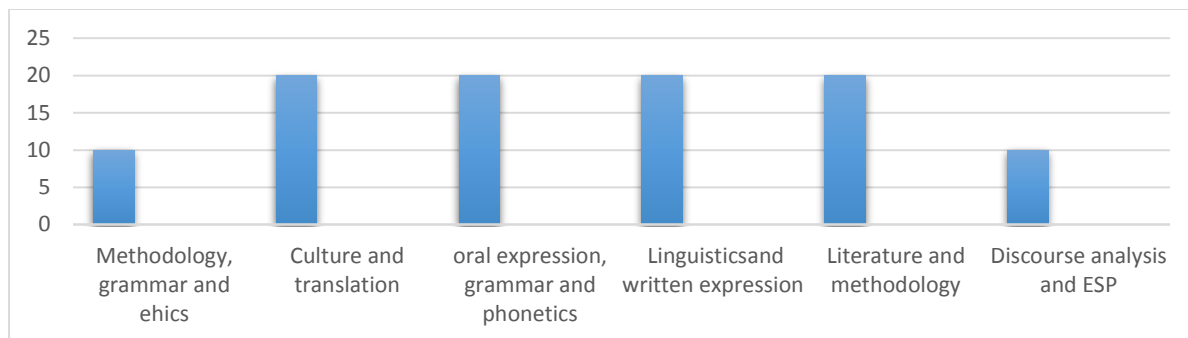
According to diagram 10 % of the participants indicated that they teach Methodology, grammar, race and ethnicity. 20% of the respondent teachers reported that they teach culture And civilization and translation. 20% of them claimed that they teach the module of oral expression, grammar and phonetics. The present number 20% represented teachers who teach the following modules ; linguistic schools, written expression. In addition 20% teach literature and methodology. Finally 10% for those who teach discourse analysis and ESP

The results of this question suggests that the respondent teachers have a considerable experience in teaching various modules.

Section two : Intensive Raeding

3 . Do you encourage your students to read ?

Figure 21

Teachers' Supporting Their Learners to Read

In response to the third question, the majority of the participant teachers (90%) indicated that they encourage their students to read , which means that the teachers are aware of the significant role that reading plays in developing their students skills performance and competence ,etc. while , some participants (10%) claimed that they do not encourage their students to read.

- Those who selected (yes) were given an explanation for their choice.

    a. Improve their linguistic competence

    b. Enhance their skill of writing

    c. Develop their cognitive skill

    d. All the above

Other, please justify

Figure 22

Reasons behind Encouraging Students to Read
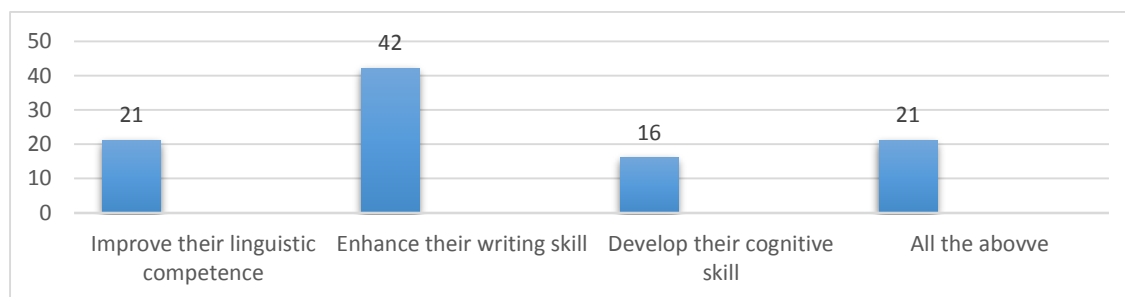
According to the diagram, most of the questioned teachers 42% claimed that they ask their students to read in order to enhance their skill of writing. 16 % represents teachers who support their students to read for the sake of developing their cognitive skill. The participants who encourage their students to read for improving their linguistic competence are represented by the percentage of 21% in balance with those who encourage their students to reach all the previous goals.

In addition, participants are asked to add other options if they have, some teachers said that they support their students to read to develop their language knowledge, topic knowledge and to acquire vocabulary

The findings above suggest that most teachers view reading as fundamental for their students to improve their skill of writing. In addition, among the whole population who support their students to read (20 teacher), 8 of them chose enhancing writing skill this indicate that the respondents' perceptions of reading as an active process to expose a variety of ideas that improves writing and teach them to structure writing more effectively.

4. - What type of English reading materials do you encourage your students to read ?

Figure 23

Types of Reading Materials Supported by Teachers
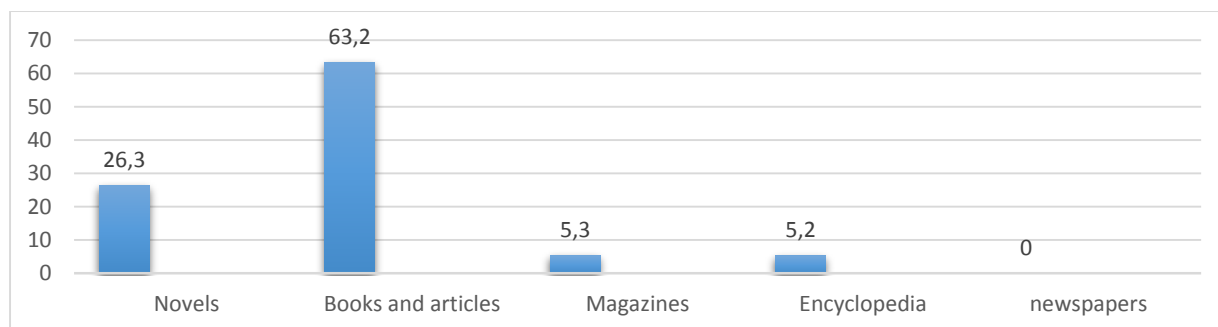
Concerning the type of materials that teachers encourage their students to read, 63,2% of teachers claimed that they ask them to read books and articles. This mean these teachers support their students to read whatever material they have because what matter is that they read and do not abandon reading. 26,3% said that they support their students to read novels. Other participants 5,3% reported that they ask their students to read magazines and 5,2%indicates that they encourage their students to use newspapers to read while no participant chose encyclopaedia.

According to these results, teachers have different views about which type of material their students have to read. However, it be better if teachers support more their students to read

whatever they want, because this would help them to achieve better results in their academic career.

5. Do you integrate reading to help your students grasp the content of the module you are teaching ?

Figure 24

Teachers' integration of reading in the modules they teach
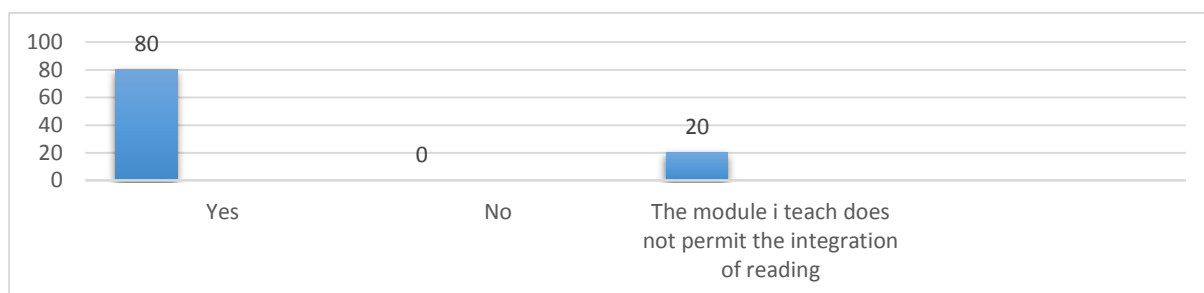
The diagram demonstrates that the majority of the respondent teachers (80%) integrate reading in the modules they teach. This signifie the importance of reading in learning and the fundamental role it plays in supporting the content modules being taught. However 20% of the participants claimed that the modules they are currently teaching do not permit the integration of reading, this maybe it is about the nature of modules they are teaching that did not allow them to use it, otherwise, they would have integrated it.

For those who integrate reading to help students grasp the content of the module(s) they are teaching, they were asked to specify what type of reading style they use :

Figure 25

The Type of Reading Material Integrated in Teaching
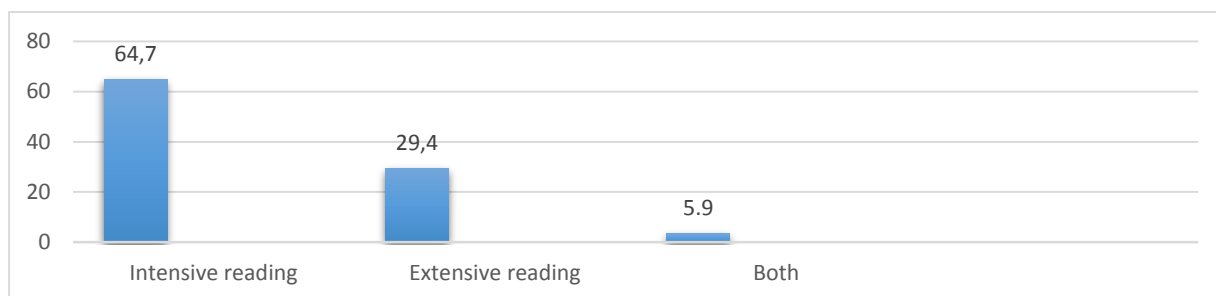
The majority of the participants 64,7% chose intensive reading while 29,4% chose extensive reading. This mean that the respondents see that structured reading is better in enhancing students' understanding of the module(s) they are learning, because intensive reading requires students to do some activities so that the teacher can check their understanding unlike extensive reading, which is for enjoyment at the first place. In addition, one teacher 5,9% claimed that he/she uses both extensive and intensive reading to encourage students gasp the content of the modules and one other teacher said they he/she uses reading for a thorough comprehension. This benefit students in building vocabulary, understanding and interpreting what they read.

6. To what extent do you agree that reading is important and should be taught as a separate module at an early stage of teaching EFL ?

Figure 26

Teaching Reading at an Early Stage of Teaching EFL
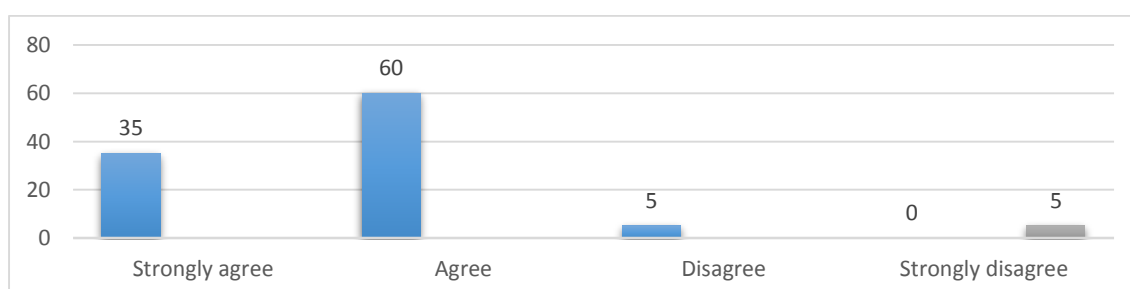
According to the diagram 60% of the sample claimed that they agree about the idea of teaching intensive reading as a separate module at an early stage of teaching EFL followed by 35% of the asked teachers who strongly agree about that .These findings indicate that teachers view reading as a key component of learning or teaching a FL Because, when students develop the habit of reading in the FL, they will be familiar with it. However, 5% of teachers disagree with the idea of teaching intensive reading as a separate module in an early stage of teaching EFL.

Section three : Critical thinking and intensive reading

7. Do you encourage your students to develop their critical thinking skill ?

Figure 27

Encouraging Students to Develop their Critical Thinking Skill
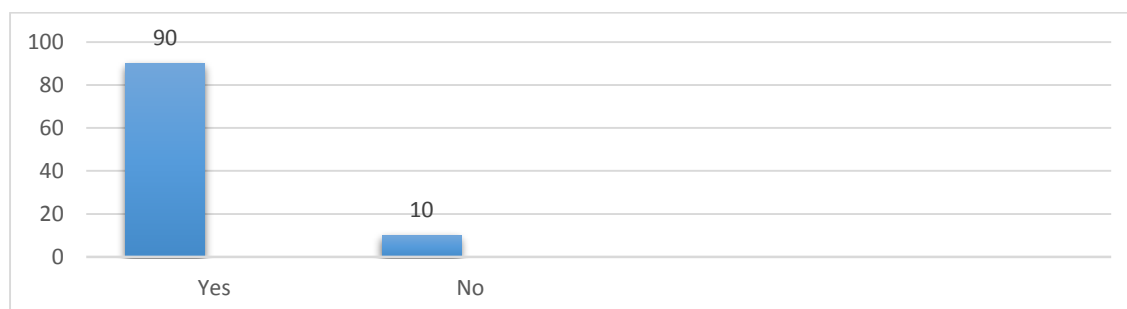
According to the diagram, the majority of the sample 90 % encourage their students to develop their critical thinking skill. This suggests that teachers indeed appreciate critical thinking and consider it as an important skill, along with the other skills that students should develop. A small number 10 % claimed that they do not so, This indicate that these teachers expect their students to be aware of this skill, especially at that level. The seventh question required the participants who opted for yes to explain how they support their students to develop such a skill.

Figure 28

Teachers suppoting their students to develop such a skill
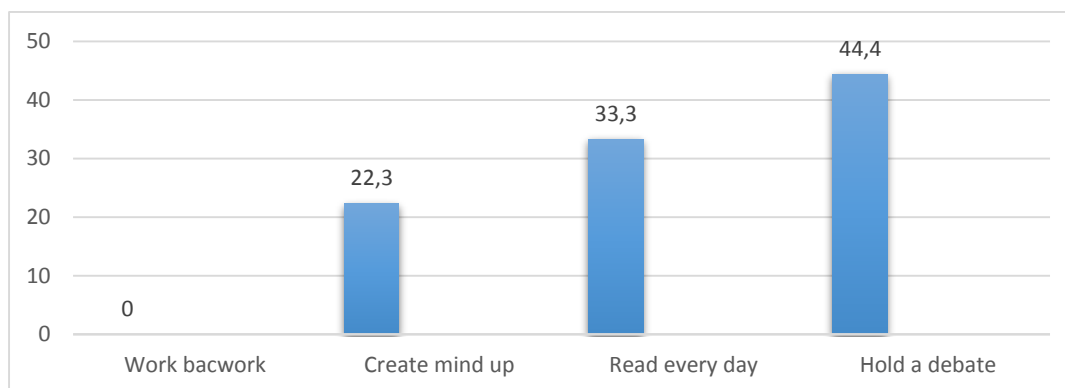
Some of the participants 44,4% claimed that they do so by engaging them in a debate. Others 33,3% said that they do so by asking them to read everyday, this explain that teachers who asked theirs students to read everyday believe that reading improves their students' comprehension, skills and their cognition. In addition, some teachers 22,3% indicated that they do so by asking them to create a mind map.

8. Are there any of your students who think critically ?

Figure 29

Students Who Think Critically
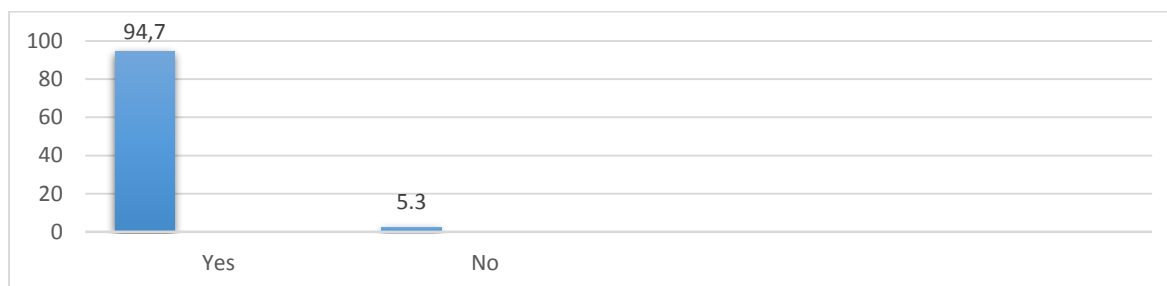
Concerning the eighth question and as it is shown in the diagram, most teachers 94,7% reported that there are students who think critically. This may mean that there are students who are not aware of existence of critical thinking skill, but who may work on it to a better

educational career. However, a small number of teachers 5,3% who denied what has been said by the former teachers. According to these teachers, students are lazy and tend to accept things without questioning their reliability or relevance.

Teachers who stated that there are students who think critically were provided by a list of choices that contain different characteristics of a critical thinker.

Figure 30

Characteristics of a Critical Thinker
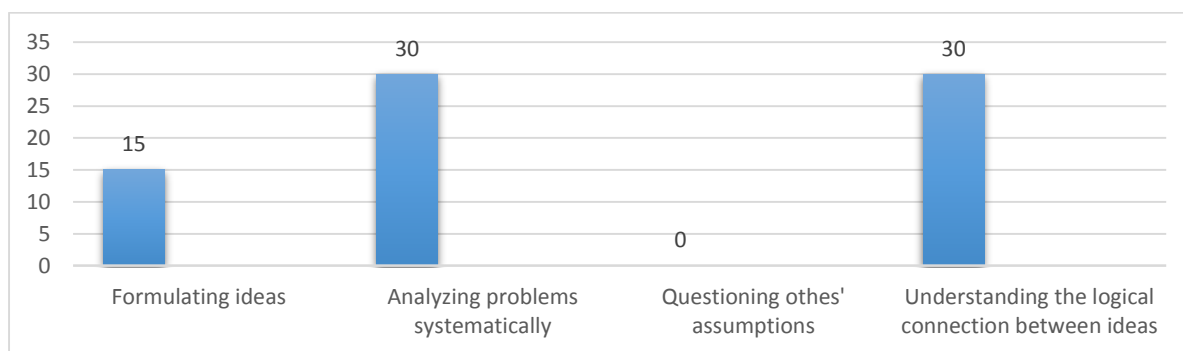
Some of the questioned teachers 30% said that students who think critically are characterized by analyzing problems systematically, the same percentage 30% for students who understand the logical connection between ideas. For those who justify their beliefs and opinions are represented by the percentage of 25%. Also, students characterized by formulating ideas precisely are refered to by the percentage of 15%.

9. Do you provide your students with tasks ?

Figure 31

Kind of Activities provided to Learners
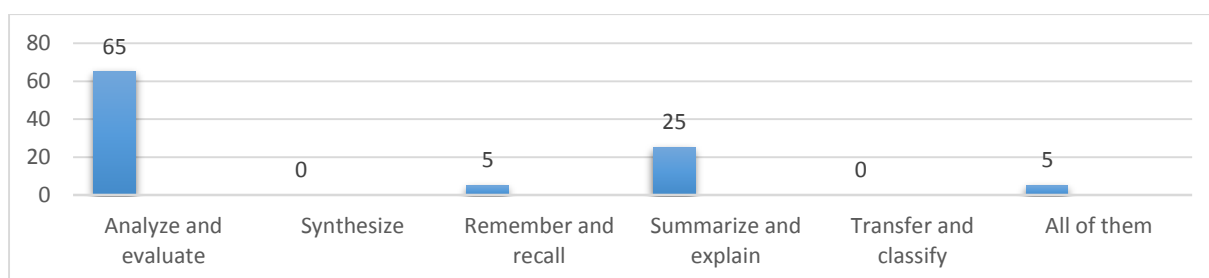
The majorityof the questioned teachers 65%   claimed that they provide their students with tasks that require them to analyze and evaluate, whereas 25% of the respondents cmaimed that they provide their students with tasks that require them to summarize and explain. In addition, 5% of teachers chose the tasks of remember and recall. Finally, a small number of participants 5% indicated that they use all the tasks mentioned in the list

The results of this question indicate that the majority of teachers are implementing tasks that foster critical thinking skills.

10- Do you think that critical thinking can be enhanced through intensive reading ?

Figure 32

Developing Critical Thinking Skill through intensive Reading

The majority of teachers 90% stated that the critical thinking skill can be enhanced through intensive reading. Only 10% of the participants denied this. This suggest that most teachers think of reading as an active cognitive process that requires the use of cognitive skills. Thus, the more students read, the more they will develop these skills.

This question required teachers to provide some justifications. For those who argued that reading can be used as a tool to enhance CTS, claimed that :

- Reading involves the use of different critical skills.

Obviously, these teachers are highlighting the importance of reading, which requires the use of different cognitive skills such as analyzing, synthesizing, inferring..., in developing critical thinking skill.

- Yes, because when they read they are already analyzing what they are reading and making relations between ideas.

- It can be enhanced throughout different ways.

This teacher said that enhaning critical thinking is not the only reason behind reading.

Section Four : Students' Writing and Intensive Reading

11- Do you think that students' writing performance can be improved through intensive reading ?

Figure 33

Improving writing through intensive reading
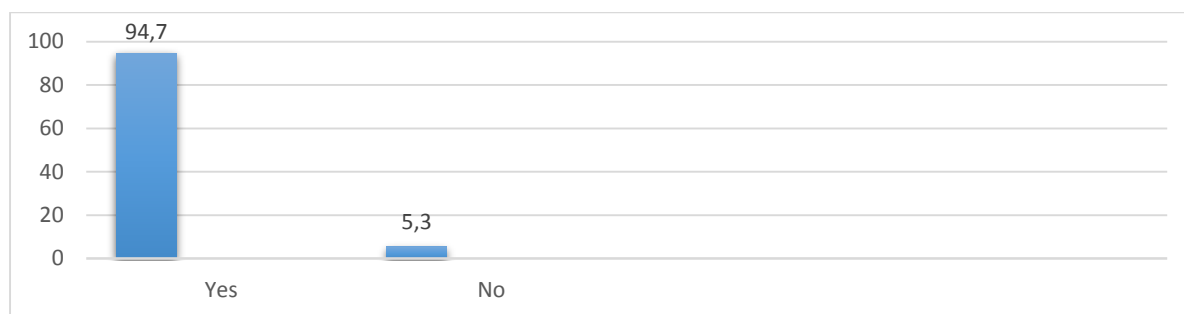
In this question, most teachers 94,7% thought that students' writing performance can be improved through intensive writing. While 5,3% think the opposit. So this mean when students read intensively they become better writers. Reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. In addition, reading provides them with prior knowledge that they can use in their writing.

12- How can you use intensive reading as a tool to improve students' writing performance ?

In this question, teachers were asked about the way they use intensive reading as a tool to improve students' writing performance. Participants claimed that :

- When students intensively read, they will eventually develop critical thinking which will lead them to develop and improve their writing performance

- Reading helps learners attain writing as a process with all its techniques

- By writing responses and summarize the content they have dealt with

Respondents indicated that readers are open-minded and they are creative in their writing performance. They seek alternative views and are open to new ideas. Reading expose students to different writing styles and, the more they read, the more familiar they become with the normal rules of grammar. Simply reading books and articles, and looking up the definitions of unfamiliar words or learning their meanings through context clues will help them to build new vocabulary.

13-Are you satisfied with your students' level in writing ?

Figure 34

Teachers' satisfaction of students'Level in English
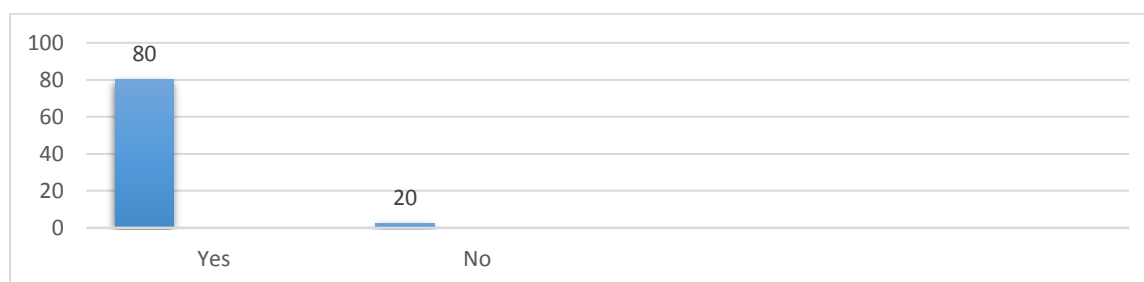
In response to the thirteenth question, where teachers were asked if they are satisfied with their students' level in writing, the majority of the sample 80% asserted that they are satisfied with their students' level in writing. However, 20% of the participants claimed that they are not satisfied.

This question required participants, who opted for no, to provide some justifications. And they said :

- It is messy and they tend to commit mistakes

- They are not competent enough

- They have a huge lack of vocabulary

14- To what extent do you agree that intensive reading influences students' writing performance and enhances their critical thinking ?

Figure35

Improving both Writing and Critical Thinking via Intensive Reading
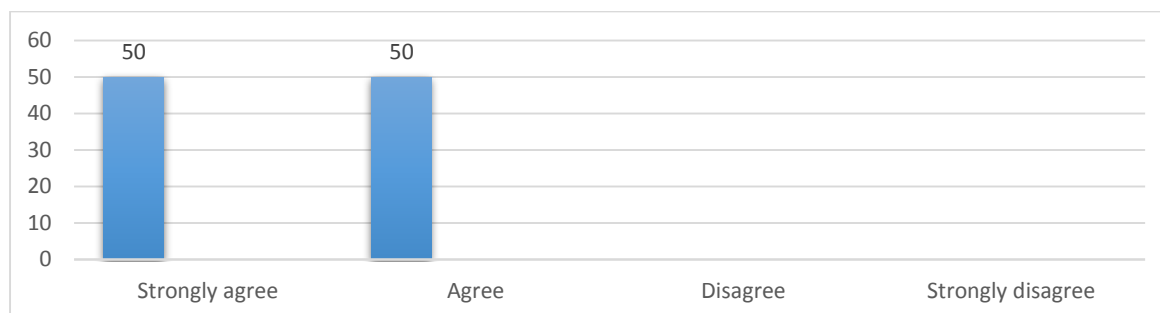
In this question teachers were asked to what extent do they agree that intensive reading influences students' writing performance and their critical thinking. So participants answered equally 50% between agree and strongly agree. This indicated the fundamental role that intensive reading plays in developing and enhancing students' writing performance and critical thinking.

3.3.5. Summary of Results and Findings from Teachers' Questionnaire

The opening section of teachers' questionnaire "Background Information" shows that nearly all the informants have an experience in teaching EFL, which is ranged from 2 and 10 years. Only one teacher has a highest teaching experience (more than eleven years). This indicates that these teachers are experienced enough to provide a reliable answers and suggestions that would help to enrich the topic under investigation.

In the second section, when almost all the teachers reported that they encourage their students to read. This support was mainly to develop their students' linguistic competence, writing skill, and their cognitive skills, as the majority of the respondents indicated. The analysis of teachers' questionnaire revealed also that teachers support their students to read different materials whether these materials are academic ones, or other. This implies that the most important thing for teachers is to push their students to read. In this respect, the majority of teachers stated that they do integrate reading to help their students to grasp the content of the module they are teaching. This suggests that teachers are treasuring the

importance of reading and its positive impacts on their learners. Moreover, they do support and integrate both types of reading i.e. extensive and intensive reading as half of them reported. In the justifications, that they provided to this question most teachers relate reading to the success of the learning process i.e. the valuable impact of reading on the development of students' other skills.

In the third section, the majority of teachers encourage their students to develop their critical thinking skill. This suggests that teachers indeed appreciate critical thinking and consider it as an important skill, along with the other skills that students should learn. Moreover, most of the teachers support studentsby engaging them in a debate, in addition to creating a mind map and reading everyday. A very interesting result was revealed when the majority of teachers claimed that there are certain students who think critically characterized by the ability to analyze and justify, This indicate that students are able to use different skills related to CT. This also imply that these kinds of students would achieve better results in their academic career. Teachers also reported that they use different strategies that require their students to think critically. These strategies involve different CT skills and sub skills such as inferring, analyzing, synthesizing. This suggests that the majority of teachers are encouraging their students to think critically in a way or another. Fnally, nearly most of the teachers have a positive attitude towards developing CTS through intensive reading.

The last section was about improving students' writing performannce theough intensive reading. The findings of this section revealed that most teachers think that students' writing performance can be improved through intensive writing, they believe that reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. In addition, reading provides them with prior knowledge that they can use in their writing. Moreover, when teachers were asked about the way they use intensive reading as a tool to improve students' writing, they demonstrated that when

students intensively read they will eventually develop critical thinking which will lead them to develop and improve their writing performance. Furthermore, reading helps learnersdevelop the writing with all its techniques. Besides, the overwhelming majority revealed that they are satisfied with their students' level in English. Lastly, teachers were asked to what extent they agree that intensive reading positively influences students' writing performance and their critical thinking. They revealed that nearly all of them agree about the role of intensive reading in enhancing critical thainking and improving students' writing performance. In sum, this section's results answer the research question and also leads us to recommend explicit teaching of CTS as an independent module.

Conclusion

The results obtained from both teachers' and students' questionnaires reveal that both participants have a positive attitude towards the role of intensive reading in enhancing critical thinking and improving students' writing performance. However, the findings extracted from stdents' questionnaire show that students tend to neglect and abondon reading, despite their awareness of its importance. Thus, students need to pay more attention to that skill. Moreover, they should work to develop CT, their teachers as well would implement more strategies that focus on both skills. Critical thinking should be taught as a separate module because it aids a student reflect and understand their points of views. This skill helps a student figure out how to make a sense of the world, based on personal observation and understanding. Reading a well as should be taught as a separate module due to its significant in improving memory, empathy, and communication skills. To sum up, the final results of this study have answered the research question which show that teachers as well as students have a positive aatitude towards the role of intensive reading in enhancing CT and improving students' writing performance.

General Conclusion

In this research, we present teachers and students' percpectives towards the role of intensive reading in enhancing' critical thinking and improving students' writing performance. This research based on quantitative method using two questionnairs for 21 teacher and 51 student of third year licence at Abdelhafid Boussouf University Centre in Mila.

This study aims at addressing the following issues. First, the ability of reading to develop CTS and students' writing performance, and if teachers and students aware about the impact of reading on CTS and writing performance in addition to how can teachers raise students' awareness about the importance of intensive reading. Our study clarifies that intensive reading plays a fundamental role in developing CTs and students' writing performance as well as indicates that most of students and teachers are aware about the significant of reading. Moreover, the respondants teachers proposed that they raise studets' awareness about reading by encouraging them to do so. Furthermore, the research's findings of both questionnaires highlights that both participants have a positive attutide towards the role of intensive reading in enhancing critical thinking and improving students' writing performance. However, the findings extracted from students' questionnaire shows that students try to abondon reading, despite their awarness of its importance. To sum up, critical thinking should be taught as a separate module because it aids a student reflect and understand their points of views. This skill helps a student figure out how to make a sense of the world, based on personal observation and understanding. Reading a well as should be taught as a separate module due to its significant in improving memory, empathy, and communication skills.

The theoretical part is opened with an introduction followed by two divided sections. The first section discusses intensive reading, while the second section presents both writing skill as well as critical thinking. Finally, we close the chaphter with a summary of the major findings.

The practical part starts with an introduction goes along with the method of the study. The used methodology describes the population, the sample, the tools, the questionnaire ant the analysis of the collected data. In addition, this part involves the summary of the major finding from both questionnaires.

At the end of the research, we finish the thesis with this general conclusion which describe our work.

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Appendices

Appendix (A)

Dear student

We are pleased to put in your hands this questionnaire on research related to **" Teachers' and studets' percpectives towards the role of intensive reading in enhancing critical thinking and improving students ' writing performance ",** after a period of training that applied this method to SThird Year English Students.

This questionnaire is very important in studying the result that we will obtain. So we would be very grateful if you accept to fill in the following answers. Please, tick (√) the appropriate answer or give a full statement whenever it is.

Section one : General information

1- How many years have you been studying English ?
………………………………………………………………………………….

2- How could you describe your level in English ?

   a. Very Good

   b. Good

   c. Average

   d. Bad

   e. Very bad

Section two : Intensive reading

3- Do you like reading ?

   a. Yes

   b. Somehow

   c. No

4-How many times do you read?

   a. usually

   b. Sometimes

   c. Rarely

   d. Never

5-What type of materials do you prefer to read ?

   a. Novels

   b. Nwespapers

   c. Magazines

   d. Academic books and articles

Other, please specify

…………………………………………………………………………………………………
…………………………………………………………………………………………………

6-What is your purpose from reading ?

   a. Pleasure

   b. To better understand the content of the lessons

   c. To improve other skills

   d. To enrich vocabulary and knwledge

7- Do you face difficulties in reading ?

   a. Yes

   b. No

If no, what strategy (ies) do you generally use to overcome reading comprehension difficulties?

   a. Inferring

   b. Rereading

    c. Paraphrasing

    d. Asking questions

    e. Summarising

Others, please specify

……………………………………………………………………………………………………
…………………………………………………………………………………………………….

8- Is reading necessary too improve ?

    a. yes

    b. No

Please justify

……………………………………………………………………………………………………
……………………………………………………………………………………………………

Section three : Critical thinking and intensive reading

9- Are you mindful of the existence critical thinking skill ?

    a. Yes

    b. No

10- Do you think that critical thinking skill should be studied explicitly as much like the four skills ?

    a. Yes

    b. No

11- In order to become a self sufficient learner, do you think that developing critical thinking skill would help you ?

    a. Yes

    b. Not sure

    c. No

Please explain

……………………………………………………………………………………………………
……………………………………………………………………………………………………

12- To what extent do you agree that intensive reading is a thinking process that requires the use of different skills ?

    a. Strongly agree

    b. Agree

    c. Strongly disagree

    d. Disagree

13-Do you think that reading can develop your critical thinking skill?

    a. Yes

    b. No

Justify

………………………………………………………………………………………………...

Section four : Students'writing performance

14- Do you think that intensive reading can help in improving your writing performance ?

    a. Yes

    b. No

15- When you write , do you try to use words and sentence patterns that you have previously read ?

    a. Yes

    b. No

If yes, is it

    a. Always

    b. Sometimes

    c. Rarely

16- Which aspect of writing has been positively affected by intensive reading ?

    a. Learning new vocabulary

    b. Improving grammar

c. Improving spelling

d. Using reading to improve other skills

e. Learnig to organize your ideas

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data-gathering tool for a research work conducted at the department of Letters and English Language at Mila University. It aims at exploring your views about the role of intensive reading in enhancing critical thinking skill and improving students' writing performance. We would be grateful if you could tick (√) your choice in the corresponding box (es), or give your full answer whenever necessary.

Section one : General information

1-How long have you been teaching English

…………………………………………………………………………………

2- What are the modules you are currently teaching?

………………………………………………………………………………….

Section two : Intensive reading

3-Do you encourage your students to read ?

   a. Yes

   b. No

If yes , you encourage them to :

   a. Improve their linguistic competence

   b. Enhance their skill of writing

   c. Develop their cognitive skill

   d. All the above

Other, please specify

………………………………………………………………………………………
………………………………………………………………………………………

4 – What type of English reading materials so you encourage your students to read ?

   a. Novels

   b. Books and articles

   c. Newspapers

d. Magazines

e. Encyclopedia

Others , please specify

……………………………………………………………………………………………………
……………………………………………………………………….

5 – Do you integrate reading to help your students grasp the content of the module you are teaching?

a. Yes

b. No

c. The module I teach does not permit the integration of reading

 If yes , what type of reading do you use ?

a. Extensive reading

b. Intensive reading

6- To what extent do you agree that intensive reading is fundamental so that it should be taught as a separate module at an early stage of teaching EFL?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Section three : Critical thinking and intensive reading

7- Do you encourage your students to develop their critical thinking ?

a. Yes

b. No

If yes , how ?

a. Work backward

b. Creat mind up

c. Read everyday

d. Hold a debate

8- Are there any of your students who think critically ?

a. Yes

b. No

If yes , they are characterized by :

a. Formulating ideas precisely

b. Analyzing problems systematically

c. Justifying their beliefs and opinions

d. Understanding the   logical connection between ideas

e. Questionaing others' assumptions

9- Do you provide your students with tasks that require them to :

a. Analyze and evaluate

b. Synthesize

c. Infer

d. Remember and recall

e. Summarize and explain

f. Transfer and classify

g. All the above

10- Do you think that critical thinking skill can be enhanced through intensive reading ?

a. Yes

b. No

Justify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section four : students' writing performance and intensive reading

11- Do you think that students' writing performance can be improved through intensive reading

    a. Yes

    b. No

12- How can you use intensive reading as a tool to improve students' writing performance ?

…………………………………………………………………………………………

…………………………………………………………………………………………..

13- Are you satisfied with your students' level in writing ?

    a. Yes

    b. No

If no, explain why

…………………………………………………………………………………………

…………………………………………………………………………………………...

14- To what extent do you agree that intensive reading influences students' writing performance and their critical thinking ?

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

Résumé

Le travail actuel s'efforce d'explorer les attitudes des enseignants et des étudiants envers le rôle de la lecture intensive dans l'amélioration de la pensée critique et l'amélioration des performances d'écriture des étudiants dans les départements de lettres et de langue anglaise de l'Université Abdelhafid boussouf Mila. Les étudiants de langue anglaise sont confrontés à différents obstacles qui peuvent entraver leur processus d'apprentissage et leur développement. L'un de ces problèmes peut être le manque de traitement suffisant des informations, ce qui peut conduire à des malentendus et à une mauvaise interprétation d'un document donné. En d'autres termes, ils n'ont pas la capacité de penser de manière critique. De plus, ils rencontrent des difficultés dans leur écriture. Afin de mener à bien cette recherche, une étude quantitative a été menée. Deux questionnaires différents ont été administrés à cent cinquante-cinq étudiants d'anglais de troisième année et vingt enseignants de différents modules. L'analyse des deux questionnaires a révélé que les enseignants et les élèves ont une attitude positive à l'égard de l'amélioration de la capacité de pensée critique ainsi que de l'amélioration des performances d'écriture des élèves par la lecture.

Mots clés : Lecture, Lecture Intensive, Ecriture, Lecture Approfondie, Esprit Critique

الملخص

يسعى العمل الحالي إلى استكشاف مواقف المعلمين والطلاب تجاه دور القراءة المكثفة في تعزيز التفكير النقدي وتحسين

أداء الطلاب الكتابي في أقسام الآداب واللغة الإنجليزية في جامعة عبد الحفيظ بوالصوف ميلة. يواجه طلاب اللغة

الإنجليزية عقبات مختلفة قد تعيق عملية تعلمهم وتطورهم. يمكن أن تكون إحدى هذه المشكلات عدم وجود معالجة كافية

للمعلومات، مما قد يؤدي إلى سوء فهم وسوء تفسير أي مادة معينة. بمعنى آخر، يفتقرون إلى القدرة على التفكير النقدي.

بالإضافة إلى ذلك، يواجهون صعوبات في كتاباتهم. من أجل إجراء هذا البحث، تم إجراء دراسة كمية. تم إجراء استبيانين

مختلفين على واحد من خمسة وخمسين طالبًا في السنة الثالثة وعشرين معلمًا من وحدات مختلفة. كشف تحليل الاستبيانين

أن كلا من المعلمين والطلاب لديهم موقف إيجابي تجاه تعزيز مهارات التفكير النقدي وكذلك تحسين أداء الطلاب الكتابي

من خلال القراءة.

الكلمات المفتاحية: القراءة، القراءة المكثفة، الكتابة، القراءة الواسعة، التفكير النقدي.