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The importance of reading in enhancing EFL critical thinking
The Case of First year Master students at Dr.Moulay Taher
University

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Didactics.

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Declaration of originality:

I hereby declare that this submission is my work and that it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name:

Signature:

Dedication

I'm dedicating this thesis to y beloved people who have meant and continue to mean so much to me. A special feeling to my loving parents, my grandmother my Allah protects her, and to my other grandmother may Allah bless her soul.

To my lovely sisters and my brother, my aunties, my sweet cousins, and to all the people I love.

Acknowledgment

I thank Allah (SWT) for giving me the strength to finish this work.

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Abstract:

Reading comprehension is a very important skill for EFL learners in order to trigger critical thinking skills. The relationship between reading and critical thinking has always been an interesting issue, since the existing correlation is significant in the domain of foreign language teaching. This research paper is designed to find the role of reading in enhancing critical thinking among EFL students. In addition, to explore the link between these two skills, as well as knowing the suitable methods the EFL teachers can use in class to guide their EFL learners. The methodology used in this study was chosen to match the research questions. The current research study was based on both Quantitative and Qualitative methodologies, the instruments are, a questionnaire for students, an interview for the teachers, and the observation that took place in the classroom. The target population selected is the Master one English student from both specialties in Didactics and literature& civilization. The findings of the study were along with the study hypotheses. The results assert that critical thinking can be improved and activated with the presence of reading. Moreover, the teacher takes an essential part in the classroom to facilitate this process for EFL learners. In addition, some recommendations were suggested such as the major techniques that may help the students in order to activate their critical thinking during reading including, using questions, and motivating students by creating groups and working cooperatively. These recommendations may help in future contributions to the current topic specifically. The teacher has a part to play in fostering and boosting the learner reaching critical spirit.

Keywords: Reading comprehension, Critical thinking, EFL learners, Enhancing.

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List of Abbreviations:

CT: Critical Thinking.

CTS: Critical Thinking Skills.

EFL: English as a Foreign Language

RC: Reading Comprehension

IR: Intensive reading

ER: Extensive reading

MMR: Mixed methods Research

General introduction

General introduction

General introduction:

First of all, it's worth considering that reading comprehension is a fundamental skill that allows the reader to process the text. Moreover, reading comprehension is a basic skill that depends on the readers' understanding and his/her ability to answer the questions, and identify the main idea of it. Additionally, reading comprehension enables the student to extract the meaning of what s/he reads. Improving this skill depends on the students' desire on questioning and seeks information.

On the other hand, critical thinking is an acquired skill that enables the students to understand various situations. Critical thinking can be built by practicing different texts during the reading session. Furthermore, critical thinking stimulates the students' thinking by encouraging him/her to formulate an individual opinion based on his/her own experiences and prior knowledge.

In fact, reading comprehension is linked with critical thinking and both have a strong relationship in order for the student to reach the core of the text s/he needs to depend on critical thinking so s/he can think logically and analyze the given information. In a similar vein, critical thinking can be developed through practicing different texts to acquire the analyzing skill and evaluating judgments. This relationship results in the creativity of opinions according to each student's background.

Many scholars stressed that critical thinking has an important impact on students' reading achievements. According to experts, critical thinking facilitates the reading process for the student by helping him/her question and discover the overview of the context. Additionally, it motivates the students to stay focused and in touch with his/her previous information in order to construct new knowledge.

The research aims to discover the relationship between reading comprehension and critical thinking. Moreover, it focuses on the importance of reading in enhancing EFL critical thinking and how this skill can be promoted in reading sessions. Further, the following questions were designed to examine the topic.

General introduction

1- How can reading help EFL learners become critical thinkers?

2-What are the outcomes of critical thinking on the EFL learner's reading process?

Followed by a set of hypotheses:

-Using critical thinking skills may enhance the EFL students' comprehension.

-Engaging in what the learner is reading by posing significant questions may lead them to think critically.

This research paper covers the outcomes of reading on students' critical thinking. Moreover, the study focuses on the importance of both reading comprehension and critical thinking in developing students' learning as well as their ability to recognize and understand the new information. In order to tackle this important topic, the population was chosen exactly to match the objectives of the study as well as the methodology. The population is the master one students both Didactics and Literature& Civilization specialties from Dr.Moulay Tahar, English language department. In addition, 6 teachers were chosen for the study from the same department. Moreover, the methodology of the research includes both qualitative and quantitative methods. Indeed, the study carries 3 different tools that enhance the process of data collection: a questionnaire for the master one students, seeking for understanding the subject according to their own standpoint, an online interview for the teachers in order to locate the difficulties the students face during applying critical thinking in reading sessions and how the teachers can provide the learners with methods to be critical thinkers, as well as the observation that covers the attitude and the behavior of the students toward this skill and how they deal with it.

The research includes three chapters. The first chapter deals with the main topic and the theoretical part of the study including definitions and a general idea of the subject. In addition, the first chapter involves different points of view from various scholars and experts which provide the chapter with useful information as well as the importance of the topic to the EFL learners. The second chapter contains an overall of the methodology and the tools used in order to collect significant data. The last chapter deals with the data analysis and discussion of the collected data besides the recommendations and the suggestions.

Chapter One: Literature review

1. Introduction

Reading comprehension is one of the receptive' skills that allow the learner the ability to process the text and understand its content. Indeed, reading comprehension allows the student to recognize the main idea of the text, and understand the structure and it helps him to answer the questions that are related to the text. Moreover, reading comprehension permits the learner to discover the core of the text and the authors' point of view.

1.1 Reading comprehension (Overview)

Brown,(2001,p.264) defines reading as the combination of reasoning and other skills such as listening and other productive skills. Moreover, reading is an activity that promotes to the reader the ability to recognize what the author proposed in the text. In the same way, reading promotes the student to read between the lines and discover the main idea of the author. The reader can accept or deny the information given from the text by utilizing methods and skills to reinforce the reader's prior knowledge which able him/her to detect the beneficial facts and details.

According to Nunan, (2003,p.68), Reading is the line between the information from a text and the reader's prior knowledge. In other words, reading is a process that enables the reader to link the information from the text and his/her prior concepts in order to understand and clarify the meaning. Welberg,(2003,p6.) notes that reading promotes the learner the ability to create a memory that helps him/her in remembering the idea mentioned in the context.

Similarly, Nunan(2006,p.249), argues that reading has a big importance in learning and it is considered the most difficult and time-consuming skill because the teacher puts a lot of effort into teaching reading especially for secondary and elementary students.

1.2. Reading techniques

Reading skill involves four common and significant types. These types play a role in developing and achieving the meaning of the printed texts.

1.2.1. Intensive reading (IR)

Intensive reading is a productive tool to achieve the core of reading comprehension. Intensive reading requires attention to the details with concentrating on grammatical forms, pronunciation, and vocabulary.

Mary and Brend(1986) claim that intensive reading is a system that learners may use in order to discover the grammatical rules and the vocabulary indicated in the text. Moreover, According to Brown (1989), intensive reading refers to the connection between grammatical rules, discourse markers as well as the form of the text and its importance in grasping the literal meaning and memorizing it over time. Additionally, Brown (2000) states that in order to accomplish intensive reading the EFL learners must practice reading and get used to it. Likewise, Mart(2015) asserts that intensive reading can help the learner in his/her reading process by gathering the possible detailed information from short passages that involve grammar and vocabulary. In this process, the instructor is the main character who guides the rest of the learners to achieve the reading goal.

1.2.2 Extensive reading (ER)

Extensive reading tends to be a faster reading. The reader while using this style h/she will not pay attention to grammatical rules or vocabulary contrary to the previous type. The only purpose of this type is to read a lot without going deeper and analyzing ideas as well as the text structure.

Marry and Brenda(1986) define extensive reading as rapid reading. These scholars claim the purposes of this reading which are to boost the reading speed and to improve the ability to understand the meaning of the context. According to Bamford, Extensive reading can be defined as one language teaching approach, this style depends on reading extensively the printed texts that promote to the learners to reach the purpose of reading.

1.2.3. Skimming

Skimming is a method of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the context (Academia.edu)

Lakshmi(2007) claims that skimming is a quick reading; This technique is used when the learner wants to catch up with the main idea of the text. According to Milder (2009), skimming is a swift technique that requires extensive concentration to reach the overview of the passage. Skimming tends to explore the general and the important concepts without getting deeper. In addition, Yan shem(2009) states that the goal of skimming is improving the level of focusing on the meaning. Moreover, reading word by word is not necessary for the learner to develop the main idea, it is all about concentration.

1.2.4. Scanning

On the other side, the term scanning means that the reader is obliged to read deep down with the aim of recognizing specific information and answering particular questions about a certain context (Academi.edu).

According to Grellet(1981,p.59-59), scanning is a reading process in which the reader can pass the whole text in order to find a particular answer s/he was searching for it. Furthermore, Merry and Brenda (1986) assert that scanning can be referred to as a quick reading. Yet, the main purpose of scanning is to locate a specific answer for a specific question.

1.3. Reading stages

As any skill reading is composed of three main stages, the students pass through it to realize the objective of the passage of the chapter and get the overall knowledge of it.

1.3.1. Pre-reading

Paran(2003) argues that before starting reading the teacher must prepare his/her students by motivating and encouraging them by attracting their attention besides stimulating them with some activities such as pictures related to the text. The main objective of this stage is to facilitate to the students the text they will read.

Paran (2003) claims another way to clear the path for EFL students is by recalling the prior knowledge of the learner. The instructor is responsible for activating their background

comprehension in order to discover their concepts about the topic, looking for definitions of difficult words, and the purpose of studying this specific context.

1.3.2. While reading

In the while reading phase the teacher attracts his/her EFL students thinking by posing questions to guide them in the right way. Furthermore, the student seeks to find the idea of the passage. The major purpose of this stage is to control the learner's thoughts and to develop deeply the information besides getting the meaning and the core of the text.

1.3.3. Post-reading

According to Toprak(2009), post-reading refers to the summary of all the information the EFL student learns according to the passage. Both teacher and the learner will exchange the main ideas and their own thoughts. The EFL learners can also summarize what they learned by their own style of writing. The primary goal of this stage is to confirm the understanding of the text given to the EFL learner.

1.4Critical thinking (Overview)

Critical thinking is the process that allows the EFL student to think more deeply in order to identify problems and solve them by creating the right solution. To develop the CT, the EFL learner should pass through stages, starting with accepting the information from the observation, hearing, or reading, then evaluating it by posing questions after analyzing the information logically.

Facione (1990) notes that CT can be the other structure of identifying the problem, and solving it by creating solutions. In other words, CT is the outcome of selecting ideas and creating the right judgment according to the situation. In the same way, Moon (2008) states that CT can be defined as the process of analyzing and justifying ideas while paying attention to the context. Indeed, CT is a style of thinking that allows the EFL learner to think outside the box and see it from different angles, this way of thinking promotes the student with significant knowledge. Additionally, Patterson (2011) defines CT as the technique of transforming an idea into a logical

way. To achieve a clear version of the information, the EFL learner should select the important ideas and create a meaningful meaning.

Masduqui(2011) argues that CT is a helpful skill for EFL learners in order to reach their logical thinking. According to Larson (2014), CT depends on finding solutions to problems that can face the EFL learners. This skill can increase the possibility of letting the learner engage and think deeply.

1.5 Critical thinking skills (CTS):

Reasoning skills specifically are the critical thinking skills which are analyzing, evaluation and synthesis. Critical thinking skills are the skills that promote the students to analyze the available facts and evidence in order to reach solutions and form judgments. Critical thinking skills are analysis, evaluation, discussion making, and problem-solving.

1.5.1 Analysis:

The analysis is processing the arguments in detailed structure, according to Edward Glaser(1941), achieving analytical concepts and selecting problems demands the existence of critical thinking ability. Furthermore, the student while analyzing needs to be specific and support his/her evidence with detailed discussion and recommendations.

1.5.2 Evaluation:

The process of evaluation depends on judging the facts and discusses them with significant arguments. Scriven (1991) claims that evaluation is a circle of determining proofs and evidence. On the same path, this skill improves the sense of independence of the student and encourages him/her to set a seasoned judgment.

1.5.3 Discussion making:

Harvey (2007) claims that discussion making is the process of choosing from several options the most suitable choice. This technique can be improved in class while using cooperative

learning. According to Daft (2008,p.272) recognizing the problems and providing them with solutions referred to discussion making.

1.5.4 Problem-solving:

Lisa&Mark Snyder(2008) assert that the learners who have the ability to solve the problems are likely classified as critical thinkers. This technique is the process of extracting the outcomes of the topic. It can be facilitated by practicing thinking in a logical way.

1.6 Critical thinking relationship to other concepts

The term critical thinking can be connected to other concepts according to researchers. Those concepts are metacognition, motivation, and creativity. Each term plays role in guiding the learner's thinking.

1.6.1 Metacognition

According to Flavell (1979), the concept of Metacognition refers to both the knowledge and how can the learner manage their own thinking and select the appropriate learning tasks. In fact, the way the student sees and accepts the knowledge is the one that determines his/her thinking. In the same line, Taylor(1983,p.270) states that metacognition is a combination of understanding the activity, knowing the suitable method that can facilitate the task and the learner can rely on consciousness about their abilities. According to cross and Paris (1988,p.131), metacognition is all about the learner's control of their thinking and the correct learning activity. Choosing the right activities can beneficially guide the learner's thinking.

Many researchers claimed that metacognition has a solid connection with CT. Schraw and Dennison(1994) assert that the success of the learner depends on his/her metacognition skills; The metacognition skills promote both together independent thinking and learning. By learning this way, the student will acquire control over his/her own thoughts. Slavin (2000) argues that CT can be adopted correctly by the presence of metacognition, it helps the student to discover their own thinking and have the absolute right to think and choose the appropriate strategies independently.

1.6.2 Motivation

Motivation is the effort the person do in order to achieve a certain goal. This term consists of three main elements direction, intensity, and persistence (Academi.edu)

Halonen(1995) notes that motivation is the key to achieving higher-order CT. On the other hand, Halpern (1998) claims that CT is built up with the necessary elements which are effort and persistence.



Motivation concepts

1.6.3 Creativity

According to Runco and Cayirdag (2012), Creativity is the process of dealing with and transforming an experience into a deeper and specific explanation. Many scholars indicate there is a relationship between creativity and CT such as Bailin. Bailin (2002) argues that CT needs a dose of creativity in order to be activated. Accordingly, Paul and Elder (2006) points out that creativity is an integral part of CT and each complements the other due to their link.

1.7the relationship between critical thinking and the cognitive psychology

The word “cognitive” is a Latin word meaning “ to know”. Otherwise, cognitive psychology is a branch of psychology that deals with the mental process of the ones. According

to Sternberg (1999), cognitive psychology is the process that provides students with the ability to perceive, learn and think about the idea. Moreover, cognitive psychology is always linked with critical thinking during the learning process. critical thinking prioritizes cognitive psychology due to its impact on the learning process of the students. this correlation enables the student to evaluate, analyze and think about the information from different aspects, it encourages them to accept or deny the idea given. In addition, cognitive psychology simplifies problem-solving based on prior knowledge.

1.8 Importance of Critical thinking

Elder and Paul (2008) note that critical thinking improves the students' thinking in a specific and logical way. In the same way, Jones (2016) argues that critical thinking develops the mental state of the student by turning him/her to confidence, the ability to question, setting evidence, and making him/her open-minded in accepting different perspectives.

1.9 The relationship between C.T and R.C

Elder and Paul (2006) claim that critical thinking has a solid correlation with reading comprehension and has an important position in the acquisition. In other words, the student who masters critical thinking can control their reading abilities and come up with clear and specific judgment. Critical thinking can improve reading among EFL students by facilitating them to analyze the idea from different sides and have a rich outcome about the context they read.

Additionally, Kamali and Fahim (2011) reported that the student's success is linked to his/her thinking and how s/he analyzes and evaluates the issue. This success is the outcome of the combination between reading comprehension and critical thinking. Simillary and Gomez (2010) argue that the use of structured reading can affect the learners' way of thinking better than using the traditional way. This structure has a beneficial impact on the learners' achievement; it helps them to recognize the text and to extract the information as much as possible.

2. The impact of C.T on R.C

Jafar (2012) argues that in order to reach the purpose of reading which is to understand the message and the meaning of the passage and the student must follow instructions. Those

instructions have a link with Critical thinking and thinking critically. The EFL learner should discover the authors' purpose, and evaluate and select the main information. To be specific critical thinking plays a role in identifying the students' thinking and facilitating his /her learning process. by activating the CT, the learner will be able to discuss with the teacher about the authors' purpose, it enables him/her to set a clear judgment after analyzing the idea.

2.1 Reading vs Critical reading

Reading in general is coding and decoding the text. in other words, reading skill is creating the meaning behind the author's words. However, critical reading can be defined as the ability to process the text with the aid of using questions and certain models in order to understand the authors' intention.

The main purpose of the reading skill is to connect and link the previous ideas with what the student read. Yet, critical reading aims to set useful arguments in order to analyze evidence. In addition to testing whether the students' arguments are Compatible with the authors' one.

2.2 Conclusion

To conclude, reading is a systematic skill, it is the process of reading the information from the printed text in order to build a meaningful outcome. On other hand, Critical thinking is the process of transforming the idea into judgments; this process includes components as it is mentioned in this chapter. Furthermore, both of reading and critical thinking go hand in hand in order to help the student in achieving his/her learning goal. Indeed, Critical thinking can boost the learners' reading and improves his/her abilities in evaluating and analyzing ideas.

Chapter Two: Methodology

2.1 Introduction

After dealing with the theoretical part now we move on to the following chapter. The research was conducted to identify how reading can affect critical thinking among EFL students.

This chapter highlights the objective and outlines the tools used in the research, knowing the research design and the research instruments were chosen for the aim of the study. This section describes the methods applied. In addition, the tools used to collect data from participants both students and teachers. The chapter also discusses the limitations as well as the difficulties we face in writing this thesis.

2.2 Methodology

The methodology is a part of research that contains details about the research design. In the methodology section, the researcher explains how s/he builds up his/her research design and why s/he selected certain tools.

Moreover, Creswell (2003), claims that methodology is a systematic process that carries certain methods, the result of the research depends highly on the methods used.

Many EFL learners struggle with their reading and only a few of them can achieve higher-order of critical thinking. This chapter goes hand in hand to prove both the research questions and the hypotheses. To reach our objective and discover the nature of issues that faces most EFL students.

This research involves three main primary tools, both qualitative and quantitative were conducted in this research paper; Qualitative such as the teacher's interview and quantitative methods include the questionnaire and the observation. This current study deals with quantifiable aims that interpret into statistics for the data analysis. Therefore, the quantitative objectives aim to translate the words into meaningful answers.

2.3 The purpose

For many years, critical thinking was and still is a problem that faces most EFL learners during their learning process; this research revolves on finding the reason behind this issue.

The study focuses on the difficulties that face the EFL learners during reading. In other words, the main aim of this research is to discuss the reasons behind this question. Moreover, the questionnaire was used to determine the reaction of EFL students toward reading and how they define the concept of critical thinking.

In addition, the questionnaire shows to what extent the EFL learners are knowledgeable about the link between reading and critical thinking. Therefore, the interview was addressed to the teachers. The purpose of the interview is to identify the problems when it comes to reading critically. The observation was held to re-write the EFL student's reactions and attitudes towards using critical reading instead of the regular reading.

2.4 The population

A target population is a group of individuals that take a part in answering the questions. This group of individuals can be referred to as participants. (Simplypsychology.org).

Burns and Grove(2003) assert that population is important in the research methodology part, these elements determine the individuals who participate in this study. Additionally, Parahoo(2006) claims that a population can be defined as a group of specific participants who are matching and suitable for the study.

2.4.1 For students:

The participants chosen in the research are Master one English students from Dr.Moulay Taher Saida University. Those students were divided into two specialties, Didactics and Literature&Civilization.

Each specialty has around 35 students. The members of this study were 40 members 6 males and 34 females from Didactics and Literature&Civilization. Their age is between 20-35 years old. The reason behind choosing both specialties is to see the study from all angles and to have enough amounts of data to analyze it.

Critical thinking has been always a problem especially for Master one students when it comes to writing their thesis. In this study, we focus on the subjects that recommend reading along with the skill of critical thinking. Usually, didactic students do not depend as much as the

literature & civilization students concerning thinking critically, because the didactic students do not read as much they depend more on the oral lessons, unlike the literature& civilization students who are exposed more to read. they tend to read texts in order to reach the literature core.

2.4.2 For Teachers

: The English teachers from Dr. Moulay Taher at Saida University are also part of the research. The teachers were about 7 teachers from different fields, a few of them has Master's degree and most of them have a doctoral degree.

The instructors are between 35-55 years old and some of them are from different cities such as Sidi Belabes. The interview was created for those teachers to see the problem from their perceptions. Additionally, the interview deals with how can the teachers play a role in improving their student's critical thinking as well as knowing the source of this issue.

2.5 The tools

This study requires various methods. The mixed questionnaire was addressed to Master one students in both Didactics and Literature& Civilization specialties, structured interviews were for English language teachers as well as the observation. The instruments were designed to supply the study with clear and specific data.

2.5.1 Questionnaire for students

The questionnaire is a set of questions; those questions can provide the study with useful data from a large number of participants. This tool carries quantitative information which will be transformed as numerical data later.

2.5.1.1 Questionnaire Description:

The questionnaire was designed for Master One English students in both specialties Didactics and Literature& Civilization at Dr.Moulay Tahar University during the academic year of 2021-2022. It was addressed to 40 students from both specialties.

The questionnaire was built up to fit in with the purpose of the study. Furthermore, it was divided into three sections; each section covers specific and suitable questions. The first section was about personal information such as gender and age. The second section is about the background information for each student. This section deals with the prior knowledge of the learner about the topic of the research. The last section is about to what extent the learners are knowledgeable about the study.

The information section contains four closed-ended questions, while the background section carries two close-ended questions, three multiple-choice questions, one Likert scale, and one open-ended question. The last section composes two Likert scales and one open-ended question.

Both multiple-choice and Likert scales were chosen to give the EFL learners the right to select a suitable answer for him/her. On the other hand, open-ended questions provide the EFL learners with the full right to express his /her thoughts and knowledge about the topic in their own style.

The process was done hand by hand in two days. This questionnaire seeks to determine the importance of critical thinking and how it can affect their thoughts and their way of thinking. Moreover, the questions were designed to see to what level the students are familiar with the concept of critical thinking.

2.5.2 Interview for the teachers

The interview is a conversation that involves typical questions in order to gather various data from respondents. The interview can be structured, semi-structured, and unstructured. A structured interview means that the questions are already prepared. This type can be a guideline for the researcher. A semi-structured interview is also structured but it provides the researcher with some of the power of guiding the conversation with the interviewee and others to come up with more information and details. According to Galletta (2012), semi-structured interviews increase the connection between the interviewer and the interviewee as well as enhance the exchange of information. Further, semi-structured interviews supply a deep and in detail conversation with the participants. The last type is an unstructured interview this life is more

informed of conversation. An unstructured interview is an informal one that does not require a set of pre-prepared questions.

2.5.2.1 Interview description:

The interview was for the English teachers at the English department in Dr.Moulay Tahar University, during the academic year 2021-2022. The interview was sent via email. The participants were selected randomly due to the topic and they were about 7 instructors. The interview involves five direct questions.

The purpose of this interview is to identify the point of view of the teachers concerning how the students react to overusing critical thinking and if they accept this term and work with it during their reading.

2.5.3 The observation

Observation is a process of monitoring certain situations. This rule requires a high level of concentration in order to analyze the small details. The outcome of the observations is a general idea of the study observed. The observation reflects the real attitude and behaviors of the students during their learning process, indeed, it provides the observer with an outlook of what each student sees and thinks about a certain topic. In order to obtain this tool, the researcher has several options to conduct the observation in class such as the checklist, Time sampling observation, Event sampling, and rating scale.

2.5.3.1 Observation description:

The observation was taken at the University of Dr.Moulayy Tahar in the English department during the academic year 2021-2022. The goal of this observation was to remark on the students reading. Further, to distinguish how the EFL learners receive the information and how they analyze it.

The observation took about seven sections with Didactics and Literature& Civilization Master One English students. The observation was taken in a form of checklists. This tool includes a set of ideas to examine if the students are familiar with critical thinking .additionally,

to clarify if they use this skill with the right models. this checklist was done in 7 sessions between both didactics and literature&civilization specialties.

2.6 Methods of analysis

According to Dornyei(2007,p.24), In data analysis, quantitative research can be transferred to numerical data which can be described as statistics. While qualitative data provide the researchers to analyze descriptively the collected information.

The study comprised a mix of methods in gathering data qualitative as well as quantitative methods, sourcing with qualitative data which are the teachers' interviews and the observation. The interview was done via email with seven teachers from different specialties to ensure the various points of views. The interview was analyzed by thematic analysis; each question has been examined separately. Besides, the observational data were taken in class with the EFL Students. The information where gathered by noticing and concentrating on the details and EFL students' reactions and behavior. Moreover, the observation was analyzed by describing several components like the learning atmosphere and the reaction of Students toward this observation. On the other hand, quantitative data involved questionnaires that were analyzed by using statistics and percentages.

2.7Mixed methods Research (MMR)

According to Creswell and Plano Clark (2011), In order to create academic research, the researcher should work with both qualitative and quantitative methods to ensure a variety of answers. Moreover, the mixed method is the base of the study, with it the researcher can set acceptable questions and receive practical answers from participants.

2.8 Limitation

During the process of collecting data, I faced some challenges that made the procedure difficult. Receiving answers from students' questionnaires gone in a hard way. It was difficult to find answers that are interesting and meaningful, also some students did not answer the open-ended questions, as well as other students, did not fill out the entire questionnaire, without forgetting the bad handwriting some students have.

During the Observation, I could not take clear and honest remarks due to the student's attitude especially when they knew that they are under observation by faking their behavior. Finding the appropriate time to make the interview with the teachers was hard due to Covid-19 and the system of the University. The teacher's schedule was already packed; instead, I used the other way which is an interview via email.

Despite all the difficulties I had, the information has been properly collected because of the teachers' and the EFL student valuable information.

2.9 Rationale:

For many decades, reading comprehension was linked with critical thinking, this combination is referred to as the technique of processing the information while enhancing it. This correlation provides the students with the choice of accepting the idea as well as creating reasoned arguments. The importance of reading and critical thinking appears in the student's achievement and their level of understanding.

Reading as skill improves the ability to comprehend the text. In addition, practicing reading provides the students with rich perspectives and encourages the diversity of arguments which stimulates their critical thinking skills. Many scholars assert that there is a significant link between critical thinking and reading. In fact, a good critical thinker is also a good reader, because as is mentioned in the review of literature there is a remarkable connection between these 2 skills since it enhances the opportunities to think independently and express their thoughts freely which means it enables the students to link their new critical understanding with what they already knew with the chance to evaluate it.

Numerous experts stressed that the topic of reading and how it enhances critical thinking among EFL learners was and still interesting topic because the methods and the techniques used to promote such this skill are still developing over time. Further, applying critical thinking in reading sessions requires a teacher who masters it since it is challenging with novice teachers.

The target population selected in this study is the Master one student's both Didactics and literature& civilization at Dr.Moulay Tahar University. Moreover, the methodology chosen to conduct the study was qualitative and quantitative methods. The tools were divided into 3 instruments, a questionnaire for students, an interview for teachers, and an observation that takes a place in the classroom.

Conclusion

This chapter represents the purpose of the study, the methodology used to collect data, and the method of analyzing the information. In addition, to the various means to ensure the correct answer for the research questions. Moreover, this chapter introduces the rationale of the study and the limitations of the research.

Chapter three: Data analysis and interpretation

Introduction

This chapter covers the data gathered from the tools that were conducted in this research. The instruments were: A questionnaire for Master one students from both Didactics and Literature& Civilization, an interview for teachers from the same English department, and an observation that took place in the study. Moreover, the data analysis is also involved in this chapter in order to find a significant answer to the research questions, as well as improve the effect of reading on the enhancement of critical thinking among EFL learners.

3. 1. Classroom observation:

In order to gather more realistic behaviors for our study, we used the classroom observation as a tool to determine how the EFL students deal with critical thinking during their reading besides to what extent the teachers instructed their students about this skill

The classroom observation was done during the first semester of Master one students and it involves both Didactics as well as Literature& Civilization at Dr.Moulay Tahar University during the year 2021-2022. The purpose of this instrument is to evaluate the EFL learner's efforts during their reading and to know to what level they use critical thinking in analyzing their ideas.

The type of observation used in this study is the Checklist. The checklist contains all information from the start of the observation until the end of the session. The objective of this observation is to focus on the student's critical thinking and how they deal with this skill. In addition, how can the teacher promote critical thinking during his/her sessions?

3.1.1Results and discuss:

After having permission from the English teachers to do the observation with Master one students of both specialties, the observation was divided into three stages, pre-reading, while reading, and post-reading.

First, the pre-reading stage, during this stage the teacher has the control to catch the student's attention and help them to recall their prior knowledge by posing questions that has a relation to the lesson. However, some students were not interested and ignore the presence of the teacher. Moreover, a portion of EFL students has a lacking vocabulary and weak communication with the teacher. In addition, a few of the EFL learners don't have any background and they have problems answering the questions posed at the beginning of the lecture. These problems made the learning process a little bit hard.

In the while reading phase, during the lesson the majority of the students were motivated and engaged with the teacher by participating and discussing the ideas with him/her self. Yet, some of the answers were superficial and have a lack of details. On the other hand, a few students develop their knowledge critically which facilitates him/her to recognize and understand better. The teacher's role in this stage was just to guide his/her learners to the correct path.

In the post-reading stage, the learning atmosphere was highly rich with information and different ideas. Furthermore, the teacher at this point lets the students express their thoughts and ideas. Organizing the students into groups or per work has positive feedback on their understanding; it facilitates each student to reveal their opinions.

While conducting the observation, all of the teachers during the session help their students to achieve critical thinking by motivating them to ask questions and remember them with their prior knowledge to stimulate their memory. Students on the other side, not all of them, in order to activate their critical thinking use some tips such as note-taking and asking questions. Some of the students focus on taking notes to ensure that they will not miss any detail either from the passage or from him/her colleagues. Besides, asking questions. This technique promotes to the student a deep understanding which encourages him/her to collaborate with their teacher more. After reading the students tend to analyze their critical thinking and outline the important information. Analyzing ideas assists the students to think out of the box, this helps them to read between the lines and discover the purpose of the passage and the other's point of view. However, not all the students were interested in achieving their critical thinking.

All in all, the classroom observation shows that not all the students have the ability to think and read critically. Yet, the rest of the learners have several techniques they use in order to reach the purpose of the session. Critical thinking is a part of reading, which the learners need to accomplish in order to reach the goal of reading. Therefore, the teachers' attitude toward the students plays an important role in motivating them. Asking the question, organizing them into groups, discuss with them, all of these help the instructor in raising his/her students to focus. On the other hand, these techniques aid the learners to share different particulars according to their own perspectives.

3.2. Questionnaire analysis:

The student's questionnaire was divided into three sections, personal information, background information, and the student's perspective about the study. The questionnaire was done hand by hand in the classroom for both Didactics and Literature& Civilization students. In this section, the questionnaire was converted from answers into numerical data.

Section 1: Personal information:

Question1:

The first question was designed to classify the students according to their gender. As is shown in the table and the pie chart below, the participants were 40 students from both specialties, 6 males which are 15%, and 34 females which represented 85%.

Table 3.1: Student's gender

Gender	Number	percentage(%)
Male	6	15%
Female	34	85%
Total	40	100%

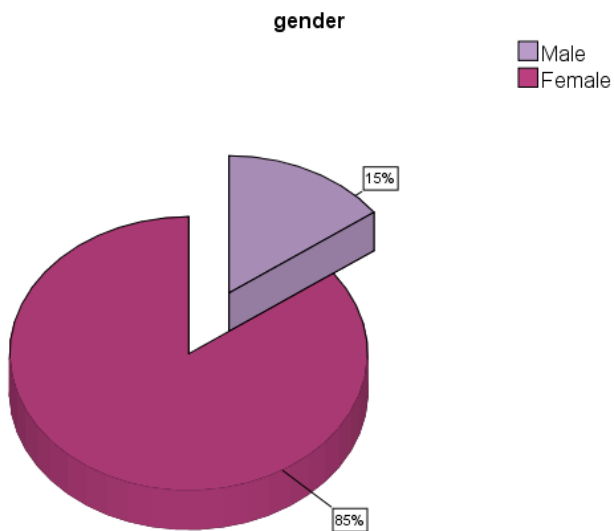


Figure 3.1: Students 'gender

Question 2:

The second question deals with the age of the population. The students were between 20- and 35 years old. The population was separated into groups each group referring to a specific age. The first group carries students whose age was 20-21 years old, they represented 32.5% of the population. The second group was between 22-and 26 years old. This group identifies 37.5% of the population. The third group includes one student who was 35 years old and she was 2.5% of the participants. The last group is for the students who did not mention their age who represent 27.5% of the population. The results show that the population chosen was mature enough to understand and participate in the study. The finding is represented in the table and the pie chart below.

Table 3.2: Student's age

Age	Number	Percentage (%)
20-21 years old	13	32.5%
22-26years old	15	37.5%
35 years old	1	2.5%
No age	11	27.5%
Total	40	100%

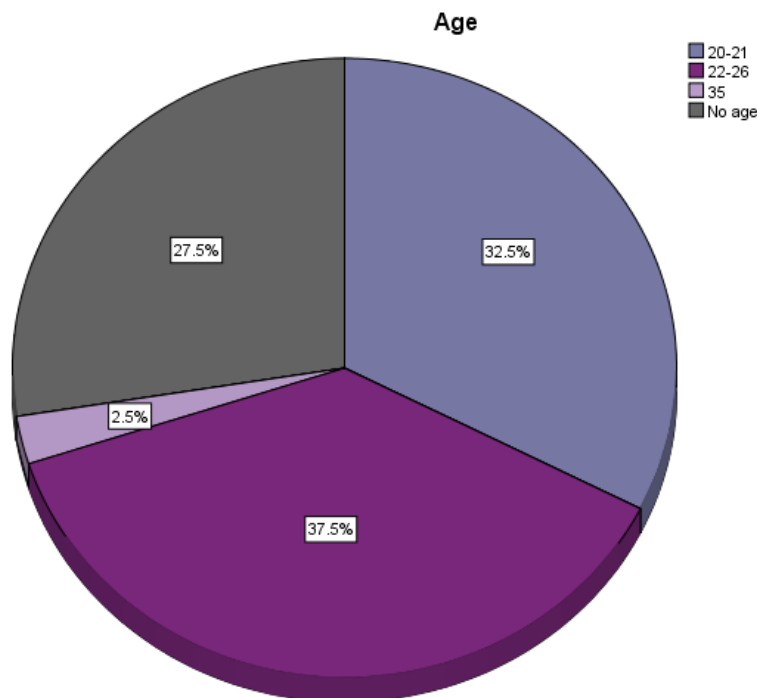


Figure 3.2: Student's age

Question 3:

Question 3 was designed to see if the students read or not. 67.5% of the students answered yes and 32.5% said no. As shown in the table and the pie chart, not all of the students consider themselves good readers.

Table 3.3: classifying students as readers

	Number	Percentage (%)
Yes	27	67.5%
No	13	32.5%
Total	40	100%

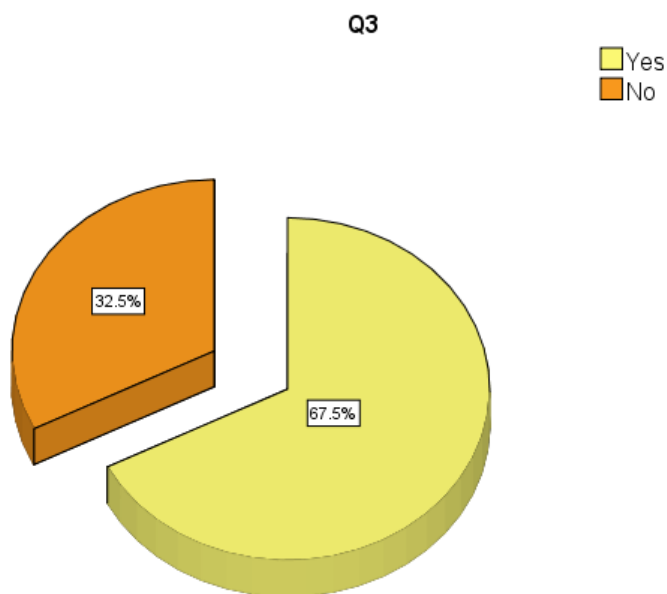


Figure 3.3: classifying students as readers.

Question4:

The purpose of this question is to know if the EFL students are familiar with reading in class or not. 18 students respond with no which represents 45% while 22 students who are 55% claim that they do practice reading in the classroom. This reading process can be a passage, a small script from a play, etc...

Table 3.4: practicing reading in class

	Number	Percentage (%)
Yes	22	55%
No	18	45%
Total	40	100%

Section2: Background information:

Question5:

As shown in the table and the pie chart the first question of this section is about if the EFL students consider critical thinking as a part of the reading comprehension. 90% of the equivalent of 36 students answer yes. This group of students agrees with the necessity of critical thinking in reading and how it can reflect on their understanding. However, merely 10% disagreed with this idea.

Table 3.5: classifying critical raiding as a part of reading

	Number	Percentage (%)
Yes	37	92.5%
No	3	7.5%
Total	40	100%

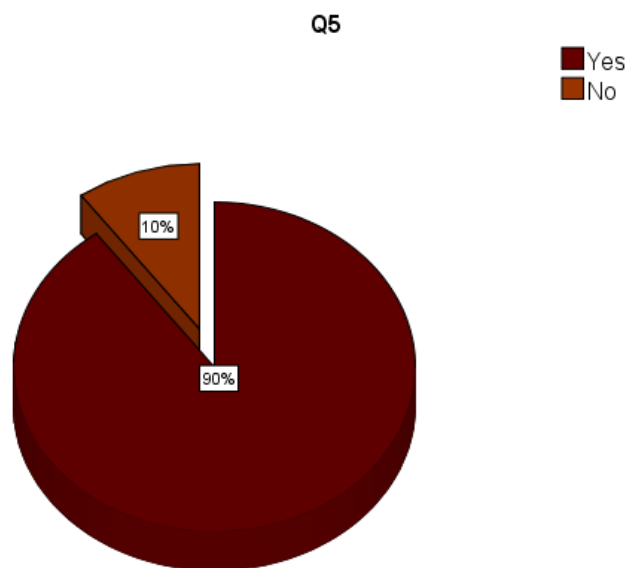


Figure 3.4: classifying critical reading as a part of reading

Question6:

According to the previous question, only the students who answer yes can answer this question. 36 students who are 90% of the population concur that critical thinking reflects on their understanding. Indeed, critical thinking not only can affect their understanding but also can affect their own way of thinking by allowing them to see the information from a different perspective.

Table 3.6: Does critical thinking reflect on students' reading

	Number	Percentage%
Yes	36	90%
No	4	10%
Total	40	100%

Question7:

The question below is a multiple choices question. The students had the right to select one or more answer. 87.5% of the students select option 2 which is readers use certain questions that enhance the comprehension of the text, 7.5% pick the third one which is it is nothing more than, a reading technique, and merely 5% define critical thinking as skimming.

Table 3.7: Critical thinking definition

Options	Percentage%
Critical thinking is skimming	5%
Reader uses certain questions that enhance the comprehension of the text	87.5%
It is nothing more than reading technique	7.5%
Total	100%

Question 8:

This question was designed to ensure that the EFL learners are knowledgeable about critical thinking components. as is shown in the table below, 11.3% of the students choose critical thinking including analyzing as an option, 20% of them select understanding, 34.3% choose the third option which is evaluating, While the other 34.3% choose interpreting.

Table 3.8: what does critical thinking include?

Options	Percentage%
Analyzing	11.3%
Understanding	20%
Evaluating	34.3%
Interpreting	34.3%
Total	100%

Question 9:

Question 9 was created to know what reading approach is suitable for the EFL learners during their learning process. The students were divided into 50% who claim that reading comprehension is the appropriate approach, and the other 50% agreed that critical reading is the suitable approach. The reading approach is suitable for the EFL learners during their learning process. The students were divided into 50% who claim that reading comprehension is the appropriate approach, and the other 50% agreed that critical reading is the suitable approach.

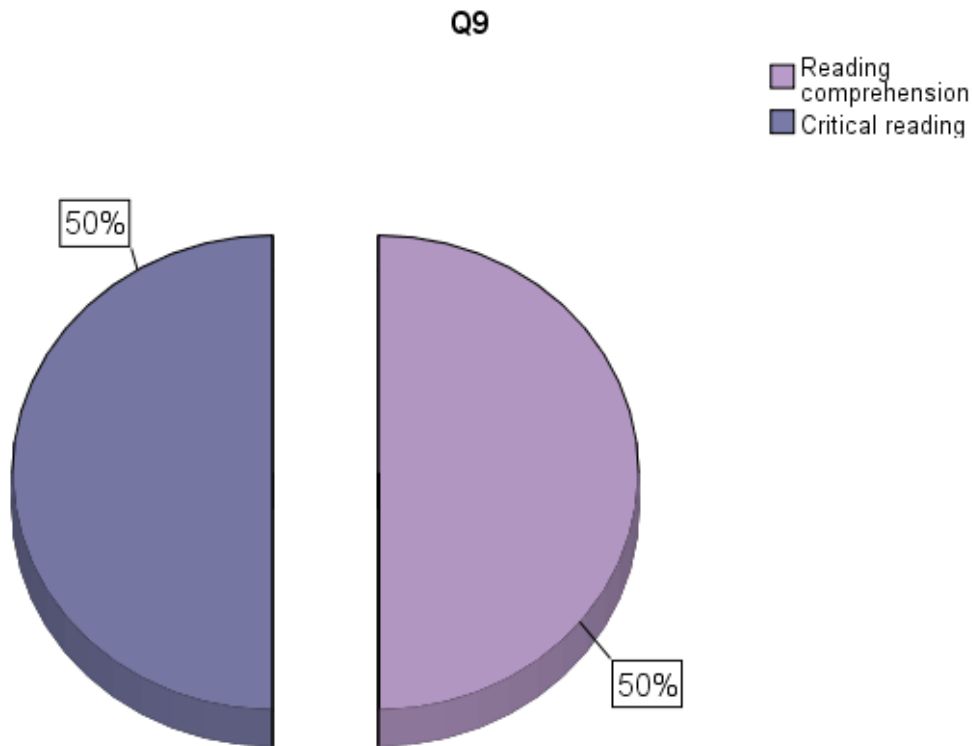


Figure 3.5: What is the suitable reading approach?

Question 10:

The question was open-ended. It was designed to give the students the opportunity to express their thoughts about the study. 65% of the students mentioned different definitions of critical thinking which can be summarized as follow:

- *Critical thinking is the output through processing reading in order to discuss ideas.
 - *Critical thinking is related to our understanding of the topic.
 - *Critical thinking is a certain way to find the best solution.
 - *Critical thinking is reading and at the same time questioning whether the points of view are right or not.
 - *Critical thinking is analyzing the text.
 - *Critical thinking is the honest ability to understand deeply what you are reading about.
 - *Critical thinking is the ability to read logically.
 - *Critical thinking is a specific approach that could improve your reading skills.
 - *Critical thinking is to think of the meaning depending on your own analysis and interpretations.
 - *Critical thinking is reading in-depth and scanning the piece of information.
 - *Critical thinking is part of learners' awareness of what they read.
- 65% of students define the concept of critical thinking by their own style. While 35% of the learners choose to not answer and skip the question.

Question 11:

The following question is a scale question. It was designed in order to give the chance to the students to choose a suitable answer.

A. Critical thinking can be defined as reading in-depth.

As is shown in the table and the pie chart, 5% of the students disagreed, 17.5% selected neutral, 27.5% strongly agreed and 50% of the participants agreed on this item.

Table 3.11.1: Critical thinking can be defined as reading in depth.

Options	Number	Percentage%
Strongly disagree	0	0%
Disagree	2	5%
Neutral	7	17.5%
Agree	20	50%
strongly agree	11	27.5%
Total	40	100%

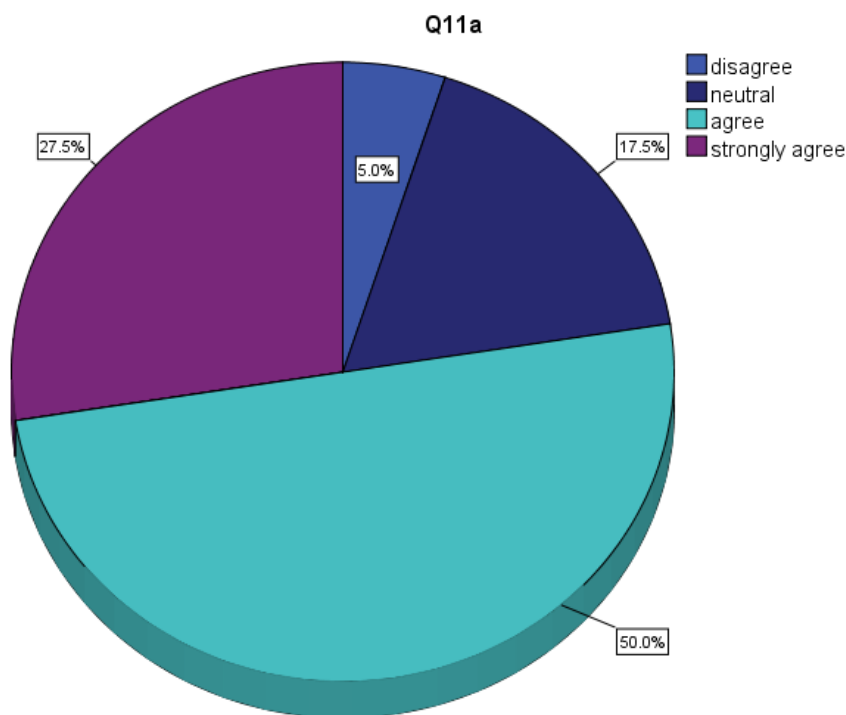


Figure 3.6: Critical thinking can be defined as reading in depth.

B. Critical thinking can improve the ability of understanding better the text.

Most of the students with the highest percentage 50% agreed that critical thinking has an effect on their understanding .42.5% strongly agreed and merely 7.5% of the participants choose neutral.

Table 3.11.2: Critical thinking can improve the ability of understanding better the text.

Options	Number	Percentage%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	3	7.5%
Agree	20	50%
strongly agree	17	42.5%
Total	40	100%

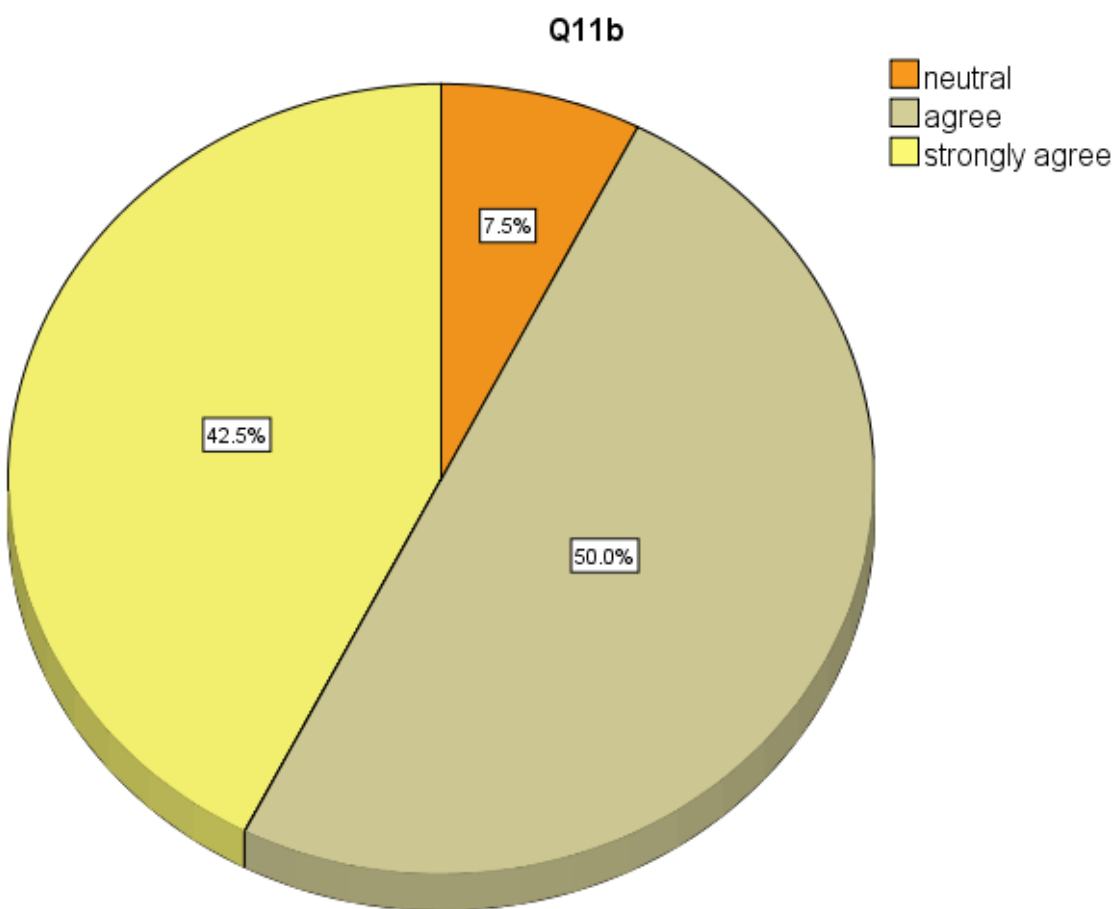


Figure3.7: Critical thinking can improve the ability of understanding better the text.

C. Practicing reading can build up the critical thinking among EFL students.

As is shown in the pie chart, as well as the table below, 5% of the students disagreed on this element, 25% of them pick neutral, 30% strongly agreed and 40% of the population agreed.

Table 3.11.3: Practicing reading can build up the critical thinking among EFL students.

Options	Number	Percentage
Strongly disagree	0	0%
Disagree	2	5%
Neutral	10	25%
Agree	16	40%
strongly agree	12	30%
Total	40	100%

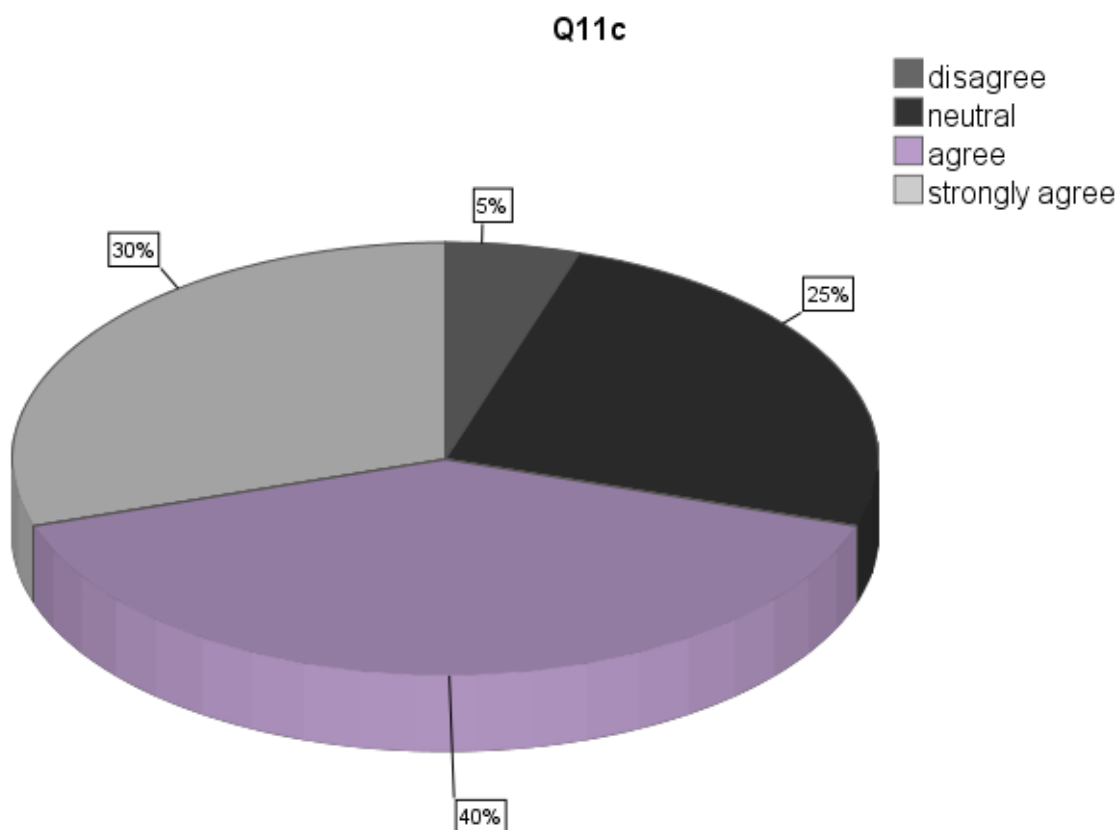


Figure 3.8: Practicing reading can build up the critical thinking among EFL students.

D.Critical thinking is the key of analysing ideas and arguments.

About 42.5% of the entire population strongly agreed that critical thinking is the key and the first step to analysing the text or the arguments, 37.5% agreed, 7.5% disagreed, and also 7.5% of the learners select neutral. However, merely 5% of the students skip this element.

Table 3.11.4: Critical thinking is the key of analysing ideas and arguments.

Options	Number	Percentage
strongly disagree	0	0%
Disagree	3	7.5%
Neutral	3	7.5%
Agree	15	37.5%
strongly agree	17	42.5%
Total	38	95%
Missing items	2	5%

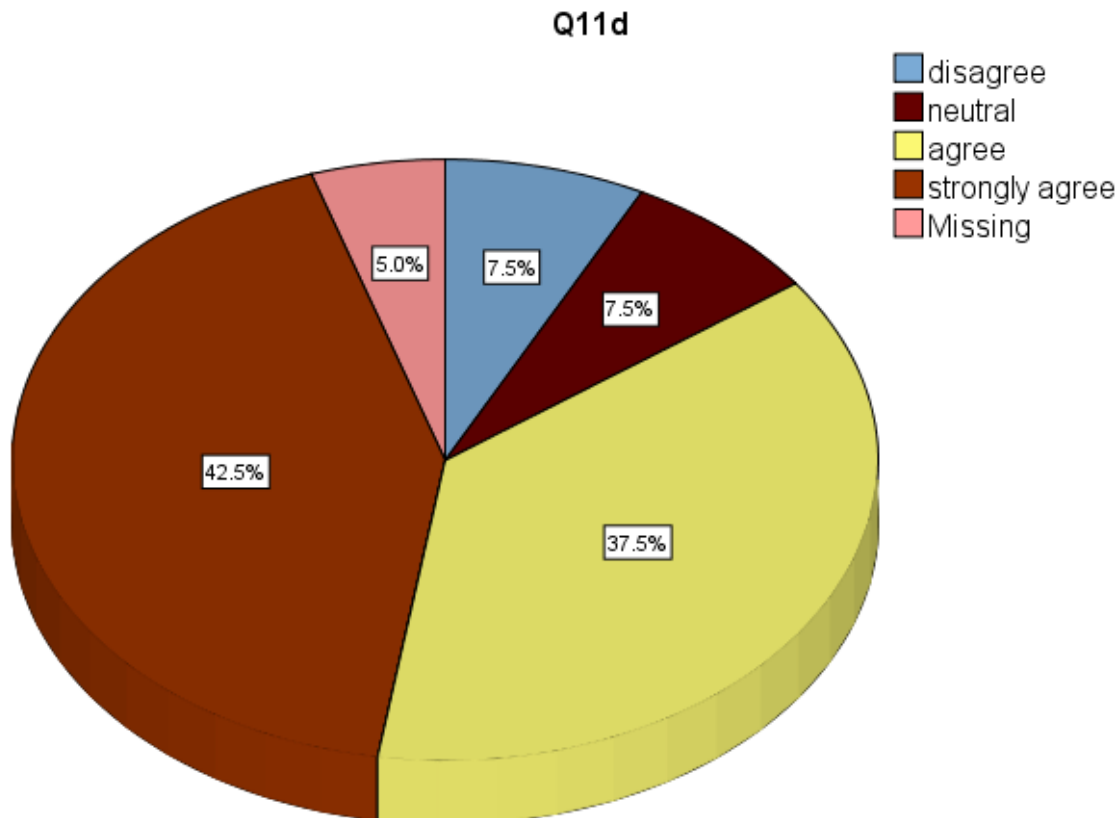


Figure 3.9: Critical thinking is the key of analysing ideas and arguments.

E. Critical thinking helps the students to develop objectives more focused and in systematic way of thinking.

In this element, the highest percentage among the students which represents 50% agreed, 27.5% of the students strongly agreed, 20% were neutral, and merely 2.5% strongly disagreed.

Table 3.11.5: Critical thinking helps the students to develop objectives more focused and in systematic way.

Options	Number	Percentage%
Strongly disagree	1	2.5%
Disagree	0	0%
Neutral	8	20%
Agree	20	50%
strongly agree	11	27.5%
Total	40	100%

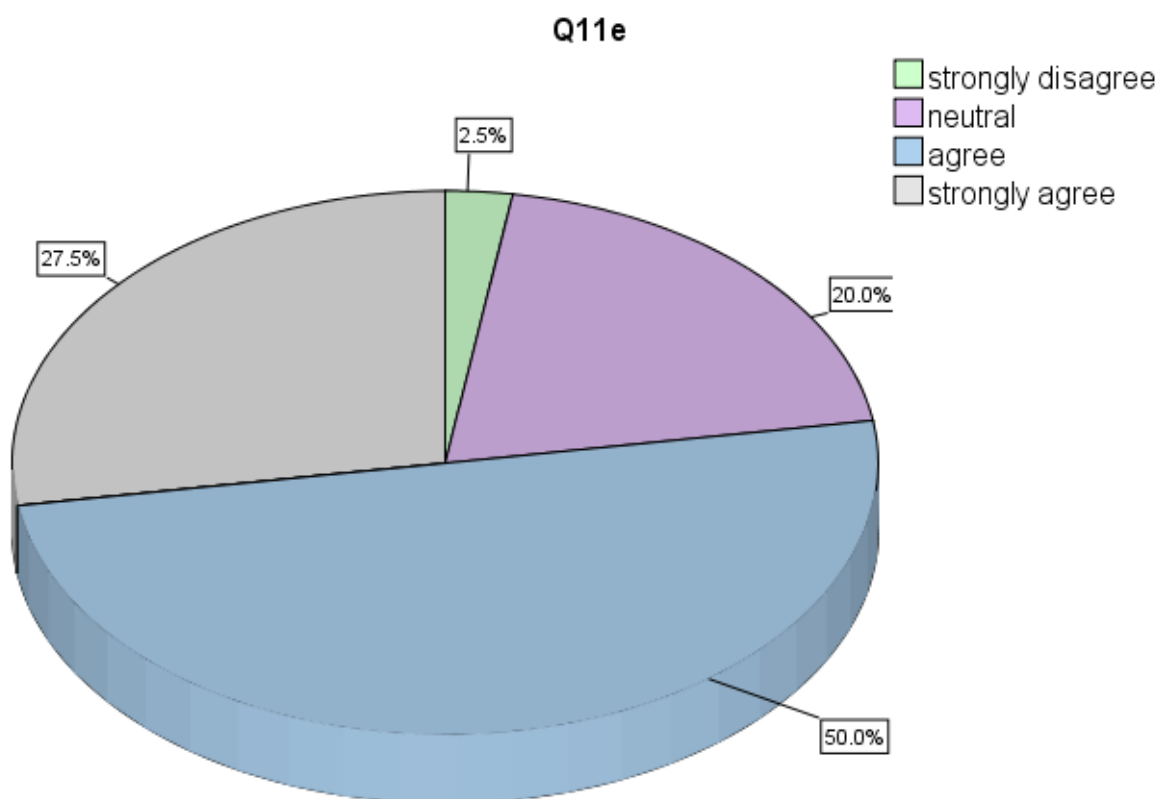


Figure 3.10: Critical thinking helps the students to develop objectives more focused and in systematic way.

F.Critical thinking is an active way of reading.

2.5% disagreed with the idea that defines critical thinking as an active way of reading, 17.5% were neutral, 30% strongly agreed and the majority of students who represent 47.5% of the entire population agreed. Yet, 2.5% were missing answers.

Table 3.11.6: Critical thinking is an active way of reading

Options	Number	Percentage%
Strongly disagree	0	0
Disagree	1	2.5%
neutral	7	17.5%
Agree	19	47.5%
strongly agree	12	30%
Total	39	97.5%
Missing item	1	2.5%

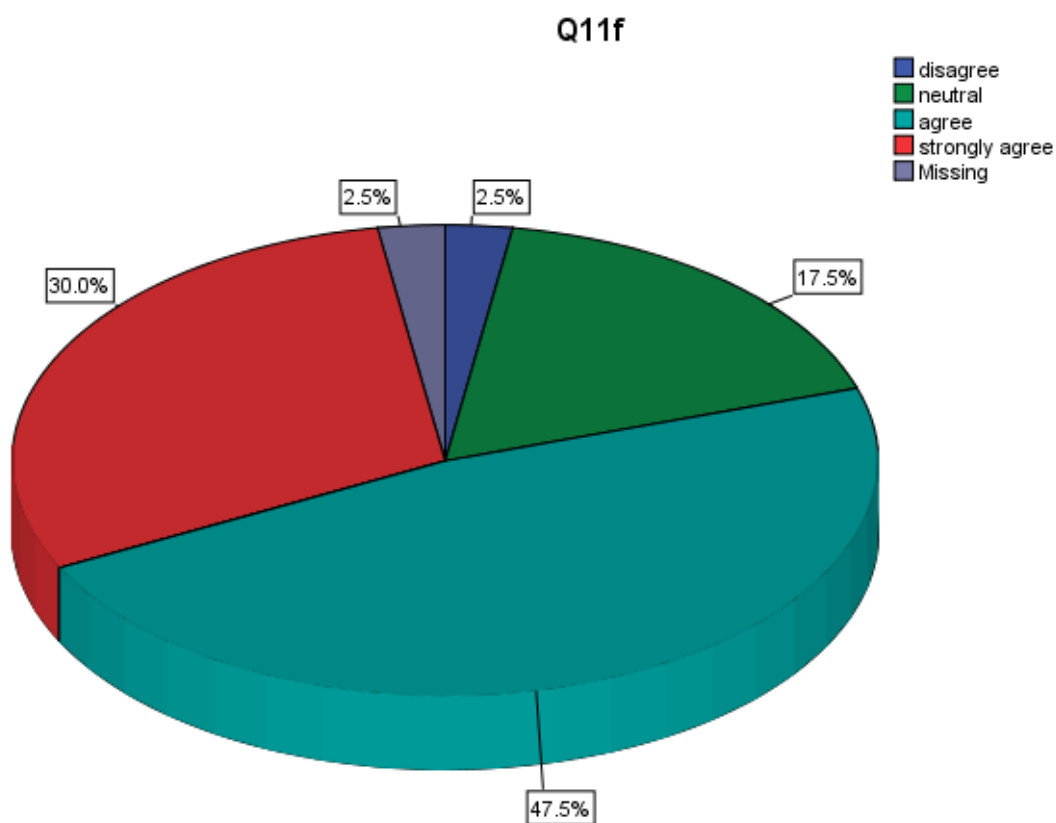


Figure 3.11: Critical thinking is an active way of reading

G. Asking questions during reading helps the EFL learners to achieve the critical thinking.

17.5% of the students strongly agreed with the idea of asking questions and how this technique improves their critical thinking, 27.5% agreed, 20% of the EFL learners were neutral, 2.5% disagreed, and the rest of the population 2.5% strongly disagreed.

Table 3.11.7: Asking questions during reading helps the EFL learner to achieve the critical thinking.

Options	Number	Percentage%
Strongly disagree	1	2.5%
Disagree	1	2.5%
Neutral	8	20%
Agree	11	27.5%
strongly agree	19	47.5%
Total	40	100%

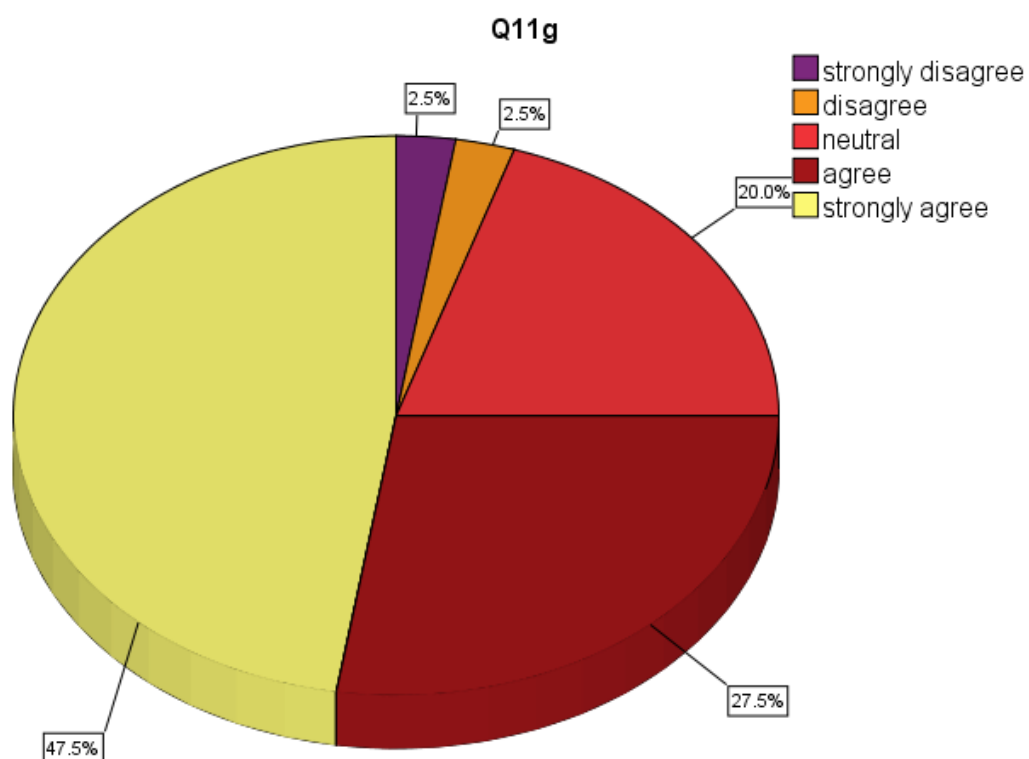


Figure 3.12: Asking questions during reading helps the EFL learner to achieve the critical thinking.

Section 3: The outcomes of critical thinking on reading:

Q12:

This question is a set of scale options in order to know how the EFL learners can rate those elements according to his /her point of view.

A.How much are you engage in reading in the class?

About 10% of the students strongly disagreed because they do not engage in reading, merely 5% of them agreed, 20% disagreed, 10% strongly agreed and 42.5% were neutral. Yet, there was 12.5% of them were missing answers.

Table3.12.1: How much are you engage in reading in class?

Option	Number	Percentage
Strongly disagree	4	10%
Disagree	8	20%
neutral	17	42.5%
Agree	2	5%
strongly agree	4	10%
Total	35	87.5%
Missing	5	12.5%

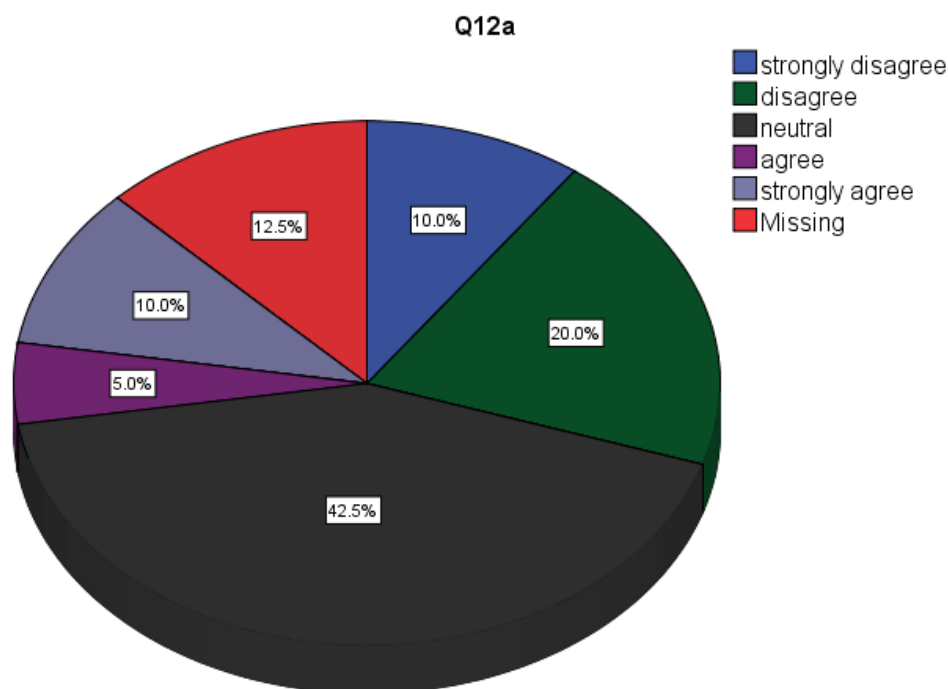


Figure 3.13: How much are you engage in reading in class?

B.To what extent you give importance to critical thinking?

The second option is about the importance of critical thinking. 25% of the respondents were neutral, 17.5% agreed, 15.5% strongly agreed, and 12.5% disagreed while 10% strongly disagreed, 20% were missing answers, as it is shown in the table and the pie-chart

Table 3.12.2: To what extent you give importance to critical thinking ?

Option	Number	Percentage%
Strongly disagree	4	10%
Disagree	5	12.5%
Neutral	10	25%
Agree	7	17.5%
Strongly agree	6	15.5%
Total	32	80%
Missing	8	20%

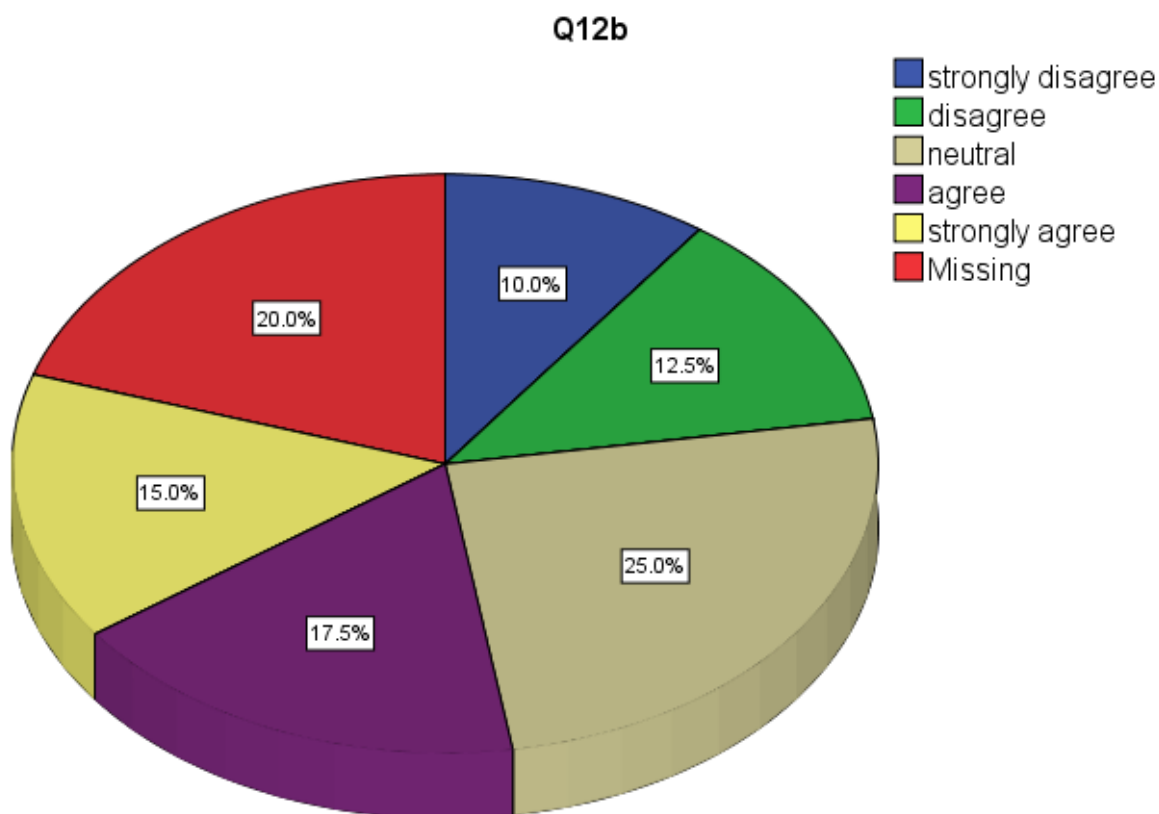


Figure 3.14: what extent you give importance to critical thinking ?

c. To what level does critical thinking has an effect on your understanding?

35% of the participants strongly agreed and confirm that their comprehension will be raised during using their critical thinking, 17.5% were neutral, 12.5% strongly disagreed and 10% disagreed, the other 10% agreed, and the missing answers were merely 15%.

Table 3.12.3: To what level does critical thinking has an effect on your understanding?

Option	Number	Percentage%
Strongly disagree	5	12.5%
Disagree	4	10%
Neutral	7	17.5%
Agree	4	10%
Strongly agree	14	35%
Total	34	85%
Missing	6	15%

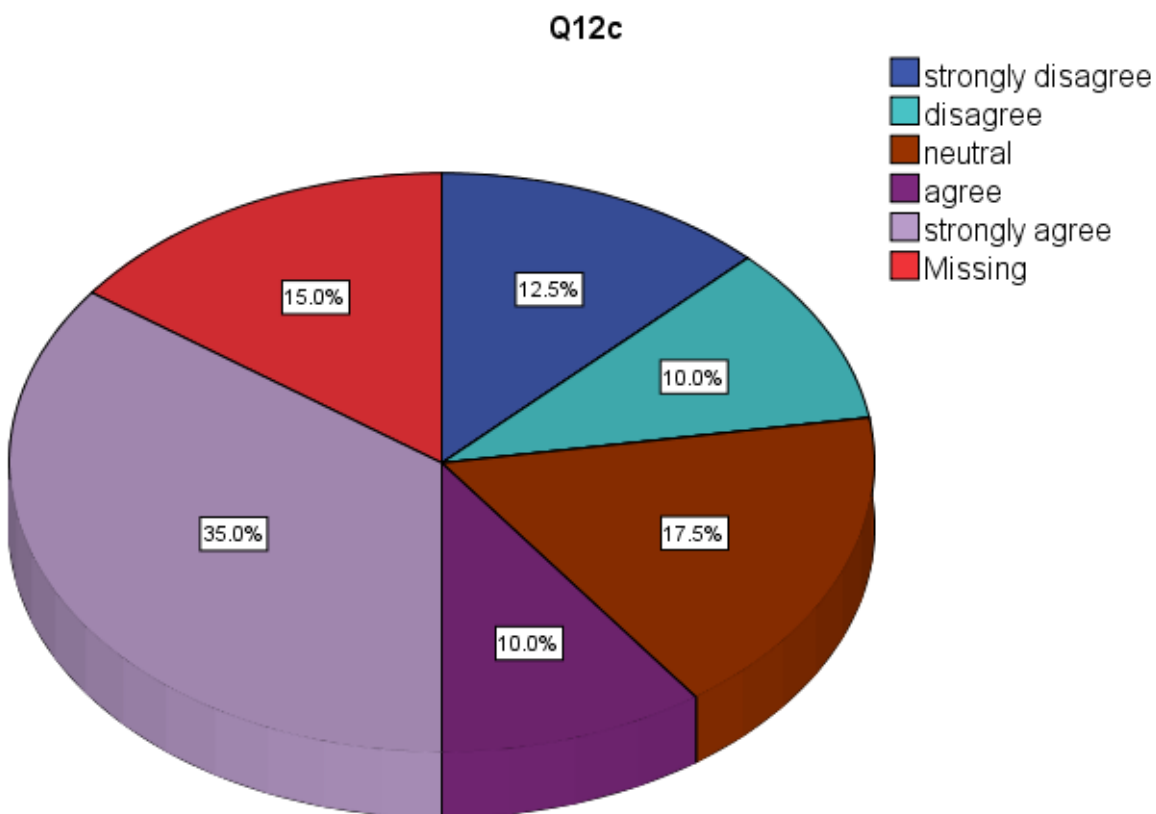


Figure 3.15: To what level does critical thinking has an effect on your understanding.?

D. At what level critical reading is beneficial to your comprehension.?

The student's rate on these elements with 20% of the learners strongly agreed, 20% disagreed, 17.5% agreed, 17.5% were neutral and only 10% strongly disagreed. 15% of the respondents skip this element.

Table3.12.4: At what level critical reading is beneficial to your comprehension?

Options	Number	Percentage%
Strongly disagree	4	10%
Disagree	8	20%
Neutral	7	17.5%
Agree	7	17.5%
Strongly agree	8	20%
Total	34	85%
Missing	6	15%

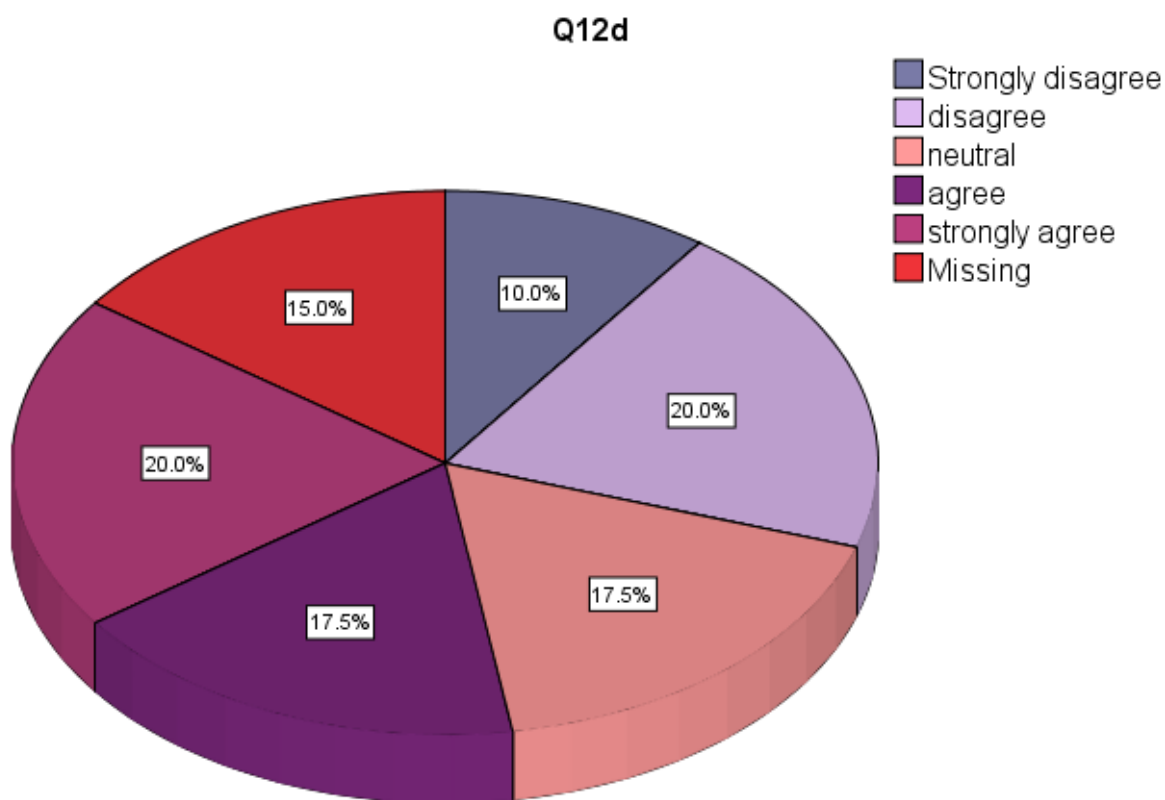


Figure 3.16: At what level critical reading is beneficial to your comprehension?

E. As an EFL learners, can you refine different views from the text while reading?

The students were divided into groups in this element each group has different rates, 17.5% were neutral, 17.5% disagreed, 17.5% agreed, and 17.5% strongly disagreed. While the missing answers were 25%

Table 3.12.5: As an EFL learner, Can you refine different views from the text while reading?

Options	Number	Percentage%
Strongly disagree	2	5%
Disagree	7	17.5%
Neutral	7	17.5%
Agree	7	17.5%
Strongly agree	7	17.5%
Total	30	75%
Missing	10	25%

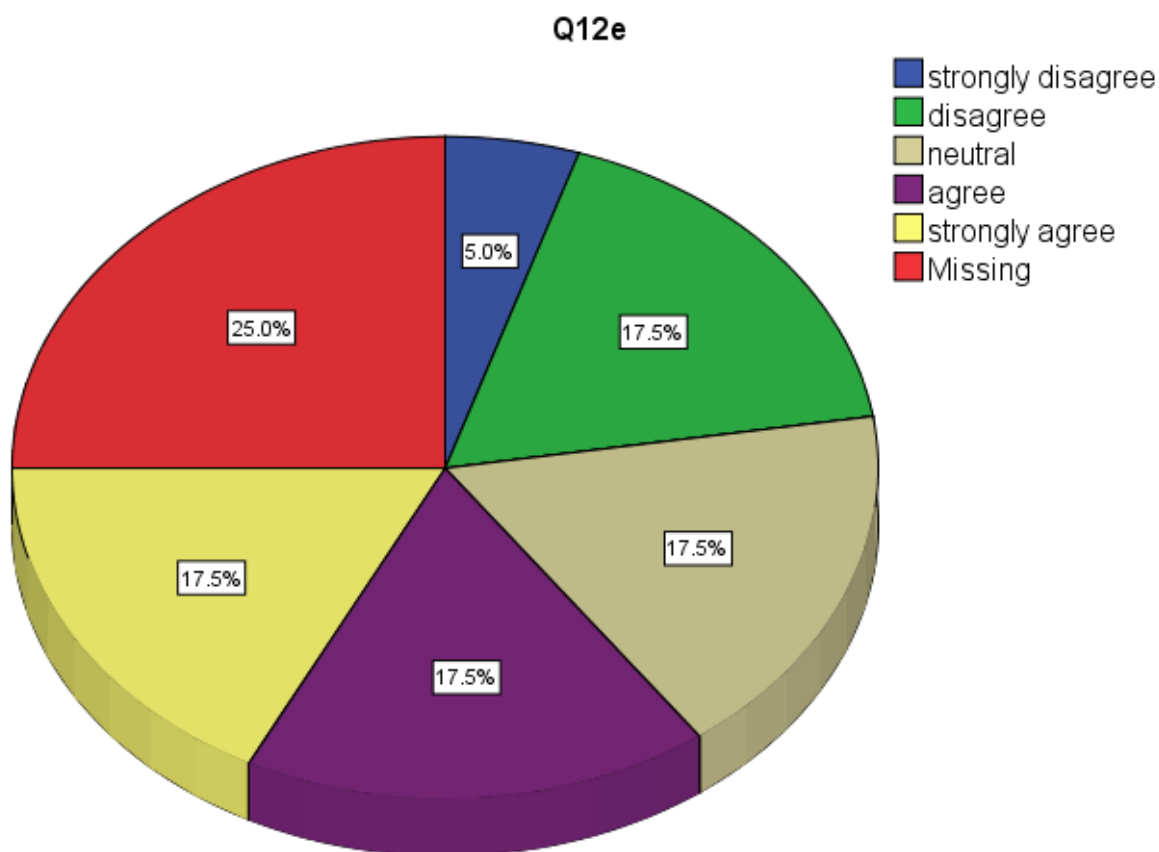


Figure3.17:As an EFL learner, Can you refine different views from the text while reading?

F.By reading you can predict the main idea from the title or the subtitle.

10% of the students strongly disagreed that they can not extract the main idea of only the title or the subtitle, the other 10% were neutral, 12.5% disagreed, and 17.5% strongly agreed with this idea. The missing answers were 17.5%.

Table 3.12.6: By reading you can predict the main idea from the title or the subtitle

Options	Number	Percentage%
Strongly disagree	4	10%
Disagree	5	12.5%
Neutral	4	10%
Agree	13	32.5%
Strongly agree	7	17.5%
Total	33	82.5%
Missing	7	17.5%

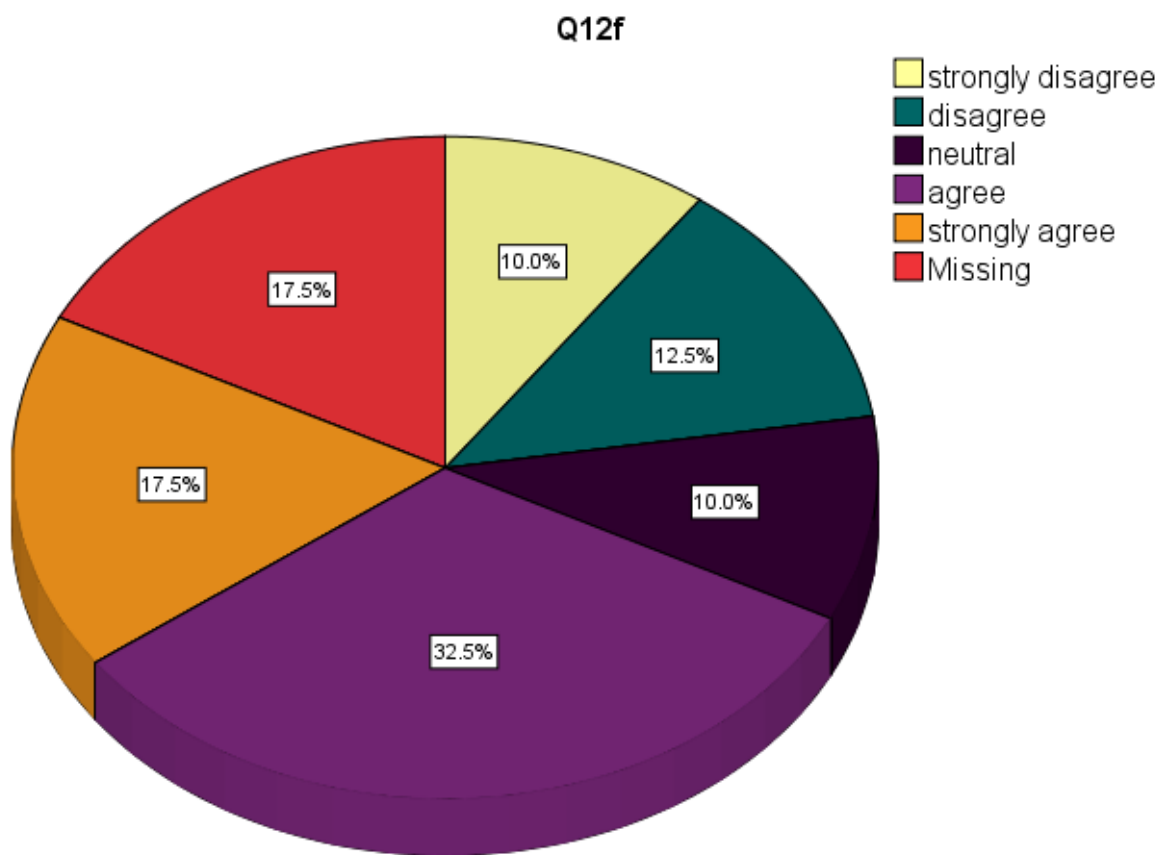


Figure 3.18:By reading you can predict the main idea from the title or the subtitle.

G. using critical thinking, you can compare your point of view with the text.

10% of the population agreed and confirm that using critical thinking enable the student opinion to the text, the other 10% were neutral, 20% strongly disagreed and 20% disagreed, 25% of the learners select strongly agree as an option. 15% were missing answers.

Table 3.12.7: With using critical thinking you can compare your point of view with the text.

Options	Number	Percentage%
Strongly disagree	8	20%
Disagree	8	20%
Neutral	4	10%
Agree	4	10%
Strongly agree	10	25%
Total	34	85%
Missing	6	15%

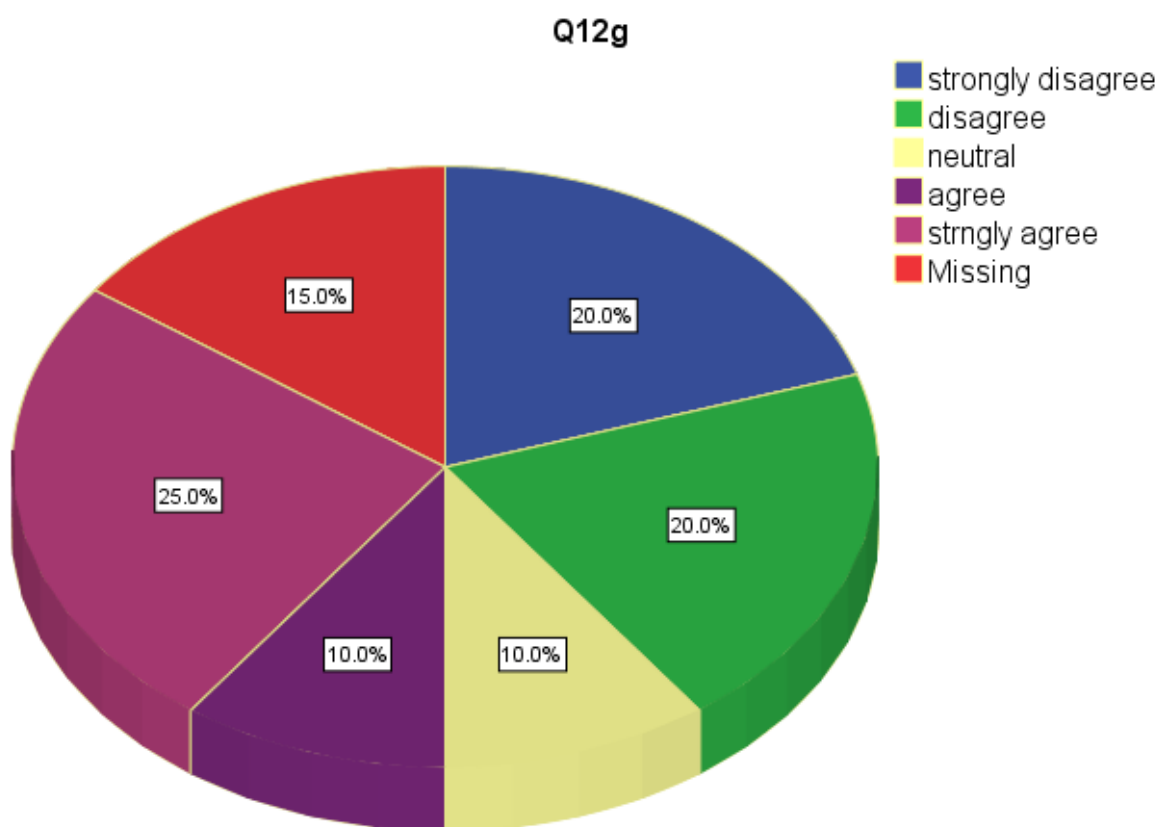


Figure 3.19: With using critical thinking you can compare your point of view with the text.

Q.13:

This question enables the students to rate the following elements personally.

A.How likely you depend on thinking critically during reading?

47.5% of the students select usually as an answer for this element, 20% select often, 15% choose always, and only 7.5% pick sometimes. The missing answers were 10% in this element.

Table 3.13.1:How likely you depend on thinking critically during reading?

Options	Number	Percentage%
Always	6	15%
Usually	19	47.5%
Often	8	20%
Sometimes	3	7.5%
Never	0	0%
Total	36	90%
Missing	4	10%

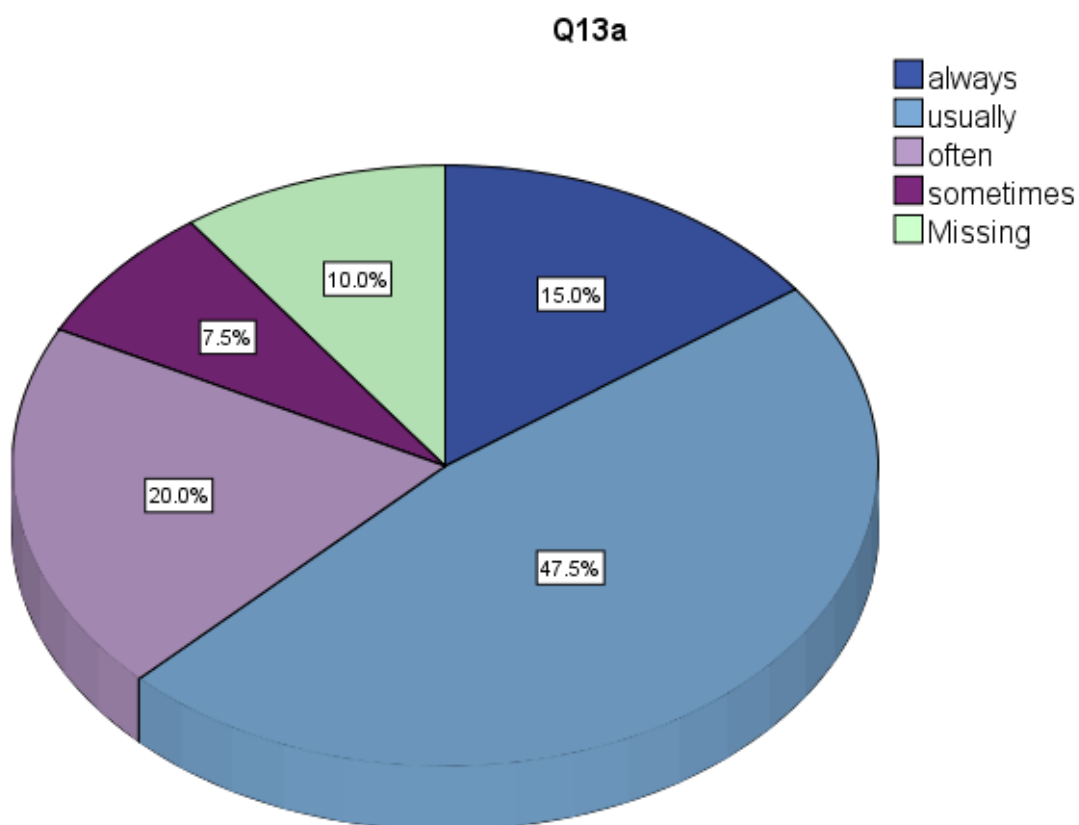


Figure 3.20:How likely you depend on thinking critically during reading?

B.How frequency does the instructor encourage the critical thinking in reading sessions?

only 17.5% of the learners confirm that the teacher always motivates them to use their critical thinking in reading sessions, 22.5% choose usually, 22.5% choose often, 22.5% choose sometime. 15% of the students did not answer this question.

Table 3.13.2: How frequency does the instructor encourage the critical thinking in reading sessions?

Options	Number	Percentage%
Always	7	17.5%
Usually	9	22.5%
Often	9	22.5%
Sometimes	9	22.5%
Never	0	0%
Total	34	85%
Missing	6	15%

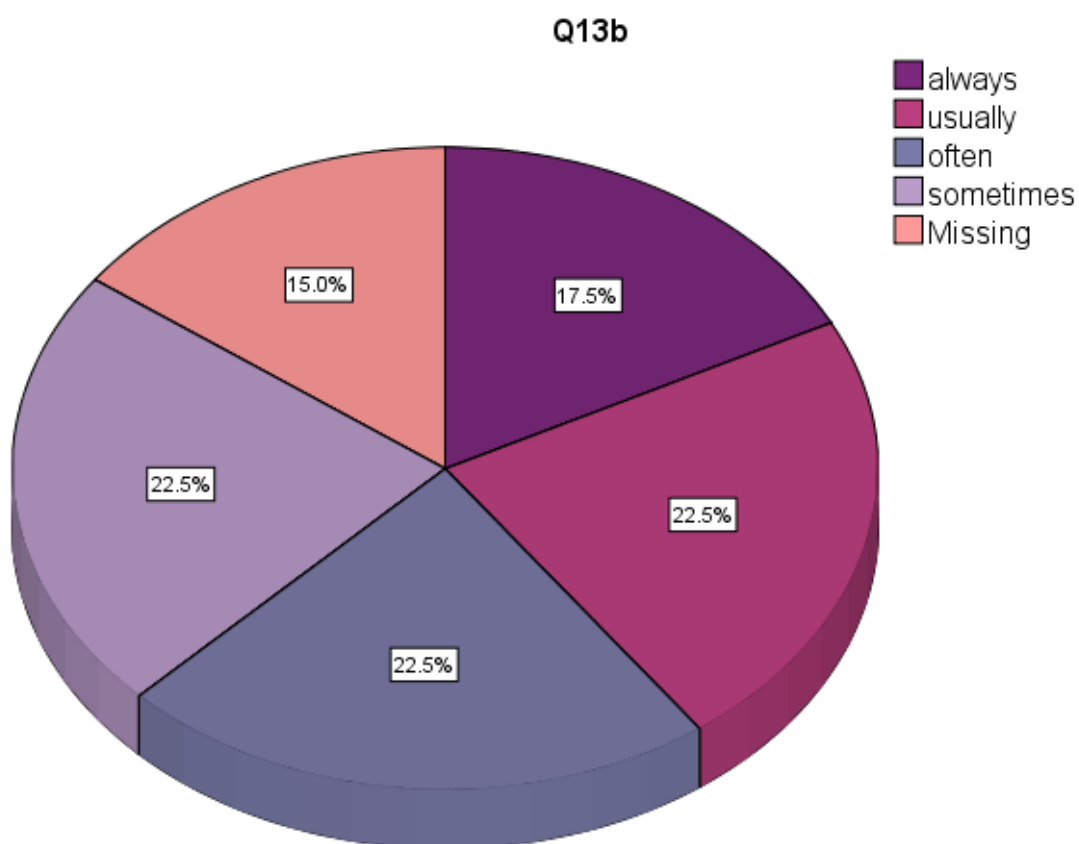


Figure 3.21: How frequency does the instructor encourage the critical thinking in reading sessions?

C.Does critical thinking aid you to figure the key points of the text quickly?

As it is shown in the table below and the pie chart, 30% of the students confirm that critical thinking always facilitates the process of selecting the key points of the text, 22.5% choose often, 20% choose usually, 15% select sometimes and 12.5% were missing answers.

Table 3.13.3: Does critical thinking aid you to figure the key points of the text quickly?

Options	Number	Percentage%
Always	12	30%
Usually	8	20%
Often	9	22.5%
Sometimes	6	15%
Never	0	0%
Total	35	87.5%
Missing	5	12.5%

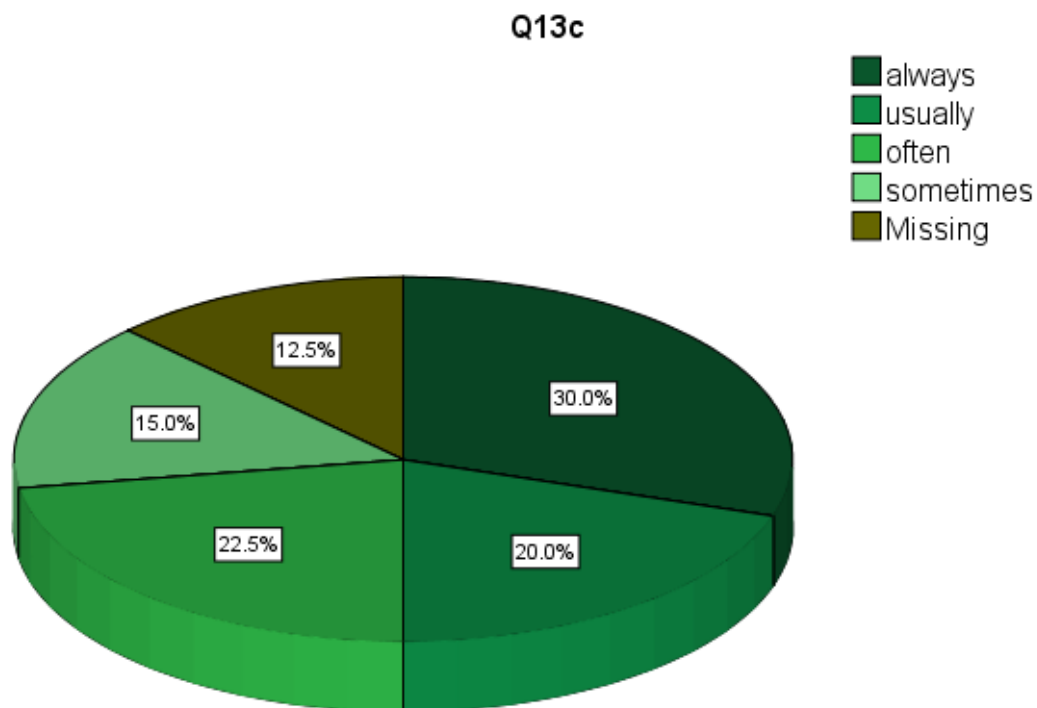


Figure 3.22: Does critical thinking aid you to figure the key points of the text quickly?

D.During reading, how often do you relate the new information with your prior knowledge?

27.5% of the learners answered with always they link between the new and the old information in order to reformulate a complete idea,22.5% pick usually, 17.5% select often, and the other 17.5% choose sometimes. The missing answers were 15%.

Table 3.13.4:During reading, How often do you relate the new information with your prior knowledge?

Options	Number	Percentage
Always	11	27.5%
Usually	9	22.5%
Often	7	17.5%
Sometimes	7	17.5%
Never	0	0%
Total	34	85%
Missing	6	15%

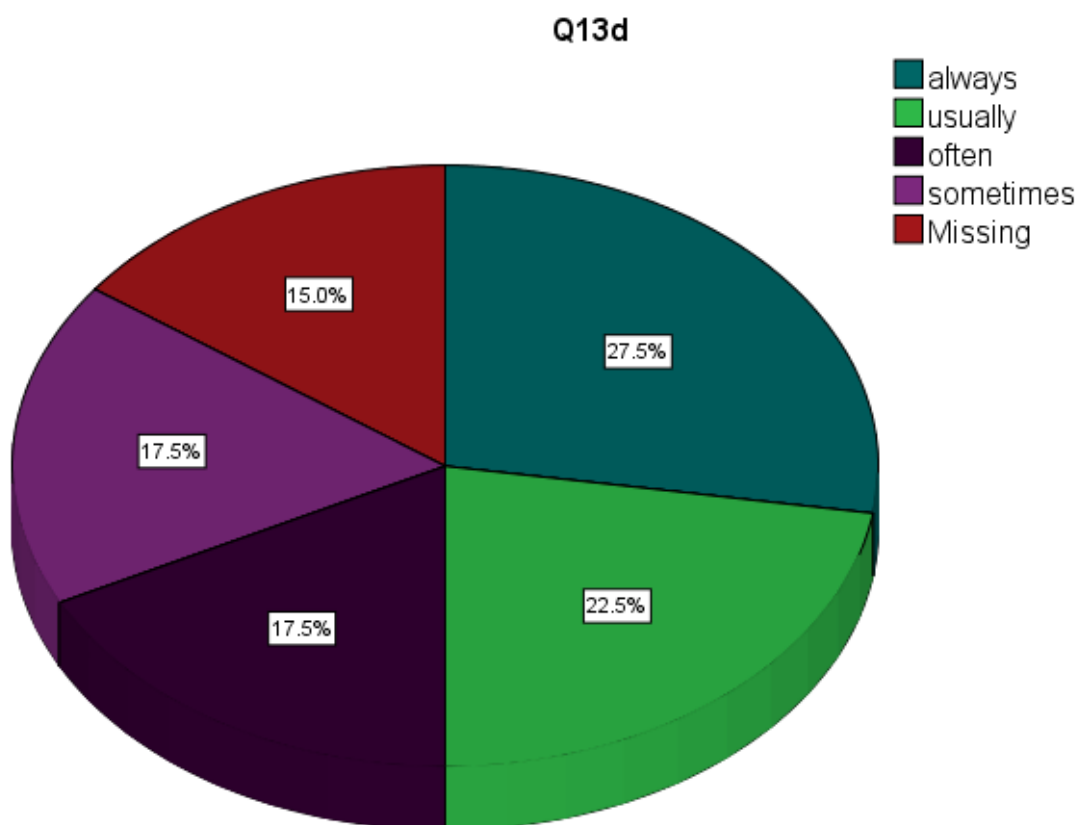


Figure 3.23:During reading, How often do you relate the new information with your prior knowledge?

E. using this skill, helps you predict the outcomes of the text at the end of reading?

20% of the students said that they sometimes can predict the outcome of the text, 25% select usually, 20% choose often, 12.5% select always, and merely 5% pick never. 15% of the rest of the students did not answer.

Table 3.13.5: By using this skill, would you predict the outcomes of the text at the end of reading?

Options	Number	Percentage%
Always	5	12.5%
Usually	10	25%
Often	8	20%
Sometimes	9	22.5%
Never	2	5%
Total	34	85%
Missing	6	15%

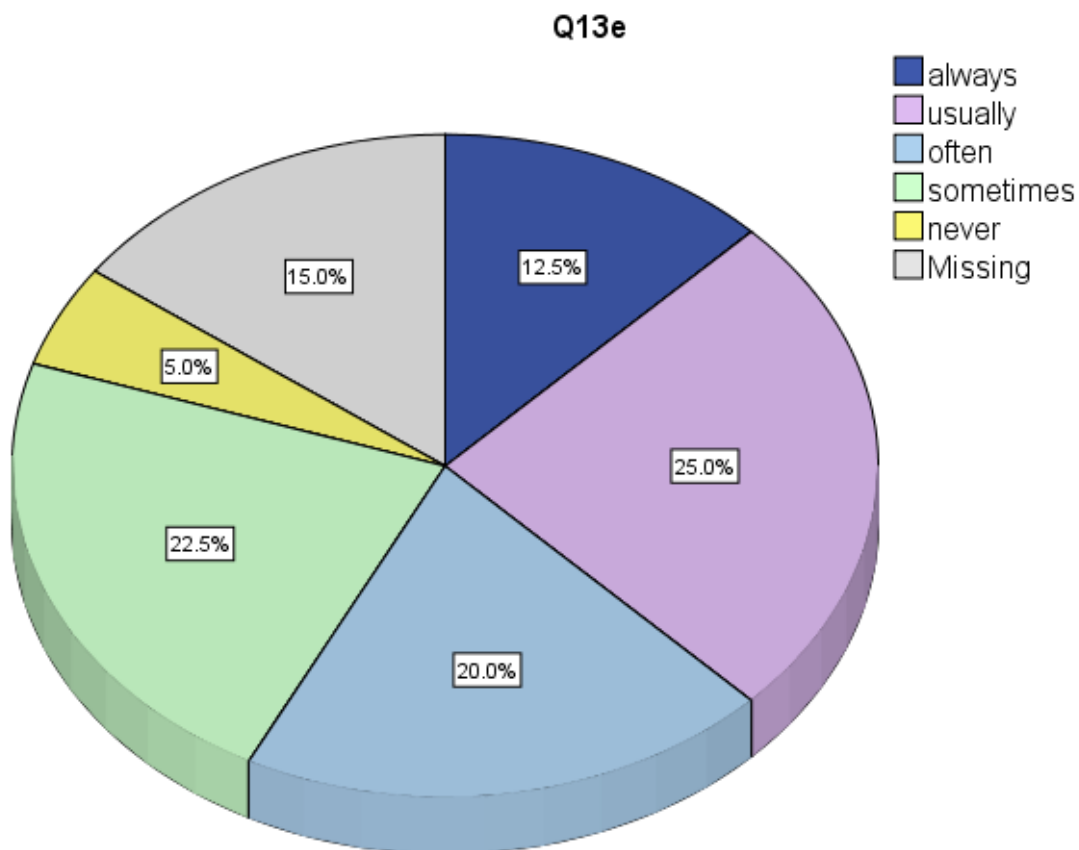


Figure 3.24: By using this skill, would you predict the outcomes of the text at the end of reading?

F. Do you tend to think critically while reading in order to recognize the text?

The highest percentage was 32.5% of learners who choose always as an option, 20% select usually, 17.5% selected sometimes, 12.5% choose often, and merely 7.5% of students said they never use this skill to recognize what they read. The 10% of the population skip this element.

Table 3.13.6: Do you tend to think critically while reading in order to recognize the text?

Options	Number	Percentage%
Always	13	32.5%
Usually	8	20%
Often	5	12.5%
Sometimes	7	17.5%
Never	3	7.5%
Total	36	90%
Missing	4	10%

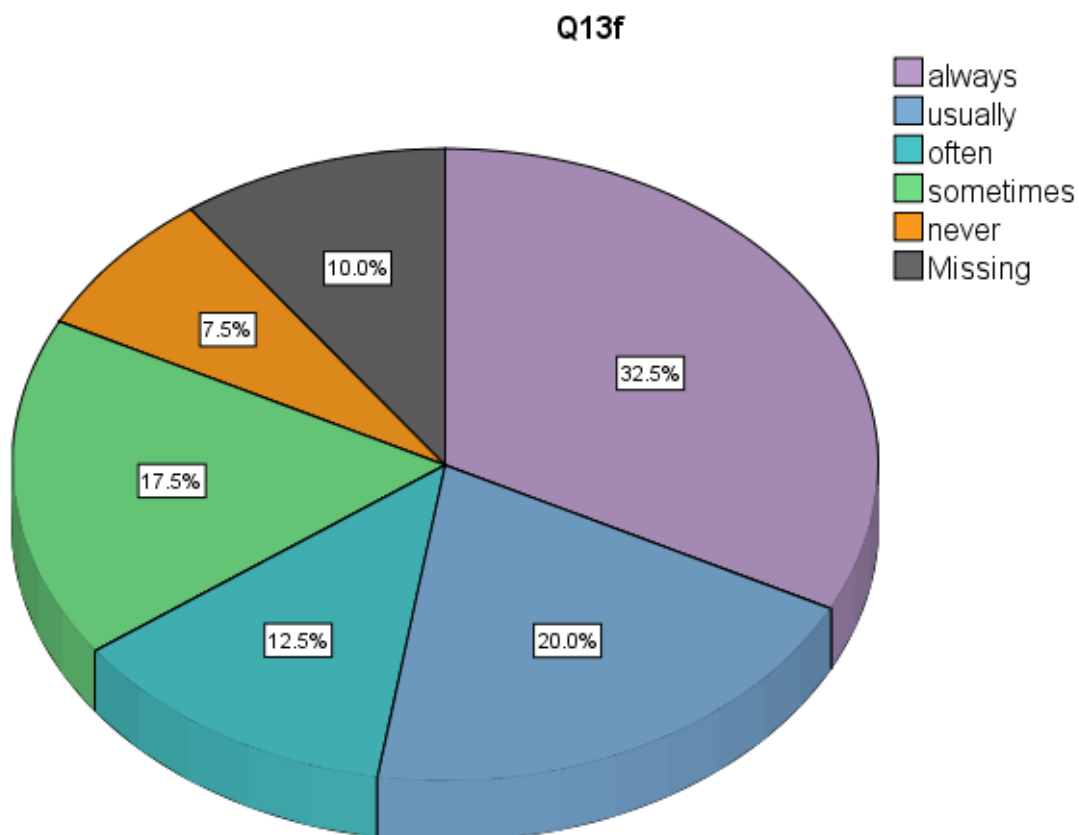


Figure 3.25 : Do you tend to think critically while reading in order to recognize the text?

Q14:

The last question is also an open-ended question that deals with how can critical thinking impact reading according to the future EFL teachers. 60% of the students answered this question with different points of view which can be summarized into the following:

- *Critical thinking work on understanding the text better.
- *Critical thinking impact reading by dealing with the words.
- *Critical thinking may help us to understand deeply any subject.
- *Critical thinking is a key factor in the teaching-learning process.
- *Critical thinking can help the students to use their ability in analysis and questions to get an outlook.
- *Critical thinking would allow the students to build themselves more independent characters and it would result in growing more creative individuals.

Indeed all the 60% have the same perspective on the impact of critical thinking on reading. However, 40% of the learners choose to not express their ideas and skip the question

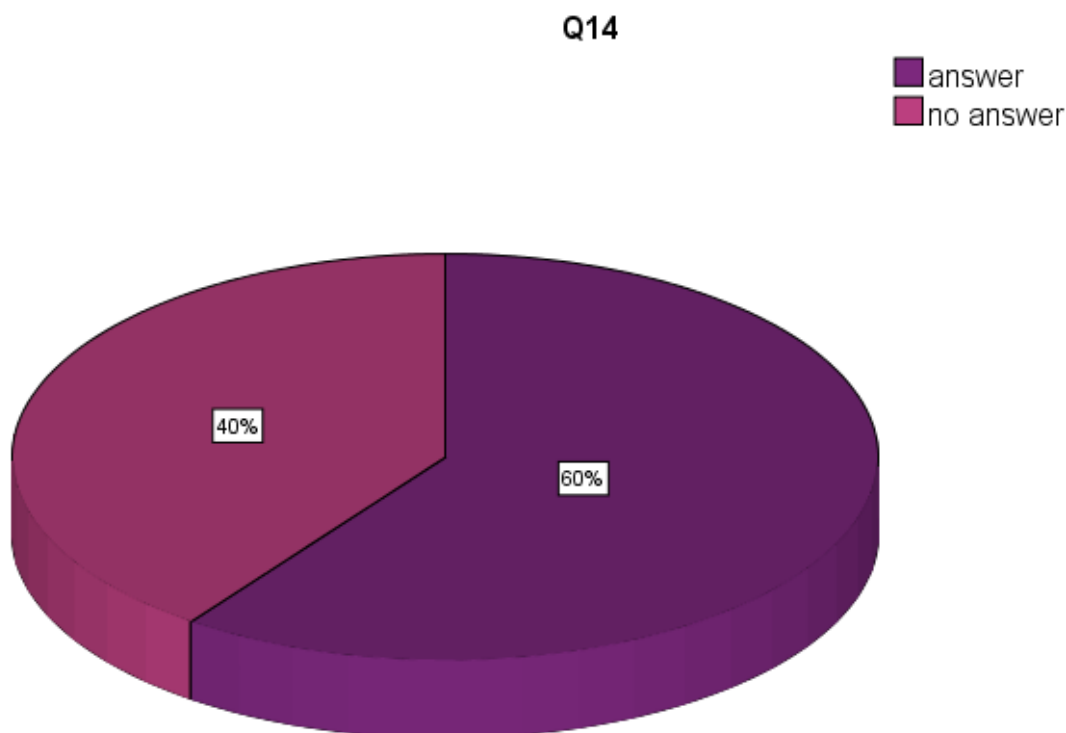


Figure 3.26: As a future teacher, how can CT impact reading?

3.2.1. Results and interpretation:

The results found from the questionnaire disclosed that the majority of the participants 85% were females and only 15% were males. The gender question was the first one and that is because it has a link with critical thinking. Moreover, the entire population was 40 students both specialties and their ages were between 20-35 years old, but the majority of students were between 22-and 26 years old.

Many researchers stressed that there is a correlation between the age and the critical thinking, among those scholars, Brookfeild (1987) et.al, assert that the ability to think critically has a higher chance the adults than the teenagers or the children and that is because the adults have the potential to think specifically and reasoning due to their life experiences.

The third question was designed to determine whether the students are good readers, 67.5% responded with yes and the rest 32.5% of the students answer with no; they do not classify themselves as good readers. Question 4 addressed the students in order to know if they are familiar with reading in class.55% of the learners answered yes and 45% said no.

The second section of the questionnaire discusses the prior knowledge of the students about critical thinking and reading, and how it can affect their understanding. Indeed, According to the results, most EFL students know what is critical thinking. Starting with question5, it was about if the EFL learners consider critical thinking as a part of the reading understanding, the majority of students confirmed that critical thinking has a role in their comprehension. According to parade (2007), critical reading is the combination of the two elements of reading and thinking critically in order to enhance the ability to understand the student. Din (2020) claims that the critical reader tends to analyze the ideas between the lines and the purpose of what they read according to their reading experiences

Question 6 was for only the students who answered the previous one (Q5) with yes. To see if it reflects on their comprehension.90% agreed, Commeyras (1990) argues that reading is the fundamental point that the reader starts with because it provides him/her with the concepts. Indeed, critical thinking is a mixture of the students' understanding, his /her written ability, and his/her prior concepts. Moreover, the students were asked about the definition of critical thinking, according to their prior knowledge (Q7). According to 5% of the students, critical thinking is skimming, skimming is reading the text without the full concentration in order just to know the overall of the text.87.5% of the respondents define critical thinking as using certain questions in

order to enhance the comprehension of the context. The majority of studies and researchers confirm that asking questions can promote and raise the level of understanding among students. Moreover, Fin lesson(2001) asserts that behind every good decision are good questions. Asking questions can provide the students with the ability to think about the meaning of the text and to create his/her own version of what they understood. Indeed, asking questions provide the students the freedom to express his/her perspectives and be able to discuss them in the classroom. Merely 7.5% of the students define critical thinking as it is nothing more than a reading technique.

Question 8 deals with what critical thinking include, 11.3% of the students answered with analyzing. Analyzing is a part of critical thinking, it is the ability to examine the text and reach its main purpose of it. This skill of analyzing can provide the learners to share their knowledge and to discuss the problems according to their own point of view.20% of the students choose the second choice which understands. The reason behind choosing this option is because critical thinking enhances the level of understanding, this skill encourages the students to understand clearly and connect each idea logically.34.3%of the students believe that critical thinking includes evaluating. Evaluation is the ability to accept the idea after examining it and make judgments about it. According to William Huitt (1998), critical thinking is consisting of evaluating the evidence and judging the arguments in order to clarify one's point of view. 34.3%of the rest students select interpretation which means the ability to understand the specific meaning and having the right to share it and discuss it with others. In fact, interpretation can enhance the knowledge between students because each student has a different solution or point of view.

The students were asked in question 9 which reading approach is more suitable for the academic process.50% of the students answered with the reading comprehension or the normal reading. Reading comprehension is the skill of reading and understanding and decoding the context. However, reading comprehension provides the EFL students with only surface information. While the other 50% select critical reading as the acceptable approach they can use. According to Zintz and Haggart (1984), critical reading is evaluating the information and analyzing it in order to create a conclusion according to the arguments.

Question 10 was an open-ended question to give a space for students to define the meaning of critical thinking by their own style of writing. Most of the respondents describe critical thinking as the process of analyzing the text and coming up with solutions. Additionally,

critical thinking can be defined as questioning the author's point of view if it is right or not. Critical thinking is the ability to understand honestly the meaning of the text depending on the student's analysis and interpretation summarize it, critical thinking is the process where the student analyzes, interprets, and questions the validity of the information. In the last question of the second section, the students were asked to select the appropriate answer. 50% of the students agreed, 27.5% strongly agreed, 17.5% were neutral and merely 5% of the respondents disagreed. In other words, the majority of learners confirm that critical reading can be defined as reading in-depth. Critical reading is a complex process that depends on more engagement with the text in order to build a point of view. Critical reading depends on prior knowledge, in order to build new concepts, and the main aim of this process is to understand the deep meaning of the text after analyzing and evaluating it. In the second element, 50% agreed on critical thinking can improve the ability to understand the text better, 42.5% strongly agreed and only 7.5% disagreed. The cause behind most of the students is the ability of understanding. Moreover, Critical thinking affects the way of thinking of the student by determining the arguments and identifying the problems than building up solutions based on one's perspectives.

40% agreed that practicing reading can build up critical thinking among EFL students, 30% strongly agreed and 25% were neutral. Yet, 5% disagreed with this idea. In short, practicing reading can improve critical thinking because reading can enhance the ability of understanding and analyze the text. Plus, reading can provide the students with a set of vocabulary s/he may need. According to Beck (1989), reading is a process that does not completed without reasoning. In other words, reading provides students with the potential to think about something logically. Yu-hui et.al (2016) indicates that reading is an activity that guides the learner to think and understand the meaning. Further, merely 7.5% of the participants disagreed with critical thinking as the key to analyzing ideas and arguments and the other 7.5% were neutral. However, 42.5% strongly agreed and 37.5% agreed, the rest of the population who are 5% did not answer. The reasons beyond selecting strongly agree is because critical thinking supplies the learners with the ability to examine ideas and compare them with their prior knowledge to extract the final opinion. In fact, critical thinking encourages the students to seek information and analyze ideas in a small part in order to form an opinion or idea.

The majority of the students agreed on critical thinking helps the students to develop objectives more focused and a systematic way of thinking. 27.5% strongly agreed, 20% were

neutral and only 2.5% strongly disagreed. To be specific, critical thinking aids the students in his/her learning process by facilitating to him/her processing of information and solving problems as well as making discussions based on his/her personal understanding. In other words, Critical thinking is the key to developing and determining the goal of the context, whereas it encourages the students to take a step and create their own version of what they understood as a conclusion.

The students were asked to answer if they believe that critical thinking is an active way of reading. 47.5% of the students agreed, 30% strongly agreed, 17.5% were neutral and 2.5% disagreed. Yet, 2.5% was missing answers. Critical thinking is an active process that allows the students during reading to analyze, evaluate and interpret their ideas and compare them with the other point of view. In the last element, 47.5% of the students strongly agreed that asking questions during reading helps the EFL learners to achieve critical thinking, 27.5% agreed, 20% were neutral and merely 2.5% disagreed while the other 2.5% strongly disagreed. Asking questions can raise the level of critical thinking among students because it encourages the students to depend on their prior knowledge which leads to a better understanding and thinking critically. Additionally, asking questions helps the students to be more engaged with the teacher and the context which leads him/her to new information and encourages the students to be more creative and logical thinkers.

After dealing with the previous section, section 3 indicates the outcomes of critical thinking on reading and how it can affect the student's way of reasoning. Students were asked to rate personally the elements. 42.5% of the students were neutral, 20% disagreed, 10% strongly disagreed, 10% strongly agreed and merely 5% agreed the rest of the population 12.5% did not answer. The main reason that could be behind their answers is that maybe they have a lack of prior knowledge, or maybe they are not familiar with reading skill enough to deal with it. Another reason could be because they own less concentration to keep up with passages and link the new information with the prior ones. Moreover, the cause may be the absence and the lack of vocabulary among students can create difficulties during reading. In the second element, 25% of the answers were neutral, 17.5% agreed, 15.5% strongly agreed, 12.5% disagreed and 10% strongly disagreed. 20% of them were missing answers. Critical thinking has important, especially in reading. This skill provided students with the freedom to analyze ideas and arguments in their own style, evaluate and interpret it, as well as create an opinion based on their prior concepts.

Critical thinking can cause a variety of information because each student will see the idea from his/her own perspective.

Furthermore, 35% of the population strongly agreed on the effects of critical thinking on their understanding and 10% agreed. However, 12.5% strongly disagreed, 10% disagree and 17.5% were neutral. The missing answers were 15%. Critical thinking has an effect on the understanding of students because it enables them to think logically and be able to read between the lines as well as the main purpose of the text. Critical thinking can be the tool that facilitates the student's end of the rising process by exposing arguments from another angle and providing him or her with an overall of the contacts from different outlooks. as well as the students were dementia rates at what level reading is beneficial to their comprehension. 10% strongly disagrees, 20% disagree, 17.5% where's neutral, 17.5% Agreed, 20% strongly agreed and 15 % We're missing answers, in other words, the majority of the respondents strongly agreed that principle reading benefits comprehension, indeed, critical reading enables the students to compare their points of view and decide whether they accept them or not. Besides, critical thinking enhances the ability of understanding among students because they will use questions to ask to assimilate the information Deeper and then exchange it with colleagues. Using this tool can enhance the ability to recall their prior concepts. The same question were asked if they can refine different views from the text while reading 17.5% strongly agreed, 17.5% agreed, 17.5% were neutral, 17.5% disagreed and 15% strongly disagreed. The missing answers were 25%. Reading critically and deeply can cause a variety of points of view because each student thinks in another way. This action encourages students to express their arguments and build up a creative conclusion. Points of view can be different because not everyone will agree with the other perspective. Therefore, with the presence of their prior knowledge students can share logical information.

Further, the students answered on this element with 32.5% of them agreed, 17.5% strongly agreed, 10% neutral, 12.5% disagreed, 10% strongly disagreed. 17.5% were the missing answers. In other words, students can predict the main idea by using their own personal background. This technique encourages the students to be active with the passage by asking questions. Additionally, reading can provide the students to know the title or the subtitle because the students will be able to connect ideas and reformulate information. Predicting will lead the students to a series of questions that facilitate them to clarify their outcomes later.

Lastly, 25% of the students strongly agreed that by using critical thinking, the students will be able to compare their point of view within the text, 10% were neutral, 20% disagreed, 20% strongly disagreed, and 15% were missing answers. To rephrase it, critical thinking is the process where students are able to select arguments analyze and interpret them; the result of this process is reformulating a point of view. This process enables the students to compare their outcomes with what they read.

In question 13, the students were requested to rate personally each element from always to never. 47.5% of the students reported that they usually depend on thinking critically during reading. 20% said often, 10% said always, 7.5% said sometimes and 10% did not answer. The reason behind this is because critical thinking and reading have a strong correlation, using critical thinking the ability of reasoning ideas and solve problems will raise and that leads to a full understanding. This significant relation can guide the students toward clear results. In addition, 17.5% of the students agreed and select always as an option for the role of the teacher in encouraging them to be critical readers, 22.5% said usually, 22.5% said often, and 22.5% said sometimes and 15% skipped this element. Instructors have the power to control the students during their reading sessions by teaching them how to think critically. In order for the teacher promotes critical thinking in class, s/he needs to motivate their reasoning by asking questions to seek arguments. Moreover, the teacher can help the students with some explanations and ideas to facilitate for the students to build their own arguments. In the same line, 30% of the students confirm that they are always able to discover the key points of the text quickly with the help of critical thinking, 20% said usually, 22.5% said often, 15% said sometimes, and 12.5% were missing answers. In short, while using critical thinking the students are able to understand the purpose of the text which helps them to discover its key points of it. Critical thinking assists the students in thinking order are improving their abilities to read in-depth.

Therefore, 27.5% of the students answer with always if they depend on their prior knowledge, 22.5% answered with usually, 17.5% with often, 17.5% with sometimes, and 15% were missing answers. The prior knowledge is the background each student has and differs from one to another. Using prior concepts as a base allows the student to link what he already knows with the new knowledge. Using techniques such as brainstorming as a tool to recall the pre-information can affect the student's ability in solving problems and build effective thinking.

Further, According to 12.5% of the respondents always predict the outcomes of the text at the end of the reading, 25% selected usually, 20% often, 22.5% sometimes and merely 5% choose never as an answer. 15% of the students did not respond. Predicting is an important part of critical thinking, it enables them to construct their justifications by recalling their previous knowledge and experiences and get the meaning from what they read.

The students were asked in the last element to rating if they use critical thinking to recognize the text. 32.5% reported with always, 20% usually, 12.5% often, 17.5% with sometimes, and only 7.5% answered never. The total of the missing answers was 10%. In order that students recognize the text, they use critical thinking because this skill helps them to focus on the content of the text and on the details between the lines. This process facilitates the students to recognize the text.

In question 14, students were requested to express their thoughts on how can critical thinking impact readings. The majority of students agreed that critical thinking is a skill that enhances their understanding. Moreover, it aids the learners to use their analysis and questions to get an overall. Critical thinking allows the students to build for themselves more independent characters and opinions. Further, critical thinking will raise creativity among students while reading, as well as, will raise the comprehension of what they read.

3.3 Teachers' interview analysis:

The interview was designed for teachers in order to gather specific data. The interview includes 5 questions, those questions revolved around both reading and critical thinking. Moreover, the findings were analyzed and interpreted below:

Question1:

The teachers were asked to define the relationship between reading and critical thinking. The first teacher mentioned that critical thinking and reading always have a link. Moreover, reading can be activated and affect critical thinking skills. The second teacher claims that reading is fundamental for critical thinking. This skill can expose students to different cultures, traditions, and different perceptions, reading process can also facilitate for the students to achieve the critical thinking that would be impossible to achieve by speaking or listening. Additionally, the

third teacher asserts that the relationship between critical thinking and reading is well established. The results can affect not only the understanding of the students but also the evaluation of the information.

According to the fourth teacher, in order to activate reading the learner can use critical thinking. It provides the student with a deeper engagement with the text. Applying critical thinking encourages the student to have the ability to analyze and interpret and sometimes evaluate the text. Indeed, critical thinking is an important skill for a successful reading experience. The fifth teacher mentioned that practicing multiple texts can improve the creativity among students and encourage the use of background ideas in discussing arguments logically further, critical thinking helps the learners to clarify judgments, compare knowledge and create valid solutions. The last teacher argues that critical thinking depends on the pre-concepts and experiences to shape the ideas according to each student's perspective. In fact, critical thinking is not reading the text as it is, it is extracting the meaning from it.

Question2:

According to the first teacher, teaching critical thinking is challenging for most the EFL teachers and in order to master the teaching ability of critical thinking, the teacher should develop a strong knowledge and discover the method of questioning to improve the critical thinking among students. The second teacher argues that teaching as a job depends on guiding the students, in order to gain knowledge. For example, to stimulate the students' attention the instructor uses secondary sources next to the text suggested in the syllabus. This method provides the students with the ability to think critically and make the connection between the two sources. Additionally, working with fresh topics such as religion, social, cultural, and philosophical ones inspires the students to express themselves and their beliefs. Furthermore, the third teacher reports that EFL teachers should match their student's abilities and challenges by employing appropriate strategies. According to the teacher, in order to raise the level of thinking among students, the instructor should know how to use high-order questions to motivate the student's critical thinking. The fourth teacher claims that the instructor can help the students with their critical thinking by working with assignments, and projects in which the learner involves him/her self on it, especially by being an active agent, not merely a passive recipient. In addition, the fifth instructor asserts that motivation plays an important role in making the students more engaged in

class. In other words, the most effective reading technique used in reading sessions will improve the student's critical thinking skills. The last teacher indicates that using a high order questioning encourages the learner to think logically rather than low order questions.

Question3:

The first teacher answers the question by setting various strategies that could raise the student's critical thinking in class. Critical thinking can be promoted through

- *implementing cooperative learning
- *employing written and audio-taped dialogue journals
- *discussing the point of view in literature in EFL classes
- *using Socratic questioning
- *Students may also be taught general problem-solving skills

*students' critical thinking skills can dramatically be improved through teaching argumentative writing and reading

The second teacher claims that secondary sources, social media, and fresh and entertaining topics can upraise the level of critical thinking in class. According to the third teacher, various methods can be used in enhancing EFL students' critical thinking. For instance:

- *Questioning techniques
- * Student-led discussion
- *inquiry-based learning
- *problem-based learning

The fourth teacher states that

*using short videos can help the student to build their own version of the book and create new content.

- * The chosen texts should suit students' interests and preferences.

* organizing workshops where students are going to find a space to present their projects and share them with there

Moreover, the fifth teacher set different strategies such as:

*Analyzing

*annotating

*synthesizing

*previewing

*contextualizing

*outlining

*summarizing

*paraphrasing

*questioning

*reflect and evaluate the information from the text.

Does the last teacher report that among the main strategies in the literature classroom is questioning the text such as the author's life in relation to his work? Why a text has been written and for whom? Which religious, moral, or political purposes motivated it as well as its historical and cultural circumstances?

Question 4:

The opinion of teacher 1: critical thinking has importance in influencing EFL learners' thinking in different ways. Such as reading and writing activities that have a direct effect on students' critical thinking. The two skills encourage the students to focus on their writing and reading skills in language learning in general, as well as their interest in reasoning. Furthermore, increasing students' awareness of the need for critical thinking is vital to the success of the learning process, as it emphasizes the necessity of teaching reading and writing as they are a big

part of developing the thinking process. The second teacher claims that critical thinking helps the students in the classroom to understand the negative and the positive sides of what is beyond as a part of 3 world countries. Critical thinking promotes self-awareness and helps the students to be open-minded and accept the various opinions without being absorbed. As Stephen Choosky read in one of the books try to be a filter, not a sponge. As mentioned by the third teacher critical thinking will affect the ability of students in monitoring and evaluate, it also raises the student's learning experiences.

The students will be able to detect the problem and ask appropriate questions, interpret ideas and build a meaningful conclusion by creating suitable solutions for the problem. Moreover, the fourth teacher asserts that in order to achieve the critical thinking among students the motivation should be high. Interesting knowledge and discussing it with colleagues and teachers can also affect critical thinking. The fifth teacher mentions that the teacher should be referred to as a facilitator in seeking good feedback. When the teachers start applying high-order thinking skills, the level of motivation talk was high. The students were also able to extract the purpose of the text and developing a meta-cognitive process in the EFL classroom. The last teacher reports that critical thinking can be stated to evaluate EFL learners' intellectual level because s/he has a full understanding of all conditions mentioned and how they influence the development of his/her personality. In addition, it aids him/her in acquiring a foreign language properly.

Question 5:

The first instructor stated that critical thinking has several outcomes such as

- *the ability to analyze a question
- *Evaluate the accuracy and truthfulness of statements
- * The ability to separate honesty from lies, and the accuracy from the misleading.

Teacher 2 reported that the 5 questions have similar answers as the previous one. The third teacher mentioned that critical thinking improves students' ability in analyzing and evaluating and motivating them to discuss their thoughts. Critical thinking helps the students to link the information learned with real-life situations as well as enhance their creativity among

students. Yet, the fourth teacher did not answer this question. The last teacher claims that the important outcome is making the students well educated and good citizens, especially where the media is buying their truths and harassing us from left and right.

3.3.1 Results and interpretations:

The findings of this interview confirm the importance of critical thinking and how it has a strong relationship with reading comprehension. The results show that EFL teachers master critical thinking and know-how to activate it during their sessions. In addition, teachers have the ability to guide students and help them to promote this skill.

All of the participants indicate that the relationship between critical thinking and reading is solid. In fact, all of them, confirm that critical thinking depends on reading in order to be activated. Reading skills can provide the students with the ability of understanding and reason the ideas; this process makes the EFL learners critical thinkers. Moreover, critical thinking offers the students the chance to expose to other cultures, religions, and perceptions. This skill provides the EFL learners with a full understanding by activating their prior knowledge, analyzing and interpreting it, and crate conclusions according to their experiences. According to Ruggiero (1984), reading is the ability to think logically and build conclusions according to the problem. Moreover, Yu-hui(2010) claims that the relationship between reading and critical thinking helps the student think and extract the meaning of the text.

Critical thinking can be a challenging skill for the majority of the teachers, and the ones who master it and know how to deal with it also know how to promote it in class and help the students to acquire reasoning. All of the interviewee the different ways to build critical thinking during their sessions, such as using high-order questions, this strategy stimulates the attention of students and encourage them to bring their prior knowledge. Furthermore, Farmer (2006) et.al, argue that using high-order questions can facilitate the students in the process of discovering the unknown information. Motivation has the same importance as questions. Facione(2000,p.65) indicates that motivation has an effect on the critical thinking of the students, it enables them to determine the problem and form a solution.

Using multiple strategies can enhance the level of critical thinking among students. All of the teachers state similar strategies to achieve the skill. One of those is cooperative learning.

Moreover, cooperative learning enhances the ability to evaluate others' ideas and discuss them. This strategy enables the students to understand and accept new points of view from the other colleagues. Using secondary sources as a map can also provide the students with more information and details. In fact, the fresh topics can, be interesting and raise the attention, encourage them to share their knowledge and explore new ones.

In order to activate critical thinking and form an opinion, the student should know how to analyze, evaluate and interpret the ideas as well as, paraphrase. Paraphrasing is a tool that has an effect on critical thinking because this student uses this tool when s/he completely understands what s/he read and has a general overview of the topic in order to rephrase it in his/her own style. Additionally, Critical thinking has an effect on EFL students thinking. All of the respondents confirm how can critical thinking influence students' way of thinking and reasoning. It raises the awareness of students and ameliorates the capability of building advanced ideas. While using critical thinking the students will be independent thinkers who can monitor the information as well as whether s/he accept those ideas or not. Asking questions can motivate students' reasoning which can lead to logical results, also motivation can be operated. In short, critical thinking can affect different sides of students' reasoning starting with providing him/her with the understanding and the ability to analyze what they read, to forming new independent ideas based on his /her previous information. Indeed, critical thinking has an outcome on students learning process. Teachers set similar outcomes which can be referees, enhancing the ability of creativity because the students will be familiar with using critical thinking and with this s/he can form individualistic arguments. Moreover, the student will be encouraged to evaluate and interpret the ideas of their colleagues besides exploring new knowledge and linking it with their prior concepts. Other words, critical thinking can affect self-regulation and the ability to monitor points of view or judgments.

As it is shown in the discussion, the results are compatible with the literature review. According to what the scholars said and according to the literature review, reading is an important skill that promotes the student's ability to reason and think critically. Moreover, using techniques while reading may enhance the EFL critical thinking among students which leads to providing the learners with analytical thinking. Therefore, the findings claim that reading and critical thinking have a strong relationship that motivates and encourages the student to read

deeper and be more engaged with the text. In fact, this correlation helps the EFL learner to questions in order to form the correct overview based on what him/her already knows.

3.4. Suggestions and recommendations

Critical thinking has always been a difficult task for students, especially for Master one students. Their learning level depends on reasoning the ideas and forming their own opinions while reading. This chapter will represent the suggestions and recommendations in order to generalize this skill and apply it in class

3.4. 1-Cooperative learning:

Swing& Petron,(1982.p,2) note that critical thinking can affect the students thinking. In other words, critical thinking grants the chance for the students to realize the different information. Johnson and Holbubee (1984) claim that working cooperatively is a necessary element and has a positive impact on students' critical thinking. Moreover, According to Johnson &Johnson, (1985), cooperative learning enhances the thinking level among students. Indeed, this technique provides students with the ability to discover the others' points of view which can help to solve the problem with various solutions.

In the same line, Johnson (1990) asserts that among the effects of critical learning is the positive attitude between the students and how it helps them to discuss their ideas without impediments. Cooperative learning generally focuses on the student's efforts as individuals. Further, this can raise the potential of discovering the diversity in arguments and opinions and enhance critical reading.

3.4.2-Asking high-order questions:

Students usually have limited thinking and the role of the teacher in class is to guide those students by asking them high-order questions that serve the topic. Asking questions results in

thinking about other aspects, the students cannot reach with/her superficial thinking. Using open-ended questions can enhance the ability to reason and the student has an opportunity to think of several options and different solutions.

Carmen and Davis (2005) argue that the correct questions enhance the motivation of students and increase the level of learning in class. According to Paul and Elder(2009), the first step for the student to be a critical thinker s/he must have good questions in order to know all the possibilities and form the correct opinion. In fact, good opinions and solutions are always created from excellent and analytical questions.

This technique increases the students' desire to gain knowledge more. Applying high-order questions helps to improve the level of focusing during reading among students. Indeed, the student cannot understand the core of the context without the presence of questions and critical thinking. Moreover, Socratic questions can result in different opinions about the text and boost the students' thinking by making them open to other peoples' points of view.

3.4.3-Schema theory:

According to Anderson(1978,p.369), schema theory is related to one's pre-concepts in every comprehension. Furthermore, Norris and Philips(1987) claim that a full understanding of reading is linked with the combination of both schema theory and critical thinking. These two elements improve the students' creativity and enable him/her to shape his/her opinion based on his/her personal experiences and observation. As reported by Marzano et.al (1988), making judgments and arguments requires the use of schema theory through bringing back the predicting knowledge, resulting from this process are engagements on the students' side.

Williams and Moranl (1989) argue that schema theory has an impact on the pre-reading stage because it encourages students and facilitates to them the process of recalling their prior knowledge in order to comprehend the text better.

Similarly, Norris and Philips(1987) claim that a full understanding of reading is linked with the combination of both schema theory and critical thinking. These two elements improve the students' creativity and enable him/her to shape his/her opinion based on his/her personal

experiences and observation. Using the schema theory results the independence of forming evidence with the help of pre-knowledge.

3.4. 4-K.W.L chart:

K.W.L is an effective strategy used in reading sessions in order to understand the overall text. The K.W.L chart means what the student already knows, what s/he wants to know, and what s/he learned at the end of the session. Car and Ogle(1987) assert that K.W..L technique motivates the students' thinking by recalling their prior concepts fact; this technique improves the students' learning by turning them into critical readers. According to Camp(2000), the outcomes of the K.W.L technique can be the total understanding of the text by enabling the student to link what s/he already knew with the new information gained. This process contributes to the development of the students' ideas and expands his/her thinking.

In addition, Al-Khateeb and Mohammed (2010) note that activating the prior knowledge depends on using the K.W.L technique in order to understand better the text. The K.W.L chart is a significant technique relies on the previous concepts of the ones. It promotes the individual's thinking by enhancing his/her ability of understanding and recognizes the text as well as activating his/her critical thinking. K.W.L results in different outlooks and several judgments based on each one information.

3.4.5-Classroom Discussion and debates:

According to Tomey(2000), this technique improves the students' ability to differentiate the right and wrong side of the topic and ameliorate the critical thinking in class between the students. In the same line, Lieberman et.al (2000) claim that debating encourages the students to expose their thoughts and opinions whether it is right or wrong. In fact, debating has a positive effect on students' thinking. It enables them to analyze their information creatively. Moreover, this teaching method can raise the understanding while reading by discussing the meaning of the context.

Conclusion:

Both critical thinking and reading have a well-establish correlation and they complement each other. This chapter includes suggestions and recommendations that may facilitate the teacher to promote critical thinking during a reading session in order to exceed the difficulties.

General conclusion

General conclusion

The study submitted involves two main skills in research and education. Reading comprehension is an essential skill that provides the student with the ability to text conversion into a simplified and meaningful outcome. Furthermore, critical thinking is classified as the key to reasoning logically by depending on the pre-concepts in order to form new ones. These 2 skills improve the potential dissimilar opinions of their colleagues. The major purpose of the study was to answer questions concerning the importance of reading and critical thinking in the students learning process. The target population was the Master one students in both the Didactics and literature& civilization specialties at Dr.Moulay Tahar University in hope of finding significant results and answers.

The first chapter revolves around different definitions of reading comprehension and critical thinking, their components and importance, along with a detailed description of the correlation between reading comprehension and critical thinking. In addition, the study presents research questions and hypotheses in order to confirm the link between reading and critical thinking. This research inspects the various methods that can motivate critical thinking among EFL learners during their reading sessions.

After collecting data with the mentioned tools, the study comes to a conclusion that explains why critical thinking is an important part of reading comprehension. In fact, the data collections claim that reading skills cannot be comprehended without the use of critical thinking. The interpretation of the results shows and stressed that in order to activate critical thinking, the learner should be open-minded first to accept the various opinions which develop his/her own understanding. It is very important for the studies to rely on their background to ensure full comprehension.

The finding shows that practicing different texts can expand reasoning by implementing several techniques such as questioning and analyzing. Moreover, using critical thinking during reading can improve the student's ability to understand deeper and create a complete, valid overview. Reading in-depth facilitates the students the process of judging others' points of view and discuss it with their own thoughts from their own perspectives.

General conclusion

Likewise, the results confirm that the teachers have an essential role in achieving critical thinking and boosting reading comprehension. The teachers can encourage the students to become familiar and critical thinkers by implementing different techniques that may enhance the student's understanding, such as questioning and activating the sense of analyzing ideas among the EFL students. These techniques stimulate the attention of the student and encourage the process of forming new knowledge based on their prior ones. Additionally, the research found that reading can activate critical thinking because the students who can read effectively and in-depth can be considered critical readers by analyzing and interpreting what they read.

The research especially during the data collection period faced some obstacles in order to cover all the angles of the study. For example, during the observation there were some students who faked their behaviour when they know they are under observation which makes it difficult to observe. Furthermore, while conducting the questionnaire few of students skip the open-ended questions and refuse to express their thoughts. Concerning the interview which was via email, it was difficult to receive an answer from the teachers due to their full schedule.

All in all, the results found that reading with the use of critical thinking requires effort, especially from the teacher who should be aware of the suitable methods used in class in order to guide the students and improve their critical thinking. Developing learners' learning process is a challenging task especially for promoting critical thinking in reading classes. The present research can be the practical beginning for future studies in the field that deals with the same topic.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Questionnaire for students

You are kindly requested to answer the questions below that serve as data-gathering tool in order to collect information about “The impact Of Reading on enhancing the Students ‘Critical Thinking’”. The target population is Master One of both Didactics and Literature&Civilization Specialties, at Saïda University. We would be very grateful if you accept to fill it the most honestly possible. The filling will take approximately 10-15min.

Section 1: Personal Information.

1. Gender:

Male ☐

Female ☐

2. Age:

3. As a learner, do you classify yourself as a good reader?

Yes ☐

No ☐

4. As an EFL learner, do you practice reading in class?

Yes ☐

No ☐

Section 2: Background Information.

5. Critical thinking is a part of the reading understanding.

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Yes ☐

No ☐

If yes answer the question 6, if no skip this question.

6. Does it reflect on your comprehension?

Yes ☐

No ☐

Tick (✓) the appropriate answer.

7. According to your prior knowledge, what is critical thinking?

- ☐ Critical thinking is skimming.
- ☐ Reader uses certain questions that enhance the comprehension of the text.
- ☐ It is nothing more than reading technique.

8. Critical thinking includes:

- ☐ Analyzing.
- ☐ Understanding.
- ☐ Evaluating.
- ☐ Interpreting.
- ☐ All above.

9. As a master one student which reading approach is more suitable for academic process?

- ☐ Reading comprehension
- ☐ Critical reading

10. According to you, what does it mean critical thinking?

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11. Please cross (x) the appropriate answer according to you.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Critical reading can be defined as reading in depth.					
Critical thinking can improve the ability of understanding better the text.					
Practicing reading can build up the critical thinking among EFL students.					
Critical thinking is the key of analyzing ideas and arguments.					
Critical thinking helps students to develop objectives more focused and in systematic way of thinking.					
Critical thinking is an active way of reading.					
Asking questions during reading helps the EFL learner to achieve the critical thinking.					

Section 3 : The outcome of critical thinking on reading.

12. Rate each element from 1 to 5 according to you.

Items	1 Strongly disagree	2	3 Neutral	4	5 Strongly agree
How much are you engage in reading in the class?					
To what extent you give importance to critical thinking?					
To what level does critical thinking has an effect on your understanding?					
At what level critical reading is beneficial to your comprehension?					
As an EFL learner, can you refine different views from the text while reading?					
By reading you can predict the main idea from the title or the subtitle.					
With using critical thinking, you can					

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compare your point of view with the text.					
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13.How personally you rate these elements?

Items	Always	Usually	Often	Sometimes	Never
How likely you depend on thinking critically during reading ?					
How frequently does the instructor encourage the critical thinking in reading sessions?					
Does critical thinking aid you to figure the key points of the text quickly?					
During reading, how often do you relate the new information with your prior knowledge?					
By using this skill, would you predict the outcomes of the text at the end of reading ?					
Do you tend to think critically while reading in order to recognize the text?					

14.As a future EFL teacher, how can critical thinking impact reading?

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Appendix B: Teachers' Interview

Interview for teachers

You are kindly invited to answer my interview questions. This interview is designed to understand the importance of reading in enhancing the EFL critical thinking among Master one students at Saida University. Thank you for taking your time to assist me with this research.

1. What is the relationship between reading and critical thinking?

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2. How can the instructor help the EFL learners' to develop critical thinking?

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3. What are the strategies used? List at least three of them.

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4. How can critical thinking affect the EFL learners' thinking?

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5. What are the outcomes of critical thinking?

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Appendix C: The Observation

Objective items to be observed	Occurrence rate			
	Always	Sometimes	Rarely	Never
1-The EFL learners practice reading in class.				
2-They use their Critical thinking during the session.				
3-The EFL students collaborate with the teacher.				
4-They work in group works.				
5-Creativity has a place inside the class.				

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6-The EFL students examine their own thinking.				
7-The teacher encourages the critical thinking in class.				
8-The students ask questions in order to activate their critical thinking				
9-The teacher tend to explain and pose open-ended questions.				

Resumé

Résumé

Cette étude se concentre sur la façon dont les compétences en lecture affectent la pensée critique chez les étudiants de première année de maîtrise dans le département d'anglais de l'Université Moulay Taher à Saida. Les objectifs de cette étude étaient de connaître le rôle de la lecture dans l'amélioration et le développement de la pensée critique chez les élèves et de clarifier les effets de la dépendance à celle-ci pendant la lecture. La méthodologie choisie pour étudier cette recherche comprenait trois façons différentes de recueillir de l'information et de comprendre l'étude à tous égards. Tout d'abord, le questionnaire a été adressé au groupe d'étudiants afin de voir dans quelle mesure ils comprennent ces éléments et comment la pensée critique peut affecter le comportement et l'influence de l'élève. Deuxièmement, l'entretien, qui comprenait des professeurs d'anglais de la même université, où l'entretien visait à découvrir comment le professeur traite les étudiants dans les cours de lecture, comment il peut appliquer la pensée critique dans le département et comment amener les étudiants à acquérir cette compétence. Enfin, notez au sein du département afin d'enregistrer et de surveiller les comportements des élèves tout en adoptant la pensée critique en lisant et combien ils l'acceptent. Les résultats de la recherche ont révélé que les étudiants de première année de maîtrise s'appuient sur la pensée critique dans le département où cela se reflète dans la mesure où ils comprennent l'information et la mesure dans laquelle ils l'analysent en plus de leur capacité à construire leur opinion personnelle indépendante. De plus, les résultats de l'entrevue ont montré que les enseignants savent comment gérer la pensée critique et les bonnes façons de l'appliquer, car la plupart des enseignants affirment que la pratique de lire et de poser des questions peut renforcer cette compétence chez l'élève. En plus de l'observation que le professeur a un rôle central dans l'activation de la pensée critique et l'amélioration du style de l'étudiant en termes de questionnement et de recherche en profondeur.

ملخص

تتمحور هذه الدراسة حول معرفة كيف تؤثر مهارة القراءة على التفكير النقدي بين طلاب السنة الأولى ماستر قسم اللغة الانجليزية في جامعة مولاي طاهر بسعيدة. أهداف هذه الدراسة هي معرفة دور القراءة في تحسين و تطوير التفكير النقدي بين الطلاب و توضيح الآثار الناجمة عن الاعتماد عليه أثناء القراءة. المنهجية المختارة لدراسة هذا البحث كانت تشمل ثلاثة طرق مختلفة من اجل جمع المعلومات و من اجل فهم الدراسة من كل الجوانب. أولا الاستبيان الذي كان موجه لفئة الطلاب من اجل رؤية مدى فهمهم لتلك العناصر و إلى أي مدى يمكن للتفكير النقدي أن يؤثر على سلوك و تأثير الطالب. ثانيا المقابلة التي كانت تشمل أساتذة اللغة الانجليزية من نفس الجامعة حيث كانت المقابلة تهدف لمعرفة كيف يتعامل الأستاذ مع الطلاب في حصص القراءة و كيف له أن يطبق التفكير النقدي في القسم و كيف يجعل الطلاب يكتسبون هذه المهارة . و أخيرا الملاحظة داخل القسم من اجل تسجيل و مراقبة سلوكيات الطلاب أثناء اعتمادهم للتفكير النقدي أثناء القراءة و مدى تقبلهم له. كشفت نتائج البحث أن طلاب السنة الأولى ماستر يعتمدون على التفكير النقدي في القسم حيث ينعكس ذلك على مدى استيعابهم للمعلومة و مدى تحليلهم لها بالإضافة إلى قدرتهم على بناء رأيهم الشخصي المستقل. علاوة على ذلك نتائج المقابلة كانت توضح أن الأساتذة يعرفون كيف يتعاملون مع التفكير النقدي و الطرق الصحيحة لتطبيقه حيث إن معظم الأساتذة يؤكدون أن ممارسة القراءة و طرح الأسئلة يمكن أن يقوي هذه المهارة لدى الطالب. بالإضافة إلى الملاحظة التي أكدت أن الأستاذ له دور محوري في تفعيل التفكير النقدي و تحسين أسلوب الطالب من حيث التساؤل و البحث بعمق .