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Faculty of Foreign Languages

Department Of English

MASTER IN

DIDACTICS OF FOREIGN LANGUAGES

**The role of writing in enhancing students' intellectual
abilities**

Case of Study: University Master Two Students.

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Dedications

I dedicate this work to my dear father ,the source of power , and to the pearl of my life my mother for their unconditional love and their support.

My research is also dedicated to my dear sister Fatima Zohra Noria. To my nephews Bensayah Belkacem and Bensayah Abd elhamid. To my beloved niece Bensayah Houria.

I would also like to dedicate this humble work to my entire family (Bentaleb & Khalifa).

Dedications are extended to all mates at university and for all those who know and support me .

Thank you

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Abstract

Improving students' intellectual abilities has been considered as one of the main purposes in higher education. The present research is an attempt to identify the possibilities of promoting mental abilities through the writing skill, as it demonstrates the way students' creativity and ability of developing critical thinking could be reflected in writing. It has been considered that writing is a key element to promote mental skills, due to the need of the writer to analyze, evaluate and construct a coherent and cohesive text in order to convince the reader. This study explores how promoting intellectual abilities are important for allowing the student to bridge the gap between what they have learned in the classroom with the world outside. It investigates the case of Master two students from two different specialties; Didactics of foreign languages and Didactics applied linguistics, and different teachers' stand points at Abdel Hamid Ibn Badis University of Mostaganem regarding the core of this research. Both students and teachers participated in answering questionnaires in order to collect the data needed to explore the validity of hypotheses. The work is divided into three chapters; the first chapter covers an overview of the research and related work; the second revolves around the adopted methodology of research and data analysis; and the last one deals with the findings, suggestions, and recommendations based on the data collected and analyzed. The findings demonstrate that learners' intellectual abilities can be promoted through persuasive writing. The research concludes that there are possibilities of enhancing intellectual abilities in EFL classrooms through writing workshop.

Keywords: Intellectual abilities; critical thinking; mental capacities; critical reading ; writing.

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List of Abbreviations:

IA:Intellectual abilities

CT: Critical Thinking

CR: Critical Reading

EFL:English as a Foreign Language

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General Introduction

Enhancing intellectual abilities has been a constant matter among various studies. The need for those abilities resides in the way they could be developed, hence, it is vital to adopt the suitable approaches and techniques to work on building them. Previous research has concluded that the main aim of education is learning about the way thinking, analyzing, reasoning skills are developed. Recently; many researchers have identified the importance of developing intellectual abilities, and the skills that can be used to engage and to participate in a particular domain.

The gap that resides between teaching at university and students' ability in showing their opinion in written form is the weakness in language. Language is a conclusive factor of any learning, it is the key of acquiring the information and transferring of the knowledge. Therefore; the weakness in language can have an impact on understanding the information, because students with humble language skills will have difficulty in understanding the information which will affect in sharing their written knowledge as well. This is why working on enhancing intellectual abilities and writing lead students to obtain the information and share the knowledge with the world around them.

The purpose of enhancing intellectual abilities in class encouraged us to find out various techniques that may improve and motivate the mental activities. The aim of the current study focusing on improving intellectual abilities in EFL learners through writing and filling the gap between what is examined at universities' class and what is needed in real world.

The following research questions and hypotheses would place the research in a clarified perspective:

- 1) How can writing enhance students' intellectual abilities?
- 2) How can intellectual abilities be reflected in writing?

General Introduction

In order to achieve favorable result regarding EFL learning and enhancing mental activities we hypothesize:

- 1) Writing may promote intellectual abilities through critical thinking and by improving ways to learning
- 2) Intellectual abilities improve writing through reading.

This work is divided into three chapters. The first chapter covers an overview of research related to this topic as well theories about the most important concepts discussed. Whereas the second chapter involves around discussion of the research Methods and tools: a questionnaire addressed for master two students and an interview carried out with teachers at Abdelhamid Ibn Badis University. It is also covers data collected from undertaken research. The last chapter discuss data analysis and the most important finding, suggestions and recommendations.

Chapter One:

**Building intellectual abilities on the basic of
writing**

Chapter one: Building intellectual abilities on the basis of writings

1.1. Introduction :

Writing is most difficult linguistics skill in learning , It plays a great role in converting ideas and creating new knowledge . Writing is considered as a mental work, this is why it is known as "productive skill ". Teaching writing helps students in enhancing their vocabulary and in learning grammar rules , as it develops thinking process of students .

This chapter represents the writing : definition ,types, stages ,and the importance of writing in developing student's intellectual abilities , as it explains the reflection of mental activities in writing .

1.2. Definition of writing :

The concept of writing had been defined by different scholars and its definition differs from one to another . According to Nunan (2003) : "*writing are physical and mental fact. It is about discovering ideas , thinking about how to communicate , develop them into statement and paragraphs that will be comprehensible to reader .*" (Nunan, 2003, p. 2). By means ; writing is a mental activity of creating ideas ,it allows students to thinking about finding suitable ways for expressing and organizing the ideas into sentences and paragraphs for purpose of making it easier for readers to understand .

Writing is considered as an indirect communicative way in transmitting and creating both of ideas and knowledge as Jonah (2006) stated : "*writing can be used as an indirect means of communication to other to convey information ... writing should be able to produce something new and can give an idea or ideas to the reader through writing .*" (Jonah, 2006, p. 29). According to Harmer (2001) ; writing is a way of interpreting ideas and feelings as he stated that : "*writing is a form of communication to deliver thoughts or express feeling through written form .*" (Harmer, 2006, p. 79).

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In addition ; writing is described as combing of letters or symbols in order to produce a meaningful sentences and coherent text for purpose of communication and expressing ideas , thoughts and feeling as Byrn (1988) argued that writing can described as : *"... a sequence of sentences in a particular order and linked to gather in a certain a way ."* (Byrn, 1988, p. 1) .

Writing is considered as a complicated and difficult task to learn ,it concerns a basic of knowledge of grammar and vocabulary . Moreover ; writing helps reader to getting involved in society as Tribble (1996) claimed that : *" ... to be deprived of the opportunity to learn to write is to be excluded from a wide range of social roles , including those that majority in industrilized societies associated with power and presetige ."*(Tribble, 1996, p. 12).

1.3. Types of writing :

There are different styles of writing essays and paragraphs , each writing style is used for a specific purpose , it differs from one style to another depending on the author what s/he wants to discuss about . There arefour types of writing asfollow:

1.3.1. Expository :

Writing an expository is not about persuading or convincing the audiance . Instead ; expository writing is used for explaining , describing , and providing information , this is why it is known as *" informative writing "* . it gives more details about various aspects such as : event, cause and effect , text book and others . Including evidence instead ofauthor's opinion.

The main purpose of the author in expository writing is informing the readers within sighting and facts that pertain to the subjects of this piece of writing .

1.3.2. Descriptive :

Descriptive writing is about providing a clear and concise description of place , event , or a person by giving much more details . In descriptive writing the author goes deeper than expository writing by using metaphor and other literarydevices for

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purpose of making appearance and lead the reader feels the environment of the texts through imagination, it allows the readers to imagine what they are reading. Descriptive writing includes: poetry, journals, description, novel and others.

1.3.3. Narrative :

Narrative writing is kind of writing that tells a story about a particular event that had been experienced by the author. It can be either a real story or an imaginary one. In the narrative writing the author is trying to constructing and contacting a story with reader. As it includes : character, setting, plot, and ending.

1.3.4. Persuasive :

Persuasive writing is a form of writing where the author is trying to convince the reader to believe an idea or an opinion about a particular topic. This type is known as "Argumentative writing". In the persuasive writing the author must prove his point of view by using justification and causes that have confirmed by strong evidence it is used in various fields such as : advertisement, political speech, and others.

1.4. Stages of writing :

For purpose of producing a powerful piece of writing, the author needs to go through various stages as follow :

1.4.1. Planning :

Planning is the first stage where the author starts thinking about what s/he is going to write and how formulating thoughts into sentences and paragraphs at the same time. As Hedge (2000) stated that planning considered as a thinking task about particular topic in which students need to do before they start writing. At the beginning, the author needs to introduce the topic that had been chosen. Then ; start narrowing for purpose of expressing the aim of piece of writing with mentioning information sources. At this stage the author should focus much more

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on the meaning and thoughts organizing , so that motivate them to think about the purpose of their writing .

1.4.2. Drafting :

At this stage ;the author focus much more on the content by trying to find effective ways for purpose of communicate the ideas with the reader instead of focusing on language and mechanical aspects such as : grammar , spelling , and punctuation .for instance ;in introductory paragraph the author should present the topic that will discuss about in the following paragraphs , it is better for the author to use strong opening such as : provocative questions , or interesting facts for purpose of getting reader's attention to keep reading .

In the body paragraph ; each paragraph speak about one idea , in the topic sentence that will guide the reader to know what follows in the paragraph as the author needs to submit enough supporting sentences to develop the main idea . By the end ;the author should summarize the main ideas that had been developed in the body paragraph using strong statement , synonyms , and figurative language .

1.4.3. The revising and editing :

After drafting and organizing thoughts , it comes with revising and editing stage. At this stage, the author revises what have been written with doing some editions by giving much interest on the language instead of focusing on the content. It is better for the author to use various verbs , tenses ,precising the writing work by using different of language instruction and text mechanics such as : capitalization ,numbering , and others .

1.4.4. The proofreading and presentation stage :

Before presenting the final work , the author needs to do some finishing touches for purpose of aesthetic polishing the text perfection . For instance ; if it is handwriting text , it is better of using a ruler in order to creating margin on both sides of the page . Or while using a computer ,it should be coordinate spacing and

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heading level .The author must look for finding out the tiny errors before present the final work .

1.5. The interrelation between reading and writing :

According to foundation of critical thinking , the one who has poor reading basically , s/he has a poor writing. as it had been cited that : "*any significant deficiency in reading entails a parallel deficiency in writing . Any significant in writing entails a parallel deficiency in reading*" (David, STC, 2011). Reading is considered as anevaluating toolto enhance both of intellectual ability and students' writing. It refers to being engaged with the text or articals that we are reading , through developing the clear image of understanding the author's ideas , and by assessing the argument , and providing evidence it helps in supporting and forming own opinion in written form .

In addition ; there are different strategies of reading that can be effective in developing writing . For example ; clarifying purposes , which means that in any reading activities students must be ready to understand the author's purpose and knowing about , they can use this strategy to express their purpose in writing .

Formulating questions after reading by means , students can ask questions about the text they have read because it encourages them to find out the hidden meaning . This strategy can help students in developing their writing and go deeper in particular topic they are writing about through asking questions .

Exploring options by means , encouraging students to think critically about what had included in the text and what is the absent of the text , it encourages students to use critical thinking to issue in their writing task concerning what they should mentioned and what they should avoid .

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1.5.1. Developing writing through reading :

Developing writing improve from reading because reading is a way of learning information , while writing is a way of transmitting the information . Reading enhances writing through various steps:

First ; reading improves comprehension for a subject .By means , reading about different subjects which are not interested to us , play a great role in developing writing by improving our understanding about variety of subjects so that , it is better for students to variety their reading in order to improve their writing in different subjects .

Second ; reading improves vocabulary because usually while reading , students will come cross with new words which they may find difficulty to comprehend the meaning but through time , student's vocabulary will increase through adopting reading and they will be able to use new vocabulary in their writing .

Reading more improves concentration because regular reading in day (read a book for two hours in a day) helps students in improving the concentration ability . Reading contributes the students to practice on their concentration, this can be effective in leading students concentrate while writing.

In addition ; using both of critical reading and critical thinking can be effective in developing writing because both of them allow the students to gain more from reading and criticizing then outcomes . it is that the students can summarize and develop their own ideas into paragraphs from the understanding of what they have read . This is why, the foundation of critical thinking (2011) claimed that by enhancing critical reading and critical thinking we enhance writing skill.

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1.6. Definition of intellectual ability :

Intellectual ability is a term that deals with mental abilities such as : thinking , reasoning , analyzing and problem solving . Usually, it refers to the ability measured by doing on intelligence test. As Cnchikwe (2009) said that intellectual ability means the ability measured by delivering on intelligence test, it refers to performing mental activities.

The university of Edinburg was interested in doing an intelligence tests , as the research was based on fluid and crystalized intelligence . When presenting the difficult problems , the ones with high level of intellectual ability demonstrate a greater ability to go deeper in understanding the problems and come with suitable solutions , as a result ; the scientists specify two types of intelligence . First, fluid intelligence refers to capability in solving problems and reacting to the situation. Second, crystalized intelligence concerns in developing skills.

There are different dimensions of mental activities , the most frequently that described the dimensions of intellectual capacities such as : Number aptitude (mathematics) , verbal comprehensible (English) , perceptual speed , reasoning , and memory . As Martin(2018) stated that intellectual ability refers to Memorization , creativeness , problem solving , it submits skills that require to critical thinking .

1.6.1. Definition of critical thinking :

Critical thinking is known as a mental activity that lead to understand the world by asking questions , analyzing information , and making reasoned judgment . According to Martin, Paul, and Adamson there is no specific definition of critical thinking. But there are different understanding and explanation of critical thinking that express its various aspects .

According to Ennis and Norris (1989) critical thinking means reflective thinking that determine what to believe and what to do in order to adopting attitude and habit of mind . As it plays a role in expressing someone's identity. Referring to Benesch (1999) critical thinking has crucial role in personal identity.

Chapter one: Building intellectual abilities on the basis of writings

Ennis(1991) stated that critical thinking includes groups of cognitive skill such as : clarification skills by identifying the interest of issues , questions and result base on analysing and answering questions . Basic skills for decision ; through judging the information and make a report about it . interference skills which is about giving hypotheses through thinking and integrating different abilities for purpose of performing a decision .

Paul and Elder(2006) stated that critical thinking refers to : " art analyzing and evaluating thinking with a view to improve it "(Paul & Elder, 2006 , p. 2) . Sternberg (1986) argued that : " *critical thinking comprise the mental process ; strategies ; and repretations people use to solve problems ; make a decision , and learn new concept* " (Sternberg, 1986, p. 3).By means ; critical thinkers are the ones who formulate the ideas and found the suitable solutions while dealing with difficult situations .

For Linn (2000) , critical thinking includes different skills such as : source of information , analyzing and reflecting if the research result are coherent with previous knowledge then , setting the conclusion rely on critical judgment .

1.7. Intellectual ability and writing :

For purpose of creating an effective and engaged writing , it is necessary to know about developing ideas in writing . Enhancing intellectual abilities plays a great role in making student think clearly and critically in forming judgment as it can be helpful in expressing their ideas in written form .On the other hand ; writing is a tool that helps students to express their thoughts . Base on this ; we can say that writing and intellectual abilities influence each other , they are interrelated .

1.7.1. The role of writing in developing intellectual ability :

Learning about developing intellectual abilities means learning about enhancing mental activities such as : thinking and critical thinking . writing can be used as a tool to evaluate students' ability to develop a coherent piece of writing .

Chapter one: Building intellectual abilities on the basis of writings

1.7.1.1. Developing critical thinking through writing :

Writing can evaluate and reflect on information, because while writing any piece of writing, it allows students to understand how they should react to the information whether they agree or disagree, or making them excited or confused. Evaluating with various sources of information while presenting any argument is very necessary because there is a difference between using own argument with evidence and expressing own opinion. By means, students will know that facts are truth had been proven. While opinions are up to someone's experience which have never be tested.

Writing can be an effective tool in making a decision and in solving problems, because decisions making is considered as conclusive part of critical thinking, it concerns about making the perfect choice between various choices. Students need to make a decision while writing especially if it is the persuasive writing, they will look for the perfect making decision to defend their ideas and to argue their positions. Writing will become easier to managing problems by breaking down to different parts such as: introduction, body, and conclusion.

In order to improve intellectual abilities, it is very necessary to value creativity, and taking time to write down thoughts can be helpful for those students who have difficulty in expressing their feelings in speaking, they find it hard to make a sense of what they feel inside. In such a way, this can be effective in increasing intellectual abilities by make students go deeper in thinking.

David McCullough stated: "*writing is thinking. To write well is to think clearly*" (David, 2016). By means, through writing the students can develop the ability to think. Another point; writing enhance the thinking process and collaborating in developing of critical thinking by stating ideas and lay out the arguments. To cultivate high thinking, for instance; when writers face a complex issue, they will have opportunity to stating their thoughts and organize various steps to solve the problem, this called critical thinking in actions.

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1.7.1.2. Improving ways used in learning through writing :

The previous studies have shown that : "*recursive and reflective nature of the writing process contributes to student learning* "(cited in grammaelyblog,2016) . By means; writing enhances conceptual learning through promoting analytical thinking on subjects. It had been cited in Christensen (2014) free writing is considered as most valuable tool for creativeness and for learning, because free writing helps student to clarify thoughts and explore possibilities as well. During free writing , the writers give more interest in ways that letting the brain to look outside of domains without keep focusing on particular domain . On the other hand ; writing can help students to feel grounded the situation or events through seeing the written thoughts on page permit the students to manipulate them in more significant way. For instance; student can write words down then elaborate on them the additional words, this act is ideal for capturing ideas and help student to learn in developing ideas and thoughts.

1.7.1.3. Making student closer to the subject by writing :

Writing about a particular subjects daily it brings student closer to the subjects , because it keeps the subjects fresh on student's mind . By means ; writing allows student to go deeper and closer to the research subject each line through thinking and give more interest to it . As it cited in grammarly blog (2016): "*when you are dealing with large complex problem; or writing about a research subjects You are moving closer to the resolution of the problem or research subject each day by thinking it out on screen* "(cited in grammarlyblog,2016) .

1.7.1.4. Making student smarter through handwriting :

Though technology have a major impact on student learning , handwriting has a great benefit in enhancing intellectual capacity through focus on improving critical thinking and creativity as well . According to various studies, handwriting allows student to connect with the words and lead the brain focus on understanding the meaning of words and memorizing them.

Chapter one: Building intellectual abilities on the basis of writings

According to Pam .A.Muller of princeton university and Daniel M.Oppenheimer of university California argued that computer make poor note taking due to distractions that can be available on the internet, whereas handwriting is a key that help student to learn what they write , they claimed that :

" handwriting is better because it slows the learner down "(cited in business insider , 2014) . By means ; through slowing down the process of taking note facilitate learning for students by getting focused and giving more attention to what they write .

Muller and Oppenheimer stated that while taking note the students are not able to write each single word they heard. Instead; they will be able to write the key words, shorts quotes, and summarize, that will lead them to make more effort to understand and get the meaning through thinking and memorizing, because usually students remember what write by hand better than texting on computer.

Dr.Mark Seifer stated some benefit of writing by hand that how can be helpful to student's brain. First; writing by hand has calming effect he said that writing sentence such as "i will be more peaceful "several times on day can influence the writer heclaimed: *" this actually calms the person and retrains the brain "*. Second; writing by hand enhance the cognitive skills, it inspires creativity. By means; when taking a pen and paper trying to write something it implies more creativity thought and ideas as, Dr.Seifer said:" *taking a pen to paper inspires more creativity thoughts, because it is a slower process than just typing something on a key board "*(definitive book of handwriting and analysis , 2008).

Dr.Seifer includes that handwriting improves memory he said :" *there have been a number of studies which show that as children develop , those who handwrite have better memory retentions "* . (definitive book of handwriting and analysis , 2008).As other psychologists confirmed that handwriting effect on memory for both adult and kids. Handwriting uses more of students' brain, Dr.Seifer said that: *"one key difference is movement that involve the motor context of brain, so... You are*

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using more of the brain when you simply type " (definitive book of handwriting and analysis , 2008).

1.7.2. The importance of intellectual ability in developing writing :

Intellectual ability is mental process that includes ,analyzing ,reasoning , thinking and critical thinking . According to Bean (2011) , there is a direct relationship between critical thinking , reading , and writing , as Paul (2004) explains the relationship he said : *" learning how to read closely and wrote substantively are complex critical thinking abilities . When I can read closely , I can take ownership of important ideas in a text , when I can write substantively , I am able to say something worth saying ..."* (Paul, 2004) .

Based on what Paul said (2004) , intellectual ability has a great role in developing writing through reading and critical thinking . Critical thinking helps students in developing and organizing thoughts and focus on their writing to be more coherent. The benefit of thinking in writing is helping the students to have a great understanding of a particular subject they are writing about through thinking deeply about it . Moreover ; using critical thinking in writing encourage students to ask questions during writing , and answering that questions which will help them to improve their writing . The most important in using critical thinking is making ideas clear and easy for students to analyze it .

1.8. Conclusion :

In conclusion ; this chapter was a theoretical part , it included different definition of writing , types and stages that the student needs to follow in order to organize a good writing , as it explains the intellectual ability including thinking critical thinking and reading by focusing on how writing and intellectual abilities can enhance each other .

Chapter Two:

**Examining the possibilities of enhancing
intellectual abilities through writing.**

Chapter two: Examining the possibilities of enhancing intellectual abilities through writing

2.1. Introduction :

After presenting the theoretical part in which intellectual abilities can be promoted through writing for English foreign language students (EFL). The purpose of this chapter is to realize whether the writing can be considered as a key element to developing student intellectual abilities .

This chapter includes the aim of the study. Then , moving to discussing the methodology that had been used as it deals with describing data collection , analyzing the impact of writing on promoting intellectual abilities for students . By the end, it briefly will analyze all data to explain later.

2.2. The aim of the study :

The current research focus on the role of writing in enhancing intellectual abilities including critical thinking for students . The purpose is to see teachers' and students' point of view through using two different tools. The result earned from analyzing and discussing will identify whether the writing process influence intellectual abilities . In order to express the role of writing in developing intellectual abilities , it focus much more on critical thinking and getting interest on developing students' writing through reading .

2.3. Methodology :

In this part ; this research is expressing that writing for English language students has an effect in developing intellectual abilities . To reach the goals of research , there is a need of method which should be chosen depending on the topic . Its purpose is providing both population and collecting the data tools.

2.4. The population :

This research is from department of English at university of Mostaganem. In order to have a good result , we choose the population both of teachers and students from the same university , we were able to gather eight (8) of teachers of different modules , as we could gather twenty master two students from department of English , they were requested to answer the questionnaire to know their opinion on promoting intellectual abilities through writing .

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2.5. Tools :

For purpose of reaching our objectives , we used one questionnaire for students includes fourteen questions about evaluating their writing and their thinking process . The second tool is an interview for teachers which is divided into two parts . The first part concerns with determining their degree and their experience in teaching, whereas the second part concerns with detailed information which related with writing and how teachers promote student's intellectual abilities through writing

2.6. The analysis of the questionnaire :

2.6.1. Learner's questionnaire :

In the current study , the choice of questionnaire was suitable for students so that they have time to think in order to give a meaningful answer. This questionnaire of fourteen mixed questions.

Question 01: what do you do in your freetime?

This question aims to identify what student like to do in their free time.

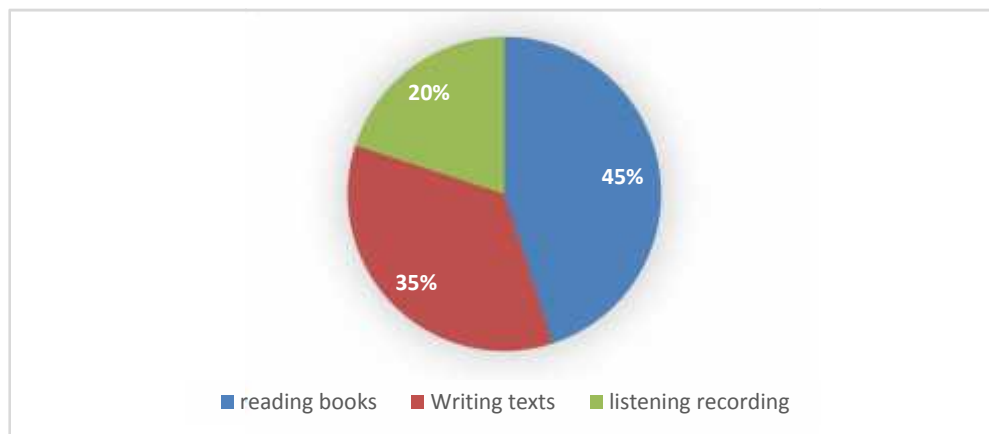


Figure 2.1. : Student like doing in free time.

Starting from the graph above we can see that the majority of students (45 %) like reading books in their free time , whereas some of them (35%) prefer writing texts . Other participants (20%) like to listening recording.

Chapter two: Examining the possibilities of enhancing intellectual abilities through writing

Question 02: Do you like writing?

This question is to identify students' opinion to find out whether they like writing or not.

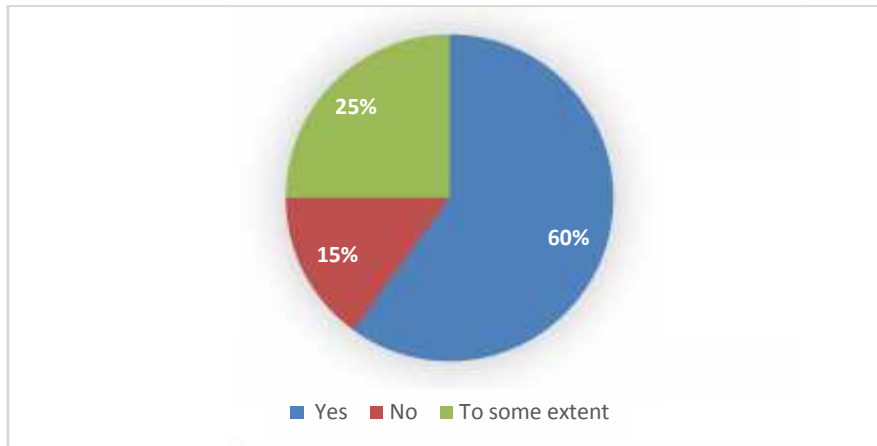


Figure 2.2.: writing skill.

From the graph above it is noted that most of students (60%) like writing as we can see that some of them (25%) like writing depending on the content. By means, if the content belongs to their interest. Only three participants (15%) do not like writing.

Question 03: How would you evaluate your writing skill?

The aim of this question is determining how students evaluate their writing skill.

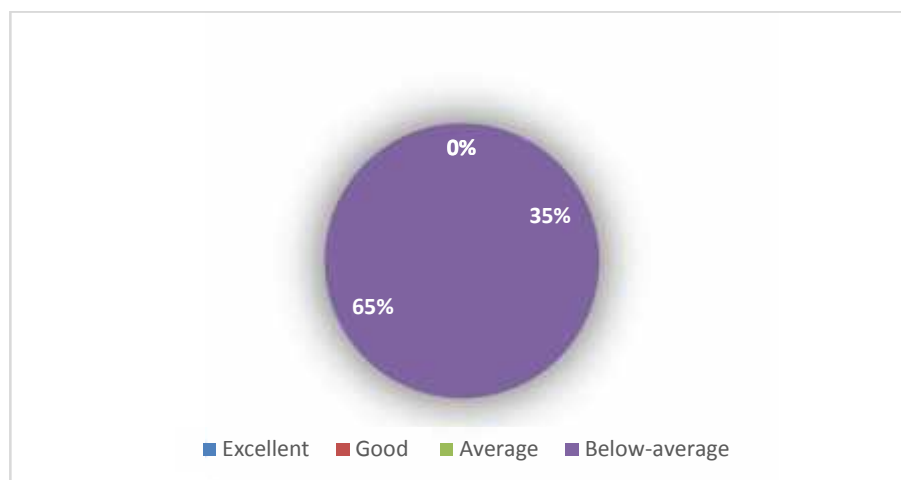


Figure 2.3.: Evaluating student's writing skill.

Chapter two: Examining the possibilities of enhancing intellectual abilities through writing

Starting from the graph above, we can say that most of students (65%) evaluate their writing skill at the average level. While other participants (35%) evaluate their writing skill at good level.

Question 4: what are the difficulties you face in writing?

The aim of this question is to identify the difficulties that student face in writing.

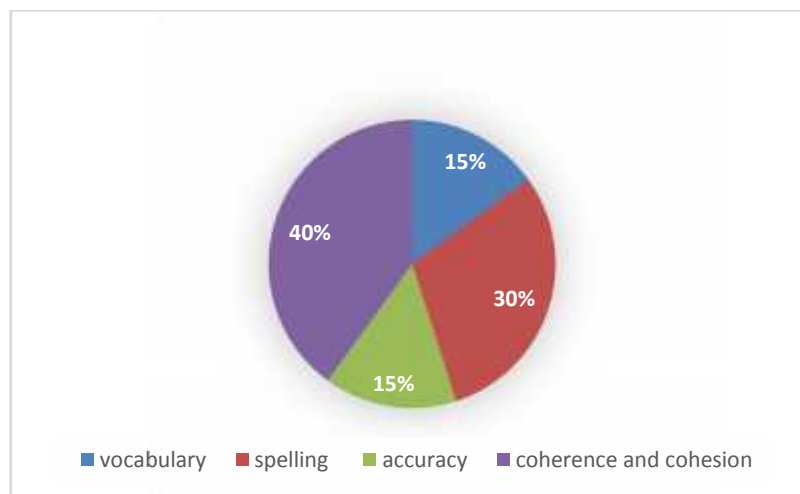


Figure 2.4. : The difficulties of students in writing.

From the pie chart above, it is noted that 40% of students have difficulties in coherence and cohesion. 30% of them find it hard in spelling. Whereas 15% of the students said that they have difficulties both in accuracy and vocabulary.

Question 05 : Do you consider thinking is a key element to develop writing ?

The aim of this question is to find out the student's opinion about thinking whether it can develop writing or not.

Chapter two: Examining the possibilities of enhancing intellectual abilities through writing

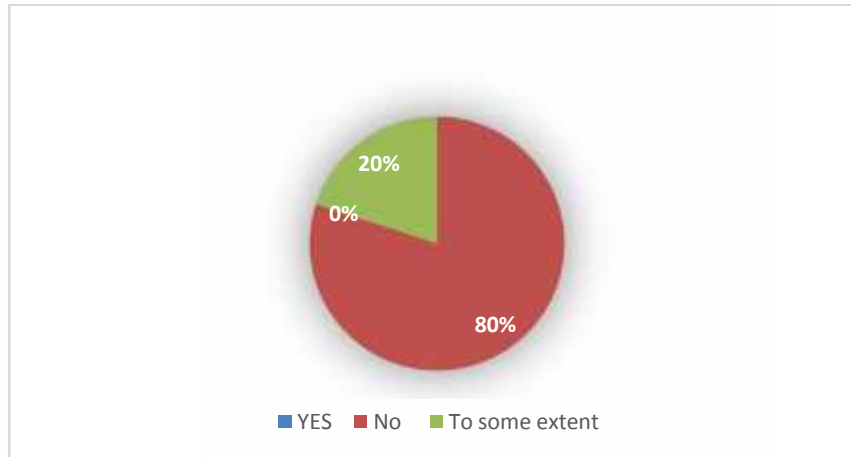


Figure 2.5. : Thinking is a key element to develop writing.

Starting from the graph above, it is noted that 80% of students agreed that thinking is considered as a key element to develop writing, as they argued that the process of thinking is the process of brainstorming ideas, deciding upon what is adequate to the content. While 20% of students said that thinking can develop writing in some cases as they argued that thinking provides students with different ideas that can be expanded and how lead students to link the event to gathered and creating the conclusion.

Question 06: In your ownwords define critical thinking ?

The aim of this question is to identify student's understanding about criticalthinking. Allstudents whoparticipated in the questionnaireclaimstheir understanding about critical thinking as follow:

- Critical thinking is process of formulating ideas at the level of mind but in a critical way, it is an intelligent way of thinking organized by using questions.
- Critical thinking is questioning one's own ideas in term of credibility and reliability.
- Critical thinking is the ability to think using logic, reasoning, and much data.

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- Critical thinking is the ability to deconstruct knowledge and questioning them and seeing them from different sides before adapting them or taking them as facts .

Question 07: what is the difference between thinking and critical thinking?

The purpose of this question is to identify whether the students aware of the difference between thinking and critical thinking.

All students agreed that there is difference between thinking and critical thinking , as they argued various answers including :

- Thinking is a natural process but critical thinking is deeper.
- Thinking is just recopying what someone's has ideas in his mind, whereas critical thinking is questioning these ideas.

Thinking is just process of recalling own ideas , whereas critical thinking is questioning ideas in term of validity and credibility .

Question 08: what are the skills that can be used to develop the writing process?

The aim of this question is to identifying the skills that students use to develop their writing.

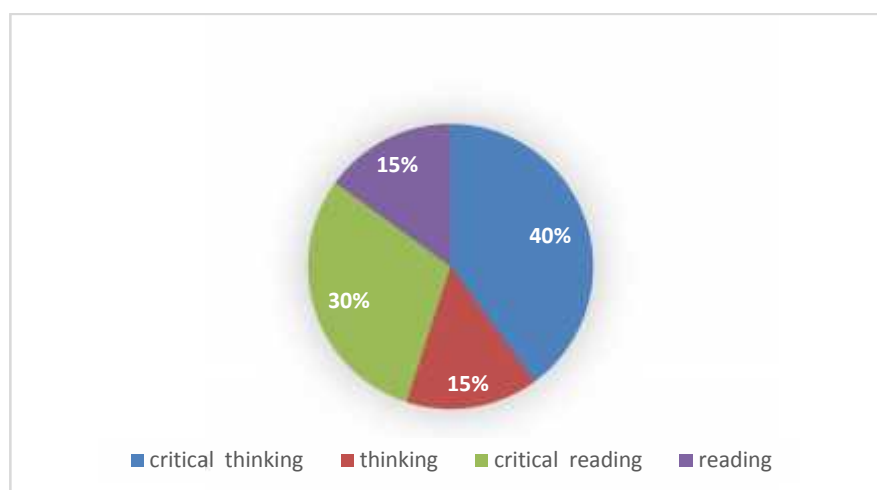


Figure 2.6. : Skills use to develop writing.

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From the graph above, we can say that 40% of students claimed that the effective skill that use to develop writing process is critical thinking. While 30% of them said that critical reading is suitable skill for developing writing process. And 15% of students argued that thinking is the effective skill to develop writing, other participants said that reading is suitable skill to develop writing process.

Question 09: Do you think that reading and writing are interrelated?

The aim of this question is to find out about students' knowing the relation of reading and writing.

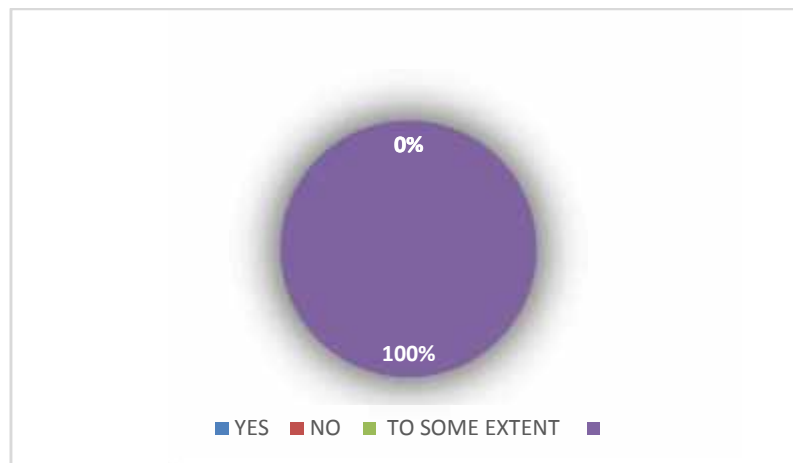


Figure 2.7. : Writing and reading are interrelated.

From the graph above it is noted that all students have agreed that reading and writing are interrelated they argued various answers including :

- The more students reads , it will develop his vocabulary, grammar, and content .Thus , it will develop the student's input that will result in writing .
- The one who reads a lot seem to have better writing style including their creative ideas.

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Question 10: how can reading promotes the writing process?

The aim of this question is to investigate students' opinion about the effective of reading in promoting writing.

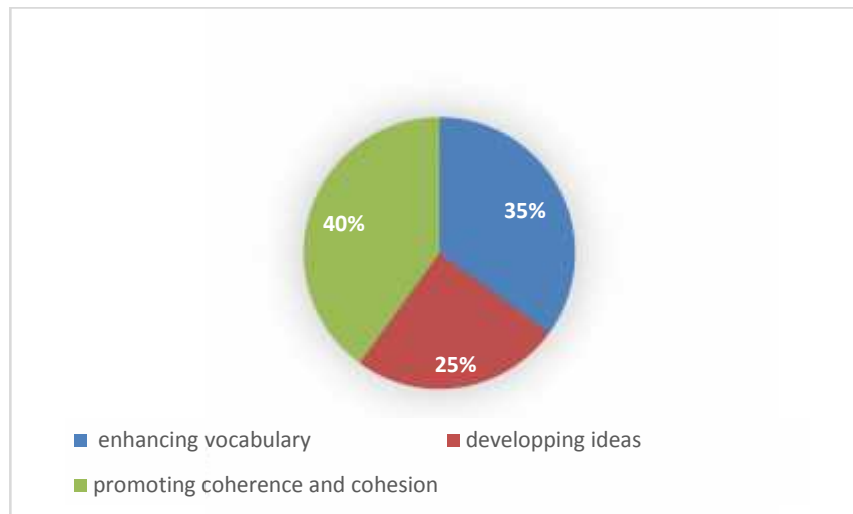


Figure 2.8. : Reading promotes writing.

From the graph above it is noted that 40% of participants said reading can promote writing through enhancing coherence and cohesion ,while 35% of them claimed that reading can help in enhancing vocabulary .Other participants 25% said that reading can promote writing through developing ideas

Question 11 : According to some scientists ; writing is considered as a tool to evaluate the learner's intellectual abilities . To what extent do you agree?

The aim of this question is to identify the students' opinion about whether writing can be used as a tool to evaluate students' intellectual abilities .

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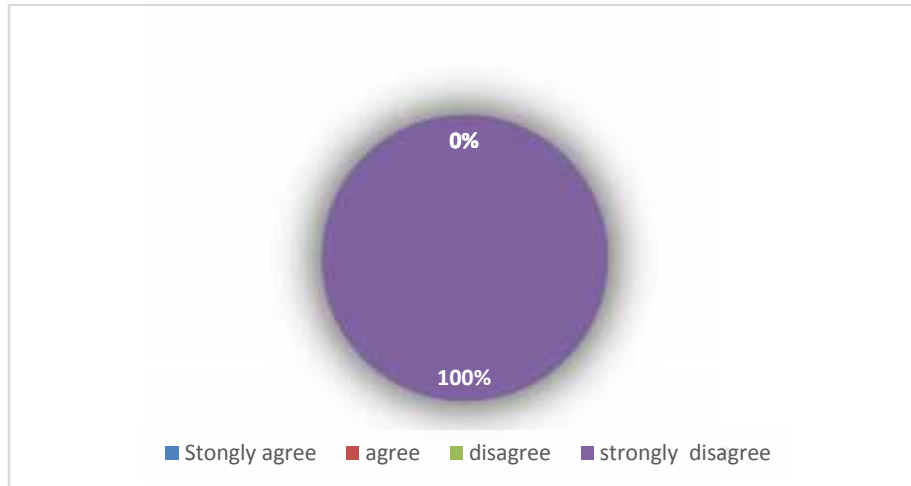


Figure 2.9.: writing enhance students' intellectual abilities.

Starting from the graph above ,it is noted that all the participants in this questionnaire agreed that writing can be used as tool to evaluate student's intellectual abilities .

Question 12:How can writingenhance criticalthinking?

The aim of this question is to investigating the students' view about the effective of writing in developing critical thinking .

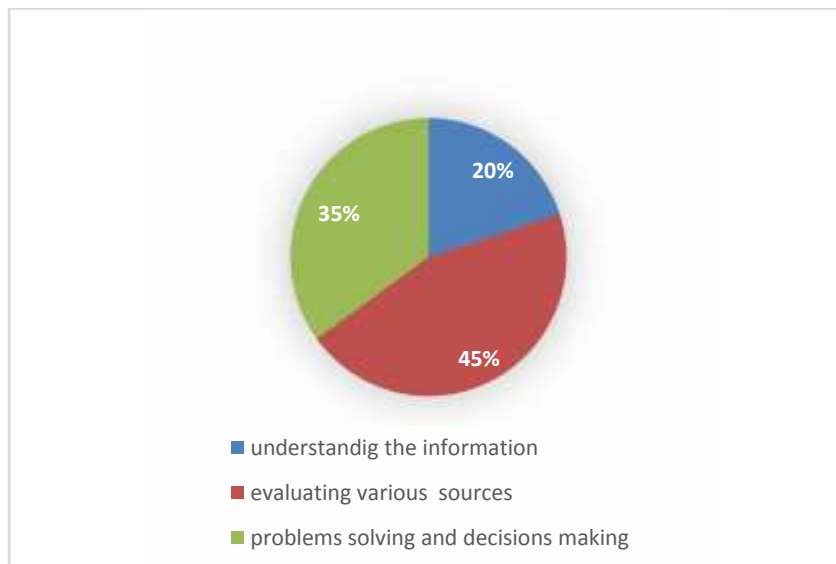


Figure2.10:writing enhance critical thinking.

From the graph above , it is appeared that 45% of students argued that writing develops critical thinking through making students evaluating various sources . While 35% of them said that writing can promote critical

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thinking through problems solving and decisions making. 20% of participants said that writing can develop critical thinking through understanding the information.

Question 13 : How can free writing evaluate creativeness and learning?

The aim of this question is to identify students' opinion about the effective of free writing in evaluating creativeness and learning .

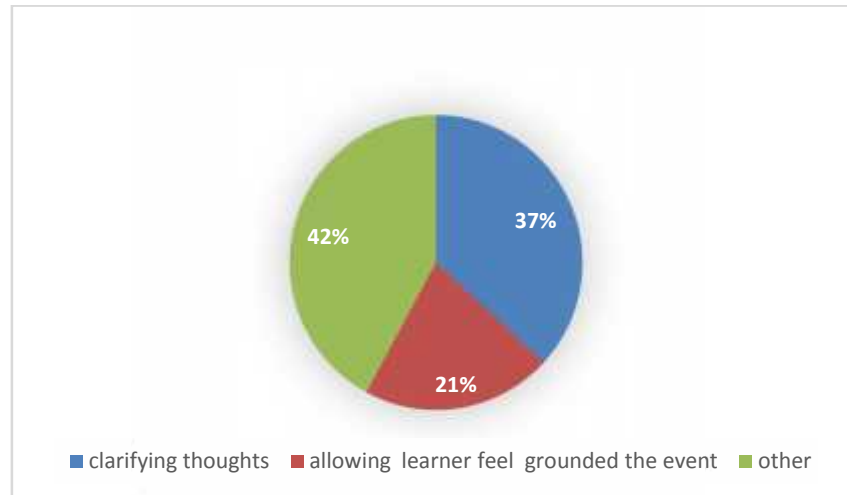


Figure 2.11. : Evaluating creativeness and learning.

From the graph above it is noted that 37% of students answered that free writing can evaluate creativeness and learning through clarifying thoughts . Whereas 21% said that free writing can help by allowing students feel grounded the event. 42% argued with other options including :Writing can develop creativeness through making students free from boundaries and therefore, they are able to be creative and reach their creativity.

Question 14: Do you think that handwriting helps in promoting intellectual abilities better than using computer? Explain.

The aim of this question is to identify students' opinion about the effective way to promoting intellectual abilities.

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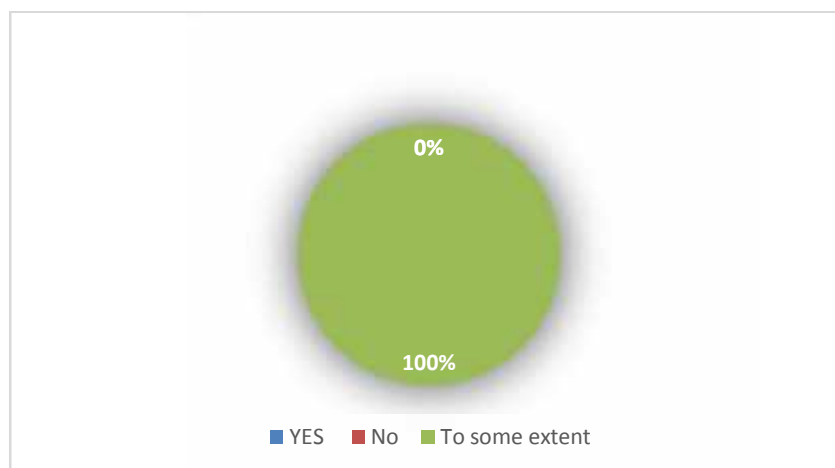


Figure 2.12. : Promoting intellectual abilities.

From the graph above it is noted that all students agreed that handwriting helps in promoting intellectual abilities better than using computer as they argued that while writing using pen we are more engaged with what we are writing in sense that we think about every single step of writing, such as: spelling punctuating. Whereas using computer has the options of correcting mistakes automatically and will not be effective in developing student's intellectual abilities, because we learn from mistakes as handwriting helps in memorizing new vocabularies.

2.6.2. Teachers' interview :

The aim of this interview is to find out the various ways of teaching writing for purpose of promoting intellectual abilities for (EFL) students. The research is quantitative, it includes statistics gathered from the interview.

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Section one: personal's information:This section is divided into two parts.

Question 01: Specifying your degree.

This question aimsto identifying teachers' degree.

Options	Number	Percentage
Bachelor of art	00	00
Master / Magister	04	50%
Doctorate	04	50%
Total	08	100%

Table 2.1.: Teacher's degree.

From the table above we can see that they were four (4) magister teachers which represents 50% ; whereas four of the participants 50% were doctorate teachers .

Question 02:How many years haveyou been teaching?

The purpose of this questions is to identify teachers' experience in teaching.

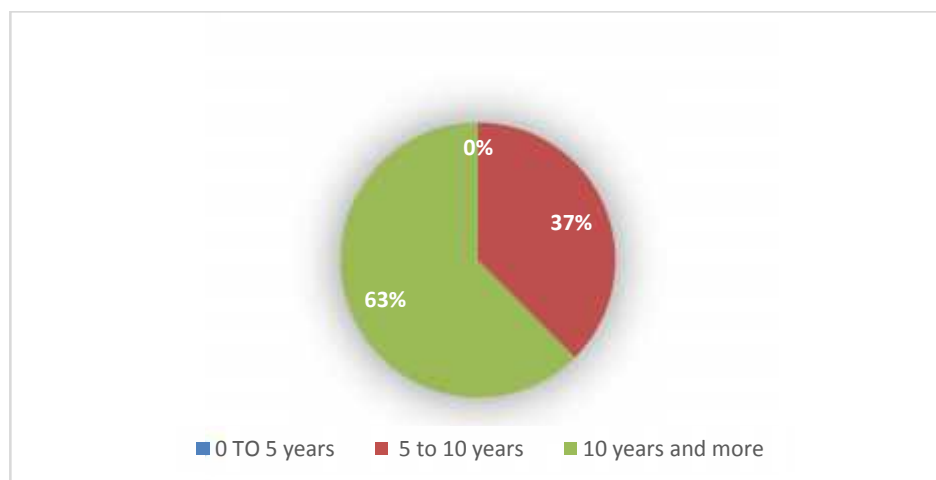


Figure 2.13. : Teachers' experience.

From the graph above we can remark that 63% of the participants have more than 10 years experience in teaching where as 37 % their experience is between 5 to 10 years .

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Section two: Detailed information:

Question 01: " Good readers tend to be good writers". To what extent do you agree?

The aim of this question is to investigate teachers' opinion about whether good readers tend to be good writers or not.

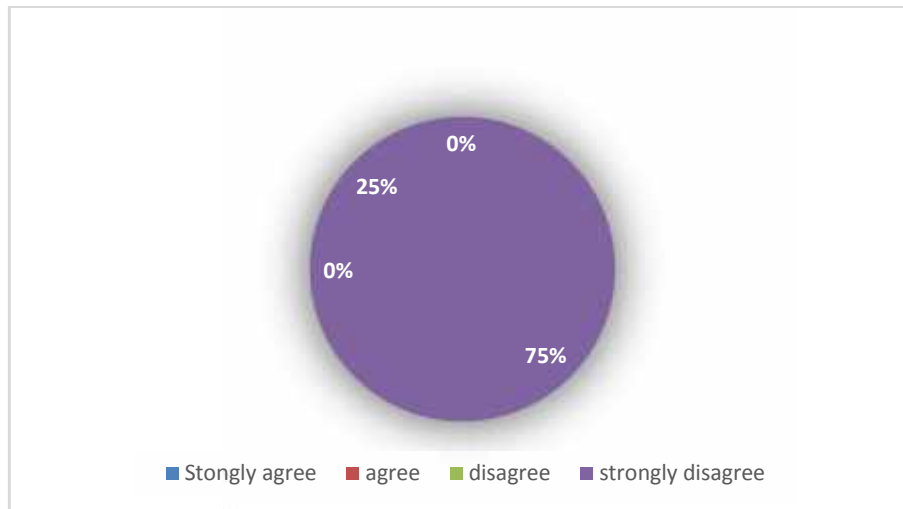


Figure 2.14. : Good readers tend to be good writer.

From the graph above it is noted that 75% of teachers agreed that good readers tend to be good writers as they argued that are well aware of sentences pattern , structure , types of sentences , they gain reach writing styles through their multiple reading and genre. Whereas only 25% disagreed with that statement.

Question 02:According to you how canreading develop writing?

The aim of this question is to investigate teachers' opinion about the effectiveness of reading in developing writing.

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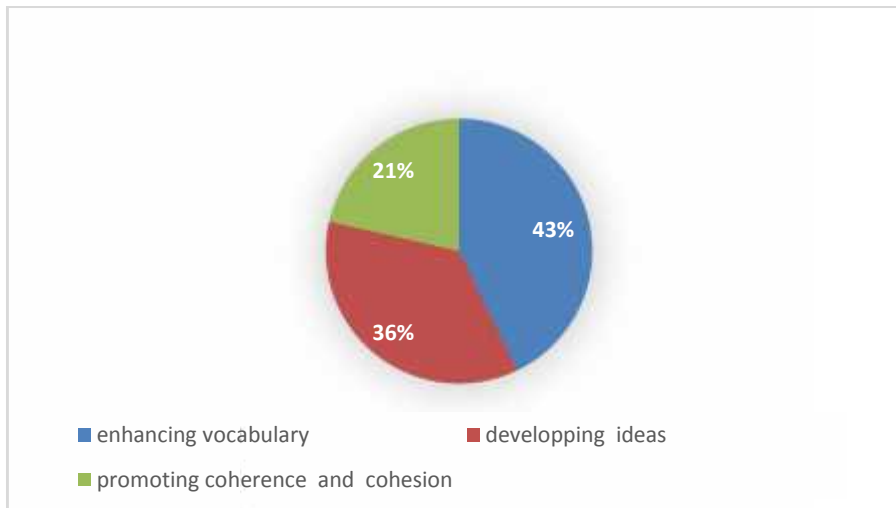


Figure 2.15. : The effective of reading develop writing.

Starting from the pie chart above we can see remark that 43% of teachers claimed that reading develops writing by enhancing vocabulary , and 36% of them claimed that reading can be effective in writing by developing ideas .whereas the other participants 21% Said that reading can develop writing through coherence and cohesion .

Question 03: Previous research concluded that writing is thinking, to what extent do you agree?

The aim of this question is to identify teachers' point of view about whether writing can be considered as thinking or not.

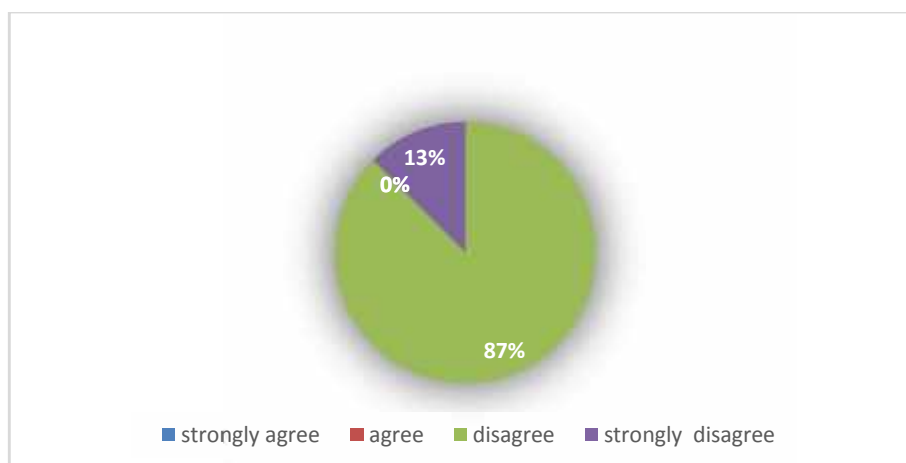


Figure 2.16. : Writing is thinking.

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From the graph above it is noted that the majority of teachers 87% agreed that writing is thinking as they argued that every piece of writing is an expression of thoughts and ideas, while only 13% of teachers disagreed and they argued that there is need of developing ideas before writing activity.

Question 04:How can writing develop critical thinking?

The purpose of this question is to identify teachers' opinion about the effectiveness of writing in developing critical thinking.

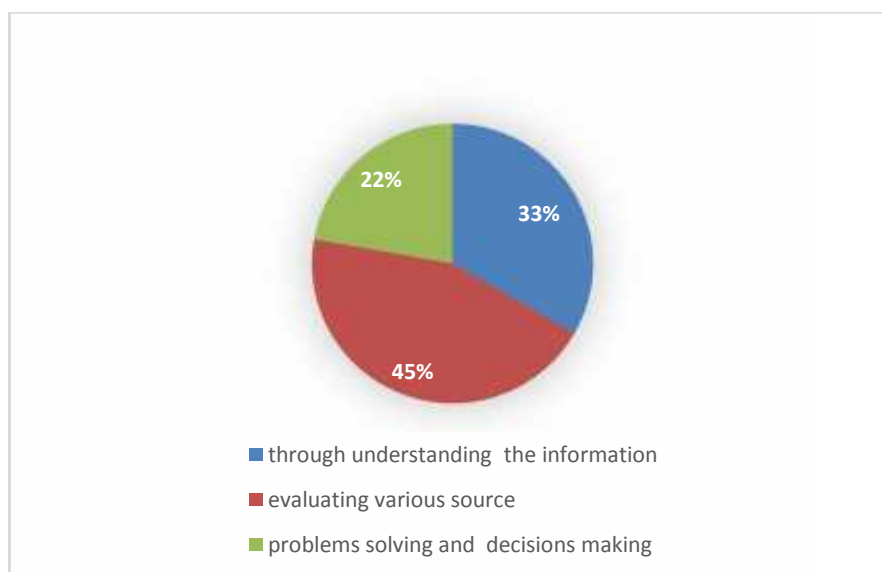


Figure2.17:writing develops critical thinking.

From the graph above it is noted that 45% of teachers said that writing can develop critical thinking through evaluating various source, and 33% of them said that writing can enhance critical thinking through understanding the information, only 22% of teachersclaims that writing can be effective in developing critical thinking through problems solving and decisions making.

Question 05:How can writing develop intellectual abilities?

The aim of this question is to investigate teachers' opinion about the effective of writingin developing intellectual abilities.

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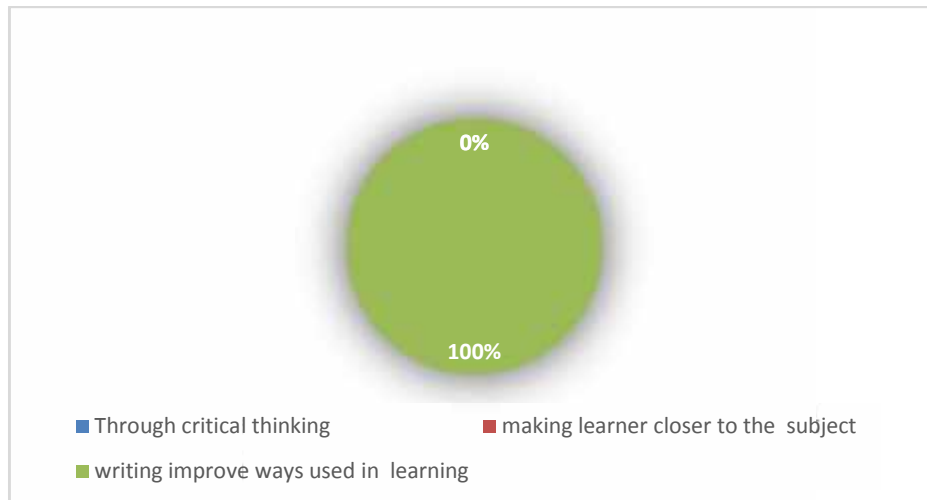


Figure 2.18. : Writing develops intellectual abilities.

From the graph above, it is noted that all teachers 100% agreed that writing can enhance intellectual abilities through critical thinking.

Question 06: According to Martin (2018) intellectual abilities refer to memorization, creativeness, solving problems. It submits skills that require to critical thinking. Comment on this statement in few words.

The aim of this question to investigate teachers' views about Martin's definition about intellectual abilities.

All the participants argued various answers including:

- The ability to create and solve problems are considered as skills of higher order thinking , once the student reads this steps , he is able to self-regular his own learning .
- Intellectual abilities requires the skills to evaluative thinking to take decisions based on the ability to use prior experiences and intelligence to responds to new experiences.

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- Intellectual abilities are ways the writer can use to evaluate and organize his writing and it helps him also to build and use knowledge .

Question 07: Is developing student's intellectual abilities considered as main objective in learning?

The goal of this question is investigating teachers' views about the developing of intellectual abilities considered as main objective in learning or not.

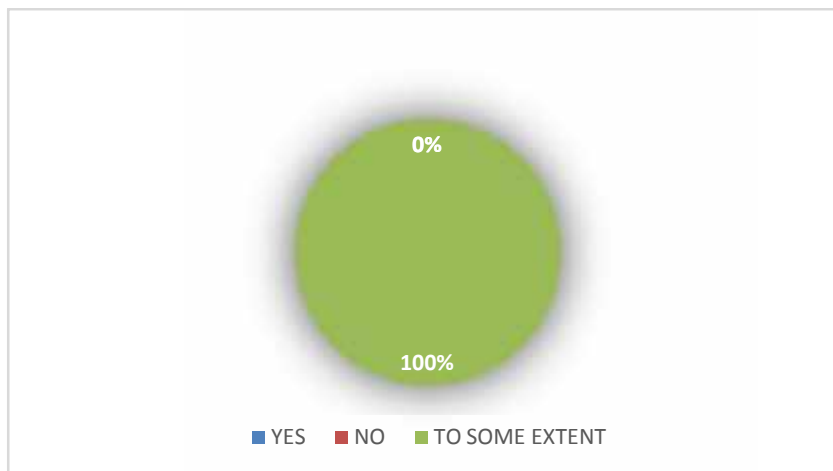


Figure 2.19. : Developing intellectual abilities.

Starting from the graph above , we can remark that all teachers 100% claimed that developing student's intellectual abilities is considered as main objective in learning . As they argued that the aim of university education is to produce students able to think in intelligent way and critically. Allowing student to be able to produce ideas and arguments.

Question 08:How do you promote student's intellectual abilities?

The aim of this question to know the skills the teachers use to develop student's intellectual abilities.

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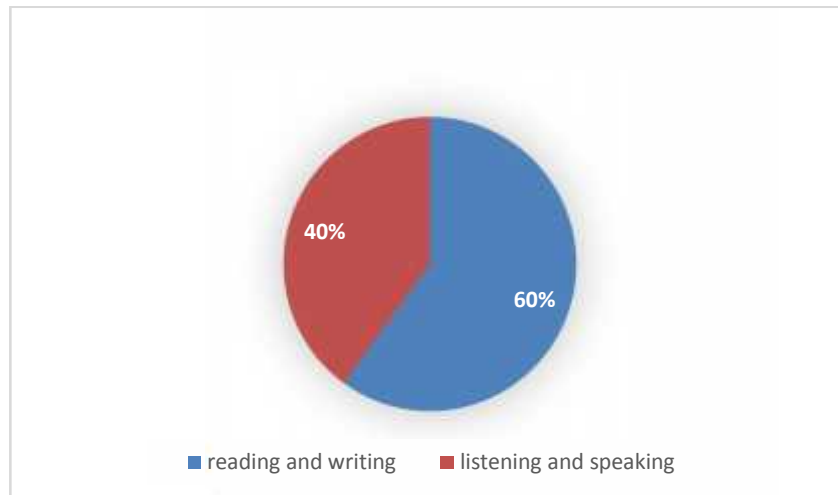


Figure2.20: skills use to develop IAs.30

From the pie chart above it is remarked that 60% of teachers claimed that they use reading and writing to develop student's intellectual abilities, where 40% of them use listening and speaking to enhance students' IAs.

Question 09: Do you encourage your student to do freewriting?

The purpose of this question to know if the teachers motivate their students to do free writing.

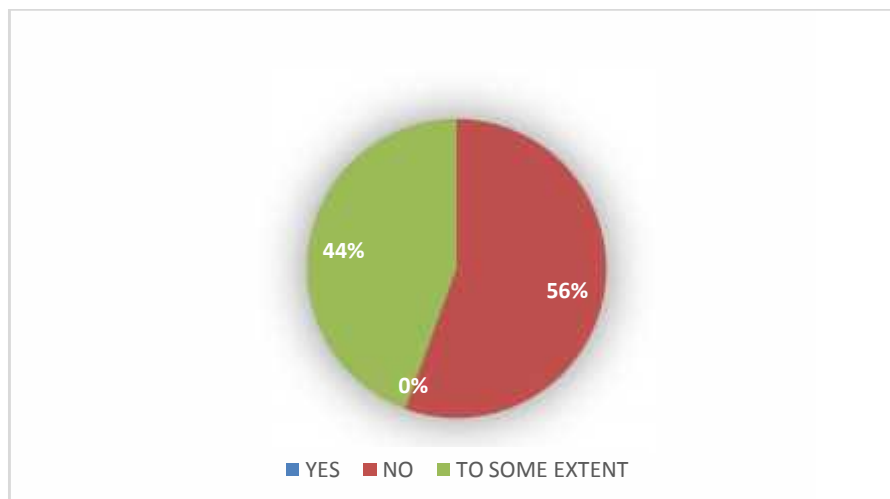


Figure 2.21. : Encouraging learners to do free writing.

From the graph above we can remark that the majority of teachers 56 % argued that they encourage their students to do free writing. While 44% of them claimed that they encourage their students for free writing in some extent.

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Question 10: Do you think that free writing helps in developing intellectualabilities?

This question aims to identify whether freewriting can helpin developing IAs.

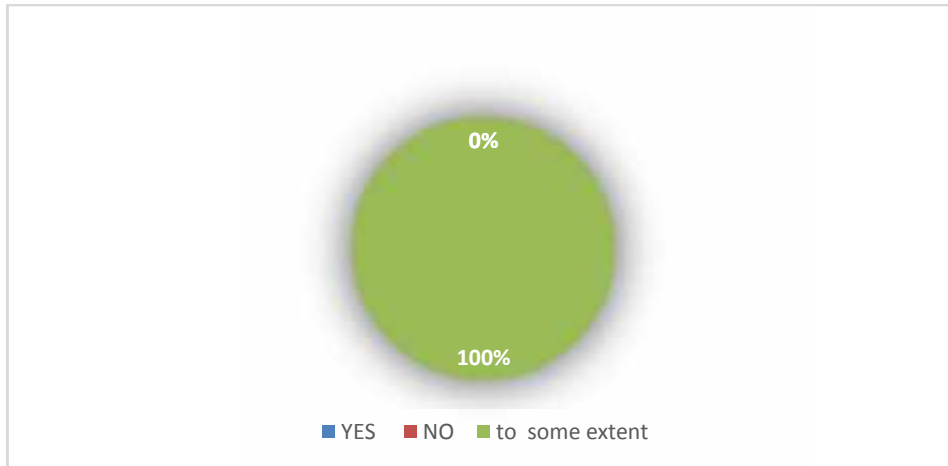


Figure 2.22. : Free writing develops IAs.31

Starting from the graph above it is noted that all teachers agreed that free writing can help in developing intellectual abilities as they argued that students will be in a position to propose new ideas with their own words and promote kind of self-esteem that will lead them to critical thinking .

Question 11: what is most effective writing used in developing IAs?

The purpose of this question is investigating the effectiveness of writing to develop IAs.

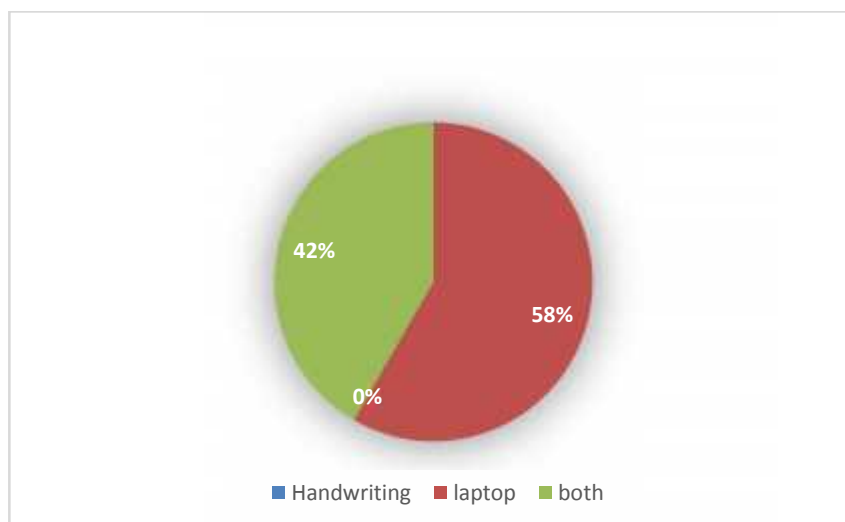


Figure2.23:Effective writing in developing IAs.

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Base on pie chart above we can remark that 58% of teachers claimed that the effective of writing in developing IAs is handwriting as they argued that there is no automatic correction by software .Hence, the writer will have to develop his own writing skills or abilities. Whereas 42% of teachers said that both of handwriting and computer are effective in developing IAs.

Question 12: why do you thinkthat students need to enhancetheir intellectual abilities?

This question aims to identify the importance of developing student's intellectual abilities.

All teachers claimed the importance of IAs as they argued:

- Developing IAs in order to be able to understand, evaluate, create and solve problems.
- To be better in expressing thoughts in writing forms, conveying messages in more elaborating way to show how well organized.
- The first objective for studentsis acquiringknowledge and this cannot be achieved without intellectual abilities.

2.7. Conclusion :

Through this chapter, we have explained the research methodology that has been proceed in order to collect an adequate, credible and reliable data that lead us to recognize our research objective concerning enhancing intellectual abilities of students through writing.

Chapter

Three:

**Providing the role of writing in developing
intellectual abilities**

Chapter three: Providing the role of writing in enhancing intellectual abilities

3.1. Introduction:

The second chapter presented the methodology used in research , where the researcher looked over the perfect elaboration of the research tools and data analysis of the research .

This chapter presents the findings gained in the study and discusses their importance .The overall objective of the current study specified in this research is promoting EFL students' intellectual abilities through writing .The chapter is divided into two sections ,the first section concerns with exploring teachers' interview and students' questionnaire .Their answers were examined to investigate whether the writing skill enhance intellectual abilities. The second section focused on discussing the overall findings related to the research ; discovering more suggestions and recommendations.

3.2. Discussion of the finding:

Teachers' interview and students' questionnaires were arranged to investigate the possibilities of enhancing intellectual abilities through writing for EFL learners.

3.2.1. The result of students'questionnaire:

This questionnaire was addressed for master two students at Englishdepartment at university of Abdelhamid Ibn badis, from two different specialties Didactics of foreign languages and Didactics applied linguistics. The total numbers of questioned wastwenty (20).

The result of the students' questionnaire expressed that students do different activities in their free time, reading books that can be considered as an effective task to rich their vocabulary, listening to recording ,watching movies , and much more in expressing their ideas in writing different texts. Otheractivities they added chatting on social media.

Chapter three: Providing the role of writing in enhancing intellectual abilities

The result of the following question show that the majority of students like writing as most of them are satisfied with writing, while some of them admitted that their level in writing is good.

Based on analyzing the students' questionnaire result, the researcher found that the majority of students have difficulties in coherence and cohesion, whereas some of them have difficulty in accuracy and vocabulary but much more in spelling words. Further to say that thinking is a key element to develop writing, students' respond were generally agreed as they argued that the process of thinking is the process of the brain storming ideas, deciding upon what is adequate to the content. The responses of students related to the term of critical thinking satisfied, all students provided various answers of understanding about critical thinking includes: Critical thinking is thinking about content of a given topic and questioning its validity reliability.

From analyzing the students' questionnaire the researcher found that students provided suggestions of the skills that can be used to develop writing process as most of them were agreed that the efficient skills to develop writing process are critical thinking and critical reading. When analyzing the students' answers the researcher found that all of the participants in the questionnaire admitted strong agreement that reading and writing are interrelated, as they provided some arguments including: the more students read, it will develop their vocabulary, grammar, and content thus, it will develop the students' input that will result in writing. By means; students must have information to share before they can start writing.

Based on analyzing the students' answers the researcher found that the majority of the participants give different arguments that writing enhance critical thinking through making student evaluates various sources, while the other participants argued that critical thinking can be promoted through problems solving decisions making.

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Furthermore ; all the participants give a strong agreement that writing can be considered as an efficient tool to evaluate students' intellectual abilities, especially free writing, as they argued that free writing can evaluate the creativeness of students in learning through making student free from boundaries so that they are able to be more creative and can reach in gravity .

Moreover; all the participants' answers concluded an agreement that handwriting is considered as a key element to promote intellectual abilities as they argued that computer has the options of the correcting mistakes automatically and this will not help the student to develop his / her vocabulary because students learn from their mistakes and from correcting their own mistakes.

3.2.2. The result of teachers' interview:

The interview was addressed for English language teachers, who teach different modules. The whole numbers questioned teachers were eight (8). The aim behind this interview is to finding out teachers' point of view concerning developing intellectual abilities through writing.

The most of teachers answered that their experience in in teaching are more than ten years, this fact lead the researcher to consider the different point of view that would be effective in value of the study . Based on the analysis of the result, it was concluded that the most of teachers come with agreement about good readers tend to be good writers, they approximately come with some answers that students gain reach writing style through their multiple reading and genre. Moreover ; all teachers claimed that reading can develop writing by enhancing vocabulary and most important developing ideas. By mean;developing thinking for purpose of ensuring perfect output.

Previous research concluded that writing is thinking, based on the analyzing of teachers answers were generally tostrongly agree with writing is thinking as they argued that every piece of writing is an expression of thoughts and ideas. The most of teachers answers were generally agreed about writing can develop critical thinking through evaluating various source of information. As they give an agreement that

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writing provides students the chances to test their ideas and the other opposing ideas. Further to say that writing can develop critical thinking, from analyzing the teachers' answers all of them argued that writing can develop intellectual abilities through critical thinking.

After comparing the results of teachers' interview with other analyzed data, teachers demonstrate different understanding about the concept of intellectual abilities. Teachers' response to this question is that intellectual abilities are ways writer uses to evaluate and organize his writing as it helps in building and the use of knowledge, creating new ones, and memorizing information are most important skills that enable to prosper on an academic level. From analyzing teachers' interview result, the researcher found that answers generally express teacher' agreement that working on increasing students' intellectual abilities considered as main objectives in learning.

As they give strong agreement that contains the purpose of universities' education is to encouraged students to be able to think in critical way by means, making student more intelligent to produce ideas and defend on their arguments. While analyzing teachers' interview, the researcher found that in order to promoting intellectual abilities, teachers' answers' were generally focusing on reading and writing. Further to say that all teachers stated that they encourage their students to do free writing. As they give arguments include: free writing can be effective in promoting students' intellectual abilities by making students in position to propose new ideas using their own words, and promote kind of self-esteem that will lead them to critical thinking.

In addition; the majority of teachers' agreed that handwriting is the most effective writing that can be used to develop students' intellectual abilities. In such away, they argued that due to there is no automatic correction, the writer will have to develop his own writing skills and mental abilities through correcting his own mistakes.

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The result of this interview provided an essential information about the need of students to develop their intellectual abilities to lead better life and be able to solve any subsequent problem they may face in future, and to be able to understand and evaluate new things. Teachers reported that the first objective of students is acquiring knowledge and this cannot be achieved without intellectual abilities.

3.3. The overall achievement of the research aim:

The current study has perfectly answered the research questions and tested the hypotheses which are mentioned in the general introduction. In providing possibilities to develop intellectual abilities in EFL classrooms, the researcher found that enhancing students' intellectual abilities should be done implicitly in collaboration with other linguistic skills specifying to reading and writing.

Furthermore ; both of teachers' interview and students' questionnaire showed reading and writing are interrelated, reading and writing can be considered as keys element to enhance intellectual abilities and the impact can be huge in learning process. Concerning the hypotheses that includes intellectual abilities develop writing through critical reading, the researcher found that it is important to stated that there is no writing without thinking as the combination between writing and thinking would express them to various kind of intellectual work which would expand their thinking and writing abilities through reading and much more on using critical reading.

In addition ; the hypotheses that claim intellectual abilities can be promoted by writing through critical thinking , the researcher found that it is necessary to value creativity and taking time to write down thoughts would be helpful for students to express their ideas , in such a way , this can promote students' intellectual abilities by allowing students going deeper in thinking .

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3.4. Limitations of the study:

The domain of the current research is limited to the data gathered from master students at Abdel Hamid Ibn Badis University. The questionnaire and interview were given during the first semester where both of teachers and students were not so available due to exams period. Therefore; the experience of the researcher might be influenced her establishment and interpretation of the gotten result.

3.5. Recommendations and suggestions:

It is necessary to say that writing and intellectual abilities influence each other, due to writing an effective and engaged any piece of writing the student needs to develop own ideas, and intellectual abilities considered as a key element to develop ideas through critical thinking, analyzing, reasoning and critical reading. Therefore; the researcher mentioned that reading is an evaluating tool to enhance both of intellectual abilities and writing skill.

Critical reading and critical writing are effective in developing writing skills due to both of them provide students to gain from reading, summarize and create own ideas into paragraphs or into different types of writing base on their understanding of what they heard.

This is why the researcher argued that through developing critical reading and critical thinking, students develop their writing skill. On the other hand; writing can assessing and reflecting on information due to allowing students while writing to know the way they should react to the particular information. For instance; expressing their opinion whether they are agree or disagree about particular fields, exciting or confusing, and evaluating various source of information. Moreover; while students start writing a persuasive writing, they will look for the suitable making decisions to defend their opinions and their writing as well to convince the reader.

Furthermore; it is very important to value creativity and taking time to write down their thoughts, that would be effective for students who have difficulty to speak in

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front of their classmates or they find it hard to make a sense of what they feel inside. This will be efficient in increasing their intellectual abilities through making them go deeper in thinking. Students should be motivated to enhance their intellectual abilities such as: thinking, reasoning, and critical thinking by gathering information and collecting data, it is better to put students in situations where they are able to think in various choices and evaluating options.

Teachers' role is to develop students' mental capacities to solving problems and found suitable solutions in productive and creative way, as teachers' interview result revealed that intellectual abilities require evaluative thinking to make decisions based on possibilities to use prior experience and intelligence to respond to new experience.

3.6. Suggestions for future research :

These restriction only emphasize the truth that a lot of research need to do. This is why, future research demands to investigate students' writing and the way of other thinking might help to develop evolutionary of the language. Furthermore; the future studies need to focus much more on students' interest in writing for purpose of knowing the weakness of master students in intellectual abilities.

And most important is that the future research should be performed in long period in order to identifying students' mental work in more details.

3.7. Conclusion:

This chapter is entirely dedicated to the findings, results and suggestions. The current study has found that the analysis of the result uncovered that raising the conscious of students about necessity of enhancing intellectual abilities is a key of the success of learning process and the importance of writing plays a great role in developing intellectual abilities .

General conclusion

The piece of research in hand attempts to investigate the possibilities of enhancing intellectual abilities through writing in fields of EFL. It became clear that students need to adopt some techniques and strategies in learning, ones that could be effective in improving their mental capacities. The review has demonstrated that writing can be considered as a key skill to overcome some difficulties through particular methods of training. The tools used to collect data are teachers' interview and students' questionnaire.

The present work started with literature review that included information about various definitions and provided different ways on enhancing intellectual abilities of EFL students. Developing mental abilities is considered as one of the main objective in higher education. Such abilities, thinking and critical thinking; when used in classroom lead to collaboration and productive practice for students, thus, teachers could easily identify writing activities and lectures that will express more interest about promote students' intellectual abilities.

After analyzing the data collected, it was clear that the results obtained from qualitative and quantitative analysis indicate the promoting intellectual abilities through writing in EFL classes has become very important and it implies the performance of a particular context for student to enhance their target language . The result confirmed effectiveness and usefulness of writing as a tool for developing mental abilities thanks to the pre-stages ; critical reading and skills involved in the organization of writing as those skills require logic, reasoning and persuading through critical and logical discourse.

The present research has answered the research questions including that working on building students' mental abilities must be done implicitly in collaboration with reading and writing skills the methods used show that reading and writing are keys element to develop the mental skills and the impact can be huge in learning process. The current study tested hypotheses and shows that there is no writing without thinking due to the need of writer to think, evaluate, and analyze. As it confirmed that intellectual abilities can be promoted by writing through critical

General conclusion

thinking, due to writing puts students' in positions and make them understanding the way they should react to the information.

The result of the present research show that promoting students' intellectual abilities through writing in EFL classes require more effort from both of teachers and students , it is better for teachers to be well prepared and students should adopt suitable learning strategies that would be useful for them .

The current research might be the stepping-stone for future researchers in the fields of investing mental abilities in education and place it in different universities.

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Appendix(A)

Interview for Teachers

Dear teachers ;

This interview aims at investigating whether intellectual abilities can be promoted through writing. you are kindly requested to answer the following questions , your data will be kept confidential .

I- Part one : Background information :

1) Specify your degree :

Bachelor of arts

Master

Doctorate

2) How many years have you been teaching ?

0 To 5 years

5 to 10 years

10 years and more

II- Part two : Detailed information :

1) "Good readers tend to be good writers ". to what extent do you agree ?

Strongly agree

Agree

Disagree

Strongly disagree

Explain

.....
.....

2) According to you, how can reading develop writing ?

Enhancing vocabulary

Developping ideas

Promoting coherence and cohesion

Other

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

3) Previous research concluded that writing is thinking , to what extent do you agree ?

Strongly agree

Agree

Disagree

Strongly disagree

Explain

.....
.....

4) How can writing develop critical thinking ?

Through understanding the information
Evaluating various source of information
Problems solving and decisions making

Other

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

5) How can writing develop intellectual abilities ?

Through critical thinking
Making learner closer to the subject
Writing improves ways used in learning

Other

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

**6) According to Martin (2018) intellectual abilities refer to memorization ;
creativeness ; solving problems. It submits skills that require to critical
thinking. Comment on this statement in few words.**

.....
.....

**7) Is developping student's intellectual abilities considered as the main
objective in learning ?**

Yes No To some extent

Explain

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

8) How do you promote student's intellectual abilities ?

Reading and writing Listening and speaking

Other

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

9) Do you encourage your students to do free writing ?

Yes No To some extent

10) Do you think that free writing helps in developing intellectual abilities ?

Yes No To some extent

Explain

.....
.....

11) What is the most effective writing used in developing intellectual abilities ?

Handwriting Using laptop

Explain

.....
.....

12) Why do students need to enhance their intellectual abilities ?

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

Appendix (B)

Questionnaire for learners

Dear students ;

This questionnaire aims at investigating intellectual abilities through writing. you are kindly requested to answer the following questions , your data will be kept confidential .

1) What do you do in your free time ?

Reading books writing texts listening to recording
All

Other

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

2) Do you like writing ?

Yes NO To some content

3) How would you evaluate your writing skill ?

Excellent Good Average Below-average

4) What are the difficulties you face in writing process ?

Lack of vocabulary Spelling
Accuracy Coherence and cohesion

Other

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

5) Do you consider thinking is a key element to develop writing ?

Yes No To some extent

Explain

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

6) In your own words, define critical thinking.

.....

7) What is the difference between thinking and critical thinking ?

.....
.....

8) What are the skills that can be used to develop the writing process ?

Critical thinking
Thinking

Critical reading
Reading

Other

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

9) Do you think that reading and writing are interrelated ?

Yes No To some extent

Explain

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

10) How can reading promote the writing process ?

Enhancing vocabulary
Developping ideas
Promoting coherence and cohesion

Other

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

11) According to some scientists, writing is considered as a tool to evaluate the learner's intellectual abilities. To what extent do you agree ?

Strongly agree Agree Disagree Strongly disagree

12) How can writing enhance critical thinking ?

Through understanding the information and reacting to it
Evaluating various sources of the information
Problems solving and decisions making

Other

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

13) How can free writing evaluates creativeness and learning ?

Through clarifying thoughts
Through allowing learner to feel grounded the situation or an event

Other

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

14) Do you think that handwriting helps in promoting intellectual abilities better than using laptop ?

Yes No To some extent

Explain

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