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Promoting critical thinking skills for EFL learners' through teaching reading and writing.

Case of Study: University third year students.

SUBMITTED BY

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DEDICATION

I thank Allah almighty for the strength and patience he has given me to write this

dissertation.

I would like to dedicate this work to my dear parents, my brothers and sisters

To my friends Kellam-djediane Hicham, Berraih Rachid and all who supported me.

I

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Abstract

Developing critical thinking skills for students has been set as a primary goal in higher education for decades. The study is an attempt to examine the possibility of teaching thinking skills through the teaching of reading and writing method, it explores how thinking and reasoning abilities as manifested in argumentative writing skills can be improved re. Students' creative and critical thinking skills and their ability to write logically and intelligently are part of EFL (English foreign language) teaching objectives. However, there are no explicit guidelines on how they could be achieved. Therefore, reading and writing considered to be a manifestation of critical thinking skills since the reader obtains the ability to question and the writer needs to analyse, evaluate and counter-arguments and present a logical text to convince the reader. This research discovers how teaching thinking skills are essentials for helping the learners make a link between classroom lessons and what they encounter in real life. However, neglecting thinking skills might cause a major handicap for EFL learners who might perform well in classroom settings but fail to bring what is learned about in the real world when needed. The research will take the case of third-year licence EFL learners' and different teachers at Abdelhamid Ibn Badis university, Mostaganem. They were randomly given a questionnaire to fill it up in order to collect data. The dissertation will be divided into three chapters; the first one covers to the literature review while the second chapter devoted to the data analysis. The third chapter is mainly concerned with the findings, suggestions, and recommendations. The results obtained found that students' critical thinking skills dramatically can be improved through teaching argumentative writing and reading as well they can develop positive attitudes towards learning English. The study concluded that there is possibility of teaching critical thinking skills in EFL classrooms.

Keywords: critical thinking skills, writing and reading, argumentative writing, thinking.

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List of Abbreviations

EFL: English as a Foreign Language.

L3: University third year students.

CT: Critical Thinking.

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General Introduction

Teaching critical thinking has been continuous issue among different research. Since its importance relies on how it can be taught, therefore adopting the right techniques and approaches to teach it, is a must. Many researchers pointed out that learning to think is the central purpose of education. More recently, educators recognize the importance of critical thinking. It comprises a series of skills and dispositions that can help learners make sense of their world and participate in a certain dialogue.

The gap that exists between the English taught in classes and students' ability to express their views freely in writing. Language is a crucial element of any learning context. It is the gate for the acquisition of information and the sharing of knowledge. Low language proficiency can affect the proper understanding of information therefore critical engagement with the material being dealt with. The fact that improving students' writing, reading and thinking skills that empower them with the skills for knowledge seeking and building as well as communicating. with these abilities, students can obtain and share information and maintain contact with the outside world.

The lack of using critical thinking in our classrooms motivate us to look for strategies, models and techniques that can enhance and encourage the critical thinking skills. The purpose of the study is to focus on the teaching of thinking skills in EFL classes through reading and writing and how can such an approach fill the gap between what is taught at school and what is needed in the real world.

The following research questions and hypotheses would put the study in a clearer perspective:

1) How possible would it be to teach thinking skills in EFL classrooms?
2) What is the impact of teaching reading and writing on the thinking skills of EFL learners?
3) Does the guided teaching of critical reading improve students' reasoning and argumentative/persuasive writing?
4) How can the students thinking and writing abilities be developed?

In order to reach satisfactory outcomes concerning EFL learning and teaching, we hypothesize:

1) Making students' aware, knowledgeable and understanding of critical thinking skills in general, and in particular their perceptions of thinking skills in writing and reading.

2) Reading and writing can shape the thinking process and creativeness in EFL learners'

3) A well-planned thinking lesson based on critical reading may help train creative thinker to solve language problems.

4) Exposing students to different kinds of reading would expand their thinking circle as well as their production.

The major work is divided into three chapters. The first chapter is about the literature review and how we can define critical thinking and its main theories, in summary it is about critical thinking in general. Whereas the last two chapters discuss methods, the research design and the research tools (a questionnaire addressed for L3 learners and teachers). Results and discussion and further recommendations.

recommendations.

Chapter One

Literature Review

1.1. Introduction:

The history of research on thinking depends upon the time that human beings recognized that they think. Thinking is one of the features that distinguish humans from other living beings. Halpern (2003) says that when we start thinking, we use our knowledge to achieve some specific objectives. In this sense, thinking is the basic element in achieving life objectives. Both thinking and learning are the concepts that complete one another. Although the grade and the appearing of creative thinking may change from human to human. Critical thinking will boost creativity and promote the way you manage your capacities, students need to be equipped with the skills to critically evaluate what they read, express themselves clearly both verbally and in writing, and develop reasoning abilities that render acquired knowledge usable and transferable to other contexts. (Hader, 2005)

Critical thinking is not related only to the capacity of thinking in a logical and reasonable way, but also the ability to apply these skills in real life situations. Critical thinking can provide us with an opportunity to be objective, less emotional and more open-minded to views and opinions. It is regarded as set of skills but the continuity of reading and writing has various features in developing it. Reading and writing can be seen as differently but undoubtedly there are jointly through critical thinking. Writing is the process of making or producing, reading a process of assessing or judging.

1.2.Definitions of Critical Thinking:

Critical thinking has been a controversial issue among philosophers, researchers and educationalists. John Dewey (1993) is one of the researchers who has introduce thinking skills into recent educational history. He portrayed "reflective thinking" as consisting of mediating on a subject by giving it genuine maintained thought. He also conceptualized thinking skills as the ability to consider it as certain reflect about an issue in order to produce a solution. Critical thinking is the process which involves both critical spirit and critical thinker[1]. (Siegel,1997)

Stapleton (2001) indicates that Siegel's definition implies a set of dispositions[2], such as attitudes, habits of mind and character. Critical thinking is reasonable and reflective thinking that is focused upon what to believe and not. According to Norris and Ennis (1989),

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[1] A person who takes actions with a careful decisions and reason.
[2] A natural or acquired habit or characteristic tendency in a person or thing

to think critically in any disciplines means to decide what to believe and do with reason in order to harmonise these elements of critical thinking. He also assumes that thinking critically involves a set of cognitive skills, such as identifying conflicting issues, gathering, evaluating and consider over information in order to make a decision. At the personal level, a reflective thinker is a person who is capable of self-criticism[3] and of adjusting strategies to suit the context and the objectives. Benesch (1999) claims that critical thinking has a crucial role in the personal identity.

Linn (2000) defines critical thinking involves of a variety of skills, such as a source of information, analysing its credibility, reflecting on whether that information is consistent with the background knowledge and drawing conclusions based on critical judgement. Also, Ennis (1991) identifies twelve skills he categorised it into four groups of critical thinking abilities. Clarification skills, identify the focus of issue, question and conclusion through analysing arguments, ask and answer questions. Basic skills for decision making, which consist of judging the credibility of the source and report for it. Interference skills, making judgments and give a value for it. Supposition and integration, considering the reason from assumptions in which they disagree or doubt through letting it interfere with thinking and integrate the other abilities and dispositions in making a decision.

1.3. Thinking and Thinking Skills:

According to De Bono (1976), thinking can be defined as the deliberate exploration of experience for a purpose and thinking skills are patterns of thinking that help learners go beyond what they recall of information and enable them to explore and make sense of their world, to reason and problem solve, as well as to plan, create and invent.

1.3.1.   Reasoning:

Reasoning, according to Matthews and Lally (2010), is the act or process of drawing conclusions from information, facts, evidence, etc. Reasoning skills involve clarifying meaning, explaining, analysing, opinion forming, decision making, interpreting and giving reasons for conclusions.

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[3] Criticism of oneself or one's actions.

1.3.2. Problem Solving:

Matthews and Lally (2010) state that problem-solving in collaboration with the creative thinking[4] refers to the ability to use knowledge, facts, and data to effectively solve problems. This does not mean you need to have an immediate answer, it means you have to be able to think on your feet, assess problems and find solutions. The ability to develop a well thought out solution within a reasonable time frame.

1.4. The importance of critical thinking:

Hader (2005) claims that thinking critically boosts creativity and enhances one's time management, as it does not only deal with logic and probability but also gives the ability to apply these skills to solve real life-problems. C.T (Critical Thinking) can provide a vast understanding of self and offers an opportunity to be objective, less emotional and more open-minded to respect other's opinions.

"if students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever-changing world." (Hader, 2005, p16)

According to Meyer (1976), education purpose is to nurture the individual, potential that already exists inside the people. And that schools' aims should strengthen the child's thinking and not the incidental outcomes. Qualified education should show the way to students about what critical thinking abilities are. Kevin deLaplante (2014) states two distinct reasons of why developing critical thinking skills is so important.

1.4.1. Logical self-defence:

People sign up for martial arts classes is obviously because they want to be able to defend themselves against physical attacks. They do it to learn "Self-defence". The situation is exactly the same when it comes to critical thinking, but people do not often think of it in this way. In this case, the talk is about the people who want to influence others beliefs and values. A good education and awareness about critical thinking principles are recommended as it helps to sensitize these influences. But this is not the end of the path, is to construct good reasons for positive beliefs in order to justify and claim the understanding of the world.

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[4] One of the thinking type and is all about using imagination and blurring the lines between the real world and the imaginary one.

1.4.2. Personal empowerment:

If someone is well-versed in the element of critical thinking, then they are more likely to be effective persuaders in situation. Thus, empowerment means the ability to organize thoughts in a logical way. And convince the audience to accept the conclusion. In which a position is taken to maximize its chances of being heard and responded to. People more often associate critical thinking with "Self-defence". Thinking is more related to logic as it depends on the choice of words, pacing, vocabulary and how sentences are combined into a paragraph. In critical thinking a need for logic and argumentation is obligatory. Where rhetorical choices and psychological factors come into play in engaging with real people, thinking about delivering a good speech can craft a good argumentation essay, then you shift to "how" it can be present. (Kevin ,2014)

1.5.Critical thinking in education:

Atkinson and Ramanathan (1995) sparked a huge debate when they warned teacher to exercise caution against adopting C.T pedagogy. They argued that critical thinking is acquired through unconscious process during early childhood or as he puts it, «Learned through the pores". This makes it difficult if not impossible for it to be taught, particularly at post-secondary school levels. He also claims that teachers failed to find a unified definition of critical thinking. Doing no more than just giving its social viewpoints instead of describing and how it should be taught. Atkinson concludes that since what is being described is only a social practice. Moreover, teaching them critical thinking may expose them to the danger of foreign cultural influences, therefore jeopardising the harmony of their social practices.

A result of low proficiency which was given by Atkinson shows that many students tend to copy information in their written objects. Thus, the western universities impose some tightened rules of making students critically engaged as they attempt to understand, respond, analyse whatever information they consume, read or write. Whereas some educational institutions do not consider critical thinking as an educational goal and this may create a lack of critical thinking abilities.

Willingham points out that everyone would agree that the main goal of schooling is to enable students to think critically. As it opens gates that can disconfirm your ideas. He

mentions that educators noted that schools' attendances no guarantee that students will graduate as effective thinker in all situations. (2007, p11)

Educators state that special programs related to syllabus are not worth it. But this does not mean that teachers should not teach students how to think critically. It means that critical thinking should not be taught on its own, and there are some suggestions that critical thinking exercises are directed for the best students.

Giere (1998) praised Atkinson as he emphasises two aspects of critical thinking identified by Blair, intellectual virtue and the virtue of character. The former involves skills and understanding while the latter involves the habit of critical reflection. Similarly, Davidson argues that critical thinking should not be narrowed to social practices, as there are different cultures and this may reflect the degree to which critical thinking is in specific areas of life; he encourages teachers to teach critical thinking and prepare students for what he calls the "world outside their societies". And that many students are in need of critical thinking skills.

In conclusion, in assessing this debate, critical thinking can be defined, as above, to involve sets of cognitive skills such as identifying potentially conflicting issues, and gathering, evaluating and pondering over information in order to make a decision. So, if critical thinking can be taught, reading and writing could be possible methods of promoting the thinking skills.

1.6.Good persuasive and argumentative writing:

McNamara et all (2010) point out that the goal of universities is to produce students who are able of doing great writing, which consists of clear ideas, opinions, and well-chosen details with no grammatical errors. Similarly, Paul and elder (2006) describe "substantive writing", which is the writing that has a clear purpose, points and support it with clarity format and that good writing can be distinguished from poor writing. These elements are usually found in the genres of writings.

Argumentation writing is to persuade and convince the reader for particular points of view and should gather reasons and evidence, and good persuasive writing should be composed of different factors. (Crowhurst, 1988. Brink Burgen, 2005)

1.6.1. Position and line of reason:

Stating a writer viewpoint in clear what is that important without forgetting drawing a logical order, in which he states why the reader should accept this point of view. Cotterell claims that the logical flow of reasons is a path to a conclusion. A poor writing is the one which is not presented in a logical manner. The strength of an argument lies in the reasons that support the writer ending. (Cottrell, 2005).

1.6.2. Conclusion:

Refers to the arguments that the authors want to convince the readers of by the different reasons provided. It should also provide judgements about likelihood of these events. These judgments distinguish arguments from other types of writing such as description and narration. (Cottrell, 2005)

1.6.3. Persuasion:

The purpose of an argument is to approve, support and persuade a point of view from the reader side as he attempted to accept it. Thus, it should be strong and appealing enough to be accepted by different reads as it all goes about strengthening a certain position. (Cottrell, 2005)

1.6.4. Signal words and phrases (clues):

Things related to structure and organisation of persuasive writing. The use of transitional words properly is a must. In addition, students should also acquire certain skills to identify meanings even when there is a lack of using transitional, signal words. (Cottrell, 2005)

From figure 2, a piece of argumentative writing should have a statement of belief (claim) supported by reasons which justify claims made and raise and address counterarguments. In longer texts there is sometimes a need for intermediate conclusions which can also act as reasons before the final conclusion is drawn. This structure distinguishes argumentative writing from genres such as narration or description. It is important to note that good writing is not a gift that people are born with, and McNamara et al. (2010) stress that, to

become good writers, students need to have a better command of a greater diversity of words and more complex syntactical structures which, as Kellogg (2008) says, takes time through continuous reading, writing and deliberate practice. Therefore, if the above-mentioned elements are characteristics of good writing, how can reading improve writing? Paul and Elder (2006) offer an answer through what they call 'close reading strategies'.

A statement of belief: usually in the first paragraph

Reason 1: supports statement of belief

Supporting ideas: tell more about reason 1

Why the reason supports the claims

(strength of the reason-claim)

Reason 2: supports statement of belief

Counter argument (optional).

Answer to the counterargument

Supporting ideas: tell more about reason 2

Intermediate conclusion (optional)

Other reasons

Final conclusion

Figure1. 1: Crowhurst (1991) Persuasive Writing Structure

1.7. Close reading strategies

A good writing usually based on a good reading, thus a student who cannot distinguish clear from unclear forms of writing would face a similar problem in reading. It is noted that if students master properly reading strategies, he can make a set the different similarities between reading, writing and how the cognitive strategies applied in one domain can be employed in the other. (Paul and Elder, 2006)

Clarifying purposes: in any reading task given, learners should be ready to identify the author's purposes and how they can use this strategy to identify their writing purposes.

Formulating clear questions: in reading activities, learners are confronted to ask different questions. As it encourages students to identify the hidden meanings. Similarly, learners should be urged to ask questions about what they are aiming when writing.

Judging the relevance and irrelevance of the information in a text: learners already have pre-knowledge about different aspects they read, thus they use their experience and background knowledge to judge and distinguish what is accurate from not in the text, both when reading and writing.

Drawing logical inferences: learners should be able to draw conclusions based on the reasons given in the text. This is expected to bring their background knowledge into play, the same goes for writing.

Identifying deep concepts: learners should identify different concepts in the reading texts and similarly identify what guides their thinking while writing.

Identify logical implications: during reading learners should trace the logic of the author's arguments. And then identify the different patterns in their own writing.

Exploring options: encouraging learners to identify and think within multiple viewpoints, including those present and absent in the text. Similarly, they should be encouraged to identify multiple viewpoints relevant to issues in their written work concerning what they should include or exclude.

These arguments link good reading strategies to improve writing. The comprehension of a text depends to a great extent on an appreciation of the devices used by the writer mental frames before transferring it into their own writing. However; the shared cognitive and other characteristics of the domains of reading and writing help to explain their relationship. (Byrne, 1988)

1.7.1. The interrelation between reading and writing:

Reading and writing are considered social events, as reading is perceived to be the way of obtaining information. Whereas writing is the transmit of the different ideas. In the

classroom, students should have the opportunity to make use of this kind of transmitting ideas, by connecting reading and writing in a real communication. Therefore, these two skills involve two levels. (Rupert and Brueggemann, 1986, p26)

The surface level, involves the mechanicals skills which students are required to master. In reading, they focus on decoding the different aspects and signals, while in writing the focus shift more to mastering punctuation, spelling and grammar. Although these mechanicals similarities, however, they do not go beyond the transaction between reader and writer.

Deep level, recent research suggests that readers and writers share five kinds of knowledge when they compose. Information knowledge, which includes the world knowledge and different concepts need from the readers which he relates to his background knowledge, his pre-experiences to comprehend the text. The gained information benefits the writing at the same time, as writing gives and clarifies this information structural knowledge which has taught through writing programs, compose of writing formulas, cohesion and coherence devices. Writers usually produce text with structure and readers tends to use this structure in conveying meanings. Thus, it is difficult to assess reading and writing separately. Transactional knowledge, which involves the text as it is considered a medium of communication between the author and the reader, also this makes the audience investigate and question the author's purpose and style. Aesthetic knowledge, implies certain styles, length which echo the readers and writer's ears and affect their choices. Process knowledge, makes the readers and writer aware of their writing process, to help in making decisions about revising and using the reading. (Rubin and Hansen, 1984)

It is not an easy task to separate reading from writing. Especially, in dealing with students to read in search of meaning, the type and the amount of reading task to which they are exposed and how it will affect their choice of the topic, writing style and vocabulary while writing. They make use of the different things read in different ways. (Tierney and Leys, 1984)

Geva and Tierney claims that students read different types of comparison and contrast texts, and then write summaries from what they recall of the text information. Similarly, studies by Spirey found that students writing improved through what they read and that writing produced by students depends on their quality of reading, as it connects different

ideas in an organised writing. Although research fields of reading and writing progressed independently for decades, yet the findings have echoed each other's, as they both are processes of meanings construction, involving similar patterns of thinking and many sub-skills. (1984)

1.7.2. Reading and writing share similar cognitive process:

As reading and writing share similar cognitive relationship, it received the attention of many researchers. Background knowledge plays an important factor for both reading and writing; both rely on a common cognitive data of a written language; as they transform background knowledge into text. Pointing the use of the different patterns of production a person reads or writes use the combination of different cognitive and linguistic operations, this led researchers to assume that reading and writing has the same process. (Kucer, 1985)

Braun notes that there is a failure to show how readers and writers access this process, taking into accounts Kucer's work. There is evidence to suggest that good readers tend to be good writers as Krashen mentioned (1985). Kucer has recently explains the common cognitive pool in a more details, where contextual dependency is a cognitive feature shared by the two skills. Furthermore, reading is related to text comprehension and writing to composition occur through the interaction of both reader and writer with the text (2005). In addition, cognitive characteristic shared by reading and writing involve thinking, reasoning skills, and logical coherence which are essence. Reading and writing are inseparable from the thinking process. (Hudson, 2007). Kucer proposes that the following cognitive activities are utilised by both readers and writers in pursuing their aims: generating and organising ideas and concepts; illustrating and elaborating on ideas with details and examples; integrating meaning across the text into a logical and coherent whole and using a variety of linguistic cues to generate meaning; utilising a variety of text aids and other relevant linguistic and conceptual background knowledge; making meaningful predictions based on the available text.

This similarity of processes and strategies prompted Smith (1994) to describe reading as a collaborative learning process in which the reader is not performing the reading act alone, but that he/she reads like a writer and consistently works through the text following the trajectory of the writer's path of the organisation of words, sentences and meanings.

1.7.3. Reading and writing are thinking process:

Behaviourist advocates that students should think first before writing. Whereas recent studies said that a one should do all the reading, understand it, think through and plan and write (Thomas, 1987 as mentioned in Wellington, 2003). Through reading (knowledge) will lead to more clear, understandable and high quality of writing. Wellington (2003) points that most educators regarded writing as a thinking form, because it clarifies thoughts and develops understanding. Similarly, Smith (2004) claims that thinking which occurs during reading is no different from that performed in other situations, no one can talk, understand without thinking. So, it is impossible to read and not to think. Reading is more focus process on the visual information directed by writing, he calls it "the power of reading». Furthermore, in both reading and writing processes they promote high-order thinking which employs both comprehension and composition. Reader cannot understand the writer's point of view unless he/she asks the questions, but not any question, a relevant question. while effective reading to finds answers to these particular questions.

"Reading - like writing and all other forms of thinking - can never be separated from the purposes, prior knowledge, and feelings of the person engaged in the activity nor from the nature of the text being read. The conventions of texts permit the expectations of readers and the intentions of writers to intersect". Smith (2004, p192)

For Smith reading makes sense only when the reader gets satisfactory answers to his questions. Smith's argument suggests that Reading is therefore a meaningful activity motivated by a purpose; where asking questions enables an individual to link together a chain of ideas and suppositions in order to achieve understanding.

MacGringely through his series of case studies about readers which involves the process of creating text, reported that reading the source texts helped them acquire new information about the topic and almost all of the reading and writing activities influenced each other, reshape ideas and arguments. (1992)

1.8.Conclusion:

In conclusion, this chapter started with an exploration of different definitions of critical thinking and whether or not it can be taught. It also examined what constitutes good writing and models of reading that can lead to good writing. The teaching of reading and writing was proposed as a method of improving students' argumentative writing and critical thinking abilities.

Chapter Two

The methodology and Data Analysis

2.1. Introduction

After having presented the theoretical part in which critical thinking can be promoted through teaching reading and writing for EFL learners, this chapter aims to investigate whether reading and writing can be used as an essential tools for developing critical thinking. In the first chapter, it deals with the purpose behind our investigation. Then, moving to discuss the methodology used, trying to describe the data collection tools and the research strategy chosen to describe, analyse and interpret the impact of teaching reading and writing on promoting critical thinking skills for EFL learners'. Additionally, shifting the light into the population of our study with the sampling strategy that we have used to select the sample. Finally, we will briefly analyse all the data that was gathered to interpret it later on.

2.2 The purpose of the study

The study focuses on the crucial role of teaching reading and writing as it promotes the critical thinking skills for EFL learners. The objective is to see teachers' and learners' viewpoints, through questionnaire. The result obtained from the analysis of the collected data will determine whether the reading and writing process has its affection on the thinking process; on the one hand, to increase their focus more on the writing and reading skills in the language learning in general and on critical thinking in particular. On the other hand, to raise the students interests of the critical thinking skills needs, that can improve their life.

2.3. Methodology

In this section, the researcher is going to show that teaching reading and writing for EFL learners has its impact as it develops the critical thinking skills. To reach our objective the need of an appropriate method is a must. The choice of the method depends largely on the topic, its aims and the samples which is under our investigation. Presenting both the population and the gathering data tools. Qualitative and then quantitative data were analysed.

2.4. The population

The population in the research of this study is from the department of English at the university of Mostaganem, thus it contains both students and teachers, to obtain a good result about the topic discussed., we could gather nine teachers of the English language, of different modules, about sixty-one third year LMD students at the English department. They were asked some questions to know their opinion of how critical thinking is promoted in their classroom through reading and writing.

2.5.Questionnaire

Two questionnaires were administered to reach our objective; one questionnaire is designed to third year LMD students, whereas the other was for EFL teachers. Teachers questionnaire is divided into two sections, the first one concerns with their personal information in which they are required to determine their degree and years they have been teaching in the university, the second section is devoted for the background information. Whereas students' questionnaire deals with detailed information includes twelve mixed questions about their thinking process and different skills they have been taught in the classroom, the different questions are open-ended, close-ended and multiple choices questions.

2.6.The Analysis of the questionnaire

2.6.1. Teachers' Questionnaire

This questionnaire addressed to teacher, and it aims to discover the possibility teaching reading and writing in promoting critical thinking skills for EFL learners'. This research is quantitative since it contains statistics gathered from the questionnaire.

Section One: personal information

This section consists of two items which are planned to get background information.

Question 01: Specifying the degree

The first question helps in identifying the degree heled by the different chosen teachers'.

Option	Number	Percentage%
Licence	00	00,00%
Master/ Magister	06	66,66%
Doctorate	03	33,34%
Total	09	100%

Table 2.1: Teachers' degree

Teachers who participated in this study were 09. From the above table, we can remark that they were 06 Masters/ Magisters teachers which represent 66,66% of the whole sample and 03 Doctorates teachers which represent 33,34% from the whole sample.

Question 02: How many years have you been teaching?

The second question is concerned with the period they have been teaching English. Knowing the experience of our sample is very important factor.
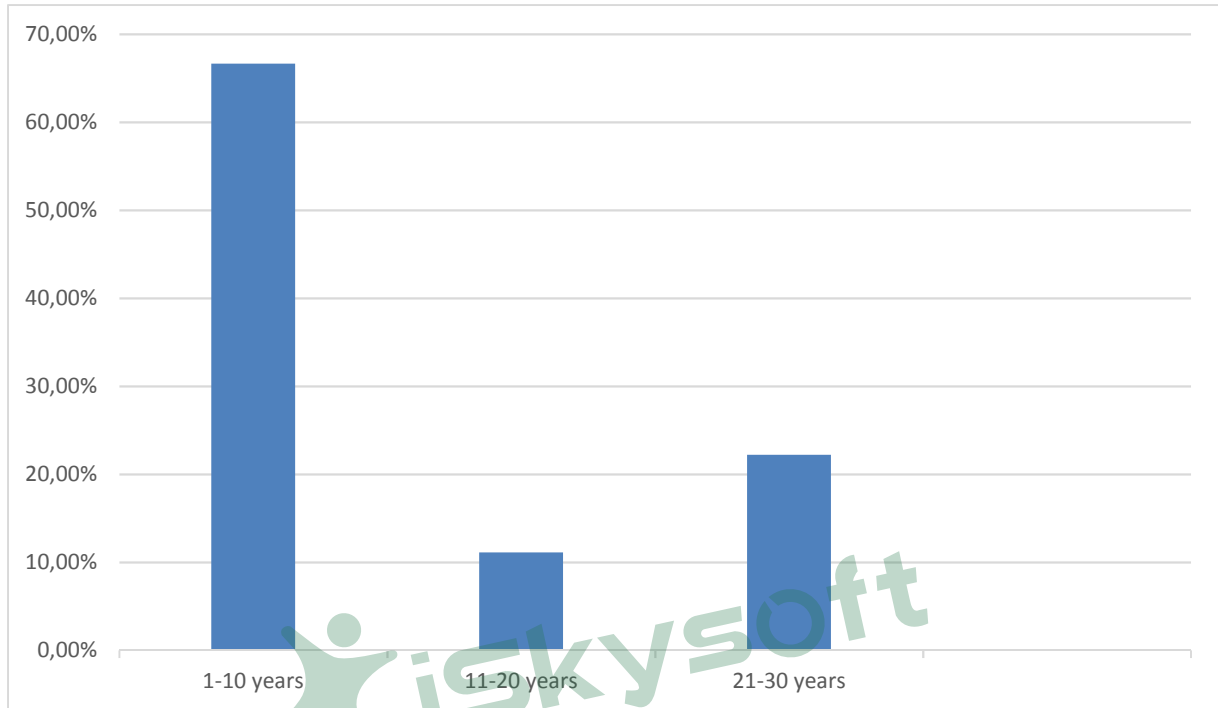
Figure 2.2: Teaching Experience

The result shows a slight diversity in the teacher experiences in teaching. Ranging from one till 10 years is the average in our population which constitute 66,66% from the whole sample.

2.6.2. Section Two: detailed information

This section is a set of fourteen question.

Question 01: Which skills do you focus more on developing in your lessons?

These questions aim to see in which skills teacher are more attached and focus during their lessons, and which skills are the most developed and adopted by teachers'.

Option	Number	Percentage%
Writing	00	00,00%
Reading	00	00,00%
Listening	00	00,00%
Speaking	00	00.00%
All	09	100,00%
Total	09	100%

Table 2.2: Skills developed during the lesson.

The data in the table reveals that most teachers 100% focus on developing all the common four skills. Further to say, teachers try to include all the four skills in their lessons regularly.

Question 02: It is said that "Good readers tends to be good writers". Do you agree with this statement?

The second items consist of statement, that is aimed to what extent teachers agree with reading can occurs through writing.
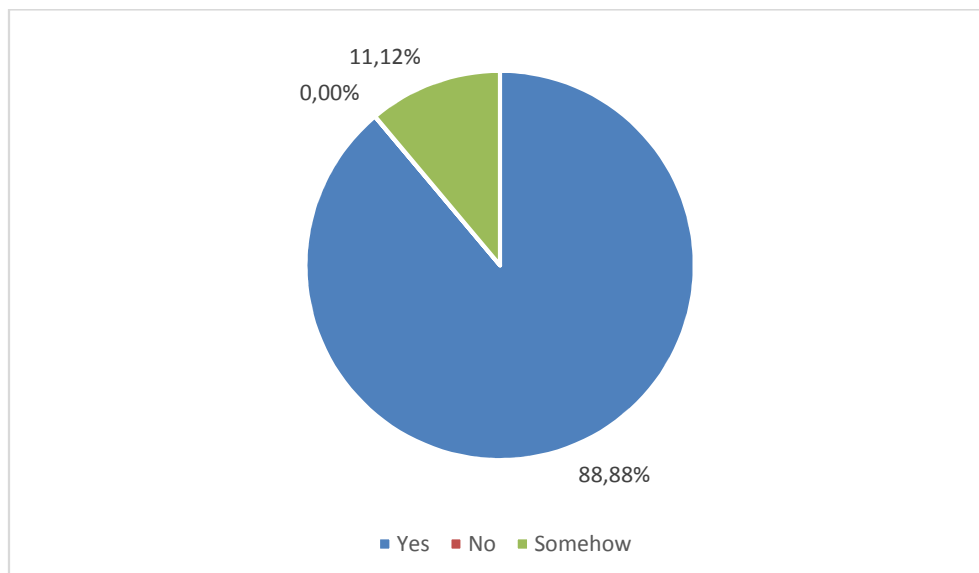

Figure 2.3: Good readers tends to be good writers.

Starting from the graph above, the majority if not all which make 88,88% of the teachers agree that good readers tends to be good writers.

We should mention here that we ask teachers for a justification for their answer, most of them noted these answers:

- The more you read, the better your style will be, thanks to the vocabulary and the style you read about.
- Reading allows you to have a more inclusive view of the world, a richer vocabulary. It also develops critical thinking.
- Because reading skill helps enrich one's terminology as well as the students' input to ensure correct and fruitful output (writing)

Question 03: What is the purpose of writing and reading?

In this question, we gave the participants the opportunity to choose and select the choice according to their beliefs, we aimed to know the purpose of writing to know which one the most frequent purpose of writing is.

Option	Number	Percentage%
Persuade	00	00,00%
Inform	01	11,11%
Entertain	00	00,00%
Persuade and inform	02	22,22%
Inform and entertain	02	22,22%
All	04	44,44%
Total	09	100%

Table 2.3: The purpose of writing.

As result, to this question, teachers 44,44% of the sample stated that the purpose of writing is to entertain, persuade and inform. However, few 22% of the total participants sparked that writing purpose is to persuade and inform.

Questions 04: "Most educators regarded writing as a form of thinking". Do you agree with this statement?

The fourth item aims to determine whether teachers agree with the statement of 'most educators regarded writing as a form of thinking".
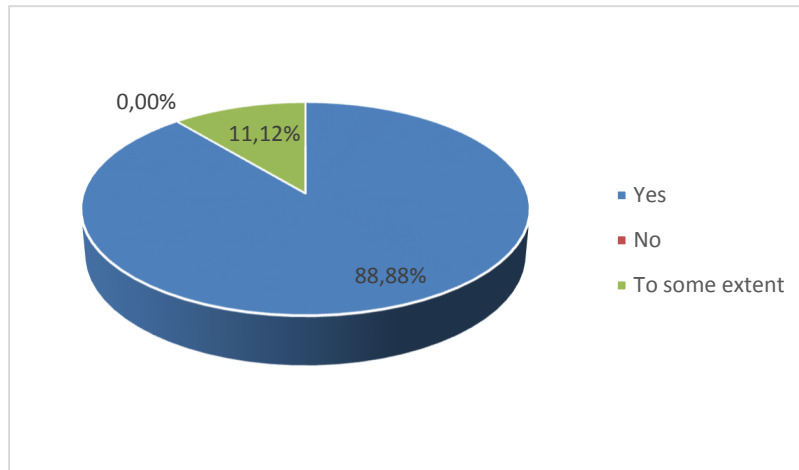
Figure 2.4: Writing as form of thinking.

The largest number of teachers 88,88% indicated that writing is a form of thinking. Whereas, a small percentage of our sample 11,12% stated that they do agree to some extent.

Questions 05: Do you think, the quality of reading influences the writing process?

In this question, we gave the participants the choice of picking whether they think that the quality of reading influences the writing process.
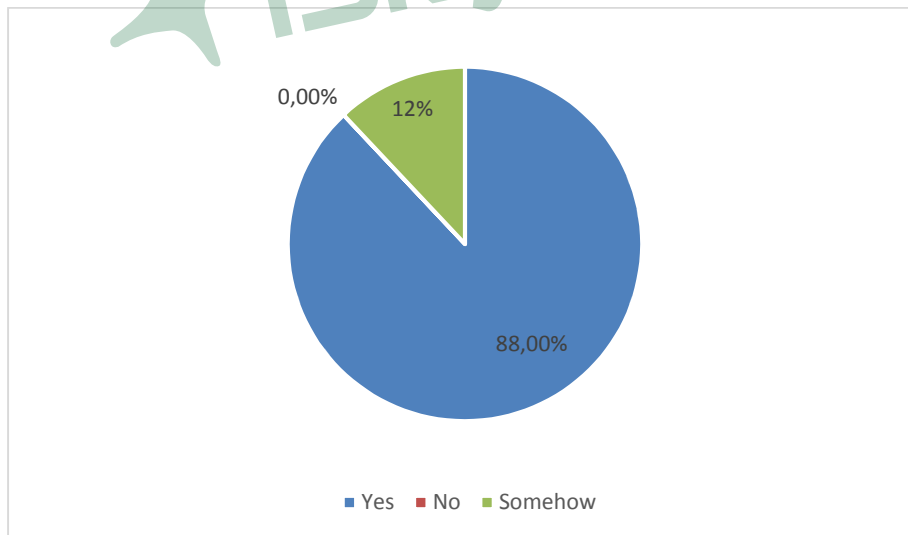
Figure 2.5: Reading influences the writing process.

Teachers responses reveals that 88% of the teacher agree that reading influence the writing whereas the rest 12% said that that agree somehow with this statement.

We asked teachers to clarify according to their answers, but the most important and the repeated ones are the following:

- Consistent reading leads to better result.

- Good reading means good writing.

- the student's style changes according to his reading because every text has a special vocabulary and style that the reader will be influenced by.

Question 06: How can writing and reading develop one's thinking?

The sixth items investigate the usefulness of writing and reading in developing one's thinking.

The participants gave various answers to this open-ended question, it includes the following:

- Reading introduces you to new ideas and new words; writing makes you use those ideas and words in your own way and in new creative way.

- A both writing and reading develop one's thinking in that they stimulate your brain and activate your cognitive faculties.

- By reading and reflecting on the author's experiences and storyline and past-lives' events.

Question 07: In your own words, what is meant by critical thinking?

The following open-ended question aims to find a definition for the term critical thinking according to each teacher.

In this given open-ended question, we asked teacher to give a definition in their own words for the term critical thinking. They give some definitions among them:

- It is a different manner of reflecting on a certain text or task where scrutiny and analysis ae required for better results.

- Critical thinking apposes the sponge-like way of absorbing ideas. It is more selective and much more analytical.

- Critical thinking is a skill and competence of being able to think about something in a non-judgemental way; basing it on scientific reasoning rather than impressions, stereotypes and emotions to cite but some.

Question 08: Do you think that critical thinking can be taught?

This question aims to see whether teacher think that critical thinking can be taught as an educational field.

Option	Number	Percentage%
Yes	07	77,77%
No	00	00,00%
To some extent	02	22,23%
Total	09	100%

Table 2.4: Teaching Critical thinking

As it is shown in the table 77,77% of the teachers admitted that critical thinking can be taught in the educational syllabus, while a small percentage pf 22,23% stated that it can be taught to some extent.

Those who have chosen that critical thinking can be taught, justify their choice by saying that:

- learners could be reminded of it at certain tasks and also practice. Acquiring strategies that help develop critical thinking are much appreciated.
- Through communicative activities that stimulate and require analysis.

Question 09: Do you consider developing your learners' critical thinking as main objective in the classroom?

In this question, it was aimed to investigate whether teacher consider critical think one of the major objectives in their classroom teaching.
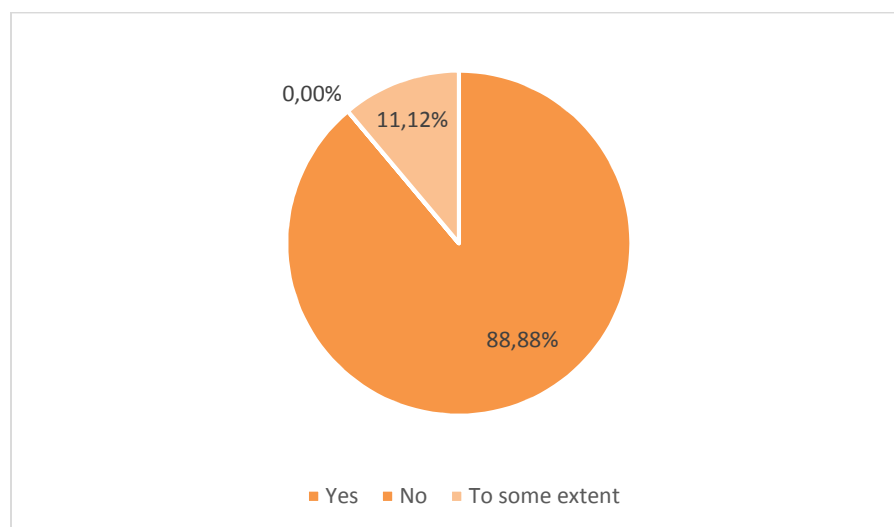

Figure 2.6: Critical thinking as main objective in the lesson.

As an answer to this question, 88,88% of the teachers said that they consider developing critical thinking as main objective, whereas other teachers said that they do consider it to some extent as main objective in the classroom.

Question 10: Do you consider critical thinking as skill?

The tenth item, is set to discover teachers' point of view about considering critical thinking as skill.
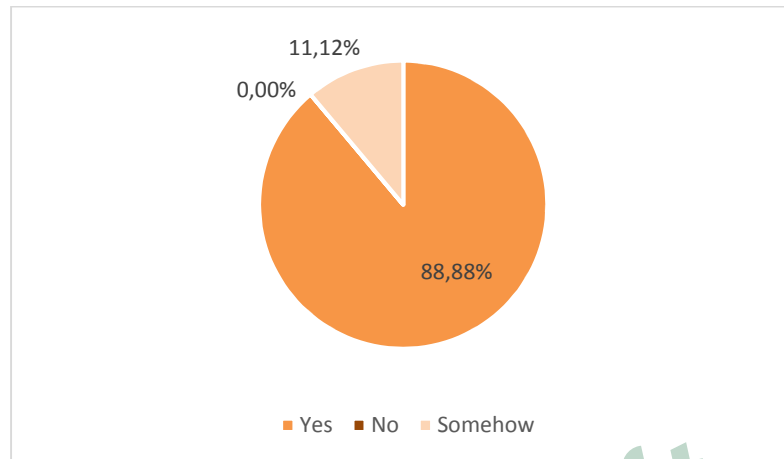
Figure 2.7: Critical thinking as skill.

Eight teachers agree that critical thinking is a skill, thus 88,88% of the whole sample was with the "Yes" answer, while a small percentage of 11,12% said to somehow, they consider it as a skill.

Question 11: To which extent is critical thinking implemented in your classroom?

The eleventh item concerns with the implementation of critical thinking by teacher in their classroom.

Option	Number	Percentage%
Yes, regularly	05	55,55%
Yes, sometimes	04	44,45%
No, never	00	00,00%

Table 2.5: Implementing critical thinking in the classroom.

As it is shown from the table 55,55% of the participants admitted in general that they implement critical thinking in their classroom teaching regularly, while the other 44,45% said sometimes they do use it.

Question 12: How do you promote your learners' critical thinking?

This question is asked to be answered whether critical thinking of the learner can be promoting of some different skills.

11,11%

11,11%

77,77%

■ Reading and writing   ■ Listening and speaking   ■ Both
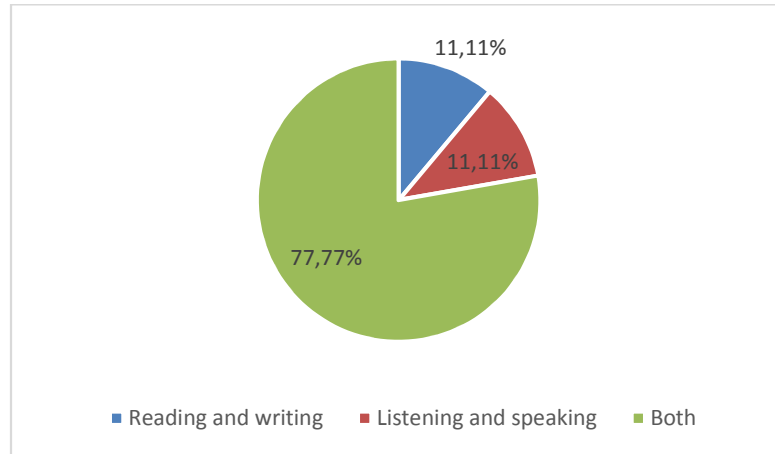
Figure 2.8: Promoting learners' critical thinking.

Graph 08 reveals that more than the half of the teachers who were given this question promote their learners' critical thinking through the collaboration of reading and writing with listening and speaking and here is one of the justifications:

- I insist on the quality between language skills rather than prioritising one or two.

Question 13: Do you encourage your learners' creativity on the classroom?

The thirteenth item, aims to know if teachers encourage learner's creativity in the classroom.

0,00%

Yes; 100%

■ Yes   ■ No
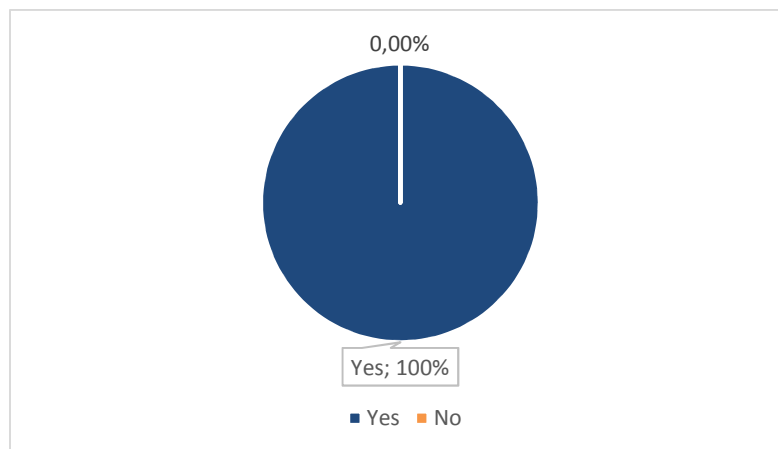
Figure 2.9: Encourage learners' creativity.

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The results show that all teachers (100%) agree with definitive yes, that they do encourage student's creativity during the lessons. This mean encouraging the learners' creativity is a must in the classroom

Question 14: When do students need critical thinking?

The last item aims at finding when students need the different critical thinking skills.

| Option	Number	Percentage%
Reasoning	00	00,00%
Decision-Making	00	00,00%
Problem Solving	00	00,00%
All	09	100%
Total	09	100%

Table 2.6: The importance of critical thinking

The result in the table above suggest that all teachers (100%) in general agree that students need different skills to solve certain problems. Because critical thinking is not directed only to one skills whereas different skills. And its importance lays beneath to when students need this certain skill. Some teachers justify:

- It helps them question and examine what they consume from knowledge.
- They need to question and investigate what they deal with, rather than being knowledge consumers
- Because they are educated people. Critical thinking differentiates them from the uneducated group, and because they are researchers too. Research and critical thinking go hand in hand.
- To be able to reason analytically and not to take everything for granted.

2.6.2. Learners' questionnaire

In this study, the choice of questionnaire was a suitable due to the large number of the population and also to reach as many students as possible. The questionnaire consists of twelve mixed questions.

Detailed Information

Question 01: Do you like the English language?

This question is to determine the student view to the English language so as to see whether they like it or not.
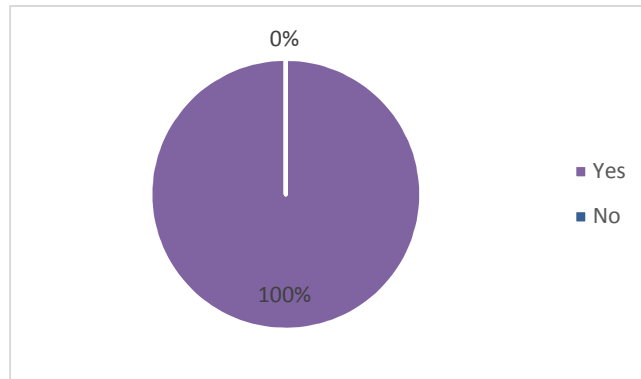
Figure 2.10: English Language.

The students who participated in this study were 61. From the pie chart above we can remark that 100% of the sample agree that they like the English language.

Question 02: In general, how would you rate your English language proficiency?

The aim of this question is to identify how students rate their English proficiency.
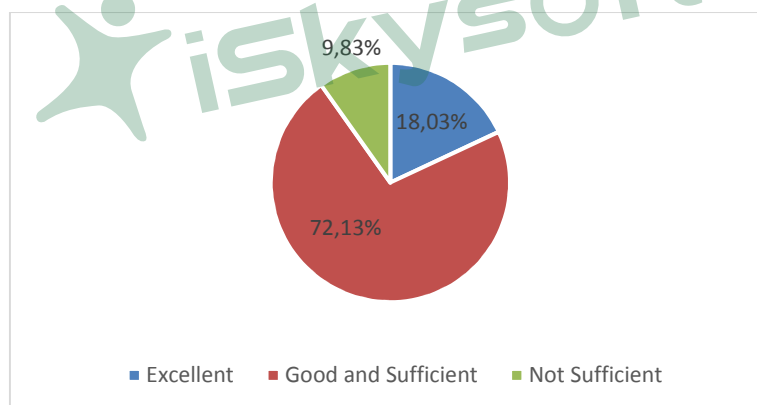
Figure 2.11: Rating students English proficiency

From the graph above, it was noted that 44 participants consider their English proficiency sufficient making up 72,13%, while 18,03% of the participants admitted that they are excellent in their English level. Only 06 participants (9,83%) said that they are not sufficient about their level in the English language proficiency.

Question 03: Do you think that thinking process is important in the English language learning?

The aim behind this question, is knowing the students' opinion about how thinking process go hand in hand with learning the English language.
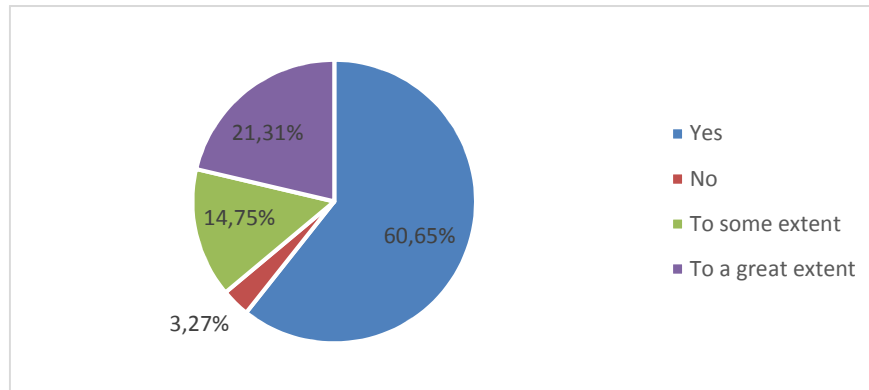
Figure 2.12: Thinking process in the English language learning.

Starting from the graph above, we can see that 37 participants making up (60,65%) of our sample admitted that thinking process is important in the English language learning, while 13 participants (21,31%) said that they I agree to a great extent of the importance of the thinking process for the learning process, whereas 09 participants (14,75%) agree to some extent. Only 02 participants (3,27%) said no.as result, students are aware of the importance of the thinking process while learning the English language.

Question 04: In your free time what do you prefer to do?

The aim behind this question is to see to what student are attached to do in their free time as to obtain information to see what students purpose behind their choices.
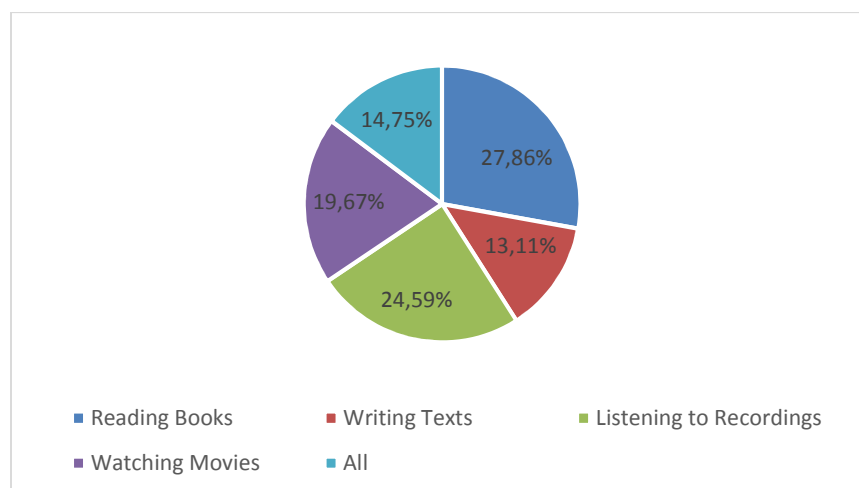
Figure 2.13: Students free time likes.

Students responses show a diversity in what students prefer to do in their free time, revealing that 27,89% of the students are more attached to reading books, whereas 15 students (24,59%) likes listening to recordings, coming next 19,67% of the population prefer watching movies. While 14,75% likes reading books. We asked students to state some other .and too many different answers were received, but the most important and repeated one was either through gaming or chatting through social medias.

Question 05: Which skill do you focus more on developing?

This question seeks for obtaining information on what learners focuses more on promoting and support in their learning.
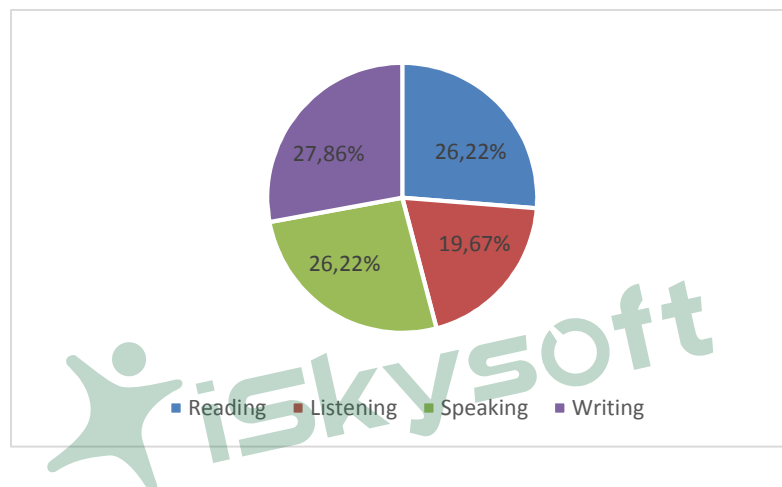
Figure 2.14: Students developing skills.

In the graph we notice that 17 (27,86%) focus more on developing their writing skills, and shows how important for them to improve it. While it comes second reading with 16 participants (26,22%) of the whole population. Coming the last but not the least both listening and speaking 26,22% and 19,67%.

Question 06: Your thinking process is more active.

The aim of this question is to find out in which circumstances their thinking process get more active, through two main choices. We also aimed to know how frequent they use it.
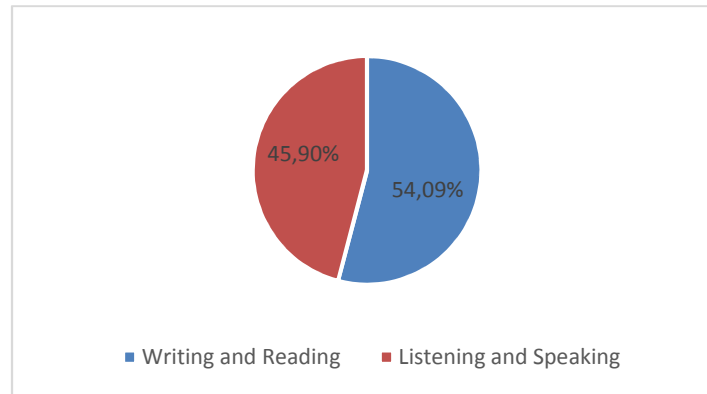
Figure 2.15: Students process active.

The pie chart above, indicate that most of the learners' (53,09%) consider that their thinking process activeness is more attached to the writing and reading. Whereas some students (45,90%) stated that their thinking process is linked to the listening and speaking.

Question 07: Are you familiar with the term Critical Thinking?

This question is one of our focus study, we aimed to see if our participants are familiar with the term critical thinking. And whether teachers already did introduce them to the term.
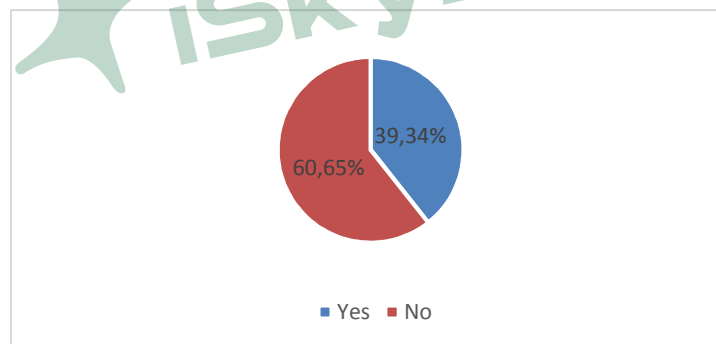
Figure 2.16: The term Critical thinking.

The Statistics in the graph shows that the majority of the students (60,65%) declare that they do not know the term critical thinking. Learners are more unlikely introduce to the term critical thinking. While some of students (39,34%) claims that they do know the term critical thinking. Thus, we asked them a definition and here some of their definitions:

- Critical thinking is looking at things from an analytical perspective.
- Critical thinking is based on the way you analyse the information before you grasp it.

- Critical thinking means analysing, deducing, questioning, reasoning.

Question 08: Do you know the difference between thinking and Critical thinking?

This question aims to check if the participants are aware of the differences between to terms the first one is thinking, whereas the second was critical thinking.
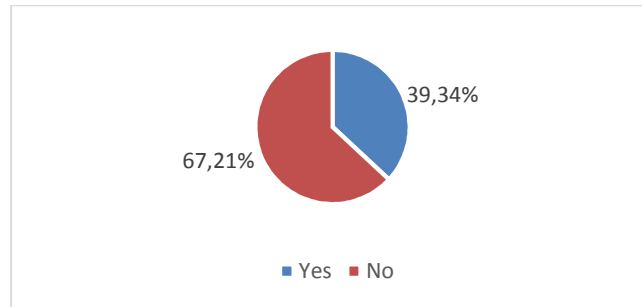
Figure 2.17: Thinking and critical thinking differences.

Students answers claims that most of them (67,21%) that there is no difference between the term thinking and critical thinking. While (39,34%) claims that there is somehow a difference between the two terms. The participants gave various answers and justifications, it includes the following:

- Thinking is natural and habitual while critical thinking comes from the reason.
- Critical thinking is based on analysing rather than just simple thinking.

Question 09: Do you rely on the use of technology in developing critical thinking?

There is no doubt that technology is almost used everywhere, thus this question aimed to see how frequent the participant use technology to develop their critical thinking.
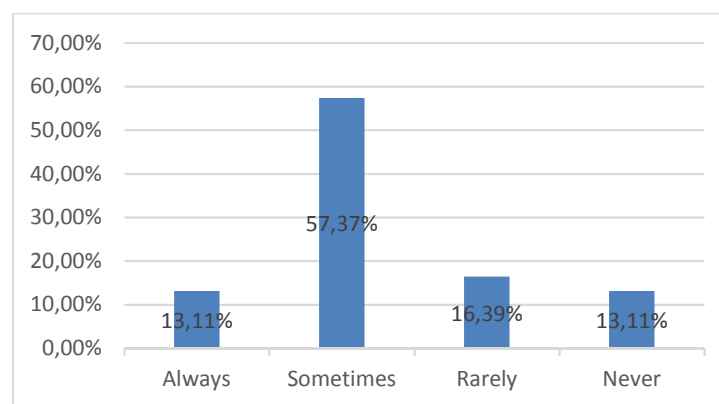
Figure 2.18: Technology and critical thinking.

The statistics shows that more than half of the participants (57,37%) sometimes use technology to develop their thinking. While the other percentage are less than 20% shifting from always, rarely and never.

Question 10: Do you think that reading and writing are interrelated?

The aims beneath this question is to investigate about students knowing of the relation that reading and writing have.
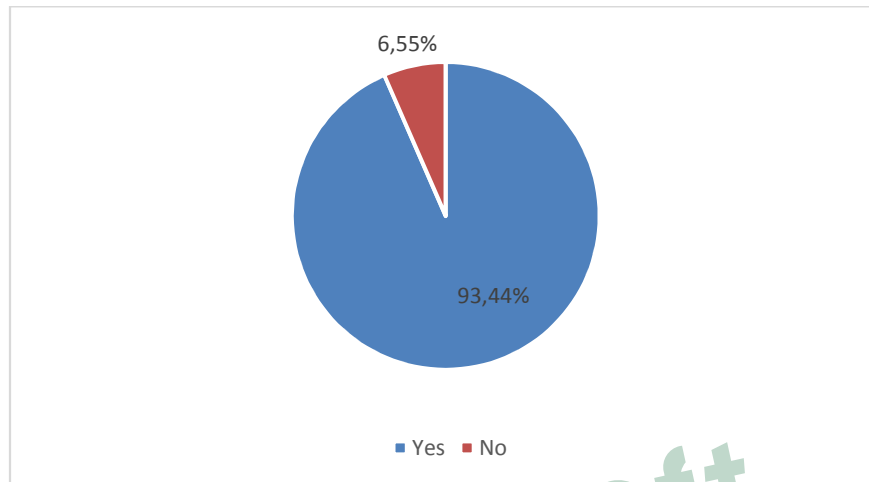
Figure 2.19: Relationship between reading and writing.

From the results obtained in the graph above, we have noticed that 93,44% of the whole sample responded that there is big relationship between reading and writing, however 6,55% of the participants declare that reading and writing are not interrelated.

Question 11: What steps do you follow to solve problems successfully?

Toward a solution for certain problems a one need different steps to follow, thus we asked the students this question in order to know their path in solving such problems.

Option	Number	Percentage%
Thinking	30	49,18%
Ask others for help	14	22,95%
Read about the problem	17	27,86%
Total	61	100%

Table 2.7: Problem solving.

The analysis of the answer in the table suggested that 30 participants (49,18%) declare that solving problems usefully depend more on thinking. While 17 participants (27,86%)

think that reading about the problems is the best solution. Whereas 14 students (22,95%) of the whole sample stated that asking other for help would be great choice to take.

Question 12: In your opinion, what is effective reading?

The purpose behind this question, aims to investigate the students' opinions about what effective reading for them is.
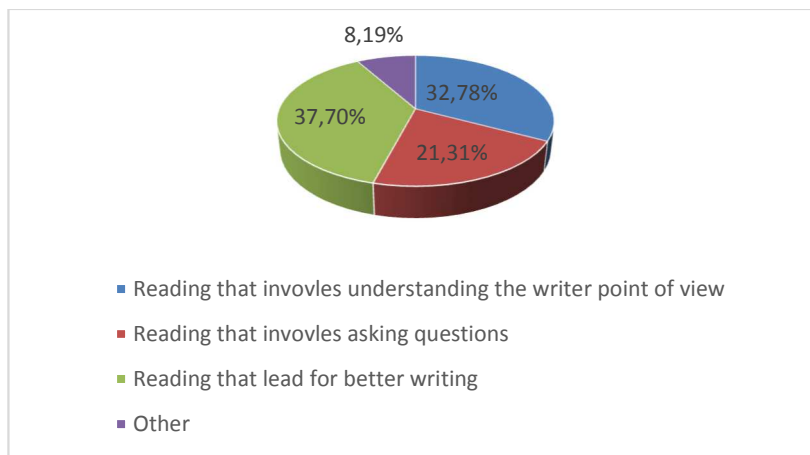
Figure 2.20: Effective reading.

The graph above indicate that 37,70% of the whole population view reading that lead for better writing is the best reading they would look for. Meanwhile, 32,78% of the participants consider reading that involves understanding the writer point of view a the most appropriate choice. Whereas 21,31% declare that reading that involves asking questions is suitable choice to take. While the rest 8,19% indicate others like reading with fully understanding what you read, reading that enrich your information and vocabulary.

2.7. Conclusion

Throughout this chapter we have presented the research methodology that has been tackled in order to collect sufficient, reliable and credible data that allow us to explore our research objectives concerning promoting critical thinking for EFL learners' through teaching reading and writing.

Chapter Three

Findings, Suggestions and Recommendations

3.1. Introduction:

Chapter two presented the methodology followed in the research, in which the researcher tackled the full description of the research tools and data analysis of the research. This chapter displays the findings obtained in the study and discusses their significance. The overall objective of the study indicated in this research is how to promote EFL learners' critical thinking skills through teaching reading and writing. The chapter is divided into two sections, with the first mainly exploring teachers' and learners' questionnaires. Their answers were examined in order to determine whether teaching writing and reading improve their critical thinking skills. The second section then consist of discussing the overall findings related to the research, exploring more suggestions and recommendations.

3.2. Discussion of the findings:

The questionnaire addressed to the learners' and teachers', were adopted to identify the possibility of teaching critical thinking through reading and writing for EFL learners'

3.2.1. Results of teachers' questionnaire:

The questionnaire was mainly addressed to teachers of English who teach different specialties. The total numbers of the questioned teachers were nine. the purpose behind the questionnaire is to report teacher's opinions concerning teaching critical thinking through reading and writing.

The majority of teachers reported that their experience surpasses four years of teaching. Moreover, they differed in their experience as teachers of EFL. This fact allowed the researcher to consider various views that would be of a great value for the study.

Teachers' answers about skills they frequently focus on developing all the four known skills, this shows how these four skills are important in process of learning. Further to say, teachers try to include all the four skills in their lessons regularly. Thus, in their opinion including all the four skills is unavoidable.

From the analysis of the results, the researcher found that the majority of teachers agree that good readers tend to be good writers. This question received the same answer among all teachers who admitted that reading can make one a better writer. In addition, teachers are aware about how reading can influence the learners for a better style, enrich vocabulary, and

most importantly develop thinking in order to ensure a fruitful output. Further to say the quality of reading influences the writing process, analysing that teachers were generally to some extent agree with the reading process impacting the production. Some teachers inform that the continuous reading leads to better results, thus it changes the styles because every text has its special vocabulary related to it.

Teachers results sparked that the writing purpose can change according the needs of learners'. Note that most of teacher select writing to entertain, persuade and inform purposes. This can be further explained as the multiple roles played by writing.

The majority of teachers answer that writing can be regarded as a form of thinking, as it can shape our thoughts and ideas. Moreover, one's thinking can melt inside the writing process. However, teachers admitted that writing and reading can impact one's thinking, as for the case of reading it introduces you to new ideas and new words; writing makes you use this knowledge in your own way and in new creative way. It could also attribute to stimulate and activate the cognitive processes.

When the results from the teachers' questionnaire were analysed and compared with others analysed data, teachers set different definitions for the concept critical thinking. What has been noticed in the teachers' responses to this question is that critical thinking is rather analysing, reasoning and giving judgements about certain case.

The responses to the teachers' question were not surprising as the majority consider that critical thinking can be taught in the educational fields. Learners are in need of critical thinking in certain tasks that can help to develop their thinking process. However, there was an exception; only two teachers, who stated for the uncertainty of teaching it. All the teachers agreed on the implicit teaching of critical thinking as the most appropriate skill. Surprisingly, most of the teachers' Considering critical thinking as main objective in the lesson. In exploring to what extent critical thinking is implemented in the classroom as most of teachers stated before they do consider it a main objective, teachers responses were approximately admitting that critical thinking is implemented in their lessons regularly or to some extent due its importance in the classroom.

After deep clarification to the teachers' responses on how critical thinking can be developed, the results showed a significant use of all different skills in promoting critical thinking. The respondents expressed a strong agreement on using the four skills as a technique on one hand

while on the other hand they insisted on dividing reading and writing and listening and speaking. In addition, teachers admitted that they encourage students' creativity, they believe in developing the students thinking creativity as it is the main reason for the different thinking skills.

The result of the questionnaire provided in-depth information right from how students would need the different critical thinking skills to solve problems related to language and real-life problems. Teachers reported that reasoning, decision making and problem solving would be all useful and sufficient in the classroom. Moreover, is helps them to question and examine what they consume from knowledge in their daily life. Furthermore, critical thinking is not directed only to one skill but to a different set of skills. And its importance lays beneath to when students need these certain skills.

3.2.2. The results of students' questionnaire:

The questionnaire was mainly addressed to university third year students at the English department at the university of Abdelhamid Iben Badis. The total number of the questioned students was sixty-one (61).

The results of students' questionnaires show that they generally side for the English language, as it is considered to be an international language, and the language of science. Moreover, the majority of students are satisfied with their English, while some of students admitted that their English proficiency is excellent. Therefore, students tried different techniques to develop either through reading books, which would be a suitable choice for most of the learners' or listening to recordings, writing text, diaries and watching movies. Some of the techniques the learners mentioned were either through gaming, chatting or social medias.

The results of the second question received a total agreement about the importance of the thinking process in the English language learning. However, students focus on developing other skills most importantly, writing and reading. Furthermore, students are aware of the big role played by the different skills in language learning and developing thinking. Students agreed that writing and reading skills stimulate their cognitive process because it activates their thinking process.

The responses of students related to the term critical thinking were not surprising as the majority are not aware about the concept critical thinking. Learners seemed to not having

been introduced to the term before. However, there was an exception; only few students have got a good amount of information concerning critical thinking. In addition, several answers of definitions included the terms analytical, logic and reasoning.

When the results of learners' questionnaire were analysed about the difference between thinking and critical thinking, students clarify that there is a difference but they are unable to detect it. Therefore, some students suggested some answers that thinking is something innate, natural and habitual whereas critical thinking depends on the reasoning and different set of skills. However, the poor knowledge of students about critical thinking shows that students demonstrate clear unawareness of the concept. As most of teacher did not introduce learners on how to promote their critical awareness.

Students questionnaire results also revealed that they sometimes relay on the use of technology in developing their thinking, students show how the recent technology could be paramount for them to enhance and push their creativeness to another level. And consider improving thinking skills through devoting ICT for the purpose of study.

After deep clarification in the results, students revealed and express strong agreement that writing and reading are interrelated skills, showing how these two skills are important to complete one another. They are closely related and, some would say, inseparable. Basically put: reading affects writing and writing affects reading. As such, better writers tend to be better readers, and better readers produce better writing. This is due to the fact that reading provides young people with prior knowledge that they can use in their stories. Since writing is the act of transmitting knowledge in print, students must have information to share before they can start writing.

The results received different views. Respondents believe that the main reason behind the effective reading is that the one which leads for a better writing. Through reading the knowledge gain will make the one's inspired. And it will help them learn to read with a writer's eye.

3.3. The Overall Achievement of the Research Aims:

The study has successfully answered the research questions and tested the hypotheses stated in the general introduction. In examining the possibility of teaching thinking skills in

EFL classrooms. the study found that teaching critical thinking should be taught implicitly in collaboration with other linguistic skills.

As to whether or not reading and that writing impact teaching the thinking skills of EFL learners., teacher's questionnaire showed since there is a relation between reading and writing as they are both considered to be form of thinking, the impact can be huge on the learning process.

As for the role of guided teaching of critical reading improves students' reasoning and argumentative/ persuasive writing. Concerning the third hypothesis which predicts that if the thinking lessons are well planned and presented by teachers, the learners' might gradually become skilled and creative thinkers in terms of dealing with any language problem they encounter in or outside the classroom; in other words, through the guided teaching of critical reading students will be able to produce persuasive and organised argumentative texts.

It is necessary to say that there is no writing without thinking, it was also noted that the combination would expose them to different kinds of intellectual work that would expand their thinking and writing abilities. purposeful reading, would positively influence their learners' attitudes towards the thinking process and help them improve their writing competence.

3.4. Limitations:

The scope of the study is limited to the data collected from third years license students at Abdelhamid Iben badis university. therefore, generalization is not recommended. Moreover, the questionnaire was given during the second last semester during a time that both learners and teachers, may not give it full attention. Add to that, the exams were a big factor that may influence the students' answers and thus the study results. In addition, the researcher's lack of experience might have also affected his administration and interpretation of the obtained results.

3.5. Recommendations and Suggestions:

The challenges of the day and globalization which impose English as the international language require future citizens to cope with the world and apply their skills purposefully. Therefore, the curriculum would give more importance to critical and creative thinking because they are fundamental to successful, effective, and autonomous learning.

Teaching reading and writing are non-separable. Without reading, the writing process would depend entirely on expressive writing. In addition, the writing which was taught to students in the school is not the writing required for the academic fields. This is because the reading which considered to be the major source of knowledge, is ignored. Students are not encouraged to develop their reading abilities. Also teaching reading and writing together can accelerate students' abilities for learning.

In addition, teaching students to write intelligently on topics they do not care about seems to be a more useful goal than having them pick topics which interest them. Students should be exposed to different forms of writing, especially academic writing. And promote students' capacity for critical reading. In order to make them relate the information they read to their own emotions, beliefs and thoughts. Therefore, it is vital that L3 students should possess knowledge of how and when to use a certain genre if they are to function successfully in their future careers.

Students need opportunities to expand their thinking in order to sharpen their communication skills. Students have very little space to think, ask questions or contribute to classroom discourse this is due to unrestricted control of the teachers in the classroom and there is no chance for students to initiate discussion or critique, or take any form of active role in the class.

Creating a classroom environment which encourage students to think and become involved in discussions and collaborative work can improve students' critical thinking processes. As it provides them with secure environment to express their views. They also should be engaged in meaningful interactions and guide them to relate them to their own experiences.

Students should be encouraged to promote different skills they need in their daily life. Enabling students to collect a relevant information in order to make them manage data they collect. Putting students in situations where they can identify and think of possible options, evaluate the options, and choose strategies for making the decision and reviewing how it works is an important factor. Also, teachers should develop their learners' ability to detect the problem and choose workable solutions for it in a creative way.

The majority of EFL teachers, as the results of the questionnaire in the previous chapter showed, are not aware about the different critical thinking skills; thus, they do not know how thinking skills of their own learners can be developed. Therefore, training service

programmes are recommended for EFL teachers'. Thus, the relationship between teacher training and learners' achievements and is believed to play a big role on the students thinking changes.

3.6. Suggestions for future studies:

Overall, the potential limitations stated before do not negate or reduce the importance of the findings obtained in this study. Such limitations only highlight the fact that much work still lies ahead. Future research, therefore, needs to investigate the complexity of argumentative texts written by L3 students and how the complexity of their thinking may lead to the increasing sophistication of the language produced. Moreover, studies need to look at how student's attention in reading, writing and thinking activities, in order to address the critical thinking weaknesses reported in this study. More importantly, research should be conducted over longer periods in order to allow for the proper investigation of students' thinking.

3.7. Conclusion:

This chapter was entirely devoted to the findings, results and further suggestions. There is very little research on critical thinking skills in the EFL context in general and to writing and reading skills in particular. For example, the current research has found no studies in Algeria tackling critical thinking skills in writing and reading. The analysis of the results revealed that there are some factors that may affect the teaching process. Raising the awareness of students about the importance of critical thinking skills is a big contribution to the success of the learning process and the necessity of teaching reading and writing as they are a big part for developing the thinking process. Despite students' awareness of reading and writing and its importance, they still exhibited poor knowledge about critical thinking skills.

General Conclusion

The present study is an attempt to examine the possibility of promoting critical thinking skills through teaching reading and writing in the field of EFL. It became clear that the students are not aware of the importance of it and the practicality of the subject matter; therefore, in order for them to understand the required skills to master the subject, they need to learn to think and adopt strategies that would help them bridge the gap between what is taught at school and what is needed in the real world. The overview about the phenomenon of thinking has shown that teaching reading and writing could meet a number of difficulties which can only be overcome by very special methods of learning and training. As for data collection, the tools were adopted to test the suggested hypotheses; those tools are: teachers questionnaire, learners questionnaire.

The study begun with a review of the available literature that provided information about different definitions, and ways to improve the thinking skills of EFL learners. In fact, promoting critical thinking has become an explicit and indispensable part of educational curricula in many universities. Using thinking skills in the classroom requires the collaboration of well-trained teachers and learners who are aware of this skill. Hence, teachers will provide reading and writing lessons and exercises that challenge and instruct learners who, in return, will show more interest and desire to promote their thinking.

After analysing the data collected via the questionnaires, the researcher came up with a number of conclusions with reference to the hypotheses and research questions provided earlier. The results obtained from the qualitative and quantitative analyses of the collected data show that promoting thinking skills in EFL classes through teaching reading and writing has become very necessary and it requires the implementation of specific frameworks for the learners to improve their mastery of the target language as well as using it appropriately outside the classroom when needed. The interpretation of the results confirmed its efficiency and usefulness of both reading and writing skills for the thinking process.

All in all, the results of the study show that promoting critical thinking skills in EFL classes through teaching reading and writing is a very demanding job but fruitful if well done. It requires efforts from all parts of the teaching and learning operation especially the teacher who should be well prepared and the learner who has to adopt the appropriate learning

strategies that would help him be aware of the goals behind learning a given subject. As far as future prospects are concerned, the present work could be a useful starting point for future researchers in the field of investing thinking skills in education and put it into practice in the Algerian schools.

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Appendix (a): Learners' questionnaire.

Dear Students,

This questionnaire aims to promote critical thinking skills for EFL learners through teaching reading and writing. You are kindly requested to answer the given questions in a matter of honesty. Tick the most appropriate choice close to you. Thank you in advance.

Detailed information

1- Do you like the English language?

Yes ☐   NO ☐

2- In general, how would you rate your English language proficiency?

Excellent ☐   Good and sufficient ☐   Not sufficient ☐

3- Do you think that thinking process is important in the English language learning?

Yes ☐   No ☐   To some extent ☐   To a great Extent ☐

4- In your free time you prefer:

Reading books ☐   Writing texts or diaries ☐   Listening to recordings ☐

All ☐

5- Which skill do you focus more on developing?

Reading ☐   Listening ☐   Speaking ☐   Writing ☐

6- Your thinking process is more active while:

Reading and Writing tasks ☐   Listening and Speaking tasks ☐

7- Are you familiar with the term Critical Thinking?

Yes [ ]   No [ ]

If yes, what is it …………………………………………………………………………

8- Do you know the difference between thinking and Critical Thinking?

Yes [ ]   No [ ]

If yes, …………………………………………………………………………………

9- Do you rely on the use of technology in developing Critical Thinking?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

10- Do you think that reading and writing are interrelated?

Yes [ ]   No [ ]

11- What steps do you follow to solve problems successfully?

Thinking [ ]   Ask others for help [ ]   Read about the problem [ ]

Other………………………………………………………………………………...

12- In your opinion, what is effective reading?

-   Reading that involves understanding the writer point of view. [ ]

-   Reading that involves asking questions. [ ]

-   Reading that lead for better writing. [ ]

-   Other …………………………………………………………………………………

13- Any further comments or suggestions:

………………………………………………………………………………………....

....

Appendix (b): Teachers' questionnaire.

Dear Teachers,

This questionnaire aims to promote critical thinking skills for EFL learners through teaching reading and writing. The purpose behind the present study is to make learner's critical thinkers. Your answers are required so, would you please give honest answers. Thank you in advance.

Part One: Background information

- **Specify your degree:**

a- Licence ☐

b- Master/ Magister ☐

c- Doctorate ☐

- **How many years have you been teaching**

……………………………………………………………………………………………….

Part Two: Detailed information

1- **Which skills do you focus more on developing in your lessons?**

Writing ☐ Reading ☐ Listening ☐ Speaking ☐ All ☐

2- **It is said that "Good readers tends to be good writers". do you agree with this statement?**

Yes ☐ No ☐ Somehow ☐

Justify, ………………………………………………………………………………………

……………………………………………………………………………………………

3- **What is the purpose of writing and reading?**

Persuade ☐ Inform ☐ Entertain ☐ All ☐

Other…………………………………………………………….

4- **"Most educators regarded writing as a form of thinking". Do you agree with this statement?**

Yes ☐ No ☐ To some extent ☐

5- **Do you think the quality of reading influences the writing process?**

Yes ☐ No ☐ Somehow ☐

How? …………………………………………………………………………………...

50

6- **How can Writing and reading develop one's thinking?**

………………………………………………………………………………………

7- **In your words, what is meant by Critical thinking?**

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

8- **Do you think that Critical Thinking can be taught?**

Yes ☐ NO ☐ To some extent ☐

If yes, how? ………………………………………………………………………………
………………………………………………………………………………..

9- **Do you consider developing your learner's Critical Thinking as main objective in the classroom?**

Yes ☐ No ☐ To some extent ☐

10- **Do you consider Critical Thinking as skill?**

Yes ☐ No ☐ Somehow ☐

11- **To which extent is Critical Thinking implemented in your classroom?**

Yes, regularly ☐ Yes, sometimes ☐ No, never ☐

12- **How do you promote your learner's Critical Thinking?**

Reading and Writing ☐ Listening and Speaking ☐

Other ………………………………………………………………………………...

13- **Do you encourage your learner's creativity in the classroom?**

Yes ☐ No ☐

14- **Why do students need critical thinking skills?**

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

15- **When do students need critical thinking skills?**

Reasoning ☐ Decision -making ☐ Problem Solving ☐ All ☐

Other…………………………………………………………………………..