The Use of Critical Thinking to Develop EFL Learners' Writing Skills

The Case of Master One Language Sciences Students at Larbi Tbessi University

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sience

Candidates: **Supervisor:**

BOUAKEZ Sarah   Miss: BOUCHOUCHA

BOUCHAGOURA Hala

Board of Examiners:

President: Miss BOUREZG Zahra

Supervisor: Miss BOUCHOUCHA Messaouda

Examiner: Miss KRARZIA Naouel

2018-2019

Dedication

In the Name of ALLAH, the Most Gracious, Most Merciful, All praise to him alone, the sustainers of the entire world. We shall pay my deepest gratitude to Graceful and Compassionate ALLAH the Almighty for granting us the power to pursue and finish this work.

I dedicate the fruit of my efforts to

The first word uttered by my lips to my "beloved mother"

To the lamp that does not spare my light my "dear father"

To crown of my head and the awesome brothers Mouhamed Badri

To my life and soul mate twins sisters: Soumia and Samar

To the sweetest coincidence in my life my friend, brother and everything Dhiya Al-hak who was always beside me

To my best friend and sisters: Aboura, Loulou, Koki, Maro, Rahouba, Bouchra, Atra, Houta, and Hassiba who I shared a nice times with them along all these five years.

To all my family members: grandmother, uncles, aunts, and others without exception.

To all who share love with me

To all whom I did not remember, but their remembrance in my heart.

BOUAKEZ Sarah

Dedication

In the name of the Almighty Allah, all praise to him for giving us the ability to finish this research.

This work is dedicated to my great parents Allah bless them for their endless love and

encouragements. As well as to my uncles, cousins and my generous aunts who gladly welcomed for

using Wi-Fi. To my beautiful sisters, the great teacher Sabrine, my sweet biologist Sonia, my

courage geologist Hanene, my awesome future journalist Meriem and my little candle Wafa. To my

little hero, my dearest brother Ilyes, in addition to the closest people to my heart and all of those

who prayed for us, Salwa, Ahlem, Sihem, Wissal, Soumaya, Hanene and my colleagues.

To my helpful partner Sarah whom I shared this work. To all those I did not mention with my pen,

but they know that they are in my heart forever. I will never forget your support.

BOUCHAGOURA Hala

Acknowledgment

Special thank go to Miss "Ghoul Amna" who has always guided us with a great professionalism and helped us a lot in the fulfillment of this dissertation.

Our dear, supervisor, we would like to express our great sincere and appreciation to her Miss "Bouchoucha" who encouraged and guided us to develop this work.

We need to express deep appreciation to all teachers at the English department who were present when we need help.

Without forget to thank teachers of academic writing and Master One Language Sciences Students at Arbi Tebesi University of Tebessa for their collaboration and honest answers.

Finally we would pass a great thank to all members of the board examiners for taking the time to examine our present work we appreciate your awareness and careful reading this dissertation.

Abstract

The work aims to investigate developing EFL learners' writing skill through the use of critical thinking. The current dissertation hypothesizes that the majority of Master One Language Sciences Students at Tebessa University are not aware enough how to use critical thinking skills in their writing and a large part of the chosen population have weaknesses in writing. In order to fulfill the study aim, two questionnaires are distributed to both academic writing and academic writing modules teachers, as well as to a sample of thirty students randomly selected from Master One Language Sciences Students at the department of English at Al-Arbi Tebessi University, Tebessa. The final result confirmed our hypothesis that the majority of students are agreeing on how the use of critical thinking motivates them to improve their writing abilities.

Key Words: The Writing Skill, Critical Thinking.

Table of Content

Chapter One: the use of Critical Thinking to Develop the Writing Skill

1.1.Section One: The Writing Skill

ملخص

Résumé

List of Acronyms

E.F.L: English Foreign Language

I.B.M: International Business Machines

S.P.S.S: Statistical Package for Social Science

List of tables

General Introduction

Since the subject matter is concerned with learning the writing process, it is useful to talk briefly about teaching. Teaching is a systematic process that is made of different steps. It is cognitively demanded for the need of checking books and internet. Moreover, it is physically demanded since it needs body movements and efforts. As well as, it is emotionally demanded according to the rewords that the teacher gives to his students for being active and brilliant for example. That means the teacher's feeling of being delighted for the good results will be observed. According to Nieto (2001), "effective teaching is based on the fact that learning builds on prior knowledge and experiences" (p. 116). In the light of that, she declared that "our prior experience provides the foundation for interpreting new information. No learner is a black slate". (2001, p. 17). From what is mentioned, it can be concluded that the personal prior knowledge and experience is an important step that both of the teacher and the learner should include in their educational carrier.

> Harmer (2007) claims that "by the end of the twentieth century English was already well on its way to becoming a genuine *Lingua Franca*, that is a language used widely for communication between people who do not share the same first (or even the second) language" (p. 13).

It is clear that learning the language is the bridge that helps to learn others' culture, life style and ways of communication. Furthermore, Nunan (2001, p. 50-65) claims that "Learning a second or a foreign language requires the mastery of the four language skills: Listening, speaking, reading and writing". In other words, Nunan explains how it is important to practice all of the four skills in order to get involved in learning the target language. Depending on what Nunan (2001) said, it is important to say that these four skills are the basic of learning English. Which means that, EFL learner should know well how to master them all for being able to put that language into practice.

Concerning the four skills in learning English, writing takes an important part in enhancing EFL learners' capacities to use the language effectively. In addition to that skill, reading is essential to get a rich background about a certain topic in the target language. Moreover, there is an interrelated relationship between the two mentioned skills, which makes critical thinking included as an important step that leads to analytic writing. More precisely, reading, critical thinking and writing represent a chain, so that EFL learners will get an ill-developed piece of analytic writing if they neglect one of them.

Statement of the Problem

Language is also a tool of communication which helps individuals understand each other. Language is not only used for communication, EFL learners use English in the academic field in which they critically think to criticize and get their own conclusions in a written form. The majority of Master One Language Sciences Students at Tebessa University face obstacles when writing. It is witnessed that a large number of them have weaknesses to produce a well-developed piece either because of the misuse of critical thinking skills or the superficial view of what they are writing about. EFL teachers apply different strategies to enhance their students' writing skills. As a way to achieve that aim, critical thinking can be a suitable process.

Aim of the Study:

The research aims to clarify the role of critical thinking in developing EFL learners' writing skills. Next, it aims to show the relationship between reading, critical thinking and writing. Moreover, this study aims to realize that if critical thinking is a suitable tool/instruction to improve EFL students' writing or not.

Research questions:

For this research, the following questions are selected:

➢   Do all Master One Language Sciences students at Tebessa University use critical thinking skills in their writing?

➢   Do all of Master One Language Sciences students at Tebessa University have weaknesses in their writing?

Hypotheses

It is assumed that:

➢   The majority of Master One Language Sciences students at Tebessa University do not use critical thinking skills in their writing.

➢   A large part of Master One Language Sciences at Tebessa University have weaknesses in writing.

Research Method

   As a research method used, a survey method depending on the questionnaire is used for collecting data. Two questionnaires were submitted for one academic writing module teacher and three written expression module teachers. As well as for a sample of thirty master one language sciences students. In this research, the aim is to elaborate these two variables: The use of critical thinking skills in academic work and developing writing skills through these skills.

Structure of the dissertation

   The present work is divided into two chapters, a theoretical and a practical one. The first chapter is divided into two sections, the first section is about identifying the writing skill and the second section is about critical thinking and the relationship between the two concepts; the writing skill and critical thinking. The second chapter is concerned with the field work which explains the collected data and the analysis of the questions included in the two questionnaires.

Chapter one: The Use of Critical Thinking to Develop the Writing Skill

Introduction

No one can deny that English as a foreign language is important in different fields. Since English is considered as an essential tool in the academic field too, the majority of EFL teachers aim to enhance their students' abilities to produce a good piece of writing through the use of critical thinking skills.

Writing represents a hard task to deal with according to the difficulties that students may face while writing. The ability to write is becoming crucial for EFL learners. Writing has attracted the attention of researchers as being a crucial skill that contributes in learning any language, and which further education may be largely impossible. Shangarfan, & Mamipour (2011). It is the main factor for a successful academic performance in education. For that, the aim of this research is focused on how to improve EFL student's writing skills at the University of Larbi Tbessi, Tebessa via using critical thinking skills.

The first section focuses on the writing skill, including its importance and the difficulties that the majority of students face during writing. In the second section, the focus is on the fundamental process which is critical thinking. This section provides critical thinking definition and shows reading as an important source of critical thinking. Moreover, it includes critical thinking elements, characteristics, and provides further sources to critically think. Ultimately, this section clarifies the relationship between the two concepts; writing and critical thinking, and shows how EFL learners can enhance their writing skills through using critical thinking skills.

1.1.Section one: The Writing Skill

1.1.1 Introduction

This section will investigate the general knowledge about the writing skill; it includes the writing process definition, its strategies and its importance in language learning. This section shows

how it is important to develop EFL learners' writing skills and clarifies the main points that EFL learners should focus on while writing.

1.1.2. Writing Defined

Writing according to the last decades it has become the most important language skill which plays a crucial role in the foreign English learning. Constantine (2008) says: Writing is the ability of manipulating structure, vocabulary and their conventional representations. Lado also says that: We mean by writing in foreign language the ability to use structures, lexical items and their conventional representation in ordinary matter-of-fact writing (1983, p. 248). Writing also can be a way of communication that is used in order to share ideas with people, express felling, and convey messages by respecting all the rules of language. According to Miller (1989), "even though writing production is an expression one's individuality and personality. It is important to remember that writing is endeavor, a way of communication with people" Crystal (1995, p. 275) also believes the same thing: "Most obviously writing is a way of communication uses system of visual marks made on some kind of surface". Unlike other skills writing is considered as a complex one because writing process needs enough capacity in order to be good and effective writer.

1.1.3. Importance

The writing skill has a great impact on people's daily life generally and in language development, particularly to learners of English as a foreign language. No one can deny that all the skills are important in the English language and each one has its own function, but writing seems to the most effective one to be learned. Suleiman (2000) argues that "writing is a central element of language; any reading and language arts progress must consider the multidimensional nature of writing in instructional practices, assessments, procedures and language development (p.155).

English Language students should take its important in their consideration because through writing they will master enough knowledge of good writing and increase their level in writing.

Raimes (1983, p. 3) believes that through writing we will discover what we say: She says that it reinforce learning:

Alexander also indicates the importance of writing and shows that strong writing may enhance student's success. Arthur (2008) says: The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, low blood pressure and boost the immune system (p. 11).

For these reasons, teachers are obliged to enhance their students to get involved in the writing process to achieve their writing skill in EFL. Through writing, learners will be able to interpret their thoughts and provoke their emotions when they try to produce any writing discourse with good structures, in a coherent and meaningful piece of writing.

1.1.4. The Writing Process

There is a great deal that to master the writing skill means to face many obstacles. Teaching writing process is considered the most effective strategy that teachers should take it into account, it makes students know how to organize their ideas, establish and construct a well-formed text. There are various stages of the writing process that help writers through time to build their knowledge about improving their writing without evaluation, and give them the opportunity to improve language competence.

1.1.5. Steps of the Writing Process

White and Arndt (1996) describe writing as a "cyclical process". In order to develop ideas students need to come back to what is called "prewriting". Through the diagram bellow which presented by White and Arndt (1991) describes the nature of writing process.
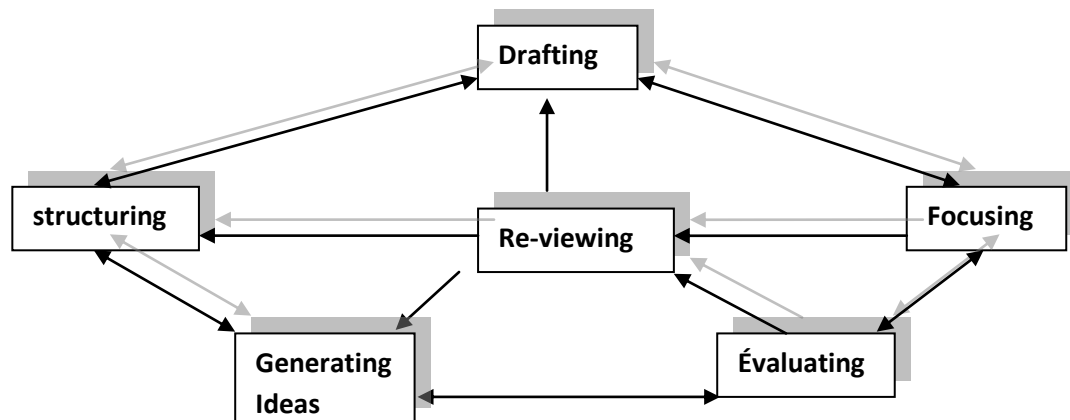
Figure 2 - A Model of Writing (White and Arndt, 1991, p. 4)

White and Arndt (1991, p.5) claimed that "writing is re-writing that revision…seeing with news eyes…has a central role to play in act of creating text). Through this figure, White and Arndt try to investigate the main steps that teachers show students how to develop their own ideas on paper. Harmer (2004) explains how the writing process can be a different step that EFL learner should follow to establish a well-structured piece of writing. He suggests four main elements of the writing process which presented as follow:

Planning ⟹ Drafting ⟹ Editing ⟹ The Final Version

Figure 2: The Writing Process (Harmer, 2004, p. 5)

1.1.5.1. The Planning Stage

According to Blanchard and Root (2003) the planning stage refers to drawing an outline through the information that is collected from pre-writing; it helps the writers to organize their ideas in an appropriate way. Harmer (2007, p. 4) indicates that writers have to take into account three issues: the first is the purpose of writing, which includes the type of the text, the language and the data collected. The second issue is the audience; it is about the form of writing and the selection of language. The last one is the content structure; it is about the organization of ideas and arguments.

1.1.5.2. Drafting

Harmer sees that the drafting stage is considered as the first version of a piece of writing. According to him, before moving to the next stage; which is editing, writers have to write various and many drafts until the y reach the final version.

Johnson (2008, p. 193) defines drafting as **"where students make the first attempt to capture their ideas on paper."** Drafting is the first step of putting the information that is collected in the paper, and it is not necessary whether it is correct or not. After the learners putting down their ideas in the draft paper, they start to select what they want to write and say with the concentration on the structure more than on the grammar. The learners should only think about the topic and concentrate on the content because draft stage is not the final version, it is just for the writers to know what they want to write and how will write it with a correct way. As Galko (2004, p. 49) confirmed that "it's start, though. And it will form the foundation for your final paper."

1.1.5.3. Editing (Reflecting and Re-viewing)

After drawing or putting the ideas on the draft paper, the writer should then revise what is done. Learners should reread again and again carefully in order to check the different mistakes and decide what to add, what to delete or what to change in the content and structure (Harmer, 2004, p. 5). He claims that: "More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy (p. 5).

1.1.5.4. The Final Version

After all what was done at the previous stages, writers reach the final step, which is called the final version. In this stage writers are ready to present their piece of writing to the audience (Harmer, 2004). Johnson (2008, p. 199) describes the final version as publishing; he views this stage as "Having an audience respond to your writing makes it comes alive". In this stage, teachers

will evaluate their students' final product in order to react to their work by correcting, checking and making comments on their writing. "Another possibility is for the teacher to write out their own version of how section of text might look better. Such reformulation will be beneficial to the students to compare their version with their teacher's" (Harmer, 2004). On the other hand, if the teachers give their students their own version to compare between both of them. Learners will discover their mistakes alone and evaluate themselves.

The writing process is one of the effective strategies that help the writer to develop a well-structured piece of writing. Moreover, it is beneficial for both teachers and learners; this is confirmed by Barnett.

> Barnett (1992, p. 19) says that: "Both teachers and students profit from treating writing as the mental process as a means of communication. When students realize that teachers read their writing to understand what they are trying to say rather than to judge their grammar, they write more interesting compositions. They are also willing to write more papers.

In the writing process, the teacher's role is important to develop students' writing abilities. Through teachers' control, comments and notes, students will be able to improve their writing gradually.

1.1.6. Components of the Writing Skill:

Writing in English language is considered as a complex skill than the others. So students should be aware of the basic constituents of writing. In other word, they should be able to write with correct grammar and good structured paragraphs. Starkey (2004) suggested four main elements in order to be skilled in writing. These elements are organization, coherence, clarity, with accurate language, and word choice.

1.1.6.1. Organization

Organization is the first step in writing. The writer should organize his/her information in well structure to the readers. For Starkey (2004) the writer should put himself as a reader because organization of ideas lead the reader to show the linking between the information and make him/her understand what said, other hand it helps to support this/her thesis organization. He (2004: 2) states that: "The direction and purpose you get from organization helps your readers to believe what you are saying and to willing follow your lead".

Organization contains the main techniques that show the value of writing process which are pre-writing, free writing. According to (Starkey, 2004, p. 10) "free writing might better be called "follow writing", because the most important aspect to this pre-writing technique is the follow, or momentum, that comes when you stay with it".

1.1.6.2. Clarity

The writer should make his/her writing clear to help the reader understand what you mean and for making writing more clear and accurate.

Starkey (2004) suggested four main elements which are:

- Eliminate ambiguity: to help the reader understand your writing the learners should avoid using ambiguous words, expression, or complex sentences.

- Powerful, precise, adjective and adverbs: those elements are important in writing, it makes writing accurate and help the learners convey their message.

- Be concise, according to (Starkey, 2004: 15) "there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible.

- Avoid unnecessary repetition: (avoiding wordiness) the learners must avoid repetition of ideas because it makes their writing boring.

1.1.6.3. Word choice

According to Starkey (2004) the word displays the learner's style of chosen the lexical items and structures in order to convey this message. According to Starkey (2004) there are two aspects the learner should consider why choosing the words to be used: denotation and connotation. Denotation is "lateral meaning of the word". Starkey (2004, p. 22). Connotation involves cultural, feelings, assumptions, and suggestions. Denotation and connotation are important when making word choice, but the learners are responsible about choosing the words because it can confuse the readers "That means being aware of inclusive, and avoiding slang, clichés and buzzword" (Starkey 2004, p. 24).

1.1.6.4. Mechanics

Mechanics refers to the technical part of writing, the main thing that should learn to improve writing is to learn how to avoid doing mistakes of grammar, punctuation and capitalization or learn how to correct these mistakes. Brooks and Penn (1970, p. 20) show that "for one thing, in writing, we must understand the structure of the language, what the part of speech do, how the word related to one another, what individual words mean, the roles of grammar and punctuation". The writer can introduce himself through in his/her produce appropriate piece of writing with clear and effective way. This strategy serves the writer by making his work understood by the reader.

1.1.6.5. Coherence

According to Harmer (2004) coherence helps to combine ideas of text together to make a sense and the reader can understand two main things; the writer's thoughts and line of thoughts. "Coherence is perhaps the single most important element in any kind of writing" (Murray &

Hughes, 2008, p. 45). Kane et, al (2000) believe that coherence plays an essential role to produce a good piece of writing. The learner's piece of writing should present valuable, clear ideas to the readers.

Murray & Hughes (2008:45) views that "A good writer 'sticks' their ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any links missing, the connection become unclear and the argument structure breaks down".

```
            1              1+2            1+2+3
 ┌──────┐  ⟹   ┌──────┐  ⟹   ┌──────┐  ⟹   ┌──────┐
 │ IDEA │      │ IDEA │      │ IDEA │      │ IDEA │
 └──────┘      └──────┘      └──────┘      └──────┘
```
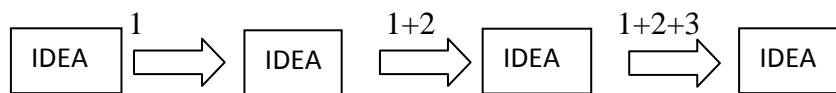
Figure 1.1: sequences of Ideas by (Murray &Hughes 2008:46)

Figure 1 shows that how the ideas that comes in your mind is linked together one   after the other. This led the readers to understand the writer's ideas easily.

Murray & Hughes (2008, p. 46) notice that:

One of the main reasons writers fail to make themselves understand is because they take too much for granted and do not connect their ideas together clearly enough . As a result, the reader is unable to make sense of them and is therefore unable to evaluate them favorably.

So writers are responsible about their work and they should respect the techniques of making word and ideas linked together and move logically to each other. Coherence is considered the basic element for making a good academic writing.

1.1.7. Approaches for Teaching Writing

Developing the writing skill needs teaching approaches in order to enhance students' in writing. Zamel (1985) shows that "good writers are those who are ready to compose and express their ideas using strategies similar to those native speakers of English."(p. 32). In the light of the

quote, EFL learners should know well how to master the writing skill by following its steps carefully.

1.1.7.1. Product Approach

Nunan (1991) argues that "a product oriented-approach, as the title indicates focuses on the end result of the learning process, what is that the learner is expected to be able to do as fluent and component user of the language"(p. 86).

In other meaning this approach focuses on the language structure as the main element for teaching writing; it also based on the writer's ideas, the use of grammar, and how the texts are produced (Hyland, 2003). Other interesting of this approach based on how the learners can develop their expression and have more chances to evaluate their ideas. In this approach the most concentration lies on the form and structure of writing. At this stage the teacher has no responsibility from the writer's problems.

Waishing (2002) says: "Teachers' role in product approach is limited as corrector, directive of errors but not a facilitator of the learning to write activity since he often ends up the writing session abruptly without providing the feedback to help students revise their work".

1.1.7.2. Process Approach

Tsui (1996) claims that both teachers and students have aims in their mind to develop, he believes that this approach must be in the group of work rather than individual, where students share their thoughts between each other. Many scholars and researchers have different points of view about analyzing this approach; in the light of that, Kraples (1993) claims that: "The process-oriented approach ignores certain types of important academic writing tasks particularly essay exams" (p. 243). In other words, writing examination essay should not applied in classroom.

1.1.7.3. Genre Approach

This approach used to complete the product approach to teaching the writing skill. The purpose behind teaching this approach is to enhance learners to be familiar with different kind of texts and structure. Badger and White (2000) estimate that "learners during this approach are largely passive because their abilities as writers are ignored, and their knowledge about certain topic may be is not sufficient to express their intend meaning".

The genre approach should be taught in the language classroom because the emphasis would be on discourse and language of different texts besides to the context. Here, learners are obliged to make their efforts to produce paragraphs.

1.1.8. Difficulties through Learning Writing Skill for EFL Students

Despite the importance and the interests that given to the writing skill in foreign language learning, most of the students are facing difficulties with this skill because it seems to be as a big challenge. Previous literature consider writing as the greatest challenge in English at universities that faced by the learners (Kim, Mendenhall, & Johnson, 2010). Weshah and Tomok (2011) say that: "facing difficulties in written communication at the university due to students' graduation with low level of English development from secondary schools. Ahn (2003) also notices that the previous researches have revealed that most writing problems in higher education in many countries that EFL students are facing refer to their studies during the high education.

Huwari & Al-Khasawneh (2013) argue that: "EFL learners showed that they have many problems when writing in English, that's because they rarely write in English" (p. 2). Students are obliged and it necessary to take into consideration all the strategies of writing while composing any piece of writing in English. "They have to put into practice all the strategies and techniques that have been taught to them in their composition courses" as confirmed by (Baires & Rodrigues, 2013, p. 13).

Nunan (1989) believes claims that not easy to create because it takes time and more practice. In the other hand, Byrne (1988) classifies the problems behind learner's weaknesses in writing into three problems:

- Psychological problems: it refers to the interaction between both writers and readers. Because of writing is also a mean of communication, it is essential to share ideas and get feedback.
- Linguistic problems: expressing ideas through open communication with comprehensible and clear sentences in which the text can be interpreted.
- Cognitive problems: in writing learners should be aware about the organization of ideas and the structure, where the reader can understand what it is written.

1.1.9. Conclusion of Section One

This section investigates one of the basic elements of English foreign language (EFL) which is writing skill. Through many perspectives writing is not easy to learn, it considered as the most complex skill in language learning. To be mastered writer this depending on requiring the different theoretical principles of writing that enable you to develop any piece of writing effectively. It indicates definition of writing by various researchers, its importance, approaches, stages its connection with other skills, the reasons behind its difficulties and the role of teacher in enhancing their students developing their writing.

1.1. Section two: Critical Thinking Skill

Introduction of Section Two

This section clarifies how reading is the first source that leads to critical thinking. As well as, it contains the definition of critical thinking, elements and characters, in addition to how to develop critical thinking skills through steps. And as an important part, it shows how writing skills can be improved via the use of critical thinking skills.

1.2.1. Definition of Critical Thinking

Anderson (2012) defined the process of thinking as a sequential and continuous cycle of identification through concentration and of release of that identification through decentration. For him thinking as an action is reflective, for that he clarified it as the process that follows interaction and one's personal experience with something. He described thinking as dynamic, in the light of that; he mentioned "thinking is not a static momentary occurrence. It is dynamic and continuous. It is a process which goes on and on". "Thinking- or reasoning- involves objectively connecting present beliefs with evidence in order to believe something else" Moore (2010). "The word critical comes from the Greek word for critic (kritikos), meaning to question or analyze". Palmer (2003) said that "kritikos is the person able to judge ". Here, it is obvious to see that the word critical is concerned with judgment and giving reasons. "Critical in the sense of analytical, a critical mind, not a critical heart. In this sense, a person is critical if, rather than accepting what he reads or hears, he takes time to analyze it". From what have been mentioned, it is obvious to say that the critical thinker is identifying the information systematically with more attentive view instead of a simplistic view.

Associating thinking with the word critical gives more attention to the intelligent operation that the critical thinker does systematically. To clarify that combination of the two words, as Taylor (1965) said, critical thinking is likely to be the way that the critical thinker is making equivalence between generating the idea and analyzing it with including judgment and forming a final conclusion at the end of the operation. Critical/analytical thinking is a key part of study. It is the ability to think clearly and rationally, including valid evidences with using logic and avoiding emotions. It helps to engage in reflective and independent thinking since it represents the opposite of regular and casual thinking. As Skiven & Paul (1987) say, it can be defined as the intellectually disciplined process of actively and skillfully conceptualizing, and/or evaluating information collected from, or generated by observation, experience, reflection, reasoning, or communication as

a guide to believe and action. In other words, critical thinking is the systematic process in which the critical thinker is able to deliberately make decisions and understand things clearly.

1.2.2. Developing Critical Thinking through Reading

"Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension) Jew, Shalin (2016). Jew, Shalin (2006, p. 161) mentioned that: "it is a means of language acquisition, of communication, and of sharing information"

"Riding requires creativity and analysis" Jew, Shalin (2016). From what is said above, it can be concluded that reading is considered as the first source of critical thinking. Since thinking critically needs a huge amount of knowledge, reading represents the bridge in which the reader will get a prior knowledge and a rich background. In the light of that, what interests, it is an issue of having a good amount of vocabulary and a personal perspective about a certain topic.

According to Kormos and Smith , reading is a combination of two important phases (1) lower-order reading process , which involves recognizing letter-sound correspondences and words as well as processing morphological and syntactic structures , and higher-order processing in the course of which readers understand and evaluate the information conveyed by the text. They mentioned that frequent and consist practice on word recognition promotes the development of word decoding skills, which is essential for successful reading. In addition, they claimed that "it is greatly beneficial if students' background knowledge concerning the theme of the text is activated before reading as this helps them to build expectations as to what the text will be about". For both of them reading texts can be exploited in a variety of ways to practise speaking and vocabulary and to provide opportunities for the meaningful use of the language.

1.2.3. Importance of Critical Thinking

"Although we often succeed in teaching our pupils "subjects", we fail lamentably on the whole in teaching them how to think: they learn everything except the art of thinking"). "Critical thinking is the foundation of everything we do. Every action, every solution, and every decision we make is the result of thinking" Kallet et, al (2014). Some employers consider critical thinking, critical analysis and problem solving as key skill that they are seeking graduates, but rarely find (Kallet, 2014, p. 3). In addition to that, for them critical thinking will be essential to the individuals' studies and professional practice, giving them the ability to think both critically and objectively about an issue and present a well-constructed argument. Critical thinking will equip individuals with some of the attributes required in entrepreneurs and in those who are about to take a sustainable approach to living and working. "Critical thinking is the best way to alter individuals' viewpoint. Thus critical thinking involves, interpretation, analysis, evaluation, interference, explanation and metacognition/ the awareness or analysis of one's own learning or thinking processes" (Facione. 1998). From these processes the critical thinker can found a strong argument which persuades others to his point of view.

1.2.4. The Process of Critical Thinking

McCreery & Johns (2013) declared that: A great deal of what is taught in universities is theory rather than "fact". Although based on evidence that may appear to be factual, most information results from the critical thinking and interpretation that writers and researchers have drawn from their analysis of relevant data".

They added that "the academic debate is founded on exchange of ideas and theories" (p. 3). In the light of the quote above, it is clarified that the critical thinking process is based on the different ideas and the suggested theories that the critical thinkers are discussing about. They mentioned also

that "if one person puts forward an idea or theory, then other people will often put forward alternatives". As Johnson said, "critical thinking has proven to be quite a challenging task" (1992). It can be understood that critical thinkers challenge themselves to not accept ideas directly, but they put alternatives once they found those ideas or theories invalid.

1.2.5. Language and Thinking

The critical thinker is going through many steps in order to fulfill his final conclusion. The process of treating the ideas with a critical manner shows how thinking is linked with the language. "There is no essential connection between language and thinking except in two senses: that language is a translating device for the imperfect expression of thought or of the awareness of experience, and without thinking humans could not produce language". In the light of that, knowing well which terms and vocabulary should be used helps a lot to reach better and convinced conclusion. "The exact role that language plays in shaping the human thoughts has long been debated by linguists , anthropologists and psychologists, but opinions are still divided as to nature of the relationship between language and thought".(Sablin, 2003). Linguists, psycholinguistics and philosophers claimed that language and thoughts are related. The beliefs about certain aspects of critical thinking are reviled because of the different theories of the language. In the light of that, the relationship between language and thoughts exists when the human capacity to critically think is there to produce a written piece from the obtained knowledge from reading.

There is a crucial relation between language and human thoughts. Here, the critical thinker is recalling what he/she knows about a certain topic and choosing carefully what to include as suitable vocabulary to defend his/her point of view. For that Einstein says "Thought was foundational to language and that language serves us in expressing thoughts and relating them to earlier thoughts''.

1.2.6. Critical Thinking Elements

1.2.6.1. Reasoning

"Reasoning is the ability most closely associated with human advancement". John Butterworth, Thwaites (2013). For both, "it is often cited as the faculty which makes the difference between human and animals". (p. 2).Reasoning represents the step in which the argument and decision are made logically. Moreover, John Butterworth, Thwaites (2013) said that "reasoning is the process by which we advance from what we know already to new knowledge and understanding". From what is said, it can be understood that reasoning represents the intellectual step that makes the transition from an idea to another depending on valid evidences.

"Reasoners use their knowledge of the language and their general knowledge to understand the premises" Laird & Byrne (1999, p. 35). It is necessary to turn back to the personal prior knowledge in order to get better understanding of the premises, so that he reasoned will be able to recognize what arguments to depend on.

1.2.6.2. Reflection

Thawaites (2013) defined reflecting as giving deep or serious or concentrated thought to something, beyond the immediate response to stimuli. (p. 2). As Helen et, al mentioned *"reflection is about reviewing an experience in order to learn from it"*. They mentioned the following as characteristics and key points of reflection (p, 77):

- ➢ Using reflection is helpful to explore complex issues in greater depth.
- ➢ It leads to make more sense of an issue or event.
- ➢ It allows the critical thinker to follow a structure (in case of writing down reflections).
- ➢ It is an effective way to explore feelings and involvements in addition to analysis and evaluation.

➢ Reflection is based on creative thinking, so that a new understanding of an area or a faced problem may be came up.

From the mentioned points, it is clear to say that the critical thinker's mind should be active and able to think about new ideas. This mental operation needs more curiosity and consciousness about the different perspectives.

1.2.6.3. Synthesizing

"Synthesis is the process of building up ideas, evidence and pieces of information and then connecting them together into a coherent whole, in order to create new and original ideas and conclusions" (Atkins and Schutz ,2008. Cited in Helen et, al 2011). From what is said above, the critical thinker should state what he/she thinks overall. This can be done after considering the questions and issues that he/she think about. Moreover, it is necessary to weigh up the analyzed evidences and augments in details.

According to Helen et, al (2011), the critical thinker while synthesizing should think about:

➢ If there are more than one response.
➢ Looking for the suitable argument for the situation.
➢ Using the collected ideas to construct an argument, identify implication and reach a logical conclusion.

This process of arranging evidences in one whole leads to focus more on which argument should be selected and how they should be ordered. Moreover, it enables the critical thinker to think logically with no inclusion of any kind of emotions. All of these is only to reach better solution.

1.2.6.4. Interpretation

In this element, the individual's own experience and existing knowledge are playing an important role to understand what he/she reads**.**

➢ Example: Margaret has a pet.

The understanding of this sentence is dependent upon the prior knowledge of a boy for instance, if he has never known the meaning of the word "pet", he will not get the meaning of the sentence. In this case, the boy cannot understand what he is reading from the superficial structure of the sentence. More precisely, it needs an image about the elements in the sentence only to shape a familiar interpretation. The personal experience about something is essential to critically analyze or evaluate the sentence in relation to the existing knowledge. From that is clear mention that understanding is the first step in interpretation, so, understanding something is necessary to be able to express its meaning and significance. The individual should have his/her own prior knowledge, values and personal experiences including emotions to express his/her own interpretation about what he/she is reading or hearing.

1.2.6.5. Observation and Experience

According to Stempel (2010) learning starts with experience. She claims that "it is difficult to decide what to focus on, what to consciously observe and what to think about as well as what to let slip by". For her, the individual cannot observe everything or analyze the whole experience and the observation is purposeful if he/she applies the step attentively.

In that context, these two steps are considered as important steps. They lead the critical thinker to reach the essential points that he/she needs to include in his debate. No one can get the best conclusion if there is no attentive use of these two main steps.

1.2.6.6. Explanation

"Absolutely key to being a good critical thinker is the ability to explain your reasoning clearly and coherently." Lesley, et al (2013). To clarify the saying, they confirmed how it is important to be skillful at making a clear and comprehensible thinking for the audience. In the light of what is said previously, it is clears to recognize that explanation is step that clarifies arguments, examples, evidences and reasons and without explanation, everything is going to be ambiguous.

1.2.6.7. Analysis

For McCreery & Johns being able to think critically about a certain subject needs a detailed examination of the elements that comprise for facilitating or understanding the subject discussion. Thinking analytically means examining or thinking about the different parts or details of something, so that the critical thinker will be able to understand or to explain it. Analyzing information requires the critical thinker to think about the following:

1.2.6.8. Inference

Interference is considered the step in which the critical thinker is consolidating his/her own knowledge. It allows him/ her forming new interpretations relying on the existed ideas or for the new ones. Furthermore, it is a helpful part that leads to make conclusions according to the valid and the reasonable arguments. Lesley, et al supported the idea by including the example of the unsolved mysteries books such as the identity of Jack the Ripper. According to Lesley, et al, the facts in the book were relatively documented, so that he book summarized how the victims are represented, died, and where the crimes are committed. They added that authors of the book looked for the evidences which explain how the interference is revealed only to show that the Ripper may have been the Duke of Clarence or Walter Sickert (the artist).from the example above, it is clear that interference leads to think about several suggestions and look for further information and evidences

to solve ambiguity. In addition, the reader's prevailing opinion is going to be shaped depending on the persuasive argument that the author/authors produced with reliable evidence.

1.2.6.9. Metacognition

In relation with self-awareness, the critical thinker tends to understand how his/her own experiences can influence his/her conclusions and biases that he/she draws from observing, reading, or from how he/she communicates data collected and translates them into practice."A newspaper story tells of how an animal rescue team found a dog in very poor condition and arrested the owner and charged him with cruelty." (Lesley, et al, p. 9). From the example above, the authors declared that any dog lover may be keen to see how that owner severely punished. It is a case of prejudices, so that the person is going to make a judgment about the dog owner only from what he/she is reading from the article. Here, since the article did not mention that the owner failed to help the dog recover, the reader is not aware about the hidden information, and that what leads to the prior judgment.

As Lesley et, al said in *Critical Thinking for Education Students* (p, 9), it is important to be aware of how the critical thinker's own perceptions and prejudices can influence his/her argument and therefore make it vulnerable to discredit. In the light of that, it can be concluded that the negative personal perceptions and prior judgment can shape the individual's point of view that may lead to the accusation. So, the critical thinker should not rely on the superficial view to form evidences.

1.2.7. Critical Thinking Characteristics

1.2.7.1. Rationality

In this context, Korrapati (2015, p. 45) said that:

We are thinking critically when we:

- Rely on reason rather than emotion.

- Require evidence, ignore no known evidence, and follow evidence where it leads.

- Are concerned more with finding the best explanation than being right analyzing apparent confusion asking questions.

From what have been said, he declared that it is important to recognize the relevant reasons and evidences and avoid any kind of emotional impulses to get better explanation and form reasonable questions based on facts and logic.

1.2.7.2. Honesty:

Being honest means being conscientious and use decent information. "We are thinking critically when we recognize emotional impulses, selfish motives, nefarious purposes or other modes of self-deception" Korrapati (2015). He explained that the critical thinker need to be trustworthy in what he/she says and includes as arguments.

1.2.7.3. Self-awareness

"Self-awareness can be defined as the ability to perceive ourselves in order to become whole and reunite our spirits with our physical bodies" Spencer (2012). It represents the conscious knowledge that shapes one's character or feelings. For Korrapati (2015) thinking critically needs weighing up the influences of motives and bias and recognizing own assumptions, prejudices, biases, or point of view. In the light of that, it is clear to see how much is important to make a balance between all what is mentioned before.

1.2.7.4. Open-mindedness

To clarify this characteristic, Korrapati declared that thinking critically means doing the following:
- Evaluate all reasonable inferences.
- Consider a variety of possible viewpoints or perspectives.

- Remain open to alternative interpretations.

- Accept a new explanation, model, or paradigm because it explains the evidence better, is simple, or has fewer inconstancies or covers more data.

- Accept new priorities in response to a reevaluation of the evidence or reassessment of our real interests.

- Do not reject unpopular views out of hand.

The critical thinker puts several of possible perspectives into consideration, evaluates all the reasonable inferences and remains open to get further interpretations as well as a new explanations, model or paradigm. Since that helps a lot to clarify the evidence with a simple way, a fewer inconsistencies may be required. In addition, he/she will be able to cover more data and accept new priorities which lead to a reevaluation of the evidence or reassessment of his/her real interests without denying the unpopular views.

1.2.7.5. Discipline

Korrapati in this context explained that critical thinking makes the thinker precise, so that he/she knows which information to depend on. In addition, it makes him/her meticulous, in which he/she does not accept the information as it, instead he/she looks for evidences and thinks about assumptions. As well as, it makes him/her comprehensive that includes all the main points about the subject matter. As an important point, Korrapati declared that critical thinking gives the chance to resist manipulation and snap judgment.

1.2.7.6. Judgments

Korrapati said that we think critically when we:

- Recognize the relevance and/or merit of alternative assumptions and perspectives.

- Recognize the extent and weight of evidence.

Here, critical thinker is recognizing the amount of the extent and the value of evidence. Furthermore, he/she is thinking critically when he/she knows well how the merit of the alternative assumptions and perspectives can be recognized.

1.2.8. Critical thinking and prejudice

Hughes (2016) said that: "A strong element of prejudice is cognitive bias the prejudiced person fails into a number of traps in thinking ranging from basic cognitive lacunae involving memory and perception to more complex errors in thinking such as overgeneralization and subjective validation (this means seeing truths and connections where there may be none)".

Conrad shows how the critical thinker may fall into fallacies because of what he/she considers as true or false. In this case, the main cause of being prejudiced is the overgeneralization. **"Critical thinking is clearly one avenue to consider in the voyage to reduce prejudice, at least from a cognitive perspective"** Conrad Hughes (2016). Conrad Hughes (2016) said that "the root of critical thinking is embedded the idea of judgment" (p. 62). It means that judgment is a key part in critical thinking.

1.2.9. Critical Thinking and Decision-Making

Using critical thinking can help to improve decision making abilities and judgment in general. "In situation requiring important decisions, the skilled decision maker systematically and continually takes time to think through relevant details toward making the best decision possible" Casteel et, al (1997). Thinking how to make decisions shapes the individual's personal abilities at using critical thinking. It means that, individuals differ from the way they think as well as the way they link ideas together in order to come up with a final conclusion. More precisely, they do not process the issue the same way; each one has his/her own perspective about a certain issue. As an

interesting point, he/she should pay some attention to the way he/she is thinking about a solution. In that case, thinking about positive things motivates the critical thinker to make a beneficial decision which leads to good results.

Critical thinking and decision-making are interrelated more than most people think. That strong relationship is formed since critical thinking is the process of examining assumptions and not simply accepting arguments. In that case, after the operation the critical thinker can decide whether to accept the arguments and the conclusions or to refuse, so that, he/she is looking for hidden values, evaluating evidence and assessing multiple conclusions.

Thompsonn, Dowding (2009) said "for a choice to be entirely rational, the decision maker would have to have answers to four basic questions" (Martch 1994, p 2):

- ✓ The question of *alternatives*: what actions are possible?
- ✓ The question of *expectations*: what future consequences might follow from which alternative? How likely is each possible consequences, assuming that an alternative is chosen?
- ✓ The question of *preferences*: how valuable (to the decision maker) are the consequences associated with each of the alternatives?
- ✓ The question of *decision role*: how is a choice to be made among the alternatives in terms of the values of their consequences?

1.2.10. Critical Thinking and Problem-Solving

"Problem construction or problem definition represents one of a number of cognitive processes that play a role in creative thought". Mark & Runco (1994). Scandura (1977) defined problem-solving as the generation and selection of discretionary actions to bring about a goal state. Here, the critical thinker should be aware of the critical thinking steps, organized, curious, reflective, ethical, and knowledge-seeking. All of that makes the problem or the issue easy for him/her to be solved.

"Problem solving requires many skills, such as identifying key issues, researching relevant literature, and thinking critically and analytically" Claire Arevalo May, Claire B. May, Gordon S. May (2009). In the light of that, it is clear that problem solving needs to identify the issue recognize assumptions and facts beforehand. The critical thinker may be somehow confused when he/she assumed that the information is true once it is heard from someone or read from a book for instance. The operation needs knowledge or an organized set of facts in order to find intelligent solutions depending on those facts. Mark A. Runco (1994) said that "it is important to recognize that knowledge does not represent discrete bits of information".

1.2.11. The Difference between Critical and Passive/Non-Critical Thinkers

According to Korrapati (p. 45), critical thinkers are active and conscious to uncover meanings intelligently. They do not seek on just one point of view; instead, they challenge their beliefs and try to look at the information from different perspectives

To clarify the difference between critical and non-critical thinkers, Joe Y. Lau mentioned that critical thinker is someone who is able to do the following:

- Understand the logical connections between ideas.
- Formulate ideas succinctly and precisely.
- Identify, construct and evaluate arguments.
- Evaluate the pros and cons of a decision.
- Evaluate the evidence for and against a hypothesis.
- Detect inconsistences and common mistakes in reasoning.
- Analyze problems systematically.
- Identify the relevance and importance if ideas.
- Justify one's beliefs and values.
- Reflect and evaluate one's thinking skills.

Unlike critical-thinkers, non-critical thinkers are passive. For Prof (Dr.), they have a simplistic view of the world and cannot challenge their beliefs to try new things.

According to Prof (Dr.), non-critical thinkers succeed to:

- See things in black and white, as "*other-or*", rather than recognizing a variety of possible understanding.
- They see questions as *"yes or no"* with no subtleties.
- They take egoistical view of the world.
- They take their own perspective as the only sensible one.
- They take their goal as the only valid one.

They fail to:

- See linkages and complexities.
- Recognize related elements.

1.2.12. The Role of Critical Thinking in Improving EFL Learners' Writing Skills

1.2.12.1. Critical Thinking in Writing

Teaching critical thinking is important an difficult at the same time not any one can think critically. Nariza & Salam (2014) view that many studies noticed that EFL learners are not about the importance of critical thinking. For that reason they face obstacles in writing, so that they fail to produce well-structured piece of writing. Teaching students to be critical thinkers is considered as a big challenge. As mentioned above, critical thinking plays an essential role to help students to be good thinkers.

Because of writing, EFL learners are able to show their thinking abilities in a written form. Writing in English is not an easy task, and to be master writer is too difficult. It needs a hard work in order to generate the appropriate ideas only to establish an effective way of translating thoughts.

According to Sturm and Koppenhaver (2008) producing writing needs a complex thinking that include those main elements; choosing the topic, words, way of organizing ideas, cohesion, sequence and the goal of that the writer is writing for.

1.2.12.2. Steps to Develop Oneself as a Critical Thinker

Since critical thinking refers to the process of creatively analyzing, assessing, synthesizing, evaluating and referring on information, the critical thinker should take a look at what aspects critical thinking is based on and how he/she can successfully achieve creative thinking.

Critical thinking represents a fundamental skill that motivates college students to be ambitious to look for better study level in writing. It is the process in which the critical thinker is going to do the following:

1.2.12.3. Reflecting and Practice:

"Another quality that is evidently exclusive to human thinking is reflection" John Butterworth, Thawaites (2013).). John and Geoff declared that "when we are engaged in reflection we don't just make up our minds on impulse, but carefully consider alternatives, think about consequences weigh up available evidences, draw conclusions, test hypothesis and so on," (2013). In that context, the critical thinker should always reflect on the information he/she learned and sees if it is true all the time or just for a period of time.

1.2.12.4. Redefining the Way of Seeing Things:

It is not interesting thinking the same way. The critical thinker in this step is going to see things from a different angle. It is a challengeable step in which the critical thinker is putting his/herself in someone else's shoes only to process things from a different perspective.

1.2.12.5. Expressing Self:

It is important to make ideas as clear as possible only to make them easy to be understood. In this step, critical thinking is a key process in enhancing the critical thinker's ability to persuade others to his/her point of view. This operation needs much focus on the main arguments that are followed by a set of examples to support.

1.2.12.6. Enhancing Wellness:

Taking care of mental health is considered as one of the main steps that the critical should do to enhance his critical thinking abilities for better written performances. In the light of that, taking break time and scheduling physical activities helps a lot to reduce stress and activate the mental process via increasing its alertness.

1.2.12.7. Asking Questions:

"Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learners" Martha et, all (2000). The critical thinking process needs asking probing questions such as "how it happened?", "how can it be familiar?" or "should it be considered as true?" and "why it is true?" Critical thinking starts with asking questions. It is important to start form the good questions, so that, the critical thinker finds it easy to reach better understanding of the subject matter, as well to gather the needed information.

1.2.12.8. Using Critical Thinking to Enhance EFL Learners' Academic Abilities

The academic domain and studies lead students to be more critical thinker than everyday life because it needs mental processes in which the student is applying the critical thinking steps systematically. Ann Raims (1983) mentioned that Dubin said that Mai realized that in most of her courses the crucial skill was critical thinking which means that she had to be able to write papers in which she organized and synthesized complex data (p. 15). Because of critical thinking Mai

became able to read articles, form her own conclusions according to her readings. As a result, all of that led to her success and personal satisfaction in her academic work.

1.2.12.9. Using Critical Thinking to Enhance the Mental Process

"Learning to think critically means using mental processes such as attention, categorization, selection, and judgment" (Cottrell. 2005, p, 1).For Stella, critical thinking is systematically processed, so that the critical thinker is making a mental operation that needs concentration and mental efforts. Critical thinking helps to make the thinker's mind active in addition to have the ability for creativity. In that case, the human mind is getting new ideas that are processed with a critical manner. Here, the critical thinker is refreshing his/her mind and giving it the opportunity to go through bi challenge.

1.2.12.10. Critical Thinking for Recalling Prior Knowledge:

It is clear to understand that while writing via using critical thinking it is important to put the students' prior knowledge and expertise into account. "Although critical thinking can be used in any context, it is likely that you will apply it most when using written materials" Cottrell (2017). Cottrell shows how critical thinking is used more in writing.

Personal knowledge is considered as one of the most important aspects of critical thinking according to Lesley, et al (2013). Lesley, et al said: "When you, as a student, writer/researcher enter a debate, you become a part of this ongoing argumentation, contributing in the body of knowledge surrounding the issue through using your critical thinking skills". Here, the student, the writer, or the researcher will depend on his/her personal abilities and previous knowledge to figure out the suitable evidences to defend his/her point of view. They mentioned that to achieve the personal knowledge creation step, the critical thinker should do the following:

- Identifying his/her existing knowledge and experiences in relation to a particular item.

- Considering the stance in relation to that issue in reflective process which involves his/her emotions and values.

- Collecting authoritative evidence which may contradict or support his stance.

- Critically analyzing/studying its meaning, structure, validity and evaluating/making a judgment about that evidence.

- Using it to develop his/her personal knowledge and understanding.

1.2.12.11. Using Critical Thinking for Selecting Arguments:

Stella Cottrell (2005) claimed that: In critical writing, most of the text is dedicated to presenting a case through providing reasons, using relevant evidence, comparing and evaluating alternative arguments, weighing up conflicting evidence, and forming judgments on the basis of the evidence".

It is important to know which arguments to include in the critical piece of writing. It is clear that how the selected argument and reason represents the substrate. "The more complicated the argument, the more important it is that the information sequenced in a way that helps the reader" Stella Cottrell (2005). In her quote, she explained the importance of the selected arguments and declared that it should carefully analyze, evaluate, and carefully dispose and set them in order.

"Student's argumentative writing can be used to measure not only the writing performance but also critical thinking skills. Student's writing performance is mostly indicated by the quality of writing product, which focuses on its clarity, originality and correctness" (Rahim et al, 2OO8). "The critical thinking skills can be assessed on the elements of which are reflected from the main aspects namely argument, evidence, recognition of opposition, refutation, conclusion, references, and fallacies" (Stapleton, 2001).

Conclusion of Section Two

In brief, it has been clarified in this section that CT is the process where the information is processed in an analytical manner. Furthermore, it is the cognitive, purposeful operation where the difference between successes and failure can be made. In addition, in this section it has been mentioned how is important to develop EFL learners' writing skill through the use of CT. Moreover, the development of this crucial aspect of language depends more on the students' personal curiosity and how much he/she is motivated enough to reach better level at writing.

Conclusion of the Chapter One

In this chapter it has been explored that writing is a crucial language aspect that EFL learners should develop. It is the skill that EFL learners are expressing themselves through putting what they think about a certain subject. Moreover, it has been clarified that EFL learners need to increase their knowledge through reading more books and articles for example. Furthermore, EFL learners are taking another step, challenging themselves and making mental efforts to come up with their own conclusion after going through critical thinking steps. More precisely, critical thinking is useful to decide EFL learners' personal stand.

Chapter two: Data Interpretation and Analysis

Introduction

   This chapter is for the presentation and data analysis gathered from the two administered questionnaires; the teachers' and the students' questionnaires. It starts with the presentation of the sample. Then, it moves to the description, the analysis, and discussion of the questionnaires' results. This chapter ends with providing a set of recommendations.

2.1. Description and Background about the Methodology Used

   In this study a survey method is used depending on two submitted questionnaire; teachers' and students' questionnaire. It seems as a useful way to collect data and know what both EFL teachers and learners say about the writing skill. Moreover, to recognize what problems that master one language sciences students face while writing in order to be fixed via using critical thinking skills. All of that aims to enhance EFL learners' writing abilities.

2.2. Teachers' Questionnaire:

2.2.1. Description of the Sample

   The sample of the current research consists of four teachers, one of them is a teacher of academic writing and three are teachers of written expression module at the department of English at Larbi Tbessi University, Tebessa. The aim behind choosing them as participants is that because they can provide the needed information to conduct the research.

2.2.2. Description of the Teachers' Questionnaire

   The questionnaire consists of fourteen (14) questions, between close-ended and open-ended questions. The teachers were asked to put a tick (√) in the appropriate box to indicate their answer and add further details when needed. The questionnaire is divided into three sections: the first section is about the background information that contains three (3) questions. The second d section

is about teaching writing skill; it starts from question four (4) to question number nine (9). The third section is about critical thinking, it starts from question nine (10) to question number fourteen (14).

2.2.3. The Analysis of the Results:

The collected data was analyzed via IBM SPSS software (Statistical Package for the Social Sciences) to yield frequency, percentage, means (Measures of Central Tendency), and standard deviation. This program calculates and analyses the students' responses to the questionnaire.

2.2.4. Section One: Background Information

Question 1: For how many years have you been teaching at the university?

Valid	Frequency	Percentage	Mean	Std. Deviation
1-5	3	75		
6-10	1	25		
Total	4	100	2	1

Table 1: Teachers' experience at the university

The table above shows that three (3) teachers have been teaching at the university for one (1) year to four (4) years. One has been teaching for just one (1) year, the second for three (3) years, and the third one has been teaching for four (4) years. Only one (1) teacher has been teaching for seven (7) years at the university. The mean score of the question is (M=2), and the standard deviation is (SD=1). it is noticed that there is a variation in the participants' responses.

Question 2: Which module do you teach at the university?

Valid	Frequency	Percentage	Mean	Std. Deviation
written expression	3	75		
Academic writing	1	25		
Total	4	100	2	1

Table2: The module that each teacher teaches.

The table above shows that one (1) teaches academic writing module and the remained three (3) are written expression teachers. In addition, it is noticed that the mean score of this question is (M=2), while the standard deviation is (SD = 1). The result is high which indicates a variation in the responses.

Question 3: What are the objectives intended when teaching written expression or academic writing module?

This is an open question that aims to show written expression or academic writing module main objectives.

The first teacher said that academic writing is taught to graduate students. Also, he/she added that students are expected to use their knowledge to write advanced compositions and defend their views.

Written expression module agrees on the following aims:

Written expression syllabus aims at:

➢ Enabling students to have firm command to write different types of paragraphs and essays.

➢ Focusing on developing students writing skills.

➢ Developing other skills like reading.

➢ Enabling EFL learners to use writing techniques and strategies.

Section two: Teaching writing skill

Question 4: To what extant do you think your students believe in the importance of writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Important	3	75		
Not important	1	25		
Total	4	100	2	1

Table3: Teachers' feedback about their students' attitudes toward the importance of writing.

The table above indicates (75%) of the teachers that have a positive feedback and said that their students consider writing as an important aspect. While only one (1) teacher among the three written expression teachers said that his/her students do not see writing as an important aspect. The table above shows that the mean equal (M=2) and the standard deviation is (SD=1). The result indicates a variation in the responses.

The participant that represents (25%) declared that his/her students see writing as a punishment and they focus more on speaking because it has no grammatical rules. Unlike him/her, the remained teachers agree on the following:

Writing is important because:

➢ It makes students able to write dissertation and increases their speaking abilities.

➢ It is the interpretation of thoughts.

Question 5: How can you describe your students' level in writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Good	1	25		
Average	2	50		
Weak	1	25		
Total	4	100	1.33	0.56

Table 4: Teachers' feedback about their students'' level.

The table above shows a balance between weak and good (25%) for both of the answers. In addition, it indicates that two teachers (2) that represent (50%) believe in that their students have average level in writing. The results show that the mean is (M= 1.33) while the standard deviation is (SD= 0.56). There is a variation in the responses.

Question 6: Do you think that your students face difficulties in writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	4	100		
Total	4	100	4	0

Table5: Teachers' feedback about their students' difficulties in writing.

As the table shows, it is noticed that all the participants agree on that their students face difficulties in writing. The results indicate that there is no variation, so that the mean score is (M=4) and the standard deviation is (SD=0).

Question 7: What are the reasons behind learners' writing difficulties?

Valid	Frequency	Percentage	Mean	Std. Deviation
All	4			
Total	4	100	4	0

Table6: Reasons behind learners' writing difficulties.

The results above show (100%), which means that all the four (4) participants state that learners' weaknesses are behind lack of their awareness about writing techniques in addition to their negative attitude toward these techniques.The mean equals (M=4) and the standard deviation (SD=0). The results show a total agreement which indicates no variation in the responses.

As additional reasons, the participants agree on the following:

➢ Thinking in Arabic.

➢ Write the way they speak.

➢ Students do not take writing strategies that they leaned in the last three years into consideration.

➢ Absence of reading.

➢ Word by word translation.

➢ They underestimate the importance of formal writing and see writing as an easy task.

➢ Lack of using punctuation marks.

Question 8: do you teach your students specific strategies to help them achieve their writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	4	100	4	0
Total	4			

Table7: Writing strategies that teachers teach their students.

As the table shows, all the participants (100%) aim to teach their students writing strategies. It means that there is no variation.

The teachers mentioned the following as the used strategies in teaching them:

➢ Brainstorming.

➢ Generating ideas.

➢ Revising.

➢ Writing and rewriting drafts.

➢ Planning.

➢ Evaluating the final product.

Question 9: As a teacher, how can you motivate your students to overcome their problems in writing?

This is an open question which collected multiple answers. The results show these different strategies that the four teachers agree on as effective ways for motivating their students:

➢ Feedback.

➢ Remedial work.

➢ Correction.

➢ Using model texts or essays whenever teaching a certain aspect.

➢ Advising them to read more.

➢ Asking them for rewrite.

➢ Starting with the simple sentences to complex ones.

Section three: Critical thinking

Question 10: Are you a critical thinker?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	4			
Total	4	100	4	0

Table8: teachers' feedback about being critical thinker.

The results of this question show that the four teachers are critical thinkers (100%). The results indicate no variation in the participants' responses.

Question 11: Do you think that teaching critical thinking is important in EFL classrooms?

Valid	Frequency	percentage	Mean	Std. Deviation
Yes	4			
Total	4	100	4	0

Table9: Teachers' attitude toward the importance of teaching critical thinking in EFL classrooms.

The table above shows that the four teachers (4) that represent (100%) consider critical thinking as an important aspect that their students need to learn.

As justifications for their answer, they stated the following points:

➢ Critical thinking helps students to develop filtering skills in order to know what should/should not be done.

➢ Learners should not take everything for granted, so, critical thinking helps them to challenge ideas and put everything into questions.

➢ It helps them in their daily life too so that it allows them to be active and productive not only as future teachers but as citizens as well.

Question 12: do you think that reading is crucial in developing critical thinking skills?

Valid	Frequency	Percentage	Mean	Std. Deviation
Much	2	50		
So much	2	50		
Total	4	100	2	0

Table10: Teachers' attitude toward depending on reading to develop critical thinking skills.

The results indicate that all the participants consider reading as crucial to develop critical thinking skills. The table above shows that two teachers gave more importance to reading than other two (50% said much and the other 50% said very much). There is an agreement in the value of the reading skill.

Question 13: Are your students aware about the importance of learning critical thinking?

Valid	Frequency	Percentage	Mean	Std. Deviation
Not much	3	75		
No	1	25		
Total	4	100	15	1

Table11: Teachers' feedback about their students' level at using critical thinking in writing.

As it is indicated in the table above, the results show three (3) teachers or (75%) said that their students are not able enough to use critical thinking in their writing. Only one teacher (1) that represents a small percentage (25%) said that his/her students do not know how to use critical thinking on their writing. There is a variation is the responses.

Question 14: How can you motivate your students to use critical thinking in their writing?

This is an open question which requires the following ways to motivate students:

➢ Teaching writing and critical thinking together and showing that one does not go   without the other.

➢ Teaching them techniques to develop their critical thinking awareness.

➢ Giving them remarks to encourage them.

1.4 Discussion of the Teachers' Questionnaire:

From the analysis of the data collected from the teachers' questionnaire it is noticeable that the period of the teachers' experience in teaching at the university varies from one (1) to

seven (7) years. Furthermore, they agree on that although their students consider writing as an important aspect, they do not give attention to follow its strategies and techniques. As a result, students have weaknesses in writing so that they come up with a poor piece of writing. In addition, teachers stated that their students' weakness is due to their negative attitude toward that aspect and lack of reading.

Moreover, it is noticeable that the teachers are critical thinkers and consider critical thinking as an important aspect to be taught at the universities according to its main role in enhancing their students' thinking abilities to defend their own point of view. In the light of that, they believe in that their students need to be motivated enough and need more awareness about the importance of this aspect because they need it in their future study carrier as graduate students.

2. Students' Questionnaire:

2.1 Description of the sample:

The sample of present research consists of thirteen (30) Master One Language Sciences students. They are students at the department of English at Larbi Tbessi University, Tebessa. They were chosen for the good amount of knowledge they have about CT and writing skill.

2.2 Description of the Students' Questionnaire

The questionnaire consists of fourteen (14) questions, between close-ended and open-ended questions as well. The students were asked to put a tick (√) in the appropriate box that shows their choice and indicate their answers, in additionto add further details when needed.The questionnaire is divided into two (2) sections. The first section is for writing skill; it starts from the first question and ends with question number eight (8). The second section is for critical thinking; it starts from question number nine (9) to question number fourteen (14)

2.3 The Analysis of the Results

The collected data was analyzed via IBM SPSS software(Statistical Package for the Social Sciences) to yield frequency, percentage, means (Measures of Central Tendency), and standard deviation. This program calculates and analyses the students' responses to the questionnaire. Each question will be analyzed and discussed separate

Section one: Background information

Section one: The Writing Skill

Question 1: How good are you at English?

Valid	Frequency	Percentage	Mean	Std. Deviation
Very good	4	13.33		
Good	22	73.34		
Fair	4	13.33		
Total	30	100	10	8.48

Table12: Student's level.

The results above indicate that the students' level differs from one to another. Four of the students (4) or (13.33%) have a very good level. (13.33%) as well have a fair level. While the majority of them (22) or (73.34%) have a very good level at English. The mean score is (M=10) and the standard deviation is (SD=8.48). It indicates a variation in the students' responses.

Question 2: What do you think about studying academic writing module?

Valid	Frequency	Percentage	Mean	Std. Deviation
Important	10	33.33		
Not important	20	66.67		
Total	30	100	15	1.82

Table13: Students' attitude toward studying academic writing module.

The table above shows that the majority of the participants see that studying academic writing module is not important, (66.67%) of them have a negative attitude toward that. The (33.33%) of them see it as an important subject to be learned. The results show that the mean score (M=15) and the standard deviation (SD=1.82). It indicates a variation in the students' responses.

As a justification for both choices, those who said it is not important considered studying academic writing module as a repetition of the last years' written expression lessons. Instead, those who said it is important mention the following:

➢ Academic writing enables graduated students learning how to write a dissertation.

➢ It helps to improve critical skills.

➢ It helps to read critically and write effectively.

➢ It is important to require an academic language.

Question 3: How can you describe writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Easy	23	76.67		
Complex	7	23.33		
Total	30	100	15	8

Table14: students' opinion about writing skill.

As it is shown in the table above, there is a high percentage (76.67%) which indicates that the majority of the participants consider writing as an easy task. Only seven (7) of them see it complex. There is a variation in the responses, so that the standard deviation is (SD=8), and the mean score (M=15).

Those who consider writing skill as a complex aspect mentioned the following as a justification:

➢ It needs much focus on the structure, grammar and how to deliver the message to the reader.

➢ It has too much steps, and not all the students are able to follow all of them.

➢ It needs good prior knowledge about the topic.

➢ It needs to understand what to write about.

➢ It is complex once the student is limited with a certain topic which is not familiar or hard to be developed in lines.

Question 4: How do you assess your level in writing skill?

Valid	Frequency	Percentage	Mean	Std. Deviation
Very good	10	33.33		
Good	20	66.67		
Total	30	100	15	1.82

Table15: Students' level in writing.

The results show a variation in the students' responses and indicate that all the participants have a positive attitude toward writing. Ten (10) of them said that they have a very good level in writing and twenty (20) said that they have good level. The mean score of question 4 is (M=15), and the standard deviation is (SD=1.82).

Question 5: What are the main problems behind your weaknesses in writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Lack of comprehension	6	20		
Lack of effective strategies	5	16.67		
Lack of cohesion and coherence	8	26.66		
Difficulties in organizing ideas	6	20		
Grammar structure (sentence structure)	5	16.67		
Total	30	100	6	1.09

Table16: Problems behind the students' weaknesses in writing.

As the results show, it is noticed that there is a difference between the students' answers. In addition, the results indicate that all the participants face problems in writing. Six (6) of them do not understand well the topic, (26.66%) do not follow the writing strategies, and the remained percentage is divided between those who said that they fail to come with a coherent and cohesive piece of writing, as well as those who said that the commit grammar

and sentence structure mistakes. The mean score indicated is (M=6) and the standard deviation (SD=1.09).

Question 6: Do you always follow specific steps when you are writing?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	18	60		
No	12	40		
Total	30	100	15	3

Table17: Students' response about following writing steps.

The table above indicates that (60%) of the participants follow specific steps when, they are writing. Twelve (12) of them or (40%) write randomly. The mean score indicated is (M=15) and the standard deviation (SD=3).

As a justification, those who said yes mentioned the following:

➤ It is important to follow writing steps to come up with a coherent and cohesive piece of writing.

➤ It is important to apply what have been learned from the lessons.

➤ To come up with an organized piece of writing.

Unlike them, those who said no mentioned the following:

➤ Following writing steps makes the students' ideas limited.

➤ They make them feel uncomfortable while writing.

➤ Students want to express their skills freely without instructions.

➤ It is hard to follow all the steps.

➤ It is boring to be limited with specific steps.

Question 7: What are the strategies you follow to write?

It is an open-ended question which indicates a variation in the students' response. The majority of the participants (20 students) follow specific strategies in their writing. They mentioned the following as strategies they follow:

➢ Brain storming.

➢ First draft.

➢ Proofreading.

➢ Revising.

➢ Respecting the form (introduction, body and conclusion).

➢ Including the main ideas and put them with an organized way.

➢ Using the background gathered from reading.

➢ Chose a topic that suits the personal abilities when having the chance to choose any topic.

➢ Focusing more on terminology and word choice.

However, those who do not follow any specific strategies that represent (33.33%° mentioned that they find it hard to follow strategies and they like writing randomly because they do not like being restricted.

Question 8: Do you think that reading and speaking skills are crucial in developing your writing skill?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	30	100		
Total	30		1	29

Table18: Students' opinion about the reading and speaking skill.

The table above shows that all the students agree on that reading and speaking skills are crucial to develop their writing skill. The mean score is (M=1) and the standard deviation is (SD=29).

As justification, all the participants agree on that reading, speaking and writing are related; no one of the three can be done without the others. In addition, they said that it is important to gather information via reading and making conversations in order to have a good background that can be expressed in written form.

Section Two: Critical Thinking

Question 9: Are you a critical thinker?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	4	13.33		
No	26	86.67		
Total	30	100	15	11

Table19: Students' answers about being critical thinker.

As noticed in the table, the results show that the majority of the participants are critical thinkers and four (4) of them are not critical thinkers.The mean is (M=15) and the standard deviation is (SD=11). There is a variation in the students" responses.

Question 10: Do you think that teaching critical thinking is important?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	20	66.67		
No	10	33.33		
Total	30	100	15	5

Table20: Students' responses about the importance of teaching CT.

The table shows that the majority of the participants (66.67%) see that teaching critical thinking is an important skill to be taught at the university, while (33.33%)see that it is not important to be taught. The mean score (M=15) and the standard deviation is (SD=5).

Those who said it is important said the following:

➢ Teaching CT is important to:

➢ Develop thinking skills.

➢ Improve students' writing skills.

➢ Make students competent and skillful.

➢ Help students to analyze, evaluate and make decisions.

➢ Enable students to write their dissertation and form conclusions.

➢ To have a personal stand, that means they get the chance judge and put everything into question.

Question 11: Reading skill is considered as the primary source of critical thinking, what do you think?

Valid	Frequency	Percentage	Mean	Std. Deviation
Agree	21	70		
Strongly agree	9	30		
Total	30	100	15	6

Table21: Students' feedback about the primary source of critical thinking.

Although the agreement of all the students that is indicated in the table above, it is noticed that there is a variation in that agreement too. As it is shown in the results, (70%) for those who agree on what is said in question 11, as well as, nine (9) students strongly agree. The mean score of this question is (M=15), and the standard deviation (SD=6).

Question 12: Do you think that reading is the only source of critical thinking?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	18	60		
No	12	40		
Total	30	100	15	3

Table22: Students' answers about the sources of critical thinking.

As it is resulted in the table above, the mean score is (M15) and the standard deviation is (SD=3). Moreover, about (60%) of the whole percentage see that reading is the only source of critical thinking, while about (40%) said that there are another sources instead. Those who said no mentioned the following as another sources:

➢ Listening.

➢ Making conversation and daily interaction

Question 13: Did you benefit from studying critical thinking?

Valid	Frequency	Percentage	Mean	Std. Deviation
Yes	20	66.67		
No	10	33.33		
Total	30	100	15	5

Table23: Students' reaction about studying critical thinking results.

It is noticed that the majority of the participants benefited from studying critical thinking, twenty (20) said yes, while only ten (10) of them that represent (33.33%) did not benefit from studying it. There is a variation in the students' answers, so that the standard deviation of this question is (SD=5). In addition, the mean score is (M=15).

Question 14: In some lines and according to your studies explain how the use of critical thinking can help you to improve your writing?

This is an open question that requires different answers from the students. They agree on the following:

Critical thinking helps to:

➢ Enhance students' abilities to evaluate, analyze and synthesize.

➢ Learn new strategies in writing such as; quotation, summarizing and paraphrasing.

➢ Have more opportunities to succeed in several domains in daily life and get good marks in the other modules.

➢ Increase knowledge and activate the mental process.

➢ Motivate students to read articles in order to get vocabulary.

Discussion of the Students' Questionnaire

From the analysis of the data collected from the students' questionnaire, a lot of remarks can be noticed. Writing is considered as an easy aspect, despite that, they fail to produce a well-structured and developed piece of writing. From their answers, it is noticeable that their failure due to the underestimating of the writing skill value. As another remark, students' weaknesses in writing are due to the misuse of the writing strategies, as well as because they do not follow the writing steps. Moreover, it is noticeable that students do not like to be restricted; they feel more self-confident if they write freely.

Concerning the critical thinking skills, it seems that the majority of master one language sciences students are not aware enough of using the critical thinking skills in their writing. However, they want to be critical thinker but they need more support from their teachers. It is concluded that those who said that they are critical thinkers consider critical thinking as an important process that EFL teachers should teach at the university. For that, they see it as a helpful process to enhance their writing skills.

2.4. List of Recommendations

2.4.1. Recommendation for Teachers:

➢ Since students consider studying academic writing module as a repetition, it is better to make a brief revision for the last years' lessons and focus more on what they need as future graduated students.

➢ Teaching critical thinking as a module to enhance their awareness about its importance in their academic work and daily life too.

➢ Making a diversification in the tasks after presenting the lesson.

➤ Giving students a chance to choose the topic that suits their ideas.

➤ Change the method when needed.

➤ Motivate students to read more.

2.4.2. Recommendations for Students:

➤ Giving more attention to the importance of writing skill without underestimating it.

➤ Trying to read more articles, books and journals.

➤ Challenging selves to try something new and following writing steps.

➤ Focusing more on the main points that is useful to enhance their thinking abilities.

➤ Putting everything is learned in the classroom into practice to not forget the lesson.

➤ Being more positive and avoiding overgeneralization.

Conclusion of Chapter Two

As a conclusion, the gathered data from both teachers' and students' questionnaire show that the majority of master one language sciences students need more support to use critical thinking skills in their writing. As the teachers declared, the majority of their students are not dare enough to challenge themselves to discuss about debatable topics. Also, they treat the information they get with a simplistic view without going deeply, so that they fail to uncover the hidden meanings to form their own final conclusion. And as an important point, they said that the majority of their students' weaknesses in writing due to their neglecting of following the writing steps carefully.

General conclusion

The present study was conducted to investigate the development of EFL learners' writing skills through the use of critical thinking skills. The dissertation aimed to clarify how it is important to know well how to use the writing steps, as well as to show that writing skill and critical thinking skill are interrelated with a way that the student cannot ignore the use of critical thinking skills in order to get a good piece of writing. From the different answers collected from the two submitted questionnaires at the department of English at Larbi Tbessi University, Tebessa, it is concluded that there is a need to teach critical thinking as a module at the university. That means the focus is more on the students' thinking abilities to produce the needed piece of writing.

Limitation of the Study

Unfortunately this dissertation includes a lot of limitation, relating first to the time because long time will serve us to develop more information also the limitation of teacher's sample who teaches academic writing and written expression this lead to the difficulty to represent all the population. Furthermore, some students' answers were contradictory, which made it difficult for us to analyze the results. Also, we wanted to offer some activities to the learners related to writing like writing paragraphs or essay in order to give us better result.

References

Alexander M, *Good Writing Leads to good testing.*2008, Retrieved from Http://www. Stickyminds.Com/ site wide from.Asp?Objectid=3391&Function=edetail&Objectiype=ART on March 26 2012

Alice, O. Ann, H.(2007). *Introduction to Academic Writing*. (3rd Ed). Pearson Education. Bank Street, White Plains, NY 10606;

Amory, G. (1999). *Language and Thought: A Rational Enquiry into Their Nature.*

Amy, R. S. (2010). *Compose Your Self:* A Guide to Critical Thinking & Analytical Writing in Secondary School.

Ahn, S.H. (2003). *A Case Study of Korean Learners.*Asian EF Journal 5, 1-27

Aragon Jimenez, C. E. Baires Mira, D.C& Rodriguez, J. S (2013). *An analysis of the writing skill difficulties of English.*Composition (license). University of El Salvador.

Blanchard, K., & Root, C. (2004).*Ready to write more: from paragraph to essay.* (2nd Ed.). Pearson Education, Inc.

Bob, P. Anne, H. (2015). *Critical Thinking and Writing for Nursing Students.*

Brookes, A and C. Penn. (1970).*Study English A Course in Written English for Academic and Professional Purpose.* CambridgeUniversity Press.

Badger, R& White, G. (2000).*A Genre Approach to Teaching Writing ELT .Journal.* 54:2:153-160 OUP

Byrne, D. (1988). Teaching Writing Skills. Harlow: Longman.

Carl, T. Dawn, D. (2009). *Essential Decision Making and Clinical Judgment for Nurses.*

Christopher, A. A. (2012). *Thinking about Thinking.*

Claire, A. M. Claire, B. M. Gordon, S. M. (2009). *Effective Writing :*A Handbook for Accountants.(P. 8).

Conrad, H. (2016). *Understanding Prejudice and Education:* The Challenge for Future Generation. (P. 62).

Constance, S. (2016). *FOCUS on College Success. (P. 135).*

Crystal,D. (1995). The Cambridge Encyclopedia of the language. Cambridge: CVP

David, T. M. (2010) *Critical Thinking and Intelligence Analysis.*

Derek, J. K. Nigel, H. B. (2008). *Handbook of Judgment and Decision Making.*(P. 4).

Doyle, J. C. Robert, J. S. (1994). *Doorways to Decision Making : A Handbook for Teaching Decision Making.*

Earl, P. (2003). *Preacher's Commentary*. Vol: 1, 2 and 3.

Galko, D.F. (2002). *Better Writing Right Now: Using Word to Your Advantage.* New York: Learning express

Harmer, J. (2004).*How to Teach Writing*. Edinburgh Gate: Pearson Education Limited, Longman.

Harmer, J.(2004). *How to teach writing.*Pearson Education Limited.

Harmer, J. (2001).*The Practice of English Language Teaching.*(3rd Ed). London Longman.

Harmer, J. (2007).*The Practice of Language Teaching* (4th Ed). London Longman.

Hai, J. S. (2016). *Social Media Data Extraction and Context Analysis. (P. 161).*

Helen et, al (2011). *A Beginners Guide to Critical Thinking and Writing in Health Social Care*.

Honowiz , D.M. (1986). *What Professors Actually Require*: Academic Tasks for the ESL classroom. TESOL Quarterly .Vol. 20/3:445-461

Humawi, IF. & AL-Khasawneh, F.M. (2013). The Reason Behind Weakness of Writing in English Among pre-years students at Taibah University. English for Specific Purpose World, 14 (38, 1,9). Retrieved fromhttp://www. esp, world info/articles, 38/z,2,12,2012.pdf

Hyland, K.(2003). *Second Language Writing.*USA:Cambridge University Press.

Ivanna, S. (2012).*Touch Everybody with the light of Your Heart.* (P. 30).

Joanne, G.K. (1988). *Critical Thinking: Theory, Practice and Possibilities.*

Joe, Y. F. L. (2011). *An Introduction to Critical Thinking and Creativity:* Think More, Think Better.

John, B. W. Geoff, T. (2013). *Thinking Skills:* Critical Thinking and Problem Solving. (3rd Ed).

Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remembering Students. USA Rowman and Littlefield Education*

Jon, S. (1999). *Critical Thinking for College Students* (p, 45).

Judit, K. Anne, M. S. (2012). *Teaching Languge to Students wih Specific Learning Diffrences.*

Kan, T, S. (2000). The Oxford Essential. San Juan Capistrano.

Karpels, A. (1993). *An Overview of Second Language writing process research.*

Kin, C., Mendenhall, A., & Johnson, T. (2010). *A Design Framework for an online English University Course*. In J.M. Spector, D. Ifenthaler, P. Issais, Kinshuk & D. Sampson (Eds). Learning and instruction in Digital Age. Springer US.

B. Koll (ed), Second Language writing: insight for the writing classroom (pp. 37-56). Cambridge University Press.

Kress, J. (1989). *Linguistic Process in Socio-cultural Practice*.Oxford University Press.

Kennedy, C&R. Bolitho (19985). English for Specific Purpose. Hong Gong: Macmillan.

Lado.R. (1983*). Language Testing (Writing in Foreign Language*): *Language Pedagogy.*

LiWaishing, J. (2000). *A Process Approach to Feedback on Writing*.International Journal of Teaching and Learning in Higher Education. 19(2), 47-64

Retrieved from http://www.isetl. Org/ijtlhe/on 26/09/2014.

Mark, A. R. (1994). *Problem Finding, Problem Solving and Creativity*

Marrilee, H. S. (2012). *Introduction to Logic and Critical Thinking*.(6TH Ed), *(P.2).*

Martha, B. S. Gary, S. E. (2000). *Using Internet Primar y Sources to Teach Critical Thinking.*

Marva, A. Barnett. (1992). *Writing as a Process.* University of Virginia.

Mc Arthur, C. A., Graham, S.andFitzerald, J. (2008). *Handbook of writing a Research.*Guilford Press

Michael, K. Mike, K. (2014). *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.*

Miller, W.C. (1989). *Role and Function of the Instructional Materials.* Minnesota: Berge publication Company.

Murray, N. and G, Hughes (2008).Writing VP your university Assignment and Research.

Nunan, D. (1991). *Designing Tasks for the Communication Classroom*, Cambridge: Cambridge University Press

Nunan , D.(1989). *Designing Tasks for the Communication Classroom*, Cambridge: Cambridge University Press

Raimes, A. (1983). *Techniques in the Teaching of Writing*. New York, N, Y.: Oxford University Press.

Rahim, P. R. Abdullah, S. &Ishak, N. R. (2008).*Collaborative Writing Techniques as a Tool in Promoting Writing Skill to Tertiary Level Students.*6th Asia TFLIIN, 57[th]Revitalizing Professionalism in ELT Denpasar: Asia TEFEL.

Ryan, N.S. T. (2015). *Renewing the Mind.*(p. 281)*.*

Perry, W. G. (1970) *Forms of Intellectual and Ethical Development in The College Years.* Havard University.Bureau of Study Counsel.

Peter, F. (2006). *Critical Thinking What it is and What it Counts.* Millbrae. CA. California Academic Press.

Peter, N. (2017). *Critical Thinking Tools for Evaluating Research* (p 4).

Ranghu, K. (2015). *108 Pearl of Wisdom:* For Every College Students. (P. 45).

Sonia, N. (2001). *Language, Culture and Teaching Critical Perspectives.*

Stapleton (2001).*Assessing Critical Thinking in the Japanese University Students' Written Communication.*

Starkey, L. (2004). *How to Write Great Essay.(*1st Ed). New York: Learning Express.

Stella, C. (2017) .*Palgrave Study Skills: Critical Thinking Skills. Effective Analysis, Argument and reflection.*(Million Copy Bestselling Author).

Stephen, J. Harvey, S. (2010). *Teaching Thinking Skills.*(P, 58).

Suleiman M.F (2000) *The Process and Product of Writing*: Implication for element any school teachers. ERIC Digest, ERIC Identifier ED 442299;

Tsui, A. B. M. (1996). *Learning how to Teach ESL Writing.*

Olness, R. (2005). *Using Literature to Enhance Writing in Instruction.*Network, DE: International Reading Association.

White, R., & Arndt, V. (1991).*Process writing.*London & New York: Longman.

Weshah, H.A, &Tomok, T.N. (2011).Patents/Apps Non-patents Liturature.

Zamel, V. (1985).*Responding to Writing.*TESOL Quarterly, 19(1), 79-101.

Appendences

Teachers' questionnaire

Dear teachers,

Our research has focused on the use of critical thinking in EFL classroom as an effective strategy to enhance learner's writing skill. So dear teachers we would be grateful if you could complete the following questionnaire by putting a tick (√) on the appropriate box and give the full answer when needed. Thanks for your help, with our respect for you.

Section one: General Introduction

1. For how many years has been teaching at the university?

   ……………………………………………………………………………

2. Which module do you teach?

   a. Written expression ☐

   b. Academic writing ☐

   ……………………………………………………………………………

3. What are the objectives intended when teaching writing module?

   ………………………………………………………………………………..

   ………………………………………………………………………….

Section two: Teaching writing skill

4. To what extent do you think your students believe in the importance of writing?

   a. Important ☐

   b. Not important ☐

Discuss in both choices:

……

5. How can you describe your students' level in writing?

    a. Very good ☐

    b. Good ☐

    c. Average ☐

    d. Weak ☐

6. Do you think your students face difficulties while writing?

    a. Yes ☐

    b. No ☐

If yes mention some of those difficulties

……………………………………………………………………………….

7. According to you, what are the reasons behind learners writing difficulties?

    a. Negative attitude toward writing techniques ☐

    b. lack of cohesion and coherent ☐

    c. lack of learners awareness ☐

    d. Other reasons ☐

…………………………………………………………………………………

8. Do you teach your students specific strategies to help them achieve their writing?

    a. Yes

    b. No

If yes, which strategies do you use with your learners?

a. Brainstorming   d. Writing and rewriting draft

b. Generating ideas   e. Revising

c. Planning   f. Evaluating the final product

9. As a teacher how can help your students to overcome their problems in writing?

……………………………………………………………………………………….

Section three: critical thinking

10. Are you a critical thinker?

a. Yes ▢

b. No ▢

11. Do you think that teaching critical thinking in EFL is important?

a. Yes ▢

b. No ▢

c. If yes justify please

……………………………………………………………………………………

12. Do you think that reading skill is crucial in developing critical thinking?

a. Much   ▢

b. So much   ▢

c. Some how   ▢

d. Not at all ▢

e. Other answers ▢

………………………………………………………………………………………..

13. Are your students aware enough in the importance of teaching critical thinking?

    a. Yes   ☐

    b. Not much   ☐

    c. At all   ☐

14. Are your students good at using critical thinking in their writing?

    a. Yes   ☐

    b. Sometimes ☐

    c. No   ☐

    If no, how can motivate them?

…………………………………………………………………………………..

15. If some students don't care about thinking critically while writing how could you support them to take your remark into account?

…………………………………………………………………………………

Critical thinking is the independent thinking that leads to think rationally, clearly and logically about something. It can be defined as the process which enables the individual to analyze, evaluate, identify arguments, detect inconsistences and mistakes in reasoning, as well as to systematically solve problems.

Dear students,

Our research has focused on the use of critical thinking in EFL classroom as an effective strategy to enhance learners' writing skill. So dear students we would be grateful of you could complete the following questionnaire by a tick (√) on the appropriate box and give the full answer when needed. Thanks for your help.

Section one: General Introduction

1. How good are you at English?
   a. Excellent ☐
   b. Very good ☐
   c. Good ☐
   d. Fair ☐

Section two: the writing skill

2. What do you think about studying academic writing module?
   a. Important ☐
   b. Not important ☐

Discuss in both choices:

…………………………………………………………………………………………

3. How can you describe writing?

   a. Easy ☐

   b. Complex ☐

   If complex justify why please

……………………………………………………………………………………………

4. How do you assess your level in writing skill?

   a. Very Good ☐

   b. Good ☐

   c. weak ☐

   d. very weak ☐

5. What are the main problems standing behind your weaknesses in writing?

   a. Lack of comprehension ☐

   b. Lack of effective strategies ☐

   c. lack of coherent and cohesion ☐

   d. difficulties in organizing ideas ☐

   e. grammar structure (sentence structure) ☐

   If there are others mention them please

……………………………………………………………………………………………

6. Do you always follow specific steps when you are writing?

   a. Yes ☐   b. No ☐

Why?...............................   Why?..................................

…………………………….   …………………………….

7. What are the strategies and techniques you follow to write?

   ……………………………………………………………………………

   ……………………………………………………………………………

8. Do think that reading and speaking skills are crucial in developing your writing?

   a. Yes ☐

   b. No ☐

   Justification in both choices:

……

Section three: critical thinking

9. Are you critical thinker?

   a. Yes ☐

   b. No ☐

If yes, on what basis?

………………………………………………………………………

10. Do you think that teaching critical thinking is important?

    a. Yes ☐

    b. No ☐

If yes, mention on what is important?

………………………………………………………………………………

11. Reading skill is considered as the primary source of critical thinker.

a. Agree

b. Strongly agree

c. Disagree

d. Strongly disagree

Justify in both choice

……………………………………………………………………………………..

12. Do you think that reading is the only source of critical thinking?

a. Yes

b. No

If no mention the other sources you know:

………………………………………………………………………………………………

As student did you benefit from learning critical thinking?

a. Yes

b. No

13. In some lines and according to your study explain how the use of critical thinking can help you to improve your writing?

………………………………………………………………………………………

ملخص البحث

تهدف هذه الدراسة إلى معرفة ما مدى تأثير استعمال التفكير النقدي في تطوير مهارة الكتابة لدى طلاب السنة أولى ماستر في قسم اللغة الانجليزية في جامعة تبسه. وللوصول إلى هدفنا قمنا بتقسيم هذا العمل إلى فصلي النظري والتطبيقي.

الفصل الأول يتضمن الجزء النظري وهو بدوره ينقسم إلى ثلاثة أجزاء, الجزء الأول يعالج أهم التفاصيل فيما يخص مهارة الكتابة؛ تعريفها من طرف مختلف الأبحاث "أهميتها" صعوباتها التي يتعرض لها الطالب أثناء محاولته تدوين فقرة أو مقالة، أيضا تطرقنا إلى علمية الكتابة وأهم المراحل التي يتوجب على كل من الطالب والأستاذ إتباعها. والأكثر ضرورة دور الأستاذ الذي يلعب أهمية كبيرة في مساعدة الطالب من اجل تطوير مهارته الكتابية، أما الجزء الثاني فيتضمن نظرة الشاملة لمفهوم بما يسمى بالتفكير النقدي، أهميته ومختلف النظريات وقبل هذا رجعنا إلى المصدر الأول الذي يتولد منه التفكير النقدي ألا وهي "القراءة"، ومن ثم تطرقنا للجزء الثالث لتأكيد فرضيتا حول مدى أهمية التفكير النقدي في تطوير المستوى الكتابي للطلبة بحثنا على العلاقة القوية التي تربط التفكير النقدي بالكتابة.

الفصل التطبيقي قمنا باختيار مجموعة من الطلاب بطريقة عشوائية دون معرفة مستواهم التعليمي وطرحنا عليهم بعض الأسئلة حول كل من مستواهم في الكتابة، الصعوبات التي تواجههم، وهل تعتبر الكتابة مهمة بالنسبة لهم أيضا ما مدى وعيهم لأهمية استعمال التفكير النقدي كرضيعة في تحسين وتطوير مستواهم الكتابي هذا لم يقتصر على الطلاب فقط بل وجهنا الأسئلة أيضا للأساتذة المختصين في تدريس مادة التعبير الكتابي والكتابة الأكاديمية حول كيفية التدريس لاكتساب معلومات أكثر .

بعد جمع النتائج المتحصل عليها قمنا بتحليلها تحليلا مفصلا من خلاله توصلنا إلى ما سعينا لأجله وأثبتنا صحة فرضيتنا إلي انطلاقنا منها التي تتمحور حول صعوبة الكتابة ودور التفكير النقدي في تطوير مهارة الكتابة لدى طلبة الماستر للغة الانجليزية.

Résumé

Le but de cette étude est déterminé dans quelle mesure l'utilisateur de la pensée critique a contribué au développement des compétences en écriture des étudiants de première année du département d'anglais de l'Université de Tébessa. Et pour arriver à la validité de l'hypothèse, nous avons divisé ce travail en un chapitre théorique et appliqués. Le premier chapitre contient la partie théorique qui est à son tour divisée en trois parties, le premier partie traits les détails les plus importance en matière de compétence en écriture : elle définie par les différentes recherches, leur importance, les difficultés rencontrées par l'élève pour rédiger un paragraphe ou un article. Nous avons également abordé processus d'écriture et les étapes les plus importantes que doivent suivre l'étudiant et les l'enseignant, le rôle le plus important étant celui du professeur qui joue un rôle crucial en aident l'étudiant à améliorer ses compétence en écriture. La deuxième partie contient une vue complète du concept de la « pensée critique », de différentes théories, avant de revenir à la première source générant la PC, « la lecture », nous avons ensuite abordé la troisième partie pour confirmer notre hypothèse sur l'importance de l'utilisation de la PC dans le développement du niveau écrit des étudiants, à la recherche de la relation forte entre la PC et l'écriture .Class d'application nous avons sélectionné au hasard groupe d'étudiants sans connaitre leur niveau d'écriture et leur avons posé quelques questions autour la difficulté à laquelle ils confronté, si l'écriture est importance et leur conscience de l'importance de l'utilisateur de la PC comme outil pour développer leur niveau d'écriture, ne ce limite pas aux étudiants, nous avons posé des questions a certains professeures d'expression écrite et l'écriture académique . Après avoir rassemblé les résultats obtenus, nous avons analysés en détail, ce qui nous a permis déteindre ce que nous recherchions et de prouver la validité de notre hypothèse. Nous somme partie du rôle de la PC dans le développement des étudiants en première année de Master en Anglais.