

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABBAS LAGHROUR-KHENCHELA-
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



The Impact of Extensive Reading on Critical Thinking.

The Case of Master Two Majors of English at Abbas Laghrou University –Khenchela-

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for a Master Degree in Language Sciences

Submitted by :

BADAOUI Chahrazed

BRAG Roumaissa

Supervisor :

Mrs. ACHI Mebarka

Members of the Jury

Supervisor: Mrs. ACHI Mebarka

Abbas Laghrou University- Khenchela-

Examiner : Mrs. MALEK Nacira

Abbas Laghrou University- Khenchela-

Academic Year

2020/2021

Dedication

In the Name of God, Most Gracious, Most Merciful.

*First and foremost, thanks is to 'Allah' for helping us accomplish
this work in due time.*

Second, we would like to dedicate this work to

Our parents, brothers, sisters and all our friends,

*Our supervisor 'Mrs. Achi Mebarka' as well as to All our
teachers at Abbas Laghrour university,*

*And To all those who encouraged us, supported us , and prayed
for us.*

BADAOUS CHAHRAZED

BRAG ROUMASSA

Acknowledgement

We would like to express our deepest gratitude to our supervisor, Mrs Achi Mebarka, for her support and gratitude. Her sincere guidance all along our journey will forever be acknowledged. Thank you Mrs for your amazing advice, encouragement and illuminating knowledge.

Our thanks are equally addressed to the members of the jury for examining our work and for their criticism that encourages us to learn from mistakes.

We would like also to express our gratitude to master two English students for their help.

To All Our Beloved Ones.

The abstract

There are four basic skills of language, namely reading, writing, speaking and listening. However, reading is considered as the most important skill for students to learn and acquire knowledge, particularly in the context of foreign language (FL) learning. As such, this study targets and investigates the impact of extensive reading on the development of students' critical thinking skills. In order to fulfill the aim of this study, a mixed research method was opted for combining both quantitative and qualitative research tools in order to yield valid and precise results. In doing so, a questionnaire was administered to Master Two students major of English during the second semester of the academic year 2020-2021 at Abbas Laghroue, Khenchela. Add to that, another data collection instrument was used which is the interview. It was conducted with four teachers at the English department. The findings of the field investigation shows that the interviewed teachers have a favorable attitude towards the implementation of extensive reading in their courses and they acknowledge the focal role that reading in general and extensive reading in particular play in the enhancement of students' critical thinking capacities. Whereas the students' questionnaire demonstrates that not all of the participants are aware of this role. However, the **great** majority admits that the more they read in and out of class, the more their critical thinking capacities boost.

List of Abbreviations

ELT : English Language Teaching

EFL : English as a Foreign Language

FL : Foreign Language

L2: Target Language

US: United States

OCR: Office of Civil Rights

GCE: General Certificate of Education

UK: United Kingdom

STEM: Science, Technology, Engineering, and Mathematics.

CAM: Centre for Advanced Materials

ESL: English as a Second Language

List of Tables

Table1 : Participants' Gender

Table 02 : Participants' Age

Table 03 : Participants study years at the university

Table 04 : Things students do before reading a book

Table 05 : The Things Students Do When They Read

Table 06: Students' Type of Reading Preferences

Table 07 : Students' Enjoyment of Reading

Table 08 : Reading and Students' English Mastery Level

Table 09 : Types of Extensive Reading Students Like to Read

Table 10: Extensive Reading and Critical Thinking

List of Figures

Figure 01 : participants' Gender

Figure 02 : Participants' Age

Figure 03 : Participants study years at the university

Figure 04 : Things students do before reading a book

Figure 05 : The Things Students Do When They Read

Figure 06: Students' Type of Reading Preferences

Figure 07 : Students' Enjoyment of Reading

Figure 08 : Reading and Students' English Mastery Level

Figure 09 : Types of Extensive Reading Students Like to Read

Figure 10: Extensive Reading and Critical Thinking

Table of Contents

General Introduction

1. Background of the Study
2. Statement of the Problem
3. Research Questions and Hypotheses
4. Aims of the Study
5. Methodology
6. Structure of the Study

CHAPTER ONE: Reading in the EFL Context: Key Concepts

Introduction

1. Definition of Reading
2. Reading as an Interactive Process
 - 2.1. Schematic Knowledge
 - 2.2. Language Knowledge
3. Reading as a Thinking Process
 - 3.1. Reading as a Critical Process
 - 3.2. Reading as a Teaching Learning Process
4. Types of Reading
 - 4.1. Extensive Reading
 - 4.2. Intensive Reading
5. The Reading Strategies

5.1. Skimming

5.2. Scanning

6. The Role of Reading in Second Language Learning

Conclusion

CHAPTER TWO: CRITICAL THINKING AND EXTENSIVE READING

Introduction

1. An Overview of Critical Thinking

1.1. Definition of Critical Thinking

1.2. History of Critical Thinking

2. Critical Thinking and Education

2.1 Origin of Critical Thinking in Education

3. Approaches to Critical Thinking

3.1. The Philosophical Approach

3.2. The Cognitive Psychological Approach

3.3. The Educational Approach

4. The Role of Extensive Reading in Enhancing Critical Thinking

5. Importance of Critical Thinking in People's Life

Conclusion

CHAPTER THREE: Data Gathering, Analysis and Interpretation

Introduction

1. Restatement of the Aim of the Study

2. Research Methodology

3. Data Collection Means

3.1. Teachers' Interview

- 3.1.1. Definition of the Interview
- 3.1.2. Description of the Interview
- 3.1.3. The Interview Findings
- 3.1.4. Interpretation of the Interview Findings

3.2. Students' Questionnaire

- 3.2.1. Population and Sample
- 3.2.2. Description of the Questionnaire
- 3.2.3. Analysis of the Questionnaire Results
- 3.2.4. Discussion of the Questionnaire Results

4. Limitations of the Study

Conclusion

General Conclusion

References

Appendices

General Introduction

1. Background of the Study

Critical thinking may appear to many learners as a new way of thinking and learning, however, it is much older than it seems to be and its origins can be traced back to thousands of years ago. According to Ennis Robert, critical thinking is the intellectual process of applying,

conceptualizing, analyzing and synthesizing information in a skillful and an active way. Such information can be gathered from experience, communication, observation or reasoning. According to ancient history books and many language scholars, critical thinking first appearance was 2500 years ago by Socrates, who discovered that a regular person could not rationally justify

their confident claims to knowledge. He claimed that a people might have power and position and still be deeply confused and irrational. He demonstrated the importance of asking deep questions that leads profoundly into thinking before accepting ideas as worthy to believe or not. His method of questioning is now known as “Socratic Questioning” and is the best known example of critical thinking. In this mode of questioning he created, Socrates emphasized the need of thinking for clarity and logical consistency.

Later on, Socrates’ claims was followed by the critical thinking of Plato, Aristotle and the Greek skeptics, all of these philosophers emphasized that things can be very different from what they appear to be and that only trained minds are prepared to understand that. Throughout the middle ages, critical thinking started to be embodied in the writings and teaching of such thinkers as Thomas Aquinas, who based his studies on the awareness of the human mind claiming that awareness, should not be only of potential power or reasoning but also of the need for reasoning to be systematically cultivated and cross-examined. In the 15th and 16th centuries, during the renaissance era, a flood of scholars in Europe started to think critically about religion, society, human nature, art law and freedom. One of those scholars was Francis Bacon, who stated that the mind cannot safely be left to its natural tendencies. He emphasized the foundation for modern science with his contribution on the information-gathering processes. His book “The Advancement of Learning” can be considered as one the earliest writings that are based on critical thinking frameworks. 50 years later in France, Descartes published his book “Rules for the Direction or the Mind”, which can be considered the second book in the critical

Thinking field. He developed a method of critical thinking based on the principle of systematic thought. He said that every type of thinking should be questioned, doubted and tested. In the same period, a scholar named Sir Thomas Moore developed a model of new social order, "Utopia", in which every domain of the Present world could be a subject to be criticized. The critical thinking of these Renaissance and post Renaissance scholars marked the beginning for the emergence of science and for the development of Democracy, human rights, and freedom of thought. Years later, many French scholars began to contribute in the field of critical thinking. Bayle, Montesquieu and Voltaire were highly interested in critical thinking. They valued the intellectual exchange in where all views had to be submitted to serious analysis and critique. In the 19th century, the thought of critical thinking started to get extended into the domain of human and social life by Comte and Spencer. Shortly after, it was applied to language, which led to the field of Linguistics and many deep probing of the functions of symbols and language in human life. In the 20th century, the understanding of the nature of critical thinking has emerged in more explicit formulations. W. G. Sumner demonstrated the deep need for critical thinking in many aspects of life and education. He stated that: "Criticism is the examination and test of propositions of any Kind which are offered for acceptance, in order to find out whether they correspond to reality or not. Critical thinking Is a product of education and training. It is a mental habit and power". Nowadays, critical thinking is much more than an idea and it can be found in everywhere in the world and in every aspect of daily life. The history of critical thinking proves that the basic questions of Socrates can now be much more powerfully framed and used. In every domain of human thought, and within every use of Reasoning, it is now possible to question and critique.

2. Statement of the Problem

The fact that language is one of the most complicated notions and one of the hardest ones has always been agreed upon, and this was due to its numerous advantages in every aspect

of our lives whether in educational purposes, daily life activities or work carrier. People around the world have used language since birth to communicate without realizing the difficulties of it. To a regular person, language is a communication aid, however; to a foreign language student, language is a sort of science, a case study and a reason that encourages them to think critically, because critical thinking is not done by philosophers only.

A critical thinker doesn't have to be someone with special characteristics or high knowledge; anyone can be a critical thinker without even realizing that. And the proof of what just has been said is EFL students, who use critical thinking as a way of accomplishing educational purposes such as producing essays and articles and creating a solid background of knowledge.

Critical thinking may appear as an easy task to many EFL students, but to other students, it's still considered as a strange, difficult and a mysterious task. The live example of this dilemma is what some EFL students at the University of Abbas Laghrour Khenchela are facing, where some of them don't even know what critical thinking means. The reasons lurking behind this are many, but the most responsible factor for problem is the lack of reading, especially reading extensively which can be a great facilitator and a main tool to build a critical thinking mind.

3. Research Questions and Hypothesis

From what was mentioned above in the introductory statement, these questioned were realized:

1. Do EFL students at the University of Abbas Laghrour Khenchela know what does critical thinking mean?
2. Why do EFL students at the University of Abbas Laghrour Khenchela consider critical as a difficult activity, and what are the factors leading to this?

3. How can reading extensively reinforce students' critical thinking and to what extent?

These questions in turn led us to this hypothesis:

We hypothesize that if EFL students read extensively in and out of class, their critical thinking will be improved and their ability to find solutions to several educational problems will be strengthened.

4. Aim of the Study

The main purpose that led us to conduct this study is to help students in overcoming their fear of critical thinking and to encourage them to practice this activity without feeling awkward of it. Moreover, this study tends to discover the difficulties and obstacles that prevent students from thinking and behaving critically and producing critical contents. This study also tries to focus on reading extensively as an essential solution for students who avoid critical thinking and enables them to unconsciously be critical thinkers. The positive effects of conducting this study will be discovered even after students finish their studies, because this study focuses on how to make students think critically which will help them in other stages of their lives especially in their work carrier. Simply put, the aim behind carrying out this study is to find out the impact of extensive reading on EFL students' critical thinking development.

5. Methodology

Method used : the most appropriate research approach for carrying on this study and gathering the information needed is the mixed-methods approach. That is to say, a triangulation of both quantitative and qualitative methods. First, the quantitative approach, that is the questionnaire administered to students, is based on numbers and anything that is measurable, such factors will facilitate the data gathering process and saves time and effort. Second, the qualitative approach,

namely the interview, is useful for knowing about teachers' insights and practices regarding the investigated topic.

Instruments and Data Analysis (data gathering tool) : in order to achieve the goals of this study, we opted for a questionnaire survey for both teachers and students. The questionnaire will be conducted with master two EFL students at the University of Abbas Laghrour Khenchela, and an interview will be conducted with four teachers of English at the University of Abbas Laghrour Khenchela. Both questionnaires were designed under the purpose of revealing both students and teachers attitudes towards critical thinking and towards reading extensively as an aid to strengthen critical thinking.

Study Population: this study will be conducted at the department of English and foreign languages at the university of Abbas Laghrour Khenchela. The case study is second year master students.

Sampling Procedure: thirty (30) students out of 225 were chosen randomly to be the case study of our research. The reason behind choosing this level is that master two students are the closest ones to perform critical thinking because of the modules they study which oblige them to think critically in order to get to the educational goal they are willing to.

6. Structure of the Study

This study is made up of two parts, theoretical and practical. The theoretical part is inclusive of two chapters, one and two. The first chapter gives an overview of reading in the EFL context whereas the second one casts more light on the relationship of reading extensively and critical thinking development. The third chapter is devoted to the analysis and interpretation of the research tools' results and discussing some limitations we have faced during the implementation of the field work.

CHAPTER ONE: Reading in the EFL Context: Key Concepts

Introduction

1. **Defenition** of Reading

2. Reading as an Interactive Process

2.1. Schematic Knowledge

2.2. Language Knowledge

3. Reading as a Thinking Process

3.1. Reading as a Critical Process

3.2. Reading as a Teaching Learning Process

4. Types of Reading

4.1. Extensive Reading

4.2. Intensive Reading

5. The Reading Strategies

5.1. Skimming

5.2. Scanning

6. The Role of Reading in Second Language Learning

Conclusion

Introduction

Reading, which is a complex and challenging activity, is one of the four language skills that enriches EFL students' knowledge in many intertwined ways. As such, this chapter gives an overview of reading in the EFL context through highlighting its definitions, underlying types and process, strategies as well as its paramount role regarding language learning. In doing so, this chapter aims on the one hand to shed light on reading in general and extensive reading in particular and to pave the way for the coming chapter on the other.

1. Definitions of Reading

Reading has been described in particular as an interactive system among the reader and the textual content. In fact, the reader interacts dynamically with the textual content with a purpose to elicit what it means. In different phrases, reading is the pastime of phrase popularity, phonemic interpreting, and textual content comprehension. Meaning is built through a method which incorporates dynamic interactions among the reader's history , the facts withinside the textual content, and the reading state of affairs context (Dutcher, 1990). Still, studying may be considered as a guessing recreation where the reader builds, as exceptional as feasible, the message which has been encoded through means of the author.

According to Grabe's perspective, reading may be visible as an energetic procedure of comprehending in which college students strive to gain knowledge of techniques to examine reading materials efficiently. For exemple, students use strategies including skimming, inferring, and guessing that assist them discover the meaning of texts. Grabe (1991, p. 379) lists and sums up a number of skills and strategies that students may use while reading:

- Automatic recognition skills.
- Vocabulary and structural knowledge.
- Formal discourse structure knowledge.
- Content / word background knowledge.
- Synthesis and evaluation skills and strategies.
- Metacognitive knowledge and skills monitoring.

In Grabe's (1991) view, these strategies make or shape collectively the studying skill. Besides, reading has been described by few researchers as a complicated skill which includes a chain of lesser abilities and entails the capacity to correlate the formal factors of language with which it means. In fact, the reader wishes to make a hyperlink among the textual content as a bodily and linguistic object and meanings that it entails (Geoffrey et al., 1980). Likewise, college students use their expertise of language and their global information to accumulate expectancies and make predictions to be able to determine approximately the meaning or gist of the textual content.

In relation, Urquhart and Weir (1998, p. 22) define reading as "the system of receiving and decoding data encoded in language shape through the medium of print". In this manner, the message conveyed through the textual content is decoded and interpreted through the vocabulary gadgets, the grammatical factors, and the rhetorical shape of the textual content. Moreover, Anderson (1999, p. 1) puts forward another different conceptualization of the concept wherein he maintains: "Reading is a lively fluent system which includes the reader and the studying substances in constructing that means".

However, reading might additionally have distinct interpretations. For example, it can mean "studying aloud" that is taken into consideration as an oral activity be that relates more to pronunciation than comprehension. In this experience, it's far advocated to introduce easy and acquainted textual content which do now no longer exceed the linguistic capacities of freshmen. On the alternative hand, the time period « studying » may also mean "silent studying". It is probably the closest method to the technique of studying.

According to Nunan (1991, p. 70): "Reading is a dynamic procedure where the textual content factors engage with different elements that outdoor the textual content". That is to

mention that readers integrate various factors so as to accumulate the textual content . This means that they rely upon their history information, their language information, and the textual or content material in a good way to attain good enough comprehension.

2. Reading as Interactive Process

Recently, the concept “interactive” has been in a large part used to explain the second language reading process . This concept may be understood in specific ways. For example, it describes a dynamic dating among the reader and the textual content as he struggles to make experience of it (Hedge, 2000). In their looking to get meaning from the textual content, readers turn out to be concerned in a lively system and a type of debate that is created among the textual content and the reader (Widdowson, 1979).

In the interactive manner, the reader can be interested by constructing a private interpretation of a textual content or can be greatly interested to get the author's actual intentions. In doing so, the reader uses different types of knowledge such as ; syntactic knowledge, morphological, general world knowledge, sociocultural knowledge, and topic knowledge (Hedge, 2000).

Another interpretation of the time period “interaction” refers back to the interactions that take region among numerous types of expertise that a reader turns on in processing via the textual content. These kinds of information along with; linguistic, schematic and systematic know-how assist the reader to decode the language of the textual content and interpret its meaning (Hedge, 2000).

2.1 Schematic Knowledge

A schema is a hypothetical intellectual shape for demonstrating prevalent principles stored in reminiscence. It is a sort of framework, or plan, or script. Schemata are formed via interaction with people, objects, and activities withinside the globe.

The schematic information in analyzing turned into described with the aid of using Cook (1989: 69) as: "...intellectual representations of traditional conditions...utilized in discourse processing to are expecting the contents of the unique conditions which the discourse describes".

Schematic information may be considered because the prepared historical past information which leads us to expect components in our interpretation of discourse. Some research have targeted on the use of a don't forget manner where college students are required to write down what they are able to recollect from the textual content. In fact, they may be driven to attach and order thoughts as they seem withinside the authentic textual content. Carrel (1984)

As ELT is concerned, contemporary-day research approximately the position of schematic understanding in analyzing have targeted at the analyzing method, the analyzing material, and the analyzing sports which assist learners set off unique kinds of previous information. Some phrases and terms with the textual content can set off the previous information of a few type with the thoughts of the readers. For example, readers can expect feasible contents from the identify through means of the usage of each their information of the arena and the subject understanding (Hedge, 2000). Therefore, Alderson and Urquhart (1984) factor that the analyzing method have to take note of activating schematic information earlier than studying.

In the identical feel, Cook (1989, p. 69) states: "the thoughts inspired through means of key phrases or terms withinside the textual content or through the context turns on a understanding schema." Cook factors that readers are not basically managing aware strategies, however alternatively with automated cognitive reactions given to outside stimuli. This

imaginative and prescient famous that schemata are activated in certainly considered one among ways:

- New records from the out of doors international may be cognitively acquired and connected to already recognized statistics saved in reminiscence through retrieval or recalling. In this case, new principles are tailored into current schemata which may be altered or extended.
- New records may be denoted with the aid of using new intellectual systems. In this case, in loss of already present schemata, new knowhow constructs new schemata.

More importantly, the EFL instructor need to provide beginners with appropriate schemata they need, and should additionally train them in a way to construct bridges among the pre-present information and new information. Undoubtedly, making those hyperlinks is wanted for textual content comprehension.

2.2. Language Knowledge

The language facilitates college students to paintings at the textual content and extract its which means. Proficient readers decode fast and appropriately phrases in exclusive contexts as they apprehend grammatical systems and different linguistic capabilities in exceptional texts“ conditions. In different phrases, In other words, fluent reading requires a good knowledge of language (Hedge, 2000).

Certainly, EFL college students should have problems in processing texts which entail unusual elements of English. For instance, incapability to apprehend the cohesive gadgets in texts should bog down knowledge of the practical hyperlinks of sentences. Cohesive gadgets contain matters consisting of; reference gadgets (for example, they, those matters, the former), and deletion of gadgets inclusive of relative pronouns (for example, which and that).

It is essential to mention that EFL readers are in part dependent on processing syntactic systems as it should be for you to benefit get entry to to which means. Therefore, knowledge of complementarity of schematic information and language information ought to be the premise of study room studying training.

In reading, college students might also additionally use discourse indicators of various kinds to system the textual content. These alerts can be connectives which include “besides, furthermore, whereas, however...” for you to explicit addition or contrast. They might be additionally phrases that order and arrange discourse. Among those phrases withinside the English language, you will be able to cite “method, issue, depend, state of affairs, question...” (Hedge, 2000).

Moreover, vocabulary is another essential aspect of reading. Students typically come across a diploma of problem which varies in keeping with the textual content’s needs and the reader's previous and lexical information. A difficulty that rookies must make the most their language information efficaciously implies some of factors for the method of the reading class.

In fact, they have to be endorsed to examine appreciably so one can construct vocabulary understanding and cognizance of written texts. Besides, texts and responsibilities need to be cautiously and purposefully decided on for the reading education.

3. Reading as a Thinking Process

Research has revealed that there is a strong link between reading and thinking as readers become massively strategic and metacognitive when they read. They use thinking as part of decision making *in order to construct the final meaning* (Pressley, 2009). In this sense, Griffith and Ruan argue:

Readers ought to constantly make choices that impinge on their comprehension of textual content: to reread a part of textual content, and kind of inference to make, what facts of significance to hold in

reminiscence and what facts of lesser significance to discard, whilst to transport on in the studying of textual content and at what rate.

(Griffith and Ruan, 2005, p. 5)

That is to mention that the questioning methods covered within the studying method are associated with a metacognitive framework. Indeed, thinking is taken into consideration because the maximum critical approach in studying. While reading, college students are engaged in a questioning method which entails the use of previous information, making inferences, growing which means, and drawing conclusions.

Skilled readers are people who are capable of suppose metacognitively at some point of studying. They realize a way to reveal and modify their comprehension through the use of numerous analyzing techniques. Put differently, excellent freshmen want to put together for analyzing, construct that means as they examine, and replicate on their studying once they finish. In this vein, many research have argued that scholars can broaden their questioning techniques via direct training.

3.1. Reading as a Critical Process

Researchers considered important reading as a social technique (Kress, 1985). Texts are written in a positive manner so that it will encourage sure ideologies. In fact, the terms, arguments, facts, and information blanketed in texts purpose to form readers' perceptions and convictions and lead them to just accept sure thoughts, politics, and ideals. Actually, Foreign language reading ought to lead readers to undertake the overseas tradition and guard the writer's ethical visions (Hedge, 2000).

In this respect, some of research were carried out over current years for the strategies that assist freshmen to expand vital perspectives on texts. For example, Clark and Silberstein (1979, p.

56) recommend the subsequent essential questions that may be requested approximately a studying material:

-For what cause and for what audience is this intended?

-What Knowledge and attitudes does the writer presume of the audience?

-Are you satisfied through the proof supplied via way of means of the writer to aid the claims made?

- Does your personal revel in guide the conclusions reached through the writer?

- Do you share the writer's factor of view?

As ELT is concerned, one cause to train important studying is to increase newcomers' horizons and to introduce them to unique cultural values. It is critical for college kids to confirm Their personal ideals to withstand the morality of the textual content. Clark (1993) says that scholars want with a purpose to understand the ideology of the writer and determine whether or not they agree or disagree with him or her. That is to mention that cautious mirrored image and analyses of the the textual content's fashion and thoughts are wished so one can apprehend the author's attitudes.

3.2. Reading as a Teaching Learning Process

One of the targets of the studying guidance is to make that means from textual content, to enhance comprehension, and to broaden studying proficiency. However, it's miles vital to transport to extra goals so one can make a shift from gaining knowledge of (what?) to examine to reading to learn. Schleppegrell and Bowman (1986) state the following objectives of teaching reading.

- Learners have to be capable of showing their knowledge of genuine texts along with recognising the principle thoughts of the textual content and detecting the author's opinion.

- Learners have to be capable of testing a textual content hastily to trap unique data. Learners must be capable of apprehending and using a big quantity of vocabulary withinside the situation area.

According to Stanovich and Siegel (1994), rookies who examine constantly and effectively are higher capable of expand their literacy, acquire studying experiences, and prosper of their educational career. Definitely, studying will have numerous advantages in enhancing college students' language studying because it offers admission to numerous genuine substances withinside the overseas language. It engages college students in better cognitive questioning levels, has a communicative value, entails cultural trends, and builds college students' global expertise. Nuttall (2005) states the overall purpose of analyzing programme is to allow college students to enjoy reading withinside the overseas language, and to examine surprising genuine texts, at suitable speed, silently and with good enough knowledge. (Nuttall, 2005, p. 31).

Definitely, instructors can beautify their newbies' abilities to examine and recognize specific varieties of texts via presenting ok studying training. Indeed, they have to offer them with the strategies that assist them enhance self reliant reading .

4. Types of Reading

Being a subject of teaching in many universities nowadays, reading has been labeled into two major types: "Extensive Reading" and "Intensive Reading". These two types may serve the same purpose but they differ in many terms such as level, purpose, and length.

4.1. Extensive Reading

The term "Extensive Reading" has been given many definitions and descriptions. Some people view this activity as one of the activities related to the skimming and scanning activities, while others relate it to the quantity of the given passage. The beneficial role of extensive

reading in language education is definitely undeniable. It is considered as a needed option for reading pedagogy in foreign language teaching.

In this respect, Carrel et al., (1997), stated that extensive reading is based on fast and long reading of large texts included in books and novels. This type of reading has an essential role in improving language proficiency because of its way of facilitating the development of the comprehensive awareness of grammatical structures that students need (Davis, 1995). Hafiz and Tudor emphasized this theory saying that "the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials, will in the long run, produce a beneficial affect on the learners" (1989, p. 5)

This confirms the fact that extensive reading is considered as a vital strategy in language learning and teaching. Needless to say, it seeks the improvement of the writing skills, enriches the vocabulary knowledge, and strengthens the grammar mastery. This can be achieved through exposing the student to a variety of lexical, syntactic, semantic, and textual features in the reading material.

Extensive reading varies based on students motivation and attitudes. It helps students in developing their reading comprehension abilities and achieving the autonomy needed in the reading process. Furthermore, extensive reading helps them in becoming able to practice certain strategies of reading such as skimming and scanning. Generally, extensive reading presents to the students the chance to improve their language proficiency in in a more comfortable area of study and a non-classroom contexts. In other words, extensive reading encourages and boosts the students' learning capacities in an environment that is free from the pressure of text analyses and reading activities which usually exist in the classroom academic studies. This was confirmed by Carrel and Eisterhold (1983) who believe, "students select their own reading texts

with respect to content, level of difficulty, and length". In fact, students find it much comfortable and fun to choose their own favourite texts according to their wills and wants.

Additionally, extensive reading gives students the the opportunity to pick whatever subject they want from a variety of non-academic materials such as fiction series, detective stories, and biographies. Certainly, students will be able to read texts at high and low levels. Following this process, students will be able to develop a comprehensive database and get their background knowledge increased when dealing with a variety of subjects (Nuttal, 2005).

4.2. Intensive Reading

Intensive reading is based on the deep understanding of words, sentences, and paragraphs. It aims at seeking detailed comprehension of the text. The goal of this kind of reading is to understand the arguments, the rhetorical arrangements, and the structural patterns of the text. It involves the understanding of the symbolic and emotional tones, the purposes and the attitudes of the writer, and the linguistic tools which are displayed in the text. Intensive reading can be considered as a creative process that allows students to grasp the meanings of the text including the arguments and details. It involves the learning of grammatical structures and discourse analyses techniques which are very essential for the whole reading process.

Concerning the difference between the intensive and the extensive reading, Hafiz and Tudor (1989) said that intensive reading activities exposes students to short texts which are used to exemplify the concepts of the lexical, syntactic, or discoursal system of language, and to give the bases for targeted reading strategy practice. On the other hand, extensive reading aims at flooding students with large amounts of language input with few or possibly no specific tasks to perform. (Ibid).

In other words, intensive reading is a term that stands for short texts that students can be asked to read, to find out the general ideas, and to build an understanding of the text. The main

concern for such kind of reading is to give attention to the meaning of the text and how this meaning is produced. According to Nuttal (2005), learners should try to comprehend the text as good as needed in an intensive reading activity. Yet, Students will have to concentrate on a smaller amount of texts with their teachers guiding them. Teachers also would present short texts and stories to develop intensive reading skills and strategies.

The intensive reading approach is important in the acquisition of a second language and an essential language skill. Furthermore, it provides explicit instructions and focuses on more detailed comprehension strategies. Its practice deals with vocabulary knowledge, patterns of text organization, and texts types.

5. The Reading Strategies

An effective reading needs to be cooperated with some strategies to get to the intended goal. Reading strategies may differ from a person to another according to the material being read, but there are certain strategies that are usually used by most readers especially students without even realising that they are using them. In this concern, researchers have presented two main strategies, namely skimming and scanning.

5.1 Skimming

Skimming is a reading strategy which is based on dealing with a particular passage, chapter, or a large amount of sentences in order to grasp the main idea of a specific piece of written material. It can not be considered as an effective way of reading if the reader is not already familiar with the material being studied, because its main purpose is seeking the main idea of each paragraph.

Yet, skimming is a reading technique in which students are asked to quickly pass their eyes to read the whole text for a gist. It is effective when the reader is trying to get an overview of the main ideas of the text (Brown, 2001). Skimming is a strategy used to determine the main

idea of a particular written material. Besides, it can be defined as a type of rapid reading which is beneficial when the reader is searching for the main idea from a passage (Richard et al., 1992). Moreover, skimming is described as a high speed reading technique that can be used to save time. It is based on running the eyes over the whole text rapidly avoiding the detailed reading.

This technique includes glancing through the text to get a general view of the content. In other words, skimming involves looking rapidly through a book by searching for the index, chapter headings, introductions, and conclusions. Through this way, skimming gives a general idea about the way the book is made up and organized. Precisely, skimming is useful if you want to know whether the book is worthy of reading or not. In order to make this skill of skimming familiar to the students and engage them to use it, teachers should train their students to find the key sentences in a passage, and the key paragraph in a text. Skimming teaches students how one sentence sums up the gist of each paragraph, and this key sentence often takes place at the beginning of each paragraph.

Briefly speaking, the purpose of teaching this strategy of reading is to help students to get an idea of the main aspects of the text. It supports the students' ability to grasp the main point.

5.2. Scanning

Scanning is a reading strategy used to get specific information from a given text. It requests students to read the text quickly in order to locate specific information (Grellet, 1981). Still, it can be considered as a type of a speed reading strategy which readers use when they are searching for a particular piece of information without necessarily understanding the rest of the text or a passage.

Scanning can be considered as a technique of reading a particular list, sentence, paragraph, passage, or chapter where the reader is searching for facts related to a particular

subject. It can only be beneficial when the reader knows exactly what he is looking for in a text. is not effective way of studying if the reader is seeking to know all the information covered in the text, it is only a method of finding specific information. So, when a reader uses this technique without knowing exactly what he is looking for, he will usually miss key information.

Certainly, scanning is beneficial when students read something for a particular need without reading the entire text. They use this strategy to find the facts they need, and when they find them, they read them with more concentration without giving much interest to the other parts of the text. In other words, this technique is useful when the reader knows what they are searching for in a passage, a text, or a book. It is an effective when the reader is seeking specific data related to a specific issue.

6. The Role of Reading in Second Language Learning

Reading is a basic element in language acquisition that cannot be eliminated due to its numerous advantages in creating a solid background of knowledge. University students should know the importance of this skill of language and should be asked to read literary books, short stories, magazines, poems, fiction and non-fiction books, and texts in different contexts.

Reading has been described as a wonderful activity by The International Reading Association which states,

Reading is a wonderfully rich and complex human activity. It provokes reflection, introspection, and imaginative thinking and allows us to create and explore new ideas. It introduces us to different representations of the world. It fills our needs for information and communication and enables us to learn about different subjects, perform various tasks, participate in the workplace, and understand and evaluate our place in the world. It also gives us the intrinsic pleasure of linguistic and imaginative activity.

(The International Reading Association, 1996, p. 19)

The role of reading in familiarizing students with different literary genres when dealing with a variety of texts is definitely undeniable. When they practice much often, they will be exposed to different real-life subjects which make them get information and ideas. Moreover, they will enrich their language styles and trends such as grammar and vocabulary.

Along the years, language researchers have presented the nature of reading and its role in second language acquisition. Actually, reading can be taken as a useful tool to teach and enhance all language skills and ingredients. In teaching speaking and listening, for example, texts can be presented in the form of dialogues that should be read orally by students. In other words, teachers can use the read-aloud procedure to teach.

The benefits of reading cannot be listed at once because they are many. However, reading has proved that it contributes in many skills and aspects of language such as listening, grammar and vocabulary.

6.1 Listening

Reading can be used as a tool to improve listening skills in many ways. The teacher for example can read a text out loud while the students read silently and listen to his reading. Certainly, this technique will help students to listen to how the language sounds and try to connect the aural text with the written form of the same text. Moreover, teachers can include a variety of reading-listening materials such as recorded tapes with their written forms can be to support the process. In fact, the teacher can present to the students short stories and ask them to read silently as they listen to the tape. This technique is mostly used in EFL classrooms.

A good example of the use of reading skills and patterns to enhance students' listening is the use of prosody. It deals with the rhythm of language and involves auditory features of

speech. Prosody reveals large amount of acoustic information about the language such as; stress, pauses, and pitch. It can affect the listening comprehension process in many ways.

Indeed, it makes it to understand the words and the ideas of the text and shows the students what kind of emotions and intentions displayed in the. Furthermore, prosody helps in clarifying the hierarchical features of the information in the text by referring to key ideas using long pauses and strong pitches (Noordman et al., 1999).

6.2. Grammar

Numerous studies in the field of grammatical development in reading suggest that many language students face obstacles in the understanding of grammar and syntax. An example of this is when Cromer and Wiener (1966) stated that the majority of students do not care about grammar when they are about decoding and comprehending in written texts.

Vogel (1975) claims that students may face deficits in situations of measuring the syntax of expressive language, he established a solid relationship between productive syntax scores and reading comprehension scores. Anderson (1982) argues that students who are not exposed to reading seem to lack syntax in the written language. Indeed, lacking a grammatical knowledge can highly interfere in the text comprehension. In other words, students' awareness of syntax affects the entire reading process. This means that grammar knowledge matters during reading and the comprehension of the text can be decreased if students generate incorrect or incomplete text representation. Anderson (1982)

6.3. Vocabulary

Reading has always taken a role in the proficiency of language and the development of vocabulary. According to Nation (2001), reading is essential in vocabulary learning because of the studies that have revealed that written texts are richer in lexis than oral ones. An essential reading strategy that has proved its role in improving vocabulary knowledge is extensive reading.

It helps in increasing students' vocabulary knowledge and can be used in EFL classes as an operative means of vocabulary development. By following this technique, students will be exposed to a variety of vocabulary items in different subjects and contexts. According to Day and Bamford (2004), elaborating extensive reading programmes in the EFL curricula is essential for ELT. Not only is extensive reading useful in developing reading ability, but also in enhancing students' overall language proficiency.

Conclusion

Throughout this chapter, precisely the first section, we have discussed a myriad of key concepts related to reading in the EFL context. In the second section, more focus was put on reviewing the different types of reading, mainly extensive reading. Add to that, this section stresses the focal importance and undeniable role that such type of reading plays in the process of FL learning.

CHAPTER TWO: CRITICAL THINKING AND EXTENSIVE READING

Introduction

3. An Overview of Critical Thinking
 - 3.1. Definition of Critical Thinking
 - 3.2. History of Critical Thinking
4. Critical Thinking and Education
 - 2.1 Origin of Critical Thinking in Education
3. Approaches to Critical Thinking
 - 3.1. The Philosophical Approach
 - 3.2. The Cognitive Psychological Approach
 - 3.3. The Educational Approach
4. The Role of Extensive Reading in Enhancing Critical Thinking
5. Importance of Critical Thinking in People's Life

Conclusion

Introduction

Critical thinking is not just an analytical type of thinking that philosophers use, it is much bigger and deeper than that and it can be found in any situation. With detailed explanations, critical thinking is presented in this chapter to familiarize the reader with this term. The chapter aims at showing the hidden parts that people should know about critical thinking and how and where it can be used. This chapter also aims at linking critical thinking with reading and trying to capture the relationship between the two. Simply, this chapter is an introduction to critical thinking.

1. An Overview of Critical Thinking

1.1. Definition of Critical Thinking

Critical thinking might seem to many and especially students as a way of thinking to solve problem or analyzing something. However, it is much bigger than that. According to the Oxford dictionary, critical thinking is the processor evaluating and analyzing information to get a logical definition about the truth and the believability of something.

Many scholars and authors have studied critical thinking and based their research on it, so, it has been defined variously and in many ways. According to Facione, Peter A. (2011), critical thinking is a purposeful judgement that aims at analyzing, evaluating and interpreting facts, it is a set of thinking that results in explanation of the conceptual, methodological, and contextual considerations upon which that judgment is based.

Another definition established by (Ennis, 2015) who stated that: "Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." By this definition, Ennis explains how critical thinking is an activity that requires a lot of attention and a brain that functions well. It's a set of thinking that proved to be helpful when it comes to understanding texts differently and providing more angles and perspectives upon the same materials.

Daniel Willingham, who works as a Professor of Psychology at the University of Virginia, explains in his an essay entitled "Critical Thinking: Why Is It So Hard to Teach? Critical thinkers saying that this activity is a process of seeing both sides of a problem, establishing new evidence that disconfirms young ideas, inferring and displaying conclusions from given facts and solving problems.

In relation, Paul (1992) considers critical thinking as a self-directed discipline that exemplifies the perfections of thinking according to a particular mode or domain of thought. Elder and Paul (2008) also explained the nature of critical thinking illustrating that critical thinking can be considered as a type of thinking about any subject, in way where the thinker strengthens the quality of his thinking by taking charge of the structures inherited in thinking and imposing intellectual standards upon them.

1.2. History of Critical Thinking

The first appearance of critical thinking is the teachings of Socrates recorded by Plato. These teachings were involved in Plato's early dialogues, where Socrates engages with one or more speakers on the issue of ethics, such as the question of whether it was appropriate for Socrates to run away from prison. Visser, Muriel (2019). The philosopher considered and reacted on this question and came up with a conclusion saying that escape involves all the things

that he holds higher than himself, the laws of Athens and the guiding voice that Socrates claims to hear (Visser & Muriel, 2019).

Socrates stated that the individual cannot depend on those in "authority" to have knowledge and insight. He established the fact that people may have power and high position and still be deeply confused and irrational. Socrates maintained that for a person, to have a good life that is worth living, he must be a critical questioner who possesses an interrogative soul (Stanlick, Nancy A.; Strawser, Michael J., 2015). He established the importance of asking deep questions that leads into thinking before accepting ideas as worthy of belief.

Socrates focused on the importance of "seeking evidence, closely examining reasoning and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well" (Chiarini, Andrea; Found, Pauline; Rich & Nicholas, 2015). His technique of questioning is now known as "Socratic questioning" and is the best known critical thinking teaching method. In his way of questioning, Socrates concentrated on the need for thinking that results in clarity and logical consistency. He asked questions to show the irrational thinking of people or their lack of reliable knowledge.

Socrates stated that being in a high position and having authority does not prove knowledge. He demonstrated the method of questioning beliefs, closely inspecting assumptions and depending on evidence and sound rationale. Plato relied on Socrates' teachings and carried on with the study of critical thinking. Aristotle and subsequent Greek sceptics reused Socrates' teachings, depending on systematic thinking and asking questions to ascertain the true nature of reality beyond the way things appear from a glance. Socrates established the agenda of the tradition of critical thinking to question common beliefs and explanations in order to distinguish between the beliefs that are reasonable and logical from the beliefs that appeals to our native egocentrism.

Critical thinking was defined by Richard W. Paul as a movement in two waves Walters (1994). The first wave of critical thinking is often described as a critical analysis that is clear, rational and involve critiques. Its details differ among those who define it. According to Beyer (1995), critical thinking is when making clear, reasonable judgments. During the process of critical thinking, thoughts should be reasonable, well thought, and judged (James R., 2018). The U.S. National Council for Excellence in Critical Thinking described critical thinking as the "intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

2. Critical Thinking and Education

2.1 Origin of Critical Thinking in Education

Critical thinking is an important element in the learning process of internalization, in the construction of basic concepts standards, and theories inherent in content. Critical thinking is important in the learning process of application, whereby those concepts, standards, and theories are implemented effectively as they become relevant in the student's life.

Each discipline adapts its use of critical thinking ideas and standards. The core ideas are always there, but they are embedded in subjects of specific content. For a student, intellectual engagement when learning content is crucial. A student needs to use his own thinking and construction of knowledge. Teachers should be able to recognize this focusing on the questions, readings, and activities that supports the mind to understand and establish key concepts and principles of the subject given. Historically, the teaching of critical thinking concentrated only on logical procedures such as formal and informal logic. This emphasized to learners that a thinking is equivalent to logical a thinking. However, new version of critical thinking, urges teachers to value conventional techniques, meanwhile expanding what it means

to be a critical thinker. In 1994, Walters (1994) established a conglomeration of sources concerning this logical restriction to include several writers' research regarding connected knowing, empathy, gender-sensitive ideals, collaboration, world views, intellectual autonomy, enlightenment and morality. These notions encourage students to incorporate their own perspectives and experiences into their thinking.

In the English and Welsh educational institutions, Critical Thinking is taken as a subject that 16- to 18-year-olds can take as an A-Level. In the OCR exam board, students can take two exam papers for the AS: "Credibility of Evidence" and "Assessing and Developing Argument". The full Advanced GCE is now available: in addition to the two AS units, students take the two papers "Resolution of Dilemmas" and "Critical Reasoning". The A-level sees if candidates are able to think critically about, and analyze, arguments on their deductive or inductive validity, as well as producing their own arguments. It also sees if they are able to analyze certain related topics such as credibility and ethical decision-making. However, due to its comparative lack of subject content, many universities would not take it as a main A-level for admissions. Critical Thinking FAQs, Oxford Cambridge and RSA Examinations. 11 April 2002; Nevertheless, the critical thinking is often beneficial when developing reasoning skills, it can be very useful for degree courses in politics, philosophy, history or theology, providing the skills required for the needed analysis. Additionally, there was an award called the Advanced Extension Award offered in Critical Thinking in the UK, given to any A-level student who can have the Critical Thinking A-level. Cambridge International Examinations have an A-level in Thinking Skills (New GCEs, 2008).

In Qatar, critical thinking was presented by AL-Bairaqan outreach, a non-traditional educational program that focuses on high school students and concentrates on a curriculum based on STEM fields. The purpose of AL-Bairaq is to give high school students the opportunity to connect with the research settings in the Centre for Advanced Materials (CAM)

at Qatar University. Faculty members train students and help them in developing and enhancing their critical thinking, problem-solving, and teamwork skills.

3. Approaches to Critical Thinking

3.1. The Philosophical Approach

This approach concentrates on the hypothetical critical thinker, validating the qualities and characteristics of the individual rather than his behaviours or actions (Lewis & Smith, 1993; Thayer-Bacon, 2000). Sternberg (1986) stated that this school of thought considers the critical thinker as an ideal type, concentrating on what a person is capable of doing under the best of circumstances.

Accordingly, Richard Paul (1992) talked about critical thinking in the context of “perfections of thought” (p. 9). His preoccupation thinker is evident in the American Philosophical Association’s consensus portrait of the ideal critical thinker as a person who is inquisitive in nature, open-minded, flexible, fair-minded, has a need to be well-informed, respects diversity in viewpoints, and has a desire to both suspend judgment and to consider other perspectives (Facione, 1990).

Those working within the philosophical tradition focused on qualities or standards of thinking. For example, Bailin (2002) describes critical thinking as thinking of a unique quality that meets particular criteria or standards of adequacy and accuracy. Furthermore, the philosophical approach has concentrated mainly on the usage of formal rules of logic (Lewis & Smith, 1993; Sternberg, 1986). One limitation of this approach is that it does not always stand with reality (Sternberg, 1986). By describing the ideal critical thinker and what people are able to do, this approach may have less to offer to discussions about how individuals actually resonate and behave (Ennis, 1985).

3.2. The Cognitive Psychological Approach

This approach is seen by researchers as the opposite of the philosophical approach in two ways. First, cognitive psychologists, especially those who have been active in the behaviourist tradition and the experimental research paradigm, usually concentrate on how an individual resonates versus how he could or should resonate under ideal conditions (Sternberg, 1986). Second, rather than defining critical thinking by focusing on characteristics of the ideal critical thinker or enumerating criteria or standards of “ideal” thought, cognitive psychologists tend to define critical thinking by the kinds of actions or behaviours a critical thinker is capable of doing. Precisely, this approach to defining critical thinking involves a list of procedures to perform by critical thinkers (Lewis & Smith, 1993).

Philosophers have often criticized this latter aspect of the cognitive psychological approach as a reductionist approach that reduces a complex orchestration of knowledge and skills into a collection of disconnected steps or procedures (Sternberg, 1986). For example, Bailin (2002) stated that it is a fundamental misconception to see critical thinking as a series of discrete procedures, and that this misconception comes from the behaviourist’s need to describe constructs in ways that are directly observable. According to this argument, because the actual process of reasoning is cannot be observed, cognitive psychologists have based their focus on the products of such thoughts, behaviours or overt skills (e.g., analysis, interpretation, formulating good questions).

Other philosophers such as Facione (1990) have also agreed against confusing the activity of critical thinking with its component skills, stating that critical thinking is much more than simply the sum of its components. Indeed, a few elements of the philosophical tradition have pointed out that it is possible to simply “go through the motions,” or proceed through the “steps” of critical thinking without actually being involved in the critical thought (Bailin, 2002).

3.3. The Educational Approach

Those who work in the educational fields have also been present in discussions about critical thinking. Benjamin Bloom and his associations are involved in this category. His taxonomy for information processing skills (1956) is one of the most prominent and widely used sources for when it comes to teaching and assessing higher-order thinking skills.

Bloom's taxonomy is a hierarchical taxonomy; he set "comprehension" at the bottom and "evaluation" at the top. Analysis, synthesis, and evaluation, which are the three highest levels in Bloom's taxonomy, are frequently said to represent critical thinking (Kennedy et al., 1991). The advantage of the educational approach is that it was made based on years of teaching experience and observations of students, unlike both the philosophical and the Psychological traditions (Sternberg, 1986). However, some have found that the educational approach is limited in terms of vagueness. Concepts within the taxonomy miss the clarity needed to guide instruction and assessment in an appropriate way (Ennis, 1985; Sternberg, 1986). Moreover, this approach which was developed in education has not been tested as much as those approaches developed within either philosophy or psychology Sternberg 1986.

4. The Role of Extensive Reading in Enhancing Critical Thinking

Enhancing critical thinking skills as part of EFL reading classroom activities has been the focus of many studies during the last years. Some of these studies intended to develop university students' critical thinking skills that concentrated on skills that were widely used to examine critical thinking instructions and the teachers' commitment to see how critical thinking is related to extensive reading and to assess its impact on other elements of study (Reed, 1998). A good critical thinker tends to be good at organizing complex matters, diligent in searching for related information, and persistent in trying to find out the most suitable solutions when

they are facing problems (Camarata, 2017; Facione, Facione, & Giancarlo, 1997; Eftekhary & Kalayeh, 2014).

Some studies have examined the impact of extensive reading on critical thinking. For example, Jimenez, Haydee, Rosales, and Soraya (2010) made a study in El Salvador which to find out whether reading for pleasure can help their ESL students improve their critical thinking skills by exposing students to the real world. The results showed that the students became familiar with the scientific style of reading which helped them in proving logical arguments. The conducted study also revealed that reading extensively can help students who suffer from poor decision-making in their life because they were able to use that information to create a logical framework to deal with real world difficulties.

Eftekhary & Kalayeh (2014) made a research on how extensive reading can develop ESL students' critical thinking skills the Rasht Branch of Azad University. They stated that involving the development of critical thinking in reading activities was a beneficial method to help students solve problems. They found that the students with good critical thinking skills could understand the reading materials better, and that good a good understanding in reading could enhance the students' overall critical thinking.

In another study, Tabačková (2015) concentrated on students' point of view of the text, acting as critics of the text, and focusing on critical thinking by dissecting a poem after they comprehend the text and its structure. This would enable students to see that a phrase can have different meanings in different contexts and when it stands alone. They learn to understand each stanza as a stand-alone sentence, linking them to the real life situations. Tabačková (2015) also stated that literature was a way of developing critical thinking skills as well as developing knowledge and building moral attitudes.

Another study on applying critical thinking in reading was made in an Intensive English Program (IEP) in Minnesota where 61% of the students were Saudi students (Wong, 2016).

This study revealed that those students were usually use oral reading as a main technique since a part of their culture was memorizing, rather than reciting. At the beginning, the reading was difficult because the students had to read in a way different from their own; however, following collaborative activities was major help for those students. The first step was analyzing and inferring ideas in the text and then participating in activities that include critical thinking and problem-solving. Such activities helped students in creating solutions to real-world problems.

According to the above studies, it can be seen that some reading activities that encourages the critical thinking skills can be applied in the classrooms where English is not the mother tongue, such as in Indonesia. Generally, critical thinking skills can be described as the ability to come up with solutions when solving a problem, taking in consideration different aspects and being able to see the others' argument as part of an alternative contribution, or conclusions, on a specific topic (Jimenez et al., 2010).

5. Importance of Critical Thinking in People's Life

There is no doubt that critical thinking is important in every field of life, not only in the field of education. Finkelman (2001) talked about the importance of critical thinking stating that the people who work in the field of human health and other fields that demand intervening directly to the person's life like psychologists, counsellors and educationalists have to be critical thinkers in both practice and management. The importance of critical thinking does not stop here, it touches every aspect of life and it is beneficial in many ways.

- **Key For Career Success:** Critical thinking is crucial for many career paths and jobs. Not just for teachers and philosophers, but lawyers, doctors, reporters, engineers, accountants, and analysts should use critical thinking in their positions for a better understanding and production. In fact, according to the World Economic Forum, critical thinking is one of the most beneficial skills to have in the work, as it helps in analyzing information, thinking

outside the box, solving problems with innovative solutions, and planning in a systematic way.

- **Better Decision Making:** A critical thinker has already been known as the best in making the best choices. Critical thinking helps in dealing with everyday problems. The more a person tends to think critically, the more it becomes a subconscious that helps im It helps us think independently and trust our gut feeling.
- **Can Make You Happier:** While this often goes unnoticed, being in touch with yourself and having a deep understanding of why you think the way you think can really make you happier. Critical thinking can help you better understand yourself, and in turn, help you avoid any kind of negative or limiting beliefs, and focus more on your strengths. Being able to share your thoughts can increase your quality of life .
- **Form Well-Informed Opinions:** There is no shortage of information coming at us from all angles. And that's exactly why we need to use our critical thinking skills and decide for ourselves what to believe. Critical thinking allows us to ensure that our opinions are based on the facts, and help us sort through all that extra noise.
- **Better Citizens:** One of the most inspiring critical thinking quotes is by former US president Thomas Jefferson: "An educated citizenry is a vital requisite for our survival as a free people".What Jefferson is stressing to us here is that critical thinkers make better citizens, as they are able to see the entire picture without getting sucked into biases and propaganda.
- **Improves Relationships:** While you may be convinced that being a critical thinker is bound to cause you problems in relationships, this really couldn't be less true! Being a critical thinker can allow you to better understand the perspective of others, and can help you become more open-minded towards different views.
- **Promotes Curiosity:** Critical thinkers are constantly curious about all kinds of things in life, and tend to have a wide range of interests. Critical thinking means constantly asking

questions and wanting to know more, about why, what, who, where, when, and everything else that can help them make sense of a situation or concept, never taking anything at face value.

- **Allows For Creativity:** Critical thinkers are also highly creative thinkers, and see themselves as limitless when it comes to possibilities. They are constantly looking to take things further, which is crucial in the workforce.
- **Enhances Problem Solving Skills:** Those with critical thinking skills tend to solve problems as part of their natural instinct. Critical thinkers are patient and committed to solving the problem, similar to Albert Einstein, one of the best critical thinking examples, who said “It’s not that I’m so smart; it’s just that I stay with problems longer”. Critical thinkers’ enhanced problem-solving skills make them better at their jobs and better at solving the world’s biggest problems. Like Einstein, they have the potential to literally change the world.
- **An Activity For The Mind:** Just like our muscles, in order for them to be strong, our mind also needs to be exercised and challenged. It’s safe to say that critical thinking is almost like an activity for the mind — and it needs to be practiced. Critical thinking encourages the development of many crucial skills such as logical thinking, decision making, and open-mindedness.
- **Creates Independence:** When we think critically, we think on our own as we trust ourselves more. Critical thinking is the key to creating independence, and encouraging students to make their own decisions and form their own opinions.
- **Crucial Life Skill:** Critical thinking is crucial not just for learning, but for life overall! Education isn’t just a way to prepare ourselves for life, but it’s pretty much life itself. Learning is a lifelong process that we go through each and every day.

Conclusion

The spread of the notion of critical thinking during the last decade has made it a subject of interest for many researchers nowadays. This is due to its numerous uses not just in studying, but in every aspect of our lives. This chapter is an attempt to define critical thinking and present a holistic view of it. Through this chapter, we have traced back the history of critical thinking capturing its origins and stating some of its most important characteristics. This chapter also links reading with critical thinking showing the benefits of this type of thinking on education and on life in general and trying to present some of the strategies that should be used to promote students' critical thinking.

CHAPTER THREE: Data Gathering, Analysis and Interpretation

Introduction

1. Restatement of the Aim of the Study
2. Research Methodology
3. Data Collection Means
 - 3.1. Teachers' Interview
 - 3.1.1. Definition of the Interview
 - 3.1.2. Description of the Interview
 - 3.1.3. The Interview Findings
 - 3.1.4. Interpretation of the Interview Findings
 - 3.2. Students' Questionnaire .
 - 3.2.1. Population and Sample
 - 3.2.2. Description of the Questionnaire
 - 3.2.3. Analysis of the Questionnaire Results
 - 3.2.4. Discussionf the Questionnaire Results
4. Limitations of the Study

Conclusion

Introduction

In the previous chapters , one and two, we have dealt with the theoretical part relevant to this study wherein chapter one provided an overview of extensive reading in the EFL context while chapter two investigated and uncovered the relationship between extensive reading and critical thinking . However, the literature review is not enough because our research questions have not been answered yet and our hypotheses have not been confirmed or rejected yet. What is said in the first two chapters should be proved via facts and evidence as Mackey and Grass (2005) argue that the role of any research is to answer questions. Therefore, this chapter represents the practical part of the study in which it offers a detailed description of the means of data collection as well as the interpretation and synthesis of the obtained results.

1. Restatement of the Aim of Study

As stated previously, the aim of this study is to cast light on the effect that reading extensively exerts on the development of critical thinking capacities. More particularly, this study aspires to investigate the impact of extensive reading on Mster Two majors of English, at Abbas Laghrour university, critical thinking ability.

2. Research Methodology

Since the main driver of the mixed methods research, integrating quantitative and qualitative methods, is the desire to obtain a “better understanding of a problem” (Creswell & Clark, 2007, p. 5), we first planned to use this methodology of research. We decided to use a triangulation technique (experiment, interview and a questionnaire) in order to increase the validity and reliability of the research to answer three main questions:

- 1- Does extensive reading affect students' critical thinking abilities ?

- 2- To what extent is the impact of reading extensively on EFL students' critical thinking abilities ?

Basically, the topic under investigation dictates the research methodology, which in turn determines the instruments of research used. Since this study aims to find out the impact of Extensive reading on EFL Students' critical thinking, we have opted for a Mixed method. For that reason, the questionnaire, which is claimed by Dornei (2003, p. 8) to "measure three types of the respondent: factual, behavioral, and attitudinal" was chosen as our quantitative data gathering tool. Whereas, the teachers' interview is the qualitative research tool implemented to know about teachers insights and attitudes towards the subject of investigation.

3. Data collection Means

The present field work includes teachers' interview and students' questionnaire. The interview is conducted with teachers of English at Abbas Laghrour university of khenchela while the questionnaire is administered to Master Two majors of English at the same university. As such, the following sections is devoted to the description and analysis of the results pertinent to the teachers' interview and students' questionnaire successively.

3.1. Teachers' Interview

This interview is developed for the sake of gathering data from teachers of English at Abbas Laghrour university of khenchela .

3.1.1. Definition of the Interview

In Kothari's (2006) words, the interview is a method of gathering data that "involves presentation of oral-stimuli and reply in terms of oral-verbal responses" (p. 97). In relation, Anderson and Arsenault (2005, p.175) state, "unlike everyday interviews, the interview used for research purposes is a highly disciplined endeavor". According to Nunan, Kvale, Cohen,

Manion and Morrison (as cited in Griffiee, 2012) an interview can be mainly conceptualized as a person to person patterned conversation for the purpose of collecting, analyzing and interpreting useful data. As a research tool, an interview has structure, purpose, and form.

Hitchcock and Hughes (1995), identify eight types of interview ranging from most closed to most opened, which fall into two main categories known as: “standard interviews” and “non-standard interviews”. Standard interviews consist of structured, semi-structured, and group questions in which the interviewer does not deviate from these Questions; whereas non_standard interviews consist of group, ethnographic, life history, informal, and conversation interviews. Non-standard interviews seem to be less systematic because the researcher may interview many people at the same time, use no set agenda, and write information heard in discussion without having to ask questions. Generally, the commonly used type of interview in educational research is the standard semi-structured interview, because it includes predetermined questions that enable the researcher to gain insights as they occur in the interviewee (cited in Achi, M., 2018).

3.1.2. Description of the Interview

The researcher conducted an interview with four teachers of English at the department of Abbas Laghrour university, khenchela . The teachers that took part in the interview were randomly selected for both sexes ; they were of different educational background and had different teaching modules . To start with, Mr Ounis Salim has taught a range of modules like research methodology and pragmatics and has a twenty (20) years of teaching experience . Moreover, Mr Guerza Omar has been in charge of a myriad of subjects too such as phonetics , phycology , didactics , written expression and oral expression and is experienced of 15 years . Also, Mr Saoudi Fycel has quite a good experience of eight (08) years in teaching wherein he has been in charge of different subjects among which we mention linguistics , phonetics , oral

expression. Last but not least, Mrs. Achi Mebareka is another qualified teacher with whom the interview was conducted and has taught phonetics , written expression , ESP , linguistics and psycholinguistics during her five (05) years as an associate teacher.

This interview aspires to collect data and gain insights of teachers about the impact of extensive reading on EFL Students' critical thinking . Likewise, the interview of the present study is made up of 10 Questions ranging from the investigation of teachers background information as the first section , teachers' insights about reading in general and extensive reading in particular as a second section, to teachers ' insights about the connection of critical thinking and extensive reading as a third and last section. These 10 Questions are ranging from more general to more specific questions .

3.1.3. The Interview Findings

As stated previously, the researcher conducted a formal interview with four teachers of English at Abbas Laghrour University of khenchela to know about their perceptions about the impact of extensive reading and the students' critical thinking ability while reading extensively. The structured interview used is made up of 10 questions. The teachers responses to the interview questions are presented and analysed in the following sections .

Section One : Teachers' Background Information

Considering interviewees' background information , we noted they fall into two categories . Teachers who have long experience and others with short experience. One of the participants **Mr Ounis Salim** has been teaching for 20 years , he stated that he has been teaching Third and Master degree , he mainly teaches research methodology and pragmatics . Another teacher Mr Guerza Omar has been teaching for 15 years , he stated that he has been teaching all levels both in classical and LMD system .Currently, he teaches phonetics, phycology, didactics,

written expression and oral expression . While the other two teachers have a fairly shorter teaching experience like Mr. Saoudi Faycel who has been teaching for 8 years and he stated that he has been teaching all levels and different subjects, namely linguistics , phonetics and oral expression . Also, Mrs. Achi Mebareka has been teaching for quite a shorter period of career about 5 years up to now, she stated that she had been teaching first year , second year and Master two levels and she has been in charge of phonetics , ESP, linguistics , psycholinguistics and written expression at two universities, that of Tebessa and Khenchela.

Section Two: Teachers' Insights about Reading in General and Extensive Reading in Particular

Two teachers stated that Master Two students are prepared enough to read at college level by saying yes; and yes they are although many of them escape reading outside the class. While the two other teachers stated that not all the students of Master Two degree are prepared enough to read at college level .

Two of the teachers stated that they didn't administer their students reading assignments, while the two other teachers stated that they administer their students reading assignments regularly. Mainly, teachers ask students to read books related to their subject. In phonetics, for example, Mrs. Achi mentioned that she has given her students names of famous books like the one of Peter Roach, "Phonetics and Phonology" and this is to help them grasp the course better. Even in ESP, she added, they were referred to read some useful books .

Regarding teachers' responses to the difference between extensive reading and intensive reading, most of them hold that extensive reading is an approach to language learning in which longer texts and larger amount of material are read by the students for general understanding . Extensive reading is done outside the classroom and is mainly done for pleasure. However; intensive reading is a different reading method wherein learners are supposed to read shorter

texts carefully and deeply so as to gain maximum understanding. Intensive reading is guided by specific learning objectives like doing an exam.

One of the four teachers stated that there is no reading module at the university while the three teachers stated that they would teach extensive reading if they were in charge of a "reading course" and they would suggest some interesting books and give students the opportunity to read them at home .

Section Three: Teachers' Insights about the Connection of Critical Thinking and Extensive Reading

Teachers stated that extensive reading and critical thinking are connected activities, they are strongly tied. If you read a lot you gain more knowledge that would help you analyse adequately and effectively the issue. Critical thinking can be used in all activities of learning .All learning activities are connected. As such, they have a correlational relationship in which the more students read the more their critical thinking ability will increase .

According to two teachers the reasons that can help enhancing Students' critical thinking while reading extensively are : gaining new insights and more knowledge, experiencing different views and interpretations which allow them to react to information and gain background knowledge. Another teacher maintained that the more students read, the more they will experience the craft of good writing style. While the fourth teacher thought that reading allows to ask more questions and to relate every detail to their real world. He further posited that teachers enhance the critical thinking ability of their students by asking them to read more and more not only for academic purposes , for example , reading literature would help enhance students' critical thinking ability . In addition to pushing them to read both extensively and intensively providing them with debatable topics to read , prepare and discuss . Critical thinking is an ability that can be enhanced through practice until it becomes habit .

3.1.4. Interpretation of the Interview Findings

Teachers stated that extensive reading and critical thinking are connected activities , there is correlational relationship between the two , the more students read extensively , the students' critical thinking ability will enhance . The teachers can enhance the critical thinking ability of the students by many reasons such as ask them to read extensively and intensively .

3.2. Students' Questionnaire

The students' questionnaire is a second tool that is used in our field investigation (in addition to teachers' interview) . In doing so, the it aims at gathering meaningful and useful information from Master Two majors of English at the university of Abbas Laghrour kenchela concerning their extensive reading habits and its relationship with their critical thinking abilities . The chosen sample of the students , the results and their interpretation are provided in what follows.

3.2.1. Definition of the Questionnaire

The questionnaire is the main instrument for collecting data in survey research. Basically, it is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics. It is consistant of a series of questions and other prompts for the purpose of gathering information from respondents.

In another definition by Cohen (2013), the 'questionnaire' is conceptualized as the instrument for collecting the 'Primary data' . The latter that not otherwise exist if it were not for the research process and is collected through both questionnaires or interviews (O'Leary, 2014).

3.2.2. Population and Sample

The population targeted in this research work is 'Master two majors of English' at Abbas Laghrour university. The choice of such a population is motivated by the fact that they are familiar with English and they have more experience than the other students from other levels as well as they are interested with extensive reading and critical thinking. The selection process of participants and sample was randomly done without searching for specific characteristics in the students . We end up with the selection of a sample that includes thirty (30) participants from a population of 225 students .

3.2.3. Description of the Questionnaire

The Questionnaire contains 14 Questions of multiple choice and open-ended types . Questions of the latter type were employed to know about the students' justifications and comments concerning multiple choice questions . We tried as much as possible, to use simple words and be straight to the point to make sure that the students will understand the point behind the questions. The front page includes the introductory section in which we introduced the aim of the questionnaire ; we explained to them how they are supposed to respond and we thanked them for their collaboration. The parts of the questionnaire are as follows .

Part One : Students' Personal Information

This part of the Questionnaire aims at gathering general information about the participants of the sample . We ask them about the gender , the age , and how many years they have been studying at the university so far.

Part Two : Types of Reading and Critical Thinking

This part of questionnaire explores the difference between extensive reading and intensive reading and the relationship between reading extensively and enhancing the critical thinking ability of the students .

3.2.4. Analysis of the Questionnaire Results

Question 1 : Gender a. male b. female

Gender	Number	Percentage
Male	04	11.11%
Female	26	88.89%
Total	30	100%

Table1. Participants' Gender

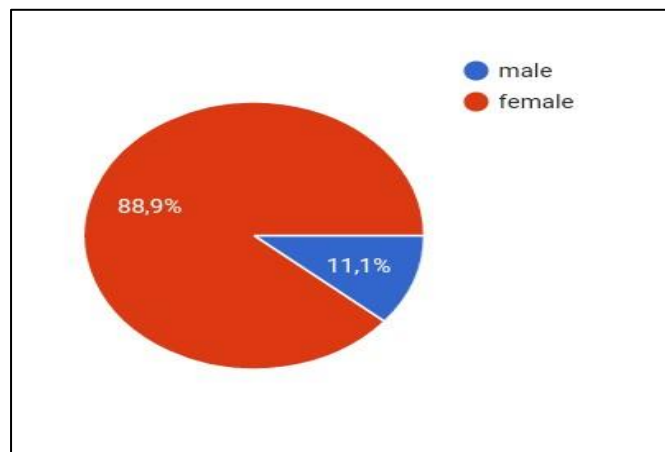


Figure 1. Participants' Gender

The table above shows that the majority of participants (88, 89%) are females while only (11, 11%) are males. These percentages should not be surprising because when referring back to the whole population we find that females are the primary dominant gender within the population.

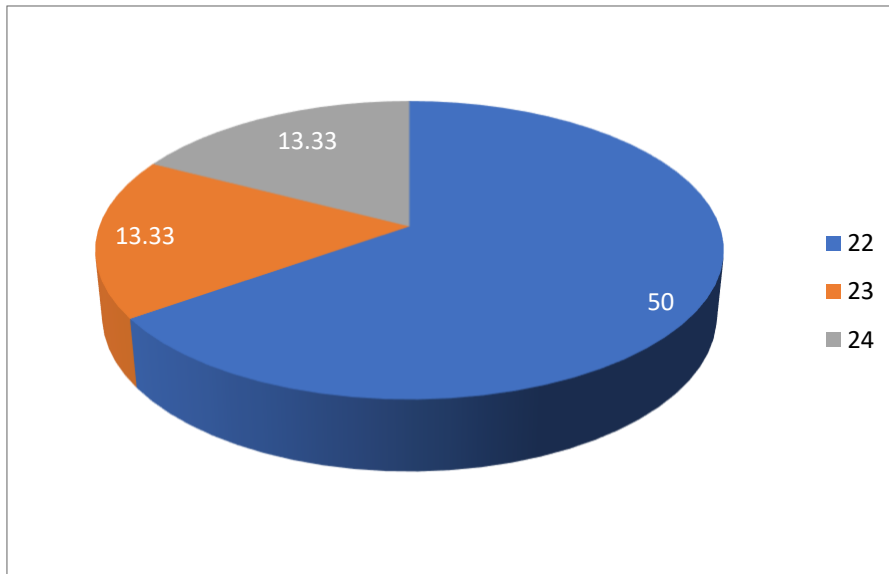


Figure 2. Participants' age

As noticed from the table above, the age of participants is enclosed by 22 and 24 , However ; the majority of participants are 22 years old. This indicates that the majority of participants have studied their years successively without any failure. In addition, this shows that participants are mature enough to be taken as our sample for this research .

Question 3 : How many years have you been studying at the university ?

Year	Number	Percentage
04	04	11,2%
05	22	77,89%
06	04	11.1%

Table 03. Participants study years at the university.

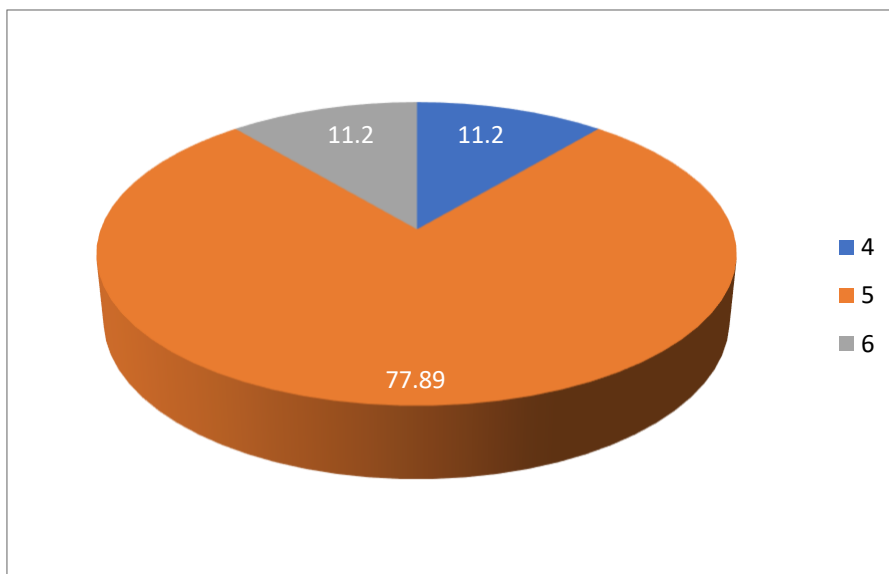


Figure 3. Participants' study years at the university.

The results of the table above indicate that the majority of the participants (77,8%) have been studying for five (5) years at the university which means the participants have passed their years successfully.

Question 4 : What do you do before you read a book ?

Options	Number	Percentage
a. look at index	14	45.5%
b. read the back cover of the book	11	36.4%
c. look for pictures or special titles	05	18.1%

Table 04. Things students do before reading a book.

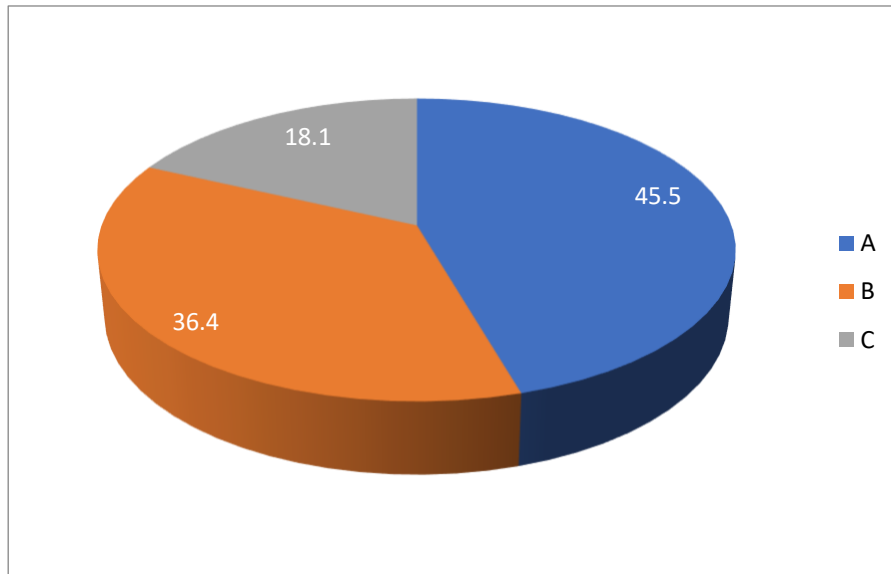


Figure 4. Things students do before reading a book.

The table above shows that the majority of the participants (45,5%) before they read a book they look at the index ; However, the minority of them (18.1%) look for pictures or special titles and the rest of them (36,4%) read the back cover of the book .

Question 5 : when you read something what do you do usually ?

Options	Number	Percentage
a. underline parts you think are interesting	21	67,7%
b. make margin notes or use signs	9	33,3%
C. copy out sentences	0	0%

Table 5. The Things Students Do when they Read

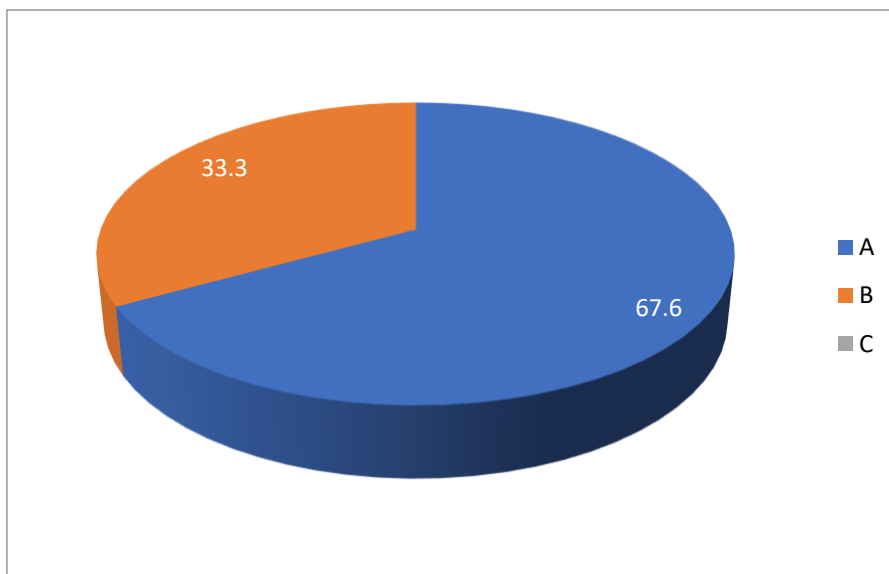


Figure 5. The Things Students Do when they Read

The table above shows that no one of the participants copy out sentences when they read something. The majority of participants (67,7%) underline parts they think are interesting while reading , However ; the minority of them (33,3%) make margin notes or use signs .

Question 6 : Do you like extensive reading or intensive reading ? Yes / No say why ?

Options	Number	Percentage
Intensive reading	21	70%
Extensive reading	09	30%
Total	30	100%

Table 6. Students' Type of Reading Preferences

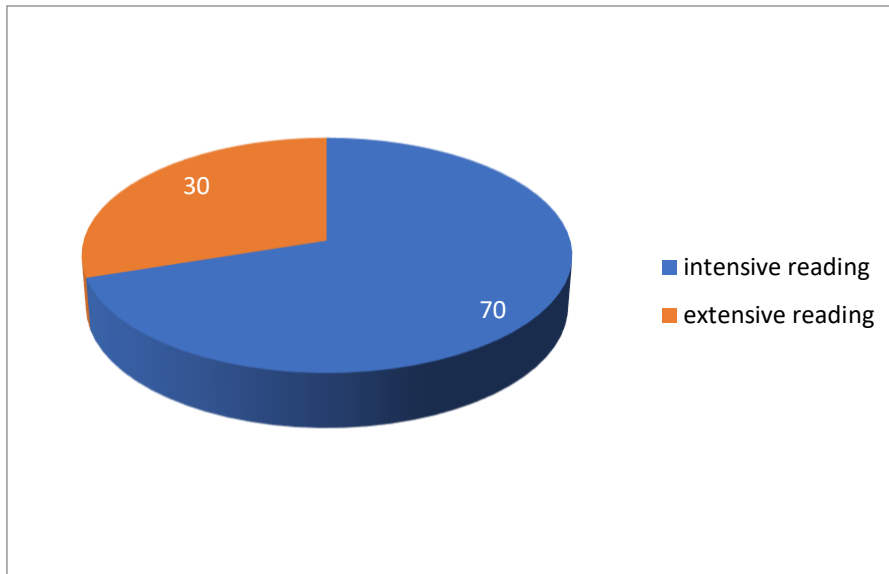


Figure 6 : Students' Type of Reading Preferences

In this question , the participants were asked if they like extensive reading or intensive reading . We noticed that the majority of the participants (70%) like intensive reading because they read for gaining knowledge and improve their vocabulary for better production while the minority of the participants (30%) like extensive reading because it is more useful and valuable and they read for enjoyment .

Question 7 : Do you enjoy reading ? Why / why not ?

Options	Number	Percentage
Yes	29	96,66%
No	01	3,34%
Total	30	100%

Table 7. Students' Enjoyment of Reading

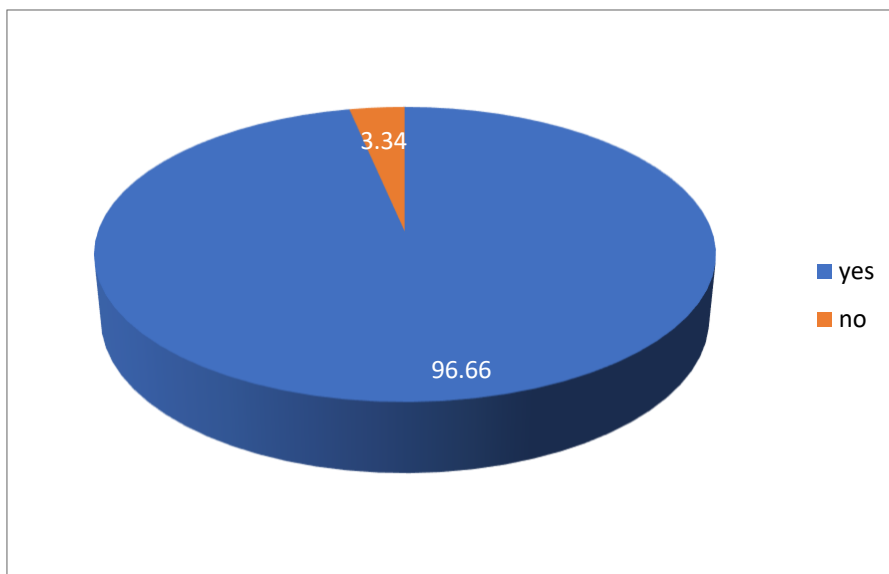


Figure7. Students' Enjoyment of Reading

Table 7. shows that the majority of the participants enjoy reading (99,66%) as they said they enjoy reading especially when they read something they are interested in. Also , reading assists them gain more knowledge and information and makes their language get more fluent. Thanks to reading, they become more cultural and boost their imagination when they read fantasy and crimes novels . However , the minority of them (3,34%) sometimes enjoy reading depending on the subject .

Question 8 : Do you think reading in English boosts your English language mastery level ?

Options	Number	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

Table 8. Reading and Students' English Mastery Level

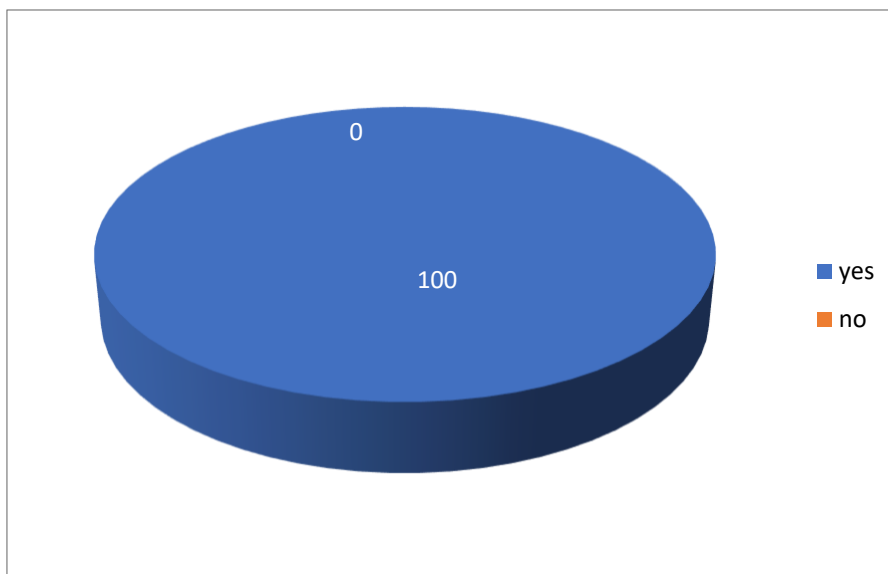


Figure 8. Reading and Students' English Mastery Level

All the participants (100%) without any exceptions think that reading in English helps their English ability because reading in English allows to have more skills in terms of vocabulary , grammar and pronunciation and to be more fluent as well as it helps to improve the writing skill .

Question 9 : In your opinion what are the main purpose of Extensive reading ? Explain .

In this Question we aim to know the opinion of the participants to know the main purpose of Extensive reading . The participants explained that the main purpose of Extensive reading is enhancing students ' pronunciation , improving writing skill , getting general idea of the material that you want to read , understanding the content , enhancing the critical thinking , and the more you read the more you will have courage and knowledge for the language it self.

Question 10 : how can we encourage extensive reading ? explain

The participants explained that we can encourage extensive reading by reinforcing reading materials and books even if out of the programme. These reading materials are those books that students can enjoy and are related to their favourite subjects and courses.

Question 11: which kind of Extensive reading you like to read ?

Options	Number	Percentage
Novels	24	77.7%
Books	04	13.33%
Magazines	02	6.66%

Table 09. Types of Extensive Reading Students Like to Read

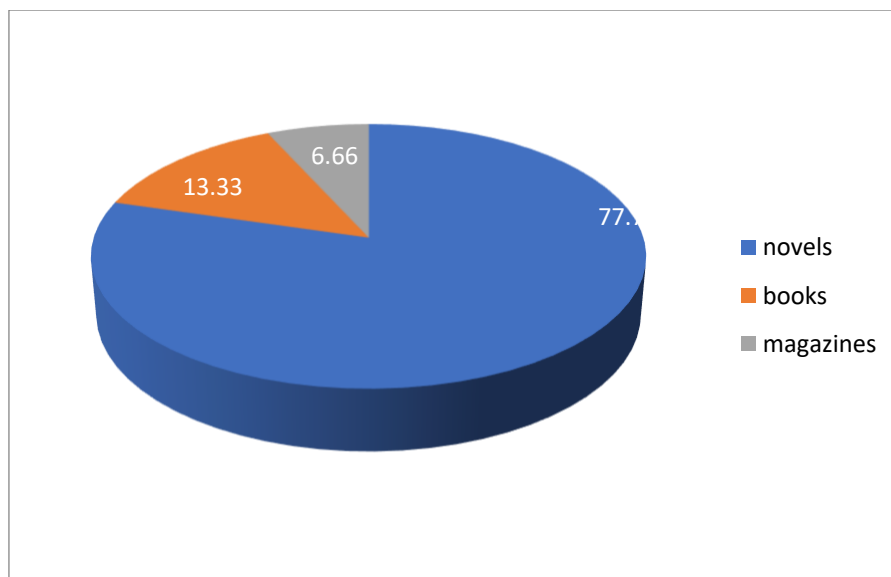


Figure 9. Types of Extensive Reading Students Like to Read

The table above shows that the majority of the participants (77.7%) like reading novels while reading extensively and the minority of them (6.66%) like reading magazines , while the rest of them (13.33%) like reading books .

Question 12: Tick in the box that corresponds to your own choice.

First, 80 % (24 of the participants) of students said that they **always** ask themselves questions that require them to remember a certain fact while reading extensively. Whereas 10 % (3 of the participants) said often they do so and 10 % (3 of the participants) said sometimes.

Second, 60 % (18 of the participants) students said that they always ask themselves, while reading extensively, questions challenging themselves to think in new ways. 30 % (9 of the participants) stated that they often do while 10 % (3 of the participants) said sometimes.

Third, 45 % (14 of the participants) of the students always ask themselves questions for justifying their opinion while reading extensively 30 % (9 of the participants) only said often and 25 % (7 of the participants) said sometimes.

Fourth , 75 % (22 of the participants) of the students said that they always themselves questions that relate to what they already know to to what they read , whereas 20 % (06 of that participants) of the students said often and 5 % (2 of the participants) said sometimes .

Fiveth , 45% (14 of the participants) of the students stated that they ask themselves Questions that relate their understanding to real world , while 40 % (12 of the participants) said often and 15 % (04 of the participants) of the students said sometimes .

Finally , 60 % (18 of the participants) of the students stated that they ask themselves Questions so that can discuss different ideas and theories , wheres 20 % (06 of the participants) said often and 20 % (06 of the participants) of the students said sometimes .

Question 13: In your opinion what is the relationship between extensive reading and critical thinking ? Explain

The participants explained that the relationship between extensive reading and critical thinking is a positive relationship in which extensive reading requires critical eye. That is to say, when you read you need to feedback and criticise the reading material. By extensive reading a student may become a critical thinker . Extensive reading and critical thinking are interrelated in the sense that when you read more it will enhance your critical thinking ability .

Question 14: Do you think that extensive reading enhances critical thinking ? Yes / No . Say why

Options	Number	Percentage
Yes	30	100%
No	0	0%

Table 10. Extensive Reading and Critical Thinking

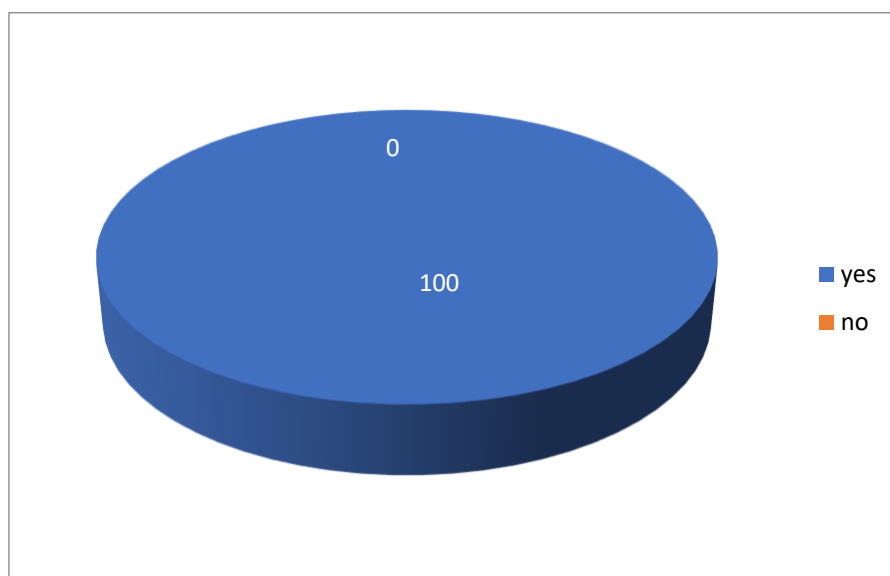


Figure 10. Extensive Reading and Critical Thinking

The table above shows that all the participants (100%) without exception think that extensive reading do enhance the critical thinking capacities of students because there is a positive relationship between the two variables. Also, it encourages learners to think deeply and increases their ability to judge things from different angles based on their personal perspectives.

3.2.5. Discussion of Students' Questionnaire Results

On the basis of the analysis and interpretation of the students' questionnaire, we note that :

- As was expected , the English Master two degree students enjoy reading because the process of reading makes them more cultivated.
- Contrary to what was expected , the majority of the students like intensive reading than extensive reading because they read for gaining knowledge and information .
- All the students without expectation agree that reading in English boosts their English mastery level .
- The main purpose of Extensive reading is enhancing students' pronunciation , improving writing skill , getting general idea of the material that you want to read , understanding the content , enhancing the critical thinking , and the more you read the more you will have courage and knowledge for the language it self .
- Ther is a positive relationship between extensive reading and critical thinking , when the student read more their critical thinking increases han in hand with the amount of reading they perform .
- As was expected , all the students agree that extensive reading enhances the critical thinking ability of the students .

4. Limitations of the Present Study

There are some uncontrollable factors that affect the quality of this research. First and foremost, is the Coronavirus disease (COVID-19), which has turned the world upside down and mounted a sustained attack on public life, especially indoor activities. This pandemic obliged us to restrict our research into investigating the impact of extensive reading on EFL students' critical thinking using online questionnaires and a face-to-face interview as we planned first.

Another limitation is that we could not conduct our research on the whole population because of the imposed social distancing. Moreover, when asking students to answer the

questionnaire, they were surprised because of their unfamiliarity with such kind of research instruments, so some of them avoided answering the questions.

Conclusion

This chapter was devoted to the analysis of the findings gathered along the field investigation pertinent to the current study. The choice of the methodology, instruments of research and the population have been introduced and explained. A detailed analysis and discussion of the results obtained from the teachers' interview and students' questionnaire has been offered. As far as the results of our study are concerned, our hypotheses are confirmed and our questions are answered. That is to say, the positive impact of extensive reading on the critical thinking ability is confirmed.

General Conclusion

The present dissertation stress the impact of extensive reading on EFL students' critical thinking . More particularly , it investigates the relationship between extensive reading and critical thinking . This research falls into three chapters . The first two chapters represent the theoretical parts of the dissemination in which the necessary information and literature concerning extensive reading and critical thinking are reviewed . Chapter one introduces the reading skill in the EFL context , and highlights key concepts like its different and varying definitions, types, techniques and importance in second language acquisition. chapter to represents the relationship between extensive reading and critical thinking. The third chapter represents the practical part of the research .

The main issues in chapters one and two have provided a sound theoretical basic information about the study. Data were collected through teachers' interview conducted to four

English teachers at Abbas Laghrour khenchela university and the students' questionnaire was administered to Master Two majors of English at Abbas Laghrour khenchela university .

After analysing the interview and the questionnaire results, it is found out that the extensive reading do have an impact on EFL students critical thinking, and there is positive correlation relationship between extensive reading and critical thinking. That is to say, when students read extensively their critical thinking ability will increase and the more they practise reading, the more it boosts.

References

- A Brief History of the Idea of Critical Thinking”. www.criticalthinking.org. Retrieved 14 March 2018.
- Achi, M. (2018). Teaching Writing through Reading : A Text-based Approach to Teaching the Argumentative Essay Genre. Unpublished Magister Thesis.
- Adams, M.J. (1990). Beginning to Read: Thinking and Learning about Print. Cambridge,MA. MIT Press.
- Adams, M.J. and Collins, A. (1979). A SchemaTheoreticalView of Reading. In R.O. Freedle : New Directions in DiscourseProcessing. Norwood, N.J: Ablex Publishing.
- Alderson, J.C. (2005). DiagnosingForeignLanguageProficiency: The Interface betweenLearning and Assessment.
- Alderson, J.C. and Urquhart, A.H. (1984). Reading in a ForeignLanguage.London: Longman.
- Anderson, J. (1982). Language Form and Linguistic Variation. Papers dedicated To Angus McIntosh. John Benjamin
- Anderson, J. (1982). LanguageForm and Linguistic Variation. Papersdedicated to Angus McIntosh. John Benjamins. (1999). Exploring Second Language Reading: Issues and Strategies. Boston: Heinle&Heinle.
- Anderson, R.C., Wilson, P.T., and Fielding, I.G. (1988). Growth in Reading
- Anthony, S. (2006). The Use of AuthenticMaterials in the Teaching of Reading. The Reading Matrix, (6) 2, 63-63.

- Atwell, N. (1984). *In the Middle: New Understanding about Writing, Reading, and learning* (2nd ed). Portsmouth NH: Boyton.
- Bachman, L. F. and Palmer, A.S. (2010). *Language Assessment in Practice*. Oxford: Oxford University Press.
- Bailin, S. (2002). Critical thinking and science education. *Science & Education*, 11(4), 361–375.
- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285–302.
- Beyer, B. K. (1995). *Critical thinking*. Phi Delta Kappa Educational Foundation.
- Bloom, B. S., Krathwohl, D. R., & Masia, B. B. (1975). *Taxonomy of educational objectives: the classification of educational goals: handbook*.
- Briançon Muriel. (2019). *The meaning of otherness in education: stakes, forms, process, thoughts and transfers*. ISTE Ltd.
- Brown, C. (1993). Factors Affecting the Acquisition of Vocabulary: Frequency And Saliency of Words. In T. Huckin, M. Haynes, & J. Coady (Eds.), *Second Language Reading and Vocabulary Learning* (pp. 263- 286). Norwood, NJ: Ahlex.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down syndrome. *Down Syndrome Research and Practice*, 11(1), 9–17. <https://doi.org/10.3104/reports.314>
- Carrel, P. (1984). The Effects of Rhetorical Organization on ESL Readers' Comprehension. *TESOL Quarterly*, 18 (3), 65-440.
- Carrel, P.L. and Carson, J.G. (1997). Extensive and Intensive Reading in an EAP Setting. *English for Specific Purposes*, 16 (1), 47-60.
- Carrell, P.L. and Eisterhold, J.C. (1983). Schema Theory and ESL Reading Pedagogy. *TESOL Quarterly*, 17 (4), 553-573.

- Chiarini, A. (2015). Sustainable operations management: advances in strategy and methodology. Springer.
- Clark, R. (1993). Developing Practices of Resistance: Critical Reading for Students of Politics. In D. Graddol, L. Thompson, and M. Byram (eds):
- Cook, G. (1989). Discourse. Oxford: Oxford University Press.
- Dutcher, P. (1990). Authentic Reading Assessment. American Institute for Research. Washington D.C
- Ennis, Robert H. (2015), "Critical Thinking", The Palgrave Handbook of Critical Thinking in Higher Education, Palgrave Macmillan
- "Critical Thinking: A Question of Aptitude and Attitude?". Doi:10.5840/inquiryctnews20102524. S2CID 37573705
- Ennis, R. H. (2015). Critical Thinking: A Streamlined Conception. The Palgrave Handbook of Critical Thinking in Higher Education, 31–47.
- Facione, P. A. (2011). Think critically. Prentice Hall.
- Facione, P. A. (2000). The disposition toward critical thinking: Its character, measurement, and Relation to critical thinking skill. *Informal Logic*, 20(1), 61–84.
- Grabe, W. (1991). Current Development in Second Language Reading
- Grellet, F. (1981). Developing Reading Skills. Cambridge: Cambridge University Press
- Griffith, P.L. and Ruan, J. (2005). What is Metacognition and What Should Be Its Role in Literacy Construction? *Metacognition in Literacy Learning: Theory, Assessment, Instruction, and Professional Development*. Mahwah: Lawrence Erlbaum associates.
- Hafiz, F.M. and TudKress, G. (1985). Linguistic Processes in Sociocultural Practice. Oxford: Oxford University Press.
- Hafiz, F.M. and Tudor, I. (1989). Extensive Reading and the Development of Language Skills. *ELT Journal*, 43(1), 4-11.
- Hedge, T. (1985). Using Readers in Language Teaching. London: Macmillan.
- International Reading Association and National Council of Teachers of English.(1996). Standards for the English Language Arts. USA.

- Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). Critical thinking: Literature review and Needed research. In L. Idol & B.F. Jones (Eds.), Educational values and cognitive Instruction: Implications for reform (pp. 11-40). Hillsdale, New Jersey: Lawrence Erlbaum & Associates.
- Kothari, C. R. (2006). Research methodology: Methods and techniques. New Delhi: New Age International Publishers.
- Language and Culture. Clevedon, Avon: BAAL/ Multilingual Matters, 22-113.
- Lewis, A., & Smith, D. (1993). Defining higher order thinking. Theory into Practice, 32(3), 131–137.
- Nation, I. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.
- New GCEs for 2008”, Assessment and Qualifications Alliance Archived 17 February 2008 at the Wayback Machine
- Noordman, L., Terken, J., Swerts, M., and Dassen, I. (1999). Prosodic Markers of Text Structure. In William Mira and Paula Schwanenflugel: The Impact of Reading Expressiveness on the Listening Comprehension of Story Books by
- Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. Hemel Hempstead: Prentice Hall International
- Nuttal, C. (2005). Teaching Reading Skills in Foreign Language. UK: Macmillan Publishers Limited
- Paul, R. W. (1992). Critical thinking: What, why, and how? New Directions for Community Colleges, 1992(77), 3–24.
- Paul, R. W., & Elder, L. (2006). Critical thinking: The nature of critical and creative thought. Journal of Developmental Education, 30(2), 34–35
- Paul, R., & Elder, L. (2008). The miniature guide to critical thinking: concepts and tools. Foundation for Critical Thinking.
- Prekindergarten Children(2012). University of Georgia.

- Pressley, M. (2009). *Final Reflections: Metacognition in Literacy: Now and in The Future*. Mahwah: Laurence Erlbaum Associates.
- Research. *TESOL Quarterly*, 25 (3), 375-406.
- Richards, J., Platt, J., and Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Longman.
- Sánchez Soraya García. (2010). *English for historians*. Universidad de las Palmas de Gran Canaria, Vicerrectorado de Calidad e Innovación Educativa. https://www.researchgate.net/publication/339433132_Critical_Thinking_and_it's_Importance_in_Education
- Schleppegrell, M. and Bowman, B. (1986). *ESP: Teaching English for Specific Purposes*. Center for Applied Linguistics, Washington, D.C.
- Stanlick, N. A., & Strawser, M. J. (2015). *Asking good questions: case studies in ethics and critical thinking*. Hackett Publishing Company.
- Stanovich, K. E. and Siegel, L. S. (1994). The Phenotype Performance Profile of Reading Disabled Children: A Regression-Based Test of the Phonological-Core Variable-Difference Model. *Journal of Educational Psychology*, 86, 24–53.
- Sternberg, R. J. (1986). *Critical thinking: Its nature, measurement, and improvement* National Institute of Education. Retrieved from <http://eric.ed.gov/PDFS/ED272882.pdf>.
- Urquhart, S. and Weir, C. (1998). *Reading in a Second Language: Process, Product, and Practice*. London: Longman.
- Visser, Jan; Visser, Muriel (2019). *Seeking Understanding: The Lifelong Pursuit to Build the Scientific Mind*. Leiden: BRILL. P. 233.
- Vogel, S. A. (1975). *Syntactic Abilities in Normal and Dyslexic Children*. Baltimore, MD: University Park Press.
- Walters, Kerry (1994). *Re-Thinking Reason*. Albany: State University of New York Press. Pp. 181–98.
- Walters, Kerry (1994). *Re-Thinking Reason*. Albany: State University of New York Press
- Widdowson, H.G. (1979). *Discourse and Text*. Paper Given at Ealing College of Higher Education Conference on “The Reading Skill”.

-Willingham, D. T. (2019). How to teach critical thinking. New South Wales. Dept of Education.

Appendices

Appendix One : Teachers' Interview Questions

A. Teachers' Background Information

1. How long have you been teaching at the university?
2. What are the levels you have been teaching so far?

3. What are the subjects or modules that you have taught so far?

B. Teachers' Insights about Reading in General and Extensive Reading in Particular

4. Are Master Two students prepared enough to read at college level?

5. Do you administer your students reading assignments? If yes, What kinds of reading do students do for the course you are teaching?

6. What is the difference between extensive reading and intensive reading and where can extensive reading be used ?

7. Would you teach extensive reading if you were in charge of a "reading course", say "reading techniques" module for example?

C. Teachers' Insights about the Connection of Critical thinking and Extensive Reading

8. How do you perceive the relationship between extensive reading and critical thinking ? are they connected activities?

9. what are the reasons that can help enhancing students' critical thinking while reading extensively ?

10. As a teacher, how can you enhance the critical thinking ability of your students ?

Appendix Two : Students' Questionnaire

University of Abbes Laghrour, Khenchela.

Department of literature and English Language

Dear student ,

We would really appreciate it if you could take the time to fill out this questionnaire as we are doing some research about the '*Impact of Extensive reading on EFL Students ' critical thinking*'. Extensive reading involves learners reading texts for enjoyment or to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks .

Please use a cross (X) to indicate your chosen option (s), and specify/justify when necessary.

Q1: Gender a. male b. female

Q2: Age

Q3: How many years have you been studying at the university ?

Q4: Before you read a book do you :

- a. look at index
- b. read the back cover of the book
- c. look for pictures or special titles

Q5: when you read something do you usually :

- a. underline parts you think are important or interesting
- b. make margin notes or use signs
- c. copy out sentences

Q6: Do you like extensive reading or intensive reading ? yes No

say why ?

Q7: Do you enjoy reading ? why / why not ?

Q8: Do you think reading in English boosts your English language mastery level? If yes ,
How ? In what ways. If no , why not ?

Q9: In your opinion what is the main purpose of Extensive reading ? explain .

Q10: How can we encourage extensive reading ? explain.

Q11: Which kind of reading materials do you prefer to read extensively ?

a. books

b. novels

c. magazines

Q12: Tick in the box that corresponds to your own choice

Options	Always	Often	Sometimes	Never
1. While reading extensively do you ask yourself questions that require you to remember a certain fact ?				
2. Do you ask yourself while reading extensively questions challenging you to think in new ways ?				

3. Do you ask yourself questions for justifying your opinion while reading extensively ?				
4. Do you ask yourself questions that relate what you already know to what you are reading ?				
5. Do you ask yourself questions that relate your understanding to real world ?				
6. Do you ask yourself questions so that you can discuss different ideas and theories ?				

Q13: In your opinion what is the relationship between extensive reading and critical thinking ? explain.

Q14: Do you think that extensive reading enhances critical thinking ?

yes No

say why ?

Summary

Our dissertation investigates the impact of extensive reading on EFL Students' critical thinking. We have carried on this research in order to find out the impact of extensive reading on EFL Students' critical thinking . We have used two data gathering tools in this research, the first one is teachers' interview which was conducted with four English teachers of Abbas Laghrour university . The second tool is students' questionnaire which was administered to English Master two degree students at the same university. Our research contains three chapters , the first two chapters constitute the theoretical part and the third chapter is the practical part . The first chapter shed light on reading in the EFL context in general

and extensive reading in particular. The second chapter is the relationship investigated the tie between extensive reading and critical thinking while the third chapter was inclusive of the analysis and interpretation of the two data gathering tools' results . The latter shows that teachers do advocate the role that extensive reading plays in the enhancement of students' critical thinking capacities. Also, the students' questionnaire results exhibit the same attitude which is the undeniable impact of reading on critical thinking and this confirms our hypothesis and acknowledges the positive relationship between those two variables.

Résumé

Notre thèse porte sur l'impact d'une lecture approfondie sur la pensée critique des EFL étudiants. Nous avons poursuivi cette recherche afin de déterminer l'impact d'une lecture approfondie sur la pensée critique des EFL étudiants. Nous avons utilisé deux outils pour la collection de données dans cette recherche, le premier est l'entretien d'enseignants qui a été mené avec quatre enseignants d'anglais de l'université Abbas Laghrour. Le deuxième outil est le questionnaire des étudiants qui a été administré à des étudiants en Master deux anglais de la même université. Notre recherche comporte trois chapitres, les deux premiers chapitres constituent la partie théorique et le troisième chapitre est la partie pratique. Le premier chapitre a mis en lumière la lecture dans le contexte EFL en général et la lecture extensive en particulier. Le deuxième chapitre est la relation étudiée entre la lecture approfondie et la pensée critique, tandis que le troisième chapitre comprenait l'analyse et l'interprétation des résultats des deux outils de collecte de données. Ce dernier montre que les enseignants défendent le rôle que joue la lecture approfondie dans l'amélioration des capacités de pensée critique des élèves. Aussi, les résultats des questionnaires des étudiants montrent la même attitude qui est l'impact indéniable de la lecture sur la pensée critique et cela confirme notre hypothèse et reconnaît la relation positive entre ces deux variables.

