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**Exploring the Impact of Critical Reading on Academic
Research Writing. The case of EFL Master 1 Students.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master

Degree in Linguistics

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Declaration

We, hereby solemnly declare that the work we are going to present in this thesis entitled The Impact of critical reading on Academic research writing. The Case of EFL Master1 students... is ours to the limits of our knowledge, have not submitted before to any other institution or university or degree, and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

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Date: May 20th,2024

Dedications

THIS WORK IS DEDICATED TO:

To the one who taught me that success comes only with patience and persistence and from whom I derived my strength and pride.

“My dear father”

To the great woman for whom God made heaven under her feet, I have not enough words to express my thanks for her endless love and inspiration.

“My beloved Mother “

To my support and the apple of my eye.

“My dear sister and brothers”

To “loyal friends”

To “my dear teachers”, and to “everyone” who supported me, even with a kind word to reach this goal.

Ms: TAYOUB Assia

Dedications

To myself of course for my hard work, patience and effort.

To the great man in my life. May god have mercy on him.

“My father ALAOUA”

To the person who gave me life, to the best women in the world

“My beloved mother NADIA”

To my support “My dear brother Chams Eddine “

To my special person “Nedjm Eddine “

To my grandparents, may God protect him.

To my best friends and every one supported me

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Abstract

This study is an attempt to explore the impact of critical reading on academic research writing. The main purpose is to assess the current level of critical reading skills among EFL Master's Level students and to examine the relationship between critical reading and academic research writing proficiency. The researchers have selected the descriptive mixed method as the most appropriate one. For this purpose, a students' questionnaire was addressed to Master One Linguistics students of the English Department at Msila University using a random sampling of 30 learners from the EFL 66 population. An email interview was also sent to the same sample. Similarly, a questionnaire was administered to 15 teachers in the field for further insights concerning the impact of critical reading on academic research writing. The findings showed that critical reading affected academic research writing in the sense of building a solid foundation for research, developing analytical skills, and enhancing comprehension and retention. Nevertheless, there are certain challenges that face both teachers and learners in practicing critical reading skills. For this purpose, some recommendations were presented to enable EFL learners to overcome these obstacles, and others were for teachers to improve the integration of critical reading into academic research writing instructions.

Keywords: impact, critical reading, academic research, writing

List of Abbreviations and acronyms

EFL: *English as a Foreign Language*

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General introduction

1. Introduction

The proficiency in academic research writing is a crucial skill for students pursuing Master's degrees, particularly in the context of English as a Foreign Language (EFL). This research proposal aims to explore the impact of critical reading on the academic research writing abilities of EFL Master's Level students. The study will explore how engaging in critical reading practices contributes to the enhancement of writing skills and the overall academic performance of these students.

2. Problem statement

English as a Foreign Language (EFL) Master's Level students face significant challenges in developing proficient academic research writing skills. While academic writing is an essential aspect of their scholarly pursuits, the influence of critical reading on their writing abilities remains underexplored. The current educational landscape lacks a thorough understanding of how engagement in critical reading practices directly impacts the academic research writing proficiency of EFL Master's Level students. As a consequence, there is a pressing need to explore the specific challenges and opportunities faced by this demographic in integrating critical reading into their writing processes, ultimately seeking ways to enhance their overall academic performance. Addressing this gap is crucial for both educators and students, as it will contribute to the development of targeted strategies and interventions aimed at fostering the symbiotic relationship between critical reading and academic research writing in the context of EFL Master's Level education.

3. Research questions

1. How does critical reading contribute to the development of academic research writing skills?
2. Does critical reading influence the quality of academic research writing among EFL Master I students?
3. What challenges do EFL Master I students encounter when integrating critical reading into their academic writing?

4. Which critical reading techniques are most effective in improving academic research writing for EFL Master I students?

4. Objectives of the study

1. To explore and understand the ways in which critical reading practices enhance the development of academic research writing skills.
2. To explore whether and how critical reading skills impact the overall quality of academic research writing among EFL Master I students.
3. To identify and analyze the specific challenges that EFL Master I students face when attempting to incorporate critical reading strategies into their academic writing.

Understanding these obstacles can help in developing targeted interventions to support students in overcoming these difficulties.

4. To evaluate and identify the most effective critical reading techniques that contribute to the improvement of academic research writing skills among EFL Master I students.

5. Literature review:

5.1. Introduction

The literature on the impact of critical reading on academic research writing, particularly within the realm of English as a Foreign Language (EFL) Master's Level education, provides valuable insights into the challenges and opportunities associated with developing proficient writing skills in this specific context.

5.2. Critical Reading and Academic Writing: Theoretical Foundations

5.2.1. Definition of Critical Reading

Critical reading is a cognitive skill that goes beyond mere comprehension; it involves active engagement with texts, analytical thinking, and the ability to evaluate and synthesize information (Bean, 2011; McWhorter, 2014). Scholars argue that mastering critical reading is fundamental to the development of effective academic writing skills (Grabe & Stoller, 2001; Johns, 1997).

5.2.2. Theoretical Frameworks

Vygotsky's socio-cultural theory (1978) provides a theoretical foundation for understanding the interconnectedness of critical reading and academic writing. This framework posits that learning occurs within a social context, emphasizing the role of collaborative activities and cultural tools in cognitive development. In the context of EFL Master's Level education, the application of socio-cultural theory suggests that creating a supportive social and educational environment is crucial for enhancing critical reading and, consequently, academic research writing skills.

5.3. Critical Reading in EFL Contexts

5.3.1. Challenges Faced by EFL Students

EFL Master's Level students encounter specific challenges in developing critical reading skills. These challenges include language proficiency issues, unfamiliarity with academic discourse, and cultural differences that may impede their ability to engage critically with complex texts (Grabe, 2009; Saricoban & Metin, 2000).

5.3.2. Strategies to Enhance Critical Reading in EFL

To address these challenges, researchers propose various strategies for enhancing critical reading in EFL settings. Explicit instruction on critical reading skills (Al-Khairi, 2015), the use of authentic materials (Cheng, 2005), and the integration of technology to support reading comprehension (Chen, 2014) have been suggested as effective approaches.

5.4. Research on Critical Reading and Academic Writing in EFL Master's Level Students

5.4.1. Existing Studies

While there is a wealth of literature on critical reading and academic writing, research specific to EFL Master's Level students is limited. Existing studies highlight the importance of understanding the experiences of this specific demography to tailor effective interventions and support systems.

5.4.2. Gaps in the Literature

The current literature gap centers around the need for a more nuanced exploration of how critical reading practices impact the academic research writing proficiency of EFL Master's Level students. Addressing this gap is critical for developing targeted pedagogical approaches that acknowledge and address the unique challenges faced by this specific demographic.

Conclusion

This literature review provides a comprehensive overview of the theoretical foundations, challenges, and strategies related to the impact of critical reading on academic research writing. The exploration of literature in the context of EFL Master's Level education emphasizes the need for a deeper understanding of how critical reading influences writing proficiency in this specific demographic. This understanding is essential for informing educational practices and developing effective interventions that support the academic success of EFL Master's Level students.

6. Research Design and Methodology

6.1. Research Design:

6.1.1. The Use of Mixed-Methods Approach

A mixed-methods approach which combines both quantitative and qualitative methods is used to provide a comprehensive understanding of the research problem. In this study, surveys and

document analysis will also be employed to investigate the impact of critical reading on academic research writing among EFL Master I students.

6.1.2. Identifying Gaps in the Literature

To pinpoint areas in existing research that have not been thoroughly explored or that lack sufficient evidence, specifically regarding the impact of critical reading on research writing in an EFL context.

6.1.3. Process: Literature Review:

We will conduct a thorough review of current and relevant literature on critical reading, academic writing, and EFL education. This involves searching academic databases, journals, and other scholarly sources.

6.1.4. Critical Analysis:

We will analyze the findings of previous studies to identify inconsistencies, limitations, or areas that have not been addressed.

6.1.5. Formulating Research Questions Based on Critical Analysis:

Objective: To develop precise and relevant research questions that address the identified gaps and guide the direction of the study.

The Process used:

We combine insights from the literature review and critical analysis to identify key themes and issues that require further investigation. We then formulate research questions that are specific, measurable, achievable, relevant, and time-bound (SMART) and we will ensure that these questions align with the objectives of the study and the gaps identified in the literature.

6.1.6. Data Collection and analysis:

We will design and distribute a questionnaire to Master 1 Linguistics and an email interview to gather quantitative data on students' perceptions of their critical reading skills and its impact on their research writing. We will use statistical methods to analyze survey data, identifying trends, correlations, and significant findings related to critical reading proficiency and writing quality.

6.1.7. Summary

By employing a mixed-methods approach, this study will consider both surveys and document analysis to investigate the impact of critical reading on academic research writing among EFL Master I Linguistics students. Identifying gaps in the literature and formulating precise research questions will ensure that the study is focused and relevant.

Developing a coherent and well-supported argument will involve integrating quantitative and qualitative findings to provide a comprehensive understanding of the topic.

6.2. Research Methodology

6.2.1. Overview

The research methodology for this study will employ a mixed-methods approach, integrating both quantitative and qualitative methods to provide a comprehensive analysis of the impact of critical reading on academic research writing among EFL Master I students. This approach ensures a robust understanding of the research problem by displaying the strengths of both types of data.

6.2.2. Quantitative Methods

6.2.2.1. The use of Surveys:

Objective: To gather quantifiable data on students' perceptions and self-assessed proficiency in critical reading and its perceived impact on their academic research writing.

Design: We developed two structured questionnaires using Questions that address critical reading proficiency, the perceived impact on writing quality, the frequency of using critical reading strategies, and encountered challenges. One is administered to students and the other to teachers.

Sampling and Population: EFL Master I Linguistics students with a population of 66 students selecting 30 of them as sample for the study.

6.2.2.2. The Use of Interview:

Objective: To gain deeper insights into students' experiences, challenges, and the specific ways critical reading impacts their writing. Researchers have conducted a semi-structured interview with Master 1 Linguistics with a subset of survey participants using multiple choice questions /open-ended questions that allow for in-depth discussion.

Data Collection and Analysis: We collected data from questionnaires and conducted an interview via e-mail. Hence, we proceeded with thematic analysis to identify key themes and insights from the interview data.

6.2.3. Summary

This mixed-methods research methodology allows for a holistic investigation of the impact of critical reading on academic research writing among EFL Master I students. By combining quantitative surveys with qualitative document analysis and potentially interviews, the study will offer both breadth and depth, providing a well-rounded view of the issue.

6.2.4. Analyzing of data and findings

Quantitative data will be analyzed using statistical methods, while qualitative data will be subjected to thematic analysis. We will analyze teachers' and Students' Questionnaires as well as the students' interview.

7. Structure of the dissertation

The study consists of two chapters. Chapter one deals with the theoretical part- **Critical Reading and Academic Writing: Theoretical Foundations, Definition of Critical Reading, Critical Reading in EFL Contexts, Challenges faced by EFL Students, Strategies to Enhance Critical Reading in EFL** While the second chapter deals with practical practice, it is divided into two sections: the first is about the theoretical framework and the second is of practical part, **Research Design and Methodology, the Use of Mixed-Methods Approach, identifying Gaps in the Literature, sampling and population, data collection tools, analysis of findings, discussion of findings, recommendations and implications.**

8. Significance of the study:

This research is significant as it aims to provide insights into the relationship between critical reading and academic research writing skills, specifically among EFL Master's Level students. The findings will inform educators, curriculum developers, and policymakers about the importance of incorporating critical reading strategies into the curriculum to enhance the overall academic writing proficiency of students.

9. Ethical Considerations

The research will adhere to ethical guidelines, ensuring the confidentiality and anonymity of participants. Informed consent will be obtained, and the research will be conducted with utmost respect for the participants' rights.

10. Key words

- **-Impact:** Significant influence
- **-Critical Reading:** Analytical evaluation
- **-Academic:** Scholarly learning
- • **Research Writing:** Investigative composition

Chapter One: Theoretical Part

1:Introduction

The relationship between critical reading and academic research writing is fundamental and symbiotic, forming the cornerstone of scholarly work. Critical reading involves a particular analysis and evaluation of texts, allowing readers to discern the nuances of arguments, the validity of evidence, and the overall credibility of sources. This deep engagement with the literature equips readers with the ability to not only understand complex ideas but also to identify gaps, biases, and areas for further inquiry.

Academic research writing, in turn, builds upon the skills developed through critical reading. The process of writing academic research demands a thorough literature review, which relies heavily on the critical reading of existing studies or literature to summarize, analyze, and synthesize information. This ensures that the research is grounded in a comprehensive understanding of the field. Additionally, critical reading enables researchers to construct well-founded, evidence-based arguments and to articulate their contributions to the academic discourse with clarity and precision.

In short, critical reading and academic research writing are interdependent activities. Critical reading sharpens analytical and evaluative skills, which are crucial for producing rigorous academic writing. Meanwhile, the practice of writing deepens one's engagement with texts, fostering a more reflective and critical approach to reading. Together, these reinforce the creation of scholarly work that is both insightful and methodologically sound. This literature review aims to provide a comprehensive overview of relevant studies exploring the impact of critical reading on academic research writing skills, focusing on EFL Master's Level students.

1.1. Critical Reading Definition:

Critical reading involves active and thoughtful engagement with academic texts, where readers analyze, evaluate, and interpret information. It goes beyond surface-level comprehension and requires readers to question assumptions, identify biases, and consider multiple perspectives (Bean, 2011; McWhorter, 2014).

1.2. Importance of Critical Reading in Academic Writing:

Several scholars highlight the essential development role of critical reading for academic writing skills. Grabe and Stoller (2001) argue that critical reading fosters higher-order thinking skills, enabling students to synthesize information and construct well-supported arguments in their writing.

Critical reading is a cornerstone of academic writing, essential for producing rigorous, credible, and insightful scholarly work. This deep engagement with literature forms the basis for accurately summarizing and synthesizing research, a crucial aspect of academic writing. Johns (1997) emphasizes that critical reading enhances language learners' ability to understand disciplinary conventions and effectively communicate within academic communities.

Evaluating the credibility and relevance of sources is another vital function of critical reading. By assessing the reliability and bias of various texts, writers ensure that their references and evidence are trustworthy.

Moreover, critical reading aids in identifying gaps and inconsistencies in existing research. In constructing their arguments, writers rely on the analytical skills honed through critical reading to integrate diverse pieces of evidence logically and coherently. The practice of critical reading also enhances overall analytical abilities, fostering a critical perspective that enriches academic writing. This perspective encourages writers to question assumptions, explore alternative viewpoints, and develop well-rounded, persuasive arguments.

Avoiding plagiarism is another significant benefit of critical reading. A deep understanding of sources allows for accurate paraphrasing, quoting, and citation, ensuring academic integrity.

Additionally, critical reading promotes a reflective approach to writing, where continuous evaluation and refinement of arguments lead to higher-quality scholarly work.

In conclusion, critical reading is indispensable in academic writing. By fostering a deep engagement with texts, critical reading enables writers to produce work that is both insightful and impactful, contributing meaningfully to academic discourse.

1.3. Challenges in EFL Environments

EFL contexts pose unique challenges to students in developing critical reading skills. Language proficiency, unfamiliarity with academic discourse, and cultural differences may hinder EFL students' ability to engage critically with complex texts (Grabe, 2009; Saricoban & Metin, 2000). Developing critical reading skills is particularly challenging for students learning English as a Foreign Language (EFL). These challenges stem from a combination of linguistic, cultural, educational, and psychological factors that make it difficult for EFL learners to engage deeply and critically with texts. Understanding and addressing these challenges is essential for enhancing critical reading skills among EFL students.

Linguistic barriers are a significant hurdle. EFL students often face difficulties with vocabulary and complex sentence structures, which are crucial for deep comprehension and analysis of texts.

Cultural differences further complicate the development of critical reading skills. Many academic texts are embedded with cultural references and context-specific knowledge that EFL students might not fully grasp. This cultural gap can impede their ability to critically analyze the material.

Educational practices in many EFL contexts also pose challenges. Traditional teaching methods often emphasize rote memorization and passive learning over critical thinking and analysis. Such approaches do not adequately prepare students for the critical reading skills required in academic settings.

Psychological factors, such as confidence and motivation, also play a role. EFL learners may lack confidence in their English proficiency, which can affect their motivation to engage deeply with texts. The fear of misunderstanding or making mistakes can inhibit their willingness to practice critical reading.

In conclusion, while EFL contexts present significant challenges to developing critical reading skills, understanding these challenges allows educators to implement targeted strategies to support EFL learners. .

1.4. Strategies to Enhance Critical Reading in EFL

To address these challenges, researchers suggest various strategies to enhance critical reading in EFL settings. Incorporating explicit instruction for critical reading skills (Al-Khairi, 2015), utilizing authentic materials (Cheng, 2005), and integrating technology to support reading comprehension (Chen, 2014) have been proposed as approaches.

Research on Critical Reading and Academic Writing in EFL Master's Level Students

1.5. Existing Studies

While studies on critical reading and academic writing abound, research specific to EFL Master's Level students is limited. Gaining insights into the experiences of this demographic is crucial for tailoring interventions and support systems that address their unique challenges and needs.

1.6. Gaps in the Literature

Identifying gaps in the existing literature is essential for framing the current study. Limited research on the intersection of critical reading and academic writing within the EFL Master's Level context highlights the need for a more targeted investigation to inform educational practices.

1.7. Theoretical Framework

This review proposes a theoretical framework drawing on Vygotsky's (1978) socio-cultural theory. This framework posits that learning occurs within a social context, emphasizing the importance of collaborative activities and cultural tools in cognitive development. Learners hypothesized that creating a supportive social and educational environment for EFL Master's Level students can enhance critical reading and academic research writing skills.

Conclusion

This literature review provides a foundation for understanding the significance of critical reading in academic writing, particularly in EFL Master's Level contexts. It highlights the EFL Students' challenges, suggests strategies to address them, and identifies the gaps in the existing literature that the proposed study seeks to fill. The theoretical framework sets the stage for investigating the impact of critical reading on EFL Master's Level students' academic research writing proficiency.

2. Understanding critical reading:

2.1. Definition and key characteristics:

Flynn (1989) suggested critical reading is a dynamic process in which the reader utilizes Different levels of Reflection together. (p. 664).

According to Harris & Hodges, (1981), Critical reading is the act of carefully analyzing what readers read and goes beyond simply understanding the words on the page. It involves actively engaging with the text and assessing the validity and sufficiency of information; it refers to the process of reading with a skeptical mindset, methodological evaluation, and substantiated inference to evaluate the relevance and quality based on established standards(p, 74).

Pardede (2007) claimed Critical reading is the process of combining reading and thinking skills to achieve a sufficient understanding of a given material(P. 318)

Daniel J. Kurland (2000) emphasized Critical reading is the process by which the reader examines a given text. It enables him to analyze the structure and Organization of information, beliefs,

presumptions, and how he uses language. Understanding these components leads to grasping the overall meaning that the author wants to convey.

From the above definitions, critical reading is the process in which the reader deeply engages with a given material; it is not just skimming the text and taking what you have read at face value. In other words, critical reading means actively Analyzing and evaluating what you have read by looking at the author's perspectives and ideas, assessing the validity and Reliability of arguments, making connections, and analyzing the structure of the text and every detail. It is the basis on which we make informed decisions about the author and the matter.

The main features of critical reading are:

- Evaluating the evidence and arguments presented by the author.
- Exploring the potential factors that may affect the validity of evidence and arguments.
- Investigating the weaknesses of study design and subject matter.
- Evaluating the concepts and explanations presented by the author.
- Making personal judgments about the writer's point of view, arguments and findings.

2.2. Differentiating critical reading from passive reading:

According to Terry Heick. March: "Critical reading is the reading Process with an open mind, analyzing carefully the content, and thus attempting to understand the hidden and obvious meaning of the text". Passive reading is skimming a text without deeply understanding the Context. It means that the reader doesn't put in much effort, to analyze, interpret, and evaluate the material. In other words, passive reading is the opposite of active (critical) reading; it is already a superficial reading method that has no effect on the reader's intelligence and doesn't gain anything from it. Passive readers are like the younger and poor readers.

According to (Garner 1980) Poor and younger readers are the same; they are less likely to assess and deal with their comprehension problems or try to find solutions for them. For example, when we asked Both good and poor readers about what they did when they found difficulty understanding a word or piece of Information when reading, the good (active) readers said reading and rereading the material until getting its meaning, but the poor ones skipped it.

3. The role of critical reading in academic research writing:

Critical reading plays a crucial role in academic research writing by enabling researchers to synthesize, analyze, and evaluate previous studies in their field, including assessing the credibility, reliability, and applicability of sources, research questions, hypothesis development, and formulation of arguments. By critically reading, researchers can determine the existing gaps in knowledge, identify the designs and directions, and actively involve themselves with various perspectives, theories, and explanations.

Critical reading serves as the basis of effective academic research; it establishes a strong research foundation by allowing the researcher to identify the main research concepts and arguments and evaluate the source's credibility. Also, it encourages the researchers to develop their analytical abilities by enabling them to recognize assumptions and biases, assess the validity of presented arguments, and enhance comprehension and retention through the extraction of significant information and the synthesis of ideas from various sources.

3.1. Building a solid foundation for research:

Critical reading is the starting point for any study. According to Louise Poulson & MIKE Wallace (2004): You need to approach your reading critically as you begin preparing for your first assignment (p.3). By deeply engaging with various materials, the researcher can gain extensive insight into the modalities and strategies used by previous researchers in his field, which helps him build a solid

framework for his research, including identifying the key concepts and arguments and determining the appropriate methodology for his work.

3.2. Developing analytical skills:

Duron, R., and al. (2006) emphasized that one's critical thinking is not just the ability to understand what one has read; it requires analyzing information, assessing claims, examining presented evidence, and fruitfully communicating. (pp. 103–104), as Commercia has stated that critical thinking skills are immediately linked to reading because reading serves as the basis on which ideas are generated and various responses are activated (p. 201). Also, Kadir, R, F, A, and J said, "When we teach critical reading skills to students, we will develop them to be critical thinkers as well, because when they do critical reading, it will lead to critical thinking.(Critical reading will come first before critical thinking)"(p.208).

This means that engaging in critical reading of various materials enables the researcher to enhance his or her critical analytical thinking skills, from which he or she can deeply analyze a given work, including determining the text's strengths and weaknesses, flaws and boundaries, the structure, validity of arguments, and every detail regarding the text, thus making an informed decision about whether the material is suitable for his or her study or not.

3.3. Enhancing comprehension and retention:

It is commonly recognized that learning something properly and remembering it comes from deeply connecting with it. Reading a given material critically involves more than just skimming it.(as cited by: (Dr. MV. Joyce Merawati, BR., M.P.D. Critical thinking, reading, and Writing: Concepts and Principles.) (p. 26). Also, Blair (2010) and Nauman (2005) claim that the term critical reading refers to the deep interaction with the text (p. 21), as cited by Rafidah Othman Munawaroh. Implementing critical reading tasks to improve reading comprehension among 11th grade students at SMA N 3 Bantul.

As we have mentioned previously, critical reading helps the researcher construct a solid foundation for the research and develop analytical skills. It also promotes comprehension and retention of information. By deeply interacting with the material and applying certain critical reading techniques to it, such as previewing, annotating, and questioning, the reader or researcher can understand the material very well from various aspects: the meaning, the scientific value, and its contribution to enhancing the study he or she will carry out.

5. Critical reading techniques :

Critical reading techniques are those that help students learn to read critically, several critical reading strategies have been suggested by experts. According to Hudson (2007), students who engage in critical reading must have the ability to analyze, synthesize and evaluate the material they have read. Sousa (2004, pp. 105–106) provided eight steps for critical reading techniques that Khabiri and Pakzad (2012) adopted, they are: previewing , contextualizing, questioning, reflecting, outlining and summarizing, evaluating arguments and comparing and contrasting some comparable texts.

The most relevant critical reading strategies, according to Nasrollahi et al.(2015) are annotating, previewing, contextualizing, outlining and summarizing, analyzing oppositions, paraphrasing, synthesizing, questioning, and reflecting. Finally, the following techniques are taken from them: annotating, previewing, questioning, reflecting, outlining and summarizing, and the last one is evaluation.

4.1.Annotation:

According to Axelrod, Cooper, and Warriner (1999), cited in Nasrollahi et al. (2015), annotating is one of the fundamental critical reading techniques. To understand the concepts in the text, it alludes to the critical reading activities. As cited in an article by Amin HIDAYAT (2021) students first simply circle important words and write comments about the content. They may also underline passages in the

text when they agree or disagree with the ideas. Then, they review the material to make sure they understand it, and finally, they can interpret the text's overall ideas.

4.2.Questioning the text:

This involves comprehending what is being read and, in the end, providing answers by responding to the questions. As stated by Khabiri and Pakzad (2012, p.80), "the readers should ask questions about the content." Furthermore, as mentioned by Combs (1992) and cited by Nasrollahi et al. (2015), a critical reader will automatically ask some questions about the text they are reading. There are two categories of questions: low-order and higher-order thinking questions. According to Wallace (2005), the most common questions to encourage critical reading among students are as follows:

1/what is the topic being written about?

2/ How is the topic being written about?

3/what other ways of writing about the topic are there ?

4.3.Engaging in reflective reading:

It addresses the values and beliefs of the readers. With this approach, students watch their reactions, which implies that a critical reader's analysis of his or her values and views is frequently predicated on how they react to the reading content (Holpern, 2003). They can common respond by agreeing or disagreeing, and they can also evaluate the text by identifying ideas that have advantages and disadvantages.

4.4. Summarizing

Summarizing is condensing the main ideas of a text to understand its essence: it involves distilling and refining a text down to its key points and main ideas, removing extraneous details. This helps to capture the core message and understand the essence of the text quickly.

4.5. Arguing

Knowing what an argument is and breaking down its structure to evaluate their validity and strength: This embraces analyzing the components of an argument, such as claims, evidence, and reasoning. Evaluating arguments helps determine if they are logically sound and supported by credible evidence, thereby assessing their overall strength.

4.6. Identifying Biases

Biases are simply prejudices and pre-supposed facts used in recognizing the author's perspective, biases, and assumptions: Identifying biases involves examining the text for any potential prejudice or partiality that might affect the author's objectivity. Recognizing these biases helps to understand how the author's perspective might influence the information presented.

4.7. Comparing and Contrasting

This is a good strategy which relates the current text to other readings or knowledge to identify similarities and differences: This skill involves juxtaposing the present text with other sources or prior knowledge to highlight common themes, differences, and unique perspectives.

4.8. Synthesizing Information

Synthesizing involves integrating information from various texts to create a cohesive understanding of a topic. This process helps to identify themes and connections that may not be evident when looking at a single source in isolation. We need a variety of sources.

4.9. Evaluating Sources

Evaluating sources requires examining the trustworthiness, relevance, and accuracy of the materials cited. This ensures that the information used is credible and pertinent to the topic, enhancing the overall quality of the analysis.

4.10. Reflective Reading

Thinking about how the reading impacts one's own understanding and research: Reflective reading involves considering how the content of the text influences and shapes your own perspectives and research. This introspective process helps to integrate new knowledge and refine your thinking.

4.11. Contextualizing

Understanding the text within its broader historical, cultural, and academic context: Contextualizing a text means situating it within the larger framework of its time, culture, and scholarly discourse. This helps to understand the influences on the text and its significance within a broader context

5. Application of Critical Reading in Academic Research Writing:

Writing academic research requires the ability to read critically. It involves interacting critically with texts to comprehend, assess, and combine data. Researchers can make sure their writing is well-informed, well-reasoned, and well-supported by using critical reading techniques .

A study by Smith (2015) highlights the need of critical reading for academic research writing, particularly for understanding and evaluating the context of previously published works. According to the study, critical reading enables researchers to fully comprehend and spot gaps, contradictions, and limitations in the body of existing literature. It also emphasizes how crucial critical reading is to generating excellent academic research papers since it aids in the development of knowledgeable research, solid foundations for studies, and believable and convincing research articles..

When using critical reading in academic research writing, it's necessary to back up your claims and arguments with a large number of studies. This bolsters the dissertation's academic rigor and displays extensive study." (Brown, 2017) indicates that, according to Brown (2017), academic research writing should incorporate a significant number of studies with evidence to support claims and arguments in order to demonstrate complete research and increase the academic rigor of the dissertation. In order to assure the validity of their work, he also counsels researchers to employ a range of sources, including primary and secondary research.

Conclusion:

This chapter aims to present a theoretical framework for critical reading and its impact on academic writing. Several aspects were discussed within the framework of the topic, starting with a literature review about critical reading, then presenting its different definitions and key characteristics and how it differs from passive reading. Also, we discussed the role of critical reading, its main techniques, and its application in academic research writing. Previous discussions will serve as the basis for the forthcoming inquiry in the next chapter. By analyzing and discussing the data obtained from questionnaires for both teachers and students.

Chapter Two: Practical Part

Introduction :

This chapter represents the practical part of the study. It gives a detailed description of the means of data collection and explains the steps of the methodology that are followed. The findings and their analysis are provided, in addition to a section of implications and recommendations.

Section One :Theoretical framework

1. Research Design :

The actual study aims at « investigating the impact of critical reading on academic research writing. « For this purpose, a case study of Master's EFL university students is carried out using a questionnaire given to students and another one to EFL teachers. The research instruments investigate the challenges faced by EFL Master's level students in incorporating critical reading into their writing process and how critical reading contributes to the development of academic research writing skills.

1.1. Population and sampling :

The sample of our study is Master One EFL students Linguistics Stream at Mohamed Boudiaf Msila University. We have opted for just 37 students. In addition to the student sample, we have opted for 6 English teachers from our department. The case concerned with this study is that of EFL (English as a Foreign Language) Master I students. These are postgraduate students who are not native English speakers but are learning and using English as an additional language. The study focuses on this specific group to understand how their critical reading skills impact their ability to write academic research papers in English.

1.2. Procedure:

It is time to talk about the procedure and the step-by-step process that this research paper passed through. First of all, before it all started, previous findings of the same theme was gathered; but before collecting these findings, the goal and aim of the research was targeted and on that basis research

questions appeared and research hypotheses was suggested. Then, this research demands a mixed method to collect and gather data via using two questionnaires to do that one for Master 1 EFL students and one for EFL teachers at Mohamed Boudiaf M'sila University. And an email interview for students also . The questionnaire has been given to a randomly chosen Master 1 English language students . And an online one has sent to teachers in our department.

The data gathered from the questionnaires and the interview are analyzed through the use of two different computer programs: the first is the “SPSS” and the second is Microsoft Office Excel 2007.

In summary, the study investigates how critical reading skills affect the academic research writing of EFL Master I students, and well-designed questionnaires and interview can be a practical and significant tool for this research

2. Research Method :

2.1. The Suitable Methods for Research

2.1.1. Mixed Methods Approach

Combining both qualitative and quantitative methods, the mixed methods approach is particularly suitable for this topic as it allows for a comprehensive understanding of how critical reading impacts academic research writing.

2.1.2. Surveys and questionnaires

They can quantify the extent to which students believe critical reading affects their research writing skills. Statistical analysis can help identify trends and correlations, providing a broad view of the impact.

Qualitative Methods: Interviews, focus groups, and content analysis of student writings can offer deeper insights into the specific ways critical reading influences writing practices. These methods help

explore the nuances and personal experiences that quantitative data might miss. Surveys and questionnaires are effective tools for gathering data from a larger sample of students. They can include closed-ended questions (such as the ABCD options) to measure the impact of critical reading on various aspects of research writing as in interviews.

Are questionnaires practical tools to make the study significant?

Questionnaires can be practical tools for making the study significant, but their effectiveness depends on their design and implementation. Here are some reasons why they can be useful: Questionnaires allow for the collection of data from a larger number of participants in a relatively short period. This can provide a broad understanding of students' perceptions and experiences. Well-designed questionnaires offer standardized data, making it easier to compare responses and identify patterns or trends related to the impact of critical reading on academic writing.

Questionnaires designed for quantitative purposes facilitate quantitative analysis, enable the researcher to use statistical methods to determine the significance of the results. However, open-ended questions in questionnaires can also provide qualitative insights, offering more detailed explanations of the students' experiences and perspectives. However, to ensure the study is significant, the questionnaires should be **comprehensive, validated (piloted)** for reliability and relevance. They can be combined with other methods such as interviews, to triangulate data and strengthen the findings.

2.1.3. Interviews

Conducting semi-structured interviews with a selected group of EFL Master I Linguistics students can provide in-depth insights into their experiences with critical reading and its impact on their academic writing. Interviews allow students to express their thoughts and experiences in their own words, providing rich, detailed data. Interviews can adapt to the individual student's experiences, offering a personalized understanding of the impact.

2.1.4. What do these Methods offer?

Mixed methods ensure that both the breadth (quantitative) and depth (qualitative) of the impact are covered. Combining different methods enhances the reliability and validity of the findings by checking data through multiple sources. Qualitative methods provide context and detail that complement the numerical data from quantitative methods. These methods can be tailored to the specific context of EFL students, addressing their unique challenges and experiences.

Section Two: Description of the Students' and Teachers' Questionnaires and Finding Analysis

1. Description of the Students' Questionnaire:

The questionnaire is distributed at the University of Msila and administered to Master One EFL Linguistics students. It consists of closed-ended questions to gather quantitative data. The purpose of this questionnaire is to understand the impact of critical reading on their academic research and writing experiences. The questionnaire contains five sections.

Section One: Demographic information

This section aims at obtaining demographic information about the learners, such as program, year, and academic institution.

Section Two: Perception of critical reading.

Included two questions. The first one asked the students to select a definition of critical reading from a list that was given, and in the second question, the students were asked to choose one option to discover to what extent critical reading influences their research writing skills.

Section three: Personal practices.

It consists of two questions: The first one is followed by four-degree adverbs: rarely, occasionally, frequently, and always. The students were asked to take the appropriate adverb that best describes how often they engage in critical reading when conducting research for their academic assignment . In the second question, the students were asked to select the specific strategy they use to enhance their critical reading skills.

Section four: Impact of critical reading on research writing.

This contains two questions. The first question provided by the alternatives: Yes , No, and Unsure to select the suitable answer regarding any improvement in the students' research writing as a result of actively engaging in critical reading. The second one deals with the way learners integrate critical reading into their research writing process by selecting the appropriate answer.

Section five: Challenges and recommendations.

This section includes two questions. The first one deals with the challenges faced by EFL learners in incorporating critical reading into their research writing by choosing one answer from three suggestions, while the second one deals with the recommendations they have for improving the integration of critical reading into their research writing instructions by selecting one answer from a list of suggestions.

2. Analysis of Students' Questionnaire Findings

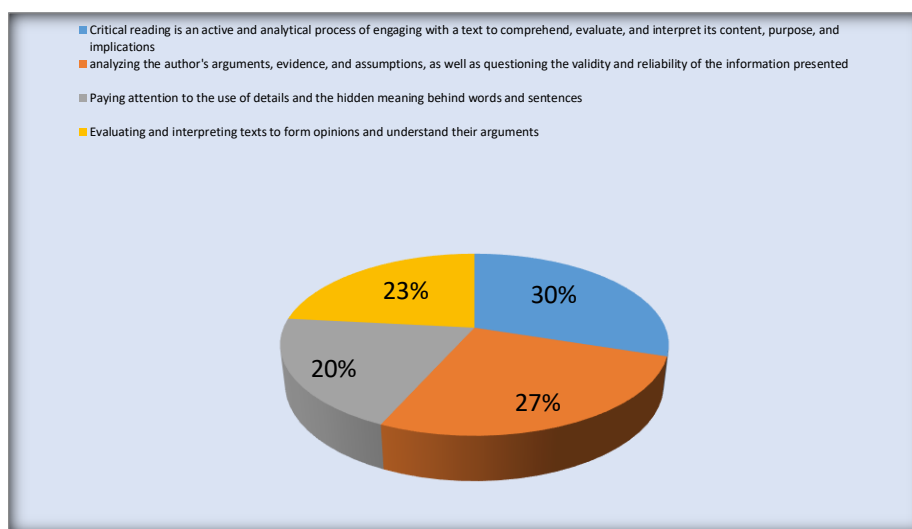
Section two: Perception of critical reading.

Q1- How would you define critical reading in the context of academic research writing?

Table 1:definition of critical Reading

Options	Frequency	Percent
An active and analytical process of engaging with a text.	9	30 %
analyzing the author's arguments, evidence, and assumptions.	8	26.7 %
Paying attention to the use of details and the hidden meaning behind words and sentences.	6	20 %
Evaluating and interpreting texts to form opinions and understand their arguments	7	23.3 %
Total	30	100 %

Table (1) : Definition of critical reading



Pie Chart (1): Definition of critical reading

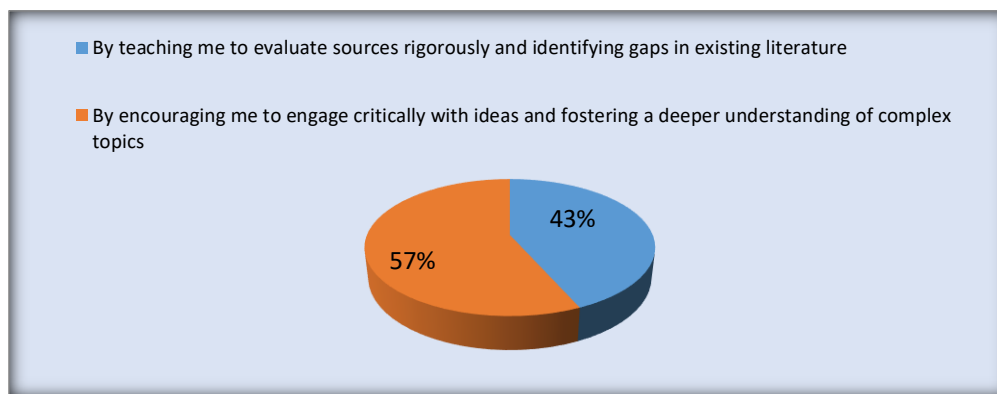
Through Table No. 1 and Figure No. 1 above, we note that the answers of the members of the study sample, which numbered a total of 30 students, were divided into four groups. The first group was represented by nine students, whose answer to question N(1) centered on Critical reading is an active and analytical process of engaging with a text to comprehend, evaluate, and interpret its content, purpose, and implications. » Their percentage reached 30%, and they have the highest percentage.

As for the second group, which was represented by (8) students who answered the question with »analyzing the author’s arguments, evidence, and assumptions, as well as questioning the validity and reliability of the information presented « with a percentage of (26.7%), and the third group (20%), whose answer was » Paying attention to the use of details and the hidden meaning behind words and sentences »and who numbered (6) students, while the last group, which numbered (7)students, whose answer to the previous question was « Evaluating and interpreting texts to form opinions and understand their arguments » with a percentage of (23.3%)

Q2- To what extent do you believe critical reading has influenced your research writing skills?

Options	Frequency	Percent
By teaching me to evaluate sources rigorously and identifying gaps in existing literature	13	43.3 %
By encouraging me to engage critically with ideas and fostering a deeper understanding of complex topics	17	56.7 %
Total	30	100 %

Table(2) : Influence of critical reading on research writing



Pie Chart (2) : Influence of critical reading on research writing.

Through Table N(2) and Figure N(2), we notice that the answers to the question were divided into two groups. The first group, which numbered 13 students, had an answer of « By teaching me to evaluate sources rigorously and identifying gaps in existing literature which represented 43.3%.

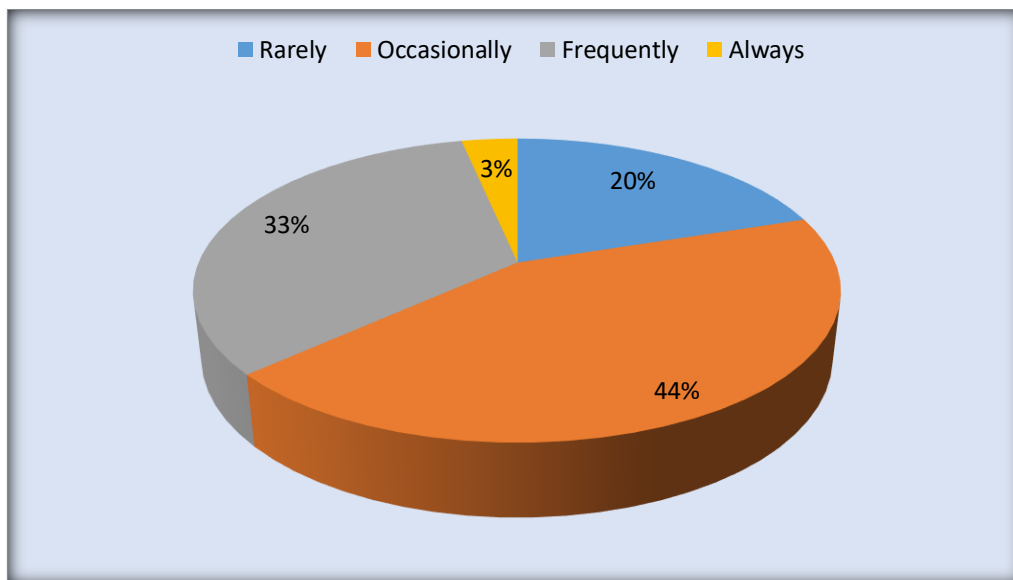
As for the second group, their answer was by encouraging me to engage critically with ideas and foster a deeper understanding of complex topics, » and their number reached 17 students with a percentage (56.7%), and they have the highest percentage.

Section 3: Personal practices

Q1-How often do you engage in critical reading when conducting research for your academic assignments?

Options	Frequency	Percent
Rarely	6	20 %
Occasionally	13	43.3 %
Frequently	10	33.3 %
Always	1	3.3 %
Total	30	100 %

Table (1) : Engagement in critical reading.



Pie Chart(1) : Engagement in critical reading.

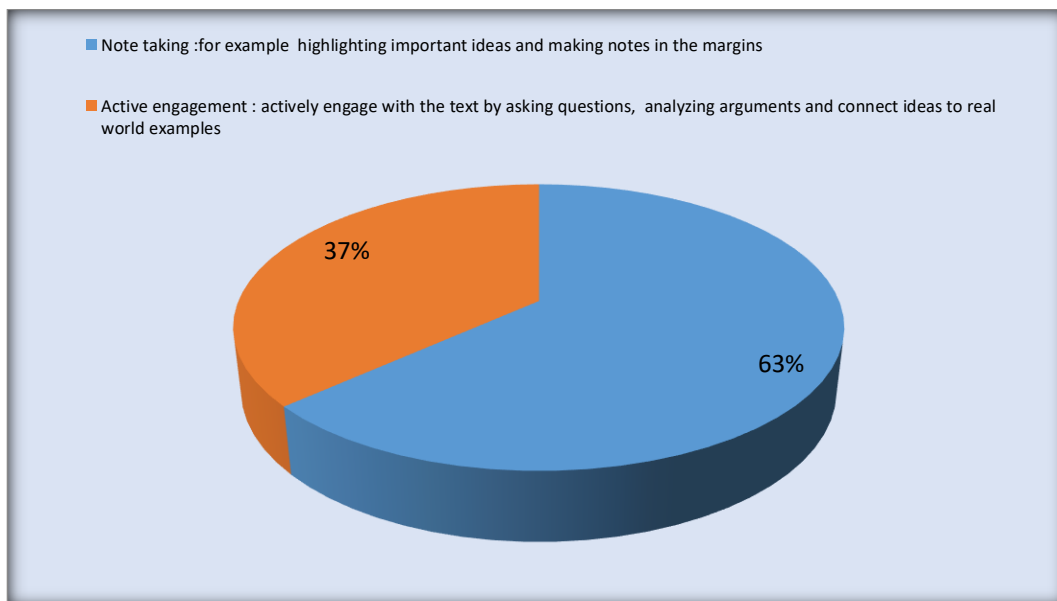
Table N1 and Figure N1 show that the study sample members’ responses were split into four categories. Out of 30 students . 6 in the first group, with a rate of 20% answered « rarely » in response to Question 3. The alternative « occasionally » was selected by 13 students, representing the second group, at the greatest percentage of 43.3%, in response to this question. And with a rate of 33.3%, the

third group—represented by ten students—answered with the option « frequently. » In contrast, the group With a rate of 3.3%, the choice for the option « always » was preferred by one student, making it the fourth and lowest percentage.

Q2-What specific strategies do you use to enhance your critical reading skills?

Options	Frequency	Percent
Note taking :for example highlighting important ideas and making notes in the margins	19	63.3 %
Active engagement : actively engage with the text by asking questions, analyzing arguments and connect ideas to real world examples	11	36.7 %
Total	30	100 %

Table(2) : Strategies to enhance critical reading skills.



Pie Chart (2): Strategies to enhance critical reading skills.

According to Table 2 and Figure 2, we note that the students’ answers are divided into two groups. The number of students in the first group was 19, and their answer was note-taking: for example, highlighting important ideas and making notes in the margins with the highest percentage, estimated at 63.3%. As for the second group, which numbered 11 students, their answer to the question

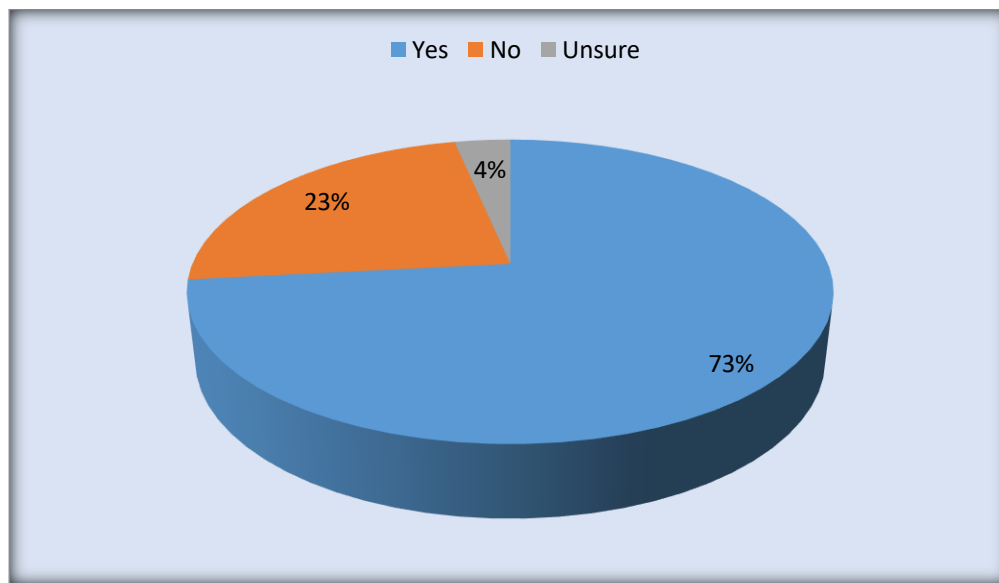
focused on Activeengagement: actively engage with the text by asking questions, analyzing arguments, and connecting ideas to real -world examples, with a percentage of 36.7%.

Section four: Impact on Research writing

Q1-Have you noticed any improvements in your research writing as a result of actively engaging in critical reading?

Options	Frequency	Percent
Yes	22	73.3 %
No	7	23.3 %
Unsure	1	3.3 %
Total	30	100 %

Table(1) : Results of actively engagement in critical reading.



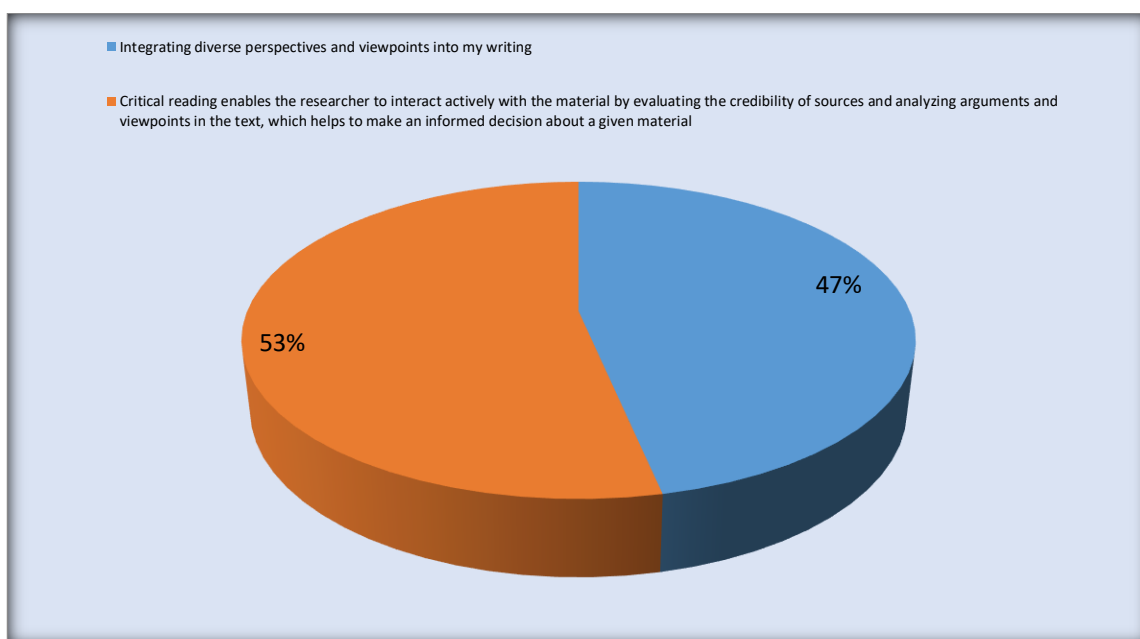
Pie Chart(1): Results of actively engagement in critical reading.

According to Table 1 and Figure 1, we notice that the students’ answers are divided into three groups. The number of students in the first group was 22 students, and their answers centered around the alternative “yes” with the highest rate, estimated at 73.3%. As for the second group, which numbered 7 students, they answered the question with the alternative “no” at a rate of 23.3%. While the alternative, “Unsure,” was chosen by one student by only 3.3%.

Q2- How do you integrate critical reading into your research writing process?

Options	Frequency	Percent
Integrating diverse perspectives and viewpoints into my writing.	14	46.7 %
Critical reading enables the researcher to interact actively with the material.	16	53.3 %
Total	30	100 %

Table(2) : Strategies to integrate critical reading into research writing process.



Pie Chart (2): Strategies to integrate critical reading into research writing process.

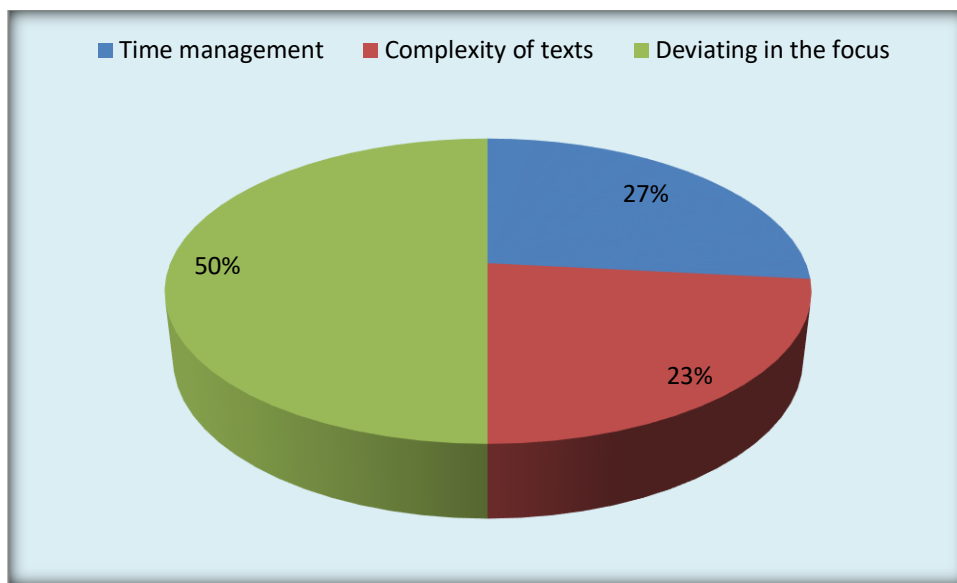
It is evident from Table 2 and Figure 2 that the responses are split into two categories. In response, "integrating diverse perspectives and viewpoints into my writing" was the most popular response (46.7%) from the initial group of 14 students. The response from the second group, which included 16 students and had the highest percentage of 53.3%, was, "Critical reading enables the researcher to interact actively with the material by evaluating the credibility of sources and analyzing arguments and viewpoints in the text, which helps to make an informed decision about a given material."

Section five: Challenges and recommendations.

Q1- What challenges do you face in incorporating critical reading into your research writing

Options	Frequency	Percent
Time management	8	26.7 %
Complexity of texts	7	23.3 %
Deviating in the focus	15	50 %
Total	30	100 %

Table(1) : Challenges in incorporating critical reading.



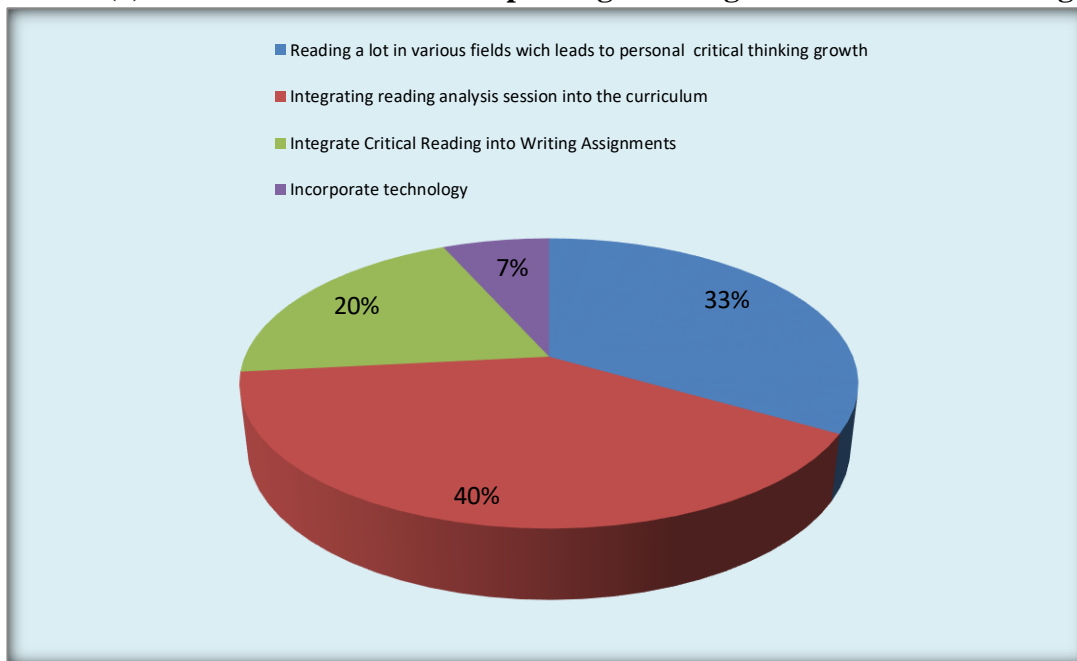
Pie Chart (1): Challenges in incorporating critical reading.

From Table 1 and Figure 1, we notice that the answers are divided into three groups. The first group, which numbered 8 students, represented a response to time management with a percentage of 26.7%. The second group, which numbered 7 students, had an answer to the question « Complexity of texts, » and their percentage was 23.3%, while the third group, which had the highest percentage at 50% and whose number was 15 students, had an answer to the question Deviating from the Focus.

Q2-What recommendations do you have for improving the integration of critical reading into EFL Master’s Level research writing instruction?

Options	Frequency	Percent
Reading a lot in various fields, which leads to personal critical thinking growth.	10	33.3 %
Integrating reading analysis session into the curriculum	12	40 %
Integrate Critical Reading into Writing Assignments	6	20 %
Incorporate technology	2	6.7 %
Total	30	100 %

Table (2): Recommendations for improving the integration of critical reading



Pie Chart (2): Recommendations for improving the integration of critical reading.

Through Table 2 and Figure 2, we notice that the answers are divided into four groups. The first group, which numbered 10 students, represented « reading a lot in various fields, which leads to personal critical thinking growth of 3.3%. The second group, which numbered 12 students, answered the question “Integrating reading analysis sessions into the curriculum” with a rate of 40%, which is the highest percentage. The third group, which numbered six students, answered the question “Integrate Critical Reading into Writing Assignments” with a rate of 220%. He fourth group, which represented the lowest percentage of 6.7%, consisted of two students whose answer to the question was to incorporate technology.

3. Description of the teachers' questionnaire:

The questionnaire consists of both closed-ended and open-ended questions to gather quantitative and qualitative data. It contains three sections.

Section One: Demographic information.

It deals with demographic information about teachers, such as the academic institution and years of teaching experience.

Section Two: Critical Reading Classroom Implementation

About critical reading implementation. It involves seven questions. The first one aims to identify critical reading in the context of academic research writing according to teachers' points of view. The second question aims to discover to what extent teachers believe critical reading skills are essential for EFL Master's level students in their research, while the third one was followed by four degree adverbs: rarely, occasionally, frequently, and always, in order to know how often teachers incorporate critical reading strategies in their EFL Master's level courses.

In the fourth question, teachers are asked to mention two specific strategies or activities they use to encourage critical reading skills in their students. The five questions is intended to obtain exact answers by providing the participants with yes, no, and unsure questions about whether there has been any improvement in students' research writing after their engagement in critical reading. In the six question, teachers are asked to mention the way they provide feedback to students on their critical reading and research writing skills. The last one is about the challenges that teachers face in improving critical reading skills in EFL Master's level students.

Section Three: Suggestions and recommendations.

This section is about suggestions or recommendations, Where teachers asked to mention any recommendations they had for improving the integration of critical reading into academic research and writing instruction.

4. Analysis of the teachers' questionnaire

Section One: Demographic information.

1. Academic institution: All the participants (teachers) from M'sila university.

2. Years of teaching experience:

Table (1): Teachers 'years of teaching experience.

<i>Number of years</i>	<i>Number of teachers</i>	<i>Percentage (%)</i>
05-08	2/6	33,33 %
08-14	1/6	16,66 %
14-18	3/6	50 %
Total	6	100 %

According to the table, most teachers are old in the profession, with three out of six having a rate of 50% showing experience between 14 and 18 years, two teachers with 33,33%, and just one with experience between 8 and 14 years with a rate of 16,66%.

Section Two: Critical reading classroom implementation.

Q1/How would you define critical reading in the context of academic research writing?

Answer: Most teachers define critical reading in the context of academic research writing as an active engagement with the text to not just understand its meaning but also to assess the validity and credibility of arguments, consider the test's perspectives, and identify its strengths and weaknesses. While the others defined it as the ability to discuss abstract ideas after reading a text.,.

Q2/To what extent do you believe critical reading skills are essential for EFL Master's Level students in their research writing?

Answer: The majority of teachers said that critical reading is important for EFL Master level students in their research writing in the sense that it helps them know how to filter the data. Others said that critical reading enables learners to evaluate scholarly texts, discern credible sources, and form well supported arguments, which are fundamental for producing high-quality academic research.

Q3/How often do you incorporate critical reading strategies in your EFL Master’s Level courses?

Rarely. Occasionally. Frequently. Always.

Options	Number of teachers	Percentage (%)
Rarely	0/6	0 %
Occasionally	0/6	0%
Frequently	0/6	0%
Always	6/6	100 %
Total	6	100%

Table (1): Incorporating critical reading strategies in EFL Masters’ level courses

According to table (3), all teachers have selected the alternative “always,” which means that they have always incorporated critical reading strategies in their EFL Master’s level courses.

Q4/What specific strategies or activities do you use to encourage critical reading skills in your students?

Answer: Most teachers mentioned that the appropriate strategies to encourage students’ critical reading skills are: organize group discussions where students engage in critical dialogue about assigned reading; and encourage students to annotate the text to discuss it later in class. The other teachers said that we must reinforce reading by encouraging students to support their analysis with evidence from the text and engage in defective writing to articulate their thoughts effectively, as well as by motivating learners and conveying the importance of critical reading skills for their academic and professional development.

Q5: In your experience, have you observed any improvements in students’ research writing when they actively engage in critical reading?

Options	Yes.	No.	Unsure.
<i>Options</i>			
Yes		6/6	100 %
No		0/6	0 %
Unsure		0/6	0 %
Total		6	100 %

Table (2): The impact of critical reading on students' research writing.

According to Table 5, all teachers selected the alternative "yes," meaning that active engagement in critical reading improves the students' research writing.

Q6/ How do you provide feedback to students on their critical reading and research writing skills?

Answer: Some teachers responded that they provide feedback to students on their critical reading and research writing skills through peer-reviewed activities where students provide feedback to each other and also through detailed comments on students' analyses of texts, highlighting strengths and areas for improvement. While others said that providing feedback to students is done through using rubrics or scoring guides that outline specific criteria for assessing critical reading and research writing skills,.

Q7/What challenges do you face in promoting critical reading skills in EFL Master's Level students?

Answer: Some teachers said that the major challenges they face in promoting critical reading skills in EFL Master's level students are that students do not usually read. Others mentioned that students' diversity of cultural background may approach texts differently, requiring additional support to develop critical reading skills.

Section Three: Suggestions and recommendations.

Q1/Is there any recommendations do you have to improve the integration of critical reading into academic research writing instructions?

Answer: The majority of teachers said that the integration of critical reading into academic research writing instruction is effective through incorporating modeling and guided practice sessions to help students understand and apply these strategies effectively, as well as by providing opportunities for students to revise their work based on feedback received and reinforcing the importance of critical reading in improving the quality of their research writing.

5. Discussion of the students' questionnaire findings:

As has been noted through the analysis of students' responses, the study confirmed that students generally consider critical reading as an active process of engaging with a text in order to analyze the author's arguments and assumptions. Moreover, the majority of the students believe that critical reading has influenced their research writing skills by encouraging them to engage critically with ideas and foster a deeper understanding of complex topics.

When the results of the learners' questionnaire were analyzed about how often they engage in critical reading when conducting research for their academic assignments, students showed that they do not read critically always, but they read only from time to time because just one student from 30 reads always. Therefore, more than 15 EFL students suggested one major strategy they used to enhance their critical reading skills, which is note-taking, for example, highlighting important ideas and making notes in the margins.

Furthermore, the majority of Master 1 EFL learners confirmed that they have noticed an improvement in their research writing as a result of actively engaging in critical reading. Also, for the way of integrating critical reading into the students research writing process, the learners mentioned that critical reading enables them to actively engage with the material and integrate diverse perspectives and viewpoints into their writing.

Overall, the majority of Master 1 EFL students have mentioned one major challenge they faced in incorporating critical reading into their research writing: deviating from the focus, and some of them

also struggle with time management and the complexity of the text. The last point is the recommendations they made for improving the integration of critical reading, such as integrating critical reading sessions into the curriculum and writing assignments in addition to reading a lot in various fields.

6. Discussion of the Teachers' questionnaire findings:

Through the analysis of the teachers' questionnaire, we found that most teachers are old in the profession. The results showed that most teachers defined critical reading in the context of academic research writing as actively engaging with the text to not only understand its meaning but to judge the validity and trustworthiness of arguments, examine the text's views, and identify its strengths and shortcomings

Moreover, the majority of teachers confirmed that critical reading is essential for the EFL Master's level since it helps them filter the data. The analysis of the results indicated that all teachers always incorporate critical reading strategies into their EFL lessons. On the other hand, they mentioned two major strategies to encourage critical reading in their students, which are: constructing discussion groups where learners engage in critical dialogue; and supporting students to annotate the text to discuss it later.

In addition, all teachers believed that active engagement in critical reading improved the students' research writing. Also, they provide feedback to students on their critical reading and writing skills through peer-reviewed activities and by providing detailed comments on the students' analysis of the material.

Finally, EFL teachers mentioned some challenges they faced in promoting critical reading skills in their learners, such as the fact that learners do not usually read and students from diverse cultural backgrounds interpret texts differently, which necessitates special guidance in developing critical reading abilities. Also, they provide us with some recommendations for the integration of critical

reading into academic research writing instruction, like incorporating modeling and guided practice sessions to help students understand and apply these strategies effectively, as well as providing opportunities for students to revise their work based on feedback received

7. Analysis of The students' Interview

Analysis Framework

We analyzed the Interview through the following steps:

1. Categorization of Responses:

We have grouped the responses for each question to identify common themes and patterns.

Table 1: Students' Interview -Thematic, answers and quantification

Q1. How often do you engage in critical reading activities as part of your studies?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Frequency and Integration of Critical Reading	B A few times a week, mostly when working on assignments	03 /7	high level of engagement
Q2. In what ways do you think critical reading has influenced your academic research writing?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Impact of Critical Reading on Academic Writing	A It has significantly improved my ability to analyze and synthesize information	04 /7	high level of engagement
Q3. Can you describe a specific instance where critical reading directly improved a piece of your research writing?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Challenges in Critical Reading	C : I incorporated more diverse perspectives, which strengthened my argument.	02 /7	Average level of engagement
Q.4.What challenges do you face when engaging in critical reading?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Challenges in Critical Reading	A :Difficulty in understanding complex texts or dense academic language D : Applying critical reading strategies consistently in my work.	02 /7	Average level of engagement
Q.5 How do you integrate the insights gained from critical reading into your writing process?			
Thematic Categorization	Preferred Answer	Quantifying	rate

Curriculum and Emphasis on Critical Reading	B I use critical reading notes to support my arguments with evidence.	04/7	high level of engagement
Q.6 Do you think critical reading should be emphasized more in your curriculum? Why or why not?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Curriculum and Emphasis on Critical Reading	B Yes, but it should be balanced with practical writing exercises.	6/7	high level of engagement
Q.7 What strategies do you use to improve your critical reading skills?			
Thematic Categorization	Preferred Answer	Quantifying	rate
Strategies for Improving Critical Reading Skills	E I struggle to find effective strategies and often feel lost.	03/7	Average level of engagement

8. Summary the students' Interview Findings

Based on the students' interviews, here's a brief overview of the findings regarding their engagement in critical reading activities and its impact on their academic research writing:

1. Frequency and Integration of Critical Reading (Q1)

- Thematic Categorization: Frequency and Integration of Critical Reading
- Preferred Answer: A few times a week, mostly when working on assignments.
- Quantifying Rate: 3/7
- Engagement Level: High

2. Impact of Critical Reading on Academic Writing (Q2)

- Thematic Categorization: Impact of Critical Reading on Academic Writing
- Preferred Answer: It has significantly improved my ability to analyze and synthesize information.
- Quantifying Rate: 4/7
- Engagement Level: High

3. Specific Instances of Critical Reading Improving Research Writing (Q3)

- Thematic Categorization: Impact of Critical Reading on Academic Writing

- Preferred Answer: I incorporated more diverse perspectives, which strengthened my argument.
- Quantifying Rate: 2/7
- Engagement Level: Average

4. Challenges in Critical Reading (Q4)

- Thematic Categorization: Challenges in Critical Reading
- Preferred Answer: Difficulty in understanding complex texts or dense academic language; applying critical reading strategies consistently.
- Quantifying Rate: 2/7
- Engagement Level: Average

5. Integration of Insights into Writing Process (Q5)

- Thematic Categorization: Curriculum and Emphasis on Critical Reading
- Preferred Answer: I use critical reading notes to support my arguments with evidence.
- Quantifying Rate: 4/7
- Engagement Level: High

6. Emphasis of Critical Reading in Curriculum (Q6)

- Thematic Categorization: Curriculum and Emphasis on Critical Reading
- Preferred Answer: Yes, but it should be balanced with practical writing exercises.
- Quantifying Rate: 6/7
- Engagement Level: High

7. Strategies for Improving Critical Reading Skills (Q7)

- Thematic Categorization: Strategies for Improving Critical Reading Skills
- Preferred Answer: I struggle to find effective strategies and often feel lost.
- Quantifying Rate: 3/7
- Engagement Level: Average

8. Discussion of the students' interview findings.

- 1. Discussion:** Students engage in critical reading regularly, especially when working on assignments, indicating a consistent integration of critical reading into their studies.
- 2. Discussion:** Students perceive a significant positive impact of critical reading on their ability to analyze and synthesize information, which is crucial for academic research writing.
- 3. Discussion:** While students recognize the benefits of incorporating diverse perspectives through critical reading, their engagement in this aspect varies, suggesting room for improvement.
- 4. Discussion:** Students face significant challenges, including difficulty in understanding complex texts and consistently applying critical reading strategies, indicating areas needing additional support.
- 5. Discussion:** Students actively integrate insights from critical reading into their writing, using notes to back up arguments, reflecting effective application of critical reading skills.
- 6. Discussion:** There is a strong consensus among students that critical reading should be emphasized more in the curriculum, balanced with practical writing exercises, highlighting a demand for a more integrated approach.
- 7. Discussion:** Students struggle to find effective strategies to improve their critical reading skills, indicating a need for guidance and structured support in this area.

9. Overall Discussion

The interview reveals that students frequently engage in critical reading and recognize its importance in enhancing their academic writing. However, they face challenges in understanding complex texts and consistently applying critical reading strategies. Despite these challenges, students actively use insights gained from critical reading in their writing process and believe it should be more emphasized in the curriculum and balanced with practical writing exercises. There is also a clear need for better strategies and support to improve their critical reading skills.

10. Recommendations for Teachers

A good work is the one that ends with some recommendations for teachers and for learners to obey and to inspire from. Here is a list of some recommendations-

For teachers:

1. Enhance support for students in understanding complex texts and applying critical reading strategies.
2. Integrate more balanced critical reading and writing exercises into the curriculum.
3. Provide workshops or resources focused on developing effective critical reading strategies
4. Develop reading guides that outline key concepts, vocabulary, and questions to consider while reading. Include annotations and margin notes in sample texts to model critical reading strategies.
5. Pair students with peers who have demonstrated strong critical reading skills. Create study groups where students can discuss and analyze texts together.
6. Organize sessions where faculty members dissect complex texts with students. Focus on demonstrating how to identify main ideas, arguments, and supporting evidence
7. Create assignments that require both critical reading and writing components. Ensure tasks involve analyzing texts and then using insights to craft arguments in written form.
8. Implement a system of regular feedback on students' reading and writing assignments. Use rubrics that assess both critical reading and writing skills to guide improvements.
9. Conduct workshops that teach specific critical reading strategies, such as summarizing, questioning, and evaluating texts.
10. Offer sessions on how to handle different types of texts, including scientific articles, literary works, and opinion pieces.
11. Create self-paced online courses that cover various aspects of critical reading. Include video tutorials, quizzes, and interactive activities to reinforce learning.

12. Establish discussion forums where students can share insights and strategies about critical reading. Encourage reflective practices, such as journaling about reading experiences and strategies that work for them.

11. Recommendations for Students

1. Join or form study groups with peers to discuss and analyze readings together. Learning from peers can provide new insights and help reinforce your understanding.
2. Attend sessions or office hours where faculty members review complex texts. Pay attention to their strategies for breaking down and understanding the material.
3. Regularly practice critical reading by integrating it into your daily study schedule. Set aside specific times for focused reading and analysis of texts.
4. Actively seek feedback on your reading and writing assignments. Use this feedback to identify areas for improvement and adjust your strategies accordingly.
5. Participate in workshops focused on critical reading strategies. Utilize online tutorials and courses to further develop your skills at your own pace.
6. Keep a journal to reflect on your reading experiences. Note what strategies work for you and how different texts challenge you.

12. Limitations:

The topic itself and the sample size were the two key variables that restricted the study's reach. The case study was carried out at M'sila University; of the approximately 66 students who were given the questionnaire, only thirty responded. In a similar vein, of the 15 teachers to whom we submitted the teacher's questionnaire, only 6 responded. In addition to the subject matter, the majority of students struggled with terminology and were unable to understand the meaning of the material presented to them.

13. Implications

1. By developing strong critical reading skills, students can improve their ability to understand and analyze complex texts, leading to better performance in assignments and exams.
2. Critical reading is foundational for effective research and academic writing. Students who master these skills will be better equipped to synthesize information, construct coherent arguments, and produce high-quality research papers
3. When students are better equipped to understand complex texts, they are more likely to engage deeply with course material. This can lead to a more enriching educational experience and greater intellectual curiosity.
4. Students who develop effective critical reading strategies will gain confidence in their ability to tackle challenging texts independently. This self-assurance can carry over into other academic and professional endeavors.
5. Critical reading is a skill that extends beyond the classroom. By honing this ability, students will be better prepared for lifelong learning and adaptable to various professional and personal contexts.
6. Critical reading is closely tied to critical thinking. Students who engage deeply with texts will improve their ability to think analytically and critically, skills that are valuable in all areas of life
7. Participating in study groups and discussions about reading material can improve students' collaborative and communication skills. They will learn to articulate their thoughts clearly and listen to others' perspectives.

Further research is needed to explore more in-depth the specific strategies that can best support EFL students in developing their critical reading skills. Longitudinal studies could provide insights into how these skills evolve over time and the long-term impact on academic and professional success.

Conclusion:

This chapter represents a methodology that explores the impact of critical reading on academic research writing. It is dedicated to the extensive analysis and interpretation of the data obtained through the research tools used. The data included responses from two different questionnaires. One is directed to Master One EFL students and the other to EFL teachers at M'sila University. Both quantitative and qualitative analyses were performed on the data. The outcomes of this study provide a more detailed and comprehensive understanding of the topic. The responses to the questionnaires received from both teachers and students reflect the students' attitudes and readiness to engage in critical reading. This chapter also includes suggestions and recommendations for educators and policymakers that emphasize the importance of critical reading on academic research writing.

In summary, while teachers' questionnaires can provide valuable insights, attitudes, and expectations about critical reading and academic research writing, the most accurate and detailed understanding of the impact comes from the learners themselves. Their firsthand experiences, challenges, and strategies are essential for developing a comprehensive picture of how critical reading influences their writing. Therefore, prioritizing learner-centered data collection through focus interviews and questionnaires directed at students is key to obtaining meaningful and actionable insights.

General conclusion

This study aimed to explore the impact of critical reading on academic research writing among EFL Master 1 students at Msila University. Through a comprehensive examination involving both students and teachers, several key findings and implications emerged that contribute to our understanding of this critical educational issue.

The study confirmed that critical reading significantly enhances academic research writing skills. Students who engaged regularly in critical reading demonstrated improved abilities to analyze, synthesize, and evaluate information, which are essential for producing high-quality research papers.

Critical reading was found to be instrumental in developing students' analytical skills. These skills enable students to construct well-founded arguments, identify biases, and critically assess sources, which are crucial for academic research. Despite the benefits, EFL students face significant challenges in integrating critical reading into their academic writing. These challenges include difficulty in understanding complex texts, dense academic language, and consistently applying critical reading strategies.

Teachers highlighted the importance of critical reading in academic writing but also pointed out the lack of sufficient training and resources to effectively teach these skills. There is a need for more structured support and professional development to help teachers integrate critical reading into their instruction.

The study revealed that while students recognize the importance of critical reading, there is a need for a more balanced integration of critical reading and practical writing exercises in the curriculum. This integration is essential for reinforcing the connection between reading and writing skills.

In what concerns Hypothesis 1 the study comes to confirm that critical reading significantly contributes to the development of academic research writing skills among EFL Master I students. It

also proved that in Hypothesis 2 EFL Master I students face significant challenges when integrating critical reading into their academic writing.

The study found that EFL Master I students have varying levels of proficiency in critical reading, with many showing moderate to low skills. This indicates a need for more focused instruction on critical reading techniques. (Research Question 1):

Critical reading significantly contributes to the development of academic research writing skills by helping students better analyze, synthesize, and evaluate information. Students who engage in critical reading produce more structured and insightful research papers. (Research Question 2)

There is a clear positive correlation between critical reading proficiency and the quality of academic research writing. Students with higher critical reading skills tend to write more coherent, persuasive, and well-supported research papers. (Research Question 3)

Students face significant challenges such as difficulty in understanding complex texts, limited vocabulary, and inconsistent application of critical reading strategies. These challenges hinder their ability to integrate critical reading into their writing effectively, supporting Hypothesis 2. (Research Question 4):

Techniques such as annotating texts, summarizing key points, questioning the material, and engaging in peer discussions were found to be most effective in improving research writing. (Research Question 5)

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Appendix A

Teachers' Questionnaire

Dear Teachers

Thank you for participating in this study. Your insights are valuable in understanding the impact of critical reading on academic research writing among EFL Master's Level students.

Section One: Teacher's Academic Data

1. Academic institution

2. Years of teaching experience

3. EFL Master's Level courses taught:

Section Two: On Critical Reading strategies and Research writing

1. How would you define critical reading in the context of academic research writing?

.....
.....

2. To what extent do you believe critical reading skills are essential for EFL Master's Level students in their research writing

.....
.....

3. How often do you incorporate critical reading strategies in your EFL Master's Level courses

Rarely Occasionally Frequently Always

4. What specific strategies or activities do you use to encourage critical reading skills in your students (suggest two please)

1.

Appendix B

Students' Questionnaire

Dear Students,

Thank you for participating in this study. Your input is crucial in understanding the impact of critical reading on your academic research writing experience as an EFL Master's Level

Section 1: Demographic information.

1.Program and Year: Linguistic / Master 1 students

2.Academic institution: Mohammed Boudiaf M'sila university.

Section 2: Perception of Critical Reading:(choose one)

1.How would you define critical reading in the context of academic research writing?

1. Critical reading is an active and analytical process of engaging with a text
2. Analyzing the author's arguments, evidence, and assumptions,
3. Paying attention to the use of details and the hidden meaning
4. Evaluating and interpreting texts to form opinions

2.To what extent do you believe critical reading has influenced your research writing skills?

1. By teaching you how to evaluate sources rigorously
2. By encouraging you to engage critically with ideas

Section 3: Personal practices-strategies and critical Reading:(choose one)

1. How often do you engage in critical reading when conducting research for your academic assignments?

1. Rarely
2. Occasionally
3. Frequently
4. Always

2.What specific strategies do you use to enhance your critical reading skills?

- A.- Critical reading has greatly enhanced my ability to structure and organize my papers logically.
- B. - My papers are somewhat better structured and organized thanks to critical reading.
- C. - There is only a minor improvement in the organization of my papers.
- D. - Critical reading hasn't helped me with structuring and organizing my research papers.

6. How do you integrate critical reading strategies into your daily research practices, and what challenges have you faced in doing so?

- A. - I consistently use critical reading strategies, and the main challenge is time management.
- B. - I use critical reading strategies when needed, but find it hard to do so consistently due to time constraints.
- C. - I rarely integrate critical reading strategies, primarily because I find them difficult to apply.
- D. I do not use critical reading strategies in my research practices, as I do not see their benefit.

Section 5: Challenges and Recommendations:

1•What challenges do you face in incorporating critical reading into your research writing?(choose ones)

- 1.Time management. 2. Complexity of texts 3.Deviating in the focus

2•What recommendations do you suggest to improve the integration of critical reading into

EFL Master's Level research writing instruction? You can select more than one

- 1.Reading a lot in various fields which leads to personal critical thinking growth
- 2.Integrating reading analysis session into the curriculum
- 3.Integrate Critical Reading into Writing Assignments
- 4.Incorporate technology.

Thanks for cooperation

Appendix C

Students' Interview

Dear Students

This is an interview about the impact of critical reading on your research academic writing which is the core of a Master two dissertation in Linguistics. Please, select the appropriate answer –you may choose more than one.(use a tick or a cross near the selected item)

Thank you in anticipation

Surname: Name.....level:.....Group:.....

Interview Questions

1. How often do you engage in critical reading activities as part of your studies?

- **A:** Daily, I spend at least an hour on critical reading.
- **B:** A few times a week, mostly when working on assignments.
- **C:** Weekly, usually during my research work.
- **D:** Occasionally, when I have extra time or need to understand a difficult topic.
- **E:** Rarely, I mostly skim through texts for necessary information.

2. In what ways do you think critical reading has influenced your academic research writing?

- **A:** It has significantly improved my ability to analyze and synthesize information.
- **B:** It helps me in organizing my arguments more logically and coherently.
- **C:** It has made me more cautious and thorough in referencing sources.
- **D:** I feel it hasn't had much of an impact; my writing style remains the same.
- **E:** It occasionally helps, but I struggle to apply critical reading strategies effectively in my writing.

3. Can you describe a specific instance where critical reading directly improved a piece of your research writing?

- **A:** Yes, it helped me identify a key gap in the literature, which I addressed in my research.
- **B:** I was able to critique an author's methodology more effectively in my literature review.

- C: I incorporated more diverse perspectives, which strengthened my argument.
- D: It helped me avoid plagiarism by better understanding how to paraphrase.
- E: I can't recall a specific instance; I think the impact is more gradual.

4. What challenges do you face when engaging in critical reading?

- A: Difficulty in understanding complex texts or dense academic language.
- B: Time management, as critical reading is time-consuming.
- C: Distinguishing between credible and less credible sources.
- D: Applying critical reading strategies consistently in my work.
- E: Staying focused and not getting distracted during reading sessions.

5. How do you integrate the insights gained from critical reading into your writing process?

- A: I create detailed outlines based on the critical insights before I start writing.
- B: I use critical reading notes to support my arguments with evidence.
- C: I revise my drafts multiple times to ensure critical insights are well incorporated.
- D: I find it hard to translate critical reading insights into my writing.
- E: I integrate them during the final editing phase to refine my arguments.

6. Do you think critical reading should be emphasized more in your curriculum? Why or why not?

- A: Yes, it should be emphasized more because it enhances analytical skills.
- B: Yes, but it should be balanced with practical writing exercises.
- C: Maybe, but other skills like data analysis are equally important.
- D: No, the current emphasis is sufficient.
- E: No, I think it should be less emphasized to make room for other important subjects.

7. What strategies do you use to improve your critical reading skills?

- A: I take detailed notes and summarize key points in my own words.
- B: I discuss readings with peers to gain different perspectives.
- C: I attend workshops and seek guidance from my professors.
- D: I practice by reading a variety of texts, not just academic papers.
- E: I struggle to find effective strategies and often feel lost.

Thanks for your cooperation

Abstract in Arabic

المخلص

تعد هذه الدراسة محاولة لاستكشاف أثر القراءة النقدية على كتابة البحث الأكاديمي. والغرض الرئيسي هو تقييم المستوى الحالي لمهارات القراءة النقدية بين طلاب مستوى الماجستير في اللغة الإنجليزية كلغة أجنبية وفحص العلاقة بين القراءة النقدية وكفاءة كتابة البحوث الأكاديمية. وقد اختار الباحثون الطريقة الوصفية باعتبارها الأكثر ملاءمة. ولهذا الغرض، تم توجيه استبيان للطلاب إلى طلاب الماجستير الأول بقسم اللغة الإنجليزية بجامعة المسيلة باستخدام عينة عشوائية مكونة من 30 متعلمًا من مجتمع اللغة الإنجليزية كلغة أجنبية. وبالمثل، تم توزيع استبيان آخر على المعلمين في هذا المجال للحصول على مزيد من الأفكار حول تأثير القراءة النقدية على كتابة البحوث الأكاديمية. وأظهرت النتائج أن القراءة النقدية أثرت على كتابة البحوث الأكاديمية بمعنى بناء أساس متين للبحث، وتطوير المهارات التحليلية، وتعزيز الفهم والاحتفاظ. ومع ذلك، هناك بعض التحديات التي تواجه المعلمين والمتعلمين في ممارسة مهارات القراءة النقدية. ولهذا الغرض تم تقديم بعض التوصيات لتمكين متعلمي اللغة الإنجليزية كلغة أجنبية من التغلب على هذه العقبات، وأخرى للمعلمين لتحسين دمج القراءة النقدية في تعليمات كتابة البحوث الأكاديمية.

الكلمات المفتاحية

الكتابة؛ البحث الأكاديمي، القراءة، النقد، التأثير