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**Investigating the Usefulness of Cognitive Strategies in Enhancing Critical Reading.
Case Study : Master One Civilization and Literature Students at M'sila University**

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Candidates:

Ms. Bouzid Naziha

Ms. Debbache Asma

Board of Examiners:

Dr.Mihoubi	University of M'sila	Chairperson
Mrs.S .Farah	University of M'sila	Supervisor
Mrs.Herizi	University of M'sila	Examiner

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DEDICATION

I would like to dedicate this humble work to all whom I love

To my dear parents for their save and care

To my lovely sisters and their husbands

To my dear brothers and their wives

To my little angles ,my nieces , Chorouk, Amira ,and Assil

To my nephew choaib

To my friends without exception

To all my classmates

To all people who care about me

To everyone who has encouraged me and made me stronger.

Naziha

DEDICATION

« In the Name of Allah, the Beneficent the Most Merciful. »

I dedicate this work to my beloved parents who were patient with me since all my study years, and for their continuous encouragement and endless support. I could not deny their love and tenderness their prayers provide me with strength and hope for them I ask Allah to bless.

To my dear sister who was always by my side, I always ask Allah to grant her success in her studies.

To my marvelous brothers for their love and kindness.

To all my uncles, aunts, and cousins.

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To my faithful friends and classmates especially: Master Two Students of Linguistics.

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Asma

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Abstract

The present study attempts to investigate the usefulness of cognitive strategies in enhancing EFL students' critical reading. The main purpose of this research is to raise students' awareness of the importance of cognitive strategies in developing critical reading. It also aims to explore the extent to which cognitive strategies can improve EFL students' level of critical reading. Additionally, it attempts to shed light on teachers' role in motivating their students to read critically. This investigation was conducted among first year master students of Civilization and Literature at Mohamed Boudiaf University of M'sila. Data of this study were collected using two questionnaires; the first one was submitted to thirty students who were chosen randomly to participate in this study, while the second one was addressed to four EFL teachers at M'sila University. It was based on the use of the descriptive research where data were collected and analyzed both qualitatively and quantitatively. The results revealed that using cognitive strategies increases the student's level of critical reading. In addition to that, teachers play a major role in motivating students to read critically through designing reading tasks that trigger students' critical thinking. Also, the findings of this study indicated that students are aware of some cognitive strategies and at the same time they ignore other important cognitive strategies that one can use to read critically. Therefore, important research implications are also suggested. It is suggested to add a new module dedicated to reading strategies. It is also suggested that critical reading skills must be emphasized and taught to students in the EFL classes because they are of a vital importance.

Keywords: Cognitive Strategies, Critical Thinking, Critical Reading, EFL Students.

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LIST OF ABBREVIATIONS

- ✓ L2 Second Language
- ✓ SLL Second Language Learning
- ✓ TL Target Language
- ✓ LLS Language Learning Strategies
- ✓ SLR Second Language Reading
- ✓ CT Critical Thinking
- ✓ CR Critical Reading
- ✓ EFL English as a Foreign Language
- ✓ FLL Foreign Language Learners
- ✓ SLA Second Language Acquisition

GENERAL INTRODUCTION

1. The Background and Scope of Study.

Reading has become an essential skill in EFL learning and teaching that the foreign language learners should master. Enabling students to become good language learners and to reach proficiency in reading is increasingly necessary both in educational and professional setting. Advanced EFL learners are continuously exposed to different types of texts which require them to use not only reading but as well as thinking skills simultaneously. Accordingly, the need to improve students' critical reading in EFL learning is increasing and demanding. Understanding a text correctly is a challenge for second or foreign language readers, since they must have the ability to read the text critically and to understand its meaning. Therefore, students need to be exposed to reading strategies associated with upper levels of knowledge in the cognitive field. When fluent readers face a complex text, they resort cognitive skills intentionally and strategically in order to comprehend the text (Hudson, 2007). O'Malley and Chamot(1990) stated that the use of cognitive strategies in reading can help the learner to be a proficient reader.

2. Problem Statement

Currently, fostering language learners to be critical readers is valued in English as a foreign language(EFL) learning and teaching as well, nevertheless how to achieve the goal remains a challenge. Also, EFL learners are facing difficulties in understanding texts or any written materials they read . Because from one side, they do not enhance their reading abilities since there has been little progress in developing critical reading in EFL classes due to the neglect of critical thinking skills, and because from the other side, students are not aware of the

importance of cognitive strategies that can assist them to build strong foundation in critical reading . As a result, this research would be conducted as an attempt to raise students' awareness of the usefulness of cognitive strategies that develop critical reading and higher order thinking skills.

3. Research Questions

The present study seeks to answer the following research questions:

- Are EFL students aware of the usefulness of cognitive strategies in developing their critical reading abilities ?
- To what extent can cognitive strategies improve EFL students' level of critical reading ?
- What is teachers' role in motivating their students to be critical readers?

4. Research Objectives

The study was guided by the following objectives:

- To raise students' awareness of the usefulness of cognitive strategies in enhancing critical reading.
- To explore the extent to which cognitive strategies can improve EFL students' level of critical reading.
- To shed light on teachers' role in motivating their students to read critically.

5. Hypotheses

The hypothesis suggested in this study is that if EFL students use cognitive strategies, their critical reading ability would develop. If teachers do not motivate them to apply the cognitive strategies; students will not have the ability to read critically.

6. Literature Review

There have been numerous studies conducted by many researchers and scholars to investigate the effects of cognitive strategies in the context of English language learning and teaching. Ozek and Civelek (2006) stated that cognitive strategies are the most popular strategies used in reading . They conducted a study to find out which cognitive reading strategies frequently used by EFL students while reading a text, and therefore to succeed in academic studies(2006).

Early studies have highlighted the significance of cognitive strategies in English as a foreign language contexts. Research has shown that “ cognitive strategies enable learners to understand and produce new language, such as reasoning, practicing, receiving, and sending messages, analyzing and summarizing.....” (Oxford, 1990 p.17)

Different definitions of reading strategies have been mentioned in the literature. For example, Paris etal (1991) argued that reading strategies are:“ a wide range of tactics that readers use to engage and comprehend text. ” (p.610). Oxford(1993) defines language learning strategies as“ specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing second language skills.....”(p.18)

Cognitive strategies, according to Gajria et al (2007) refers to “ cognitive processes that the learner intentionally performs to influence learning and cognition” (p. 216). Williams and Burden(1997) defined them as mental processes that have to do with the direct manipulation of information to acquire, store, retrieve or employ knowledge .Fluent reading requires readers to employ and coordinate several cognitive processes and sources of knowledge simultaneously.(Tighe& Schatschneider, 2014)

Khezrlou (2012) examined the effectiveness of cognitive strategy training on 60 Iranian ESL students. They are all at the advanced level of English. Findings attained from this study showed the positive impacts of raising cognitive strategy consciousness on the reading improvement. Richards and Schmidt (2002) refer to critical reading as “ Reading in which the reader reacts critically to what he or she is reading, through relating the content of reading materials to personal standards, values, attitudes or beliefs, i.e. going beyond what is said in the text and critically evaluating the relevancy and value of what is read” (p.134). Critical reading is not only restricted to enhancing students’ reading interest or comprehension but also it helps them to think critically and to be critical thinkers (Pirozzi, 2003).

According to Jones (2002), critical reading not just develops students’ skills in EFL learning such as vocabulary and reading, but also teaches them how to understand texts actually and how to think about them with a critical view. Wallace (2005) has observed that in EFL reading classes, students usually have slim opportunities to be involved in tasks related to higher order levels of thinking . As a result, neither they learn to read texts critically, nor do they improve their critical thinking skills, and nor they arrive at evaluative comprehension of the text they read.

The current study aims to add to the existing literature by investigating the usefulness of cognitive strategies in enhancing critical reading in the context of Mohamed Boudiaf at M'sila university. As a result, the present study attempts mainly to raise students' consciousness of the usefulness of cognitive strategies in developing critical reading. Also, to investigate to what extent can cognitive strategies improve students' critical reading in the EFL context. As well as, to shed light on teachers' significant contribution in motivating the students to be critical readers.

7 . Research Methodology

The choice of the method is mainly based on the problem of investigation which is investigating the usefulness of cognitive strategies in enhancing critical reading. Thus, this study adopts the descriptive method through which the data are gathered and analyzed both qualitatively and quantitatively because the treatment of such topics allows us to obtain descriptive information on variables, as well as to give interpretations of some numbers and statistics.

Master one students of civilization and literature at Mohamed Boudiaf of M'sila are chosen to represent the sample of this study, during the academic year 2019-2020. The researchers have selected thirty students from the class randomly to answer the first questionnaire. In addition to the students' sample, they have opted four teachers of English for the second questionnaire.

The means employed in this study are two questionnaires. The questionnaire which is the common tool to collect the information from a large number of students is assigned to master one students of civilization and literature to collect data about their points of view and attitudes towards the reading skill in

general and to know whether they are using the cognitive strategies in reading. In addition to that, another questionnaire which is submitted to four teachers of English to spotlight on teachers' role in motivating the students to read critically.

8. Dissertation Structure

The paper is basically divided into two main chapters. The first chapter represent the theoretical part; while, the second chapter represents the practical one. The first chapter contains two sections; in which the first section presents an overview of language learning strategies including the definition of language learning strategies , their classifications according to Chamot and O'Malley, and Oxford. This section is also concerned with cognition, definition of cognitive strategies, some examples of cognitive strategies. In addition to their importance.

The second section is devoted to critical reading and critical thinking, it starts with the definition of reading and reading comprehension, types of reading, models of the reading process. In this section, we will attempt to give a comprehensive definition of critical thinking, its skills and its importance. It also provides the basic information about the definition of critical reading, qualities of a critical reader, teaching of critical reading, and its importance. Moreover, it highlights the relationship between cognitive strategies and critical reading.

The second chapter which is the practical part consists of two sections. The first section deals with the research design and the methodology. While, the second section presents and discusses the results pertaining to this study. This section includes some pedagogical implications, limitations and recommendations for further research.

9. Significance of Study

The significance of this study lies in many points: the present study is worthy of research because its results have the potential to add to the existing literature. The findings in this study will make the following contributions: it is hoped that this study will help students recognize the reading problems they face. It is significant for learners who want to develop their ability of reading; by moving from reading comprehension to critical reading. Since, one of the aims of this study is to shed light on teachers' role in helping their students to read critically, it is hoped that this study will invite the teachers to encourage their students to utilize the cognitive strategies , as well as it is significant to learners to be aware of the usefulness of the cognitive strategies that develop their critical reading, and this awareness could help them to employ the strategies effectively.

10. Definition of key Terms

10.1 Cognitive Strategies: Wenden (1991) defined cognitive strategies as “mental steps or operations that learners use to process both linguistic and sociolinguistic content”.(p.19).

10.2 Critical Thinking: Elder and Paul (1994) stated that: “Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality” (p. 34-35).

10.3 Critical Reading: Richards and Schmidt (2002) refer to critical reading as “Reading in which the reader reacts critically to what he or she is reading,

through relating the content of reading material to personal standards, values, attitudes or beliefs, i.e. going beyond what is said in the text and critically evaluating the relevancy and value of what is read” (p. 134).

**CHAPTER ONE:THEORETICAL
PART
COGNITIVE
STRATEGIES,CRITICAL
READING**

CHAPTER ONE: THEORETICAL PART

COGNITIVE STRATEGIES, CRITICAL READING

Introduction

This chapter is the literature review of previous studies on the related topic. Most of these reviews are concerned with language learning strategies by giving more emphasis to cognitive strategies in addition to critical reading. Both cognitive strategies and critical reading are the core elements of this first chapter.

Thus, this chapter attempts to provide an overview of the main research variables. It is divided into two main sections; where the first section is devoted to the first variable which is cognitive strategies starting by defining language learning strategies (LLS), and introducing classifications of language learning strategies stated by some scholars. Then, the researchers attempt to shed light on cognitive strategies by giving some examples of these strategies and their importance. While the second section is devoted to the second variable which is critical reading starting by defining reading, reading comprehension, critical thinking, and critical reading. Then they state some qualities of a critical reader, teaching of critical reading, and its importance. Finally, they conclude with the relationship between cognitive strategies and critical reading.

Section One: Overview of Language Learning Strategies.

Introduction

In this section, researchers attempt to provide an overview of language learning strategies in which the cognitive strategies are the main concern, the first section provides some information about the meaning of language learning strategies and their categorizations as stated by two different scholars. Also, it draws attention to the cognitive strategies. It explains the cognitive strategies, presents some examples of them and highlights their importance.

1. Definition of Language Learning Strategies

Over the years, the definition of language learning strategies has been widely acclaimed as controversial and that what led researchers to elaborate numerous theories according to their own perspective of the concept. For that reason, language learning strategies have been defined in various ways by several scholars and theorists. Rubin along with Stern were the first ones in introducing the concept of learning strategies to the investigation on second language acquisition. However, the definition she claimed is not about language learning strategies, but learning strategies in general. Here, she believed that learning strategies refer to “.....any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.” (Rubin 1987, p.19).

Likewise, O'Malley and Chamot (1990) described learning strategies as the specific ideas or attitudes that learners employ in order to understand, acquire or retrieve new information. Although those scholars attempt to define learning strategies as exact as possible, but still Rebecca Oxford (1993) is the one who gave

the most precise definition, she defines language learning strategies as “Specific actions, behaviours , steps or techniques that students (often intentionally) use to improve their progress in developing second language skills, these strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self- directed involvement necessary for developing communicative ability.” (p.18).

2 Classifications of Language Learning Strategies

As there were several researchers who have attempted to define language learning strategies; the classifications have also been scholars’ interest . However, according to Oxford (1990): “there is no complete agreement on exactly what strategies are , how many strategies exist ; how they should be defined , demonstrated , and categorized ; and whether it is -or ever will be- possible to create a real, scientifically validated hierarchy of strategiesclassification conflicts are inevitable” (p.17).Although each scholar provides his own way of classifying language learning strategies, most of them share similar views on how to organize the language learning strategies. In order to clarify it, we are going to deal with two major models of classifications: the one proposed by O'Malley and Chamot (1990), and the one presented by Rebecca Oxford (1990).

2.1 Chamot and O'Malley Classification (1990)

In a study conducted by O' Malley and Chamot in 1990, they concluded that language learning strategies are not only restricted to the direct involvement of L2, but also the indirect is involved. Benefiting from Rubin's classification of direct and indirect strategies; they suggested the cognitive and metacognitive categories. In addition to that, they added a third category known as socio – affective for the purpose of highlighting the effects of interaction and emotional self- control had on second language learning (SLL).

To begin, the cognitive category refers to the strategies that demand the learners' mental processing to comprehend and acquire the information of the second language (SL).As for the metacognitive category, O'Malley and Chamot (1990) described metacognitive strategies as the “higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity” (p.44).Lastly, the socio- affective category which is related to those strategies that assist learners to organize and monitor feelings, motivations, and behaviours towards learning, also, it helps them to acquire through communicating with others (O'Malley and Chamot, 1990).

2.2 Rebecca Oxford's Classification (1990)

Rebecca Oxford's model of classification used the two types of strategies that Rubin presented in 1981:direct and indirect strategies. In addition to, Oxford categorized this classification into other subcategories; memory, cognitive, compensation, metacognitive, affective and social (Oxford, 1990).In order to better understand this classification we can see figure (1), which consists of both groups

and the different examples of strategies. Following this figure, direct and indirect strategies will be tackled in **section 2.2.1**, concluding with the explanation of these categories in section **2.2.2**.

Direct strategies:

1. Memory strategies	<ul style="list-style-type: none"> -Creating mental linkages -Applying image and sounds -Reviewing well -Employing action
2. Cognitive strategies	<ul style="list-style-type: none"> -Practising -Receiving and sending messages -Analysing and reasoning -Creating structure for input and output
3. Compensation strategies	<ul style="list-style-type: none"> -Guessing intelligently -Overcoming limitations in speaking and writing

Indirect strategies :

1-Metacognitive strategies	<ul style="list-style-type: none"> -Centring your learning -Arranging and planning your learning -Evaluating your learning
2-Affective strategies s	<ul style="list-style-type: none"> -Lowering your anxiety -Encouraging yourself -Taking your emotional temperature
3.Social strategies	<ul style="list-style-type: none"> -Asking questions -Cooperating with others -Empathising with others

Source:Oxford(1990)

Figure 1:Oxford's Language Learning Classification.

2.2.1 Direct and Indirect Strategies

Rubin classified this group of strategies in relation to their contribution to the language learning, while Oxford presented them according to the engagement

with the target language (TL). Hence, she defined direct strategies as strategies which demand cognitive processing and directly contain the second language (Oxford, 1990). Unlike direct strategies, indirect strategies refer to those strategies which “provide indirect support for language learning through focusing, planning, seeking opportunities, controlling anxiety, increase cooperation and empathy and other means.” (p.151). According to this definition, such strategies should not be understood as the contrast of the direct ones but rather they are complementary and interrelated, and the only difference is that they tend to support learning in indirect way.

2.2.2 SubCategories of Direct and Indirect Strategies

We notice that Oxford’s subcategories consist of all the categories presented by O’Malley and Chamot (1990). They classify them as the metacognitive, cognitive, and socio-affective strategies .Whereas, Oxford categorizes all of them into two groups; in which the first group contains the cognitive strategies, while the second group involves the metacognitive and socio- affective strategies.

Later on, Oxford separates the socio-affective strategies into two types of strategies: social and affective strategies; which are considered as indirect besides the metacognitive ones. As for the direct strategies, we do not have only the cognitive strategies but we have other two types which are memory and compensation as Oxford presented them . Finally, language learning strategies that have been identified by Oxford (1990)include basically six main categories of language learning strategies in comparison to the other alternative taxonomies that have been offered by the other scholars.

After providing an overview of how Oxford categorized language learning strategies, our next step will be about the explanation of the six categories. First, we begin with the direct category (memory, cognitive and compensation), ending up with the indirect category (metacognitive , social and affective strategies).According to Oxford (1990a), memory strategies help in storing information into long- term memory and retaining it when it is needed. In other words, it enables the learners to easily receive and retrieve information. There are several forms for using memory strategies, for example some techniques may use rhyming which means using sound to remember particular information, some visual learners need to picture the scene itself; other strategies include a mixture of both types. Other types deal with body language and using gestures as in physical responses, some are topographic learners, they need to memorize the location in order to recall a given information.

Secondly, for the cognitive strategies, Oxford (1990a) defines them as strategies “used for forming and revising internal mental models and receiving and producing messages in the target language.” (p.71). This type of strategies helps learners to comprehend and acquire the information they receive from the second language, hence, they enable learners to manipulate the language material in a direct way. e.g; through reasoning, analysis, note- taking, summarizing, synthesizing, outlining...etc.

Thirdly, the compensatory strategies allow learners to understand and produce in the second language regardless of the limitations in knowledge (Oxford, 1990). In other words, the compensatory strategies are the ones that learners use to

make up for insufficient knowledge needed for understanding and producing language. e.g; guessing from the context in listening and reading; using gestures and reference materials such as dictionaries. As a conclusion, compensatory strategies are applied by learners in order to help them understand what they read; and this kind of strategies allows learners to facilitate communication and gain proficiency in the target language.

Concerning the indirect category, we will explain the metacognitive, social and affective strategies. First, we start with the metacognitive strategies, Wenden (1998) argued that they are the skills “through which learners manage, direct, regulate, guide their learning, i.e, planning, monitoring and evaluating” (p.519). That is to say, the metacognitive strategies are behaviors undertaken by the learners to plan, arrange, and evaluate their own learning.

Second, Social strategies are those activities used by learners to facilitate engagement in the target language and to interact with others to practice their knowledge. For instance, asking questions to get further details concerning confusing points, asking for help in doing a language task are some examples of social strategies, this may result in a better understanding of the cultural and social norms as well as the target language(TL).

Third, affective strategies concern with how learners regulate their own emotions and attitudes that may influence their learning and how they use this kind of strategies in their L2 learning such as decreasing anxiety level and stress. Some of strategies that the learner may employ within this type are: ‘encouraging self-talk’, ‘deep breathing’, ‘meditation’, and so forth (Oxford, 1990). The use of such

strategies may help the learner to shape their weaknesses to increase their L2 proficiency and skills.

After monitoring both classifications that O'Malley and Chamot as well as Oxford suggested, we notice that Chamot and O'Malley's classification of direct and indirect strategies seems simple and concise, because they classified them into three main categories which are cognitive, metacognitive, and socio-affective strategies. Oxford's classification of direct and indirect strategies seems to be more understandable and precise because she added two other strategies which are compensation and memory strategies. In addition to that, she considered the socio-affective strategies as two independent strategies, unlike O'Malley and Chamot who presented them as one strategy. Moreover, we can say that Oxford's classification is more helpful to get a better understanding of what strategies consist of.

3. Cognition

Cognition is considered as a mental process by which external or internal knowledge is transformed, stored, retrieved, and used. Furthermore, it includes several functions, for instance, problem-solving, decision-making, memory-coding, attention ...Such cognitive processes require creating and using internal representations to different degrees may function independently at various levels of processing.

3.1 Definition of Cognitive Strategies

Several researchers have defined cognitive strategies in different ways. O'Malley and Chamot (1990) considered cognitive strategies as behaviors that

constitute cognitive operations or interpretations of materials or activities. Another scholar called Wenden (1991) defined cognitive strategies as “mental steps or operations that learners use to process both linguistic and sociolinguistic content”.(p.19). It has been shown that cognitive strategies contain four sets which are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output (Oxford, 1990). Oxford (2013) defined cognitive strategies as using the senses to comprehend and recall, activating knowledge, reasoning, conceptualizing with details, conceptualizing broadly, going deeply the instant materials, focusing on affection, and planning for affection.

There are some researchers who propose a mutual definition for the cognitive strategies, according to Williams and Burden (1997), cognitive strategies are mental processes that have to do with the direct manipulation of information to acquire, store, and retrieve or employ knowledge. Gajria et al (2007) defined them as “cognitive processes that the learner intentionally performs to influence learning and cognition.” (p.216)

Generally, we conclude that most of scholars agreed to some extent upon one idea which is cognitive strategies are mental processes that learners can employ to make sense of their learning, cognitive strategies represent actions, plans, behaviors, steps used in learning situation that needs direct analysis, manipulation, or synthesis of learning materials.

3.2 Some Examples of Cognitive Strategies.

a. Prediction

It is a strategy, which most of scholars considered as an important one that must be used by students in the process of reading. Grellet (1995) is one of those scholars who claimed that prediction refers to “the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues.” (p.17). Prediction means anticipating what will come next and also thinking of what the written passage is about. According to Duffy(2009) prediction is necessary for understanding, efficient readers predict meaning, they do this by anticipating what they think is going to happen in the selection and by confirming their hypothesis as they read. Similarly, it is believed that good readers are continuously anticipating, revising their assumptions to confirm or disconfirm them, incorporating information by splitting out main points from the secondary points and interpreting the main points. (Brown, 1980; MC Neil, 1992).

Jessica also viewed that prediction “is used in reading task, it helps learners to think what will happen based upon the text, the author, and background knowledge, in other words, it makes students elicit their interest, activate their prior knowledge, or pre- teach vocabulary or concepts that may be difficult”.(Jessica, G, 2000 cited in the Ohio University Education, 2014).

In this sense, learners who use prediction as a strategy can decide what will happen next, as it helps them to use previous knowledge in order to comprehend things they may find difficult. Moreover, after the background knowledge has been activated and questions have been formed, the reader then, predicts the content of

the text by forming hypothesis. This strategy is used even during reading to anticipate the next chunk of language. For that reason, prediction is considered as a fundamental strategy that students must engage in and teachers should implement in their classrooms.

b. Note-taking

According to O'Malley and Chamot (1990), note-taking strategy is writing down key words and concepts using abbreviations, graphs or numbers while reading or listening. It means writing notes on the edge of the paper using personal abbreviations. Glendinning and Holmstrom (2004) stated that "taking notes is an important way of learning from a text and make it easy to revise our knowledge in the future .When we take notes on a text, we have to do three things: 1_ recognize what is important.2_ reduce the important points to note form. 3_ show how the important points are linked" (p.67).In the same vein, according to Willis(2008); "to increase personal connections and relational memories, students can respond to the comprehension notes they take.(strategy modified from one described by Schmeck, 1988) steps for this strategy : 1- draw a line down the length of the paper about one-third of the way in. 2- write notes about the text on the left side. 3- make notes on the right side with questions, comments, similarities, and personal connections."(pp.146-147).

To conclude, note-taking makes the students to be active learners in the learning process, in which they take only the essential ideas and eliminate the unnecessary ones, in addition to that, it helps them to stay engaged in the lesson and allows them to organize their ideas and thoughts in the way they prefer, also it helps visual learners to memorize and retrieve information easily.

c. Visualizing

Hobbs (2001) has pointed out, “to enter actively into the reading process, readers must be able to visualize, making the leap to transform printed symbols to actions, events, and ideas that are clearly visible in the mind’s eye” (p.46).It has been shown that visualizing produces cognitive images or visualizing concerns reading and helps the reader to engage immediately with the passage (Harvey and Goudvis,2000). A study conducted by Padron and Waxman (1988) showed that one of the three most frequently cited strategies by successful students was visualizing or picturing events in the mind. That is to say, visualizing is forming mental picture of events in the parts of the passage .Graham and Bellert(2004) claimed that schematic visualizing helps learners not only in understanding the text, but also in rehearsing and storing facts, and analyzing information.

Visualization is not just narrating words in the text; when students are asked to visualize, they close their eyes and typically create a mental picture of what they have read. According to Kuta (2008), the purpose of visualization is to help the learners to get a clear idea and a general image about the objective of the text. By doing this, kinesthetic learners will function effectively in the target language (TL) .Visualization or constructing mental images is an effective technique for learners to employ for the purpose of understanding difficult information in the text. According to Irwin (1991) visualization helps to recognize incomplete or inconsistent information as well as it helps students to organize and remember information (Trabasso and Bouchard,2002).Teachers should also help students to apply visualization to interpret and make inferences while reading. In addition,

readers may use their senses to create these visual representations in order to understand the content of the text.

d. Guessing the Meaning of New Words

Among the most difficult problems that students face in reading comprehension is unfamiliar / new words. Clark (1980) stated that one way to solve this problem is “to guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary”.(pp.211-220).Sedita(2005) claimed that readers should look for the context clues which assist them to know the meaning of unknown words. These clues can be a definition, examples, synonyms, antonyms ... etc. They can help students to improve their reading comprehension. Students may find difficult words they do not know their meanings. So, they try to understand the text even though they do not know the meaning of these difficult words, or as an alternative solution, they may depend on the context in which the words are located to predict their meanings .If neither of these works, they may rely on the dictionary .Moreover, context can help students to enrich their vocabulary as it assists them to use alternatives or antonyms of unknown words in the text.

e. Deduction

O’Malley and Chamot (1990) defined deduction strategy as “applying rules to understand or produce the second language or making up rules based on language analysis” (p.119).Therefore, relying on rules or principles is considered as an indicator of such type of strategy. For example, the reliance on uppercase letters to recognize proper nouns can be considered a deduction. Oxford (1990) stated that

deduction strategy is the same as top-down strategy which leads students to move from general to specific. Through this strategy, students read the first line of every paragraph to comprehend the entire text.

f. Grouping

According to O'Malley and Chamot (1990), grouping is categorizing terms, vocabulary, or concepts depending on their attributes or meaning. Additionally, Oxford (1990) maintained that grouping in reading requires categorizing or labelling what is read in to meaningful groups, thus eliminating unrelated and unnecessary elements. This strategy is represented by the strategy of classifying the words taking into consideration their grammatical categories.

j. Making Inferences

Inferring is the technique, which demands "reading between the lines". through this technique, students may use their prior knowledge and information from the text to draw a conclusion. According to Harvey and Goudvis (2000) making inferences allow students to reach conclusions, make anticipations and differentiate between various themes, using information to infer meaning from text also using visualization. In addition, Grellet (1981) said that "Infering means make use of syntactic, logical, and cultural clues to discover the meaning of unknown elements" (p.14). It has been shown that inferencing strategy is employing information to predict the meaning of new words, forecast outcomes, or fill in missing information (O'Malley & Chamot, 1990). This strategy can be used as learners try to understand the text. In this sense, inferencing technique is represented by the strategy of using the title as an indicator to guess the content of

the written passage taking into consideration words or sentences that demonstrate how the text is structured. Inferencing is a cognitive process by which readers reach a conclusion based on specific evidence. It is very important in reading because readers get much of what they comprehend through a text indirectly, or by inferencing.

h. Paraphrasing

It is a technique by which the students are asked to reexpress the same ideas of the original text with their own words and styles. Paraphrasing is not just changing words, but it should provide the same information and keeping the same meaning of the original passage. In the field of Mathematics, Montague (2005) stated that paraphrasing strategy can help students to rewrite the math problem in their own words, therefore empower their understanding of the problem. Fleming (2011) also note that paraphrasing is the ability of the students to use their own words to describe something they have read. She adds that a reader can paraphrase by reading the first paragraphs from the material, and then summarizing each paragraph in his own style. We certainly know that paraphrasing strategy use has been considered a very effective and helpful way to enhance learners' comprehension of a text in which they retell information from a text accurately using their own words.

i. Summarizing

Oxford (2006) maintained that summarizing is a shorten version of the original text including the major points of something without giving importance to details .In the same vein, Reading Rockets Organization (2014) puts “summarizing teaches students how discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what is read.“ Similarly , Khabiri and Pakzad(2012) maintain that summarizing is one of the critical reading strategies in which the reader extract the essential ideas and restate them.

It is indicated that summarizing is making a cognitive, verbal or written summary of new information while reading or listening (O’Malley &Chamot, 1990).Summarizing can be a useful strategy. As Gulcat (2007) states that “the process of summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well. In addition to this, the knowledge you gained by summarizing makes it possible for you to analyze and critique the original text.” Summarization is the last strategy that readers use, after comprehending a text, readers can organize or rewrite the main ideas of a given passage in their own words.

3.3 The Importance of Cognitive Strategies

As we have mentioned before ,L2 learning strategies are those specific behaviors or thought process that students use to improve their second language (SL) learning .The cognitive strategies are among these language learning strategies which play a major role in enhancing the learning process .According to Oxford (1990)" cognitive strategies enable learners to understand and produce new language , such as reasoning , practicing , receiving and sending messages , analyzing and summarizing"(p.17).In this sense , cognitive strategies help students to be more independent and autonomous .Also , they enable the learner to manipulate the language material directly e .g : through synthesizing , note-taking , outlining and reorganizing information to develop stronger knowledge structure, in other terms , how learners organize a piece of information in meaningful units.

Conclusion

In this section, researchers reviewed previous research about language learning strategies and their classifications. Additionally, this section also presents different views and definitions of cognitive strategies. In brief ,the literature review pertaining to cognitive strategies suggests that the cognitive reading strategies are very important in the reading process.

Section Two: Critical Reading and Critical Thinking.

Introduction

This section is dedicated to critical reading and critical thinking. It starts with defining both terms reading and reading comprehension, its types, and models of the reading process. Then, a light will be shed on the definition of critical thinking, its skills, and importance. Moreover, we will deal with the definition of critical reading, qualities of a critical reader, teaching of critical reading, and its importance. At the end, we conclude with the relationship between cognitive strategies and critical reading.

1. Definition of Reading

Several scholars have given different definitions of reading but there is no complete agreement on one definition. According to Alderson and Bachman (2000) reading is a complex process in which many aspects interact, and this interaction is achieved through the relationship between the reader and the text. The reader, in their position, should decode the codes in the text depending on their previous reading. Similarly, this idea of decoding is also adopted by Harmer (2001) when he claims that reading is “an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages” (p.153). It has been shown that reading is selecting the relevant information that is needed to understand the text using certain skills. Also, it is a process of finding out the ideas relying on some predictions, and the reader’s prior knowledge about the text (Grellet,1981). We conclude that the definitions mentioned above are stated by different researchers, but none of them contradicted

the other. We can say that reading is an active mental process in which the reader interacts with the text using their prior knowledge in order to construct meaning from the material.

1.2 Definition of Reading Comprehension

Grabe (2009) dealt with the notion of comprehension as constructing an overall understanding of the text through processing information, recognizing words, and encoding sentences and prepositions. He stated that reading comprehension necessitates combining the current knowledge with the active meanings that exist in the text. Furthermore, Snow (2002) viewed reading comprehension as “the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials” (p.11). Based on these views, we can say that reading comprehension is the ability of the readers to read and comprehend, and infer meaning from the target text using their prior knowledge.

1.3 Types of Reading

There are many types of reading, but we will mainly focus on these four types: silent reading and reading aloud, extensive reading and intensive reading.

a. Silent Reading and Reading Aloud

Haboush (2010) sees silent reading as the process of reading without pronouncing words loudly. This type of reading assists students to enhance their comprehension since it makes them giving importance to the content of the reading passage, rather than concentrating on pronouncing words. In addition to that, silent

reading can help learners to be self- confident and autonomous as it prepares them to be life-long readers. However, some students prefer to read aloud because their attention is on pronunciation and intonation rather than understanding the content of the text and because they find it more attractive and enjoyable. In this sense, oral reading assists students to improve the language skills: reading, writing, speaking, and listening. It is believed that listening is more beneficial than reading because learners who listen to other readers can improve their understanding and enrich their vocabulary and language patterns (Thonasaulas, 2001). As a conclusion, we can say that both types of reading are beneficial. On one hand, silent reading increases the students' proficiency and motivation. Also, it can be done not only inside the classroom but also outside the classroom. This offers them to choose their preferable type of text. On the other hand, reading aloud creates motivation as all students love to read inside the classroom to show their reading abilities and skills.

b. Extensive and Intensive Reading

According to Liana's Extensive Reading Journal (2011), extensive reading is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go" . So, we can say that this mode of reading means practicing reading outside the classroom without the teacher's guidance, and within this type, the students need to comprehend the purpose, idea of the passage, but are not concerned with the specific details. Moreover, extensive reading is associated with learning for pleasure and entertainment which allow learners to choose their own

preferred texts and become independent readers. It also aims to build students' enjoyment and confidence.

In contrast with extensive reading, intensive reading is related to the type of reading that takes place in the classroom. The length of the material is limited unlike that of extensive reading. It is helpful for readers to enhance various techniques in the text, for example, making hypotheses about the content, predicting the meaning and so on (Hedge,2000). We can say that this type of reading is characterized by paying attention to the content so that to achieve deep comprehension of a particular written passage. In other words, intensive reading usually refers to as guided reading. Its aim is to make the reader give more attention to the text by focusing on details, and to get a deep understanding of the material. Also, intensive reading introduces new language items to the students since they are reading a text to learn something about the language itself.

1.4 Models of The Reading Process

Reading comprehension has three important models which explain what happened in the process of reading, and describe how readers process printed materials to build up meaning. Also, they are concerned with what happens in the mind and what the eyes do during the reading process. For that reason, researchers have proposed three main models of reading. One is purely traditional and is called the bottom-up model. The second is psychological or cognitive and called the top-down model. The third one is a metacognitive model and is a combination of the previous ones.

a. Bottom-up Model

It is believed that the focus of the bottom-up model is on a single direction, i.e. from part-to-the whole processing of a text. That is to say, in this process the reader should go through several steps including: moving from the smallest linguistic units, like: sentences, and so forth, until gaining a full understanding of the text (James. E & Gentry, 2008). To sum up, we can say that the bottom-up model can be described as a serial model where the reader starts with recognizing individual letters and words that is to say, the reader engages in the process of reading starting from the word level and gradually improve toward reaching the text level. Because of the shortcomings of this model, another model is brought out called the top-down model.

b. Top-Down Model

Unlike the bottom-up model, the main focus of the top-down according to Ahmadi, Hairtul, and Pourhossein (2012) is on reading strategies such as: prediction, summarization, and guessing from texts. This model affects both first and second language reading instruction in developing the effectiveness of prediction, anticipating from the text, and getting the idea of a text's meaning. To conclude, we can say that readers use their prior knowledge in order to make predictions and assumptions about the content of the text. So, this model is based on the interpretation of assumptions and drawing inferences. In this model, it is unnecessary for a reader to read all the words and sentences in the text, word by word, but rather he can choose certain phrases and key words to understand and recognize the meaning of the text quickly.

The following diagram, from Celce-Marcia and Olshtain 2000, is a representation of the relation between the two types of processes. Because both the bottom-up and the top-down models are not adequate, an alternative model known as the interactive model is brought out.

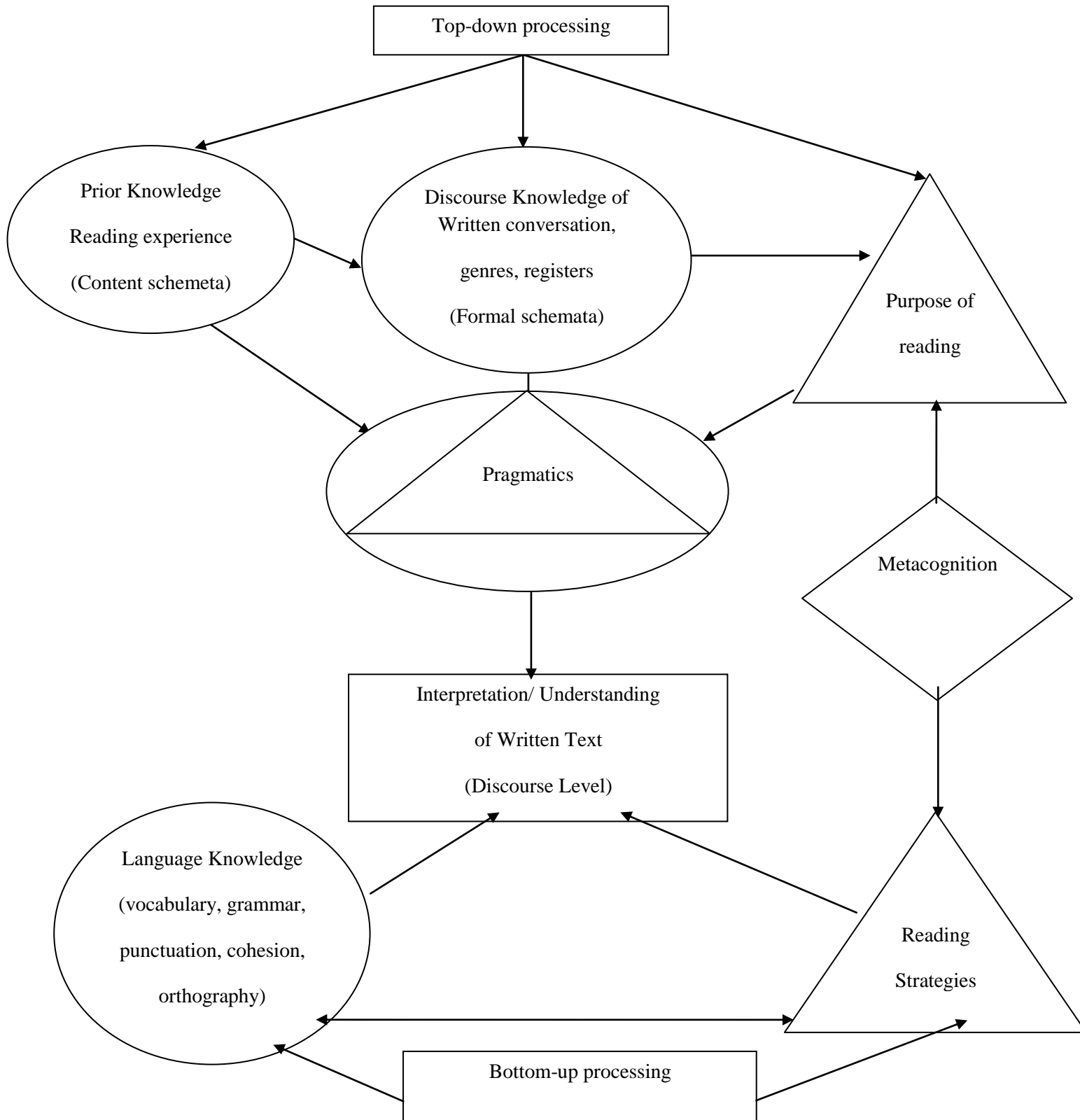


Figure 2: Reading: written Text Reception Framework(Celce-Murcia and Olshtain, 2000:

12

c. The Interactive Model

It has been shown that second language reading (SLR) is an interactive act. Since, the SL readers' attention is to recognize the writer's intended meaning through the text (Hedge, 2000). That is to say, the SL reader is engaged, in one way or another, in a very interactive process in which they try to infer meaning in the material depending on the knowledge they bring to the text. In other words, we can deduce that the interactive model is a mixture of the two previous models where it attempts to make connection between them and emphasizes the interrelationship between a reader and the text. Hence, this model integrates the skills of the two models in a balanced way.

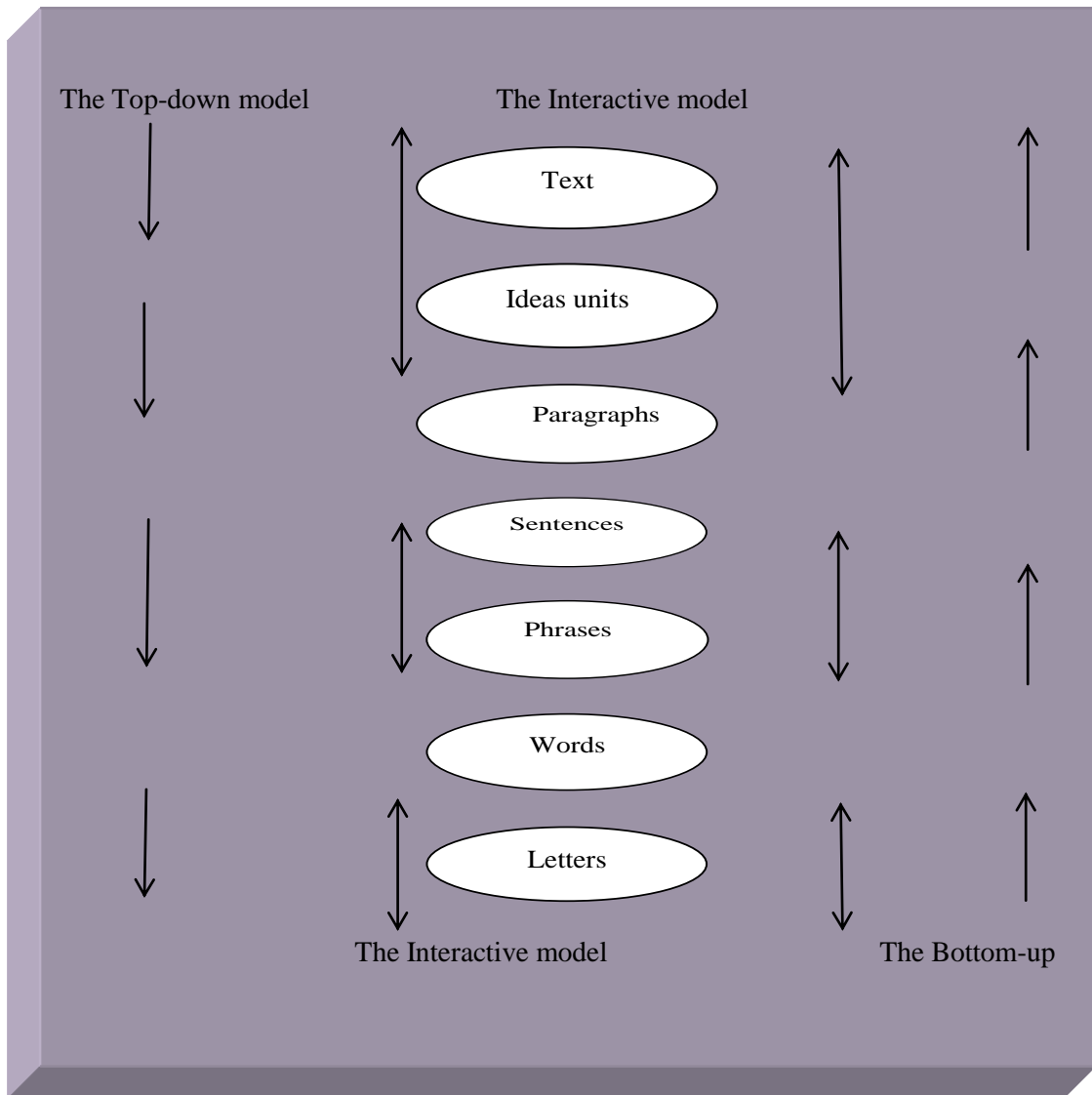


Figure3: Models of the reading process (Perfetti, Landi & Oakhill, 2005)

2. Definition of Critical Thinking

Elder and Paul (1994) stated that: “Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality” (p.34-35). That is, critical thinking is thinking logically, reasonably; it is the ability to make value judgments based on sound evidence and to gather and analyze information and solve problems. Critical thinkers are the one who never stop questioning and do not take everything for granted. They are active, not passive. They analyze the questions they ask. They consciously apply tactics and techniques to uncover meaning or assure their understanding. Critical thinkers are open to new ideas and perspectives, they are willing to challenge their beliefs and investigate competing evidence.

2.1 Critical Thinking Skills

In recent decades, researchers have shown great interest in developing students' critical thinking skills, especially in educational context. The skills of critical thinking are labeled in a taxonomy which was founded by a group of educational psychologists and their leader called Benjamin Bloom, this taxonomy was named after the leader's name i.e. Bloom's taxonomy through which the objectives of learning could be achieved depending on their cognitive skills which

are mentioned respectively: knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

a. Knowledge: at this level, students recall, restate, recognize, and retrieve information in the way they were acquired.

b. Comprehension: at this level, students understand and explain thoughts or items. They interpret, describe, and summarize information relying on their previous knowledge.

c. Application: at this level, students are supposed to use their prior knowledge-solving problems and implement the acquired information in familiar or new situation. They should be able to construct, implement, plan, select, and build information.

d. Analysis: this level helps learners to examine and break information into components in order to understand the relationships between them by comparing, contrasting, interrogating. This would pave the way to move to the next level smoothly.

e. Synthesis: this level involves putting information and ideas together to form a whole in generate new patterns and structures. It relies on inventing, designing, reconstructing, combining, and reorganizing.

f. Evaluation: through this level, learners are able to make judgments, assessments, and comments on the value of a particular idea or work. This goes by testing, hypothesizing and criticizing.

However, Bloom's student called Lorin Anderson has revised the first version by exchanging the last two levels (Synthesis and Evaluation). In his new version, the names of the six major categories were changed from nouns to verbs. To summarize, the fore mentioned skills of critical thinking can help students to be successful, creative and critical thinkers.

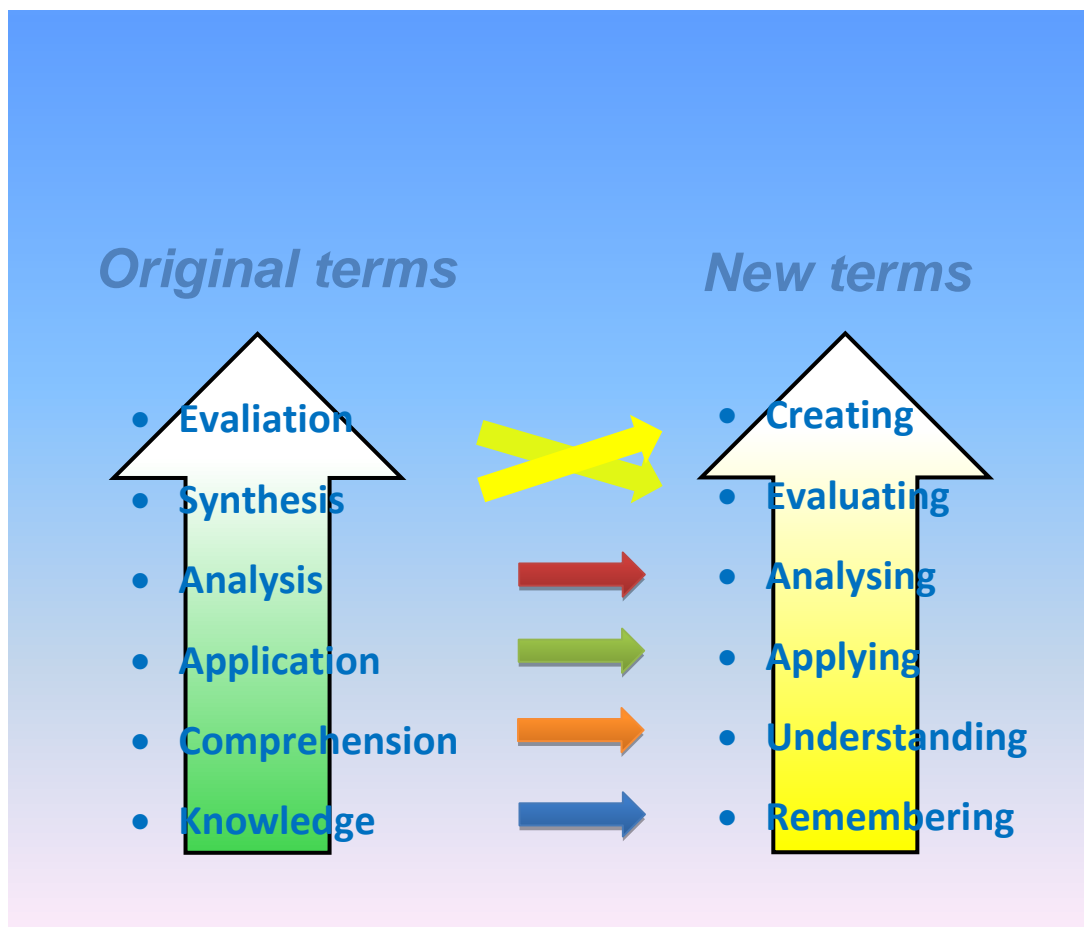


Figure 4: Interpretation of Bloom's Taxonomy (Based on Pohl, 2000, Learning to Think, Thinking to Learn, p.8)

2.2 The Importance of Critical Thinking

Critical thinking (CT) is considered as one of the most important skills of the 21st century in addition to other learning skills such as problem solving, creativity, communication and collaborative skills. Since the ability to think critically is a primary goal of education, students must be taught how to think critically and creatively, and it is the role of teachers to integrate critical thinking skills in their classrooms. Because these skills will help students to think independently as well as helping them in solving problems in school or in daily life (NCTM, 2000; Jacob, 2012). That is to say, students who think critically become more autonomous and independent in their learning and they work hard to find solutions to the problems they encounter. Furthermore, critical thinking allows students to manipulate their comprehension of the text they read. In short, critical thinking is an important tool for EFL learners because it paves the way to take critical actions and develop their own learning strategies.

3. Definition of Critical Reading

Walz (2001) defines critical reading as criticizing or analyzing the validity of the author's opinion presented in the material. Likewise, Richards and Schmidt (2002) refer to critical reading as "Reading in which the reader reacts critically to what he or she is reading, through relating the content of reading material to personal standards, values, attitudes or beliefs, i.e. going beyond what is said in the text and critically evaluating the relevancy and value of what is read" (p.134). Additionally, it is believed that critical reading is a high-level comprehension of written texts that needs the reader to interpret and assess in order to distinguish

between main and secondary information, point of view and facts as well as determining the writer's aim and tone.

Critical reading is not only restricted to enhancing students' reading interest or comprehension but also it helps them to think critically and to be critical thinkers (Pirozzi, 2003). According to Harmer (2001), critical reading is to analyze critically for the purpose of making judgments about information in the text. In short, based on the previous claims and definitions, the term critical reading has multifarious meanings; it is the process which combines between reading and critical thinking skills. It involves a dynamic and active interaction between the reader and the text. Also, critical reading can be viewed as a complex process in which learners approach a text with a "critical eye" for deeper understanding. They ask and answer questions, analyze, synthesize, examine, and evaluate ideas and thoughts presented in the printed material.

3.1 Qualities of a Critical Reader

There is a distinction between critical readers and non-critical readers. Kurland (2000) claimed that non-critical readers depend on memorizing information from a text while critical readers make restatements; descriptions, and interpretations of what they read. In this sense, critical readers are active and efficient readers who try to be closer to the writer through analyzing his thoughts even though they do not know each other. Furthermore, a critical reader is the one who is able to figure out bias, misleading point of view, and irrational conclusions in a written passage. In addition to that, a good critical reader has the ability to go beyond the literal interpretation of what he reads. That means, he reads between the lines to determine what the author means by what he says. Moreover, critical

readers are characterized by their ability to raise questions and to identify arguments and issues. They are able to reflect on the thoughts presented in the reading passage. Finally, we can say that critical readers are creative, open-minded, and are excited about learning.

3.2 Teaching of Critical Reading

Critical reading skills play a major role in the educational context. For that reason, these skills should be taught to students because they help them to be open to new ideas, active learners also to make judgments and not to accept easily the ideas presented in the text. Teachers should integrate critical reading skills in their classes because they are more meaningful and beneficial for the students. In other words, when we teach critical reading skills to students we will develop them to be critical thinkers because critical reading is associated with critical thinking. Thus, this would help them to be better critical readers. In addition, the teacher plays significant role in developing the students' level of critical reading through assigning activities and tasks that promote critical reading and critical thinking as well. Teachers should teach their students how to read and think analytically and critically and this can be done through adapting strategies and tasks that foster those skills.

3.3 The Importance of Critical Reading

Critical reading skills are very important to be integrated in the curriculum because they help learners not only in their academic careers but also prepare them for real life situations and social relations. According to Kurland (2000) critical reading is a skill which provides learners with the chance of exploring thoughts and analyzing information critically through a careful, interactive, and reflective process of reading. Critical reading helps students to comprehend the author's intended meaning and to achieve it as it assists them to read with an open mind and a desire to accept new thoughts and opinions. According to Jones (2002) critical reading not only enriches students' vocabulary and reading but also teaches them how to achieve real comprehension of texts and how to think about them with critical ideas. To conclude, critical reading skills could assist students become better readers and thinkers because they will be looking at reading as an active process rather than a product.

3.4 The Relationship between Cognitive Strategies and Critical Reading

Cognitive strategies and critical reading are interrelated and there is a strong correlation between the two in order to achieve proficiency in foreign language learning (FLL). According to Williams (2006) Competent readers have the ability to develop their reading comprehension skills because they are often aware of their strategies, and they learn intentionally and meaningfully whatever the difficulty existed in the tasks .He adds competent readers link the new information with their prior knowledge in order to derive meanings out of the text. Further, According to

Allen (2003), strategic readers never stop asking themselves questions and analyzing the content of the text. They produce visual pictures of the events in their mind, which make it easy for them to recall and enhance their comprehension. Based on the previous claims, we conclude that the use of cognitive strategies such as: prediction, visualizing, making inferences will help learners not only in second language acquisition but also in developing their critical reading abilities. For example, when using prediction strategy, here the learner can rely on his prior knowledge to guess and anticipate the content of the text.

Conclusion:

The current section reviewed the literature of previous studies related to the following concepts: reading, reading comprehension, critical thinking, and critical reading.

Additionally, it involves definitions of these concepts according to several scholars and researchers. Also, it consists the main concern of our research which is critical reading and some elements related to this term. It ends up with the relationship between the research main variables: critical reading and cognitive strategies.

**CHAPTER TWO : PRACTICAL
PART
RESEARCH METHODOLOGY
AND DISCUSSIONS OF THE
RESULTS**

CHAPTER TWO : PRACTICAL PART

RESEARCH METHODOLOGY AND DISCUSSIONS OF RESEULTS

Introduction

In this chapter, the researcher's attention has shifted from the theoretical part which is the literature review to the practical part which is mainly concerned with the research methodology and discussion of results upon which the present study is conducted in order to investigate the usefulness of cognitive strategies in enhancing critical reading. This chapter is divided into two sections; the first section supplies a thorough description of the research design and methodology. Initially, it begins with a swift look at the research variables, sample and population, methodology, data collection tools, and data collection procedures and analysis conclusion. While in second section the focus shifts to findings and discussion of results. The researchers will analyze the data gathering tools which are the students' questionnaire, and the teachers' questionnaire.

Section One: Research Design and Methodology

Introduction

This section focuses on the research design and methodology used in this study. The nature of this study is descriptive. Through this section researchers attempt to describe the data collection instruments which are the students' questionnaire, and the teachers' questionnaire in addition to describing the research variables, sample and population of the study and research methodology.

1.1 Research Variables

The independent variable is the one that is constant; whereas, the dependent variable is the one that is affected by the independent variable (Singh, 2006). The present study which investigates the usefulness of cognitive strategies in enhancing critical reading contains an independent variable, which is cognitive strategies and a dependent variable which is critical reading.

1.2 Research Sample and Population

The sample population in this study is Master one students of civilization and literature (males and females) in the Department of Letters and English Language, Faculty of Letters and Languages, M'sila University. The total number of students during the university year 2019 –2020 was \approx 80 students distributed over 2 groups but only 30 students were selected randomly to participate in this work and researchers have opted 4 teachers for the teachers' questionnaire.

1.3 Research Methodology

The nature of the current study is descriptive through which the data are gathered and analyzed both qualitatively and quantitatively. It seems that this method is the appropriate one for this study; since the research aims to determine the relationship between the cognitive strategies and critical reading in M'sila University. Also, the choice of this method can be justified by the fact that can provide us with comprehensive information and valid results to the current study.

1.4 Data Collection Tools

The data collected tools that are used in this research are two questionnaires; the first questionnaire has been administered to EFL learners in order to collect data about their attitudes towards reading and their use of cognitive strategies, the second questionnaire has been submitted to EFL teachers in order to explore teachers' role in motivating their students to use critical reading strategies.

1.5 Data Collection Procedures and Analysis

This study investigates the usefulness of cognitive strategies in enhancing critical reading from the point of view of both students and teachers. The data obtained from the two questionnaires were analyzed and interpreted qualitatively and quantitatively. After collecting the quantitative data through administering the two questionnaires, the data have been analyzed, and illustrated in pie charts and graphs.

Conclusion

In this section, researchers attempt to describe the research design which includes research variables, research sample, population and methodology, data collection tools used in this study and procedures of data collection and analysis .The next step will be devoted to the findings and discussion of the results.

Section Two: Findings and Discussion of Results

Introduction

This section is devoted to the description , analysis and interpretation of the data obtained from the students' questionnaire, and the teachers' questionnaire. The result of each question will be displayed in tables using statistic technique of percentage to facilitate the interpretation of the findings in the light of the research study.

2.1 Students' Questionnaire Results and Discussions

In the current study, the questionnaire includes a number of questions given to a particular population; it was administred to master one students of Civilization and Literature at M'sila University. The main aim of such data gathering tool is that it is helpful for gathering a huge number of data in a short time from a large number of population.

2.1.1 Aim of the Students' Questionnaire

The purpose of this questionnaire is to shed light on the usefulness of cognitive strategies in enhancing critical reading. This questionnaire is divided into two parts ; where in the first part researchers attempt to know the opinions and attitudes of the students towards reading in general, while the second part of the questionnaire aims to know whether the students are using the cognitive strategies or not and also to know about the role of their teachers in motivating them .

2.1.2 Description of the Students' Questionnaire

The whole questionnaire includes 21 questions divided into two sections; the first section is about students attitudes towards reading; the second section is about the students use of cognitive strategies. The structure of these questions was arranged from general to specific in order to make students familiarize with the topic of the research. These questions are designed for master one students of civilization and literature at the department of M'sila University of the academic year 2019/2020. In this study thirty students were chosen randomly to investigate the usefulness of cognitive strategies in enhancing critical reading.

2.1.3 Preliminary Students' Questionnaire Results and Discussions

Section One: Students' Attitudes towards Reading

Question 1: How often do you read in English ?

Table 2.1: The Number of Times Students spend Reading in English

Answers	Frequency	Percentage
a. Very often	5	17 %
b. Often	10	33 %
c. Sometimes	11	37 %
d. Usually	2	7 %
e. Always	2	7 %
Total	30	100 %

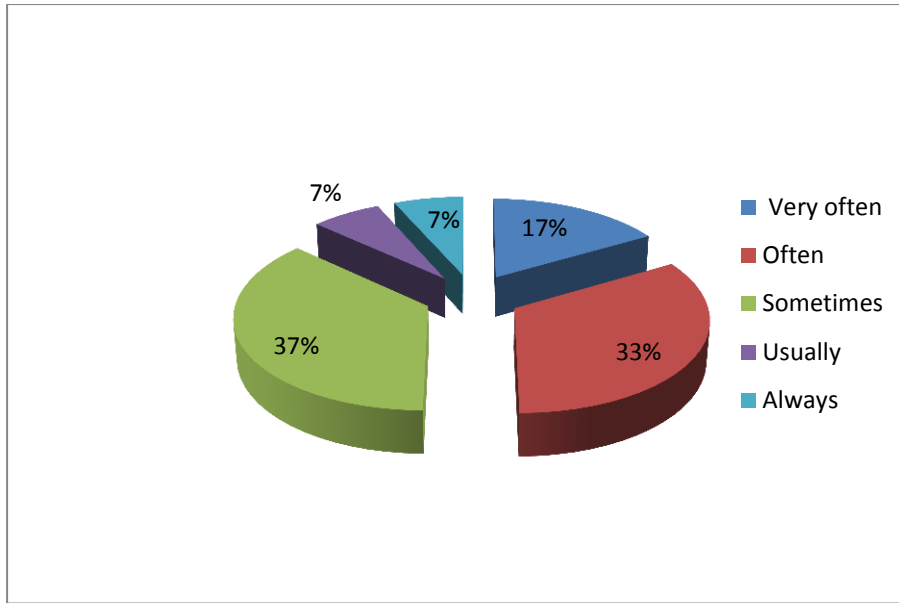


Figure 2.1. Pie-Chart of The Number of Times Students spend Reading in English.

Reading in a foreign language plays a major role in achieving EFL students' proficiency. From table 2.1 we see that 37 % of the students sometimes read in English, 33 % of them often read, but only 7 % of the students are using reading as a usual habit. These results indicate that the majority of students read in the foreign language but in different times.

Question 2: What do you prefer to read more ?

Table 2.2: Students' Favorite Reading Types

Answers	Frequency	Percentage
a. Short stories	10	33 %
b. Novels	7	23 %
c. Poems	5	17 %
d. Newspapers	3	10 %
e. Scientific texts	3	10 %
f. Magazines	2	7 %
Total	30	100 %

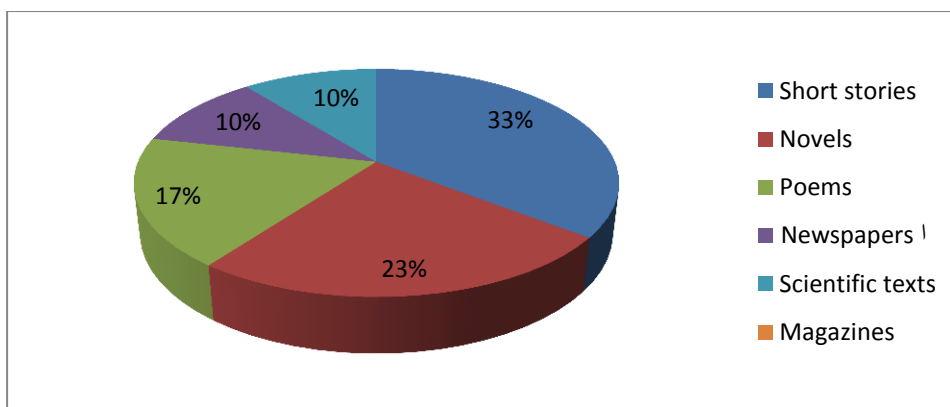


Figure 2.2. Pie-Chart of Students' Favorite Reading Types.

This question seeks to find out students' preferred types of reading. Table 2.2 shows that 33 % of students prefer to read short stories more, 23 % favor to read novels, 17% like to read poems, and few of them (7%) prefer to read magazines. So, the results show that short stories, novels, and poems are the most preferable reading types by the majority of students because they are related to their specialty.

Question 3: How do you find these types of texts?

Table 2.3: Students' Attitudes toward Reading such Types of Texts

Answers	Frequency	Percentage
a. Very difficult	0	0 %
b. Difficult	8	27 %
c. Confusing	7	23 %
d. Easy	13	43 %
e. Very easy	2	7 %
Total	30	100 %

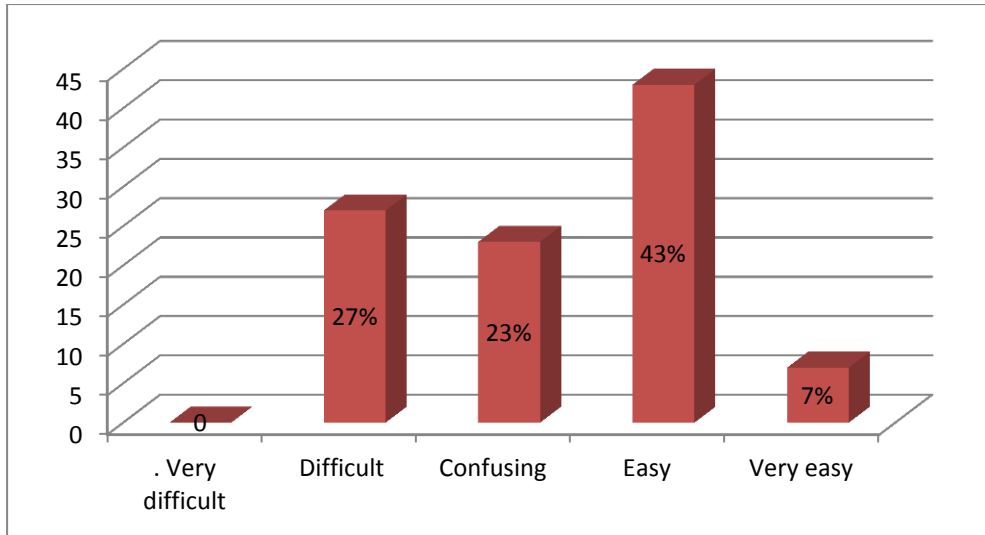


Figure2.3. Bar-Graph of Students' Attitudes toward Reading such Types of Texts.

The above figure shows how the percentages are divided according to the students' answers. According to table 2.3. 43% of students find the texts they read easy. 23 % of them are confused when they read. Whereas, 27 % of students consider the types they read as being difficult, but no one claims that they are very difficult. From these answers, we conclude that students have various attitudes toward what they read.

Question 4: How often do you enjoy the time you spend in reading ?

Table 2.4: Students' Enjoyment of the Time they spend in Reading

Answers	Frequency	Percentage
a. Very often	5	17 %
b. Often	7	23 %
c. Sometimes	7	23 %
d. Usually	3	10 %
e. Always	8	27 %
Total	30	100 %

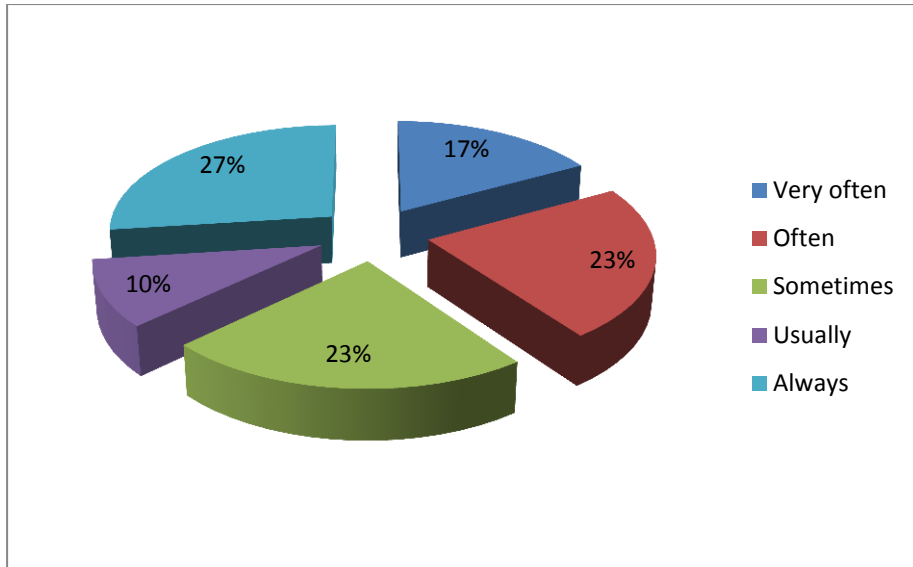


Figure 2.4. Pie-Chart of Students' Enjoyment of the Time they spend in Reading.

The above table 2.4 indicates that 27 % of students always enjoy their time when they read. 23 % of them often do enjoy the time they spend in reading. While, few of them (17%) very often do enjoy. From the obtained answers we conclude that the majority of students read with pleasure.

Question 5: Do you understand all what you read ?

Table 2.5: Students' Understanding of what they read

Answers	Frequency	Percentage
a. Never	0	0 %
b. Rarely	0	0 %
c. Sometimes	6	20 %
d. Usually	22	73 %
e. Always	2	7 %
Total	30	100 %

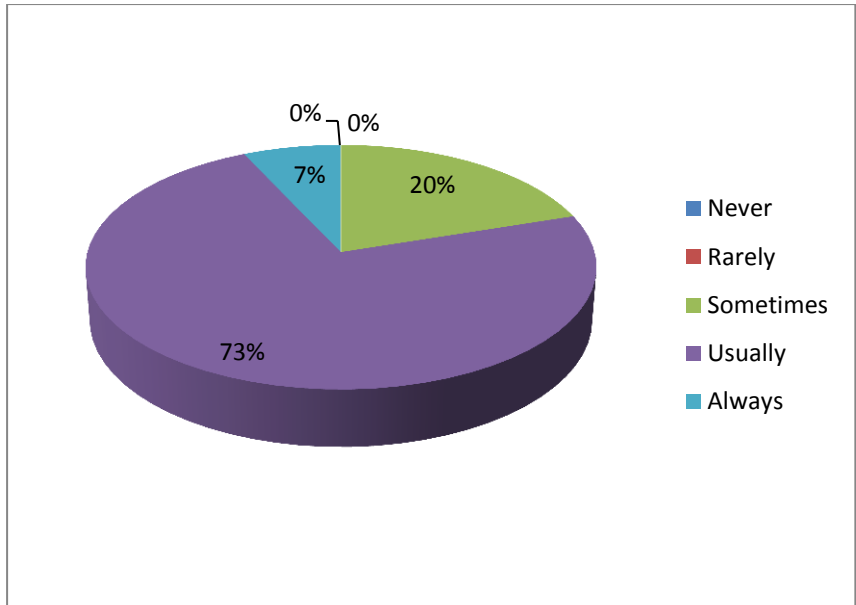


Figure 2.5. Pie-Chart of Students' Understanding of what they read.

This question is asked to know whether students have the ability to understand all what they read or not. The table 2.5 shows that the majority of our sample with (73%) say that they usually understand all what they have read, 20 % said sometimes, and only 7 % who said that they always achieve comprehension in reading.

Question 6: How do you find reading texts in your specialty ?

Table 2.6: Students' Opinions about Reading Texts that are related to the Specialty

Answers	Frequency	Percentage
a. Very boring	3	10 %
b. Boring	1	3 %
c. Not interesting	7	23 %
d. Interesting	17	57 %
e. Very interesting	2	7 %
Total	30	100 %

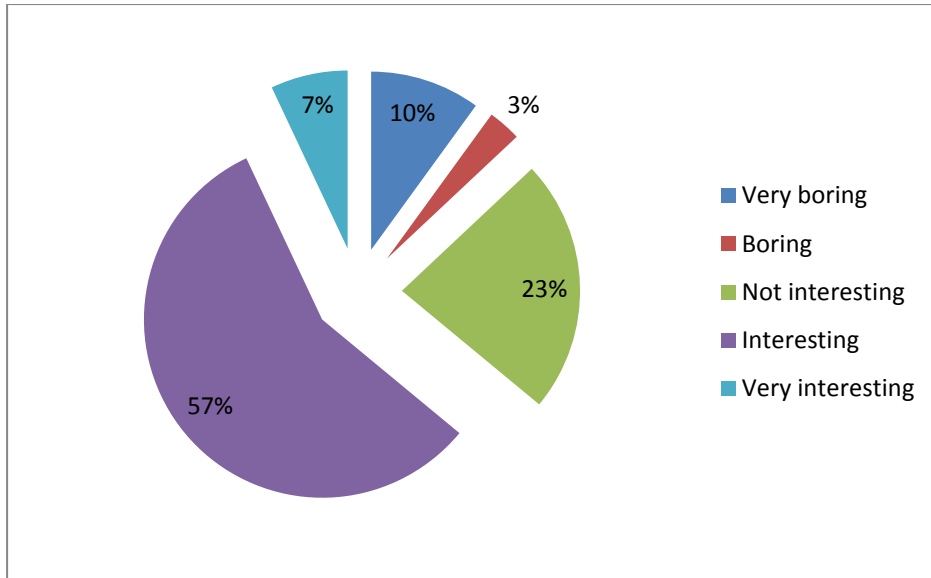


Figure 2.6. Pie-Chart of Students' Opinions about Reading Texts that are related to the Specialty.

It seems from table 2.6 that most of the students (57%) claim that reading texts in their specialty is interesting while 23 % of them state the opposite i.e. not interesting, 10 % said it is very boring when reading passages in their specialty. The results demonstrate that the majority of the students like reading materials related to their specialty.

Question 7: What are the difficulties you face when reading texts ?

Table 2.7: The Difficulties that Students encounter when Reading Texts.

Answers	Frequency	Percentage
a. Meaning of words	24	80 %
b. Structure of the sentence (grammar)	6	20 %
Total	30	100 %

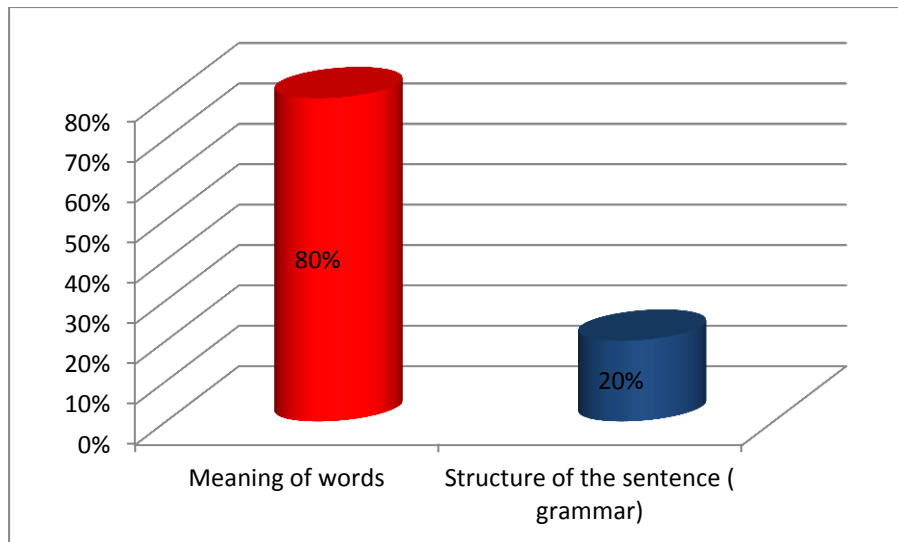


Figure2.7. Bar-Graph of The Difficulties that Students encounter when Reading Texts.

The purpose of this question is to find out the difficulties students face when reading. From the table2.7 we can see that the majority of our sample with(80%) say that they encounter difficulties in knowing the meaning of words, while according to 20 % of the students the structure of the sentences is more difficult.

Section Two : Students' Use of Cognitive Strategies

Question 1: Do teachers motivate you to use reading strategies ?

Table 2.8: Teachers' Role in Motivating Students to use Reading Strategies

Answers	Frequency	Percentage
Always	8	27 %
Often	6	20 %
Sometimes	9	30 %
Seldom	3	10 %
Never	4	13 %
Total	30	100 %

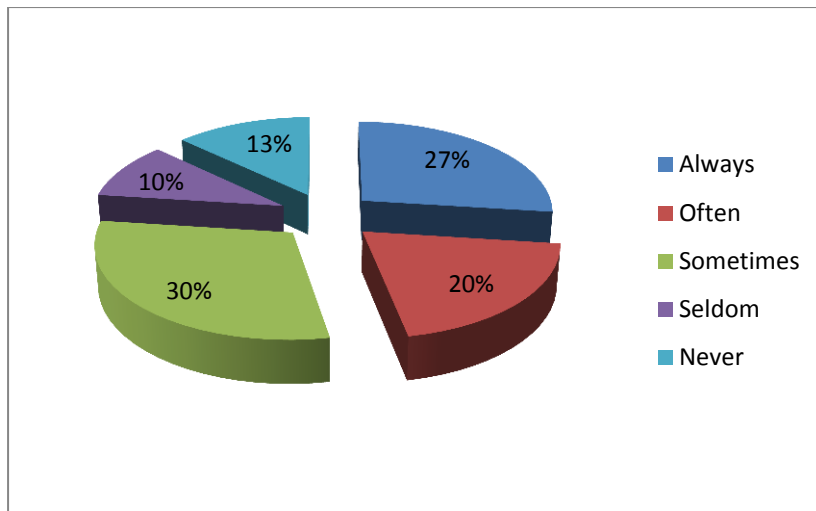


Figure 2.8. Pie-Chart of Teachers' Role in Motivating Students to use Reading Strategies.

This question is asked to know whether teachers motivate their students to use reading strategies. Through the table 2.8 above we can notice that 8 students state that teachers always motivate them to apply reading strategies. 9 students report that teachers sometimes encourage them to use strategies when they read. However, few students (4) said that teachers never push them to use the techniques of reading.

Question 2: Do you apply some of reading strategies such as: prediction, visualizing, summarizing,... etc?

Table 2.9: Students' Use of Reading Strategies

Answers	Frequency	Percentage
Always	3	10 %
Often	10	33 %
Sometimes	5	17 %
Seldom	8	27 %
Never	4	13 %
Total	30	100 %

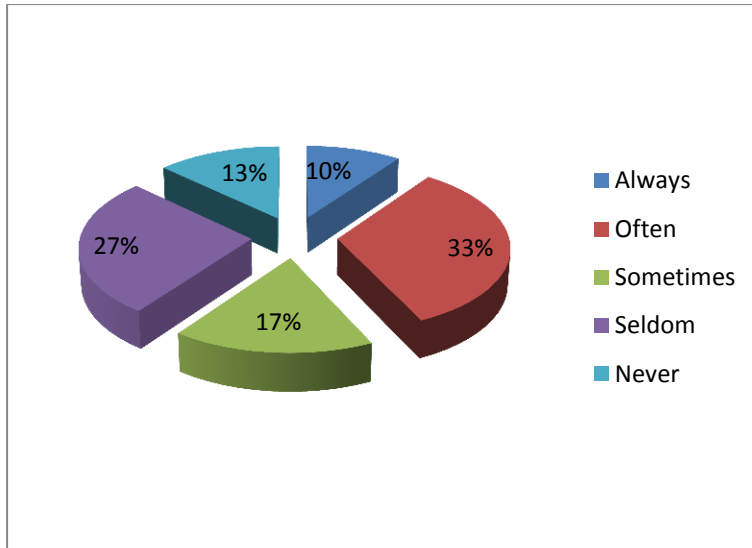


Figure2.9. Pie-Chart of Students' Use of Reading Strategies.

According to the table 2.9. 33 % of the students do often use reading strategies when they read. 27 % of them seldom use these strategies to achieve comprehension. 13% of the students never apply them, but only 10 % of them who always apply these strategies which make reading more understandable.

Question 3: Do you skim the text for the overall idea ?

Table 2.10: Students' Use of Skimming Strategy

Answers	Frequency	Percentage
Always	10	33 %
Often	7	23 %
Sometimes	7	23 %
Seldom	3	10 %
Never	3	10 %
Total	30	100 %

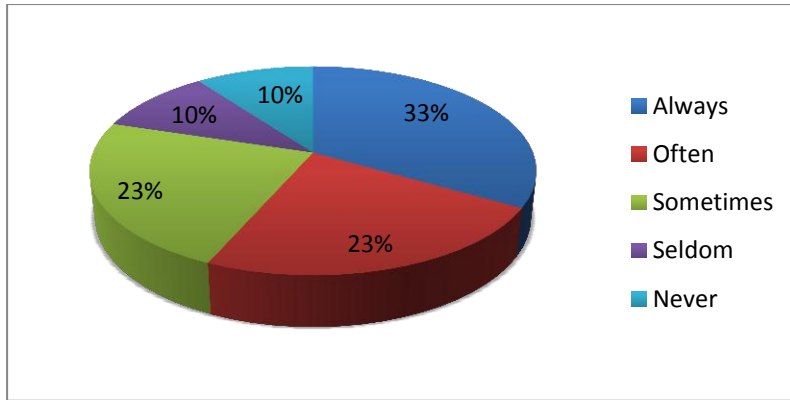


Figure 2.10. Pie-Chart of Students' Use of Skimming Strategy.

Table 2.10 displays that the highest percentage of students with (33%) always skim the text for the main idea. 23% of them sometimes read quickly to get the text's general idea. Only few students(10 %) who never apply skimming strategy. It was concluded that for the majority of the students skimming strategy is a useful strategy that helps to get an overall idea of the reading passages.

Question 4: Do you scan the text for specific information ?

Table 2.11: Students' Use of Scanning Strategy

Answers	Frequency	Percentage
Always	6	20 %
Often	9	30 %
Sometimes	13	43 %
Seldom	2	7 %
Never	0	0 %
Total	30	100 %

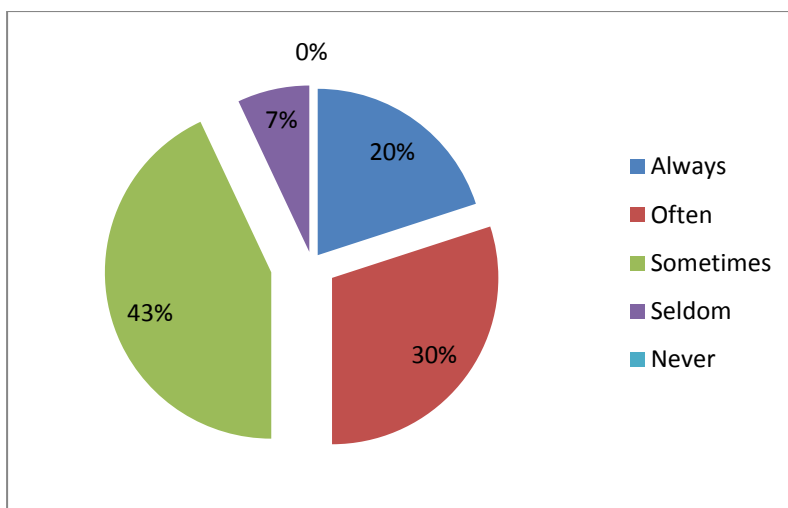


Figure 2.11. Pie-Chart of Students' Use of Scanning Strategy

From the above table 2.11. We see that the majority of the participants (13) read sometimes the target text deeply. 6 students always scan a given text for specific information. On the other hand, no student said that he never uses scanning strategy in reading.

Question 5: Does the title of the text help you to predict its content before reading ?

Table 2.12: Students' Use of Prediction Strategy before Reading

Answers	Frequency	Percentage
Always	12	40 %
Often	8	27 %
Sometimes	9	30 %
Seldom	0	0 %
Never	1	3 %
Total	30	100 %

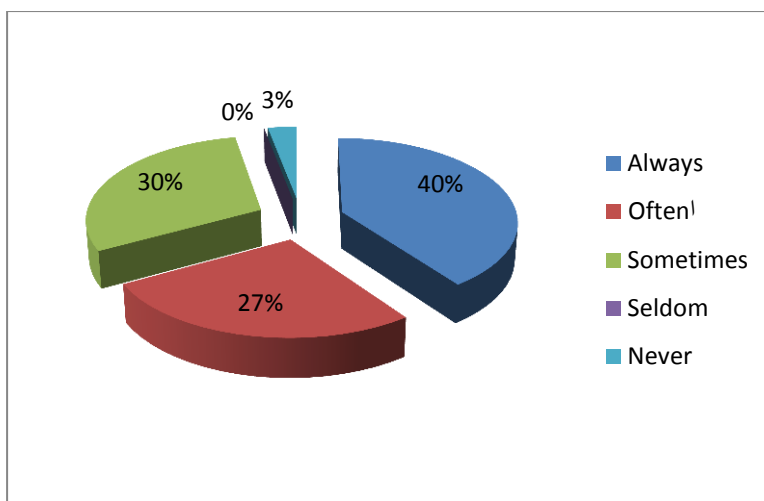


Figure 2.12. Pie-Chart of Students' Use of Prediction Strategy before Reading.

This question seeks to know students' use of prediction strategy before reading. Table 2.12. shows that the highest percentage (40 %) which is occupied by the students who state that they always make predictions when they read the title of any written material to guess the meaning of its content. 30% of the students sometimes use this strategy, and only 3% which is concerned with those who never use this technique.

Question 6: Do the unfamiliar/new words make an English text difficult for you ?

Table 2.13: The Problem of Unfamiliar Words in English Text

Answers	Frequency	Percentage
Always	10	33 %
Often	7	23 %
Sometimes	11	37 %
Seldom	2	7 %
Never	0	0 %
Total	30	100 %

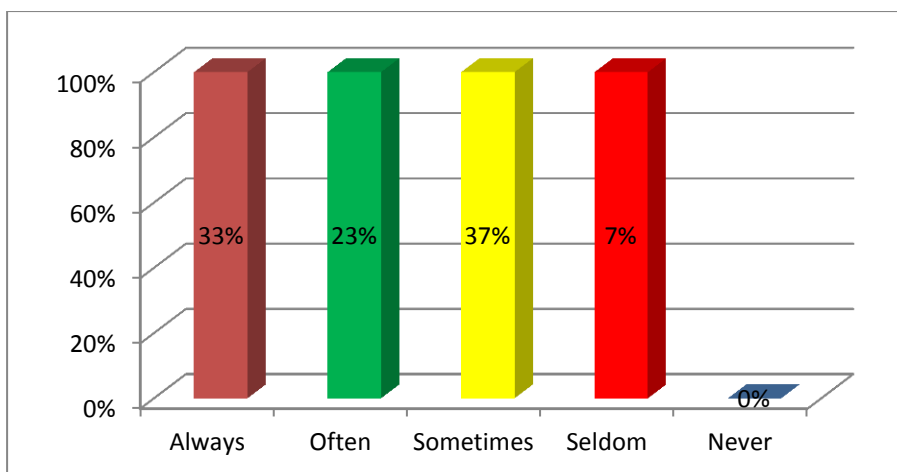


Figure 2.13. Bar-Graph of The Problem of Unfamiliar Words in English Text.

For this question, 11 students answered that new words sometimes make an English text difficult for them. 2 students out of the whole sample said that unknown items seldom create a difficult for them, but 10 students claim that unfamiliar terms always make the target text difficult.

Question 7: Do you guess the meaning of words from their contexts in the text ?

Table 2.14: Students' Use of Guessing the Meaning from the Context Strategy

Answers	Frequency	Percentage
Always	13	43 %
Often	9	30 %
Sometimes	8	27 %
Seldom	0	0 %
Never	0	0 %
Total	30	100 %

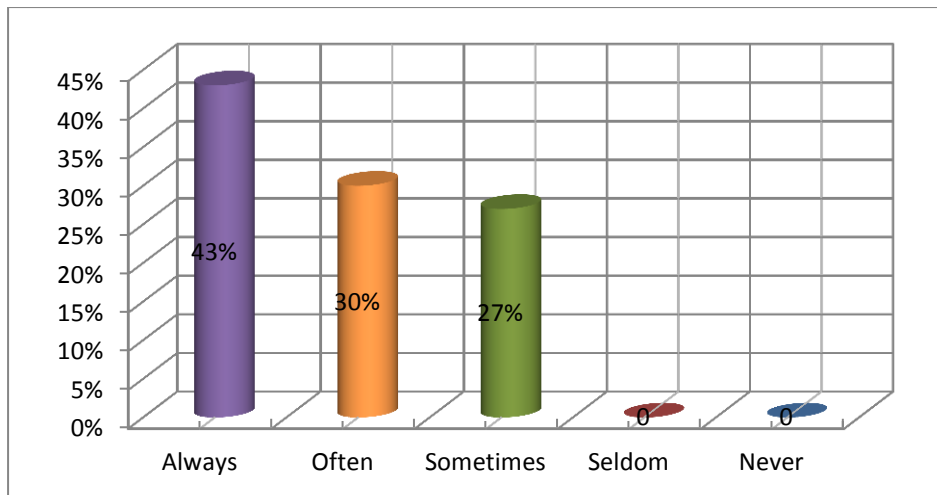


Figure 2.14. Bar-Graph of Students' Use of Guessing the Meaning from the Context Strategy.

Table 2.14 reveals that 13 students always guess the meaning of words from their contexts. 9 students often depend on the context to get the meaning of a word. No student claim that he never infers the meaning of new words through the context.

Question 8: Do you take notes while reading a given text ?

Table 2.15: Students' Use of Note-taking Strategy while Reading

Answers	Frequency	Percentage
Always	7	23 %
Often	6	20 %
Sometimes	4	13 %
Seldom	7	23 %
Never	6	20 %
Total	30	100 %

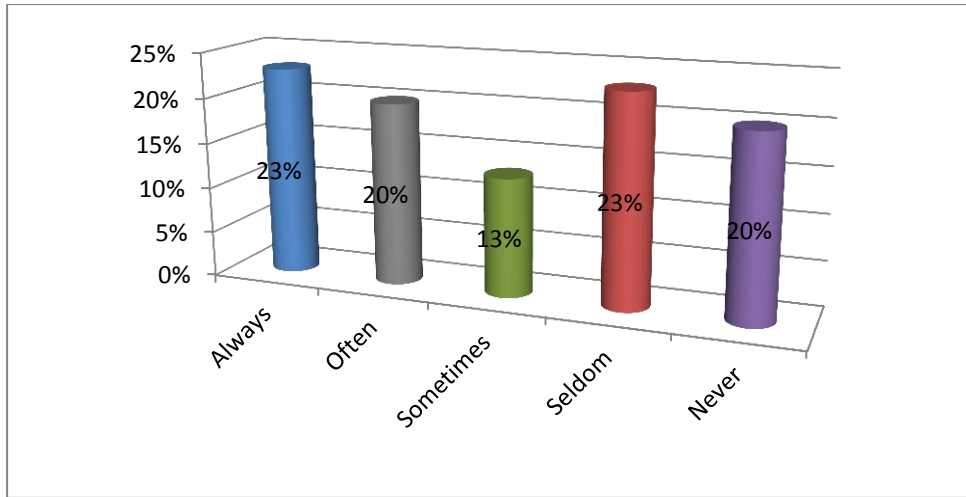


Figure 2.15. Bar-Graph of Students' Use of Note-taking Strategy while Reading.

From the results of the table 2.15 we can say that some of students (23%) do always take notes while reading a given text. 20% said they often use this strategy. Also, 20% of them disagree with this they never use note taking strategy.

We conclude, such strategy will help learners to understand a certain text easily.

Question 9: When reading a story, do you imagine its events ?

Table 2.16: Students 'Use of Visualizing Strategy

Answers	Frequency	Percentage
Always	19	63 %
Often	5	17 %
Sometimes	5	17 %
Seldom	1	3 %
Never	0	0 %
Total	30	100 %

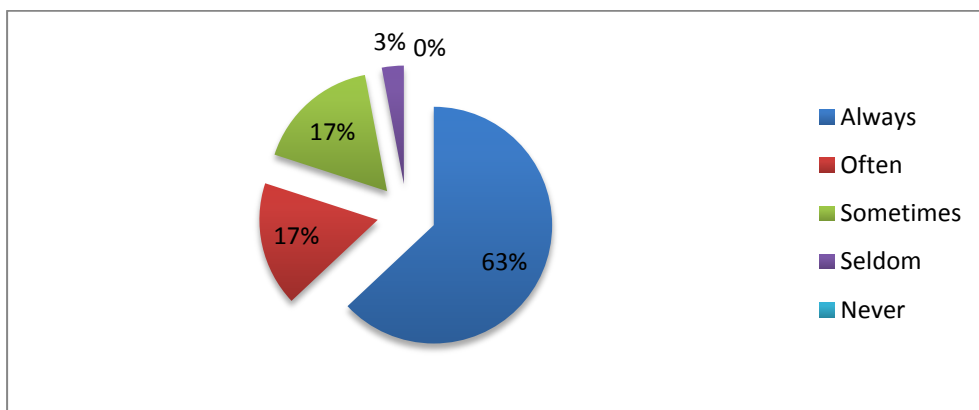


Figure 2.16. Pie-Chart of Students 'Use of Visualizing Strategy.

This question aims at finding out whether students use visualization strategy or not. Table 2.16 indicates that a great number of students under study (63%) always imagine the events of the story they read.17% of them sometimes use this strategy and 0% of them said that they never use visualization strategy. So, the results show that visualization is an important technique for students to understand the content of the story.

Question 10: Do you use grouping strategy which means classifying words according to their grammatical categories (adjective, noun, verb) ?

Table 2.17: Students’ Use of Grouping Strategy

Answers	Frequency	Percentage
Always	1	3 %
Often	5	17 %
Sometimes	3	10 %
Seldom	8	27 %
Never	13	43 %
Total	30	100 %

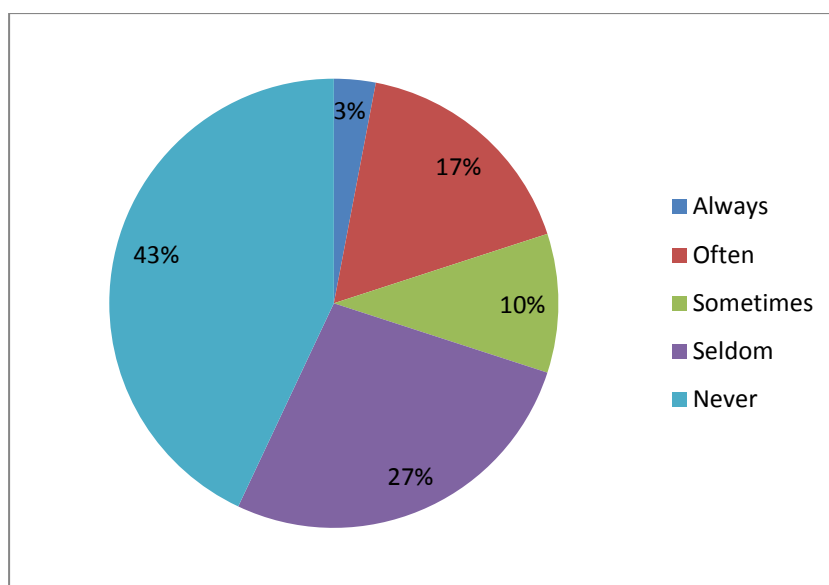


Figure2.17. Pie-Chart of Students’ Use of Grouping Strategy.

This question aims to know whether students are using grouping strategy. Table 2.17 indicates that only 3% of students who claim that they always use grouping strategy, 17% of them state that they often use such strategy, whereas 43% of the participants declare with never. We conclude that most students ignore grouping strategy.

Question 11: Do you use deduction strategy (moving from general to specific to understand the main ideas of the text, deducing grammatical rules after analyzing examples ?

Table 2.18: Students' Use of Deduction Strategy

Answers	Frequency	Percentage
Always	6	20 %
Often	6	20 %
Sometimes	11	37 %
Seldom	4	13 %
Never	3	10 %
Total	30	100 %

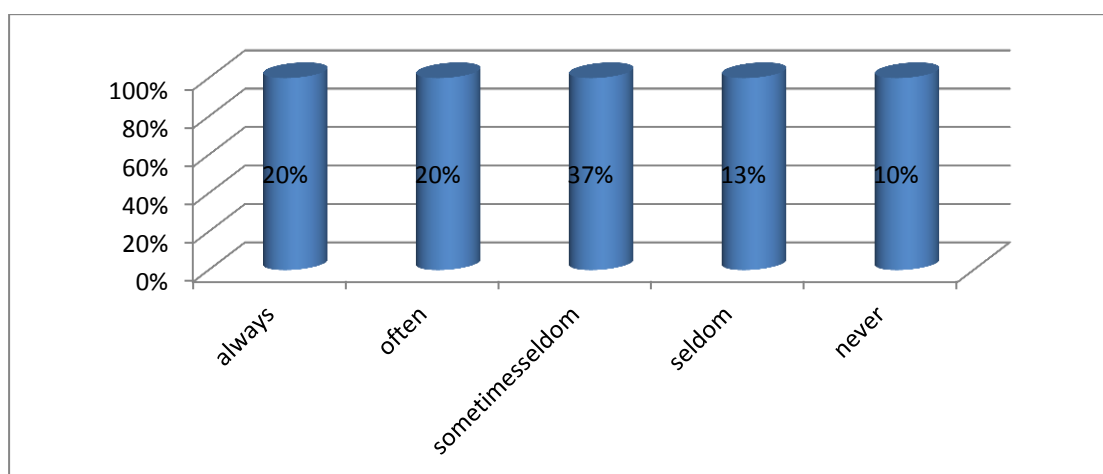


Figure 2.18. Bar-Graph of Students' Use of Deduction Strategy.

This question is asked to know whether students use deduction strategy which is moving from general to specific to understand the main ideas of the text. The table 2.18 pinpoints that 37% of the students sometimes use this strategy, and 20% of them always apply deduction strategy.

Question 12: When reading, do you stop from time to time to make inferences (conclusions) on what the author does not mention explicitly in the text ?

Table 2.19: Students' Use of Inferring Strategy

Answers	Frequency	Percentage
Always	9	30 %
Often	5	17 %
Sometimes	7	23 %
Seldom	5	17 %
Never	4	13 %
Total	30	100 %

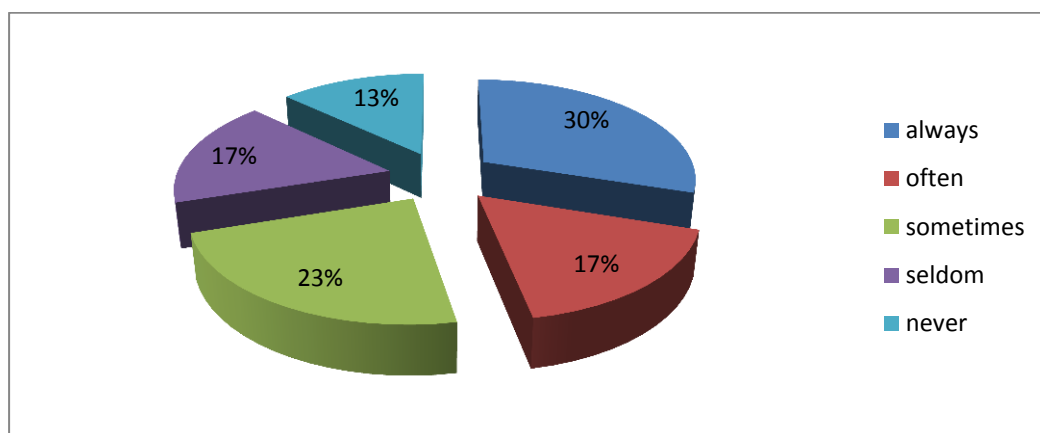


Figure 2.19. Pie-Chart of Students' Use of Inferring Strategy.

According to the table 2.19 most students (30%) always make inferences when reading. 23% said that they sometimes use this strategy. But, only 13% of the students never make conclusions on what the author does not mention explicitly in the text.

Question 13: Do you make a summary for what you read ?

Table 2.20: Students' Use of Summarizing Strategy after Reading

Answers	Frequency	Percentage
Always	6	20 %
Often	2	7 %
Sometimes	8	27 %
Seldom	9	30 %
Never	5	17 %
Total	30	100 %

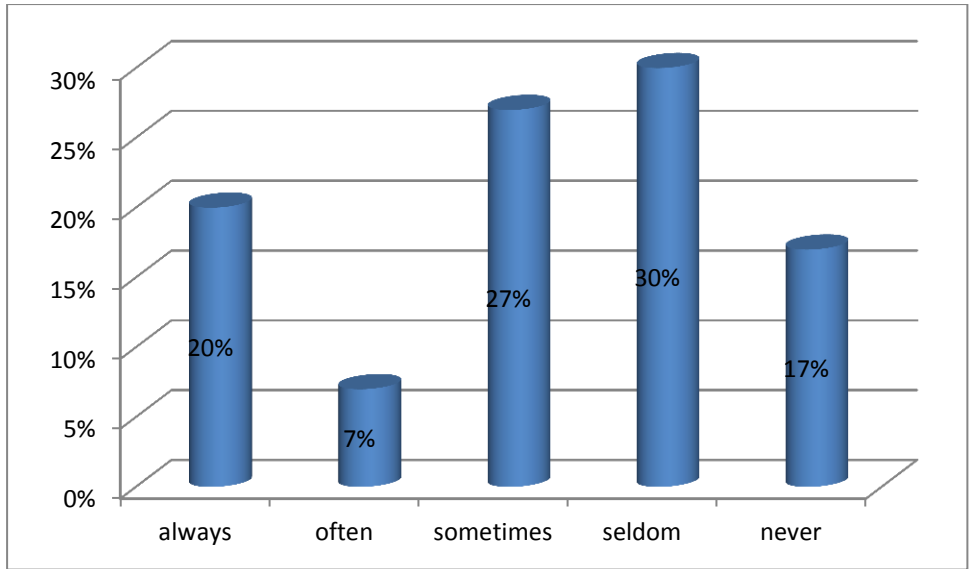


Figure 2.20. Bar-Graph of Students' Use of Summarizing Strategy after Reading.

Table 2.20 shows that 9 students (30%) of our sample seldom summarize what they read in order to avoid rereading the whole text. 6 students (20%) are always using this strategy. While, 5 students of them (17%) prefer to read without making a summary.

Question 14: Do you paraphrase what you read ?

Table 2.21: Students' Use of Paraphrasing Strategy

Answers	Frequency	Percentage
Always	5	17 %
Often	3	10 %
Sometimes	7	23 %
Seldom	7	23 %
Never	8	27 %
Total	30	100 %

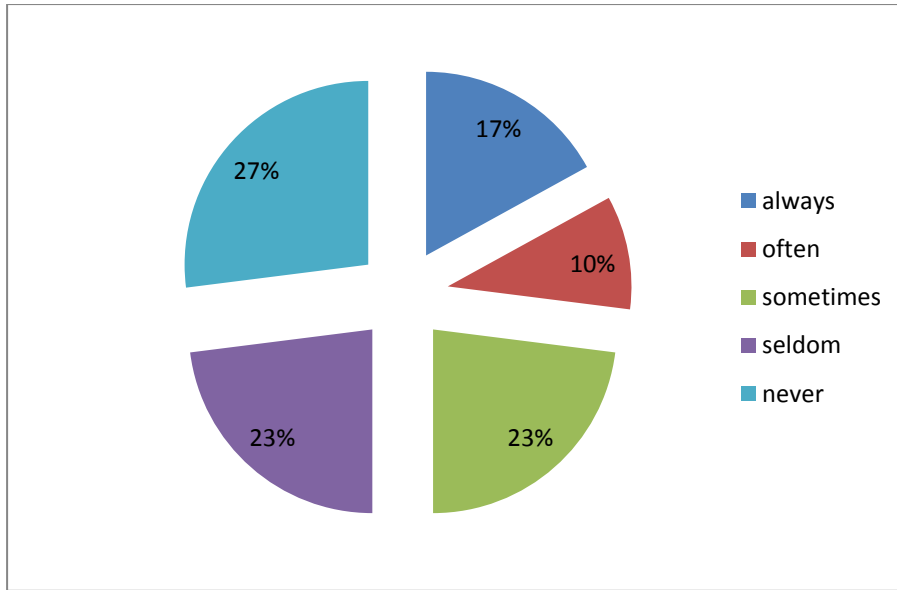


Figure 2.21. Pie-Chart of Students' Use of Paraphrasing Strategy.

Question fourteen is asked to explore whether learners use paraphrasing strategy in reading. Table 2.21 shows that 27% students never apply paraphrasing strategy. 23% of them sometimes do. Whereas, 17% of students always use such strategy.

Section Three: Background Information

1. Gender:

Table 2.22: Students' Gender Distribution

Answers	Frequency	Percentage
a. Male	8	27 %
b. Female	22	73 %
Total	30	100 %

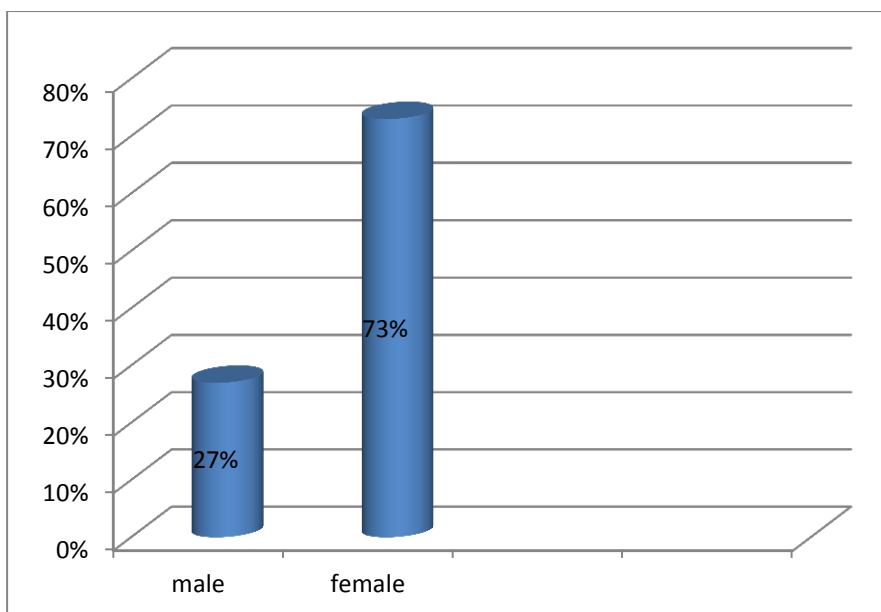


Figure 2.22. Bar-Graph of Students' Gender Distribution.

A quick glance at table 2.22 reveals that females who participated in this study were 22 (73%). While, the number of males were only 8 (27%). These results indicate that females outnumber males. So, we conclude that female students are more interested in learning foreign languages than males.

2. Age:

Table 2.23: Students' Age Distribution

Answers	Frequency	Percentage
a. 20-23 years old	20	67 %
b. 24-26 years old	8	27 %
c. 27-29 years old	2	7 %
d. More than 30 years old	0	0 %
Total	30	100 %

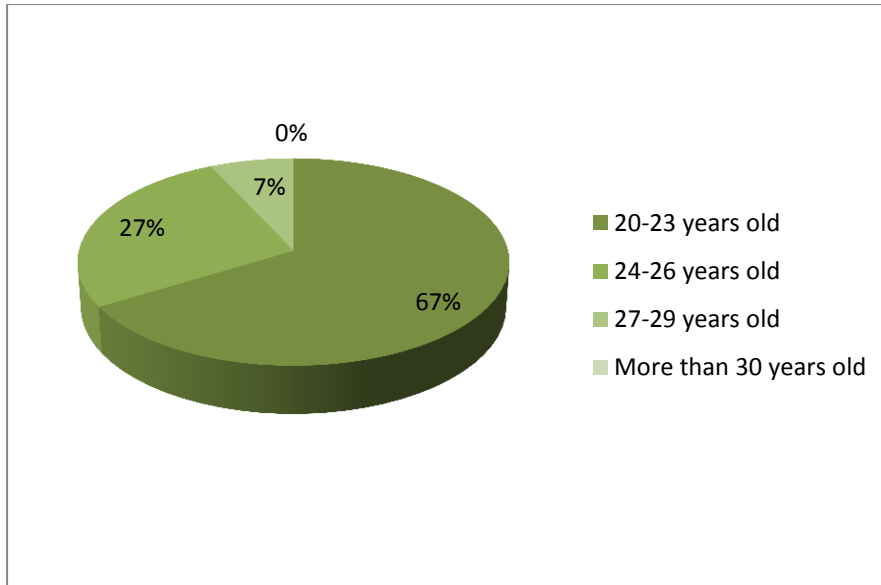


Figure 2.23. Pie-Chart of Students' Age Distribution.

According to table 2.23 the majority of students (67%) are aging between 20-23 years old. 27% of the participants are between 24-26 years old. However, the study did not include any participants aging more than 30 years old.

3. My level in English is:

Table 2.24: Students' level

Answers	Frequency	Percentage
a. Low	0	0 %
b. Average	26	87 %
c. High	4	13 %
Total	30	100 %

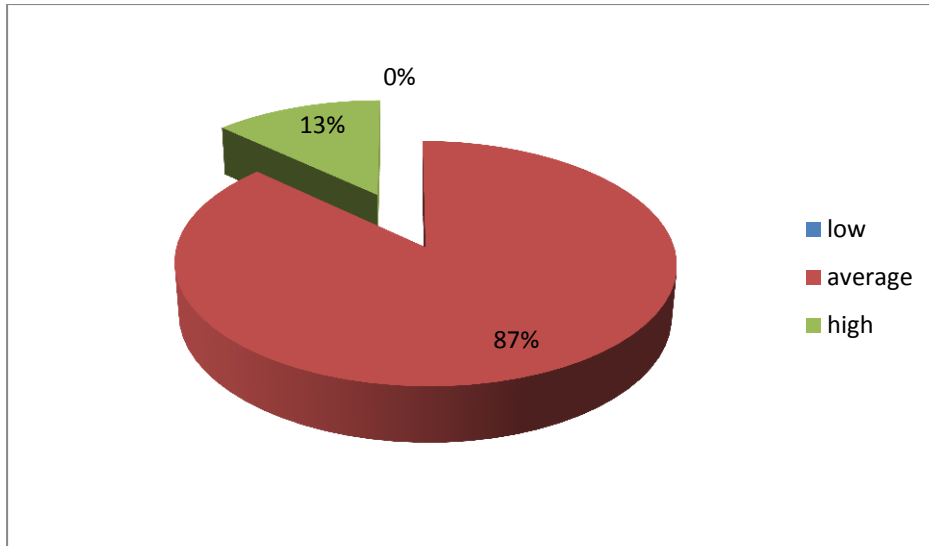


Figure2.24. Pie-Chart of Students' level

This question seeks to describe students' English language performance. According to students' responses, 26 students (87%) said that their level is average. 4 students (13%) claim that their level is high but no one (0%) state that his level is low.

2.1.4 Findings and Discussions of the Students' Questionnaire

Results

Findings obtained from the questionnaire administered to first year master students who are specialized in civilization and literature at Mohamed Boudiaf University of M'sila .After analysing the participants 'answers of the questions of this questionnaire, It is observed that students are of different levels; each one has his own level of understanding and capacity to reach knowledge. They have different views towards reading. Also, most of them claimed that they are using the strategies of reading and they are motivated by their teachers to use them. Some cognitive strategies such as : prediction and visualizing are of great importance to the students as they are aware of them. Moreover, the respondents' answers varied and showed a lack of awareness of some important cognitive strategies and they are ignored by the majority of students. For instance, grouping and summarizing. it clearly indicates that the use of cognitive strategies is necessary in the learning and teaching process .Moreover, learners need to use such strategies in order to gain proficiency especially in reading. Through using these techniques, students will be able to comprehend beyond the words presented in the material, hence ,being critical readers .A major conclusion is that reading is a challenging and a complex skill because students ' answers showed that they face difficulties in the achievement of reading comprehension.

In short, the results obtained is due to the fact that students are unaware yet of the different cognitive strategies that one can use to read effectively and they do not have a clear idea about how to read for better understanding.

2.2 Teachers' Questionnaire Results and Discussions

For the present study , the questionnaire consists a set of questions given to a specific population ; it was addressed to four teachers chosen randomly from the department of English at M'sila University. The main purpose of this questionnaire is that, it helps for collecting a valid information from the teachers' perspective .

2.2.1 Aim of Teachers' Questionnaire

This questionnaire is mainly intended to find out teachers' role in motivating their students to be critical readers .For this reason ,the questionnaire is divided into two sections ; in the first section , researchers attempt to know the role of teachers in motivating their students to use critical reading strategies .While , the second section of this questionnaire aims to know some personal information that concern the selected teachers.

2.2.2 Description of Teachers' Questionnaire

The questionnaire was given to four EFL teachers who taught different modules at the department of English at M'sila university .The whole questionnaire consists of (13) questions divided into two sections ; the first section is about teachers 'role in motivating students to use critical reading strategies , the second section concerns background information about the sample population of this study .Some questions of this questionnaire are close ended questions in which they require "Yes/ No " and five scale options , others are open- ended questions in which teachers are asked to give full statements .The main objective of this questionnaire is to investigate teachers' role in motivating students to use critical reading strategies.

2.2.3 Preliminary Teachers' Questionnaire Results and Discussions

Section One : Teachers' Role in Motivating Students to Use Critical Reading Strategies

Question 1: How often do you motivate your students to read?

Table 2.25 : Teachers' Role in Motivating Their Students to Read

Answers	Frequency	Percentage
a. Never	0	0 %
b. Rarely	0	0 %
c. Sometimes	0	0 %
d. Often	0	0 %
e. Always	4	100 %
Total	4	100 %

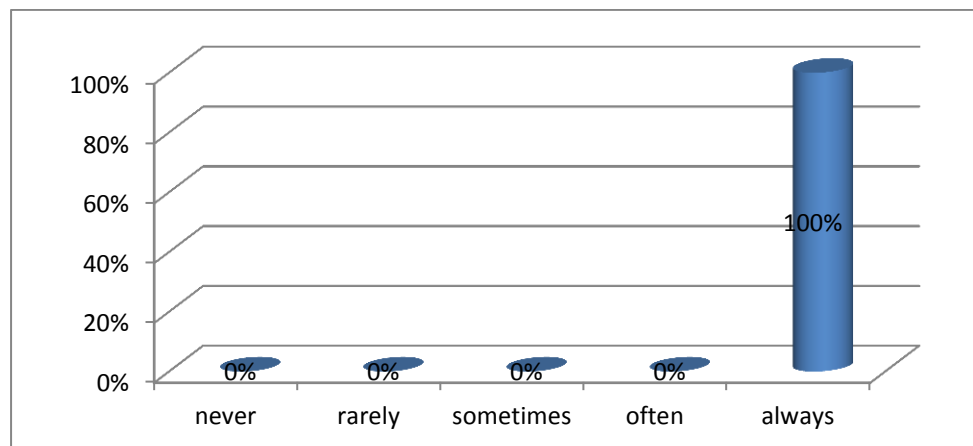


Figure 2.25. Bar-Graph of Teachers' Role in Motivating Their Students to Read

Through the results displayed on the table 2.25 we notice that all the teachers participating in this study (4) with the percentage (100%) claim that they always encourage their students to read. This result indicates that teachers play an important role behind students' motivation and ability to read.

Question 2: How often do you assign reading tasks and activities to your students ?

Table 2.26: The Number of Times Teachers Assign Reading Tasks to Their Students.

Answers	Frequency	Percentage
a. Never	0	0 %
b. Rarely	0	0 %
c. Sometimes	1	25 %
d. Often	1	25 %
e. Always	2	50 %
Total	4	100 %

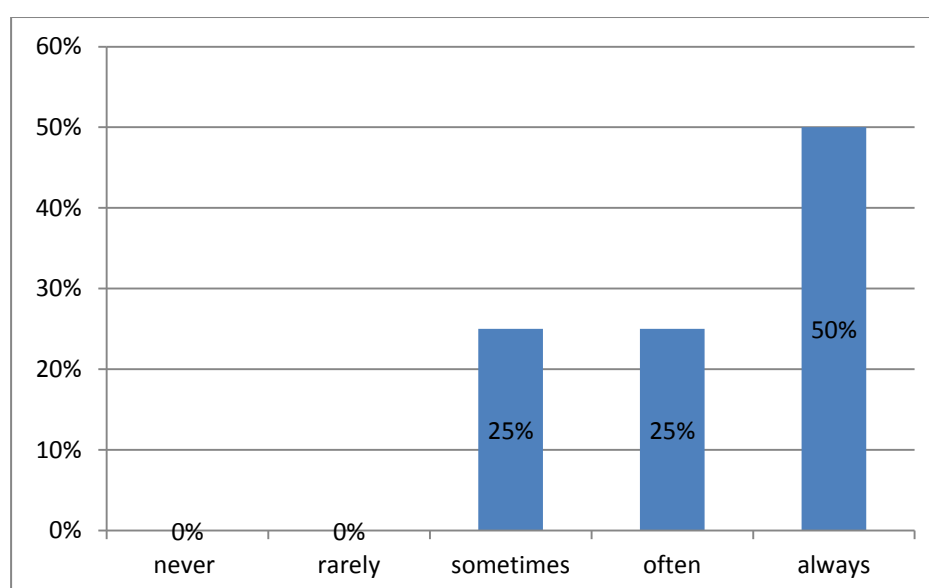


Figure 2.26. Bar-Graph of The Number of Times Teachers Assign Reading Tasks to Their Students

According to the results shown above, 2 teachers (50%) say that they always assign reading tasks to their students. One teacher (25%) often give reading activities to the students. Whereas, another teacher (25%) sometimes do.

Question 3: What type of reading tasks and activities do you assign ?

Table 2.27: The Type of The Reading Tasks and Activities Assigned by Teachers

Answers	Frequency	Percentage
a. Short stories	2	50 %
b. Novels	1	25 %
c. Poetry	1	25 %
Total	4	100 %

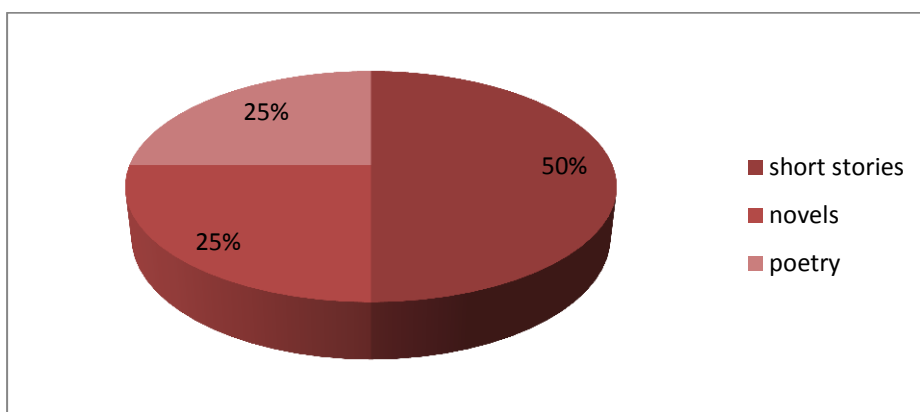


Figure2.27. Pie-Chart of The Type of The Reading Tasks and Activities Assigned by Teachers

The above table reveals that 2 teachers are design short stories for the students, 1 teacher prefers most novels, for the other one poetry is more suitable for reading. In addition to the above mentioned answers , teachers added that they assign other types of reading activities which are : extracts from novels and books , novellas, and experts from textbooks.

Question 4 : Do your students face difficulties in understanding these tasks and activities?

Table 2.28: Students' Difficulties in Understanding The Reading Tasks and Activities

Answers	Frequency	Percentage
a. Never	0	0 %
b. Rarely	0	0 %
c. Sometimes	2	50 %
d. Often	1	25 %
e. Always	1	25 %
Total	4	100 %

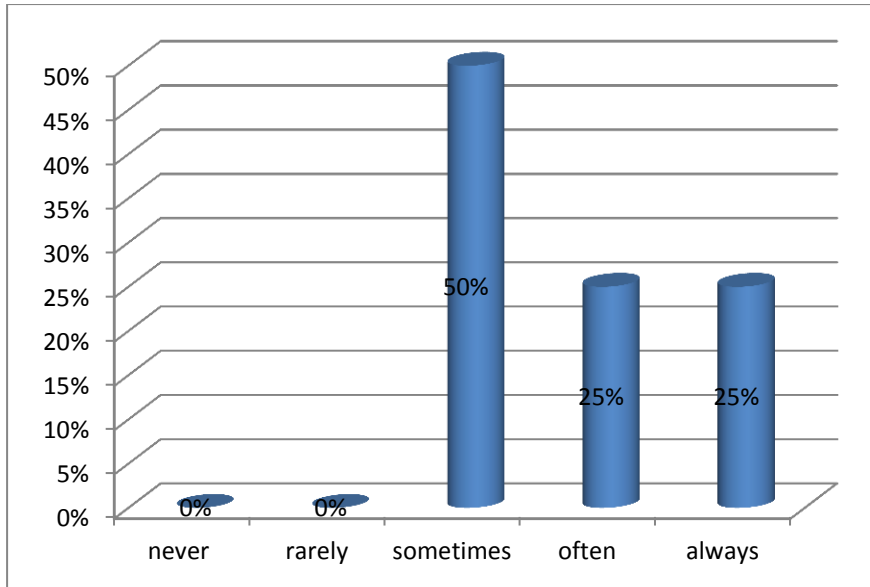


Figure 2.28. Bar-Graph of Students' Difficulties in Understanding The Reading Tasks and Activities

Through the table 2.28, it is noted that 2 teachers claim that their students sometimes face difficulties in the reading tasks they assign. One teacher says that students often do not understand the reading activities. But, no teacher declare that the students rarely or never face difficulties in the reading assignments.

Question 5: Do you think your reading tasks and activities enable your learners to think critically ?

Table 2.29 : Teachers' Perception on Whether Their Reading Tasks Enable The Learners to Think Critically

Answers	Frequency	Percentage
a. Yes	4	100 %
b. No	0	0 %
c. Sometimes	0	0 %
Total	4	100 %

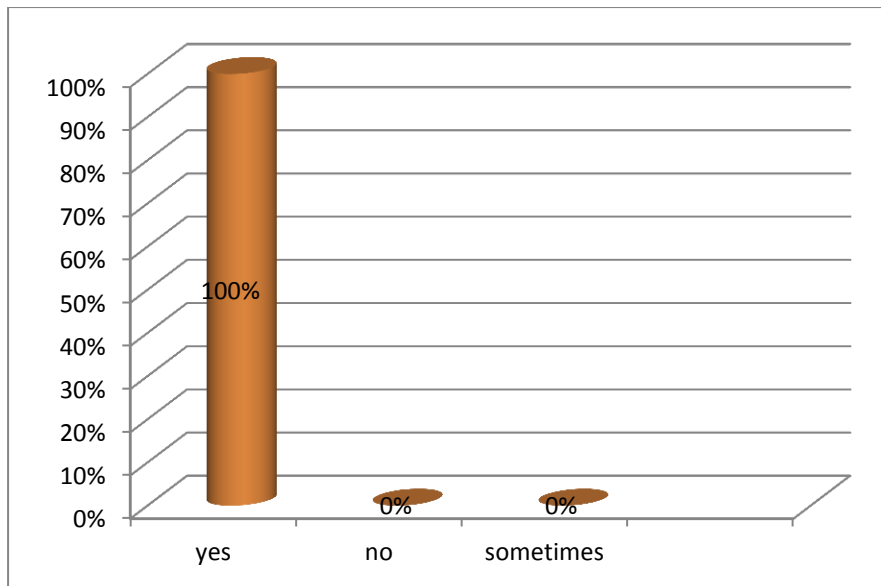


Figure 2.29. Bar-Graph of Teachers' Perception on Whether Their Reading Tasks Enable The Learners to Think Critically

A remark: the letters (A. B. C. D) are symbols used to represent the four teachers participated in the present study.

We notice from table 2.29 that all teachers (4) think that their reading tasks enable their learners to think critically, and each one of them has his own reason for that. For one teacher; he said that in class discussion, students will be able to extract lot of ideas from what they have read. Another teacher answered this question by yes and he justified his answer by saying that the reading tasks he assigns aim at enhancing learners' abilities to decode and decipher symbols and meanings, to understand plots, and to solve problems. He added that reading about real life experience is full of wisdoms. One of the teachers said his reading tasks allow students to think critically because they have to create their own content from them.

Question 6 : How do you motivate your students to think and read critically ?

Here we asked the teachers how they motivate their students to think as well as to read critically. Teacher (A) said that he encourages his students through

assigning tasks related to the short stories and novellas they are expected to read. Sometimes, he provides prizes to the best assignments. Teacher (B) asserted that he encourages them to think and read without subjectivity in a structured systematic logical way, to think deeply between the lines looking for kernel meaning not just superficial matters., and to give themselves times to think and reflect upon their reading, not to be hasty. Also, he provides chances to present problem solving after reading. Before starting the reading assignment, he asks questions to inspire problem solving. he may ask them to find a different ending to a story to encourage creativity, or to ask them to criticize the writer's choice of plot, beliefs,... Teacher (C) stated that he motivates students to read critically by telling them that is the only way they can compete if they wish to succeed. Teacher (D) answered through designing activities that trigger their critical thinking and problem solving (Pedagogy of questions).

Question 7 : How do you value the importance of teaching critical reading skills ?

We notice that all of the teachers agreed on the idea that teaching critical reading skills to students in the EFL classes is of a vital and paramount importance. Teacher (A) explained that it is important to teach critical thinking skills to students and pupils because they help them in their future life and their career.

Question 8 : Do you think that teaching reading strategies may help students to achieve reading comprehension during their study ?

In this question , teachers were asked to give us their opinions concerning the idea of teaching reading strategies may help students to achieve reading comprehension . Generally, all of the teachers agreed on the idea . Teacher (A) said that it is compulsory for teachers to teach reading strategies, and the other three

teachers confirmed that teaching reading strategies certainly help students to reach comprehension in reading during their educational career.

Question 9: What are the most effective strategies do you use to develop critical reading skill ?

The views of the teachers concerning the most effective strategies do they use to develop critical reading skill are as the following: Teacher (A) said that the effective strategies are : reading more than once, note- taking, discussion with others, writing a critical summary, and practicing SQ3R. Teacher (B) mentioned paraphrasing, summarizing, and others. Teacher (C) stated using prior knowledge/previewing, predicting, identifying the main idea and summarization, questioning, making Inferences, visualizing, story maps, and retelling. Teacher (D) said that the most effective strategies are critical thinking activities.

Question 10: What do you think of using cognitive strategies in developing critical reading? (e.g. visualizing, summarizing, note-taking , predicting, making inferences ?

Teachers were asked about their points of view concerning the use of cognitive strategies in enhancing students' critical reading. According to teacher (A) , to improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Teacher (B) said they help developing students' reading skill and comprehension. Whereas, teacher (C) claimed that cognitive strategies are very important; especially if used properly. Finally, teacher (D) affirmed that they are very useful.

Question 11: What are your suggestions for enhancing students’ critical reading skills ?

The last question in section one concerned teachers’ suggestions and ideas in order to develop students’ critical reading skills. Here are the obtained suggestions:

Teacher (A) proposed developing useful learning models to be used in EFL classrooms. Teacher (B) suggested to read different genres and practice all the above strategies that he have mentioned previously, and to add a new module dedicated to reading strategies. While, teacher (C) recommended to get students more involved in the creation of the learning content. Whereas, teacher (D) suggested to design activities that trigger learners' critical thinking.

Section Two : Background Information

Question 1: How long have you been teaching ?

Table 2.30: Teachers’ Experience

Answers	Frequency	Percentage
a. 1-5 years	3	75 %
b. 5-10 years	0	0 %
c. more than 15 years	1	25 %
Total	4	100 %

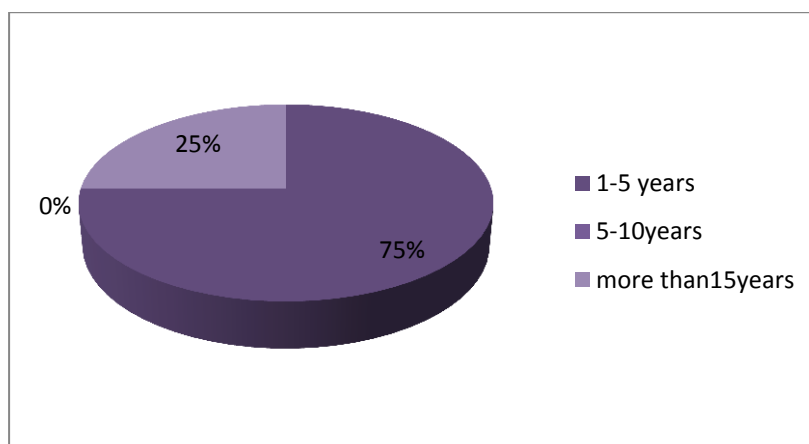


Figure 2.30. Pie-Chart of Teachers’ Experience

On table 2.30, we notice that there are 3 teachers (75 %) who have been teaching English language between 1 and 5 years. No teacher (0 %) has been teaching English between 5 and 10 years. Only 1 experienced teacher who has an experience of more than 15 years teaching English

Question 2: What is your study degree?

Table 2.31: Teachers' Qualification

Answers	Frequency	Percentage
a. BA (license)	1	25 %
b. MA (master)	0	0 %
c. MA (magister)	3	75 %
d. PhD	0	0 %
Total	4	100 %

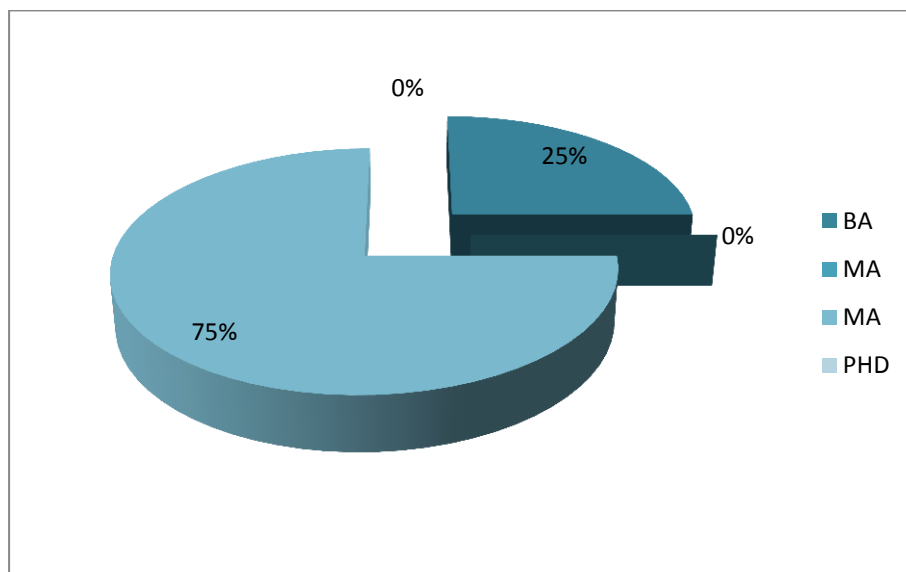


Figure2.31. Pie-Chart of Teachers' Qualification

According to the table 2.31, we observe that the number of teachers who have a magister degree are 3 teachers (75%) . Only 1 teacher (25%) who has a license degree but no teacher (0%) has a master or a doctorate diploma. These results show that there is a variety of the educational level among the teachers.

2.2.4 Findings and Discussions of the Teachers' Questionnaire

Results

Results attained from the questionnaire administered to four teachers of English at Mohamed Boudiaf University of M'sila. It is proved that teachers has a significant role in the classroom by motivating their students to read through designing reading tasks that promote students' critical thinking and critical reading skills and by giving them sometimes external rewards as a sort of motivation. According to the teachers responses, it is concluded that reading strategies specially the cognitive strategies are highly important in developing EFL students' critical reading. In addition to that, all of the teachers agreed that teaching critical reading to students is of a great value.

2.3 Implications of Study

The findings of the current study have various pedagogical implications. Firstly, it is suggested to add a new module dedicated to reading strategies. Also, teachers need to be creative and critical in their teaching activities through designing reading tasks that activate learners' critical thinking skills as to help students develop into better critical readers. It is important to note that cognitive reading strategies or any other good reading strategies should be taught to EFL students especially students belong to poor readers. Because those good reading strategies can help students to gain critical understanding of the text they read. In other words, it is recommended for teachers to teach the students types of cognitive reading strategies, explain their function and advantages, and show them when they should use the strategies appropriately and how to practice them in reading efficiently to become critical readers, as well as to motivate the learners to apply the strategies. Moreover, skills and strategies of reading especially the cognitive reading strategies must not be taught separated because with these skills and strategies, students will better comprehend whatever text given to them. Learners should be made conscious of their learning skills and strategies in order to help them be critical and successful students in the future. It is also suggested that critical reading skills must be emphasized and taught to students in the EFL classes because they are of a vital importance.

Since the present study seeks to increase EFL students' awareness of cognitive reading strategies to enhance their critical reading, it is recommended to determine students' consciousness of good reading strategies and what strategies they have already used. This can assist to think further what actions should be

undertaken for the sake of the students' achievement and success in continuing their academic studies.

2.4 Limitations and Recommendations for Further Research

It should not be denied that the present work has faced several obstacles. First of all, these obstacles encountered the researchers from the beginning especially when changing the research topic due to the administrative procedures which take a lot of time. In addition to that, the researchers faced a serious problem which is the unavailability of the sources which are related to the research topic. So, they tried to contact both teachers and learners from different universities while searching for materials but no one could help except some of them. In addition to limitation of time, space, and shortage of best available data will affect the continuity of the research process. Moreover, researchers were planning to use another type of data gathering tools which is a practical exercise in order to confirm the results of this research .So, they posted the test via Facebook students group but unfortunately no one of them answered this test. For that reason, researchers were obliged to use only one tool which is the questionnaire. Another constraint become apparent during the time this research project was carried out and concluded is the spread of Corona Virus Pandemic. The pandemic' circumstances obliged us to complete data collection procedures online instead of doing them actually. As a result, it was very difficult for us to communicate with the research participants (teachers or students) and this led to wasting more time.

In the current study, the following recommendations can be made in the light of the findings and the results obtained: despite the conclusions drawn from this study, it is necessary to emphasize that this study needs to be repeated with larger samples for the purpose of reliability and confirmation. It must be

acknowledged that the small sample size means the results may not be statistically significant. Also, future research should further explore these findings in details. The researchers recommended that future studies may focus on investigating the usefulness of specific types of cognitive strategies (e.g. visualizing , prediction) in enhancing EFL students' critical reading. It is hoped that, more researches or case studies to be carried out as to replicate the current study using the experimental method (the experimental research) . In other words, further research may focus on adopting tests and practical exercises to evaluate and measure students' ability of using the cognitive strategies. This would help to get more precise and accurate results and to open new horizons on the different aspects of EFL reading.

Conclusion

In short, this chapter was concerned with the research design and the methodology followed in this research. Data analysis procedures are described and the main findings obtained from the different data collection tools used in this study (the students' questionnaire, and the teachers' questionnaire) are presented and discussed. Based on the findings of the current study, the researchers have presented several limitations which they faced when undertaking this research. Finally, pedagogical implications and recommendations for further research have been formulated at the end of the study.

General Conclusion

This descriptive research investigates the usefulness of cognitive strategies in enhancing critical reading. The researchers of the current study hypothesized that using cognitive strategies would enhance critical reading. Therefore, in order to examine this hypothesis, the researchers divided this study into two main chapters, each chapter is divided into two sections; the first chapter is based on the two main variables of this study, in which by the end of this chapter researchers concluded that there is a relationship between cognitive strategies and critical reading. The second chapter is the practical part. It contains two sections; the first section is about research design and methodology. While, the second section is dedicated to the findings and discussion of results.

The main conclusion that can be reached after an analysis of the obtained data is that the use of cognitive strategies helps the students to be proficient readers. Taking into considerations the analysis of the standardized data, one may draw the conclusion that cognitive strategies are among the reading strategies that mostly increase students' level of proficiency.

Furthermore, we hoped that in the near future, further research will be carried out in this field. Hence, considering that teachers play a significant role in motivating students to use these strategies. To conclude with, based on the whole findings, the research questions of the current study have been answered . In addition to that, the findings obtained from conducting this research confirmed that our hypothesis that cognitive strategies, to a great extent, affect learners' level of critical reading.

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APPENDICES

APPENDIX A

EFL Students' Questionnaire.

Dear students, this questionnaire aims at investigating the usefulness of cognitive strategies in enhancing critical reading. Information provided here will strictly be used anonymously for research purposes. You are kindly invited to answer the following questions by putting a tick (✓) in the appropriate box and commenting when necessary. Your contribution to this work will be of a great help, you are sincerely thanked.

Section One: Students' Attitudes towards Reading.

1. How often do you read in English ?

- a. Very often b. Often c. Sometimes d. Usually
e. Always

2. What do you prefer to read more?

- a. Short stories b. Novels c. Poems
d. Newspapers e. Scientific texts f. Magazines

Others, please specify.....

3. How do you find these types of texts?

- a. Very difficult b. Difficult c. Confusing d. Easy
e. Very easy

4. How often do you enjoy the time you spend in reading.

- a. Very often b. Often c. Sometimes d. Usually
e. Always

5. Do you understand all what you read?

- a. Never b. Rarely c. Sometimes d. Usually
e. Always

6. How do you find reading texts in your speciality?

- a. Very boring b. Boring c. Not interesting d. Interesting
- e. Very interesting

7. What are the difficulties you face when reading texts ?

- a. Meaning of words b. Structure of the sentence(grammar)

Others, please

Specify.....

..

Section Two: Students' Use of Cognitive Strategies.

Questions	Always	Often	Sometimes	Seldom	Never
1.Do teachers motivate you to use reading strategies?					
2.Do you apply some of reading strategies such as: prediction ,visualizing ,summarizing,...etc?					
3.Do you skim the text for the overall idea ?					
4.Do you scan the text for specific information?					
5. Does the title of the text help you to predict its content before reading ?					
6. Do the unfamiliar /new words make an english text difficult for you?					
7. Do you guess the meaning of words from their contexts in the text?					
8.Do you take notes while reading a given text ?					
9.When reading a story, do you imagine its events?					
10. Do you use grouping					

strategy which means classifying words according to their grammatical categories(adjective, noun, verb)?					
11.Do you use deduction strategy (moving from general to specific to understand the main ideas of the text , deducing grammatical rules after analyzing examples?					
12.When reading , do you stop from time to time to make inferences(conclusions) on what the author does not mention explicitly in the text?					
13. Do you make a summary for what you read?					
14. Do you paraphrase what you read?					

Section Three: Background Information.

- 1.Gender:a.Male b. Female
- 2.Age: a.20-23years old b.24-26 years old
c.27-29 years old d. More than 30 years old
- 3.My level in English is:
a. Low b. Average c. High

Thank you for your collaboration.

APPENDIX B

EFL Teachers' Questionnaire.

Dear teachers,

This questionnaire aims at finding out teachers' role in motivating their students to be critical readers .Information provided here will strictly be used anonymously for research purposes .You are kindly invited to answer the following questions by putting a tick (√) in the appropriate box and commenting when necessary. Thank you for accepting to complete this questionnaire .

Section One: Teachers' Role in Motivating Students to Use Critical Reading Strategies

1.How often do you motivate your students to read ?

- a. Never [] b. Rarely [] c. Sometimes []
d. Often [] e. Always []

2-How often do you assign reading tasks and activities to your students ?

- a. Never [] b. Rarely [] c. Sometimes [] d. Often []
e. Always []

3. What type of reading tasks and activities do you assign?

- a. short stories [] b. Novels [] c. poetry []

Others, please specify.....

4.Do your students face difficulties in understanding these tasks and activities?

- a. Never [] b. Rarely [] c. Sometimes []
d. Often [] e. Always []

5.Do you think your reading tasks and activities enable your learners to think critically?

- a. Yes [] b. No [] c. Sometimes []

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

6.How do you motivate your students to think and read critically?

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7.How do you value the importance of teaching critical reading skills ?

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8.Do you think that teaching reading strategies may help students to achieve reading comprehension during their study?

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9. What are the most effective strategies do you use to develop critical reading skill?

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10.What do you think of using cognitive strategies in developing critical reading ?
(e.g : visualizing ,summarizing ,note taking- notes ,predicting ,making inferences)?

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11.What are your suggestions for enhancing students'critical reading skills?

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.....

.....
.....

Section Two : Background Information

1.How long have you been teaching?

a-1-5years b-5-10years c-more than15 years

2.What is your study degree?

a- BA(liscence) b-MA(master) c-MA(magister)

d-PhD

Thank you for your cooperation !!

المخلص :

تحاول الدراسة الحالية التحقق من فائدة الاستراتيجيات الذهنية في تعزيز القراءة النقدية لطلاب اللغة الإنجليزية كلغة أجنبية. الغرض الرئيسي من هذا البحث هو زيادة وعي الطلاب بأهمية الاستراتيجيات الذهنية في تطوير القراءة النقدية ، كما يهدف إلى استكشاف المدى الذي يمكن للاستراتيجيات الذهنية أن تحسن به مستوى القراءة النقدية لطلاب اللغة الإنجليزية كلغة أجنبية ، بالإضافة إلى ذلك يحاول هذا البحث إلقاء الضوء على دور المعلمين في تحفيز طلابهم على القراءة النقدية. تم إجراء هذا التحقيق على طلاب السنة الأولى ماجستير أدب و حضارة بجامعة محمد بوضياف بالمسيلة. تم جمع بيانات هذه الدراسة باستخدام استبيانين. تم تقديم الاستبيان الأول إلى ثلاثين طالبا تم اختيارهم عشوائيا للمشاركة في هذه الدراسة، بينما تم توجيه الاستبيان الثاني إلى أربعة مدرسي اللغة الإنجليزية كلغة أجنبية في جامعة المسيلة. و اعتمد هذا البحث على استخدام البحث الوصفي حيث تم جمع البيانات وتحليلها نوعيا و كميا. أظهرت النتائج أن استخدام الاستراتيجيات الذهنية يزيد من مستوى القراءة النقدية لدى الطلاب. بالإضافة إلى ذلك، يلعب المعلمون دورا رئيسيا في تحفيز الطلاب على القراءة النقدية من خلال تصميم مهام القراءة التي تحفز التفكير النقدي لدى الطلاب. كما أشارت نتائج هذه الدراسة إلى أن الطلاب على دراية ببعض الاستراتيجيات الذهنية وفي نفس الوقت يتجاهلون استراتيجيات ذهنية أخرى مهمة التي يمكن للمرء استخدامها للقراءة النقدية. لذلك يتم أيضا اقتراح آثار بحث مهمة. يقترح إضافة وحدة جديدة مخصصة لاستراتيجيات القراءة. يقترح أيضا أنه يجب التأكيد على مهارات القراءة النقدية و تعليمها للطلاب في فصول اللغة الإنجليزية كلغة أجنبية لأنها ذات أهمية حيوية.

الكلمات المفتاحية: الاستراتيجيات الذهنية ، التفكير النقدي، القراءة النقدية ،طلاب اللغة الإنجليزية كلغة أجنبية.