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**The Role Of Critical Thinking On Developing EFL Learners
Academic Writing Skills :**

**Case Study of Master One Students of English in Mohamed
Khider University of Biskra .**

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Dedication

This dissertation is dedicated to

To the people who have meant and continue to mean so much to me:

My dear mother, who helped me as much as is possible, and my father, God's mercy is with him.

To My Brothers, Zohir, Abdlhak, and Adel, God's mercy be with him .

To Slimane, my second father,

Mayassin, Assil, Adel, Mohamed, Aya, and Abdallah, my lover children

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Ilhem, Amira, Fulla, Hadjer, Aya, and Chaima.

For the love of my family.

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Abstract

The current study investigates the role of critical thinking in the development of EFL learners' academic writing skills in the case of mastering one science of language at Mohammed Khaider Biskra's university. It is hypothesized that if EFL learners think in a critical way, this will improve their academic writing. For this purpose, structured questionnaires were designed for both teachers and students. This study polled 28 students and 6 teachers at Mohammed Khaider University of Biskra's Master of Science in Language. Thus, to get reliable and consistent data, the researcher adopted the quantitative method. The data obtained revealed that the majority of academic writing errors are due to a lack of understanding of critical thinking as skills that must be applied in universities. Based on these findings, the hypotheses that the researcher proposed at the start of the study were confirmed because using critical thinking by EFL learners would enhance their academic writing skills.

Key Words: Academic Writing , Critical Thinking .

List of Abbreviation

EFL: English Foreign Language

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General Introduction

General Introduction

The English language is considered the first known language in the world. It is usually used in order to express people's thoughts and feelings. Firstly, critical thinking emerges as a term of etymology, traceable ultimately to teaching practice. 2,500 years ago, it was considered a method of exploring questions people could not justify. Socrates demonstrates that a person has great power and a high position to think and express themselves, focusing on asking probing questions. His method is known as "Socratic questioning," which is considered the best-known critical-thinking teaching strategy. In addition, he considered Trates on the need for clarity in thinking, where he follows Plato (the one who writes Socrates' ideas) and others like Aristotle, Greek skeptics, who talk about the same idea but in different ways. Secondly, academic writing is considered as one of the EFL learner's skills, which helps them to write in the right ways; for example, where they should put such verbs and nouns as adjectives. Also, in order to choose a questionnaire, a thesis statement, the way of writing phrases, passages, paragraphs, etc. Finally, academic writing is considered the helping students' tool, by which they can understand how they write and of which kinds they write.

Statement of the Problem

One of the main objectives of learners is to communicate and learn how to express and write their thoughts. There are many means which help them in order to learn and write in an excellent way. The information they gain from this method can transform their minds from thoughts to write-in form. One of these writing forms is academic writing, which is seen as one of the most important pedagogical skills. The Significance of the Study: Critical thinking is one of the most important skills in EFL learning and teaching. Its effects on many skills, especially academic writing skills, which is the process of expressing

thoughts and feelings towards the reader and EFL learners' minds, which is considered the most difficult skill among students. This research assists EFL students in understanding and developing the academic writing forms of such a writing process, as well as developing their critical thinking abilities to write correctly with fewer difficulties; additionally, it assists academic writing teachers in thinking correctly and writing in more academic ways.

2. The Aims of the Study

The aim of this study is to improve the EFL learners' academic writing skills through a critical thinking method. The aims of the study are:

- To make the EFL learners understand the importance of critical thinking in improving their academic writing methods.
- To know more information about writing academically
- To improve the student's critical thinking

3. Research Questions

In this study, the question was designed for:

How does critical thinking affect the EFL learner's academic writing skills?

4. Research Hypothesis

If the EFL learners thought in a critical way, this would improve their academic writing skills.

5. Research Methodology

This research follows the predictive method of collecting data information from the foreign language students at the Mohammed Khider Biskra English Department by choosing twenty-eight (28) members of the student body, for six (06) different teachers,

using a questionnaire for both of them. Using quantitative methods to describe the data collection process,

6. Sample &Population

The population that the researcher focuses on is twenty-eight students from master to learner of English at Biskra's Mohammed Khider University during the academic year 2021/2022, in addition to six teachers of English at the English department.

7. Research Tools

The researcher uses a quantitative approach to acquire data information for this dissertation and a questionnaire for both students and teachers of Biskra's university. They choose randomly in order to collect the data information. The questionnaire and focus group results are included in this dissertation.

8. The Study Structure

This search is divided into two parts; part number one represents the theoretical part, whereas the second part is about the field of the study where the collected data is analyzed. Firstly, chapter one talks about the critical thinking definition, its major types, and its nature and importance. Secondly, chapter two is about academic writing, which tackles the definition of academic writing and being academic, types of academic writing, the importance of academic writing, the definition of academic writing, and the role of critical thinking in developing students' academic writing. Finally, it gives a result of analyzing the collected data.

Chapter One

Introduction to Critical Thinking

Introduction

The goal of this chapter is to provide detailed information about the history and the definition of critical thinking. On the one hand, the chapter discusses a list of qualities of critical thinkers. On the other hand, it focuses on the relationship between critical thinking and instructional pedagogy; on the other hand, EFL learners. Then it shows the impediments to critical thinking as well as the link between critical thinking and academic study.

1.1 An Overview of Critical Thinking in General

Many professors and researchers discuss the importance of critical thinking. This can be due to its significance in life, or more precisely, in education.

1.1.1 Critical Thinking's Origins and Definition

Critical thinking thinks to be the oldest phrase, dating back to the year 2500. It is a process through which person comprehends human life and believes through a series of inquiries. It is basically the same as “reasonable person “. Also it considers as a significant learning outcome. Socrates is known as “the original critical thinker “, because he believes that probing questions will encourage his students to think thoroughly and deliberately about arguments .Socrates establishes the critical thinking tradition by asking introspective questions about popular ideas and explanations carefully discriminating between those that are reasonable and logical and those that are not. Socratics, and by extension his technique, he is a responsible for the development of the precise forms of critical thinking activities that use or should be used today.(Guissefi, 2021, p. 35)

Through his efforts to define critical thinking in terms of skills, Robert Ennis (1962) sparked the most recent interests in critical thinking .His original definition of critical thinking is “the correct assessing of statements”. He describes 12 facts of critical thinking in that work , including “grasping the meaning of proposition , Determining if a conclusion inevitably

follows ,and judging whether something is an assumption “ , as well as three critical thinking dimensions :logical ,criteria and pragmatics . He believes that teaching student’s logic fosters critical thinking and other philosopher refers to Ennis’ approach to critical thinking as “pure skills” approach; He also thinks critical thinking is about deciding what to believe or do .He emphasizes critical thinking as a social activity with the objective belief or action. (Barbra & Thayer, 2000, pp. 56,57)

According to (Uznatiryaki & Capa, 2013)critical thinking is the process of taking responsibility for one’s own thinking, using it to make a judgment and analyze data, and data analyzing and assessing learning. Critical thinking according to Helper (1999), is the application of cognitive abilities or methods that raise the likelihood of desired outcomes. It is a term that refers to goal-oriented reasoned thinking. (Figliano & Marino, 2019, p. 147)

Critical thinking according to Giroux, is the ability to go beyond common sense assumptions and assess them in terms of their origin, development, and purpose. To summarize, critical thinking cannot just consider as a type of progressive reasoning; it must be viewed as a basic political and social principle.(Daio S. J., 2000, p. 32)

In the administration of safe, critical thinking is an essential skill. It can be defined as the act of making deliberate, self –regulatory decisions .Evidences setting, conceptualization, methodology, and criteria are all given careful consideration during the process.(Lipe & Beasley, 2004, p. 3)

To sum up, all the researchers agree that critical thinking is the ability and process of one person, using data analysis and judgment in its method.

1.1.2 Creative Thinking VS. Critical Thinking

1.1.3 The process of Critical Thinking and Problem Solving

On the one hand critical thinking is the ability to consider information in a clear and logical manner. Creative thinking, on the other hand, is about coming up with new, original or, helpful ideas. They can, however, be complementary talents that people utilize at different phrases when trying to solve an issue or creating an opinion about something; it can be similar in their meaning dealing with a new idea. One theme trying to create something new (creative thinking) the other one seeks to assess worth or validity of something that already exists. Problem solving and critical thinking are inextricably linked. Critical thinking entails six steps, which are discussed below:

- Knowledge: Identify the problem or argument that shall be addressed.
- Comprehension: The problem examines in greater depth in order to comprehend the facts that link to situation.
- Application: Entails continuing to examine the problem by comprehending the various facts employ to solve it.
- Analysis: Priorities are established to decide how the problem well solved.
- Synthesis: Following the problem analysis, one shall connect of all the collected data and make a choice about how to solve the problem.
- Take action: Undertake an evaluating of the solution that shall be executed.(Hughes, 2020, pp. 23,24,25)

Finally, critical thinking and problem solving relate to each other.

1.2 The Significance of Critical Thinking

Critical thinking is a crucial concept that is both useful and important. It fosters effective and successful problem-solving skills. The primary advantage of critical thinking is (Hughes, 2020, p. 3). To begin with, it aids in the improvement of many aspects of life, including productivity and assistance, and improves information flow from one department to the next.

Second, it determines how to improve the marketing plan to make it more competitive and to expand one's business. Third, critical thinking can be improved. Also it can make more qualified candidates, as well as determining what to do about rising health-care costs. (Kallert, 2014, p. 3) Additionally, it aids in the comprehension of the provided work and the discovery of a solution to a problem. Critical thinking allows an employee to understand and work on the most important information rather than focusing on the least important information. Thinking critically can strengthen people's defenses and assists them in achieving the best possible results. It is also regarded as one of the most important abilities in the world's expanding global economy. To summarize, critical thinking is an important skill in people's personal lives because it deals with problem solving.

1.3 Types of Critical Thinking

People can use a variety of critical thinking techniques in their everyday lives. First, there is global critical thinking, which is defined as multifaceted, interdisciplinary, transdisciplinary, and generalizable. It investigates justifiability assumptions, a critical thinking technique that can be applied to any subject or discipline. Second, Socratic critical thinking is objective, ethical, and grounded in common sense. to connect critical thinking to personality traits like intellectual humility, intellectual empathy, intellectual honesty, and so on. Third, sophisticated critical thinking is regarded as self-centered, narrow-minded, and unethical thinking it can develop concepts and methods that will allow people to understand how to manipulate or "trick" them into believing faulty reasoning. Explicit critical thinking is also required. It entails both a conscious awareness of the need to improve one's critical thinking skills and the deliberate development of tactics to accomplish that goal (by the thinker). Furthermore, implicit critical thinking occurs when critical, skilled thinking occurs without the thinker's cognitive understanding of how it accomplishes what it accomplishes. Furthermore, specialized critical thinking is considered non-global, interdisciplinary, and partial. The

development of intellectual concepts and principles underpins the ability to analyze and improve thinking within a discipline, domain, or specialty. Elder and Paul (2012), p. 438. To summarize, these are the six major types of critical thinking that many people use in their daily lives.

1.4 The Approaches of Critical Thinking

Many different approaches to teaching critical thinking bring different points of view to critical thinking. Glaser (1941) indicates whether critical thinking has characteristics that can be seen as competency-based. Ennis (1989) questions whether critical thinking is a set of skills that can be applied across the board. The different methods of critical thinking are classified as follows. First, the disposition approach: although being a good thinker requires some types of critical thinking and creative ability, the reality is that capacity alone is insufficient. In addition to abilities, values, and habits. Titman and Andrade (1996) When they decide how to teach, it is important to note that when it comes to thinking dispositions, each class has its own culture, which is expressed both explicitly and implicitly. sends out messages to students Academics emphasize the actions of individuals. including Their intellectual activities are usually related to their context, and in schools, as in any other location, learners tend to act in ways that are appropriate for their surroundings. Perkins (1992) Enculturation can be defined as an appropriate model to enhance the thinking temperament of students (Costa, 1991). Students must have a positive attitude. Second, a General Approach It calls for an enrichment approach in which lessons are planned ahead and taught concurrently with the existing curriculum. to improve general thinking abilities. According to Sedaghat and Rahmani (2011), it is the oldest and most experienced of the critical thinking methods. It deals with a general approach that focuses on teaching and the development of critical thinking. Furthermore, with regard to the specific material and content, The majority of psychological opinions favor the generic traits approach; learning to

think critically is defined as gaining mastery over a significant set of discrete skills or mental operations and dispositions that can be generalized across a wide range of contexts. Examples include interpretation, prediction, analysis, and assessment. Third, the 'Infusion Approach' (AL-Ghadouni, 2020, p. The infusion of critical thinking requires careful, thoughtful, and well-understood teaching in which students are encouraged to think critically about the subject. In this method, the immersion class does not explicitly specify that critical thinking is a goal. In this methodology, the immersion course does not explicitly indicate that critical thinking is an objective. Specialized education encourages immersion, and students are immersed in it (AL-Ghadouni, p242, 2020). Furthermore, in the Mixed Approach, critical thinking is thought of as an independent track within a specific subject content course in the mixed approach. The mixed approach combines the general approach with either the infusion or immersion approach.(Al-Ghadouni, 2020, p. 242). Furthermore, the all-encompassing approach or entire scholarly degree program investigates the effects of whole degree programs on the development of fundamental thinking abilities. Niu et al. (2013) consider whole-academic degree programs as an "all encompassing approach" to instruction, with a focus on how understudies create their basic considering and problem-solving abilities. AL-Ghadouni (AL-Ghadouni, 2020, pp. 241,242) To conclude, this is often the foremost approach given by numerous researchers in basic consideration.

1.5 Characteristics of Critical Thinker

In common, basic masterminds don't illustrate their basic considering capacity mentally. Basic consideration, on the other hand, shows a wide range of behaviors and aptitudes that are effortlessly clear in problem-solving circumstances. (Dunn, Halonen, & Smith, 2008, p. 51). First of all, the basic scholar is conscious of almost everything going on around him. They ask questions and attempt to discover answers in a variety of ways instead of a fair one. As a result, it is reasonable to say that they have a sound interest in almost everything in the

world and individuals. They have an appreciation, if not an interest, for societies, convictions, and points of view that differ from their own but are also consistent with their own. Also, being compassionate The basic mastermind isn't as if it were related to the insights, but rather the passionate side. Because the world is full of judgment these days, it is not necessary to focus on the data, as it were; each person in this life has his or her own story that shapes him or her. They are able to communicate in a brief way, which they consider as dynamic audience members. This implies clarifying the line of thinking. (Ho, n.d). To conclude to be basic in considering or calling an individual a basic scholar, it is up to numerous characteristics such as interest, kindness, mindfulness, etc.

1.5.1 Personal Steps for Critical Thinker

Some important strategies shall be follows in order to be a good critical thinker. (Indeed, 2021) states that there are numerous tips and methods for assessing the critical thinking abilities .To begin with , critical thinking focuses on having a mentor who can helps the learners to develop many skills in addition to getting a decision and a solution .It also gives the learner the ability to focus while they use their critical thinking skills .second ,forming a team with the goal of improving critical thinking skills .Finally , many tips and strategies are available to help the critical thinker improve his critical thinking skills .

1.5 Critical thinking skills

(Judge, Patrick, & Mc Creery, 2009, p. 1), In their depiction of basic thinking, they believe that "critical thinking is essentially addressing, challenging approach to information, and seeing intelligence." It entails analyzing thoughts and data objectively and addressing this data in the context of our own values, state of mind, and individual reasoning. The majority of basic students are expected to use a variety of abilities. Firstly, metacognitive abilities are Another way to describe metacognitive abilities is self-awareness of what he knows and

doesn't know, as well as how he works to review and retain information about a specific subject. Inductive thinking It is considered a sort of coherent thinking that combines observation with exploratory information to reach a conclusion. Inductive thinking is employed when an individual can bolt at a particular set of information and develop a common conclusion based on earlier information and encounters. Third, Aptitudes for Imagination, Imagination is the capacity to think about an assignment or issue in an unusual ordistinctiveway.It empowers the mastermind to unravel complex issues orto discover curious ways to approach assignments. Furthermore, conceptual decision-making abilities, It is consideredanerrandof interfacing uniqueanddissimilar thoughts in order to pickup a profound understanding centered on making modern thoughts with reflection on past encounters. (Indeed, Indeed Editorial , 2021) . ²²In conclusion, the critical thinker follows several skills in order to think in critical way, or aim to develop his critical thinking .in addition to the scientist that's claims of the important of these skills to solve a problem and the educational life.

1.6 Critical thinking and Pedagogy

Certainly, critical thinking is important in the educational processes and domain more than other domains. Which considers like important educational skills on 21st century?

1.6.1 Critical Thinking and Pedagogy

Critical thinking considers as an important skills in many fields specially education .Many 21st century researchers and scientists claims about how much critical thinking is essential in many domains (Science ,Education ,Arts ,Media ,society ,culture. Critical thinking is an important pedagogical skill because it allows the learner to be aware and conscious of the learning and teaching pedagogy. According to (Kincheloe & Danny, 2004, p. 5), critical thinking helps to understand the entire learning curriculum; critical thinking pedagogy

unquestionably promote certain partial and Eurocentric modes of thinking as superior to all others. Furthermore, it supports the dimensions of pedagogy. Additionally, the goal of critical thinking practice is to help students move away from an absolutist view of knowledge and toward contextual knowledge. It can also demonstrate mental flexibility, focusing on how to use creativity appropriately. (Moon, (2008) , p. 130) Overall, critical thinking and pedagogy are interrelated to each other in order to help the learning skills and developed the learners thinking.

1.6.2 Critical Thinking in Teaching

Teaching critical thinking is a sensitive issue that requires a process and competent teacher; Preparing critical thinkers do not enhance only the way they study, but also in country's development in all domains. Critical thinking is considers to be one of the pillars of successful learning.

Human minds are hardwired for problem solving, and they are like puzzles that require solutions. There are two kinds of human beings (lower and higher pleasure). The classroom in schools supports the view that students are more motivated and engaged. Typically, learners like the teacher because it forces them to use their brains to think critically. Critical thinking assists teachers in dividing the lesson into interpret, analyze, manipulate information, or apply acquired knowledge and skills to a novel problem or situation. (Fisher, 2013, p. 6)

Furthermore, According to (Dunn, Halonen, & Smith, 2008, p. 50), critical thinking assists students in making correct judgments base on the careful weighing of variable evidence. They go on to say (2008, p. 53) that while teachers can help students reveal their specific academic disciplines as well as how they negotiate problems in their daily lives, they

may also facilitate thinking by failing to incorporate critical thinking as part of their courses. Critical thinking defines as the ability to develop intellectually challenging activities.

To conclude, Teaching critical thinking is crucial and highly needed, it is related to many fields specially education. Needed for all the competent teachers in order to prepare critical thinking in their programs, courses and activities.

1.6.3 Integrating Critical Thinking in The EFL Classroom

Critical thinking is regarded as an important skill that can assist EFL students in achieving academic success. Denman and (Al-Masoqui & Denman, 2008, p. 218) assert that teachers use approaches to communication and language use in context in real-life situations; they argue that foreign language teachers go beyond training students to memorize vocabulary and grammatical rules. They emphasize the importance of critical thinking skills in the classroom application of EFL learners. Furthermore, students with a higher level of critical thinking are better able to evaluate and monitor their own work. Many studies have found a stronger link between critical thinking skills and language learning and proficiency.(Fahim, 2014, p. 3) Further, (Fasko & Fair, 2021, pp. 9,10) says that some philosopher concepts of critical thinking include the analysis of the constituents of the process of critically thinking about an issue. Critical thinking regards as a good process guide, an account, mental states (knowledge, abilities), and it also assists students in describing their thinking about a problem that arose in personal experiences. More specifically, Algerian syllabus designers recommend using Project-Based Learning and problem-solving strategies to help students develop 21st-century skills. The Algerian educational system is competency-based; therefore, it focuses on developing learners' competencies and skills through a learner-centered methodology. (Baghoussi, 2021, pp. 97-110)To conclude, using critical thinking in the classroom has a great

impact on EFL learners' self-confidence, communicative competence and motivation, as well as their self-esteem and self-assurance.

1.7 Strategies for Teaching and Developing Critical Thinking

Critical thinking skills have become increasingly important in elementary education, but teaching them can be difficult for elementary school teachers. Teachers try to see how effective their lectures are for learners by assessing them, because it is their responsibility to develop learners' learning and critical thinking. Students also do this to assess their own knowledge and reasoning. Also, critical thinking is clearly required in English as a First Language contexts, as stated in teaching guidelines and assessment criteria in higher education. At the moment, developing language learners' critical thinking skills is a value in English as a Foreign Language (EFL) instruction. First, Explicit Instruction: In the integration of critical thinking into the curriculum, there are two general pedagogical approaches—explicit and implicit. The explicit approach calls for direct teaching of critical thinking principles, especially those related to the subject area. Van Gelder (2005) argues that subject-level critical thinking instruction will not prepare students to be excellent critical thinkers. Teachers must understand how it relates to language learning and be able to explain, model, and infuse the concept of it into their lesson designs and classroom activities. Explicit instruction in EFL classrooms requires that teachers must also understand critical thinking dispositions. Second, teacher questioning is an important way to stimulate students to think critically. Teachers' questions can be classified into two general categories: lower-level and higher-level. Lower-level questions call for recognition or recall of factual information previously presented by the teacher. Referential questions seek new information from students and are less commonly used. Teachers should ask students to infer, judge, evaluate, and expand their ideas so that they have great potential to stimulate cognitive thinking and critical thinking in English language learners. Teachers should allow adequate wait-time for students

to reflect and formulate reasoned responses to higher-level questions. Also, active and cooperative learning strategies are adopted in this strategy. Researchers suggest adopting active and cooperative learning in EFL classrooms. Some of the proposed strategies include role play, simulation, and peer-critiquing and peer-evaluation. (Cairan, Ambiga, & Manjet Kaur, 2016, pp. 16,15) To sum up, the proposed instructional strategies for critical thinking are theoretically sound and research-based. However, no specific method seems to be the best. In designing critical thinking activities in the classroom, teachers need flexibility and creativity; they may use and combine various strategies in a new way or develop alternative methods appropriate to their own classes. Effective critical thinking instruction in EFL classrooms depends on teachers' deliberate and persistent efforts.

1.8 Critical Thinking in Higher Education

As most researchers agree on the fact that the University is the source of critical thinking.

Critical thinking is an important skill in higher education.

It needs to be developed, especially, in higher education because it is the place that people practice their critical thinking. (Tight, 2003, p. 57)claims that the students in higher education tends to be aware that evidence of critical thinking is primary criterion of a good essay in many field , observation also is true ,two of the synonymous terms which cluster around critical thinking such as analyze , discuss ..Etc. He adds that this terms help to encode particular modes of inquiry within particular field. In addition, critical thinking is a success in higher Education .It makes the learners have skills in questioning and analyzing their thoughts .Higher education draws a number of assumption about the way things should be done educationally.(Parrouy, 2016, p. 25)

Higher Instruction bargains with all the truth, through basic examinations, the improvement of the students' capacity, the extension of the students' viewpoint, and

the advancement of the students' common mental capabilities. Besides, they propose that higher education instructors must compel understudies to think basically, which is able to be fulfilled through higher education hones. Any college student who uses this methodology has an extremely developed conviction framework that is supported by research. (Johnston, Rosamond, Myles, & Passage, 2011, pp. 16,17,22)

A group of authors like Ennis (2016) and villarini (2003) emphasizes the importance of critical thinking in the development of higher education cognitive skills (reflection, self-awareness, and so on); because they believe it will contribute to the analysis and solution of problems. When students graduate and become professionals, they will face social issues, It is also regards as an intellectual stimulus that can aid student learning. In a world where change and complexity appear to be a part of people's daily lives, key competencies such as critical thinking are required to face new challenges. Additionally, critical thinking development is a socio-educational demand all over the world, as well as an unavoidable requirement for university education. The critical thinking development is frequently linked to other key competencies in 21st century living. Processing information, learning to learn, knowledge generation, decision making, creativity and creative thinking, problem solving, and critical thinking are all critical components of today's teaching learning process. Other authors like Franko and Almieda emphasize on the importance of working on this competency across all curricular areas of higher education, with the arts and humanities being an excellent domain for promoting critical thinking and meaning articulation.(Benzanilla, Héctor, & Poblete, 2021, p. 22)To conclude, critical thinking plays an important role in developing the student's social an educational life, specially the higher education students.

Conclusion

This chapter attempts to present a general overview on critical thinking its types , and how to teach and assess it in EFL classroom. It provides the history and definition of critical thinking as well as the characteristics of critical thinkers. Furthermore, it clarifies the connection between critical thinking and higher education focusing on the use of critical thinking during academic writing sessions .

Chapter Two

Academic Writing

Introduction

This chapter provides a historical background through defining academic writing and reviewing its history. See the main historical steps that academic writing passes by taking its form as it is today. In addition, to its types focusing on its stages and processes .Furthermore, this chapter provides brief information about the relationship between academic writing and the higher education. By the end of this chapter, going to have a basic understanding about what is academic writing, its processes and types .In addition to the general over view about it.

1.1An Overview of academic Writing in General

Academic writing is essential for researchers to learn in order to define their academic output and specific areas of expertise. This is due to its significance in the development of the students' levels.

1.1.1 History and definition of academic writing

Generally academic writing refers to the set of essays reports text and Journal or document that's relates to the educational purpose .However , many researchers tries to have a specific definition to this term .According to (Russell, 2002, p. 35), nineteenth-century academic writing is consciously and deliberately an extension of the family and church. He goes on to say (Russell, 2002, p. 36) that classmates look on each other as brothers, implying that there are no social fraternities, and that the old college maintains a relatively untroubled discourse community. Furthermore, the adolescent does not understand the classical or formal one, and the faculty enforced complex schemes for regulating behavior; there is points given and taken

for "deportment," with class rankings bases on theme. They first use mental discipline in 1820. According to him (Russell, 2002, p. 37), educators begin with the study of classical languages, where the morel or mental discipline is stability at that period of time.

Academic writing defines as any writing done to fulfill a college or university requirement. It uses for publications that are read by teachers and researchers, as well as those that presents at conferences. It can include any type of writing assignment assigned in an academic setting, such as books and book reports, etc.(Purnama, S.I.P.D.i, M.P.D, & Nural, 2019, p. 2) Also, (Gromandy White, n.d)defines as the formal writing style uses in colleges and universities. It is what students expect to produce for classes, as well as what professors and academic researchers use to write scholarly materials. She goes on to say that academic writing is difficult to come by because there are numerous types and forms of academic writing producers for a variety of reasons. In addition, academic writing is writing that is done for academic purposes. It engages in a conversation with others, but the manner in which this conversation carries out differs from that of everyday conversation. Academic writing requires the students to express his ideas, those idea presents in response to another person or group, and they must also be carefully elaborated, well supported, logically sequenced, rigorously reasoned, and tightly stitched together.(Fang)

Academic writing consider as formal and neutral language uses in writing journals articles. It is the skills that define cultures with it is own language. Also, it is simultaneously one culture, which can obviously create confusion.(Anneliese & Lukkaralia, 2017, p. 4)

To summarize, all of the researchers agree that academic writing takes into account all of the writing required in academic sessions or goals.

1.2 The Importance of Academic Writing

A clearly written assignment lets the thought shine while giving a precise understanding of the branch that the researcher is a part of, and the scientific message he intends to deliver. According to (Ezza & Drid, 2020, p. 14) claims that academic writing helps the students to achieve a numbers of academic goals (novice, dissertations...etc) .Also, it can help theme to involves a series of research projects. Academic writing forces you to think in an analytical fashion. You must take information and communicate it in a way that is understandable to the reader. Only research can provide you with the information you need to write. Following that, it is your responsibility to analyze the data and form an opinion based on your findings. When you learn to analyze anything, you are learning a skill that will stay with you for the rest of your life .(Nixon, 2018) Also says that professionalism is in stills in the writers by writing in an academic tone. Even if they sit in front of the computer, they feel good about themselves at that time. Academic writing is more than just being professional; it allows the writer to express his self. Learning how to be and sound professional from an early age will only make life easier in the long run. In addition to that a piece of academic writing cannot be written without structure and technique. If you look at the best LinkedIn recommendations, you'll notice that there is a method to it. People who are good at academic writing can construct some kind of structure. This will help you in school as well as in your future career. Even though the majority of your academic writing will require different techniques, it doesn't really matter. Because you understand the importance of structure, you will read the requirements and be able to adjust without much difficulty. Doing intensive research is more than just an internet search when it comes to academic writing. As you are researching, the writer educates himself on a specific topic. Research skills are important to every person and each academic writing piece will require the writer to have this skill.(Nixon, 2018) When the writer faces with a topic that you know nothing about, it can seem overwhelming. The

challenge here is to educate him enough to be able to form an objective opinion. This is not just one step, but multiple steps which all take a lot of time and effort.(Nixon, 2018)

1.3 Categories of Academic Writing

Academic writing is an activity the students use to express his academic and scientific thoughts. It can be broken down into seven basic types or categories: essay, research paper, research article, thesis, technical report, and research project. Firstly, research articles (Indeed E. T., 2021) provides an in-depth analysis of the author's independent research. It explains the researcher's processes and methods to show how they arrived at their conclusion. It usually references other data and resources to reinforce the findings of the research. Writers often submit these articles to academic journals or similar publications. Secondly, Research Paper is considered as combination of encyclopedic lists of facts and an essay that expresses the researcher's opinion; it employs logical facts and statistics. Furthermore, it develops an opinion after a lot of work and research; it contains many ideas from different authors; these ideas can be direct quotes, summaries, or paraphrasing. (Bland Ford, 2009, pp. 6,7).Thirdly, Essay is a formal piece of writing that follows certain rules. It also makes an attempt to develop deeply into a specific subject, which it views as a component of assessed coursework. Furthermore, it is a method for lecturers to assess a student's progress and understanding by assigning him a grade, which aids in the development of the student's academic skills. Finally, essay is a formal piece of writing helps the students to achieve their academic writing skills.(Forsyth & Connelly, 2011, p. 8) In addition to thesis, is define as written product of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the understanding, specifies the sources and methods of gathering information, analyzes the data, and makes a recommendation. It also considers the finished product to demonstrate originality, critical thinking, and independent thinking, as well as appropriate

organization and format.(Taskey, 2012, p. 39).Furthermore, Technical Reports (Walter, 2007, p. 1) Claims that technical reports uses to communicate the findings of basic or applied research and to support decisions bases on those findings. It includes the supplementary information required for interpreting, applying, and replicating an investigation's results or techniques. Furthermore, its goals are to disseminate the results of scientific and technical research and recommendations. It's similar to a scientific paper in that both of these topics regards as essential components of research. Also, Dissertation is a research project completed as part of a bachelor's or master's degree. Typically it allows students to present their findings in response to a question or proposition of their choosing. The project's goal is to put students' independent research skills to the test, and the assessment Uses to help in determines their final grade. Although your tutors are usually providing some guidance, it is largely independent. This is the longest, most difficult, and most important assignment most students completes at university, requiring months of preparation and hard work (the library might become a second home).(Collins, 2022) . To conclude academic writing is an important skills that has several and many types.

1.4 Features of Academic Writing

Academic writing is a skill that can help students advance in their careers. For starters, it is usually written for a specific purpose, such as developing or assessing learning. Second, it presents an overall structural argument that is supported by secondary arguments. Third, academic writing uses an appropriate writing style, which is usually formal written English. (Day & Grave, 2018, p. 6)Finally, academic writing has the following characteristics:

1.4.1Appropriate Written Style

It is an objective and formal method of expressing ideas using words and sentences. More specifically, it is the use of words, phrases, and correctly constructed sentences to convey a message in a formal and academic manner. Writing appropriately entails employing a writing style that is appropriate for university contexts and the assignment that the teacher assigns.(Read, 2019, p. 2) .In general it considers with the use of writing style in the appropriate manner.

1.4.2 Correct conventions for Using Sources

At university, a student expects to read other people's research findings and ideas and use them to support their own. It's possible to use:

1/ Direct quotation(exacts words in inverted commas).

2/ The quotation's paraphrase (rephrase of the quotation in the learner own words).

3/ A text summary (shorter versions of the main ideas).

The learner tells the reader where he gets his information and accurately documents it in his essay or report, following standard referencing conventions.(Read, 2019, p. 11)

1.4.3 Logical Structure

After working through the research process and applying higher order thinking to his assignment task, the learner has an organized set of ideas that are supports by evidence and illustrates by examples and any other relevant data. His task now is to present all of this in the academic writing format that is required (essay, reportetc). Developing a logical structure for all of these materials is critical, regardless of the form of writing.(Reid & MC Culloch, 2013, p. 66)

1.4.4 Objectivity and Tone

(Reid & MC Culloch, 2013, p. 71) claims that in any piece of writing, the writer must demonstrate to the reader that his ideas, arguments, and conclusions are based on careful examination of evidence rather than his personal opinion. On the one hand, the writer must "stand back" and allow the evidence to persuade rather than their own beliefs or opinions. On the other hand, the rule in academic writing is that the reader shall be able to form their own opinions and issues. This is what it means to be "objective" and to use an appropriate academic tone.

1.5 Academic Writing Processes

Effective academic writing necessitates careful planning, drafting, and revision. Everyone's writing process is unique, but there are five basic steps that will help the students to structure his time when he is writing any type of text (academic writing). (Gaulfield, 2020)

1.5.1 Prewriting

This process focuses on where the student decides exactly what he wants to write about and what research is required. In addition, the student must choose a topic that is both important and interesting to them. Then he decides whether to write an essay, a research paper, or a dissertation. In addition, he conducts research on sources in addition to his own knowledge of the subject. Finally, it is critical to take copious notes while conducting research. Keep a record of the titles, authors, publication dates, and relevant quotations from the student's sources, as well as the information he gathers and his initial analysis or interpretation of the questions he addresses (Gaulfield, 2020)

1.5.2 Planning and outlining

It is critical to use a logical structure in academic writing to effectively convey information. It is preferable to plan this ahead of time rather than trying to work out on the structure after he has used it. Making an essay outline is a good way to plan out the structure before the writer starts writing. In addition, it considers as helpful plan figure out the main ideas he wants to focus on and how he wants to organize them. It is fine if the structure changes during the writing process; the outline does not have to be final. Make his structure clear at a glance by using bullet points or numbering. (Gaulfield, 2020)

1.5.3 Writing First Draft

Depending on (Gaulfield, 2020) this process may not be linear. For example, it is reasonable to start writing with the main body of the text and save the introduction for later, once the writer has a better understanding of the text he introduces on his paragraph. Furthermore, it aids the writer to use his outline as a framework and giving structure to his writing. Taking into account that each paragraph has a distinct central focus that relates to his overall argument.

1.5.4 Redrafting and Revising

Redrafting entails significantly adding or removing content, whereas revising entails making structural changes and reformulating arguments. To begin, evaluate the first draft while the writer focuses on larger issues as well as changes to arguments or structures, beginning with the larger concerns and progressing to the minor ones. Second, revising is the process of considering what changes can realistically making on the time available to the writer. Finally, revising and evaluating both steps assists the writer in creating a cohesive, well-organized paragraph. (Gaulfield, 2020)

1.5.5 Editing and Proofreading

According to (Gaulfield, 2020) , says that Editing focuses on specific issues such as clarity and sentence structure. Proofreading entails closely reading the text to remove typos and ensure stylistic consistency .Editing grammar errors, which helps the writer attempting to write well-formed sentences while avoiding grammar errors. Also, don't forget about spelling mistakes, missing words, and so on.

As conclusion, in order to write well formulated piece of writing the writer needs such steps that might helps him in his writing process.

1.6 Academic Writing in Higher Education

(Coffin, Jane Curry, & Goodman, n.d, p. 1)Says that academic writing regards as an important goal by higher education lecturers and writing tutors who wish to assist undergraduates in improving their academic writing, both discipline specific and writing study skills texts.

Academic writing continues to play an important role in higher education, both in course retention and in the subsequent assessment of student knowledge. As a result, its significance cannot be overstated. According to one study, up to 90% of faculty members believe it is critical to teach academic writing to university students. Academic writing develops students' ability to express themselves through an understanding of the language uses and the ability to communicate; this is the essence of education and a requirement to serve in the discipline. Teachers believe that when work is well written and arguments are presented concisely and precisely, marking becomes much easier. As a result, there is no doubt that the development of effective academic writing support is mutually beneficial to both students and faculty. (Copland, 2015)

Whatever the reasons, the bottom line is that the majority of students lack the skills requires to effectively communicate in a written format that will allows them to succeed. To be

successful after graduation there is a critical need for students at all levels to not only to be good written communicators, but also to recognize the value of good writing skills. Furthermore, being able to critically evaluate written communication is an important aspect of written communication.(Defazio & Josette, 2010, p. 34)

Academic writing is a component of the degree or diploma that a student receives upon successful completion of a course .This practice, practices anywhere in the world. Academic writing differs from other types of writing in that it is intended to evaluate the student on a variety of skills in a systematic manner.(Admin, 2020)

As conclusion, academic writing is an essential skill to all the university students specially the master students.

Conclusion

As a conclusion to this chapter, as it describes academic writing, it is a well-organized process that aims to present scientific writing in the proper way. And through this chapter, you can understand the definition of academic writing, its importance, uses, and some essential types. Additionally, to the categories of academic writing that the academic community uses in order to publish scientific, academic, and formal writing. Also, this chapter considers academic writing as a complicated process that needs more attention from both the learner and the teacher in order to acquire it and come up with a proper academic product.

Chapter Three
Methodology, Data Analysis and Interpretation the
Results

Introduction

As previously stated, the purpose of this study is to investigate the perceived role of critical thinking in the development of students' academic writing skills. To answer the previous research questions, the current study employs a mix of a semi-structured and structured questionnaire that is completed by (28) master one students and (06) English teachers at University Mohammed khider Biskra. Furthermore, viewing this research solely from a theoretical standpoint is insufficient the role of critical thinking in the development of EFL learners' academic writing skills This chapter presents the findings of the questionnaire and discussion in order to provide an answer to the research question. The results presented here are from sections one and two of the questionnaire. First, there is a student questionnaire, which is divided into two sections (section one titles are determined by the impact of academic writing on EFL classes and section two titles by the effect of critical thinking in developing students' academic writing skills, which discusses the types of academic skills they employ in order to develop the academic writing skills and the use of critical thinking).

Second, the teacher questionnaire, which is also divided into two sections (section one titles by the general information and section two "The Importance of Critical Thinking in EFL Classrooms,").

3.1 Context and Participants

This study includes 28 students and six teachers, both male and female. Participants range in age from 22 to 29 years of age. Make a questionnaire for Both students and teachers from the Master of English program at the Mohammed Khaider Biskra University of Science and Language. At the time of answering the questionnaire, all of the participants were in the

middle of their lectures. For this reason, the current study employed the sample method of providing participants whose choice was randomly selected from the master one classes.

Table 1 participants

Number (Students and Teachers):	(28) Students ,(06) Teachers
Age :	From 22to 29 (Students)
Time they spend at university :	Between 4_5,6 years (students) Between 4_15 years (teachers)
Major :	Master one science and language field (students) Magister and Doctorate (teachers)

3.2 Data Collection Method

The current study employs a semi-structured questionnaire that is divided into two sections for both teachers and students. The purpose of this questionnaire is to provide information about the role of critical thinking in the development of academic writing skills in EFL learners. The student survey is divided into two sections. The first section discusses the impact of critical thinking on EFL classes, while the second section discusses the impact of critical thinking on the development of students' academic writing skills. There are two sections in the teacher questionnaire. The first is general knowledge, and the second is the

significance of critical thinking in EFL classes. As previously stated, the questionnaire completes during master one science of language lectures.

3.2.1 Questionnaire

Questionnaire is considered as the easy way that the researchers use in order to collect their data because it suits their studies .it is divided into section in addition to the general information that the researchers use .it can be (open ended , close ended or mixed) this determine the type of the questionnaire (structured ,semi-structured , unstructured).

3.3 Data Analysis

Because the purpose of the research is to examine the role of critical thinking in the development of EFL learners' academic writing skills, the questionnaire has a semi-structured design, and the results analyses using quantitative method. Data analyzed in the form of statistical data collected via questionnaire. The quantitative analysis was primarily carried out through the use of questions designed to generate statistics. The questions are analyzed in order to produce descriptive statistics (means and percentages). The quantitative data analysis was given top priority. For data analysis, descriptive statistics such as frequencies and percentages is used.

3.4 Ethics of Conducting Research

This questionnaire is part of an MA research project at the University of Biskra in Algeria. Students' responses are only uses to address the research's academic objectives. There is no data provides in this questionnaire that is used for a purpose other than answering the research questions .All participants informs about the study's purpose and give a detailed explanation of how the information they provide can be protect and uses .

4.1 Analysis of the Students Questionnaire

4.1.1 Section One: The Effect of Critical Thinking on EFL Classes.

Item 1. Teachers use of Critical Thinking in Classrooms.

In this research, the participants give their point of view about the use of critical thinking in their classrooms, the following graphs shows the statistics of the students point of view:

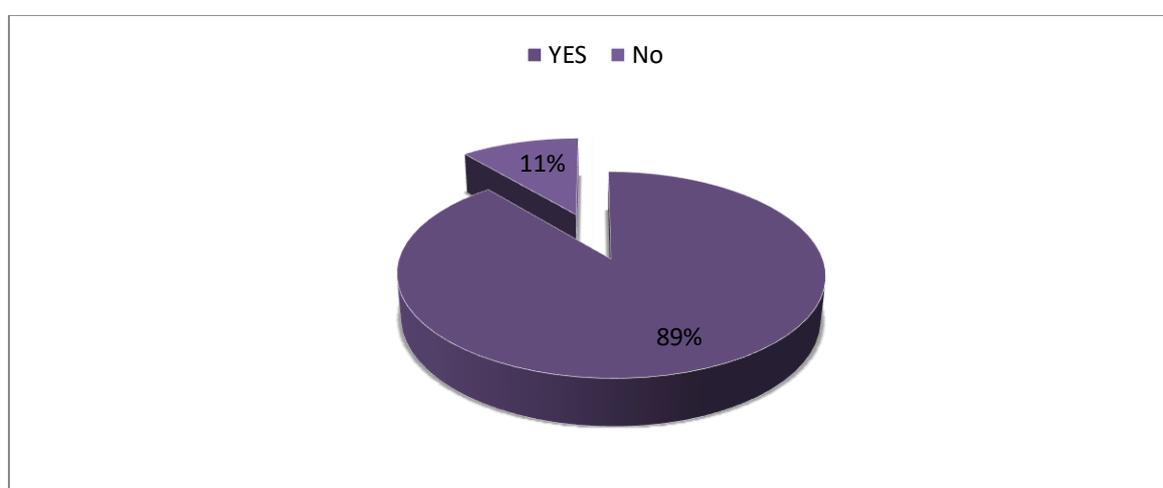


Figure 4.1 Students' Point of View about the Use of Critical Thinking in EFL Classrooms

In this item, find that 89% of the participants (25 members of students) as EFL learners agree that their teachers use critical thinking in their classes during their lectures. Additionally, 11% of the participants (3 members of students) disagree and say that their teachers do not use critical thinking in EFL classroom .

The results obtained in graph one (**Figure 4.1**) indicate that the majority of participants (EFL learners) agree that their teachers use critical thinking during their lectures.

Item 2. How Much Teachers Use Critical Thinking in EFL Classrooms

In this item, the students claim how much their teacher's use critical thinking in lectures .The next graphs shows statistics about how much the EFL teachers at Mohamed Khaider university of Biskra use critical thinking in their lectures:

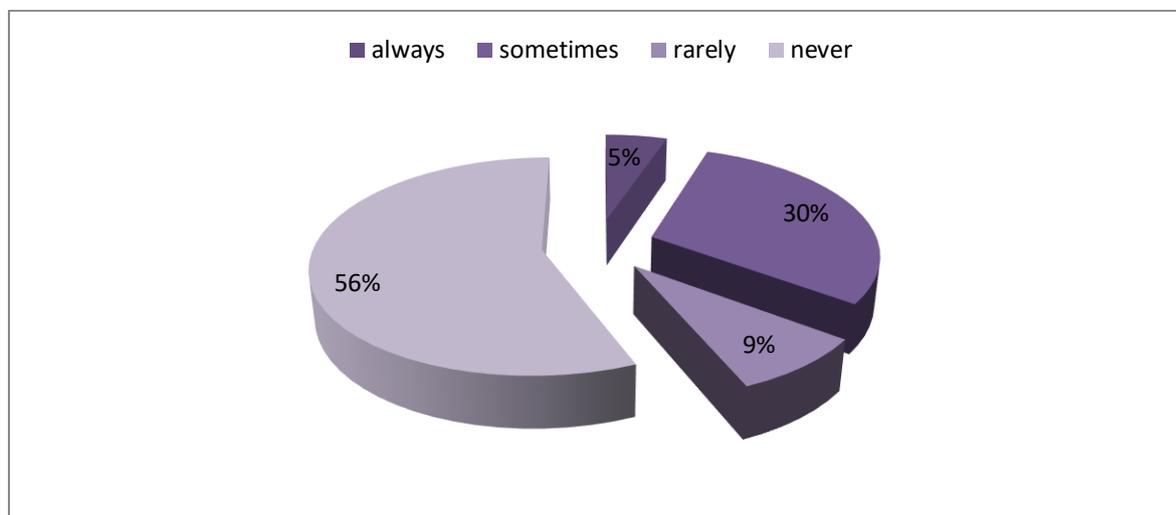


Figure 4.2 How Much Do EFL Teachers Use Critical Thinking in Their Classrooms?

In this item (**Figure 4.2**), finds that 64% of the participant (18 students) say that their teachers sometimes use critical thinking during lectures .Additionally , 18% of the participants (5 students) say that the use of critical thinking rarely happen during lectures .Also , 11% participants (3 students) indicate that their teachers always use critical thinking in their lectures .Finally , 7% of the participants (2 students) say that their teachers never use critical thinking in their lectures .

The results obtained in graph two (**figure 4.2**) indicate that the students sometimes use critical thinking during their lectures when they help their students to think in critical way which help theme to write in formal and academic writing skills .

Item 3. Critical Thinking Is an Important Skill to Develop Academic Writing Skill

Participants answer in their opinion if critical thinking as skill can develop their academic writing skills. The following graph summarizes some statistics about if critical thinking is important in developing EFL learner’s academic writing skills:

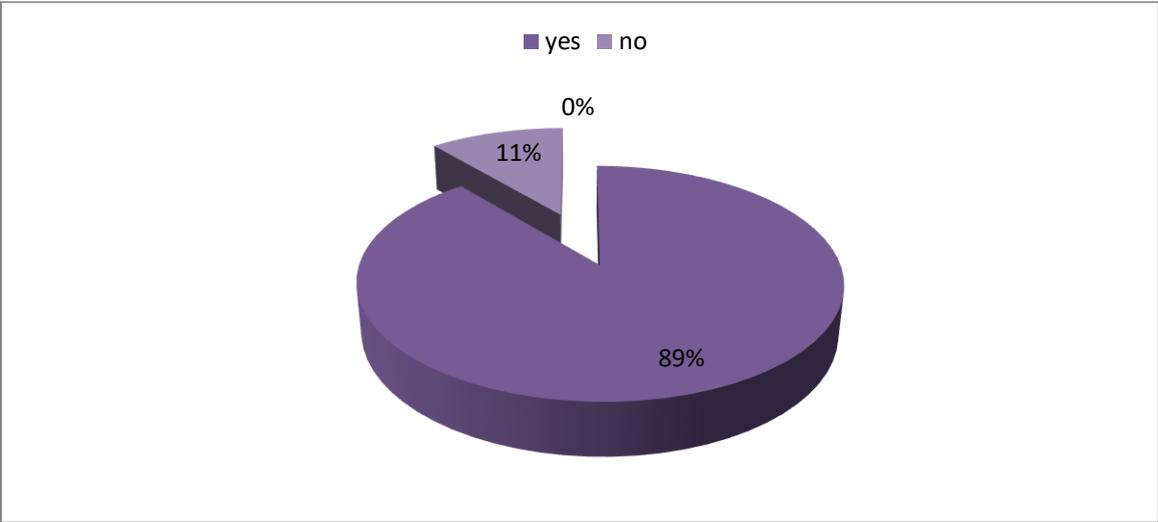


Figure4.3 Critical thinking is an important skill to cultivate in order to improve academic writing abilities.

According to the answers of this question in (Figure4.3) , The majority of the participants 98 % (25 Students) argue that critical thinking is considers as an important skills that helps them to develop their academic writing skills .Also , 11% of the participants (3 students) disagree with this idea telling that critical thinking cannot help in developing their academic writing skills.

The participant’s answers prove that critical thinking as a skill helps them to develop their academic writing skills. Critical thinking can help them to evaluate their academic skills as well as in advancing in their higher education career

Item 4. The EFL Learners Use of Critical Thinking in Their Classrooms

The participants answer whether they think critically in their classrooms. The following graphs shows statistics about whether they think critically or not in their classrooms:

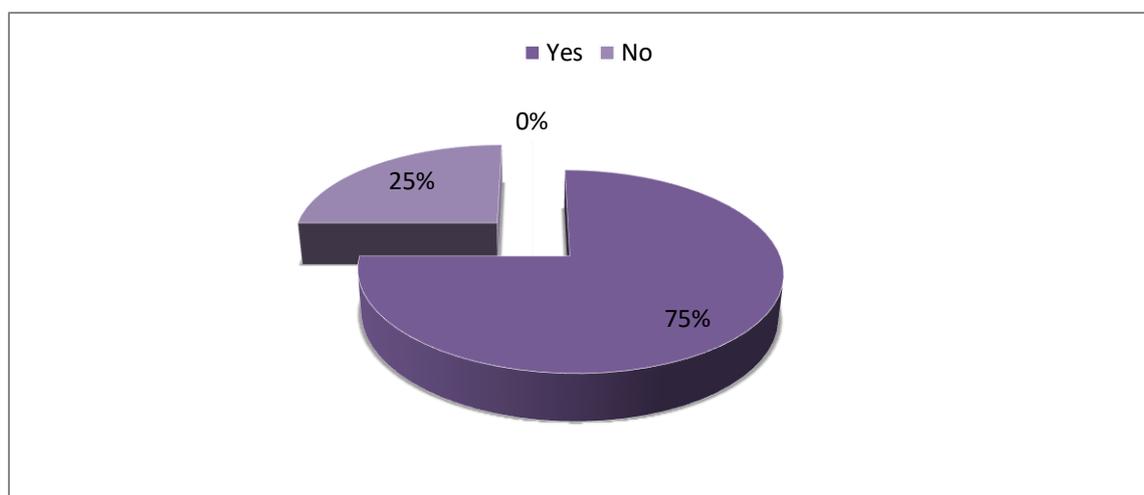


Figure4.4 The EFL Learners' Use of Critical Thinking in Their Classrooms.

According to this item (**Figure 4.4**), 75% of the participants (21 students) says that they think critically in their classes. Additionally, 25% of the participants (07 students)say that do not think critically in their classrooms.

As shown in results, Most of the students say that they think critically during their lectures thinking that critical thinking is the most uses skill that might help the teacher to involve their student's academic writing.

Item 5 .The Teachers Help Students in Their Critical Thinking

In this item, the participants state whether or not utilize critical thinking. The following drafts Highlights statistics about whether the teachers help the students to use critical thinking or not:

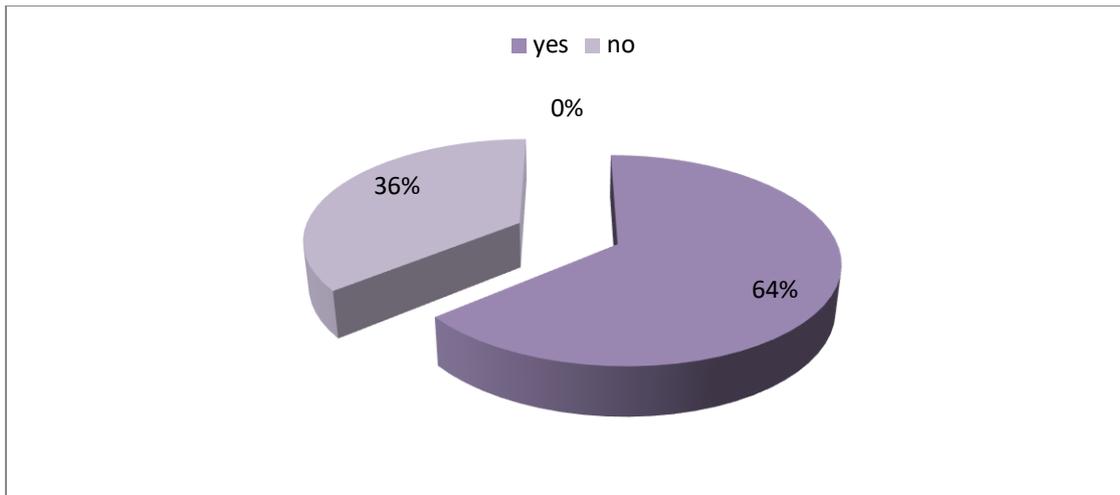


Figure 4.5 The teachers help students think critically.

In this research (**Figure 4.5**), Most of the students 64% of the participants (18 students) highlight that their teachers do their best in helping them use critical thinking. In addition, 35% of the participants (10 students) be at odds with this idea telling that their teachers do not help them in using critical thinking.

According to the reports of the participant in questionnaire, their teachers do their best in helping them in using critical thinking. In addition to the small members that disagree with this idea.

Item 6. How Much students Think Critically in Their Academic Writing Skills

In this question, students answer how much they think critically in their classroom while they are in academic sessions. The following graphs shows statistics about the EFL learner's use of critical thinking in their academic skills:

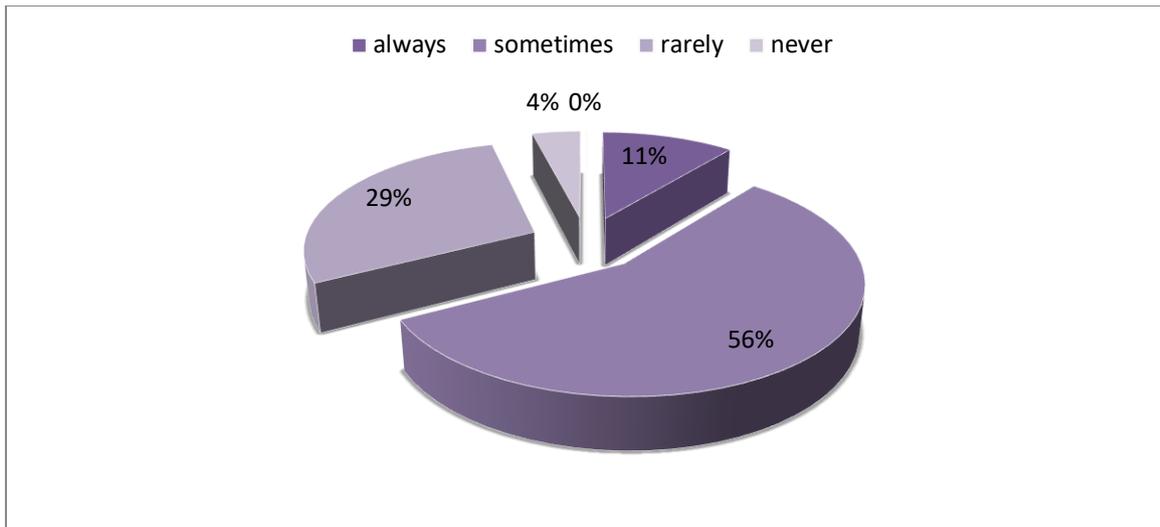


Figure 4.6 How Much EFL Students Use Critical Thinking during Academic Writing Skills

In this item, students answer how much they use critical thinking while they write or use any kind of academic writing skills. Firstly, most of the students (16 students) 56% of the participants answer that sometimes they use critical thinking in their academic writing skills. Secondly, 11% of the participants (3 students) says that always they think critically in their academic works. Also 29% of the participants (8 students) rarely practice critical thinking in their academic works. Finally, (1 student) about 4% do not use critical thinking at all his answer is never.

As results of this graphs (**figure 4.6**), majority of the participants answering whether sometimes or rarely use critical thinking in their academic writing skills or works which might be due to the lack of understanding of critical thinking as method that help the learners to develop their academic writing skills.

Item 7. Can critical Thinking Develop Students Academic Writing

In this research, students answer whether the use of critical thinking develop their academic skills or not. The following graphs shows statistics about if the students develop their academic writing skills through critical thinking or not:

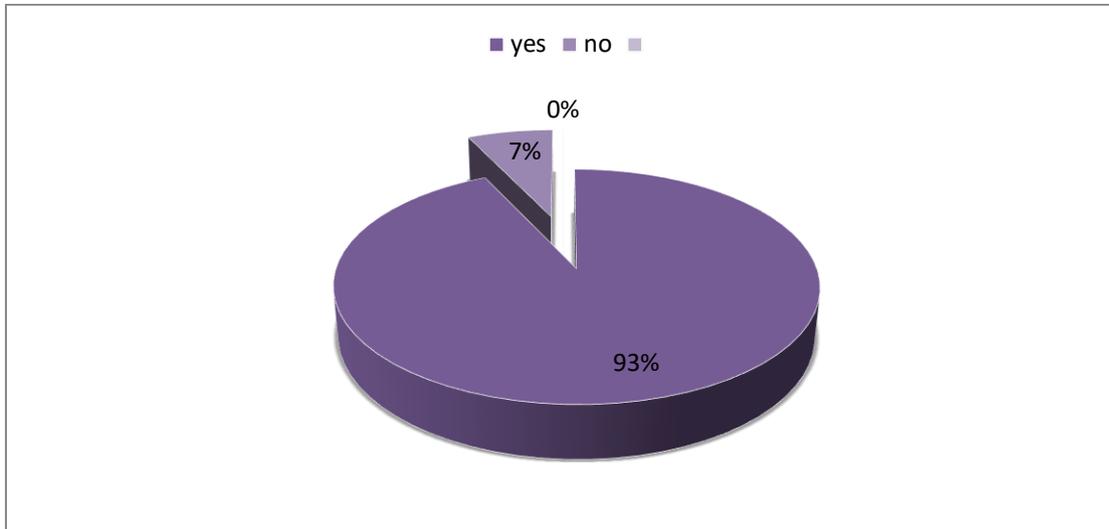


Figure 4.7 can think critically and develop EFL students' academic writing skills.

According to the results obtained in this graph (Figure 4.6) 93% of the participants (25 students) says agree that the use of critical thinking help them in positive way to develop their academic writing skills. Additionally, 7% of participants disagree that truly critical thinking develop their academic writing skills.

As results of this graph show, the majority of students see that critical thinking can help them in their academic writing skills. May be because they consider thinking before writing as the best method that may help them to decide which kind of writing they use and which type of ideas in addition to how they develop their academic writing type.

4.1.2 Section Two: The Effect of critical thinking in Developing Students Academic Writing Skills

Item 8 .Which kind of Academic Skills the EFL Learners Want to Develop

In this question students answer which kinds of academic writing skills want to develop as an EFL learners. The following graph shows statistics about which kinds of academic writing want to develop as EFL learners students:

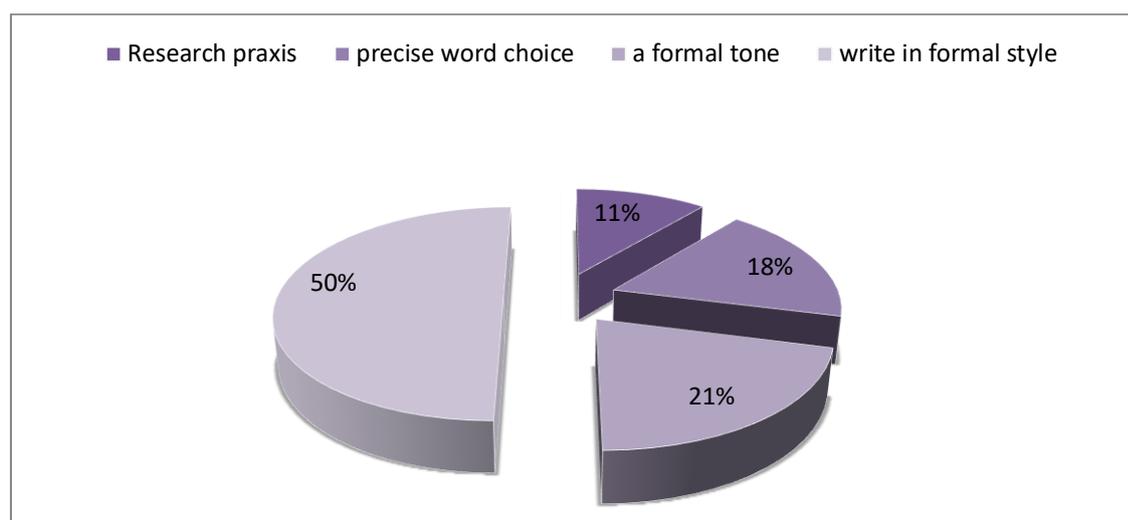


Figure4.8 Which Kind of Academic Writing Skills Do EFL Learners Use?

Survey results in this research show that 50% of the participants (14 students) say that they want to develop their writing style formal. Additionally, 21% of the participants claim that they want to develop their form tone skills .Also, 18% of the participants say that they want to develop their precise word choice .Finally, 11 % of the participants declare that they want to develop research praxis.

According to the reports of participants in the questionnaire, most of the participants 50% indicate that the EFL learners want to develop their writing formal skill because in their opinion it can help them to develop their academic writing style, also because they need a good and well formulate writing style in their research and dissertation, in order to write their dissertation and research without mistakes. In addition 21% of participants want to involve

their formal tone skill in order to evaluate their tone helping them in public speaking, presentation and using the correct form of speaking. Furthermore, 18% of the participants want to evaluate their precise word skill in order to involve their vocabulary and know the appropriate place of such word to express their thoughts .Finally, 11% of the participants want to develop their research praxis skill because they think that it can help to collect the appropriate data and know what they should do in their research paper.

Item 9 . How the EFL Learners Evaluate Their Academic Writing Skills

In this question the students asks about how they want to evaluate their academic writing skills. The following graph shows statistics about how the EFL want to develop their academic writing skills.

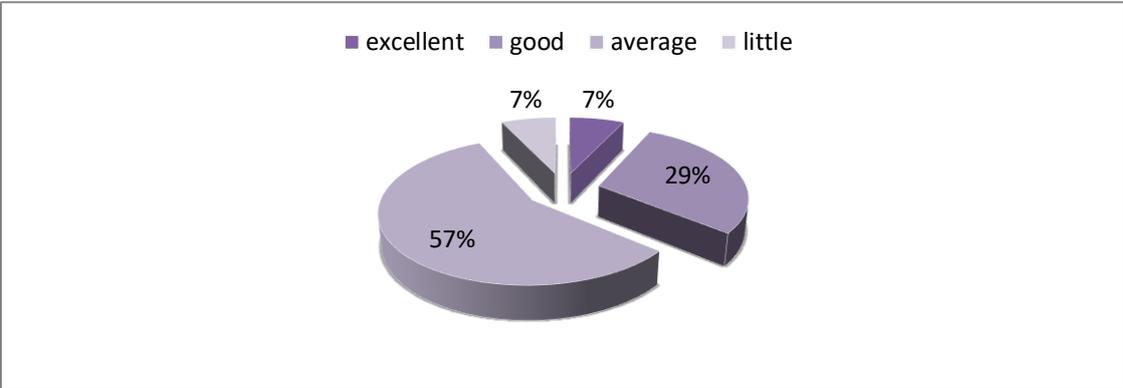


Figure4.9How do EFL Learners Evaluate Their Academic Writing Skills?

Survey results in this research shows 57% (16 students)of the participants say that they evaluate their academic writing skills in average that’ their academic writing not very good .Additionally, 49%(8students) of participants see that they evaluate their academic writing in a good manner .Also 7%(2 students) of participants see that they evaluate their academic writing in little and excellent way.

By looking at **(Figure 4.9)**, see that most of the participants see that they develop their academic writing in average which can be due to the lack of using critical thinking in their academic writing session not just on university even in middle school .

Item 10. Do EFL Learners Feel Easy While They Think Critically

In this survey the participants answer about their feelings while they use critical thinking skills .The following graphs shows a statistics about the student's feelings while they use critical thinking:

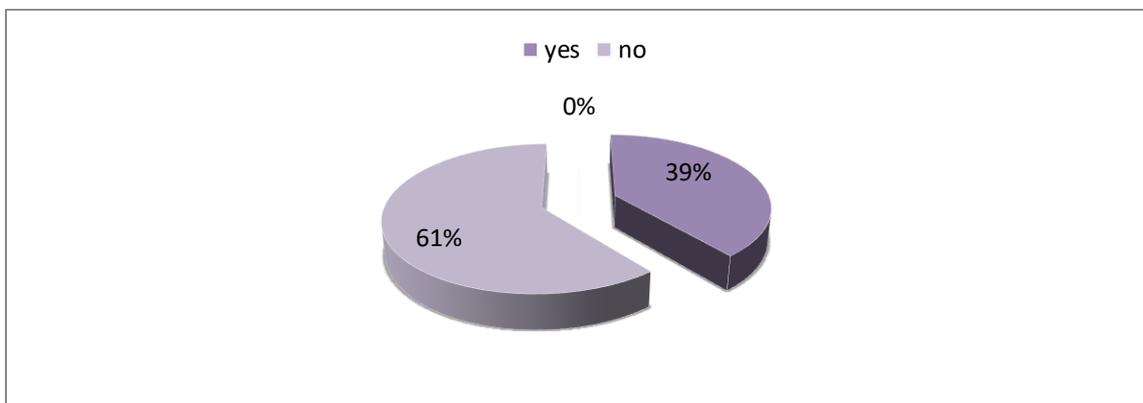


Figure4.10 Do EFL Learners Feel at Ease While They Use Critical Thinking?

According to the results obtains in **(Figure 4.10)** ,most of the students 61% (17 students) of the participants say that they find difficulties while they use critical thinking .Unlike 39% (11 students) of the participants say that they find it like an easy way .

As results of **(Figure 4.10)** ,most of the students find that critical thinking as skills is so hard to evaluate or use during their lectures , because they think that is not to criticize something or someone which need a lot of research. Also, it needs a formal vocabulary and logical thinking taking a lot of time while they use it. Secondly For 39 % of the participants

they see it like in easy way because they think that can take more experiences and vocabularies they think that critical thinking comes naturally without any effort. In addition, they say that critical thinking help them to understand more and gain more information by making their thinking and thoughts easy to explain.

Item 11. Where the EFL Learners Use Critical Thinking in reading

In this survey the students answer about the student’s use of critical thinking during reading. The following graphs shows statistic about the use of critical thinking in reading.

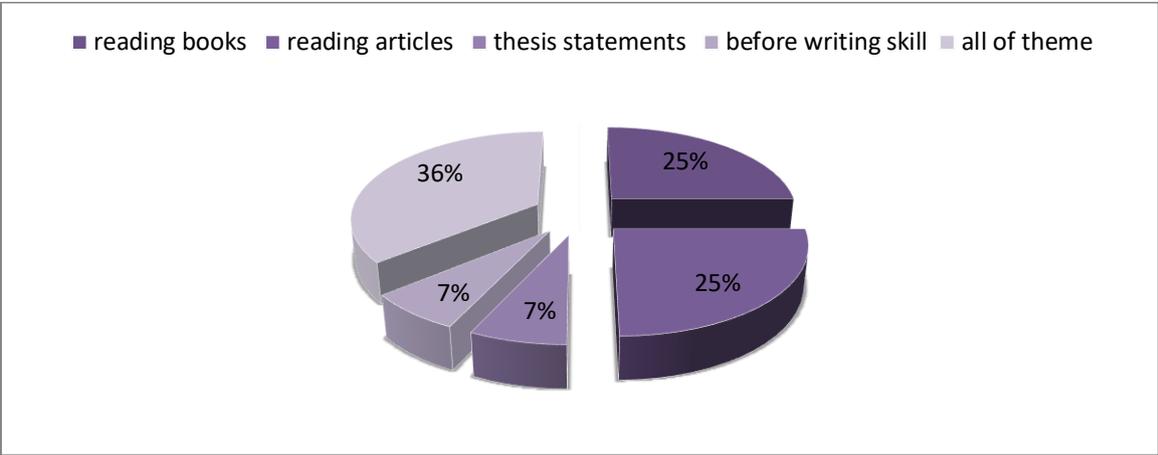


Figure 11 The Use of Critical Thinking during Reading

The results obtains in (Figure 4.11).Indicates that most of the students 36% of the participants(10 students) say that they use critical thinking in reading books ,articles ,their thesis statements, and before writing skills . Additionally 25 % of the participants tell (7students) that they use both reading books and article which consider as the most use skills of their critical thinking. Finally, 7%(2 students) of the participants indicate that they think critically during their thesis statements and before their writing skills .Critical thinking is talent that assists students in including participants in critical thinking where they utilize it to

enhance topic prior to the thesis statement of the problem and before to writing skills .So can understand that the students benefited from their use of critical thinking before those skills.

Item 12. Do EFL Learners Find Difficulties in their academic writing skills?

In this question the students, answer about if they find difficulties in their academic writing or not. The following graphs shows statistics about the answer of if they find difficulties in academic writing or not:

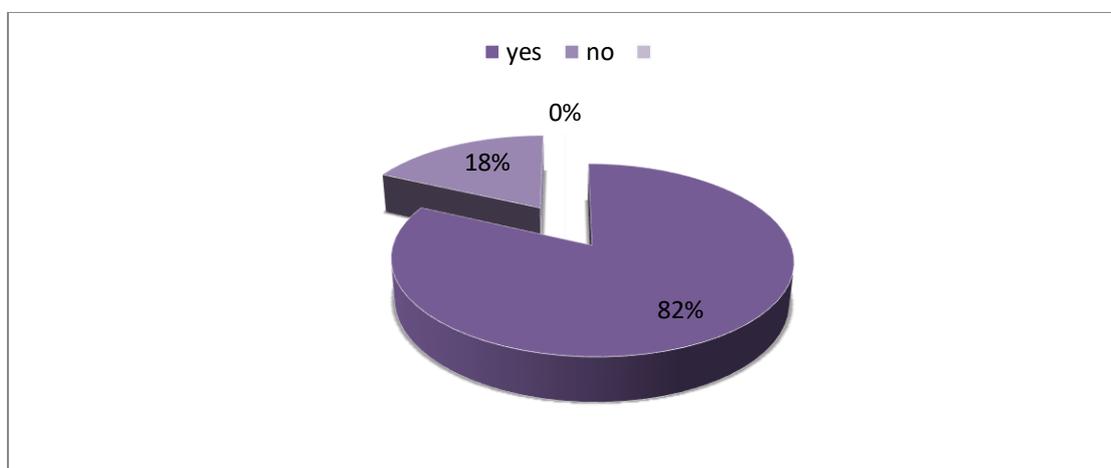


Figure4.12Do EFL Learners Find Difficulties in Their Academic Writing Skills?

According to this (**Figure 4.12**)most of the participants 82 % of the participants (23 students) indicate that they really find difficulties in their academic writing skills .Additionally ,18% of the participants (05 students) say that do not have any difficulties while they practice their academic writing skills .

As results to this (**Figure 4.12**) we can see that approximately majority of the students answer the question by “yes” which means they find difficulties in the use of their academic writing skills.

Item 14. Do Teachers Make Them Think Critically in Order To Develop Their Academic Writing Skills

In this survey the participants answer the question about the help of the teacher in their thinking in order to improve their academic writing skills. The following graphs shows statistics about if the teacher make them think critically in their academic writing skills.

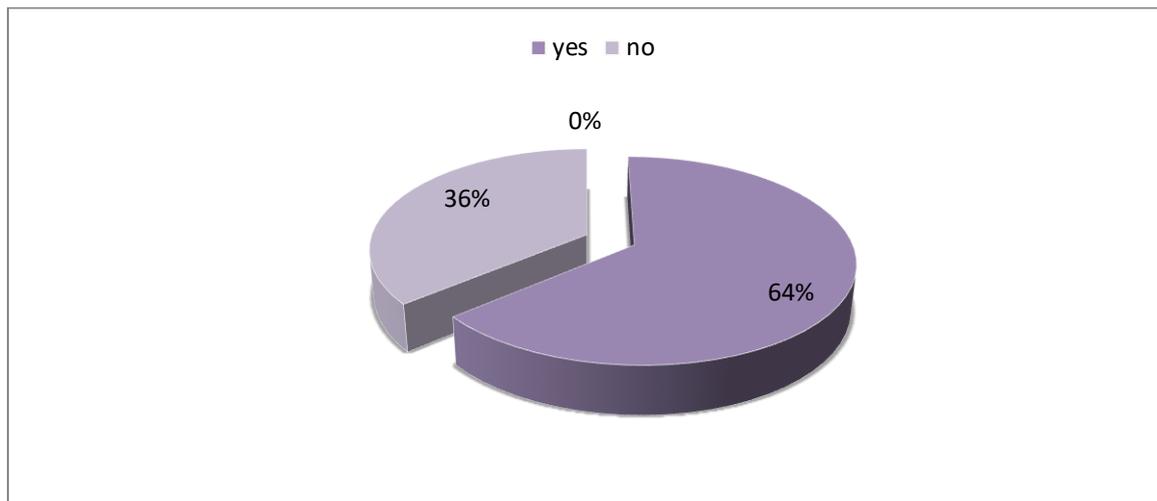


Figure 4.13 Do the teachers make the students use their critical thinking to develop their academic writing skills?

As results to this survey (**Figure 4.13**) 64 % (18Students) of the participants say that their teacher make them use critical thinking to develop their academic writing skills. Additionally, 36% of the participants (10 students) say that their teacher do not make them think critically in order to develop their academic writing skills.

From the answers of the participants 64 % we can see that most of the students argue that their teachers make them think critically in order to improve their academic writing skills. Critical thinking is valued by teachers as part of academic skills and inspirable elements .The first one finishes the second.

4.2 Analysis of the Teachers Questionnaire

4.2.1 Section One: General Introduction

Item 1. Teachers Teach English Language at University During the Year

Each teacher spend a time in teaching English Language in University , from this item can understand and have an information about their carrier .

Table 2.2 Teachers Teach English Language at University During the Year

Teachers	Year of Teaching English
Teacher n° One	9 Years
Teacher n° Two	9 Years
Teacher n° Three	15 Years
Teacher n° Four	5 Years
Teacher n° Five	4 Years
Teacher n ° Six	4 Years

From teacher's response most of the teacher (n=2) teach English in university for 9 years. In addition to, (n=2) teachers teach for 2years .Also, (n=1) teaches English for 15 years and another one (n=1) for5years. These answers help to know the period that teachers spend teaching English in University.

Item 2 the Teachers' Degree

Teaching in university level not limits to those with a doctorate degree , thus this item can uses to estimate the number of professors who work with , this degree (Doctorate ,Magister , BA (License), or Master)

Table2. 3 Teacher's Degree

Option	Numbers
BA (License)	00
Master	01
Magister	03
Doctorate	02
Total	06

According to teacher s ‘answers, can see that majority of the professors have Magister degree (n=03) and another (n=2) have Doctorate degree in addition to (n=1) teacher has the Master degree; However, none of them has BA (License)degree. This is the reason which helps to collect data information from different high degree.

Section Two: The importance of Critical Thinking in EFL Classes

Item3.Do Teachers Consider Critical Chinking As an Important Skill in Academic Writing?

Is critical thinking an important skill during academic writing skills?.So this item can answer this question according to the teachers point of view.

Table2.4 Teachers Point of View about the Importance of Critical Thinking in Academic Writing Skills

Options	numbers of Teachers
yes	06
No	00

According to the teachers answer’s, all of them (n=06) agree that critical thinking is an importance skill in academic writing skills; However, there is no answer (n=0) that consider thinking critically is not important in academic writing skills. As results, critical thinking or being a critical thinker is a crucial ability that can assist students in improving their academic writing abilities.

Item .4 How Much Do EFL Teachers Develop Their Students' Critical Thinking in Academic Sessions?

How many times the EFL teachers make their students evaluate their critical thinking during their academic writing sessions. This survey may answer this question.

Table2.5How Much Do EFL Teachers Develop Their Students' Critical Thinking during Academic Writing Sessions?

Options	Teachers Numbers
Always	03
Sometimes	03
Rarely	00

On the authority of EFL teachers answer's, teachers always and sometimes develop their students critical thinking in academic writing sessions (n= 03). and no one (n=00) answer that rarely evaluate the students critical thinking in their academic writing sessions .May be because they see critical thinking as part of academic writing skills that cannot separate at all . They think that critical thinking is method that completes teaching academic writing.

Item5.How Much Do EFL Teachers Use Critical Thinking During Academic Writing Sessions?

The EFL teachers use critical thinking in their academic session. This item answers how much they use it.

Table 2.6 How Much Do EFL Learners Use Critical Thinking in Academic Sessions?

Options	Teachers Answers
Always	03
Sometimes	03
Rarely	00
Never	00

According to the teachers answer's answers, they use critical thinking in their academic sessions always and sometimes (n=03). And no one (n=00) of them use it rarely or even never use it. Hence, they recognize critical thinking as a skill that must be applied throughout academic sessions. They believe that critical thinking is a method of helping that help the learners to be more formal and understand all the academic skills and types.

Item 6.Objectives That Teachers Set for Critical Thinking

When teachers talk about Critical Thinking alt of Objectives and aims appear in their minds. This question can answer which kind of critical thinking that the teachers prefer.

Table2.7 Objectives of Critical Thinking That Teachers Set

Options	Teachers Numbers
To raise student's academic writing	01
To help students write in formal ways	01
To acquire new types of reading	02
All of theme	02

As results of the question most of the teachers (n=02) answer by All of theme and to acquire new types of writing. In addition to just one (n=01) for both to help the students write in formal ways , raise students academic writing .According to the teachers critical thinking is the helper method of inquiring and raising all the academic writing skills .

Item 7.Can Critical Thinking Solve the Problem?

Critical thinking can solve many students problems especially in the writing form .This question May answers according to the teachers which kind of Errors may Critical thinking solve.

Table2.8 The Problems Critical Thinking Can Solve

Options	Teachers Numbers
Writing forms errors	01
Vocabulary skills errors	00
Academic Writing Skills mistakes	01
All of theme	04

According to the results obtain, most of the teacher (n=04) answer that critical thinking can solve all kinds of problem appear below; because, all of them needs analysis and decision making. Also one (n=01) for both academic writing skills mistakes and writing forms errors due to the importance of academic writing. With answer of no one (N=00) agree that critical thinking can help in solving vocabulary skills errors .Thus critical thinking can solve all kind of academic writing skills errors that the students may face during writing . From this it can be understood that the teachers are with critical the idea that critical thinking fix all the academic writing errors.

Item 8. How Much Do Teachers Invite Their Students to Use Critical Thinking in Classrooms

In order to develop many things in students academic writing skills and solve many problem .The teachers use critical thinking in their classes. The question below can answer how many times the teachers invite their students to use academic writing.

Table 2.9 The Teachers' Invitation of Students to Use Critical Thinking in Classrooms

Options	Teachers Numbers
Always	03
Sometimes	03
Rarely	00

According to the teachers answers majority (n=03) of the teachers answer by always and sometimes they invite their students to use critical thinking in their classrooms. No one answer that rarely they invite the students to use critical thinking skills. Thusly, teachers at university help and make the students use their critical thinking skills, because they think that by making their students use critical thinking their students can solve their academic writing problem or at least being flexible in using critical thinking as helping method.

Item 9. The Teachers' Opinion About: If Critical Thinking is enough to develop Academic Writing

Critical thinking can develop academic writing skills but is it enough? . This question can help to answer the question of' is critical thinking enough to develop the student's academic writing skills "according to the teacher's opinion.

Table 2.10 Is Critical Thinking Enough to Develop Academic Writing Skills?

Options	Teachers Numbers
Yes	01
No	05

As results to the question , most of teachers answer by Not the answer No (n=05) because to be a good critical thinker you need to be a good reader ; reading help learners when writing critically .Also may include other factors such as linguistics competence. In addition to one teacher (n=01) say that critical thinking is enough to develop Academic Writing Skills .

Section Three: The Effect of Critical Thinking in Developing Student's Academic Writing

Item10.How Much Do Teachers Motivate Students to Think Critically in the Classroom?

The teachers motivate their students to think critically. This question answers how much they motivate theme.

Table2.11The Teachers' Motivation for the Students to Think Critically

Options	Teachers Numbers
---------	------------------

Always	03
Often	02
Rarely	01
Never	00

According to the teachers answer, Most of them (n=03) they always motivate their students to use critical thinking. In addition to, two of them (n= 02) they say that often they motivate their students thinking critically. One teacher (n= 01) answers by rarely , no one (n=00) answer by never .Which means that , all the teachers gain the idea that critical thinking is part of academic writing skills , so they oblige their students to know this method in order to be more aware about the method that may help them in fixing many academic errors and mistakes .

Item 11. Do Teachers Develop Critical Thinking in Their Academic Writing Sessions?

Teachers in the most of their times they try to develop their student’s critical thinking during their academic sessions. This question answers as the followings.

Table2.12Teachers' Critical Thinking Development in Their Academic Writing Sessions

Options	Teachers Numbers
Yes	06
No	00

As results to this question, All of the teachers (n=06) answers by yes which means that all of them trying to involve the critical thinking as skills during academic sessions. one answers (n=00) by no , all the teachers disagree that they do not try to develop critical thinking in academic sessions .As results teachers try to include the critical thinking approach into their academic sessions , despite the fact that critical thinking and academic writing are two different things .

Item12. What Teachers Create in Academic Writing Sessions

Teachers try to tackle and develop all their students' problems. The answer below can explain which kind of development the teachers develop during academic sessions.

Table2.13What Teachers Create in Academic Writing Sessions

Options	Teachers Numbers
Thesis statement writing	01
Formal writing	00

Critical thinking	01
All of theme	04

According to the answer of the teachers, Majority of them (n=04) answer by develop all of them which means they develop thesis statements writing, formal writing, critical thinking, because academic writing has many features, all of them should be develop. In addition (n=01) for both of critical thinking and thesis statements, because they consider them as an important skills in academic sessions.

Item13.Can Students Develop Their Academic Writing Through Their Critical Thinking?

Critical thinking is one of the most important ways that help the students to develop their academic writing; can really critical thinking develop student's academic writing?

Table2.14Can Students Develop Their Academic Writing through Their Critical Thinking?

Options	Teachers Answers
yes	06
No	00

As results obtain, all the teachers (n=06) answer by yes that mean that critical thinking develop the academic writing students .because critical thinking is the helping method that fix the academic writing errors . No one answer by No (n=00) which mean that they are not with that critical thinking do not develop the student’s academic sessions.

Item14.Do Teachers Devote to Having an Official Module for Critical Thinking in Order to Enhance Students' Academic Writing?

Table2.15 Teachers Devote to Having an Official Module for Critical Thinking in Order to Enhance Students' Academic Writing

Options	Teachers answers
Yes	06
NO	00

According to the survey results, All the teachers (n=06) answer by yes which mean they want to have an official module call critical thinking. No one answer by they do not have to use an official session for critical thinking. They think that critical thinking as an important module because they consider it as the methods that help them in their academic writing skills.

Conclusion

At the end study's findings can be summarized into two main points. Critical thinking considered as an important skill that can assist EFL learners in becoming more proficient in

academic writing skills .Master one students at Mohammed Khaider University of Biskra may encounter difficulties in developing their academic writing skills. Academic writing can also be developed through a variety of means, the most important of which is critical thinking, which makes academic writing easier for EFL learners. This research also shows that the EFL Teachers at Mohammed Khaider University have a doctorate in English, indicating that they are adequately prepared to develop the students' critical thinking during their academic sessions, proving the hypothesis below critical thinking can improve the EFL ' academic writing performance.

General Conclusion and Recommendation

General Conclusion:

This study was carried out to determine the significance of critical thinking in academic writing sessions. The primary goal of this study is to emphasize the critical thinking approach. Furthermore, this study attempts to demonstrate the impact of critical thinking on the development of students' academic skills. Furthermore, this study emphasized how to be a good critical thinker and how to use critical thinking to involve students in the academic writing method. This investigation was carried out at Basra's Mohammed Chider University.

Concerning the population, the participants were randomly selected from a pool of master one student and teachers in the science of language at Mohammed Khider Biskra's University Department English Language and Literature. A questionnaire was given to (28) students and (06) teachers in order to gain insight into the role of critical thinking in the development of students' academic writing skills. This field study sought to confirm or refute the hypothesis of whether or not the use of critical thinking can improve students' academic writing.

This field study sought to confirm or refute the hypothesis of whether or not the use of critical thinking can improve students' academic writing the findings revealed that critical thinking can help students improve their academic writing skills. Furthermore, in their survey comments, participants stated that their teachers do not make them understand the importance of critical thinking during academic sessions. Furthermore, the results show that the Mohammed Khaider University teachers were not adequately prepared for academic writing in the doctoral degree, and they believe that critical thinking can assist students in involving their academic skills.

To summarize, the method used in this research was a modest attempt to deal with such a topic, but we were limited by many factors, including time and the busy schedules of Mohammed Khaider University of Biskra teachers and students.

Recommendation

Based on the findings of the data analysis, the researcher makes the following recommendations. The current study's findings may assist students in improving their academic performance and avoiding academic errors.

To avoid academic writing errors, academic writing teachers should devote more time to critical thinking approaches and methods in their classes. In their academic sessions, teachers should emphasize on the use of critical thinking.

Make students use critical thinking before writing to avoid academic mistakes. Critical thinking covers the necessary skills for success in degree-level study. Increased emphasis on soft skills for on going personal and career development. Use critical thinking in academic sessions can lead to more successful students and well developed in academic writing.

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Appendices

Appendix 1: Student's Questionnaire

Appendix 1: Students Questionnaire

Dear students,

This questionnaire targets to gather data information which is considered as an essential thing in master research entitled **(the role critical thinking plays in developing student's academic writing)**. Would be appreciative if could you answer the following questions:

Thank you for your help in advance.

Please put a tick () in appropriate box (es), or give full answer (s) on intermittent lines.

Section one: the effect of critical thinking on EFL classes.

1. Do you use critical thinking in classroom?

a) Yes

b) No

2. If you use it, how much do you use it in your classroom?

a) Always

b) Sometimes

c) Rarely

d) Never

3. For you, is the critical thinking an important skill to develop your academic writing?

a) Yes

b) No

4. Do you think critically in classroom?

a) Yes

b) No

5. Do teachers help you in your critical thinking?

a) Yes

b) No

6. How much do you think critically in your academic writing skills?

a) Always

b) Sometimes

c) Rarely

d) Never

7. Can the critical thinking develop your academic writing skills?

a) Yes

a) No

Section two: the effect of critical thinking in developing students academic writing skills

10) Which skill do you want to develop?

a) Research praxis

b) Precise word choice

c) A formal tone

d) Write in formal style

• Justify your answer

.....
.....
.....

11) How do you evaluate your academic writing skills?

a) Excellent

b) Good

c) Average

d) Little

e) All

12) Do you feel easy while you think critically?

a) Yes

b) No

• Explain your choice

.....
.....
.....

13) Where do you use critical thinking? while you read :

a) Reading books

b) Reading articles

c) You thesis statement

d) Before your writing skills

e) All of them

14) Do you find difficulties in your academic writing skills?

a) Yes

b) No

15) Does the teacher make you think critically to develop your academic writing skills?

a) Yes

b) No

Thank you for your participation

Appendix 2: Teacher's Questionnaire

Appendix 2 : Teacher's Questionnaire.

Dear teachers,

This questionnaire concerns as data collection tool for master research work; the study aims to investigate the effect of critical thinking in developing the academic writing skills. Thank you for your collaboration in advance. Please put a tick in the appropriate box (es) and answer the full statement (s).

Section one: general information.

1. How long have you been teaching English language in university?

.....

2. Degree (s) held?

a) BA (license)

b) Master

c) Magister

d) Doctorate

Section two: the importance of critical thinking in EFL classes.

3. Do you consider critical thinking as important skills in the academic writing skills?

a) Yes

b) No

4. How many times do you develop the student's academic writing skills in academic writing sessions?

a) Always

b) Sometimes

c)

c) Rarely

5. How often do you use critical thinking in the academic writing sessions?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

6. What objectives do you set for critical thinking tasks and activities?

- a) To raise the student's academic writing
- b) To help the students write in formal ways
- c) To acquire new type of reading
- d) All of theme

7. Which kind of problems can critical thinking skills solve?

- a) Writing forms errors
- b) Vocabulary skills errors
- c) Academic writing skills mistakes
- d) All of theme

• Justify your answer :

.....

8. How often do you invite your students to use critical thinking skills in classroom?

- a) Always
- b) Sometimes
- c) Rarely

9. In your opinion, is the critical thinking enough to develop academic writing skills?

- a) Yes
- b) No

• Justify your answer

.....

Section three: the effect of critical thinking in developing student's academic writing

1. How often do you motivate your students to think critically in classroom?

A) Often

a) Rarely

b) Never

2. Do you try to develop critical thinking in your academic session?

a) Yes

b) No

3. What do you develop in your academic writing session?

a) Thesis statement writing

b) Formal writing

c) Critical thinking

d) All of theme

• Justify your answer

.....
.....
.....

4. In your opinion, can the students develop their academic writing through critical thinking?

a) Yes

b) No

5. Do you devote to have an official module for critical thinking in order to enhance student's academic writing?

a) Yes

b) No

Thank you for your Collaboration

الملخص :

أثبتت الدراسة الحالية في دور التفكير النقدي في تطوير مهارات الكتابة الأكاديمية لمتعلمي EFL لدرسي تخصص علوم اللغة في جامعة محمد خيضر بسكرة. تكمن فرضية هذه الدراسة في ما إذا كان التفكير النقدي يمكن أن يساعد الطلاب في حصص الكتابة الأكاديمية. لهذا الغرض، تم تصميم الاستبيانات لجمع أكبر قدر ممكن من المعلومات حول التفكير النقدي للطلاب وصعوبات الكتابة الأكاديمية والأخطاء التي تنجم عنها. استطلعت هذه الدراسة 28 طالبًا و 6 معلمًا في ماجستير في علوم اللغة بجامعة محمد خيضر في بسكرة. وبالتالي، للحصول على بيانات الموثقة والمتسقة، اعتمد الباحث النهج الكمي.

كشفت البيانات التي تم الحصول عليها أن غالبية أخطاء الكتابة الأكاديمية ترجع إلى عدم فهم التفكير النقدي كمهارات يجب تطبيقها في الجامعات. بناءً على هذه النتائج، تم تأكيد الفرضيات التي إقترحناها في بداية الدراسة لأنه عندما يستخدم الطلاب EFL التفكير النقدي، فإنه يساعدهم على تحسين مهاراتهم في الكتابة الأكاديمية.

الكلمات المفتاحية: الكتابة الأكاديمية، التفكير النقدي.