



**THE EFFECT OF USING CRITICAL READING
ON IMPROVING CREATIVE WRITING SKILLS
OF EFL STUDENTS**

**2022
MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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WRITING SKILLS OF EFL STUDENTS**

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KARABUK

June 2022

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Hussein Shawqi Hasan AL LOA titled “THE EFFECT OF USING CRITICAL READING ON IMPROVING CREATIVE WRITING SKILL OF EFL STUDENTS” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

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DECLARATION

I hereby declare that this thesis is the result of my own work, and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials not original to this thesis have been cited and referenced literally. Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Hussein Shawqi Hasan AL LOA

Signature :

FOREWORD

First of all, all praises go to **Allah** as my every success in life is from the uncountable blessings of Allah Almighty. The success of this dissertation depends on many people. I feel overjoyed to be able to acknowledge and express my profound gratitude to all who played significant roles to obtain my MA.

Second of all, I would like to express my thanks and grateful to my father **SHAWQI HASAN** (may ALLAH have mercy on his soul)that have supported me during my life .

I also thank my lovely mother **SHAHLA HAMEED** who prayed for me success and goodness and she stayed up nights to take care of me and to raise me on good manners.

At the end I thank my lovely wife **ROSUL ABDULBARI** who accompanied me and helped me during my master's studies and provided me with all kinds of psychological and moral support.

ABSTRACT

The present study is an attempt to explore the influence of critical reading on improving the creative writing of Iraqi intermediate students in 4th preparatory. The main strategy is to design a roadmap in which the topic of the effect of using critical reading in improving the creative writing of EFL students is to be explored to find out some useful results which may contribute to improving Iraqi EFL students in general and the students in 4th class particular. The population included (130) fourth preparatory school year students 4th preparatory at Al-Mosul city of Iraq, during the academic year (2021-2022). The content is given to two groups of students (English for Iraq, textbook) which consists of 8 units and each one includes 10 lessons. The experiment was conducted during the 1st semester of the academic year 2021 – 2022. The experiment was extended over ten weeks. Later, the information gathered was evaluated to test the hypotheses proposed by the research in advance and to answer the research questions. The differences in mean scores between the control group, who're taught using the conventional technique, and the experimental group, who're taught using the experimental method, refer to the efficiency of the course given to the experimental group which led to an obvious development in the overall performance of the students on the level of studying comprehension and writing. Undoubtedly, the course given to the students revealed distinguished progress in the ability of participants. According to the findings of the research, students have responded positively to the suggested method of critical reading and it was an effective method for fostering students' creativity in the generation and organization of their ideas, encouraging brainstorming, and igniting motivation through keywords, first letters, and the encoding of information.

Keywords: Critical Reading; Creative Writing; Skills

ÖZ

Bu çalışma, 4. Hazırlıktaki Iraklı orta dereceli öğrencilerin yaratıcı yazılarını geliştirmede eleştirel okumanın etkisini keşfetme girişimidir. Ana strateji, EFL öğrencilerinin yaratıcı yazılarını geliştirmede eleştirel okuma kullanmanın etkisi konusunun, genel olarak Iraklı EFL öğrencilerinin ve öğrencilerin gelişimine katkıda bulunabilecek bazı yararlı sonuçları bulmak için araştırılacağı bir yol haritası tasarlamaktır. 4. Sınıfta özellikle Irak'ın Musul kentinde eğitim-öğretim yılında (2021-2022) dördüncü hazırlık sınıfı öğrencileri 4. hazırlık nüfusu (130) içermektedir. İçerik, 8 üniteden oluşan ve her biri 10 dersten oluşan iki öğrenci grubuna (Irak için İngilizce, ders kitabı) verilmektedir. Deney, 2021 – 2022 akademik yılının 1. Döneminde gerçekleştirildi. Deney on haftaya uzatıldı. Daha sonra toplanan bilgiler, araştırma tarafından önerilen hipotezleri önceden test etmek ve araştırma sorularını cevaplamak için değerlendirilmiştir. Geleneksel teknik kullanılarak öğretim yapılan kontrol grubu ile deneysel yöntemle öğretim yapılan deney grubu arasındaki ortalama puanlardaki farklar, deney grubuna verilen dersin verimliliğini ifade eder ve bu da bariz bir sonuca yol açar. Öğrencilerin anlama ve yazma çalışmaları düzeyinde genel performansındaki gelişme. Kuşkusuz, öğrencilere verilen kurs, katılımcıların yeteneklerinde önemli ilerlemeler olduğunu ortaya koydu. Araştırmanın bulgularına göre, öğrenciler önerilen eleştirel okuma yöntemine olumlu yanıt vermişler ve öğrencilerin fikirlerinin üretilmesinde ve düzenlenmesinde yaratıcılığını geliştirmede, beyin fırtınasını teşvik etmede ve anahtar kelimeler, ilk harflerle motivasyonu ateşlemede etkili bir yöntem olmuştur. , ve bilgilerin kodlanması.

Anahtar Kelimeler : Eleştirel Okuma; Yaratıcı Yazarlık; Yetenekler

ARCHIVE RECORD INFORMATION

Title of the thesis	The Effect of Using Critical Reading on Improving Creative Writing Skills of EFL Students
Author of the Thesis	Hussein Shawqi Hasan AL LOA
Supervisor of the Thesis	Assist. Prof. Dr. Dunia Tahir HAMEED
Status of the Thesis	Master
Date of the Thesis	June 2022
Field of the Thesis	English Language and Literature
Place of the Thesis	KBU/LEE
Total Page Number	124
Keywords	Critical Reading; Creative Writing; Skills

ARŞİV KAYIT BİLGİLERİ

Tezin başlığı	EFL Öğrencilerinin Yaratıcı Yazma Becerilerini Geliştirmede Eleştirel Okuma Kullanımının Etkisi
Tez Yazarı	Hussein Shawqi Hasan AL LOA
tez danışmanı	Dr. Öğrt. Üyesi Dunia Tahir HAMEED
Tez Durumu	Yüksek Lisans
Tez Tarihi	Haziran 2022
Tez Alanı	İngiliz Dili ve Edebiyatı
Tez Yeri	KBÜ/LEE
Toplam Sayfa Sayısı	124
Anahtar kelimeler	Eleştirel Okuma; Yaratıcı Yazarlık; Yetenekler

SUBJECT OF THE RESEARCH

The Effect of Using Critical Reading on Improving Creative Writing Skills of EFL Students

PURPOSE AND IMPORTANCE OF THE RESEARCH

The present study aims at exploring and revealing the effect of critical reading on improving the creative writing of the EFL students at the preparatory school level, especially in 4th preparatory. It also aims at presenting a model for teachers by which they can offer benefits to their students through the logical connection between critical reading skills and creative writing.

METHOD OF THE RESEARCH

This is a Qualitative Study Using Experimental Design Which Includes Two Groups; Experimental and Control Group. Both including Pre- and Post-test.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

There are no statistically significant differences between the mean scores of the control group and the mean scores of the experimental group in the post-test, the mean scores of the experimental groups' achievement at the recognition and the production levels in the post-test, the experimental groups' achievement in the pre and post-test, and students' achievement of the control group in the pre and post-tests.

The problem of the present study is represented by finding and measuring the effect of critical reading as it develops the skill of creative writing of the EFL students in Iraq. It is also an attempt to answer a set of questions concerning the topic under investigation.

POPULATION AND SAMPLE

The participants in the current study represent the whole population of (130) fourth preparatory school year students at Al-Mosul city in the north of Iraq during the instructional year (2021-2022). The students were divided into 2 sections: section A and section B. Section A and section B were selected randomly to be control and experimental groups whose the total number is (50) for each section, whereas (30) students were selected as a pilot study for section C,

SCOPE AND LIMITATIONS / DIFFICULTIES

The scope is AL Mustakbal preparatory school and Dar AL Salam preparatory school in Mosul city at the north of Iraq. The present study has tackled the effect of critical reading on the development of creative writing by the Iraqi students of the preparatory students' school level 4th preparatory. Accordingly, a definite number of students was enrolled, and a specific number of written assignments was been used.

1. INTRODUCTION

The present chapter is an introductory chapter that provides readers with the problem of the study, aims of the study, research questions, the model adopted, hypotheses, limitations of the study, and significance of the study.

1.1. Problems of the Study

The effect of using critical reading on improving the creative writing of EFL students has attracted the attention and the interest of many researchers because the writing skill is one of the problematic skills in language for non-native speakers. However, critical reading can be a supporting factor that enhances the writing skills of EFL students if it is well taught. The problem of the present study is represented by finding and measuring the effect of critical reading as it develops the skill of creative writing of the EFL students in Iraq. It is also an attempt to answer a set of questions concerning the topic under investigation.

1.2. Objectives of the Study

The present study aims at exploring and revealing the effect of critical reading on improving the creative writing of the EFL students at the preparatory school level, especially in grade 10. It also aims at presenting a model for teachers by which they can offer benefits to their students through the logical connection between critical reading skills and creative writing. Moreover, the connection between critical reading and creative writing in the present study will open new horizons for researchers and teachers to explore other types of relations among the other skills, namely speaking and listening. Finally, the study aims at raising the level of teaching English creative writing skills to EFL learners.

1.3. Research Questions

The study is an attempt to answer the following research questions:

1. Is there any significance on statistical basis differences among the mean scores of the control group and the experimental group's mean scores in the post-test?

2. Are there any differences in the mean scores of the experimental group's achievement at the recognition and the production levels in the post-test?

3. Are there any statistically significant differences between the mean scores of the experimental group's achievement in the pre and post-test?

4. Are there statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests?

1.4. The Model Adopted

In the present study, the model of analysis is adopted because of its appropriateness and compatibility with the aims of the study. The model is eclectic and each part focuses on a certain aspect of analysis. The population and sampling procedure followed Bhandari (2020). As for the experimental design, Bell (2009) and Bevans's (2019) thoughts are adopted in carrying it out. Concerning the equivalence of the two groups, Harju-Luukkainen et al.'s (2019) model was adopted. The lesson plan can be defined simply as a roadmap for teachers to create and arrange daily activities inside the classrooms, and in this regard, Chalk.com Education (2021) plan was adopted. Lewis et al.'s (2021) model states that a pilot study, a pilot project, a pilot test, or a pilot experiment that is a small-scale preliminary study conducted to evaluate the feasibility, duration, cost, adverse events, and improve upon the study design before the performance of a full-scale research project was adopted. As for the difficulty levels of the items in the test, Büyüköztürk's (2004) model was followed and the reliability coefficient values were obtained according to Fraenkel and Wallen (2009).

1.5. Hypotheses

The following hypotheses are put forward to be verified:

1. There are no statistically significant differences between the mean scores of the control group and the mean scores of the experimental group in the post-test.

2. There are no statistically significant differences between the mean scores of the experimental groups' achievement at the recognition and the production levels in the post-test.

3. There are no statistically significant differences between the mean scores of the experimental groups' achievement in the pre and post-test.

4. There are no statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests.

1.6. Limitations of the Study

The present study has tackled the effect of critical reading on the development of creative writing by the Iraqi students of the preparatory students' school level 4th preparatory. Accordingly, a definite number of students was enrolled, and a specific number of written assignments was been used.

1.7. Significance of the Study

It is believed that the present study will be of great significance because it provides substantial evidence on the nature of the effect of critical reading on the development of creative writing of Iraqi EFL students. The data will certainly help determine which aspects of reading and writing are to be emphasized. Furthermore, the present study will flourish the ground for syllabuses designers to choose the most suitable material for the students at such a level. Finally, the study is significant because it fills in the gap in the area of critical reading and creative writing and will open more windows for further studies on the concerned topics.

2. THEORETICAL BACKGROUND AND PREVIOUS STUDIES

The theoretical basis will be introduced in the present chapter which is divided into three sections: the first one discusses critical reading, the second one discusses creative writing, and the last one discusses past studies relevant to the present subject.

2.1. Section One: Critical Reading

2.1.1. The Concept of Critical Reading

It is possible to describe critical reading as the process of evaluating textual and visual materials according to the objective standards, differentiating between facts and views, asking probing questions, making decisions based on logic, drawing comparisons, and making judgments. This requires beginning with the assumption in which the written content represents the author's specific views, beliefs, and arguments rather than the author's knowledge of facts. Based on that, it can be said that disclosing variables, like the author's motivation to produce the written content, their views, anticipations, and viewpoints on the subject matter, is one of the essential aspects of critical reading. After that, the primary concept of the text is identified, and the degree to which the central notion is supported is evaluated. The written content contains information that has been gathered from reputable sources. Finally, the author's suggestions for facts and views are weighed against one another. In cause and effect connections, consistency, relevant and unrelated information may be discovered in the data (Ozensoy et al., 2021).

Both in the classroom and in daily life, critical reading is a talent that is highly focused on. The ability to identify bias, prejudice, misleading opinion, and illogical conclusions in a book is the hallmark of a critical reader. Critical reading may be described as the process of comprehending, interrogating, and analyzing a book that is carried out actively and deliberately to properly evaluate the correctness and validity of a writer's ideas. It is a reading skill that requires critical thinking ability. Developing critical reading as a talent may be accomplished with the proper instruction and practice. The term "critical reading" refers to a reading process that incorporates critical thinking skills. As a result, to define critical reading, one must first grasp the definitions of the terms reading and critical thinking. Current theoretical frameworks

see reading as an activity that involves not just extracting meaning from a text but also linking information in the text with knowledge the reader takes with him or her while performing the act of reading. "A conversation between the reader and the text," according to this definition, is what reading is (Grabe, 1988, p. 56).

A cognitive process in which the reader's prior knowledge plays an integral part in constructing meaning is seen as active. As a result, reading is not a passive mechanical activity but rather a deliberate and logical action that is reliant on the reader's previous knowledge and expectations (Tierney & Pearson, 1994).

As for Zdemir (2018, p. 18), the ability to exercise "the reader's judgment and questioning of what s/he reads, in other words, forming a judgment using his/her intellect" while reading is critical reading. On his part, Kurland (2010, p. 2) argues that critical reading stands for an analytical activity in which the reader rereads a text to detect patterns of components (knowledge, values, assumptions, and language usage) that repeatedly appear throughout the debate. This collection of components is brought together to form an interpretation that expresses the core meaning of any text as one part.

Critical reading, according to Karadeniz (2014, p. 115), is "a person's assessment, questioning, and explanation of a text s/he meets, and arriving at a conclusion based on these abilities and his/her prior knowledge." Critical reading abilities must be evaluated in any context in addition to the context of academics. It is a talent that has a profound impact on an individual's whole life.

According to Çifti (2006, p. 58), "any reader who is unable to develop critical reading abilities may find himself or herself falling into informatics ignorance as he or she reads". Individuals are subjected to an onslaught of information due to the growth of information technology, and accurate, wrong, and partial information is widely disseminated on the internet. Critical reading abilities are required to sort through all of this information in the brain. Thus, skills for the twenty-first century acquired prominence within the context of involution and critical reading.

According to Battelle (2019), for instance, it is necessary for children to acquire digital literacy and critical thinking skills in the context of combating involution on the internet, in addition to the skills required to be an energetic member of both native and international society and to become a gear of the economic wheel. Skills such as

"Critical thinking and problem solving," which fall under the subject of "learning and innovation," are among the most fundamental 21st-century competencies. Also, it is important for knowledge, media, and information technology literacy skills to be among the required abilities for mitigating the impacts of the internet's evolution on its users.

The education system, particularly teachers, has an enormous responsibility for educating future generations in the context of 21st-century skills, enabling them to participate fully in society, and preparing them for life in a democratic environment. Therefore, teacher education is becoming more critical in this environment, as teachers must constantly refresh and enhance their skills and knowledge base. Furthermore, for education faculty students, who will be the future instructors, critical reading abilities are becoming more critical concerning learning the 21st-century skills of the next generation and raising awareness against involution on the internet (Aşılıoğlu, 2008).

Aşılıoğlu (2008, p. 10) states "The instructor is the single most significant element in a student's ability to learn and improve CR abilities". Self-efficacy can be defined as "the variables associated of an individual's perceived in his or her ability to arrange and effectively execute the required action in order to demonstrate a specific achievement" (Küçüköğlü, 2008, p. 8).

Aşılıoğlu and Yaman's (2017) research showed that teachers' views of critical reading were moderate, with female teacher candidates' opinions being upper than their male colleagues. However, based on the research findings, there is a positive connection between the occurrence of reading books and how they engage in critical reading.

In their study, Karasakaloğlu et al. (2012) found that (CRSE) self-efficacy in critical reading is seen as poor by potential teachers, according to their perceptions. On the same stream, Akdan (2016) believes that female applicants for 'Turkish Language Teacher' certification possess higher CRSE. Nevertheless, the findings of Aybek and Aslan (2015) assured that the difference in gender and the year of graduation of prospective teachers made no impact in terms of their opinion of the CRSE (Center for Research on Social Exclusion).

Kılavuz (2020) found that even though older teacher applicants had better marks, contrary to the findings of the research of Aşılıoğlu and Yaman (2017), the

frequency with which people read books did not seem to have any effect on their impression of CRSE.

Based on what Çelik et al. (2017) found, online debate activities had a beneficial impact on teacher candidates' critical reading abilities and views about critical reading and critical thinking skills and abilities. Information and communication technologies have advanced dramatically as a consequence of new discoveries, and the remarkable growth in information creation and exchanging has exposed the idea of involution on the internet as one of the results. Fighting against information overload on the net could only be accomplished via improving the critical reading abilities of people.

Further, Kurt and Kürüm (2010) reveal that kids are increasingly wide-open to and influenced by involution on the internet, so it is important to emphasize the significance of education and, particularly, instructors. According to the findings of the research performed on the perceptions of involution on the internet, teacher candidates who have prior experience and think that they are proficient in utilizing technologies remain less influenced by the involution than other candidates.

Critical reading has become so essential that teachers, who play the most significant role in the design and implementation of instruction, should be taught the importance of critical reading and equipped with the appropriate abilities. Research on the CRSE of teacher candidates has been conducted, but no studies have analyzed teacher applicants' CRSE from the involution on the internet perspective. Understanding the will-be teachers' views of involution on the internet and at CRSE levels could allow them to be more educated, and therefore better instruct the next generation of educators in the future (Firat & Kurt, 2015).

Critical reading has been interpreted in a variety of ways, ranging from a limited notion to a broader one overall. Examples include the restriction by certain authors to the basic identification of propaganda methods, as in the case of some writers. Others have described critical reading as covering almost all levels of reading beyond the literal level, and this definition is supported by the evidence. Critical reading, according to Smith, is the highest degree of reading comprehension abilities in a hierarchy of reading comprehension skills. The hierarchy included three levels of reading: (1) literal reading, which involves understanding the denotation of words,

ideas, or sentences in context; **(2)** interpretive reading, which involves deducing deeper meanings from the text that are not explicitly stated; and **(3)** critical reading, which involves evaluating the quality, the value, the accuracy, and the truthfulness of what has been written. In accordance with Smith's definition, the current investigation includes both interpretive and critical reading (Smith, 1963).

Robinson (1964) established the following definition of critical reading and specified certain criteria she thought were essential for its development. In other words, critical reading "is the assessment of the truthfulness, validity, or value of what is read, using sound criteria established from prior experiences". To create critical readers, "it is essential to combine reading skills and capacities for full comprehension with:

An inquisitive disposition.

A foundation to give information about the subject, field, or region to establish standards or criteria for assessment.

The capacity to postpone judgment till the writer's message is completely established.

The capacity to follow the presentation's structure or logic, identifying what is included and what is excluded.

Familiarity with the author's credentials and purpose.

Acknowledgment of the publisher's obligations (1964, Robinson).

Critical reading is consistent with theories of reader response learning. According to this theoretical paradigm, pupils should not attempt to deduce a writer's intention while they are reading. Instead, the reader invents meaning that makes sense in light of his or her own prior knowledge and experience (Tompkins., 2006).

To encourage undergraduate students to engage in this kind of critical reader response, a collection was compiled of reading/writing prompts that may be used in conjunction with external reading assignments out of the class. The aim of these reading/writing prompts was to help undergraduate students form a personal connection with the material that has been given. In essence, the prompts are questions that are intended to help students develop a critical reading attitude and to direct their thinking while reading. However, the aim of the prompt does not seem to assist

students in acquiring knowledge for course evaluation purposes or merely to complete an assignment for class credit. Reading activities that have been around for a long time include things like taking two-column notes, summarizing the book, highlighting the main elements of the text, and completing comprehension tests. The overall aim of the prompts is to assist undergraduate students in being able to synthesize and react to the major concepts from the reading selection rather than just mining data or minutiae from the reading selection. That is not to suggest that mining key information is not necessary at times; nevertheless, it has been found that undergraduate students are more successful at recognizing facts from reading compared to concentrating on the major concepts or approaching the material from a critical or personal perspective. To provide prompts that will encourage critical reading, it is essential to choose an important and realistic objective for the reading assignment before beginning. It is beneficial for students to provide realistic answers because it gives them the chance to put into practice what they have learned from their reading (Meyers & Jones, 1993).

Responding realistically to inquiries is more representative of the way students will think and behave outside of the academic classroom. In place of defining the essential constituents of distinguished teaching, students could be challenged to write a description of teaching methods for parents of children who will be in their future classrooms. The beliefs and assumptions that an instructor has about teaching and learning influence his or her instructional decisions. The ideas that guided the creation of these reading and writing prompts are that learning is an active process in which students must actively engage with and internalize information. Thus, active learning is defined as giving chances for students to "meaningfully speak and listen, write, read, and reflect on the content, ideas, problems, and concerns of an academic topic" as well as "write, read, and reflect on the content, ideas, issues, and concerns of an academic subject" (Meyers & Jones, 1993, p. 6).

2.1.2. Critical Reading Strategies

According to Burns, Roe, and Ross (1999), reading seems to be separated into two kinds in the literature: literal comprehension, which is to take in concepts that are explicitly presented, and inferential understanding, which is the most advanced form. Higher-order reading comprehension entails more than just comprehending the words

on the page; it entails higher-order cognitive processes, which are referred to as critical reading.

As defined by Tomasek (2009, p. 127-132), critical reading is an "alternative method of reading" that goes above and beyond "conventional ways to reading, such as processing information or individual reaction."

As for Richards and Schmidt (2002, p. 134), critical reading involves the reader's making judgments about the material they are reading; this kind of reading necessitates asking and answering questions regarding the text and author. They define critical reading as reading in which the reader reacts critically to what he or she is reading, by relating the content of reading material to personal standards, values, attitudes, or beliefs, i.e. going beyond what is said in the text and critically evaluating the relevance and value of what is read (2002:134)

Further, Kurland (2000) states that a critical reading approach entails reading a book not just in a contemplative manner but also in a critical and knowing how to conduct and then evaluating the text's significance.

As a result, the reader is expected to comprehend what is being stated in the text and go far beyond it by using higher-order thinking abilities, previous knowledge, or other sources of information. As a result of taking a social viewpoint, critical reading is defined as "a reading practice that listens to the ideological foundation of text, as indicated not so much by the writer's choice of subject as by the manner in which people, places, and events are discussed". Students need to analyze expository materials critically; thinking through reading is a skill that is frequently required across the educational curriculum (Carter & Nunan, 2002: 220).

In another study, Jones (2003) states that critical reading not only helps students improve their English language acquisition abilities, for instance, vocabulary and reading, but it also guides them on how to get a true comprehension of texts and the way they should deal with them from a critical perspective.

Critical readers use mental actions to the word form and draw connections between the context and their knowledge to infer meanings from the words (Wallace, 2003).

Anyways, several studies have been conducted in the areas of critical reading and higher-level mental capacities in reading, as well as effective techniques and approaches for teaching these skills. The findings revealed that multiple phases in the form of techniques were used to thoroughly absorb and critically examine a text. The most often used ones were preparing, contextualizing, and previewing the content, asking and reflecting, outlining and synthesizing, analyzing an argument, as well as contrasting and comparing similar texts. Previewing is indeed as the process of educating oneself on work before reading it, and it encompasses a variety of activities, such as forming estimates based on the headers scanning, skimming, and subheadings, and other similar activities. Making work relevant to its historic, biographical, and cultural contexts is known as contextualizing, and it entails drawing inferences and synthesizing information from many sources (Sousa, 2004, pp.105-106).

Questioning requires readers to ask questions about the material while reflecting requires them to analyze their answers and reflect on the challenges to their ideas and values. Annotating, underlining, and taking notes are all necessary components of this activity. Outlining and summarizing need readers to make associations, whereby the key concepts, repetition, and paraphrasing of those ideas are among other things. During assessing any argument, which involves testing the text's logic, its credibility, and emotional impact, readers are frequently asked to distinguish between fact and opinion, identify cause and effect relationships, distinguish between claim and support, distinguish between premise and conclusion, and finally analyze, interpret, and debate the text's meaning. The last step is to examine the similarities and contrasts between the linked texts to get a deeper grasp of the subject material (Sousa, 2004, pp. 105-106).

Some researchers (Keene et al., 1997) believe that students who have had little knowledge about good comprehension techniques are more likely to see reading as a boring activity than their peers. Therefore, instructors must offer strategy teaching to their pupils via modeling, demonstration, and explanation. Students must next put these techniques into practice via a large amount of collaborative, assisted, and individual reading. Unexpectedly, several studies that have looked at the thinking of competent readers found that good readers regularly employed just seven or eight thinking methods. Surprisingly, the researchers identified the same seven or eight

thinking processes regularly used by competent readers, which was startling. Surprisingly, the researchers reported the same seven or eight methods in each of their studies (Ibid, 1997).

Eskey and Grabe (1988) claim that students may benefit from initiating or asking questions about a book because it helps them clarify their thoughts and better comprehend what they are reading. Effective readers always ask themselves questions, while less effective readers seldom pose queries. Questioning may take place before, during, and after reading a passage. The kind of questions that are asked often varies depending on the genre of the book. They inquire about the text to clarify meaning, make educated guesses about it, figure out the author's style or purpose, identify the author's location or format, find a detailed response, and explore rhetorical questions prompted by the text (Ibid, 1988).

Regarding reading, students catch up by responding to questions that they, their classmates, or the instructor has created creates before, sometimes during, and after they have finished reading. Students better understand the material by deliberating over their responses and listening to others while explaining theirs. Children must be asked questions and be taught how to discover the answers to those questions. In situations when higher-order answers are needed, students learn to pay attention to more than just the facts of the situation at hand. Additionally, the term "visualizing" refers to the ability of the mind to picture what is being indicated by the words on a piece of paper. Students can better connect what they are reading (abstract) to something concrete; a visual picture, a sensation, a sound, a smell, or a taste if they visualize or create mental representations of what they are reading. This capacity to "picture" new concepts helps students solidify them in their brains and visually remember them when the situation calls for it.

Summarizing is the final technique in critical reading that should be used. It is critical to have methods in place to help students improve their understanding and spoken language skills. Students' summary is how they select the most significant aspects of what they have read and connect it to their own experiences. If you have read or heard anything, a summary gives the substance or core of what you have read or heard. A summary may be as brief as one or two sentences. Summarizing helps students enhance their understanding of the primary concept, which is an essential

comprehension skill; however, it may also involve making connections to personal experiences or other literature, which may be helpful. Students' capacity to infer is also taken into consideration while summarizing. When students infer, they go beyond the literal meaning of a sentence to consider its implication. They draw on their own life experiences and prior knowledge to help them make sense of the material and acquire deeper insights into its meaning and implications. Readers may conclude the deeper, underlying meaning of a text, character's emotions and sentiments, the importance of different events, and the lessons that the author may be attempting to teach via the use of inference (Siegel, 1988; Lipman, 1995).

In this regard, Rosdiana, R. (2016) defines active learning as:

Learning environments that allow students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small group discussion sessions, simulations, case studies, role-playing, and other activities - all of which require students to put what they are learning into practice.

Reading for Criticism Higher-order thinking is widely recognized as a desirable educational goal, and all instructors recognize the significance of developing this ability (Shahrokh, 1998). The development of higher-order thinking abilities is stressed in reading education, just as it is in all other academic subjects (Paul & Elder, 2008; Zabihi & Pordel, 2011).

Reading is founded on the processes of reading, comprehension, analysis, and integration of a text. In order to do this, reading should be considered an activity that builds the groundwork for higher-level thinking. Higher reading achievement is realized most efficiently when the reader can connect previously learned knowledge with new information to reply to certain questions (Collins, 1993).

According to Criscuolo (1965), critical reading is a critical process in which higher-order mental processes are utilized to interpret and evaluate the material that has been read. In this process, a student should make a comparison between what they have read to the material that has come before it to improve their critical reading ability. Therefore, it is important to note that critical thinking is synonymous with critical reading when discussing the connection between them.

Critical reading, according to academics who link critical thinking abilities with critical reading, is a method students use to analyze what they read, synthesize what they read, and evaluate what they read (Kadir et al, 2014; Akin et al., 2015; Zabihi & Prodel, 2011).

Paul and Elder (2008) state that CR is the art and science of assessing and analyzing a book from a viewpoint that aims to enhance the individual's way of thinking and behaving. It is taught in schools and universities. According to Paul and Elder, critical reading strategies include the following steps: **(1)** identifying a problem or issue, **(2)** establishing meaning, **(3)** making interpretations that are consistent with the evidence, **(4)** providing strong assumptions, **(5)** making applications, and **(6)** adopting a different perspective on the subject matter. Without interpreting the text at the most basic level, the learner cannot comprehend what is said (Burnett & Berg, 1988). As a result, critical reading should be seen as a desirable educational goal in schools.

According to Lewis (1983), the goal of teaching critical reading is to develop people who can make certain judgments about what they read based on solid evidence and a very powerful reasoning process rather than on personal information. It also assists people in the development of thinking skills in conjunction with this goal. For example, it was shown that although people who read critically took more important notes and marks, those who read less critically made fewer summary notes. On the other hand, critical readers tend to take critical notes and make markings during reading (Kobayashi, 2007).

Effective critical readers use various methods to sharpen their critical thinking abilities and become better critical thinkers (Walker, Kiefer, & Reid, 1994-2012). These methods include discussing concepts, visual organizers, and story maps for narrative texts (de Voogd, 2007).

Yang (2006), on the other hand, aimed to determine the connection between reading techniques and comprehension monitoring tactics and how these strategies influence the students' comprehension process. As a result, the reading strategy was discovered to be a mental process utilized in the process of an individual's comprehension of the text to solve issues created by a lack of language abilities according to the research findings.

In another study, Aregu (2013) investigated the impacts of self-learning methods on critical reading performance, and the findings of the research revealed that learning strategies had a substantial impact on critical reading performance. It is difficult to determine what scientific literacy, one of the 21st-century skills, means precisely in terms of in-class applications and students' learning because of the intricacy of the idea and differing learning expectations regarding desired learning outcomes from students (Smith et al., 2012).

In their study, Pella and colleagues (1966), who conducted the first research on scientific literacy, proposed the characteristics of a scientifically literate person. For them, science-literate individuals should understand **(a)** science and the internal relationships of the society, **(b)** the ethics governing scientific research, **(c)** natural science, **(d)** the distinction between science and technology, **(e)** the fundamental concepts of science, and **(f)** the internal relationships of individuals and science.

Aron (1983) believes that these individuals possess the ability to define that scientific concepts are discovered or created through the actions of human intelligence and imagination, distinguish between observation and inference, systematically formulate hypotheses and carry out testing methods, and determine their learning methods, be aware of the reasons for their beliefs, and demonstrate the evidence they reach on the subject they examine.

2.1.3. Aims of Critical Reading

It is not the goal of critical reading to create a stance of hostility to writing. On the other hand, the reader's goal is to make choices based on applying the author's ideas, build problem-solving abilities, and search for evidence to create other ideas by comprehending the author's points of view (Wheeler, 2007).

One more goal of critical reading is to encourage the reader to participate energetically in the process through directing questions about the text, evaluating the text for both its good and bad elements, gaining various viewpoints, and guiding them toward the discovery of their truth. Upon closer examination of the distinctions between reading and critical reading, it is discovered that the activities for meaning in reading take precedence over the activities for analyzing, interpreting, and evaluating,

which take precedence over the activities for meaning in the critical reading. As an additional feature of critical reading, although the information in the text is believed to be true in reading, the text is questioned critically, and the information is examined in terms of how evidence and ideas in critical reading support it. Critical reading, in this sense, is an active activity in which the reader engages in conversations with the author and vice versa (Aşılıoğlu, 2008; Özensoy, 2011; Karabay, 2012; Ateş, 2013; Duran, 2013; Karadeniz, 2014; Maltepe, 2016; Kurland, 2000).

We can differentiate between critical readers and non-critical readers; the former are those who accept texts as instruments, and are not only satisfied with what the author wants to give, develop research and analytical thinking skills by not relying on a single source of reference, and evaluate them by drawing on previous experiences, whereas the latter are those who are satisfied with the text at hand, and are willing to accept texts written without research, do not struggle to expand their perspective, and do not make connections between texts. More specifically, critical readers are those who accept texts as instruments and are not only satisfied with what the author wants to give, or develop. Further, the critical reader can be more selective, identify issues, debate the validity of suggested remedies, and determine whether there are any other options. In contrast, readers who are not critical do not look for alternatives (Şahinel, 2002; Aşılıoğlu, 2008; Karasakaloğlu & Bulut, 2012; Karasakaloğlu et al., 2012; Ateş, 2013; Duran, 2013; Karabay, 2013; Gündüz, 2015; Akar et al., 2016; Özdemir, 2017).

Critical reading happens when the reader acquires and develops a wide range of subordinate abilities and then uses those skills while reading. These sub-skills are listed in:

- Selection of locations where readers may join the discussion of their favorite books.
- Setting up cause-and-effect connections between emotions, ideas, and experiences in the text.
 - Cases and interpretations are treated differently.
 - While reading, high-level cognitive processes (analysis, synthesis, and assessment) are used.
- Evaluation of information in the context of previously collected information.
- Putting the facts provided in the book into question.

- Use of other brain processes in the reading process, such as self-criticism and criticism of others.
- Textual examination.
- Different readings of the text are used.
- Formulating questions about the topic before reading and obtaining responses throughout the reading process.
- Referring to a variety of sources pertinent to the topic. It is essential to discuss the different methods that the reader who wishes to read critically must use to acquire the abilities mentioned above (Aşılıoğlu, 2008; Akar et al., 2016).

2.1.4. Importance of Critical Reading

According to De Voogd (2008, p. 21), critical reading has become even more essential than previously. Critical literacy is a concept that "attempts to describe writings, films, speeches, and images that give precedence to the views of 'winners' in historical or other literature," according to the Oxford Dictionary of Literary Terms. The word "winner" refers to the person or components who have been elevated to the forefront of history and who have been supported and favored. In his statement, De Voogd states that the goal of critical literacy is to preserve the ideals of justice and freedom for everyone actively. As part of their efforts, educators use current transformation mechanisms to accomplish this objective while also encouraging free thoughts to gain different views.

According to Freire and Macedo (1980, p. 80), it is always necessary to engage in critical observation, interpretation, and rewriting of what is read to understand what is being read.

Carr (1988) states that CR, which would be the topic of pupils' learning to think while reading, maybe at the heart of their ability to think critically. Carr mentioned that newspapers, magazines, television, and radio should be utilized in classrooms to help students understand the substance of the subject matter. Carr also revealed that textbooks play an important part in learning the content of the topic.

For Giroux (1998, p. 52), "the purpose of critical literacy theories is really to increase our knowledge of how instructors successfully create, maintain, and explain

significance and life in their classrooms." Giroux emphasized the need for developing an awareness that information is not only generated by experts or instructors. The material may be assessed by determining if the author's data to support his opinions are insufficient, incorrect, or insufficient. Thus, the reader may approach the text critically.

As for Adalı (2010), critical reading requires telling the difference between facts and views. These distinctions, along with those based on facts or identifying reliable sources, are the foundations of healthy thinking, shown by sound evidence. Knowing which assertions in the book are evidence-based and the author's opinions allow the reader to decide whether facts support the ideas stated in the text. Understanding the fiction in a book is one way to practice critical reading. To do this, the focus is on whether the text's cause-and-effect connections are accurate and if essential and inconsequential ideas are presented in a logical order. The critical reading ends with an overall assessment of the text, which is the last stage in the process. As a result, the reader must ponder these issues.

According to Suacillo et al. (2016), a somewhat favorable relationship exists between using critical reading techniques to enhance reading skills, and analytic writing effectiveness and writing performance are shown by research. Furthermore, critical reading techniques to enhance reading comprehension have also been a somewhat favorable association with comprehension. According to the researchers, students rated critical reading methods in the below order of importance, from the most to the least important ones:

1. Take into consideration the obstacles that one's beliefs and aspirations face.
2. Put things back where they belong.
3. Developing an overview as well as a summary.
4. Assessing and evaluating.
5. The process of interrogation.
6. Preliminary examination.
7. Making comparisons and contrasts: It is possible to develop critical reading abilities while also developing critical thinking skills.

In their study, Paul and Elder (2008) reveal that when anyone reads a book, he evaluates it, reads it with a goal, utilizes his assumptions, concepts, and ideas, concludes, and thinks from his point of view when he reads it. Therefore, it would help if he also attempts to figure out the author's goal, assumptions, and ideas. As he gets more adept at understanding your thinking, he will become more adept at understanding the reasoning of others—the more is his understanding of other people's reasoning, the greater is his understanding of his logic.

Besides, Paul and Elder (2006) suggest several skill components for dealing with the text when it is viewed from various points of view. These include clearly stated objectives, well-formulated questions, distinguishing and correcting relevant information from irrelevant and erroneous information, reaching logical inferences and conclusions, recognizing important and deep concepts, distinguishing viable opinions from unavoidable, tracing facts, thinking and defining from multiple perspectives, and recognizing and defining from multiple perspectives. It is the process of attentively and reflectively reading written materials, evaluating the text, drawing logical inferences, and actively studying and identifying the evidence in the text; it is also known as close reading.

According to Kurland (2000), to be a critical reader, you must identify the author's goal and disclose the author's approach to the topic, comprehend the persuasive reasons, and identify the author's biases. Finding facts and views in a book is what critical reading is all about. Critical thinking is the process of evaluating facts and ideas to accept or reject them and make choices.

According to Wheeler (2007), critical readers look for flaws in the concepts they are reading. They are receptive to the text while being dubious about it. Critical readers examine texts, divide them into logical pieces and re-express ideas with the help of other concepts. Active examination of the notion promoted in the text from many views, gaining fresh and novel ideas, reading consciously with intellectual honesty and perspectives, reviewing the text with their expression and point of view, and making sense of the text critical reading, according to Wheeler (2007), are distinct from skeptical reading in that it is unbiased.

Çiftçi (2006) states that the four fundamental principles of critical reading are attentiveness, doubt, query, and knowledge of one's skills and deficiencies, among

other things. Doğanay (2007) also emphasized that critical reading should include reading texts by questioning and examining them in detail.

According to Thuy (2015), five tactics are used in critical reading. These tactics include taking notes, underlining, commenting on, identifying logical fallacies, and analyzing Internet sources. He adds five components comprising the keys of CR: **1)** Beginning with the identification of claims and concluding with the analysis of arguments **2)** Deductive reasoning **3)** Comparing and analyzing arguments **4)** formulating a thesis **5)** Quotations of evaluation. Critical reading ability is associated with the ability to discriminate between facts and views to establish positions, analyze and evaluate arguments.

According to Hoffman (1992), critical reading abilities can be taught and pupils who have them would do better in schools.

Bağdat (2009) finds that students who learned critical reading skills in an English course demonstrated behaviors such as treating the material differently, responding, approving, or rejecting the suggested notion, among other things. In addition, students who develop critical thinking abilities question the author's intent and may do analyses, syntheses, and assessments utilizing the information they have gathered in advance of the class. Furthermore, pupils who learn critical reading abilities boost their productivity and creative skills and their ability to voice their thoughts without hesitation.

Collins (1993) emphasizes that instructors play an essential role in the development of critical reading skills. In order to increase critical reading skills, the teacher should establish an environment in the classroom that stimulates investigation. It is important to encourage students to plan, foresee what will happen, and ask questions that will support their value judgments in the classroom. According to him, the critical reader is a reader who participates in the process. Before, during, and after reading, the critical reader engages in active participation in the process. A critical reader asks questions, examines, and makes judgments about the literature they are reading.

In another study, Sever (2003, p. 19) mentions "Critical reading ability is a necessary talent for a democratic society, and it must be cultivated by reflective and sensitive individuals". He stressed the significance of critical reading skills in infancy,

highlighting the value of reading critically in determining the truth and validity of new information that people encounter daily and applying to evidence from various sources. Comprehension and critical readings are necessary skills for achievement in national and international examinations.

Among critical reading and reading comprehension, a statistically significant link exists. As a result, critical reading abilities will improve students' comprehension levels and overall course achievement. The degree of success in nationally and internationally tests will also rise as a result of this initiative (Ünal, 2006; Işık Aydın, 2017).

Students need to be taught critical reading skills because they must be able to not only convert typographical symbols to language (word attack skills) but also to use context and prior knowledge to comprehend what they are reading (comprehension skills) and to see larger sentences as a whole; such a process helps students read fluently (fluency skills) (Hudson, 2009).

Further, Goodman (1984) states that the more we know about children's motives for reading, the more we can make reading a meaningful experience for them. For example, consider the following scenario: when we engage kids in reading for learning, we must avoid engaging them in activities that have nothing to do with facts or ideas, such as those described as "ritualistic".

For example, reading aloud exercise is an excellent example of this type of reading activity. However, this type of reading activity may merely serve as a "show" function rather than provide proof of learning or reflection. Most reading courses in schools, on the other hand, are structured in this manner. The absence of critical reading abilities in this exercise is because such an activity requires pupils to have limited knowledge of its material. To assist our kids to acquire critical reading abilities, we must limit the amount of time spent on such reading activities in our literacy classes. In this regard, Wallace is a writer and an editor who lives in the United Kingdom. He is the author of the novel (Wallace & Gromit, 2003).

As Fairclough (1989) points out, there is not just one discourse but a variety of discourses that readers might derive from any given text. Students' reading and conversation skills must be taught since they must understand that a book may have many different interpretations depending on how it is written and spoken. As a result

of engaging our pupils in such a reading process, we are assisting them in developing critical reading abilities. The importance of this in our reading lesson has been overlooked. As a result, we must educate students that they may generate a variety of discourses from every book they read to urge them to think critically, whereby they must assess and synthesize the material they have read.

Critical reading abilities might help kids become better readers and thinkers since they will consider reading as a process rather than a result instead of traditional reading skills. For example, the authors of Alderson and Urquhart (1984) agree that a product perspective is limited to what the readers "get out of" the text. In contrast, a process view includes investigating how the reader may come to a specific interpretation of the text.

Frank Smith (1971) was one of the first scholars in reading to describe reading as a process by recording the reader's progress through a text rather than relying on reading outcomes to determine to understand.

Teaching pupils critical reading skills should be a top priority when it comes to teaching reading in schools, particularly if doing so would help students become more analytical readers. The result will be better pupils in the future as a result of this. It is important to instill critical reading skills in children to think critically about what they read. Otherwise, students may become passive learners who agree with what they are told. We are looking for pupils who are not afraid to disagree with the author's point of view and come up with counterarguments. The last thing we need is to be passive readers all the time (Frank Smith, 1971).

Scholes (1985) states "When it comes to reading literature and other texts, the ultimate objective must be critical reading; the worst thing we can do is encourage our pupils to respect texts when they need critical strength to fight the onslaught of all media". So even literature students may need some directions to become critical readers. Teaching these fundamental reading abilities to students in schools is vital, as shown by this study. However, with little exposure and instruction, we cannot expect pupils to pick up these abilities independently. Teachers must first comprehend what reading skills, reading strategies, and meeting cognitive skills/strategies entail to assist them in better understanding how important reading skills should be taught. The definitions and explanations I have provided for these three words are meant to assist

instructors in seeing the connections between these abilities and methods to teach critical reading skills to pupils.

2.1.5. Principles of Critical Reading

Reading a paragraph entails determining the paragraph's central theme and its relationship to other paragraphs. Structural reading may be used to identify the text's key paragraphs. After comprehending the paragraph's major concepts, skilled readers can make relevant connections to their circumstances and activities (Elder & Paul, 2004).

Nation (2009) gives a list of characteristics for teaching good reading that may be used in any classroom setting. According to him, a reading program should be developed and practiced for various reading goals, ranging from reading for information to reading and then analyzing texts. Reading strategies such as previewing, setting goals, predicting, asking questions, drawing connections to prior knowledge and experience and paying close attention to text structure as well as making inferences about words from context, critiquing, and attempting to reflect on the text, among others, are essential for effective reading (p. 7). Furthermore, it is advised that students get acquainted with a variety of text structures, such as those found in newspapers, stories, reports, and other genres of writing. So understanding may not only be the ultimate aim, but it may also serve as a starting point for readers to engage in critical dialogue about their reading. Ideas are underlying every one of the books that we use in the classroom today, and the prominent theories when the work was published (Wallace, 2003).

Jewett (2007) suggests certain ways to aid students in reading critically, including the use of phrases such as "whose voice" and "conversations with characters." In the former, students were asked to consider which characters' voices were heard in the tales (and which characters' voices were not heard), as well as what those characters' voices could have said. Students participate in the last activity by taking on the roles of the fictional characters in the tales, whereas other students ask questions about the fictional characters.

Walz (2001) examines the function of critical reading skills development in learners about a new setting, the Internet. According to Walz, the Internet is an appropriate venue for practicing critical reading skills because it is "open to everybody, appealing enough to stimulate regular visits, but has no responsibility, since anybody may post any material, good or wrong, on any subject without having to defend it" (pp. 1193-1194). He emphasized three facets of critical reading about the Internet: context, language, and content. The context gives crucial background information; vocabulary provides extra information necessary for critical reading; and lastly, the reader must go through the material to uncover frequent logical faults on the web, such as manipulation, unsubstantiated arguments, and prejudice.

According to Kay (1946), another research was done in which students were given several excerpts and were asked to determine what the key concepts of the excerpts were before deciding whether the author's conclusion was the same as theirs or if they were different.

Kottemeyer (1944) designed his exercises; he focused on three activities: propaganda analysis, reading editorials, and cartoon interpretation. During the first exercise, students learned about seven different forms of propaganda, including transfer, the testimony, plain people, piling the cards, and the bandwagon. After that, they were handed workbooks with huge numbered envelopes to fill up with their findings. Various pieces of propaganda had been employed in advertising included inside these envelopes. Each advertisement was assigned a name, and after each one, the students were asked to describe the kind of propaganda they believed it to be. For the second task, the instructor reviewed the pages for editorials dealing with issues that seemed to have the potential to hold the students' attention for at least many weeks. Drawing cartoons from newspapers and interpreting them was another hobby. Not every kind of cartoon, on the other hand, has the ability to be critically analyzed.

Patching et al. (1983) contrasted two experimental groups: one getting direct teaching (systematic instruction), and the other working on a workbook with a corrective feedback method. The control group received no intervention. Cartoons chosen for this project have to have political and social resonance to provoke thoughts and analyses. Students' capacity to spot instances of incorrect generalizations, misleading causation, and invalid testimony was addressed in their efforts to assess the

effect of direct teaching of critical reading on learners' performance. Students in the systematic teaching group outperformed those in the workbook group.

Brian (2007) aimed to promote a reading assignment for critical reading abilities and looked at the important characteristics of such an assignment. First, students were instructed to read a book and identify the main thesis and the most important causal linkages in the text. Then, to participate in counterfactual reading, the students were asked to speculate on the potential ramifications of a fictitious "what if?" scenario. It was discovered that offering a checklist of thought-provoking research questions and assigning student notebooks might help generate motivations for critical reading in the classroom.

Similarly, Gelman (2007) demonstrates the need of shifting away from traditional statistics instruction and towards critical reading. When we conduct surveys, we often provide our participants with just a few options from which to pick; for example, the question 'Do you attend church?' with only the options 'Yes/No.' The writer fairly proclaims the potential of extending a question with just two options to a comparable inquiry requiring more precise and refined responses, such as 'How frequently do you attend religious services, excluding weddings and funerals?' The writer's declaration is reasonable. One distinguishing characteristic of "The Survey of English Masters" is its policy of open-book exams in which pupils are asked to answer critical questions.

It was discovered by LeFevre (1955) that students' awareness that they would have full access to their books and notes throughout the tests encourages them to read as thoroughly and creatively as they possibly can and relieves them of the obligation to memorize factual material by rote. Students are also encouraged to read and think critically and engage in some first-hand experience with literature, as a result of which they are less likely to repeat what the instructor says. It is possible for the instructor to offer significant credit to pupils who respond incorrectly but do so with wit, inventiveness, and reasoned argument to support their stance when the teacher uses this style of question.

2.1.6. Advantages of Critical Reading

Critical reading necessitates the active participation of readers for them to think deeply and use varied abilities. In this exercise, students decipher the key concepts of a book and derive conclusions from them. They also forecast the text's aim and examine the arguments presented. Finally, they also assess ideas presented by other students (Flemming, 2012).

A critical reader is capable of: **(1)** accurately summarizing textual arguments, **(2)** identifying claims, **(3)** identifying stated or implied assumptions, **(4)** analyzing and evaluating the precision of the reasoning that supports a particular thesis statement, and **(5)** analyzing, evaluating, and explaining the purpose or the consequence of the use of specific facts or sources of information (Barnet & Bedau, 2011).

As an actualization of a critical reading process, critical reading entails engaging in a mental process of problem-solving, decision making, persuading, analyzing, and evaluating ideas methodically. It is achieved as a result of a thorough review and choice made to determine the truth, faults, flaws, and strengths included inside a text. Critical readers gather evidence and utilize it to question incorrect assumptions and evaluate them by standards established to evaluate the quality and usefulness of reading material. Johnson is a slang term for someone who has much money (2007, 183).

Critical reading improves one's ability to think critically. Critical reading engages readers in the process of deciphering the content that lies beneath the text by analyzing the writer's intentions, viewpoints, and assumptions, among other things. Finally, critical readers may decide whether to accept, follow, trust, or reject the author's point of view or ideas that have been communicated to them (Huijie, 2010, p. 53).

The critical reading abilities produced in this study are based on Facione's recommended critical reading taxonomy (2013, p. 5-7; 2015, p. 5-8). These critical reading abilities are classified into six categories: (1) interpretation, (2) analysis, (3) inference, (4) evaluation, (5) explanation, and (6) self-regulation.

These all-encompassing abilities may help students improve their critical thinking skills by helping them better analyze, evaluate, and respond to challenges.

Developing these abilities allows pupils to think critically and reflectively on the information they have gleaned from the books. To determine the true meaning of a text, a critical eye is required. Because critical reading abilities aid readers in understanding the writer's intent and transforming them into active receivers, they are essential (McLaughlin & DeVogd, 2004a, p. 7).

Readers who read critically are not just passively taking the text's content. As an alternative, individuals may hone their critical attitude by digging further into the author's history and using a variety of analytical lenses to the material offered in the text (McLaughlin & DeVogd, 2004b, p. 53).

According to Fairclough (1989), two key aspects determine how important critical reading abilities are: (1) text reading and (2) readers. Because of the fast advancements in information and communication technologies, there is a growing number of reading texts to choose from. With all of the available written and electronic media (such as newspapers, magazines, and television), as well as social media, getting information is a cinch. However, it is important to remember that no information can be trusted 100% of the time. In addition, readers' needs are not always met by the reading resources that are readily accessible. Some of them are written to appeal to a certain demographic, sway public opinion, elicit pity, or spread a particular philosophy.

In their study, Zin, Eng, and Rafik-Galea (2014) concluded that one of the most basic problems with developing critical reading abilities is that readers cannot discern the writer's intended audience. This capacity is vital when it comes to critical reading.

Critical reading necessitates the reader's knowledge of the text's purpose. This is to demonstrate to them that the text has a deeper significance. Therefore, critical reading exercises should stress how readers might decipher propositional and ideological signals conveyed by the text in this setting (Wallace, 1992).

In Morgan's (1997, 39-44) study, the importance of reading critically is based on the notions that (1) each text is written to depict specific ideas, (2) each content does not contain a unique meaning, (3) each text has its edition that is distinct from the others, and (4) each text provides a way for readers to accept it as true: Readers must be able to read a text critically and introspectively to comprehend all of the meanings

hidden within it, and they must then form conclusions and make decisions regarding the messages included within the text. For readers to accept or reject the information included in a book, they must first be persuaded that the information is correct and useful. Therefore, every reader must have critical reading abilities.

Wallace (1992) identifies three difficulties in reading a text: **(1)** readers' inclination to follow and believe the information gained from the text. **(2)** readers' susceptibility to the text. **(3)** readers' inclination to attempt to comprehend the text's propositional meanings. Moreover, to disregard ideological statements. However, each piece was produced with a certain objective, aim, and viewpoint in mind. A text will readily dupe readers with little critical thinking abilities.

The examples above highlight the need for critical reading abilities, particularly for pre-service language instructors in today's society. The capacity to read critically will aid in developing their intellectual abilities, learning skills, and professional competence. Teachers are essential in reinforcing students' critical reading abilities in the classroom. As a result, the instructors must first acquire the necessary abilities. Teachers must be able to design lessons, by choosing acceptable reading materials and conducting learning activities, by applying appropriate instructional techniques. Students of pre-service language instructors must be proficient in critical reading to be able to meet the demands of their students (Maltepe, 2016).

The learning method is structured by the critical literacy approach to increase pre-service language instructors' skills in reading critically. This method is derived from critical language awareness, and it is intended to assist readers in reflecting on concerns of power and dominance that they encounter in a book (Hood, 1998).

The critical literacy strategy is geared toward the development of reading skills at the crucial comprehension level. This technique helps students reflect on and analyze their reading and aids them in determining the meaning concealed within the texts. This method focuses on the messages and perspectives conveyed by a text from a power-related vantage point. Critical literacy also teaches pupils to understand social concerns and the interaction between unequal powers in a book (Roberge, 2013 p. 1).

Wallace (2010) finds that a critical literacy approach may help students build a critical awareness of dominating practices. The critical literacy method teaches readers to critically evaluate material, viewpoint assumptions, and the writer's aim.

Identification, analysis, and reflection on the practice of dominance, discrimination, and injustice in texts are all part of the reading process (Priyatni, 2010).

Reading ability is actively and critically developed using the critical literacy method. This method aids university students in making the connection between literary and social elements by posing analytical questions (Lesley, 2001, p. 184).

2.2. Section Two: Creative Writing Skills

2.2.1. The concept of creative writing

Creative writing may be described as writing that communicates ideas and emotions in an inventive, frequently distinctive, and lyrical fashion. It is a kind of writing that can be found in poetry. It is led more by the writer's desire to communicate sentiments and ideas than by the limiting requirements of factual and rational development in expository writing in most cases (Lukiv, 2006).

Creative writing is a flexible instrument that may be used to assist students in developing language skills at all levels of proficiency. Students' ability to write creatively may lead to more autonomous language usage on their part and the ability to think deeply about events that they might otherwise take for granted, re-think them, modify them, or relive them as a result of their writing. It is possible to use various components of creative writing to extend the perspectives of students and instructors alike, as well as encourage their artistic expression, amuse them, and assist them in discovering their own identities. Because of its aesthetic significance, it may be also utilized to offer fun and delight to the classroom while being flexible enough to be employed across the curriculum (Kaplan, 2019).

According to Barnet et al. (1997, 17), writing is not just a tool for showing joy but also a means of learning and passing on knowledge to other people. According to them, writing ability is one of the most important language abilities required for academic and professional success in today's world. Therefore, the development of creative writing abilities in English as a second language is an unavoidable endeavor. Currently, textual communication is required for social and commercial reasons via search engines, such as Google, e-mail, and other apps, such as 'text messaging'.

Creative writing is more than a hobby; it is an art that requires practice. Individual writing awareness and adhering to appropriate writing procedures contribute significantly to the production of written texts (Larkin, 2009). The purpose of teaching creative writing is to inspire students to write using their imaginations. Other creative activities may aid in developing writing in all of its components (Barbot et al., 2012).

While the objective of creative writing is not just to support and enable learning, it may also serve to give alternate means of communicating and showing instructional concepts (Everett, 2005).

In addition to the fact that creative writing may utilize any style or type of writing as a model for study, the works of Creative Writing are often not factual but rather creative perceptions of the world that allow the audience or reader to participate in a sophisticated way (Bennett et al., 2008, p. 2).

Creative writing is a form of writing activity that requires knowledge mastery and the ability to use one's imagination to produce unique and original writing. More specifically, learning creative writing is extensively explored and taught as an appreciating activity that may help students develop a greater awareness of their values and the world they live in. Through diverse children's literary works, creative writing is seen as passing along cultural heritage to future generations. While kids are learning, creative writing stimulates the motor and visual parts of their brains via the act of writing, which incorporates cognitive and linguistic processes, particularly those connected to memory and conceptual integration (Harmer, 2007).

Protherough (as cited in Wyse & Jones, 2008) states that the creative writing trend was the most significant and that the focus on personal imaginative writing [Needed] was essential.

Besides, Gaffield-Vile (as cited in Harmer, 2001) reveals that creative writing is "a process of self-discovery, and self-discovery facilitates successful learning". As a result, the word "creative writing" might assist instructors in engaging children in writing since students will attempt to create their writing using proper terminology if the teachers provide creative assignments for them to complete. Harmer himself (2007) went on to explain that "when kids write a short poem about somebody they care about, or when they are attempting to create a narrative or recount tales about their

upbringing, for example, they are dipping into the resources of their own experiences", that in itself is a great motivator in terms of finding the appropriate words to communicate such an event".

2.2.2. Creative Writing Uses

In his essay *Creative writing for students and teachers*, Maley (2012) remarked that the notion is also supported and has already been highlighted at the beginning of the thesis that the idea is supported. He contrasts the major qualities of creative writing with the primary characteristics of academic essays because he feels that these two writing styles are opposed to one another in their respective characteristics.

A proponent of employing creative writing in foreign language instruction, James (2006) states that students may be imaginative when they have just a small amount of material to work with. If they do it initially, they will be able to make greater use of it later on when they have more knowledge. Less may be transformed into more. She recommends various classroom exercises that might be utilized in conjunction with her students' work, and she also includes numerous samples of their work in her essay. Using one of the examples she offers, "I'd want to demonstrate that creative writing may be used to practice newly learned vocabulary, even at the level of complete novices, by creating poetry". She presents the following haiku verse as an illustration: From Norway, in Wales she writes: My name is Sandra, and I have blond hair and blue eyes and am tall and thin (James, 2006).

According to the example above, it is clear that intricate language structures and extensive vocabulary are not required to begin creatively experimenting with a new language. Students may learn about many types of poetry, try their hand at writing their own, and experiment with various literary styles as a result of this experience. As James states, she believes that a student should utilize a new language creatively as soon as they are able once they have learned it. Making use of newly acquired language creatively might help to reinforce that language. The creative process includes making the most of the already understood language (James, 2006).

Using phrasal verbs, collocations, and idioms in creative writing may help students discover new contexts for these lexical items and grasp their meanings and

distinctions between them. Students may learn how to use dictionaries, notably the English-English dictionary when prompted to produce a text independently. To improve one's spelling, it is helpful to use dictionaries and lexical objects in the written form. To improve their spelling and meaning in the context, teachers might construct activities that challenge students to compose poems utilizing terms like bed/bad, hat/head, etc. As a result, you may recall these terms better in the future (Bilton & Sivasubramaniam, 2009).

Aside from practicing nouns with irregular plural numbers, creative writing exercises may be also utilized to teach thematic vocabulary (by assigning students to one or more topics, then assigning them a collection of lexical items from that subject), synonyms, and antonyms. For example, according to some pupils, creating a phrase including the term on their own is more useful than reading an example from a course book (Temizkan, 2011, p. 920).

Working hard to construct a phrase and correctly use an unfamiliar lexical term may help you recall what you have learned, particularly if the material is difficult to comprehend or memorize. Using creative writing, teachers may devise a variety of new projects and changes of current tasks that can be used to further their students' learning and development. In addition, kids may be asked to write a poem or a tale that begins with just particular letters or to use as much vocabulary from a previous lesson or only certain parts of speech to practice any of these skills as they choose. It is also possible that the teacher will choose to use creative writing approaches to pre-teach many lexical topics that will be included in the subsequent exercise or unit (Scrivener, 2011).

Students may use creative writing as a technique for practicing the newly learned grammar rules and the language patterns that they have already studied in the previous semesters. For example, writing poems, short stories, jokes, articles, fairytales, and other forms of creative nonfiction may be used to practice different grammar components, such as tenses, participles and articles, parts of speech, passive structures and conditions, and improve one's command of the language. In this context, assigning creative writing activities as homework may provide students with the chance to write for an extended period without being constrained by the amount of time allotted in the classroom (Demir, 2013, p. 87).

Scrivener (2011) states that the greater the amount of writing pupils perform and the sooner they acquire a writing behavior, the better their English language practice will be. In terms of potential activities, pupils may be given an image or a sequence of photographs, with the instructor instructing them to utilize only certain tenses or participles throughout. A bag of words (past participles, nouns, adjectives, auxiliary verbs) may be handed to them, and they can pluck words out of it to construct a tale, poetry, or a joke that contains all of the words in the sack. There are endless variations that may be employed to help pupils improve their writing skills in this manner.

With lexis and syntax comes sentence structure, which goes hand in hand with them. Because of the set word order in English, the ability to construct sentences is essential. They must realize that their native language is a synthesized language and grasp that changing the word order of a phrase affects the meaning of that statement. This may be particularly difficult and problematic when dealing with pupils who are used to translating for themselves. The ability to express themselves creatively via writing may be beneficial to these children because it allows them to practice the language in a guilt-free environment, enabling them to do so without scaring mistakes. Creating sentences – affirmatives, negatives, and questions – and active and passive voice, among other things, may be practiced (Rosenblatt, 1991).

In creative writing classes, it is customary for students to study works created by other students to get inspiration. In this way, they can read what their classmates have written and learn about their writing styles and recognize the distinctions between their writing and the writing of their classmates. It also helps children think critically about the texts, recognize faults made by their peers, and last but not least, exercise comprehension of a written text in a structured environment.

By reading other people's work, students may realize that what they are attempting to express via their writing ought to be delivered through the text itself. For example, sometimes individuals believe what they have written is an accurate representation of a situation; nevertheless, when another person reads their writing, they may discover that they have failed to convey the precise notion that they intended to communicate (Kavcar,2013).

Students who write creatively may come to recognize this as a result and be more successful in the future. While doing so, this habit of expressing may lead to a greater understanding between students. It may also assist them in communicating with their environment more openly and effectively. For example, students may be given parts of other students' work and are instructed to offer a brief synopsis, rework it to express the same idea using new words, or change it into poetry, among other things, depending on the specific level of the students. Other directions were provided by Temizkan (2010).

The benefits of creative writing extend beyond self-expression and self-discovery. It is not always simple or desirable to openly communicate one's opinions, beliefs, and ideas (in regular classes and most subjects). In reality, most students fail to establish an environment that encourages students to express themselves freely and creatively. Students may express their global views, ideas, emotions, and sentiments via creative writing when they are taught languages. A stress-relieving and difficult exercise help pupils develop internal drive and confidence in their talents (Susar Kirmizi & Beydemir, 2012).

Learning English as a second language provides learners with few opportunities to express themselves creatively in their native language classes. In educational institutions, learners are typically given the skills of academic essays, leading them to believe that they are not skilled or talented; creative writing is reserved for talented people. Learners often learn to write essays, letters, and other more formal works such as curriculum vitae at school; nevertheless, poetry is seldom produced in schools. Learners who have never attempted to learn how good a writer they may be may benefit from using it in English (and another language) classes, which might lead to their self-discovery. In this way, students may discover and improve their abilities via creative writing exercises and assignments (Maley, 2012).

To sum up, it is clear that creative writing may be utilized to help students improve their language abilities at all levels of language proficiency. For example, beginners may write short poems using simple lexical objects, and advanced learners can practice more complex syntactic structures and sophisticated vocabulary. Furthermore, using the newly learned structure and lexical items creatively enhances the likelihood that they will be remembered and provides the opportunity to actively

employ constructions and lexical items in situations where they would otherwise only be infrequent or never arise (Spiro, 2004).

Students' ability to express themselves creatively may also lead to more autonomous language usage on their part, which is desired. Furthermore, if a student wishes to write a novel (set in a certain time and place), it is unavoidable for him or her to study the era in question. As a result, the student searches on his or her own for knowledge related to the social and cultural history, geography, and other essential topics closely related to the text generated. What is also essential to note is that students often do their research on their initiative and freely, which enhances the likelihood that they will retain the information they learn. Students might also think more carefully about circumstances that they would otherwise take for granted via the use of creative writing. Once they have written things down, they may go back to them and reconsider them, revise them, and relive the events that transpired. Finally, if the writing is personal, it may assist its author in better understanding people and events that surround him or her, the world in which they live, and in dealing with the different challenges that arise in their own life (Kaya, 2013, p. 91).

Aside from providing people with fun and delight, creative writing has artistic significance. The use of creative writing in classrooms may also open the way for new ideas to be developed. Students may encourage one another, push their imaginations, and strive to bring anything new and undiscovered to the table if they share their work with others. Students will have the chance to express something unexpected and unique while practicing new language features, and instructors will be able to bring a feeling of creation, performance, and excitement, and to their language classrooms by employing creative writing activities (Spiro, 2004, p. 5).

In order for students to be more effective in writing tasks, creative writing is a strategy to writing that seeks to engage them in the process of writing and encourage them to participate in it. Of course, it is hard to reach each one of the students who have a variety of learning settings; nevertheless, creative writing activities allow students to commence the writing process by having fun with the writing process (Kavcar, 2013, p. 11).

There are a variety of things that influence the success of a writing project. It is impossible to explain the increase in the desire of students to write just based on the

instructional style utilized in class. It is just vital for students to have a deep desire to write as it is for them to apply their writing talents. Having a positive drive to write necessitates the development of a good attitude towards writing (Kirmizi, 2009, p. 953). It is the first and foremost vital to the growth of writing abilities that the learner enjoys the process of writing, and this may be done via writing that is both original and amusing (Kirmizi, 2009, p.54). The basis of creative writing is that the impressions gained from the outside world are portrayed in a new and distinctive manner (Temizkan, 2011, p. 920).

In a way, creative writing is defined as the ability to "write freely". Further, emotions are a kind of writing that allows you to convey your feelings, perceptions, and dreams. Writing is one of the fundamental literacy taught to pupils starting in elementary school and continuing throughout their lives (Erdogan, 2012, p. 347).

When the term "writing" is used, it refers to conveying one's ideas and thoughts via the written word. When it comes to narrative writing, multidimensional, high-level thinking abilities are required, which can be learned as early as the first grade of primary school. A large portion of the budget has been set out for written instruction in mother language education initiatives. In particular, writing instruction in main language courses is being emphasized more (Turkel, 2013, p. 2).

It is not feasible to instill in pupils the desired degree of writing competence with simply instructional writing, the most crucial thing is that they have a good attitude about the writing experience. It can affect the intellectual construction of current or future actions by seeing one's attitude as a summation of previous events that shape one's conduct in the present (Susar Kirmizi and Beydemir, 2012, p. 322).

Using creative writing exercises, it is possible to access the inner world of children and get access to their subconscious thoughts. As a result, it will be less difficult for them to express their feelings and opinions. They are unable to share with everybody, everywhere, at all times, in an atmosphere that is devoid of fear of being judged or criticized, and without the presence of any pressure components (Temizkan, 2010, p. 629).

Writing creatively is one of the activities in which students may spend longer time in tough circumstances while still enjoying themselves and learning new skills. In order to successfully communicate in today's fast-evolving and changing environment,

creative writing abilities must be developed. In order for the pupils to adapt, think more realistically, and be more creative, individuals, who are better at expressing themselves, possess characteristics that distinguish them from others (Kaya, 2013).

Students must be provided with significant opportunities to write. All components of the learning experience (teacher, topic, and curriculum, for example) should inspire learners to write creatively and provide appropriate contexts for each student's creativity growth (Demir, 2013, p. 88).

During creative writing exercises, the goal is to train pupils to become more proficient writers in the future. With creative writing, they may present their knowledge uniquely and distinctly than they would otherwise (Gocer, 2010, p. 188). The presenting of impressions from outside the world in a distinctive manner is the foundation of creative writing. Some examples of creative writing scenarios include placing various concepts in mind, capturing uniqueness, writing smoothly and like, loving the writing process, and breaking away from the norms (Temizkan, 2010, p. 638). In this regard, students will benefit from the creative writing exercises because they will be able to express themselves more freely while also developing the habit of embracing and respecting the emotions and opinions of others (Temizkan, 2010, p. 629).

It is easy to underestimate the importance of developing children's imagination and creativity. Nevertheless, unfortunately, the youngster drowns in a sea of monotonous and pointless regulations trying to get away from writing endeavors (Kirmizi, 2009, p. 53).

Creativity writing exercises are essential in ensuring that even the most important intended learners can communicate emotions and concepts in a distinctive, flowing, and engaging way, rather than writing uninteresting, repetitious, and monotonous materials (Temizkan, 2010, p. 638). In creative writing studies, it is critical to provide issues that will pique the audience's interest. Their imaginations are fueled by the usage of their imaginations, which allows them to be more creative (Kavcar, 2013, p. 12).

Fictional writing (such as poems, narratives, or books) and nonfictional writing are acceptable forms of creative expression (like an experiment). Thus, writing creatively, but not without following a set of rules, is required for creative writing. Of

course, the written result is dependent on the rules of writing (Kirmizi & Beydemir, 2012, p. 321).

In creative writing studies, it is possible to conduct writing studies on different types of poetry. It is feasible for pupils to make a new poem by selecting an appropriate poem for the creative writing activity and changing the words in the strings (Kavcar, 2013, p. 14).

Among many things, you may see imagination, creativity, observations, views of the outer environment, experiences, fantasy items (amazing things), and so on. It is anticipated that the written outputs that result from creative writing exercises would be of high quality. At the same time, students are expected to apply the language creatively in the works they produce, drawing on the sources and stimuli described above (Temizkan, 2010, p. 628).

By using creative writing, it is possible to attain the following objectives:

1. Creative writing may aid in studying several levels of language, including grammar, vocabulary, phonetics, and conversation, among others.

2. It encourages "Language Play" i.e., it encourages learners to interact with the language playfully and imaginatively.

3. By engaging in language play, learners might be unconcerned with the dangers and explore, experiment, and manipulate the language.

4. The conservative and liberal brains are stimulated by creative writing to imagine beyond what is just conceivable, which may help create more balanced thinking.

5. By playing with texts of different types and the creative style used in them, learners may have a better grasp of imaginative abilities while also learning instinctively how to incorporate them into their language usage.

6. Creative writing may help strengthen expository writing on a big scale. It allows students to make their own decisions while crafting expressive works of their choice.

According to Maley, creative writing is "aesthetically motivated...it is a personal activity that involves emotion" (pp. 181-201). He also states that one of the most important characteristics of creative writing is its ability to elicit emotional

responses. Because of the essence of creative writing, I feel that it is necessary to begin with personal writing before moving on to formal writing.

I meant by personal writing in this context that people should write about or use their past and current questions, wonderings, experiences, feelings, and viewpoints to express themselves in writing. It is envisaged that learners would learn to express themselves via personal writing in the first instance. To address this issue, the creative writing component of the institution's curriculum should be included in the syllabus (Manara, 2015).

In the late 19th century, creative writing arose as a response to the industrialization of society. It was a revolutionary movement in education that focused on the process. "The compositions composed at Harvard University were considered instances of creative writing during the beginning of the 20th century "(Myers, 1993; Bishop, 1994).

In her interview with Babae, Maley defines creative writing as any kind of writing for the sake of its beauty rather than its practical use. He went on to say that creative writing improves students' self-esteem, offers them license to experiment with language, helps them gain awareness, involves them profoundly in the process, and is extremely pleasant, thereby making it a motivating activity for students (Babae, 2015).

For students and professors in writing classes, creative writing is an effective method of communication. It provides a plethora of alternatives for pupils to enhance their academic accomplishment, which is beneficial. The findings of the T-test demonstrated that students' academic writing abilities improved significantly when they were exposed to creative writing instruction. Students' self-esteem is boosted due to the rise in the rate of academic achievement, which also adds to their personal growth. Because pupils are pleased with themselves when they propose their ideas, it may be seen as a component of increasing motivation.

Additionally, when SCAMPER is utilized as a brainstorming approach, it helps develop students' critical thinking and problem-solving abilities. When it comes to creating a unique product, they discover a variety of ways. It provides a chance to assist students in identifying their target audience and developing an understanding of the genre structure. When students are driven to write, instructors report greater levels

of satisfaction with their students' work during writing sessions. The enjoyment of writing sessions will rise when both students and instructors are highly motivated. The likelihood of academic achievement will increase, and negative elements such as stress, fear of failure, and a reluctance to write will be reduced. We propose that the creative writing method be incorporated into EFL writing courses and that the English language course syllabus for all schools, from elementary to tertiary, be altered so that creative writing exercises may be included in the curriculum. Adding a control group may help researchers understand the full impact of their strategy, and a more specific creative writing rubric can be created and used to grade creative writing projects. More specifically, creative writing refers to the act of expressing one's thoughts and emotions about a certain issue on paper while using one's imagination in a free manner (Oral, 2012).

Language acquisition at all levels, including grammar, vocabulary, phonology, and discourse, is aided by creative writing. Students must use the language in intriguing and difficult ways to communicate meanings that are uniquely particular to them, which is a requirement of the course. This necessitates them engaging with the language more in-depth processing than they would have otherwise done with typical explanatory materials. An additional benefit of creative writing is that it has various therapeutic properties, including alleviating sadness and rumination while simultaneously improving self-image and organizing ideas, emotions, and behavior (Craik & Lockhart, 1972).

Children learn to think creatively via creative writing, love the process of creating, and develop an attitude of appreciation for other people's work. Students' critical thinking skills may be developed via creative writing as they react to the challenges of the workplace. This is a dilemma that a media writer has when transmitting messages to pupils, whether implicitly or openly. This is particularly true in children's literature when messages are transmitted via inherent features. Students may learn about and be creative in generating many sorts of writing via creative writing exercises.

The majority of the participants' opinions and ideas regarding creative writing in the English language classroom were favorable. Even though they seldom engage in creative writing, most instructors believe it is a valuable tool for students. The great

majority of them have not yet heard of any projects that include creative writing. Besides, the vast majority of them are not aware of any other teachers who consistently engage in the creative writing process. According to the findings of this study, instructors see the tool as being excessively time-consuming and so dislike using it.

Further, creative writing tasks may be modified to be utilized throughout the curriculum and homework to save time. Electronic tools may be also beneficial, and their use can lead to pupils being more autonomous in their learning due to their education. The majority of instructors also indicated their idea that creative writing exercises are not solely intended for bright children, which is a healthy development in their opinion. Regarding teachers' attitudes toward incorporating creative writing activities into their courses, the findings of the study revealed that instructors would be inclined to include creative writing activities into their lessons if they were given an appropriate formal introduction. Regarding the sharing of instructors' creative writing with their pupils, teachers are reluctant to reveal the results of their work, which is a negative development given the importance of role-modeling in this context.

In addition, the instructors acknowledge that they have enough time to complete the exercises if they plan, which supports my hypothesis that the teachers would be inclined to utilize the device if they were better educated about it and knew where to get the appropriate materials. Most instructors prefer to assign creative writing assignments as homework; however, many of them do not regard it as a problem if the activities are used as a pre-task, primary task, or post-task. When it comes to the preferred format, the narrative was the most often selected choice. Teachers either use websites as a source of activities or construct their own from scratch to engage students. Just a few instructors are secure enough to begin incorporating creative writing exercises into their courses right away. Others believe that they could begin right away, but there is something they would need to do or learn before they can start doing so effectively. Their opinion is that employing the instrument on a regular to infrequent basis is the optimal frequency of use for it.

2.2.3. Creative Writing Strategies

Morley (2007, p. 15) states "creative reading is the sweetest favor students can do for themselves if they aim to be a creative writer because genuine writers allow

themselves to be influenced". Also, he adds " writing becomes stronger and more concentrated when students learn to think about a certain point in time, or a specific impact and picture that they wish to employ to engage and surprise their readers". Therefore, providing specifics is crucial for building a picture since it directs the reader's attention away from a broad notion and towards a particular one.

He proposes the following seven creative writing strategies for writers. The first step is preparation, which involves active reading, imitating, study, play, and introspection. The second step is to create a plan by brainstorming ideas. The third step is incubation, which results in an initial subconscious wave that sweeps over the pages you will be composing. Fourth, begin by rearranging some of them into meaningful phrases or lines of meaning, and then begin the forward stumble into writing from that point. Fifth, keep a consistent flow of work going, even if it is just a technical word count, get in the hours, and create swiftly and uninhibitedly, is what flowing is all about. Finally, the sixth step in the eloquence restoration process is giving yourself time to regain your eloquence via stillness. You will see that the reservoir fills fast and that words and phrases begin to rise due to your efforts. Breakthroughs and the finish line are number seven, respectively. (Ibid, p. 125).

According to the initial literature analysis findings, the majority of academics and researchers in this subject emphasize the importance of increased attention to the development of CW abilities at all educational levels. They provide several tactics and procedures for increasing creative writing skills among students in the classroom. Thus, the relevance of this study is in its endeavour to put them into practice to bridge the gap between theories and practice and bring them to life, which is the goal of this research. Therefore, several studies have been conducted on the development of creative writing.

In their study, Alameddinea and Mirzab (2016) contributed to this research by creating an academic writing essay format for students to use. They collected data using a pretest-posttest approach and evaluated it using a national curriculum, and nationally standardized writing criteria. Their findings indicated that employing an essay template significantly improved pupils' academic writing abilities.

Recent research (Rohmah et al., 2017) shows that many pupils struggled with English grammar, suitable tense, and well-structured sentences. Additionally,

individual writing seemed unproductive since it did not allow children to learn from their peers. The latest study bolsters their argument for cooperation in writing programs. It plays a critical role in giving students additional opportunities to share their experiences and have their voices heard.

In another study, Tok and Kandemir (2015) investigated the impact of creative writing activities on seventh-grade students' success in writing abilities, writing disposition, and attitudes about English. The research included pre-and post-tests. The data indicate that students' writing abilities and attitudes toward writing improved following the intervention, but their sentiments regarding English remained unchanged. Finally, it demonstrates that creative writing activities positively influence creative writing performance and disposition in primary school seventh grade English language classrooms. Their goals aligned with the present study's goal of enhancing students' creative writing abilities.

The process of creative writing may be noticed in the deployment of GLS in Indonesian Primary School from 2016 to the present, where students are required to reply in writing to a text after reading. Students demonstrate their reading competence by rewriting, penning fascinating passages, or creating new works (inspired by the material they read). This exercise is a literary appreciation method that will motivate students to appreciate literary originality via critical and creative thinking skills in expressing accurate representations of social life. Literary appreciation exercises in the classroom include direct, indirect, and creative appreciation.

Writing as a linguistic action entails a systematic procedure that begins with the generation of ideas, continues with the compilation of an outline, culminates with the completion of the writing, and concludes with revisions. This approach assists pupils in learning to write and motivates them to do so, particularly primary school-aged students. Numerous writing assignments are provided just as directions to compose a tale or a poem with a certain topic, independent of the writing process itself.

The writing process would be divided into phases in an ideal world, beginning with pre-writing and ending with post-writing. The writing process assists students in exploring ideas before developing a written product in creative writing. According to Bloom's taxonomy, the production of competence is the greatest level of cognitive ability, in which pupils attempt to materialize ideas and concepts to create a product.

Poetry, rhymes, and prose (for primary school level) all need these abilities so that children generate unique writing and develop a respect for written literary works. This writing process is shown via progressive writing tasks that encourage students to write creatively using the process method (Maley, 2009).

2.2.4. Role of the Teacher in Creative Writing

Harmer (2001) proposes that instructors "build up" the concept of creative writing in little increments over time. As a result, while teaching creative writing to primary school pupils, writers begin with "word, phrase, and sentence" before progressing to the whole composition. The importance of teaching cannot be overstated. Teachers will encounter a significant proportion of students who struggle to write creatively. It is up to the teacher to choose the best way to push them to complete creative writing assignments.

The members in any connection form the foundation of the relationship. There are two groups of people in language instruction: pupils (or learners) on one side and teachers (or instructors) on the other. Typically, in ordinary lessons, the students and the instructor are in opposing positions: the students should strive to learn as much as possible. At the same time, the teacher should lead the students and allow them to practice and use the language on their initiative. Regarding creative writing, on the other hand, both participants have the same goal, namely to improve their writing skills, stretch their imaginations, use their imaginations and creativity to express themselves, express themselves through their feelings, emotions, and texts, and share their texts with others. One would argue that the instructor is not in the classroom to practice, but as Maley points out in his piece – and I agree – "there is little use in exhorting learners to participate in [creative writing] unless we ourselves engage in it as well." The influence of a teacher as a role model and as a co-author is immeasurable (Maley, 2009, P. 188).

Teachers, however, might benefit from a variety of other factors other than serving as role models. For example, by discussing different texts with students, the teacher can gain a better understanding of his or her students' personalities and their struggles and relationships, which can positively affect the performance of their relationship and the creation of a stimulating classroom environment. Maley (2009)

agrees with this point of view, stating "[creative writing] seems to influence the writer's level of vitality in general". In addition, teachers who employ [creative writing] tend to be more entertaining to be around, which has an unavoidable influence on their interactions with students.

2.2.5. Language Teaching Approaches and Creative Writing

Until this point, I have spoken about how creative writing may be useful to both instructors and their students. There are many ways to language learning techniques that may be recognized, ranging from the grammar-translation method and the audio-lingual method to communicative language education, Suggestopaedia, and Total Physical Response.

Creative writing activities may be employed in conjunction with almost any technique of teaching English, regardless of which method is being used or which approach is now in vogue (i.e. warm-ups, homework). For example, it may be used for brief warm-up tasks to review vocabulary and grammar from the previous session, or it can be utilized throughout the whole class if the assignment is harder. Meanwhile, it may be utilized largely for homework activities, letting learners take enough time that they need to perform the task, or it may be utilized as putty material to break up longer assignments.

English creative writing may be employed in a separate course online on the Internet or at a school as an extra-curricular activity at the same time if desired. If you consider everything, I believe that creative writing is an incredibly adaptable instrument with great promise for engaging and innovative learning environments.

2.3. Section Three: Previous Studies:

It is of great importance for any research to review the previous studies to figure out the research map and fill a gap in the field of study. In the coming pages, a review of the previous studies is provided.

2.3.1. Faiza Abdalla Elhussien Mohammed 2019

Several studies have been conducted on creative writing skills. For instance, Mohammed's (2019) study was carried out during the academic year 2018-2019 for about 12 weeks in the Education College of Zulfi, University of Majmaah, Saudi Arabia (KSA). In this study, the sampled involved sixty-four (female) students distributed similarly into two groups: the experimental group and the control group. The first group (experimental) was taught a course of advanced college writing maintained by the creative writing multitasks prepared by the researcher himself. The researcher also applied a group of pre and post-test design in this study. Analyzing and comparing the pre and post-test scores of the first (experimental) group, it was identified that there was a statistically considerable difference in the pre- and post-test scores for the interest of the post-test's score. Similarly, it was found that there was a significant difference in the mean scores of the first (experimental) group and the second (control) group posttest's scores, weighing for the experimental group posttest's score. So, the major research hypothesis: "Creative writing multi-tasks have a significant impact on developing the experimental group's creative writing competence, compared to the control group" was proved to be true. Further, the findings point out that applying "creative writing multitasks" possesses a positive impact on progressing the students' creative writing capability in fiction and nonfiction essays. Thus, English language teachers are recommended to embrace alike "creative writing multitasks" in writing skill teaching.

The study explores the efficacy of using "creative writing multi-tasks" in developing the learners' creative writing competence of stage four female English. Therefore, the principal dedications of the present study were designed for 1) Developing EFL students' creative writing competence by linking the practical aspect of creative writing with the theoretical one. 2) Setting a map road for concentrated multitasks to devote more time in class to writing practice. 3) Finding chances and motivation for EFL university learners to involve in pleasant activities and realize their writing skills in a natural setting. 4) Constructing "a standardized assessment scoring scale" that assists teachers to absorb the assessment criteria for assessing learners' creativity in addition to discovering what to evaluate and what to concentrate on during the sessions or classes of teaching creative writing.

It was hypothesized that progressive exercise applying expanded “creative writing multitasks” would certainly take an active part in advancing students’ writing competence. The results mentioned came alongside with the study of Alameddinea and Mirzab’s (2016) academic writing teaching to the 10th -grade. The data were collected through pre- and post-test’s essays and were assessed by the “Common Core Standards Writing Rubric.” Consequently, the findings showed that there was a statistically noteworthy difference in the mean scores of the first (experimental) group’s pre and post-test, with better scores for the post-test. These findings revealed that using the prepared essay template advanced the students’ academic writing. Furthermore, the findings of the study correspond with Arthur and Zell’s (1996) study which aimed to improve a creative writing instructional program concentrating on speaking activities to inspect its impact on the 4th -grade primary school students’ creative writing accomplishment of writing. The two researchers used a pre- and post-test model. The major goal of the research was to evaluate the efficacy of applying multitasks in stimulating creative writing competence amongst female English majors at Majmaah University, KSA.

In another study, Pofiuddin and Priyatni (2017) conducted a quasi-experimental study involving 56 pre-service teachers at the Department of Indonesian Language Teaching, Universities Negeri Makassar, Indonesia. The data were gathered applying a critical reading test. Before conducting the study, a set of instructional materials have been established for the experimental group. The data were analyzed with expressive statistics and ANCOVA test with pretest scores as the covariate. The significance level was determined at 0.5

The study aimed at measuring the impact of the critical learning approach on pre-service language teachers’ critical reading skills. The skills measured contained six ranks: explanation, analysis, inference, assessment, clarification, and self-regulation. The results revealed that there has been an improvement in the students’ accomplishment in critical reading abilities in both groups or classes. Nevertheless, students of the experimental class scored better in comparison to the control class. This designates that the teaching and learning procedure that took place in the experimental class has been more operative than that of the control class. According to the ANCOVA test, it was discovered that the learning method possessed a significant impact on comprehension skills, analytical skills, inference skills, assessment skills,

explanation skills, and self-regulation skills of the related pre-service language teachers. The results also showed that the critical learning method got a more important influence on reading abilities in contrast to the task-based method. So, it can be concluded that the difference was caused by different treatments executed in every classroom.

Further, Toka and kandemir (2015) examined the impact of applying creative writing activities on the 7th grade students' accomplishment in writing skill, dispositions, and attitudes towards English. The researchers used one group pre- and post-test design in the study. They carried out the study for four weeks during the academic year 2012- 2013 in one of Denizli city elementary schools, in Turkey. The group of the study consisted of seventeen females and fourteen males (a total of thirty-one) 7th grade pupils. Analyzing and comparing the scores of the two groups, it was noticed that the pupils' achievement in writing skills increased after taking the experiment. Also, pupils' writing disposition became better when compared to their performance before the experiment. However, pupils' attitude towards English course did not improve after the experiment.

The results revealed that when applying creative writing activities, the achievement of students increased effectively for 7th grade students in English. Alternatively, it was also found that applying "creative writing activities" possessed a positive impact on the writing dispositions of the 7th level pupils. Accordingly, it could be recommended "creative writing activities" could be applied on the 7th class English course to raise pupils' accomplishment in writing skill and lead them to write more. However, the mean score gained from the attitude scale of grade 7th pupils who attended English course reduced after the experiment though this alteration is not statistically important. Nevertheless, it could be argued that studying only writing skills may not disturb the attitude of a course so simply, but if we consider the study period which lasted for four weeks only, it is clear that this period is insufficient to positively change any attitude.

Besides, TEMİZKAN's (2011) study included students from the Department of Turkish Language Teaching of Gazi Education Faculty at Gazi University. Sixty students in total took part in the research. The researcher obtained the data from the

findings of the activities of the creative writing handled in ten weeks which are assessed with reference to (The Scale of Creative Writing Skill). The results showed that regarding the scale of creative writing skills, there has been statistically clear alteration among the points [$t(29) = -5,172$; $p \leq ,05$] obtained from the post-test in the experimental group and the control group. In other words, creative writing activities proved to be more operative and active than the traditional strategy of writing education to enhance story writing skills. Moreover, creative writing activities possess an important influence on content dimension [$t(29) = -3,668$; $p \leq ,05$]; dimension of the planning [$t(29) = -3,151$; $p \leq ,05$]; dimension of the characterization [$t(29) = -5,666$; $p \leq ,05$]; setting dimension [$t(29) = -4,479$; $p \leq ,05$] , and time dimension [$t(29) = -4,471$; $p \leq ,05$] of the structure of the story. Accordingly, creative writing activities must be stated in Turkish language courses, and self-assurance in the classroom must be given in the pertinent department of teacher training agencies. Teachers also should be educated as skilled ones in terms of practical and theoretical sides of the creative writing.

As for the Scale of Story Writing Ability of the students in the experimental group and control group, it was determined that there was a considerable difference concerning the points [$t(29) = -5,172$; $p \leq ,05$] students gained from the post-test in the conclusion of the study. Accordingly, creative writing activities have been more operative than the traditional writing method to increase the story writing ability of learners. Added to this, succeeding results have been found in the study:

1. It was noticed that there has been a statistically considerable difference for the points [$t(29) = -3,668$; $p \leq ,05$] the students obtained in the post-test in the experimental group and the control group concerning the content dimension of the story building.

2. It was noticed that there has been a statistically important difference for the points [$t(29) = -3,151$; $p \leq ,05$] gained in the post-test in the experimental group and the control group concerning planning dimension of story building.

3. It was noticed that there has been an important alteration for points [$t(29) = -5,666$; $p \leq ,05$] gained in the posttest concerning the characterization dimension of story building in the experimental group as well as the control group.

4. It was noticed that there has been a substantial difference for the points [$t(29) = -4,479$; $p \leq 0,05$] gained in the posttest concerning the setting dimension of story building in the experimental group as well as the control group.

5. It was noticed that there has been an important variation for the points [$t(29) = -4,471$; $p \leq 0,05$] gained in the posttest concerning time dimension of story building in the experimental group as well as the control group.

2.4. Procedures

In another context, an introductory study was carried out by Khabiri and Pakzad (2009) through which the reading course was taught via these strategies by a knowledgeable lecturer at the Department of English in the Islamic Azad University, Central Tehran Branch.

The second step was conducting the pilot test in which thirty-four intermediate students with parallel features to the target sample had all the evaluation tools including the sample PET (for obtaining homogeneity), whereby the researchers extracted a 110-item vocabulary test from the essential pretest (80-item vocabulary test), and then extracted parallel vocabulary pretest and posttest. In all phases, the researchers conducted item analyses and they discarded malfunctioning items which had the unacceptable facility and discrimination indices, for example, four in the reading, ten items from PET, five in the listening sections, and one in the writing. Concerning the vocabulary tests, 150 words were selected from the target transcripts and were to the pilot group to spot the known words by giving synonyms or the meaning of words in one of L1 or L2. Consequently, forty words which were verified as identified by almost 60% of the students were castoff. In a later stage, the researchers prepared a vocabulary test which was established on the rest 110 words and was piloted with the same group. Followed by item analyses and removing the malfunctioning items in addition to the items answered correctly by 60% of the students, the 80-item test (pre-test) was extracted which was in a later stage applied for the homogeneity of the participants before the intervention. As for the post-test, a vocabulary test parallel to the 80-item vocabulary pre-test (applied for homogeneity) was set to decrease the participants' memory impact in the post-test stage. Any

considerable differences were not obtained as a contrast between the mean scores of the pilot group on the two tests revealing that the two tests were equal.

The administration was involved in the third stage of the piloted tests to the aimed students for the purpose of participant choice. First, the researchers administrated the piloted sample PET (2009) to 114 students of both sexes at Farzan and Farzanegan language schools in Tehran to select the participating students who have an equal level of language skills. From the 114 participants, those who had scored between one standard deviation above and below the mean (N=79) were chosen. Additionally, to guarantee the homogeneity of the target sample concerning vocabulary knowledge and unfamiliarity with the target vocabulary, the 79 homogeneous participants participated in the piloted 80-item teacher-prepared vocabulary discrimination test comprising the target vocabulary. Each vocabulary item grants one mark for the student if he/she selected the correct answer in addition to providing a synonymous word or a definition in either English or Persian on a distinct list for each vocabulary. If the student chose only the correct answer without giving a suitable synonym or definition, he/she would totally lose the mark of the vocabulary. Later, the students who achieved less than 25% of the test were measured as the main samples of the study.

The results may aid a variety of professions related to language teaching/learning, among which are teachers of languages in general, syllabus and material designers, and developers along with curriculum developers in language organizations. Additionally, other groups interested in language teaching/learning, i.e., language learners may also benefit from such strategies to study and maintain vocabulary more competently. However, the present study will not set an end to the studies on the effectiveness of teaching critical reading strategies. Certainly, further studies are required to explore the influence of the above-mentioned strategies at various altitudes of language ability, with stable sex, associating youngsters and adults, comparing learners with various learning elegances, and those whose specialization is not English. Moreover, the impact of such strategies on vocabulary performances, L2 grammar knowledge, speaking with argumentative type, and dialogue management could be examined.

3. METHODOLOGY

3.1. Introductory Note

The present chapter outlines the participants and their background, the procedure of test designs, and the methods implemented to get the necessary information for this study. In addition, a comprehensive explanation of each of the samples and populations involved and the design of both pre-test and post-test were provided. Finally, a discussion of the statistical techniques used to evaluate the data gathered was also included.

3.2. Population and Sampling

Bhandari (2020) defines population as the whole group that a researcher needs to have and ideas about to set conclusions afterward. In addition, he adds, a sample could be the definite group from which a researcher collects data. The population size is usually more than the entire size of the sample.

There are many reasons for sampling as Bhandari (2020) believes, among them:

- a. The necessity is due to the difficulty, sometimes, to study the total population's huge size or unreachability.
- b. Practically speaking, collecting data from a sample is easier and more effective.
- c. As for management, it is easier and more dependable to keep and run statistical analyses on smaller groups of data sets.

The participants in the current study represent the whole population of (130) fourth preparatory school year students at **Al-Mosul** city in the north of Iraq during the instructional year (2021-2022). The students were divided into **2** sections: section **A** and section **B**. Section **A** and section **B** were selected randomly to be control and experimental groups whose the total number is (50) for each section, whereas (30) students were selected as a pilot study for section C, as shown in Table (1).

Table 1. The Population

N	Name of the Area	Name of Schools	Number of Male Students
1	Mosul City	(AL-Mustakbal Preparatory school) "Dar-AL-Salam Preparatory school"	70 students 60 students

Table 2. Sample of the study

Group of Students	No. of Population	No. of Repeaters	No. of Sample	No. of Pilot studies
Experimental	64		50	14
Control	66		50	16
Total	130		100	30

3.3. Procedure

The procedure enables researchers to test hypotheses for relationships between variables by coming to logical conclusions. The technique is described in full in the following sections.

3.3.1. Experimental Design

Bell (2009) states that as a common and extensively used research approach, the experimental design is a subdivision of scientific investigation. The accuracy with which a researcher could analyze the relationship among variables, to make the study as objective as feasible is the heart of experimental design and perhaps the most significant reason researchers select to design and conduct experiments. If one likes to have a different view from another angle, the experimental design reduces uncertainty and efforts to exterminate misperception. A right experimental design depends on testing the associations among variables. In general, the impartial variable, is managed to degree its impact on other based variables. One of the chief concerns of any researcher who uses experimental design should be controlled. In experiments,

researchers select an intervention, connected to the independent variable, and control how that intervention is implemented, or added, into the studies setting. In case the experimental design has been carried out appropriately, at that moment a causal relationship can be found between the dependent and based variable.

Numerous steps in the progress of an experiment do exist. A research question should be generated, a testable hypothesis is stated, how to control variability during the experimental development must be determined, intervention conditions to be chosen or improved, pattern from a populace so as to assign them to experimental situations, and decide what empirical measures can be made (and how information can be recorded). There is frequently a significant and close courting among the experimental design and the sort of data gathered and statistical technique that the researcher will apply to analyze the information.

According to Bevans (2019), there are five strategic steps in designing an experiment:

- Considering variables and how they are connected.
- Writing a precise, testable hypothesis.
- Designing experimental behaviors to operate a research independent variable.
- Assigning participants to groups, either between-participants or within-participants.
- Planning how the researcher will assess and measure his/her dependent variable.

Table 3. Experimental Design

N	Groups	Pre-test	Independent variable	Post-test
1	Experimental (Ex)		Critical Reading strategy	Posttest
2	Control (Co)		Traditional method	

3.3.2. Equivalence of the Two Groups (Harju-Luukkainen et al., 2019)

Children’s early skills and later educational outcomes are highly affected by family-related factors, such as parent’s educational level, their values, and expectations. Additionally, parents supply the child, together with other learning

environments, a comprehensive mathematical and primary knowledge input (Harju-Luukkainen et al., 2019). In order to establish parity among the 2 groups, it is essential to manage the following variables that may affect students' achievement in their age, their overall English level, and their parents' education level.

3.3.2.1. Ages of the Students

It is necessary to calculate the students' months of age until the first of December (2022) to decide whether there is a distinction in their age between the 2 groups, which is shown in the accompanying appendix (G). When the t-test formula is applied to two independent groups, according to the experimental results, there is no statistically significant difference in age among the experimental group and the control group, because the mean value of the experimental group is (188.02) and the usual deviation is (8.90). The mean value of the control group is (189.06) and the usual deviation is (9.14). Respectively, after considering the significance level and degrees of freedom (98), the T-value (calculated) is (0.99). This is observed to be decrease than the table value, which is (1.98), at the significance level (0.05) So, it can be concluded that the two groups of students are similar in age, as explained in Table (4) below:

Table 4. The mean, standard deviation, and T-value of the age of the students

Groups	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	50	188.02	8.90	0.99	1.98	98	0.05
Control	50	189.06	9.14				

3.3.2.2. Parents' Level of Education

A. Fathers' Level of Education

The chi-square calculation uses to determine whether there is a statistically large distinction in instructional ranges between the dads of the students who participated in the study. The outcomes display that the calculated value of the chi-

rectangular is (2.70), that is less than (11.07) the tabulated cost , the degree of freedom is (5), and the significance level is (0.05), thus suggesting that no significant difference was found between the 2 groups (i.e. in terms of their fathers' educational level). (See Table (5)).

Table 5. Chi- rectangular cost of the Fathers’ Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	16	20	36	2.70	11.07	5	0.05
Diploma	4	2	6				
Higher studies	2	1	3				
Illiterate	3	1	4				
Primary	8	10	18				
Secondary	17	16	33				
Total	50	50	100				

B. Mothers' Educational Level

When the chi-square formula uses, it finds that both groups are equivalent in terms of their mothers' educational level. In terms of the degree of freedom (5) and level of significance (0.05), the calculated value is (1.35), and this is lesser than the tabular value, which is (11.07), thus resulting in a discrepancy between the two values (0.05). This indicates that there is no statistically significant difference between the two groups in terms of this metric, as explained in table (6).

Table 6. The Chi-Square Value for the Level of Mothers' Education

Level of Education	Group		Total	Chi-Square Value		D F	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	14	12	26	1.35	11.07	5	0.05
Diploma	3	5	8				
Higher studies	3	2	5				
Illiterate	2	3	5				
Primary	13	11	24				
Secondary	15	17	32				
Total	50	50	100				

3.4. Students' English Language Proficiency in the Previous Academic Year

In the appendix, you can see how students' English performance over the previous academic year (2020-2021) was evaluated and contrasted (B). Regarding the (Ex) and (Co) groups, there is a statistically significant difference in the mean values (**70.48**), with standard deviations of (**12.94**) for the (Ex) group and (**66.08**) with standard deviations of (**9.51**) for the (Co)group. Respectively, it was found that given degrees of freedom (98) and the significance level (0.05), the computed t-value is (1.94) lower than the tabular value (1.98), which indicates that it is statistically less significant than the tabular value (1.98). Based on previous results, this result shows that there is no statistically significant difference between the two groups, as seen in Table (7) below:

Table 7. Mean scores, standard deviations, and T-value of the students' achievement in English in the Previous Academic Year

Groups	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	50	70.48	12.94	1.94	2.00	98	0.05
Control	50	66.08	9.51				

3.4.1. Pre-test English Proficiency of Students

Using students from two different groups (Ex and Co), the researcher administered the pre-test to them. The results show that the average score and average standard deviation of the (Ex) group is (51.36) and (6.38). In contrast, the results showed that the (Co) group received an average score of (52.98) and an average standard deviation of (4.70). This study used the T-test of two independent groups to prove that when the average scores of the two groups are compared, there is no statistically significant difference in the average scores obtained by the participants in each group (0.05). As shown in the attached table, the calculated t-value (1.45) is less than the value in the table (1.98), and the degree of freedom (98) indicates that the two groups are equal in the pre-test, as shown in Table (8):

Table 8. The T-Test Value of the Two Groups in Pre-test

Groups	No.	Mean	SD.	T-Value		DF	level of Significance
				Calculated	Tabulated		
Ex	50	51.36	6.38	1.45	1.98	98	0.05
Co	50	52.98	4.70				

3.5. Educational Materials

The content is given to two groups of students (English for Iraq, textbook). The textbook consists of **8** units and each unit includes ten lessons. The content is divided into two parts: Student Book and Activity Book. Each fourth item is a re-examination of the preceding **3** units. The researcher taught **6** units of English for Iraq to the students:

- Unit one (lesson 7, topic: A tour of the Self-access center)
- Unit three (lesson 7, topic: At the Hotel).
- The grammar (focus- Asking permission)
- Unit five (lesson 5, topic: Would you like to go to the cinema?)
- Grammar (Invitation, Suggestion, Offer, and Permission).
- Unit five (lesson 9, topic: If only I'd listened)
- Grammar (Regret (I wish/If only)

It was decided to conduct the experiment during the 1st semester of the academic year 2021 – 2022. The **2** groups of the study began on the second of December. It spanned around **10** weeks and ended on the fourth of February in 2022.

3.6. Lesson Plan

The lesson plan can be defined simply as a roadmap for teachers to create and arrange daily activities inside the classrooms. The plan sketches what students have to study and learn during each class time, how the material is going to be taught, and how students' improvement are measured (Chalk.com Education, 2021)

Naturally, a lesson plan is considered a one or two pages length manuscript, divided into various sections in which the description of what will take place during every day in the class. While no two look exactly alike – the details will be different according to the topic that is taught, the class level or grade, the instructor, the students and the school. Good plans have the following main important constituents:

The Lesson goals or objectives: what students will learn or be able to do after the lesson.

Given materials: the resources needed to support their learning.

Learning operations and activities: the activities students participate in to achieve the lesson goals.

Time necessities and requirements: the amount of time set aside for each learning activity.

Associated prerequisites: how the lesson lines up with national, state, or school standards.

Assessment: how teachers will measure students' learning.

Evaluation and reflection: a summary of what worked, what did not, and why?

Lesson plans are an essential constituent of the teaching process, and a portion of a wider series of classroom organization and management tools. They cover just one lesson, compared to other kinds of plans that cover a whole unit, subject, or curriculum. If a curriculum is like a world map, a lesson plan is like the directions that get you from point A to point B (Chalk.com Education, 2021)

3.6.1. Teaching the Experimentation Group Lesson Plan

Date: 9 December / 2021

Class and section: 4th preparatory school students

Period: 40-50 minutes

Topic: Functions of language

from the book English for Iraq.

Unit: One

Lesson 7

SB:11

AB:13/14

Topic/ A tour of the Self-access center

Objective

- Listen to directions and instructions.
- Develop vocabulary related to language learning.
- Practice polite requests.

The application of LFPS started in the 9th December / 2021. On that date, the pre-test was applied.

Language

- Indirect questions

Vocabulary

- Directions (left/right/forward/behind me/next to/opposite).

Procedures

- Before we start the lesson, make a review of the previous lesson.
 - Make sure that they understood the lesson.
 - Ask them to open the (ST) on page 11 unite 1 lesson 7
 - Ask them about the title
 - Elicit basic vocabulary for giving direction on the blackboard.
- Ex (left/right/turn/next to.....)
- Look at the diagram on (SB)
 - Tell them it is a map of the school
 - Ask the students to point the direction on the map like (right/left...)
 - Tell them to listen to the audio and tell them to write the direction they hear.

-Then tell them to practice it

-Choose two of them in front of the class and present a short play (someone wants to ask about Al-Rasheed street.

A-Excuse me, could you tell me how to get to Al-Rasheed street?

B-Of course, go through the street and turn to the left, then go forward, it will be next to the status.

A-Thank you...

-Then ask students to open the (AB) p. (13)

Grammar Focus

-Tell the students that we have two types of questions:

Direct and Indirect

1-Direct question (Question word+ verb+ subject)

Or question words such as (When-What-How.....)

Ex: Where is the post office?

2-Indirect Questions (phrase-question word+ subject +verb)

Ex: What sport do you offer?

Ex: Can you tell me what sport you offer

-Also tell the students that we have auxiliary verbs (is, are, was, were, has, have)

We never deleted, but we put it after the verb.

Ex: Where is the school?

Ex: Could you tell me where the school is?

At the end of the lesson I make sure that the student understood the whole lesson... and I give them homework and new lesson.

3.6.2. Lesson Plan for Teaching the Control Group

Date: 8th December / 2021

Class and section: 4th preparatory

Period: 40-50

Topic: Functions of the language from the book (English for Iraq).

Objectives

- Explain polite requests to all students.
- Explain that there are two types of questions: Direct and indirect.
- Give the students examples
- On that date, the pre-test was applied.

Steps of presenting the lesson material:

-The teachers read the direction and instruction and make their students listen to them.

- Explaining the meaning of the difficult and ambiguous vocabulary.

-Each sentence related to polite request should be explained to the students on the board.

-Ask students to give more examples.

-Assign homework from the Activity book.

3.7. The Structure of the Achievement Test

Based on the content and behavioral goals of the educational material, an achievement test develops and implements. As shown in Table (3.8), the post-test includes (5) questions with (28) items scored according to the possible (100) points.

- Concerning question (1), it consists of (6) questions, and the students are required to complete the exam based on the passage entitled "Babylon International Festival" that was provided. The mark for each item is (2) marks, and the total number of marks is (30).

- As for Question (2), it has six items that were gleaned from a discussion. True or false should be selected by the pupils, and the right word should be written

within the brackets. The mark for each item is (two) marks, and the overall mark is eight points .

- When it comes to question (3), there is just one item, and students are required to write the essential words and then construct a new text that has the same information. The overall point total is (8).

- Questions (4) and five each include five elements, and the researcher instructed students to fill the table after listening to the conversation. Each item receives a six-point rating, for a total of six points (30).

- Question (5) has just one item; the researcher requested the students to compose a postcard to a friend as part of the assignment. The total mark is (8).

The test constructs depending on (unit one & unit two) from "English for Iraq"- Students book and Activity Book. For behavioral goals, the achievement test is utilized as a method of evaluation (See Appendix F for further information).

Table 9. Specifications of the Content, Behavior, Items, and Marks of Post-test

No. of Questions	Content	Behavioral Objectives	No. of Items	Marks
1	Fill in blanks with the suitable information.	Students' ability in understanding and answering the questions.	15	30
2	Answer the sentences whether true or false.	The students' ability to distinguish whether the sentences are true or false.	6	20
3	Write down the key words of the text and work together.	The student's ability to combine ideas by reconstructing a text.	1	10
4	Complete the table with complete sentences.	The student's ability to create, comprehend and guess about what might be done in the dialogue.	5	30
5	Write a postcard about a holiday.	The students' ability to develop their understanding and integrate their ideas.	1	10

3.8. The Scoring Scheme of the Posttest

According to the questions of posttest, there are three questions (first, fourth, and fifth question are subjective questions and these questions examined by two experts in the same school. While the second and third are objective questions and examined by the researcher himself. Concerning the subjective questions are scored as

certain criteria such as grammar, vocabulary, idea and spelling. As explained in **Table (10)**

The two experts are:

1. Inst. Abd AL Hakeem Lukman
2. Inst. Dhiyaa Idhaam Sulayman

Table 10. The Scoring Scheme of the Posttest

Criteria	Qualities	Scores		
		Q1 20	Q4 20	Q5 20
Grammar	Very good	5	4	5
	Good	3	2	3
	Weak	0	0	0
Vocabulary	Very good	5	4	6
	Good	3	2	3
	Weak	0	0	0
Idea	Very good	5	6	4
	Good	3	3	2
	Weak	0	0	0
Spelling	Very good	5	6	5
	Good	3	3	3
	Weak	0	0	0

3.9. The Validity of the Achievement Test Add reference and new explanation

The validity is the degree of the test's ability to gather the information on the quality that is intended to be assessed (Kaptan, 1998).

To verify the achievement test's face validity, it was submitted to a jury of experts. Except for a few notes and modifications, the jurors generally agreed on the suitability of the exam items for their subjects. All notes and modifications made by jurors were taken into account, as in Appendix (G).

3.10. The Test Pilot Administration Add reference and new explanation

A pilot study, a pilot project, a pilot test, or a pilot experiment is a small-scale preliminary study conducted to evaluate the feasibility, duration, cost, and adverse events, and improve upon the study design prior to performance of a full-scale research project (Lewis et al, 2021).

Pilot experiments are typically conducted prior to large-scale quantitative research to prevent wasting time and money on a project that is not well-conceived. Typically, a pilot study is conducted on members of a particular population to determine whether the proposed intervention is effective. A pilot study is used to develop the strategy of the full-scale experiment, which may then be altered based on the results of the pilot research. The pilot research has the ability to provide essential information into clinical trial design. The participant recruiting and sample size determination, treatment testing, and statistical analysis will help increase the power of testing the hypothesis of the study. It is possible to incorporate the results of the pilot experiment into the larger (and more costly) investigation, thus increasing the likelihood of a clear conclusion (Lewis et al., 2021).

The stages in the workflow include (1) loading of data, (2) specification of the analysis, (3) item analysis, (4) dimensional analysis, (5) analysis of differential item functioning, and (6) item selection (Shiel & Cartwright, 2015).

3.11. The Achievement of Test Reliability

Reliability has something to do with the consistency of the scores gained by the students in every test they have (Chiang et al., 2020, p.133). Also, the dependability of a test is determined by the consistency of the responses provided to the questions on the exam. There are two key factors that determine a test's reliability, including cohesiveness between replies provided at various points in time and cohesion between answers supplied at the same moment. Several methods exist for determining the reliability of a test. Reliability measures such as test-retest reliability, parallel (equivalent) form reliability, two-semi-test reliability, and Cronbach alpha () reliability are all examples. KR-20 is often used to calculate the reliability coefficient for tests in

which the item analysis is carried out. Checking for internal consistency among test results collected simultaneously is done using the KR-20 tool.

In this study, the reliability of the instrument is measured by using Cronbach's Alpha formula in SPSS 15.0 for Windows. The steps of analyzing were as follows:

- Analyzing the data scores in Reliability Cronbach's Alpha Formula.
- Consulting the obtained reliability value with the criteria of reliability.

A reliability estimate is therefore an estimate of scoring or rating consistency and as we can see above, it is not a sufficient condition. If scoring or rating is highly consistent, the reliability estimate should be at least 0.90 (i.e. 90 percent consistent). This value tells us that the majority of what we capture lands on target (Phakiti, 2014, p. 299)

It should be stable no matter what it tests; reliability implies that it should be steady no matter what it tests and emphasizes that in this study, the estimated accuracy and dependability must be specified (Best & Khan, 2006, p. 289). For example, if a person has taken two different forms on the same test on two separate days, the results of both tests should be the same. The Alpha-Cronbach Formula is used to determine the dependability of a post-test result. It is represented by the number (0.80), which indicates that the exam questions are homogeneous.

3.12. Analyses of the Test Items

It is necessary to analyze the test items in order to establish two key characteristics of the test: the discrimination power and the difficulty level.

3.12.1. The Level of Difficulty (DL)

Using KR-21 instead of KR-20 if the complexity levels of the elements in the exam are close together (Büyüköztürk, 2004) is an option. There is no limit to the range of reliability coefficient values, although they cannot be less than 0.00 (Fraenkel & Wallen, 2009).

According to the DL level, the proportion of people who took the test and passed it is at a certain level. The proportion of students who successfully answered the question is multiplied by the total student population to arrive at the final score. The purpose of this method is to pick the material that is appropriate for the pupils' level of comprehension (Madsen, 1983, p.182)

Ebel (1972, p. 399) states that when the administering power is 0.30 and above the item is acceptable, that is less than 0.30, then the item is weak and it needs to be modified or changed. All of the items on the test were found to have an adequate degree of difficulty and sufficient discriminating power. In order to be satisfied, just a few things have to be altered or changed. The results show that the test item DL falls between 0.43 and 0.70 on the scale.

3.12.2. The Power of Discrimination

The power of discrimination can generally be defined as the calculation of the diploma to which a certain item's outcomes correspond to the effects of the whole test. When high-skilled and low-skilled students correctly evaluate the same item, it shows that the discriminative power of the object is weak, which means that it has weak discrimination.

The first efforts to characterize test selectivity were based on 'accumulated' scales, such as the Guttman scales. Walker and Loevinger devised coefficients to express the amount to which the scale approximated the psychometric ideal. A score of n meant that only the least difficult n questions were correctly answered and that no other items were answered incorrectly. Thurlow and Ferguson, using an atheoretical approach, both recognized that for given sample size, there would be a maximum potential number of differences that could be detected across groups. As a ratio, the coefficient of differentiation may be calculated by comparing the number of differences seen with the number of differences predicted. The difference between both discrimination and reliability was made by Thurlow, who appears to have been the first to recognize it; however, despite having presented the coefficient (and adjustments of it) earlier and having treated the discrimination in more considerable depth, it is still commonly referred to as the discrimination coefficient "Ferguson's Delta" (Hankins, 2008).

Ferguson's Delta is defined as the ratio of the actual between-person differences to the greatest number of differences that might be detected. If no differences are observed, then Delta = 0.0. If all possible between-person discriminations are made, then Delta = 1.0. Unlike Guttman scales, delta is not bound to any particular scale. It is also non-parametric, relying entirely on the ordinal qualities of the data. It has one drawback that has prevented it from being used with a broader variety of questionnaire measures: the score must include items that are either dichotomous or binary in nature. Fortunately, this constraint is readily solved, allowing Delta to be used to a wider range of human resource quality of life instruments (Hankins, 2008).

Table 11. Difficulty Level and Discrimination Power

Questions	Items	Higher	Lower	Difficulty	Discrimination
Q1		221	112	0.55	0.36
Q2	1	10	4	0.47	0.40
	2	11	7	0.60	0.27
	3	10	5	0.50	0.33
	4	13	8	0.70	0.33
	5	9	3	0.40	0.40
Q3	1	10	6	0.53	0.27
	2	9	4	0.43	0.33
	3	11	7	0.60	0.27
	4	9	4	0.43	0.33
	5	12	5	0.57	0.47
Q4	1	55	33	0.59	0.29
	2	53	35	0.59	0.24
	3	59	33	0.61	0.35
	4	57	37	0.63	0.27
Q5	1	12	5	0.57	0.47
	2	10	5	0.50	0.33
	3	11	7	0.60	0.27
	4	11	6	0.57	0.33
	5	11	5	0.53	0.40

3.13. Final Administration of the Post-test

After confirming the reliability, validity, and pilot administration, the test is ultimately administered to two groups of students on the fourth of February in 2022 (Ex and Co). The study team was given the test papers to the intended test subjects and instructed them to carefully read the instructions for each question and respond to each

question within the time constraints of the test session (50 minutes). At the conclusion of that period, all of the test papers were gathered and assessed in accordance with the scoring system that was established.

After confirming the reliability and validity, the test is ultimately administered to two groups of students on the first of July in 2021.

The researcher distributed test papers to the participants and instructed them to read the test descriptions carefully and answer them within the test time limit. At the end of this period, all of the test papers were collected and evaluated in accordance with the established scoring system.

3.14. Statistical Means

The following are the statistical tools that are used in present study:

1. **The T-test:** is utilized to determine if there is a statistically significant difference between the two groups in terms of their age and English proficiency. It is also used to determine if the differences between the two groups are statistically significant in the post-test (two independent samples).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

X1 = The mean of the (Ex) group

X2 = The mean of the (Co) group

n1 = The students' number in the (Ex) group

n2 = The students' number in the (Co) group

S12 = The (Ex) group variance.

S22 = The (Co)group variance. (Glass & Stanley, 1970, p. 295)

2. **The T-test for Two - linked Samples** is also used to find out the significance of differences between the recognition and production level.

$$T = \frac{\bar{d}}{sd/\sqrt{N}}$$

T= Test – value

N= Number of students

Devellis, 2003, p. 26

3. Chi2: " It is used to find out the significance of differences in the variable of parent's education".

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = The Observed Frequencies)

E = The Expected Frequencies

Healey, 2012, p. 275

4. Pearson's Correlation Formula "is used to find out the reliability of the test".

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

n = number of pairs scores

$\sum x y$ = sum of the Y scores

$\sum x$ = sum of the X scores

$\sum y^2$ = sum of the squared Y scores

$\sum x^2$ = sum of the squared X scores (Glass & Stanley, 1970, p. 295)

5. The Standard Deviation: it is used as a second step to reach the final t-value score

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

SD = standard deviation

N = number of students

S = the score

Σ = the sum (Alderson et al., 1995, p. 277)

6. Difficulty Level: It is used to measure the difficulty level of the test items.

(for recognition level)

DL = HC-LC / N

HC = number of high correct

LC = number of low correct

N = total number of the testers

(for production level)

$$P = \frac{T_u + T_l}{2(n)(s)}$$

P = item difficulty.

T_u = The total of all the correct marks in the upper group.

T_l = The total of all the correct marks in the lower group.

n = Subjects number in one group.

S = The higher mark for each component . (Madsen, 1983, p. 181)

7. Discrimination Power: It is used to measure the discrimination power of the test items.

$$DP = \frac{T_u + T_l}{(n)(s)}$$

D = Item Discrimination.

T_u = The total of all the correct marks in the upper group.

T_l = The total of all the correct marks in the lower group.

n = Subjects number in one group.

S = The higher mark for each component. (Ebel & Frisbie, 1991, p. 231)

4. DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. Introductory Note

The information gathered was evaluated in order to test the following hypotheses:

1. It is not possible to find the statistical difference between the mean scores of students in the control group, who are trained based on traditional methods, and the mean scores of students who are taught using critical reading to improve competence in the experimental group in the post-test.
2. There are no significant statistical variations in the mean accomplishment significant difference between the experimental groups at the recognition and production levels following the post-test.
3. According to the pre and post-test results, there are no significant differences in the experimental groups' mean accomplishment scores.
4. The pre and post-test mean achievement scores of the students in the control group did not vary statistically significantly.

4.2. Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Post-test

To find out whether there is any important change between the mean marks of the experimental group, and that of the control group in the post-test, both mean scores were obtained and compared. The results show that the mean scores of the experimental group is (63.88) and that of the control group is (50.74). By using the t-test formula for two-independent samples, the calculated t-value is found to be (7.77), while the tabulated t-value is found to be (1.98) at the degree of freedom (98) and level of significance (0.05), as shown in **Table (12)**.

Table 12. The Means Scores, Standard Deviations, and T-Values of The Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG	50	63.88	9.32	7.77	1.98	98	0.05
CG	50	50.74	7.50				

In this case, it means that there is a statistically significant difference in the mean values of the experimental and the control groups, and this is to the advantage of the former. Thus, the first hypothesis is rejected.

4.3. Comparison between Students' Achievement at the Recognition Level and the Production Level in post-test

The mean accomplishment notches acquired by the students at the level of popularity in the post-test are (40.39), while the mean achievement scores gained at the production level are (43.55). The t-test method for the two-paired sample is then used to assess whether there is a statistically significant difference in the mean scores obtained from the double samples. As indicated in the table, the computed t-value is (2.82), although the tabulation t-value is (1.68) at the level of flexibility (49) and the significant level is (0.05), whereas the degree of freedom (49) is (49) and the significance level is (0.5), as exposed in Table (13).

The pupils' presentation at the production level is thus superior compared to their performance at the level of recognition. The 2nd hypothesis, which asserts that there is no statistically significant difference between the mean scores of students' accomplishment at the gratitude level and mean scores of students' achievement at the level of production is likewise rejected as a result of the findings in the post-test.

Table 13. The Mean Scores and T-Value of the Experimental Group Achievement at the Recognition and Production Levels

Levels	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Recognition	50	40.39	13.96			49	0.05
Production		43.55	12.22	2.82	1.68		

a. Comparison between the Achievement of the Experimental Group in the pre-test and Post-test

It is necessary to state that there are no statistically significant variations in the average score of students' accomplishments in the experimental group between the pre and post-tests in order to fully understand the third hypothesis. There are many conclusions drawn from the data, including the fact that the mean scores of the pre-test are (51.36) and the standard deviation is (6.38), whereas the mean scores of the post-test are (63.88) and the standard deviation is (9.32). The t-test method for the two-paired sample is then used to assess whether there is a statistically significant difference between the mean scores obtained from the two-paired samples. The computed t-value is (10.78), whilst the tabulated t-value is (1.68), using the degree of freedom (49) and the level of significance of (0.05), as shown in **Table (14)**.

Table 14. The Mean Scores, Standard Deviations and T-Values of the experimental group in the pre-test and post-test

Experimental Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				calculated	Tabulated		
Pre-test	50	51.36	6.38			49	0.05
Post-test		63.88	9.32	10.78	1.68		

The results in the table above reveal that the third null hypothesis is rejected and the alternative one is stated that there are statistically significant differences in the

mean scores of students' achievement of the experimental group in the pre and post-tests and for the benefit of the second one.

4.4. Comparison Between the Achievement of the Control Group in the pre-test and post-test

In order to clarify the 4th hypothesis: There are no statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests. The results showed that the mean score for the pre-test is (52.98) and the standard deviation is (4.70), whereas the mean score for the post-test is (47.28) and the standard deviation is (4.69). Using the t-test method for two-paired samples, it is then possible to assess if there is a statistically significant difference in the mean scores obtained. The calculated t-value is (7.97), while the tabulated t-value is (1.68) at the degree of freedom (49) and the level of significance is (0.05), as shown in **Table (15)**.

Table 15. The Mean Scores, Standard Deviations, and T-Values of the control group in the pre-test and post-test

Control Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Pre-test	50	52.98	4.70	Calculated	Tabulated	49	0.05
Post-test		47.28	4.69	7.97	1.68		

The obtained results reveal that the fourth null hypothesis is rejected and the alternative one stated that there are statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests and for the benefit of the former.

4.5. Discussion of the Obtained Results

The main strategy of the study is to design a roadmap in which the topic of the effect of using critical reading on improving the creative writing of EFL students is to be explored to find out some useful results which may contribute to improving Iraqi EFL students in general and the students in 4th preparatory in particular. Thus, the

participants in the current study were chosen to suit the aims of the study. The whole population of (130) fourth preparatory school year students (grade 10) at Al-Mosul city of Iraq, during the academic year (2021-2022) was chosen. To carry out the experimental part of the study, the students were grouped into 2 groups: A, B. The two groups (A) and (B) are selected randomly to be control and experimental groups respectively. Each consists of (50) students. To establish a solid ground for the study, the third group of (30) students (group C) was selected to be the pilot study (see Table 2 above).

The content is given to two groups of students (English for Iraq, textbook) which consists of **8** units and each unit includes **10** lessons. The content was divided into two parts: Student Book and Activity Book. Each fourth item is a re-examination of the preceding **3** units. The students were taught **6** units of English for Iraq. The materials included reading comprehension, conversation, grammar, listening, and writing.

The experiment was conducted during the 1st semester of the academic year 2021 – 2022. The **2** groups of the study began on the 2nd of December. The experiment extended over **10** weeks and finished on the 4th of February in 2022.

Later, the information gathered was evaluated in order to test the hypotheses proposed in advance and to answer the research questions.

First, the study hypothesized that "there are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using critical reading on improving skill in the post-test. According to the data obtained" (see table 12), it was found that there is a statistically significant difference in the mean values of the experimental and the control group, and that this is for the advantage of the former. Thus, the first hypothesis is rejected and the answer for the first question of the research: "are there any statistically significant differences between the mean scores of the control group, who are taught according to the conventional method, and the mean scores of the experimental group, who are taught by using critical reading on improving skill in the post-test?" should be "yes, there are statistically significant differences between the mean scores of the two groups.

The differences between the mean scores of the control group, who are taught according to the conventional method, and the mean scores of the experimental group refer to the efficiency of the course given to the experimental group which led to an obvious improvement in the performance of the students on the level of reading comprehension and writing.

Second, the study hypothesized that there are no statistically significant differences between the mean scores of the experimental group's achievement at the recognition and the production levels in the post-test. According to the data obtained (see Table 13), it was found that the pupils' performance at the production level is greater than their performance at the level of recognition. The second hypothesis is likewise rejected as a result of the findings in the post-test and the second question raised by the researcher "are there any statistically significant differences between the mean scores of the experimental group's achievement at the recognition and the production levels in the post test?" is thus answered by " Yes, there is a statistically significant difference between mean scores of students' accomplishment at the recognition level and mean scores of students' achievement at the level of production in the post test". Consequently, the writing skill of students show a distinctive growth and a better ability to produce effective writing.

Third, the study hypothesized that there are no statistically significant differences between the mean scores of the experimental group's achievement in the pre and post-test. Referring to the data obtained in the tests, (see Table 14), it was found that there are statistically significant differences in the mean scores of students' achievement of the experimental group in the pre and post-tests and for the benefit of the second. Also, the third question raised by the research, namely, "are there any statistically significant differences between the mean scores of the experimental groups achievement in the pre and posttest?" is answered by "yes, there are statistically significant differences in the mean scores of students' achievement of the experimental group in the pre and post-tests and for the benefit of the second according to the data collected and analyzed.

Undoubtedly, the course given to the students revealed a distinguished progress in the ability of participants and that will push the researcher to recommend the new strategy of teaching in the schools due to its efficacy.

Finally, the study hypothesized that there are no statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests. According to the obtained data, it was found that there are statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests (see Table 15). So, the fourth question raised by the study: "are there statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests?" was answered by "Yes, there are statistically significant differences in the mean scores of students' achievement of the control group in the pre and post-tests."

Nevertheless, the conventional method of teaching to the control group in the pre-test and post-test proved to be effective but less than the experimental group which achieved a better score.

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

Conclusion

The present study has come up with a set of conclusions based on the findings. To begin with, students in the experimental group outdid their complements in the control group in terms of academic performance, thus indicating that the suggested method of critical reading was a success in stimulating students' creative thinking, organizing their thoughts, and igniting their passion for learning through the use of keywords, first letters, and encoding data. Added to that, EFL students' writing skills proved to be supported by critical reading if it is taught in a good well-designed way in the classroom and assists students in developing methods for successful written communication and mastering other language abilities. Furthermore, students' social skills may be strengthened via the usage of educational resources, i.e. it is common for students to openly exchange knowledge, produce new ideas, take part in activities, and respond to the questions of the exercises. What's more, the critical reading method is well-received by pre-college students since it is both stress-free to construct and fun to apply. Students showed greater interest in such a method which eventually enhances their reading/ writing skills. Finally, developing new ways of learning unknown topics in creative writing is made easier by critical reading since reading adds more knowledge to the students and enlarges their horizons of thinking.

Recommendations

According to the conclusions drawn above, teachers of English may be recommended to:

- 1) Consider applying critical reading techniques to improve their students' capacities mainly creative writing skills.
- 2) Pay more consideration to the various critical reading and writing skills to connect real-life situations to ease and simplify the instruction procedure.
- 3) Gain from the advantages the societal mass media like **YouTube** to improve their students' knowledge of the English language from the source speakers.

- 4) Try to suggest new techniques and materials to enhance the syllabus using technology facilities.
- 5) Stimulate students' learning by means of inner and outer incentives.
- 6) Exchange thoughts and experiences with other teachers of English from different schools, cities, and countries.
- 7) Join more training courses for different purposes for self-development.
- 8) Planning programs of a certain objective or skill for the low-achievers.
- 9) Give more space and chances for students to practice the language they know under his / her supervision.

Suggestions for Further Studies

Based on the above-mentioned conclusion and recommendations, the following topics are suggested for further research:

- 1) The role of critical reading strategy on the achievement of learners in teaching Grammar of English on different levels.
- 2) The impact of using creative writing strategy on beginners of college students' performance.
- 3) The effects of using video materials of critical reading strategy on students' accomplishment at the primary and secondary school levels.
- 4) The efficiency of using a critical reading strategy for teaching English literature, essay, etc.

Pedagogical Implications

The pedagogy of Creative Writing implies a notion of the learner seen as a 'thinker'. Also, we can consider the learner as a 'knowledgeable' person skilled in assembling and reproducing his/her personal information within a context of previously acquired knowledge and trustworthy training. Some models of learning which belong to the mutualists or dialecticalists emphasize the building up of personal private knowledge concerning 'creative writing' within an environment of exchanging understandings between learner and teacher, and between learner and learner (Bruner, 1996: 57). The launching points for creative writing repeatedly drew on the 'inventive

knowledge' of the learner (Freire, 1998: 62), emphasizing a pedagogical interest in discovering the relationship that connects the learner's 'intuitive knowledge' and the mutual frame of reference that is available in the text generating. The more learners are exposed to real authentic text in reading, the more their writing production is creative as their mentality is connected to their life references. It has been found that every couple of participants offer knowledge to the mutual relationship, and thus one of the matters of the pedagogic practice is to investigate what each learner knows and what both are able to teach each other.

Teachers are invited to find out any motivating method that encourages learners to practice creative writing to enhance their skills by connecting their linguistic knowledge with their reference to the surrounding environment. Thus, they will easily process and store the new data and the learning process will progress smoothly.

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APPENDIX (A)

Students' Age in Months

Experimental Group		Control Group	
No		No	
1	184	1	177
2	202	2	200
3	182	3	185
4	202	4	184
5	190	5	184
6	180	6	187
7	195	7	199
8	187	8	177
9	200	9	195
10	177	10	180
11	180	11	183
12	200	12	195
13	179	13	183
14	192	14	180
15	181	15	188
16	189	16	177
17	192	17	182
18	199	18	187
19	188	19	190
20	212	20	198
21	178	21	179
22	201	22	177
23	187	23	182
24	181	24	195
25	198	25	191
26	184	26	177
27	180	27	179
28	184	28	186
29	197	29	183
30	199	30	185
31	189	31	191
32	189	32	188
33	185	33	209
34	190	34	190
35	178	35	189
36	178	36	209
37	189	37	201
38	180	38	192
39	201	39	205
40	184	40	200
41	178	41	188
42	186	42	185

43	183	43	201
44	179	44	183
45	180	45	210
46	177	46	196
47	180	47	179
48	195	48	185
49	178	49	201
50	202	50	186

APPENDIX (B)

Scores of previous year

Experimental Group		Control Group	
No	Scores	No	Scores
1	71	1	51
2	66	2	77
3	73	3	54
4	55	4	71
5	88	5	75
6	76	6	66
7	90	7	96
8	71	8	81
9	56	9	62
10	51	10	64
11	66	11	62
12	58	12	57
13	70	13	79
14	79	14	53
15	77	15	66
16	55	16	70
17	94	17	64
18	78	18	61
19	75	19	72
20	60	20	75
21	58	21	82
22	60	22	66
23	62	23	69
24	52	24	65
25	90	25	62
26	59	26	58
27	73	27	61
28	60	28	67
29	65	29	61
30	70	30	73
31	84	31	82
32	96	32	66
33	65	33	70
34	52	34	50
35	72	35	55
36	79	36	60
37	66	37	56
38	75	38	60
39	61	39	66
40	65	40	58
41	56	41	80
42	50	42	68

43	77	43	70
44	74	44	66
45	83	45	55
46	64	46	69
47	92	47	70
48	96	48	75
49	65	49	50
50	94	50	58

APPENDIX (C)

Pre-test

Experimental Group		Control Group	
No	Scores	No	Scores
1	48	1	48
2	54	2	55
3	45	3	51
4	52	4	58
5	49	5	56
6	53	6	54
7	55	7	61
8	44	8	60
9	40	9	53
10	41	10	52
11	50	11	50
12	44	12	48
13	53	13	58
14	56	14	43
15	52	15	56
16	48	16	58
17	60	17	52
18	55	18	50
19	44	19	50
20	45	20	62
21	51	21	60
22	51	22	53
23	47	23	54
24	40	24	50
25	60	25	56
26	48	26	44
27	43	27	55
28	51	28	56
29	55	29	54
30	57	30	55
31	60	31	60
32	64	32	48
33	39	33	50
34	51	34	47
35	45	35	50
36	51	36	55
37	54	37	52
38	52	38	45
39	55	39	51
40	48	40	44
41	50	41	60
42	47	42	54

43	54	43	50
44	52	44	56
45	58	45	50
46	52	46	55
47	62	47	55
48	64	48	56
49	54	49	45
50	65	50	54

APPENDIX (D)

Post-test

Experimental Group		Control Group	
No	Scores	No	Scores
1	60	1	54
2	55	2	50
3	51	3	46
4	60	4	51
5	65	5	55
6	58	6	45
7	55	7	57
8	68	8	52
9	60	9	42
10	74	10	45
11	68	11	40
12	58	12	50
13	59	13	51
14	55	14	45
15	60	15	52
16	58	16	45
17	82	17	48
18	62	18	52
19	70	19	45
20	56	20	47
21	58	21	56
22	60	22	44
23	68	23	50
24	54	24	43
25	72	25	51
26	59	26	40
27	55	27	52
28	64	28	45
29	58	29	42
30	52	30	40
31	70	31	48
32	80	32	41
33	58	33	45
34	53	34	48
35	66	35	40
36	57	36	51
37	78	37	48
38	64	38	42
39	58	39	40
40	55	40	42
41	66	41	50
42	58	42	54

43	85	43	50
44	57	44	51
45	68	45	44
46	70	46	42
47	85	47	48
48	82	48	45
49	66	49	53
50	84	50	47

APPENDIX (E)

Pretest Questions

The achievement of pre test

Q1 Unseen Passage

Ahmed wasn't happy with his seven sons because they fought with each other all the time. One day he gave a stick to everyone and he asked them to break them. They broke them easily, after that he put the seven sticks together and he asked them to break them. This time no one could break the sticks. He said 'if you are together you're strong and if you are alone then you are weak' so they decided to stay together and stop fighting. In this way they were given a good lesson about life.

Now Answer Five of The Following Questions : 20 M

1. How many sons did Ahmed have?
2. Why wasn't he happy?
3. What did Ahmed say to his sons?
4. Could anyone break the sticks at the second time?
5. What did his sons decide to do at last?
6. Give the passage a suitable title.

=====

Q2 Textbook Passage 15 M

Answer the following questions from your textbook

- 1- What are the official languages of Canada?
- 2- people first wrote English in-----
- 3- How does UNICEF help ?
- 4- The Great Pyramid was built for-----
- 5- Why couldn't Sandra get close to the stone?

Q3 Grammar 15M

1. The number of people who live in London (rise) (Present continuous)
2. How often.....to the self-access center. (you/ go). Present simple.
3. There is no action in that film. It's----- (interested, interesting, bored, Boring).
4. (you if tell you could have art me classes?) (Re order).
5. What (you\do) when you (phone)? (correct the verb).

Q4 Vocabulary 15M

(easy , porter , reservation , platform ,boring)

- 1- I don't like reading history books . they 're.....
- 2- the computer is..... to use .just type the password .
- 3- Good evening, | have a -----for three nights.
- 4- The place where people get on and off a train is -----
- 5- Please have the ----- take the baggage to our room.

Q5 Literature 15M

- 1- when did Alfred Lord Tennyson die?
- 2- Alfred Lord Tennyson was..... Of 12 children.
- 3- How many images of nature can you fine in " island of Shalott"?
- 4- guy vocabulary is.....
- 5- when did he die and where was he buried?

Q6 Writing 20M

(A) write about unusual something that happened with you at school.

(B) Write about a place you have visited in Iraq with your friends.

APPENDEX (F)

Posttest Questions

"The Effect of Using Critical Reading on Improving Creative Writing Skill of EFL Students"

Achievement of post-test exam

Q1 Write a paragraph of between 90 and 100 words about your eating habits and preferences . 20 Marks

Q2 Complete the second sentence so it means the same as the first. Use a word from the brackets each time.20 Marks

((chair sick close replied marriage wish))

1 No one answered my question . / No one _____ to my question .

2 Their wedding was two years ago. / Their _____ was two years ago.

3 Is this seat taken. / Can I seat on this _____?

4 Don't forget to shut the door. / Please _____ the door.

5 He didn't come to school because he was ill. / He didn't come to school because he was _____.

Q3 Match the words with their definitions.20 Marks

1 official

a. an unspoiled area where no people live

2 origin

b. a large area of slowly-moving ice

3 glacier

c. the exchange of information or ideas between

people

4 communication

d. used by the government or any legal authority

e. where something or someone comes from

5 wilderness

Q4 Finish the sentences so they are true for you.20 Marks

1 I like school because _____

2 When I'm older , I want to _____

so _____.

3 I want to study _____
_____ or
_____.

4 My favorite things about school are _____ and
_____.

Q5 Read the story then answer the questions below.20 Marks

We organized a birthday party for our teacher of English last Tuesday. Another teacher had told us the week before that his birthday was Tuesday, and we had decided to surprise him. Just before class, Samer went to the English classroom where our teacher was marking papers. "Come quickly," he said, "there's a telephone call for you in the office." A little earlier, we had hidden sweets, lemonade and a birthday card in a cupboard in the classroom. When we saw our teacher leave the room, we ran inside. We took everything out of the cupboard and put it on the desks. Then we sat down in our seats. Finally, our teacher come back. "What a surprise!" he said. "How did you know it was my birthday?"

- 1 What did the class organize last Tuesday?
- 2 Who thought the teacher had called him?
- 3 When did Samer go to see the teacher?
- 4 Do you think the students in the paragraph like their teacher?
- 5 Do you think the teacher was pleased with the surprise?







CURRICULUM VITAE

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