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Fostering Critical Thinking Skills Through Literature Review's Writing

The Case of Master Two Students at the Department of English - Ammar Thelidji
University - Laghouat.

A Dissertation Submitted The department of English in Partial Fulfilment for the Requirements of
Master Degree in English Literature and Civilization

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Dedication

First and foremost, we have to thank our parents for their love and support throughout our lives. Thank you for giving us the strength to chase our dreams. Our sisters, brothers, uncles and aunts deserve our whole hearted thanks as well.

To all our friends, thank you for your understanding and encouragement in our many moments of crisis. Your friendship makes our lives wonderful experiences. We cannot list all names here, but you are always in our mind.

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Abstract

This study aims at investigating fostering of critical thinking skills through literature reviews writing. We hypothesized that writing literature reviews will develop students' critical thinking skills. To achieve the objective of the study, a descriptive-qualitative method was followed. A questionnaire and a semi structured interview were used in order to collect data. The sample consisted of fifteen participants from Master Two students of English, and five teachers of English from the department of English at Amar Thelidji University in Laghouat, Algeria. This study took place during the 2nd semester of the academic year 2018-2019. The findings of the data analysis yielded positive results concerning critical thinking skills' through writing literature reviews. Despite the fact that the students demonstrated positive attitudes towards writing literature reviews through using their writing process as they improved their critical skills. The results of the study demonstrated that both teachers and students attribute positive comments for integrating literature reviews' writing as an effective tool in enhancing critical thinking skills.

Key words: Critical thinking skills, literature reviews, writing, developing critical thinking.

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List of Abbreviations

EFL: English as a foreign Language

CG : Corporative groups

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General Introduction

Background of Study

In recent decades, numerous changes in educational system have come into existence; there have been a great shift from the behaviorist approach which basically focuses on traditional learning to the constructivist approach that firstly concerned with student centered learning method. Moreover, traditional ways of learning which mostly depends on teachers as a source of knowledge are not widely acceptable nowadays. Fostering Critical Thinking Skills became one of the chief goals of education especially in higher education, critical thinking is a process that contains a wide range of approaches that contribute to clarify and investigate about certain discussions of the way people actually think

Conversely, literature reviews is a survey that you have been written about a topic, theory, or research. Also it is a series of sources such as books and articles which are critically analyzes, evaluates, and synthesizes research findings, theories, and practices by scholars and researchers that are related to an area. On the other hand, a literature review is an objective summary of research that has a relationship to such topic, its purpose is to create familiarity with current thinking and research on particular topic and it may justify future researches into a previously overlooked or understudied area.

Literature Review

Through the years, there are many studies were done to prove the importance of critical thinking in the process of writing English, Lai stated in her book “ Critical Thinking” that the critical thinking skills teaches the learners how to analyse , judge and how to make decision and solve problems(40-41). In addition, the critical thinking skills which become a habit of mind, she claimed that many researchers discover that the critical thinking competence emerged at a very young age; also she mentioned that critical thinking skills are related to other important student’s learning outcomes such as motivation, metacognition and creativity. Moreover, other studies were done to prove that a literature review is the critical issue of such topic or research, according to Denny and Richard stated that literature reviews writing became a critical tool for the success, also they considered it very important to the academic continuation as it includes all the main themes that have a relationship with a topic in the term of study (218). Furthermore, Hove (2011) mentioned that always the successful students have a critical mind which helps them to solve their problems. In her study, she discussed the impact of critical thinking strategy in the high school English classroom that supports literature. She conducted suing in high school

students (sophomore) in two classes which share the same instructor. One class will serve as the control group and will receive no strategy instructor. The target class will explicit instruction and practice in an inferencing critical thinking strategy. While the object of this study is to fix the potential impact of critical instruction in the high school English classroom, the finding yielded that critical thinking skills such as analyzing, judging, synthesizing, and evaluating can be taught at any age, and can be developed fruitfully through using literary works. Similarly, Qing (2013) argued that the chief goals of critical thinking in college English learners are based on how to analyse. Thinking is an important topic in modern education, even the process of becoming a critical autonomous and reflective learner is challenging (9). The learners must do lot of practices in order to achieve their critical thinking skills. Additionally, Silva (2016) insists on the importance of critical thinking skills and their promotion of Academic success especially in higher education, in her work, she reflects the perception of 27 Master students with (21-33) years old came from pre-scholar Education; she takes the CG activity to familiarize students with cooperative learning methodology (32). Her survey was aimed to identify the importance of critical skills' role that they tackled in order to improve their feedback. Finally, the results of survey questions revealed that all the students liked the experience and they became more aware of using critical skills to give more qualified feedback.

Rationale

In the educational system, EFL classes especially the master two students who are asked them to write a literature reviews depending on their critical minds. This research was selected for several reasons. Firstly, most of students of the department of English at Amar Thelidji University have limited capacity in analysing and writing a literature review these can be a result of the traditional methods that the teacher use and may keep the learners have a limitation in their thinking. Secondly, the teacher centered approach is still the most followed approach at the Algerian universities. Consequently, tertiary students have become conditioned not to question the content of their courses and to memorize it as it is without much analysis, evaluation or reflection. As future researchers and educators, they risk lacking the very important skills which are meant to help them be logical and rational in perceiving, designing, innovating, and constructing knowledge.

Statement of the Problem

In EFL classes teachers are asked their students to write literature reviews about their dissertations, as a result, they have to practise through their writing skills the critical thinking skills. On the other hand, the students were suffering a lot because most of them depending on the teacher as a centered approach since they have some difficulties to write their literature reviews, the purpose of writing literature review is not just a summary of previous findings, perhaps as a result of some methodological weakness. However, the problem that the students face is not taking a serious responsibility of their own learning. As they have various problems in improving an effective performance and increasing problem-solving strategies, as a sequence, this study examined the process of writing literature reviews' in developing critical thinking skills, also it attempted to discover what types and strategies are currently used to involve students in writing a good literature reviews. Furthermore, fostering critical Thinking skills may emphasize the students' role in contracting an understanding of literature components as they provide the teacher with a quantity of information by which will evaluate their progress.

The Aim of Study

The principal aim of this research is to investigate the implementation of critical thinking skills in writing literature reviews. Moreover, due to the fact the learners should have the ability to analyse, argue, make inference, or solve problems which known as critical minds' in order to write their literature reviews easily. Thus, the main objective of this research is to develop such critical thinking skills in learners through their process of reviewing the literature, and then we will check how they will gain this ability of being creators and analysers.

Research Questions

The present study intends to seek awareness and answers to the following questions:

- ✓ How can literature reviews writing foster critical thinking skills?
- ✓ Which critical process we should follow to write good literature reviews?

Hypotheses of the Study

To answer the questions above, the study has put forward the following hypotheses:

- Literature reviews writing can foster critical thinking by teaching the learners to have the ability of analysing, arguing, making inferences, or solving problems which known as critical mind in order to write their literature reviews.
- The critical process we should follow to write a good literature text is Blooms Taxonomy for critical thinking and applying Blooms steps in writing literature reviews.

Research Methodology and Tools

The use of qualitative approach appears to be apropos in order to answer the questions which this research tackles. The research will be based on the collection of data from a questionnaire that has been administrated to Master two students of English at Amar Thelidji in Laghouat as a sample students' questionnaire and semi structured interview with teachers of English at the joined by worksheets about the literature reviews' writing at hand in order to test, assess and guide students' critical thinking skills development. The study is descriptive-interpretive. As the descriptive level, the attempt is to describe the student critical thinking skills through literature reviews writing; responding to design the worksheets. At the interpretive level, the attempt is to understand the way in which student's thinking have changed, analyzed their attitude towards literature reviews writing and examine how are their critical thinking skills shifting. In order to have significant valid result this research opted for a sample of literature review to write it joined by worksheets with a list of questionnaire and a semi structured interview with teachers , all these help the students to understand and it help them to become more critical thinkers. A check-list on students' behavior and attitude was taken as a part of classroom observation.

The Structure of Dissertation

This dissertation is divided into two parts; the first part is theoretical which deal with the background of the study, it consists of two chapters both of them deal with all theoretical concepts that are directly related to the topic, the second part is practical; it deals with research methodology and serve as an interpreting part of findings. Thus, the first chapter presents the theoretical background that helps to define the main key points and concepts about fostering critical skills with more detailed information. The second chapter deals with the fundamental part of study which is writing literature reviews. The third chapter includes two parts the first part consists the research methodology and the

tools that are used to study along with analysis of data whereas, the second part covers interpretation of collection data in addition to the final result.

Limitations of Study

One of the major limitations of the study is the limited number of references related to the topic which made the task little bit difficult. Besides, there were minimum studies examined the issue, considering the fact that critical thinking skills is a recent subject. Additionally, both questionnaires and semi structured interview cannot give full answers and reliable opinions to reach the principle aim of the study. Another, limitation is the time given to the study. It was only five months of the second semester which is not sufficient time to explore the use of writing literature reviews' in fostering critical thinking skills. It may possibly be helpful to analyze learning and teaching progress longer under the use of writing literature reviews in their classes. For that reason, extra studies with longer time and a maximum amount of information and references could better examine the use of writing literature reviews in fostering critical thinking skills.

Chapter One

Critical Thinking Skills

I.1. Introduction

Developing critical thinking skills is one of the major processes that need more investigation in language use. Therefore, critical thinking plays a big role that refers to the ability of individuals to take charge of their own thinking and develop suitable criteria and standards for analyzing their own thinking. In addition, as a great way, it gives more value to students' learning results; critical thinking is highly shown as the most recommended skill. As Ennis said, "Critical thinking is claimed to be the most recommended skill set in higher education because it gives added value to students' learning outcomes" (25). This chapter is devoted to define critical thinking and its importance. And sheds the light on its different types and demonstrates its features with listing its main prominent, then; shows the impact of fostering critical thinking skills. Moreover, this chapter will present the main benefits of critical thinking skills. As a final point, it presents the development of critical thinking skills through writing process.

I.2. Definition of Critical Thinking

In general, Critical thinking has been defined by many scholars in different ways. Most definitions agree on its general and most defining features. However, they differ, but do not disagree on other particular detailed features or processes. The proposed definitions seems to be the richest in content in the way that they offer both a general and a detailed description of the concept of critical thinking. As well as, they provide an insight into more practical views which serve the objectives of the research at hand.

The identification of critical thinking from Lai stated that the critical thinking skill teaches the learner how to analyse, judge and how to make decision in solving problems. In addition the critical thinking involves a cognitive skill which became a habit of mind (40). Lai also included in Critical Thinking. A literature reviews that after many researchers discover that the critical thinking competence emerged at a very young age. Moreover, she mentioned that the critical thinking skills is to have the ability to analyses, and show how make inferences through inductive or deductive reasoning, judging or evaluating and making decision. Critical thinking skills relate to other important students learning outcomes such as motivation, metacognition and creativity...etc. Finally, the role of teacher is to encourage student to think critically by providing them a concrete example for illustrating abstract concept which are remarkable.

More specifically, we can consider Critical thinking as an important skill which should be applied to all aspects of learning (Mason & Washington). Students must to think critically about the resources and information they use in their studies; they need to be critical when read the work of others; their writing needs to weigh up different arguments and perspectives and can express their own opinion based on sound judgments.

According to the view of, Paul and Elder view thinking as a process which needs continuous evaluation and development, they state “Critical thinking is the art of analyzing and evaluating thinking with a view of improving it” (5). Critical thinking is a self-directed, self-disciplined, self-monitored, and self-corrective thinking. It depends on efficient communication and problem solving skills and a commitment to overcome the negative egocentrism and sociocentrism (qtd. In Rehim 11)

Eventually, all the above definition displays that Critical thinking is an essential part of successful study in higher education. From this perspective critical thinking seems to be an appropriate resource in order to guide, foster, and improve the students’ intellectual growth. Briefly speaking, critical thinking is considered as an academic skill of being able to look at ideas and problems in order to assess them. It also involves the ability to see links and the connections between concepts and foster one’s thoughts.

I.3. Approaches of Critical Thinking

As what has been known, critical thinking is a process that contains a wide range of approaches that contribute to clarify and investigate about certain discussions of the way people actually think. Therefore, the needs that most of the EFL students should take into account are basically based on the background of knowledge in order to demonstrate their critical thinking. Meaning here, critical thinking be able improved only with good thinking where thoughts are shown by both ability and disposition. Yet, critical thinking is the basis of all studies where the EFL students are left to guess what their teachers mean when they are told them to be more critical.

I.3.1. Evaluate the Evidence

Critical thinking is a process of evaluating evidence for certain claims. Therefore Evidence is important to make discussion or convince an argument and evaluation is based on the ability to judge whether this argument is credible and valid.

I.3.2. Ask Questions

Critical thinking begins with problem about phenomena, gathers information, and comes to the resulting conclusions; also it bears the right questions to determine whether data is accurate and unbiased.

I.3.3. Think Analytically

Analytic thinking involves the process of collecting relevant data and identifying key issues related to this information. In other words, analytical thinkers assess their own thinking besides the thoughts of others through reasoning and comparison of ideas.

I.3.4. Conceptualize Ideas

Conceptualizing forms idea which is based on observation, experience, and data through mental imagery, so conceptualization described as "the act of thinking through and seeing beyond existing ideas to discover higher order ideas from within one's own mind."(Sedgeman)

I.3.5. Draw Inferences

It is an important part of developing critical thinking skills to draw our inferences, or conclusions from our assumptions through reasoning and what they experience and learn.

I.3.6. Keep an Open Mind

Thinking critically involves an open-minded way and examines concepts from many angles .this allows people to be receptive to other views and to understand the opinions of others.

I.3.7. Synthesize Information

Critical thinking refers to the process of synthesizing. In which you combine and examine information and ideas from something original in order to foster your ideas.

✓ From those approaches, the key features of critical thinking above can help to foster intellectual independence. Yet, they can capture the specific and the general descriptions of critical thinking as claimed by most of researchers. Actually critical thinking skills have other prominent features.

I.4. Prominent Features of Critical thinking

As there are several approaches which contribute to help the students to develop their critical mind, there are prominent features of critical thinking too. Thus, those features play a vital role to fulfill the requirements of both teachers and students within a specific time period. Basically, critical thinking has four main features including critical thinking is reflective, critical thinking involves standards, critical thinking as authentic and critical thinking involves being reasonable.

I.4.1. Critical Thinking is Reflective

Critical thinking is different particular thinking process, which deals with the mental or the cognitive strategies towards thinking in general. According to a document published by Pearsonhigher they see that, “If I enter a social studies course where one of the topics to be studied is conformity, it is likely that I already have views about conformity: what it is, how prevalent it is, and what influences people to conform or not conform. I have these views even if I haven’t formulated them explicitly for myself” (3). Any mental thinking process in most cases is when people have already image about any topic. Unlike critical thinking that emerges in the conscious moment of thinking. Which the individuals start to think and analyse critically, his ideas in the basis of people’s opinions, general knowledge and his own mental thinking in a philosophical way to find an answer to him.

I.4.2. Critical Thinking Involves Standards

Critical thinking is based on fixed strategies on which the individual’s thinking process is based. On which the thinker may bring his ideas and thoughts together in order to analyse them and relate the evidence without being neutral in his judgement. Both deep thinking and fixed strategies are the main parts that each critical thinker should follow and work with as she/he may make a final judgment after collecting the suitable evidence.

I.4.3. Critical Thinking as Authentic

When, the situation must be a problematic in order to think about a suitable solution or give suitable judgments to it, in which, any problem needs a cognitive critical thinking and deep analyses to its measures in a series manner away from the persons opinion or personal reflection, because it is a series of problems that need a deep thinking and stable standards to follow. As a matter of fact, thinking critically must solve the problem with the use of puzzle and nouns to facilitate the process and transform it to your case in which this process is based on evidence and investigation to clarify the problem and find an answer.

I.4.4. Critical Thinking Involves Being Reasonable

Reasoning is the core of critical thinking skills; meaning that you will be a critical thinker it must be reasonable thinking. According to Merriam Webster dictionary which defines reasoning as “the process of thinking about something in a logical way in order to form a conclusion or judgment” (qtd.in Rahim 15).

I.4.4.1. Definition of Reasoning

According to Brookhart sound reasoning is required for the analytical, evaluative, and creative tasks.” She added, general reasoning skills include judging whether a single fact or claim is true and whether it is relevant to the argument or problem at hand, and judging whether two or more things are consisted”(qtd. in Rahim15). Reasoning is a mental process consisting of logical and objective evaluation of an issue with aim of reaching rational, well-informed conclusions based on which wise decision will be taken. In this vain, we will define reasoning and show its two main types and its standards.

I.4.4.2. Major Concepts in Reasoning

There are concepts that need to be defined and explained through main issues in reasoning, this concepts are the core for all critical thinking skills such analysis of data, drawing inferences and objectivity. So argument is considered as one of the main concept of reasoning which means the supporting of the point of view, also it includes a disagreement, but is more than simply disagreement which is based on the reasons. Where it focuses on conclusion as a deduction or evidence that is drawn from the reason, also the conclusion leads to an end, the author’s main position is related to conclusion. Another

concept is Proposition presented as argument or reason for consideration by the audience and it is possible to be true or to turn to be false, while structure proposition used to be as the basic building blocks for the arguments.

I.4.4.3. Types of Reasoning

As there are several diversified concepts of reasoning there are two main types that play a vital role to trust worthy and reach the conclusion, also drawing inference about certain idea. Basically, reasoning has two main types including deductive reasoning and inductive reasoning

I.4.4.3.1. Deductive Reasoning

Is the process of reasoning from much statement to reach conclusion through structures and theories, also deductive reasoning depends on the premises one start with checking their credibility is the basic of sound reasoning. In which, we can found in daily situations that demands drawing inferences logical.

I.4.4.3.2. Inductive Reasoning

Inductive reasoning is a process that uses facts and gives information and analysing them to reach a logically certain about the whole aspect. In this type, inductive reasoning relies on the fact of premises and theories.

In deductive reasoning one needs to begin with different structure that are believed to be true and to get results that are generalized after words. Whereas, inductive reasoning is not scientific as deductive reasoning use these types of reasoning frequently both in education and daily life purposes.

✓ These prominent features appear to be an overwhelming set of skills. Yet, they capture the general and the detailed descriptions of critical thinking also, they give creativity in term of originality to critical thinking skills within the features.

I.5. Skills of Critical Thinking

Critical thinking skill generally is a term that covers all thinking processes. For that, students acquire types of critical thinking skills to improve their thought processes in some forms or styles, thus, those types play a vital role to foster

and develop critical thinking skills. Basically, critical thinking has four main types including observation, analyses, inference, and prediction.

I.5.1.Observation

Critical thinking skills involve observation; using this type in order to gather a variety of information about a process from different sources, and discovers the different perspectives. Basically, there are two types of observation, direct and participant.

I.5.1.1.Participant observation

Participant observation demands participant in the context and being interact.

I.5.1.2.Direct Observation

Direct observers distinguish from participant observation and they do not try to attract with a process.

I.5.2.Analysis

Analytical thinking is another component of critical thinking skills that involves particular processes. By which they can evaluate what they are observing.

I.5.3.Inference

Inference is to discover and protect the needed elements to make informed hypotheses and to make conclusions. This method is based on what people supposed to be true.

I.5.4.Prediction

Critical thinkers finally get the idea of applying what they know about thoughts. This type of critical thinking skill is called prediction, applying this method of critical thinking involves prediction, practically, all the time.

I.6. A Process for Thinking Critically

As any assessment tool, Critical thinking is about practicing and applying rational thought process using a clear purposes and objectives as a first step. Basically, the aim of

critical thinking is trying to maintain an objective position. It is also not just the right way of thinking critically that would happen once and reach to find perfect results. In general, it covers all the thinking processes to get the surface of something. Hence, critical thinking is a valuable to get and acquire some basic tasks on the following processes:

- **Identify the thrust of the information:** it is about identifying the general argument that you are reading through the information.
- **Analyse the material:** it is about whether the material have relationship to your needs.
- **Compare and apply the information:** it is a process about theories, and principles.

I.6.1. Activities for Foster Critical Thinking

Fostering and providing students with critical thinking competence starts from the use of simple activities to more problem solving activities. Here we present some practical activities to foster student's critical thinking.

I.6.1.1. Information- Gap Activities

The students share their information together, when they work in group.

I.6.1.2. Role- play Activities

Students play roles to write a dialogue upon the topic given, they practice the comparative of adjectives, adverbs of frequency.

I.6.1.3. Simulation Activities

Simulation plays a combination roles, the difference is the number of students involved. The teacher provides key terms divided students into group by giving each group roles, and manage the time or place from ten to twenty minutes.

I.6.1.4. Jigsaw Activity

According to Jigsaw activities divides class into groups, gives each group an activity, in which the learners collaborate, understand, and work with each other this activity, the last stage of this activity, students share the information and opinion with the whole class.

I.6.1.5. Surveys

In order to write a rapport, the teacher divides the class into sub groups, the learners work in groups and share information to complete the task.

I.6.1.6. Interviews

Here, the Students are going to prepare a set of questions at home as a homework assignment and then use them in class.

✓ In all the above mentioned processes and activities complete each other, the students use the known and the collected information, stimulate critical thinking, and use language which is even the goal of learning English language, where none of them can be neglected in order to acquire critical thinking's component.

I.7. Benefits of Critical Thinking

As any learning tool, critical thinking skills play a dynamic role since they help the learners' creative thinking, develop and foster their thinking .As a matter of fact, The EFL students' awareness to the importance of critical thinking which is regarded as a highly valued outcome of their learning.

As any assessment tool, critical thinking skills are an affective and important process in higher education. Actually, the concept of critical thinking expresses an excellent mean in a variety of definitions and points of view about the importance of critical thinking. Depending on one's purpose. In which, critical thinking here comes as one of the answers to improve the quality of thinking. A learner who has a critical thinking ability can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically and come to reliable and trustworthy conclusions” (qtd in Ni Putu 53p).

It is Critical thinking that helps to foster and develops students' abilities. Through using this skill, students show their capacity of thinking. Basically, critical thinking “is an important issue in education and the development of critical thinking skills should be one of the primary goals for educators at all” (Al Sharadgah 196).In brief, critical thinking is considered as a vital topic and the heart of modern educational setting.

Critical thinking is a valuable skill that will benefit the EFL students to master, in which their thinking skill play a huge role in developing the way they think then bringing a great number of advantages in education and the while life. Particularly, practicing critical thinking would help the students to be more specific in identifying which is the appropriate one; specially, from mastering and having well critical thinking skills. According to (Cottrel) 4“ A good critical thinking skills have numerous benefits such as:

- Improving attention and observation;
- More focused reading;
- Improving the ability to identify the key points is a text;
- Enhancing the ability to respond to the appropriate ideas.

✓ From those advantages, each learner will have the ability of analyzing, reading, and writing any literary works. Furthermore, all the learners may benefit of a great critical thinking from knowing how to evaluate their information by using questions or point of view. Therefore, critical thinking has flexible and stable skills that can be applied to any domains or fields of knowledge.

I.8. Developing Critical Thinking Skills through Writing

Critical thinking is one of the main important issues in high education. Writing is a process that can help the students to enhance and increase their critical thinking skills. It gives the chance to the learners in order to practice their critical mind and arrange information. Therefore, educators have discovered that the main important steps that enhancing and increasing critical thinking skills in writing such as Pre-writing, Drafting, Revising, Editing and Publishing.

- **Pre-writing:** before you sit down to write something, you need to figure out what we are going to write about;
- **Drafting:** during the drafting stage, you should concentrate on getting your ideas and organizing them, then developing your topic;
- **Revising:** here you get other reader’s response to what we have written. It is based on their comments and your own ideas to improve your draft;

- **Editing:** read your revised draft carefully and look for any mistakes and corrected them;
- **Publishing:** when you publish a document, you are releasing it to the public for others to read, means complete your final copy. Share it with others by publishing or presenting it.

✓ These steps of writing are a suitable to be used in developing the critical mind. Consequently, writing activities promote critical thinking development only if they are done with the purpose of constructing new knowledge or existing knowledge for everyone involved, also it can be developed over time which is useful for life and can improve their knowledge in many ways of thinking through writing.

I.9. Conclusion

In this chapter, we have attempted to present a full picture of critical thinking skills as an important process, and fulfill resources that can enhance benefits form. Besides, this chapter has introduced to the reader theoretical concepts that have relation to critical thinking skills. It aims firstly at shedding the light on the seventh critical thinking features such as evaluating the evidence, asking questions, thinking analytically, and other prominent features. Moreover, the chapter gives an overview of several types of critical thinking which cover all thinking process for student to foster and develop their thoughts. Moreover, it tackles as a main aspect of critical thinking which has been a major point due to its necessity in underlying and applying it. We have also mentioned a set of processes for thinking critically to enhance the students' thoughts each time. Consequently, the students will have opportunity to master their thinking skills to be good thinkers. Furthermore, the chapter aimed at developing the students with an opportunity to increase their critical thinking skills through writing activities to promote critical thinking development. To conclude critical thinking is paving the way for the learners to be free to make frequent use of their thinking. In a similar vein, the second chapter will discuss the main core of the research by shedding light on literature reviews' writing and how they foster critical thinking skills.

Chapter Two
Literature Reviews'
Writing

II.1. Introduction

It has commonly assumed that literature review writing is the comprehensive review of the literature, it is available for any given research question, also it is a summary, analysis and evaluation of the literature and explanation of research area. On the other hand, literature reviews go through various stages, the first phase is the literature review that you are asked to produce at the beginning, but it should grow and change in the process of the research, in the same time, it should be revised different time among the study. As a researcher student, you are going to create new information or knowledge about the field that you are making a research about it in terms to convince the reader that all their information are relevant or they have a relationship with the topic. At the end, writing literature review focuses on some steps and methods that should be used to carry out, it may also relate to the ways in which you have framed the work theoretically which is known as critical analysis and evaluating of existing work. Actually, this chapter is devoted mainly to define the Literature reviews' and the structure how to write it; also we will see the types of writing literature review and their importance. Furthermore, the purpose of writing literature reviews, especially, in research proposal. As the final point, the chapter presents the Bloom's taxonomy and how the students follow these steps in writing a literature review.

II.2. Definition of Literature Reviews

It is common sense that Literature Review is a summary of what existing scholarship knows about particular topic; also it is what other people have already written on the subject. However, it is not concerned about discovering new knowledge or information. The literature review focuses only on the relevant academic literature which is concerned always with data collection about such topic. Also, literature review is a critical evaluation of what researchers have written about a topic; it is not only simple information, but it needs analysis of each point of view as well as identifies any strengths or weaknesses in their research, methods, or findings. The research here does not include all the information about the topic, but it should select the source carefully and concentrate on the influenced field and the relevant one such as books, journals articles, websites, conferences, proceedings, and government reports. According to the medical subject heading scope

note, a literature review describes published material which provides an examination of recent or current literature reviews articles that can cover a wide range of subject matter at various levels of completeness based on analyses of literature that may include research findings. This is necessarily a very broad description making it difficult to generalize (Grant and Booth 97)

II.3. The Structure of Literature Review

Writing Literature Review should be structured and organised with the introduction and conclusion, you should notice that the literature review is not a summary of studies in your field presented one by one, or writing a paragraph, instead, you need to reformulate the main object of your literature review in themes or ideas, synthesising information from various sources. First of all, the structure in reviewing literature is the introduction which introduces the general issue and its importance, then identify key trends or perceptives in the end, it gives a brief outline of structure of the body. Secondly, another structure in Writing Literature Review is the body which is the main part that deals with the developing themes, highlighting major concepts, influenced studies also, in the body, you should use strong topic sentence when you start each paragraph which leads the reader to understand the aspect of the theme. Finally, the last structure is the conclusion which is the summaries of the major contributions in the literature and the context.

II.4. An Overview of Literature Reviews' Development Process

Since a literature review is the information dense, it is important that the work of literary review will be well structured and organized to lead the reader grasp the key argument with ease. As we know that the writing of literary review is not a linear process. So for the clarity and practical reason the writer should follow some steps.

II.4.1. Choosing a Literature Reviews Topic

At first, the writer selects the topic which has a meaning in the same time in the scope of the study and he narrows down or broadens the topic to highlight the purpose, but in order to create a researchable and manageable topic, the research should be stated as well-defined question.

II.4.2. Locating Literature Review Sources

In the previous step, the research provides information and knowledge after defining some key terms that have a relationship to the topic chosen, also the steps demands a special organization of identified source. After that the researcher creates his own bibliography.

II.4.3. Analysing and Evaluating Literature Reviews Sources

After reading the sources, the reader starts evaluating and analysing it, if it has a relationships with his topic or not and does the literature review that are related to the research question. In addition, the summary should be interpreted at the end of this step, while the writer assesses the quality of the research that presented in the study according to criteria. This evaluation process will make the reader became critical and evaluate credibility of the research source.

II.4.4. Organizing and Synthesizing the Literature and Building an Argument

After gathering the analysis of individual sources into a well-structured and holistic narrative, you start with description of strategies that will help the researcher to structure the literature review of the scope of study. Then, the discussion of how you structure a logical argument that present your point of view in convincing way. At the end, you describe the process of synthesizing the literature and bringing it together into a coherent whole.

II.4.5. Developing a Writer Voice and Following Writing Conventions

At this step, the writer is aware about his voice as writer and discusses of developing an active writer voice like you are doing a dialogue with the other authors that you will choose in literature review. In this part, the writers may be adopted as literature reviews; the author takes into consideration the use of passive or active voice. According to Efron and Ravid their mentioned that different strategies for asserting presence in the narrative and describe methods for keeping their ideas separate from those of the authors the review. We then reflect on how writers may develop authoritative voice while “dialogue” the authors whose work they cite (13). The writer examines the preliminary writing of literature. Finally, the writers focus on the wring style, for example, the MLA styles with the explanation and comparison of rules in citing and quoting in terms of avoiding plagiarism.

II.4.6. Writing, Editing and Refining the Literature Reviews

In this step, the writer is ready to write a literature review after understanding and evaluating the sources. The conclusion is the most important part in writing literature reviews; also we have mentioned the result and summary in literature and the last point in the conclusion. As researcher, we know that the literature review is the part from any research that you should highlight the scope of research that the other writer tackles. After that, in the introduction of writing literature reviews, the writers demonstrate the interconnectedness of the literature review with the other parts of research and they organize their piece of writing. However, the writers enhance the cohesiveness of writing the literature review with mentioning a clear statement with highlighting the importance of research area in some way.

II.5. The Types of Literature Reviews

There are many researcher were done to study differences types of writing literature reviews', each type of them has its own qualities and perspectives on reviewing the literature. So in this paper we will see the most prominent one.

II.5.1. Systematic Literature Reviews

In common scope, a number of researchers agree to define Systematic review like Baumeister and Leary in their article "What is a Systematic Literature Review and how Do I Do One?" They defined Systematic literature reviews as a review of clearly formulated question that uses systematic and explicit method to identify, select and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review (qtd.in.Suddaway 1). On the other hand, systematic review is a piece in its own right and by its nature; it has the capacity to highlight many ambiguous questions then single empirical studies. In fact, systematic review sits above all other reason design at the top of paramedical of evidence because it provides the important practical implication. However, the purpose of writing systematic review is to address some problems by identifying critically, evaluating, integrating consequences of the research that have a

relationship with the topic and individual studies noticing one or more research question, as a good systematic review should have the following:

- The writer should clarify a particular problem in the light of research progress.
- Make a definition of similarities, differences or fill the gaps and inconsistencies in the literature.
- Formulate general statements;
- Comment on, evaluate, extend, or develop theory;
- Describe direction for future research.

✓ At the end, a systematic review identifies, evaluates and systemizes research proves from individual studies based on strict protocol and consequence makes a valuable source of information.

II.5.2. Narrative Review

Another type of writing literature reviews which is known as narrative review according to Collaboration and Kirkevold argued that:

Narrative review summarizes different primary studies from which conclusions may be drawn into a holistic interpretation contributed by the reviewers' own experience, existing theories and models. The results are of qualitative rather than a quantitative meaning one of its strengths is its proposal to comprehend the diversities and pluralities of understanding around scholarly research topic and opportunity to speak with self-knowledge, reflective practice and acknowledgement of shared educational phenomena.(3).

On the other hand, narrative literature review critics the literature and summarises the body of literature, it identifies gaps on the topic that you are searching for. In addition, it draws the conclusion, but you should have a sufficient question to make a narrative literature review. Moreover, the good narrative review is considered a spirited part of most empirical articles, thesis and grant proposals. Yet, the importance of narrative literature review is an easy and available way to learn to write them is known. A good narrative

review is an objective focused literature review of relevant studies with the selection of these studies based on some norms. Furthermore, the principle purpose of the narrative review is to give the author and the reader comprehension over the topic and highlights significant areas of research. Whereas, the narrative approaches differ from systematic one, it is in the notion search methods criteria for selection. This can leave narrative reviews open to suggestions of bias.

II.5.3. Scoping Review

This type of writing the literature reviews called Scoping review; it is described as a provided preliminary assessment of the potential size and scope of available research literature (Grant and Booth 101). It has many features similar to systematic review; also it is able to inform the policies. The purpose of scoping review is to find all the materials on the topic, when undertakes, it is important to systemise research strategies that ensures that you can replicate your researches and attend any gaps that appear in results. Another aim of scoping review is to determine the ability, conduct systematic review and exercise them. In addition, scoping review makes recommendation for the future research and maps a body of literature with relevance to time location. Moreover, there are many reasons that lead to the purpose of using scoping review such as: highlighting relatively precise question and map the key concepts underpinning a research area. Scoping review can also inform clinical decisions and practice. For example, scoping review might seek to map the types and details of tools to assess quality of life following tonsillectomy.

II.5.4. Rapid Review

According to Grant and Booth, this type of literature review was first seen as an unwelcome concession towards a systematic literature review, as time constraints hinders a systematic approach. But with the introduction of Rapid Evidence Assessment which offers a formal form of appraisal it gains legitimacy among researchers (17). Also, rapid review has appeared as a stream lined approach to synthesising evidence-typically for informing emergent decisions faced by decision makers in healthcare setting. Although, there are a growing use of rapid review method and proliferation of rapid review product. Furthermore, the methods of rapid review seen initially by some as a welcome concession to the need for evidence-based decisions within a policymaker's time frame. Rapid review and evidence assessments seek to be quick, but not dirty; they aimed to be rigorous and explicit in method. Additionally, the use of rapid review is to urgent decision making, but

it can also be used to update existing guidelines, there are many national and international organisations increasingly applying rapid review methods to synthesise evidence and assist decision making.

II.5.5. Integrative Literature Review

Integrative literature review critics, and synthesises secondary data about research topic in a integrated on the topic which are emergent, primary data collection and data analysis were the main feature that lead the literature integrated, if those two feature do not present, the literature review will be optional. Furthermore, integrative review is a specific review method that summarises past empirical or theoretical literature to provide a more comprehensive understanding of particular phenomenon. Thus, they have the potential to build nursing science, informing research, practice, and policy initiatives. The good thing that makes the integrative literary review well-done is to present the state of science, contributed to theory development and have a direct applicability to practice and policy. However, the integrative reviews can subsequently play a greater role in evidence-based practice initiatives, portrays the complexity inherited in all healthcare and problems of concern to nursing.

II.5.6. Meta-Analysis Review

Meta-Analysis is one of the most important types in reviewing the literature, according to Grant et al in their articles “A typology of reviews: an analysis of 14 reviews types and associated methodologies” tackled Meta-Analysis as a technique that statistically combines the result of quantitative studies to provide a more precise effect of result (98). It makes the systematic review good by presenting their statistical studies. On the other hand, meta-analysis refers to the analysis of analyses. The statistical analysis of large collection integrates the findings because only statistic summary are typically available in the literature. Furthermore, the use of meta-analysis is to classify the result of individual studies assessing the clinical effectiveness of healthcare intervention, the techniques uses in meta-analysis provide a structured approach formally sign prior findings in a specific topic in the literature, it examines the existing literature on a specific, possibly controversial issue. However, the aim of meta-analysis may be used to determine the appropriate sample size of future trial, develop data for economic studies such as cost-effectiveness analyses, or demonstrates the association between an exposure and disease.

Frequently, the result of meta-analysis is used to highlight the weaknesses of previous studies and improve the design of future trials.

II.5.7. Critical Review

Another type of reviewing the literature called Critical review, according to Okulu argued that critical reviews is the summarization and evaluation of ideas and information in an article. It expresses the writer's point of view in the light of what you already know on the subject and what is acquired from related text. Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review (1). On the other hand, a critical review is not a single summary, but it is the evaluation and analysis of a book, article. The understanding of the material leads you to write a good critical literature, in addition, you learn how to analyse and evaluate that material by using the appropriate criteria. Furthermore, critical review aims to demonstrate that the writers has extensively researched the literature and critically evaluated its quality, an effective critical review presents, analysis, and synthesis a material from diverse sources. At the end a critical review provides an opportunity to take stock and evaluate what is the value from the previous body of work.

II.6. The Purpose of Writing a Literature Review

The literature review is like any piece of writing, in fact, Literature Reviews' Writing has a purpose which is gain an understanding of the existing research and debates relevant to particular topic or area of study, but you should present the information or knowledge in the form of written reports. Also, you will learn about important concepts, research methods, and experimental techniques that are used in your field. Other great benefit of literature review is when you are reading, you will get a better understanding of how research finding are presented and discussed in your particular discipline. Moreover, "a literature review is an important chapter in the theses, where its purpose is to provide the background and justification of research undertaken" (O'Gorman and MacIntosh 32). Literature Review provides a handy guide to particular topic and the vital part of the work, if you are still ensure what the purpose of literature review is appeared in the four key goals to help the clarity:

- Demonstrate that the students had already understood with the given topic and found the needed number of literature sources related to it.
- Make a brief summary of all facts, theories, and results conduct in the same area and highlight the relevance of your study.
- The learner should make a critical analysis and assessment in order to obtain information of any missing items in the current image of the subject, also you should explain the reason why you need to conduct a study that will fill the gaps and help a new fresh idea or solution to such phenomenon.

II.7. The Characteristics of Good Literature Review

“A good literature review must address different requirements, covering the relevant literature and synthesizing it with clarity. A journal paper has usually length limitations; thus, the literature review sections needs to limit itself to what is important to the argument” (Nakano, Moniz 3-4). The following key feature for literature review which are also applicable for the paper:

II.7.1. Coverage

Relevant references must be covered by the text, it is no sufficient to cite the author information, but you should present and identify the relevant literature, when you are reviewing the literature is like drawing a map, you take into consideration the length, also, the deeper discussion of the topic of your research.

II.7.2. Synthesis

A good literature review is not just a long list of citation, but the time that you are reviewing the reference which you are cite from should be relevant, in addition, the use of creativity means the use of your own words. Synthesis can be represented in form of question or preposition; it can also propose a model or framework.

II.7.3. Rhetoric

Rhetoric is defined as the faculty of discovering the particular case, what the available means of persuasion in this feature, the text must be clear and coherent, the ideas should be connected to each other and the presentation of the ideas is better to present in a good manner. It is important in writing the literature review and summarizing.

II.7.4. Significance

The review must show the practical and theoretical significance of research problem. As a result, good literature review balances the breadth and depth, rigor and Consistency, clarity and brevity.

II.8. Literature Review and Use of Benjamin Bloom's Taxonomy

“Bloom's Taxonomy is developed by Benjamin Bloom and a group of measurement specialist in 1956 has been used by educators for decades to develop goals for learning process” (qtd.in White 1). The process of writing literature review is to follow blooms' taxonomy in reviewing the related literature and writing literature review, there are six categories remembering, understanding, applying, analysing, evaluating, and creating. So, the literature review that contains these categories is considered as the most important process of research methods.

II.8.1. Remembering (Knowledge)

Remembering is the first category in the Bloom's Taxonomy; also it is considered the beginning of literature review process, in this category, the learner recognises and retrieves the various sources of information that related to the topics' investigation such as book, journal, conference, dissertation, and theses. Furthermore, the knowledge enhances the capacity to memorize and recall the information which has a relationship with topics. While, in the level of learning, the learner has to recall the information that presented before progressing the text. The scientist does not depend only on the internet because anybody can publish information about the topic over the internet and this information may mislead the researcher, but the books, journal articles and books chapters consider as the most important material which are the researcher depend on them totally.

II.8.2. Understanding (Comprehension)

In this feature, the researcher understands what he has red from sources, also it is the second step of Bloom's Taxonomy which is crucial in the process of writing literature reviews', this step means that the researcher provides himself with the background information about the topic or research project. Also, it is the ability to grasp the meaning of material from one to another by interpreting material and estimating future trends.

II.8.3. Applying

Applying is the use of concepts with different ways and neglects some words which are needless. Applied what was learned in the classroom, for example, account the worker's vacation time using hands. Furthermore, applying is considered as the third category in Bloom's Taxonomy, in this step the researcher links between the previous information and the one that he applies in writing literature reviews on his or her larger research project to make this feature better to understand, in addition to the text that you have read, especially, the literature review of scientific research which is consider as a chapter.

II.8.4. Analysing

This category is considered as the most important in the Taxonomy's that is applied in writing a literature review, analysing refers to the scholars. So, its organizational structure may be understood, also analysis contains the relevance and quality citation which has a relationship to literature including ideas, thoughts, and arguments in the chapter that are dealing with the literature review. As a result, analysing aims to present a visible research outline and to develop frameworks for a comprehensive analysis.

II.8.5. Evaluating

Evaluating is considered with the ability to judge the value of material; also it is the complex process and is regarded to encompass combination of all the other objectives. Additionally, it is the assessment of information that comes to conclusion. However, evaluating enables the research to comprehend the systematic critical appraisal, whereas learning outcomes are highest in the cognitive hierarchy because they contain elements of all other categories, plus conscious value judgments based on clearly defined.

II.8.6. Creating

It is to build or write the literature review in different way using another elements, this is the final step in Bloom's Taxonomy that is applied in writing literature review and the most important one; it's important in the empirical research that is highlighted in a playbook for research methods. Furthermore, creating evaluates the quality of proposed study. Creating links between literature reviews' and the other parts of research which leads the researcher able to interfere the metacognition the literature reviews' writing.

✓ In writing literature review, the student follows the process of Bloom's taxonomy to get acknowledge legal writing as a knowledge transforming task that will not be easy. Moreover, the teacher should give strategies to the students in order to accomplish the process whereas critical minds of the students should be understood by the teachers to know how they think, the students have to change their behaviours moving from one discourse to another, the way that makes them expert is to give a limited member of knowledge, but only what they need by providing the student the chance to practice, also it is better to the student can require and understand. Furthermore, the process of Bloom's Taxonomy illustrates to students the complexity of their task, synthesis and evaluation are higher their cognitive thinking skill and the student will not expect to be expert from the outset, but they require the ability of analysis. Additionally, remembering students of this complex cognitive task and encourage them to focus on their thinking skills prior to their writing skills and will start students on the right foot. The focusing attention on thinking as opposed to writing has a number of meaningful implications, it requires legal writing teacher student to pay attention to their own thinking and identify where that might be breaking down. As a result, the teacher takes into consideration the level of the student because they have a different type of thinking here the teacher needs to try and identify where their students' through process have broken down and responds to those in a formative way, the teacher needs to prove equal to the task if they want to teach their student effectively and the students write their literature review like the expert.

II.9. Conclusion

To sum up, this chapter was dedicated to present the full picture of literature reviews' writing as a typical writing process and its importance for the researcher which appreciates something of sequence and the growth of knowledge and it is very important to appreciate that a literature review is simply a survey of one author or researcher after another. Although, literature reviews needs a structure, a number of different sub-headings and sections, also it is essentially written in essay style of writing. In other word, it is a style of writing which includes a number of different features including summarising, description, analysis, discussion, reflection, and comparison. Moreover, a good literature review reflects the analytic abilities of the writer and it is often surprised students that researcher and university lectures sometimes differ on their interpretation of data or conclusion which they are drawn from evidence. At the end, we deal with the process of writing a literature review through the use of Benjamin Bloom's taxonomy as follows: remembering,

understanding, applying, analyzing, evaluating and creating. The study explores the use of six categories in Bloom's taxonomy that shows the literature review is one of the most important processes of research method. The study aims to show that Literature Reviews' Writing enhances to show the quality of relevant resources.

Chapter Three

Research Methodology and Results'

Interpretation

III.1. Introduction

This study investigates the students' writing literature reviews' in EFL classroom. The principal aim of this research is to explore the implementation of literature reviews' as a useful instrument that reaches teaching goals, also to investigate the various skills that were developed by the majority of the students after writing their literature reviews' within their sessions. The study was carried out in the department of English at Amar Telidji University, Laghouat, Algeria. Basically, this chapter is divided into two parts. The first part provides information about the experimental study including the variables of the research, the plan, samples of the research, tools of the research and data analysis. Whereas, the interpretation of data collection, results of the research and the results concerning the hypotheses are demonstrated in the second empirical phase.

III.2. Variables of the Research

A variable is a term frequently used in any research. It is something that can change or can have more than one value. Means that it is something that has a different value. Additionally, Variables in any research have different types with a different influence. This research is mainly based on an exploratory study. Basically, for this study two variables were examined: the independent variable was literature reviews' writing. While the other variable was dependent: critical thinking and how teachers use different strategies and tools to evaluate and assess their students' growth over time.

III.3. Plan of the Research

The study is principally based on exploring the effectiveness of writing literature reviews in improving critical thinking skills, taking students of English at Amar Telidji University as a sample, the questionnaire is done for the students' and semi structured interview for teachers. This study was carried out with both quantitative and qualitative research approaches. In fact, these two main approaches are now being utilized in different disciplines. Perhaps the quantitative approach is simplest to identify because the data produced is always numerical, as they are analysed simply by using statistical methods. As a result, a quantitative approach has been adopted in this study to measure the students' knowledge about different critical thinking skills strategies and techniques to evaluate the students' acquaintance of fostering critical thinking skills in learning based-literature reviews 'writing, also to determine teachers' opinion about critical thinking skills through

literature reviews' writing and in which extent they were beneficial to reach classroom goals. On the other hand, the qualitative approach has been also adopted to develop students' critical thinking different skills that are mainly related to literature reviews' writing.

III.4. Sampling of the Research

The sample was selected for this study consisted of 15 participants from Master Two students of the English department -Amar Telidji University in Laghouat in the academic year 2018-2019. It represents 10% of the whole promotion. The 15 students are from Master Two, both with 03 male and 12 female students. Their native language is Arabic, and their age ranged from 21 to 30 years. Their level in English as a foreign language is an advanced level. For the teachers the five participants are 2 males and 3 females. Their age ranged from 30 or less to 45 years.

III.5. Tools of the Study

Questions have been used to reach the purpose of this research. The study is carried out by making a questionnaire that will help us answer the questions related to our hypotheses. 21 questionnaires were distributed: 16 questionnaires were distributed to Master two students and 5 questionnaires were distributed to EFL teachers at the English Department in Amar Telidji University. The first section of the students' questionnaire revolves around the background information of the participants. This part of the questionnaires states general information about the respondents. The items in this section are as follows:

- ✓ Students' gender
- ✓ Students' level

The second section of the students' questionnaire was deals mainly with the learners' knowledge about literature reviews' writing which composed of 8 questions. In a similar vein, the third section is developed to find out students' knowledge about critical thinking through literature reviews' writing. Thus, it was on students' perceptions, experience, and opinions towards the use of critical thinking skills as a tool to develop students' mind.

In this questionnaire, students were asked to answer by reading the questions carefully and then putting tick in the most suitable answer, which tells how much students agree or

disagree with the questions through ticking the 'yes' or 'no' box. The aim behind students' questionnaire is how students' develop their critical thinking and discover their perceptions and opinions towards the use of literature reviews' writing.

This part is a semi structured interview, the questionnaires are given to the teachers in the University of Amar Thelidji in Laghouat, and we search to have the opinion and answers to collect data. The questionnaire includes five questions which was considered of close-ended question to narrow down and control the data needed and have more objective in answers. The questionnaires are delivered to five teachers; the aim was to understand how teachers deal with the writing the literature reviews' and how they foster students' critical thinking skills.

✓ Samples of the Distribution of Questions in the Questionnaire

Sections	Types of questions	Number of questions
Section one	Background information	2Q (learners)
Section two	Literature reviews' writing	8Q (learners)
Section three	Critical thinking through literature reviews' writing	4Q (learners) 5Q (teachers)

Table1: The Distribution of the Questions in the Questionnaire.

Students' Sample	Do you think that writing literature reviews' can develop your knowledge and critical thinking skills? <input type="radio"/> Yes <input type="radio"/> No
Teachers' Sample	Do you think that writing literature review can improve the learners' critical thinking? <input type="radio"/> Yes <input type="radio"/> No

Table2: Sample of Types of Questions.

III.6. Questionnaires Analyses and Interpretation

III.6.1. Students' Questionnaires

The students' questionnaire aims at investigating how students are familiar with foster Critical thinking skills through literature reviews' writing. This questionnaire also intended to enhance students' opinions towards the process of writing literature reviews'. Our objective is to interpret the students' answers and represent it in statistical data. The data was summarized in figures and tables.

A. Section One: Background information

This section is concerned with the demographic data of the participants in this study. The results are shown as follow

✓ Gender

Students' gender	Number	Percentage
Male	03	20%
Female	12	80%

Table2: Students' Gender.

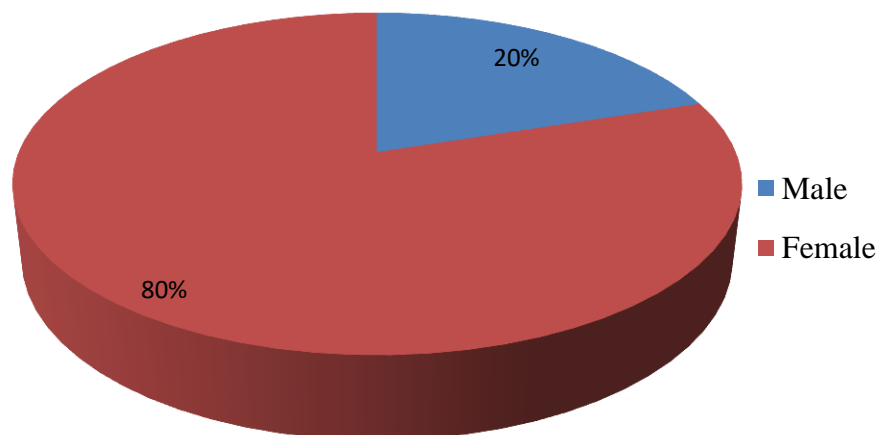
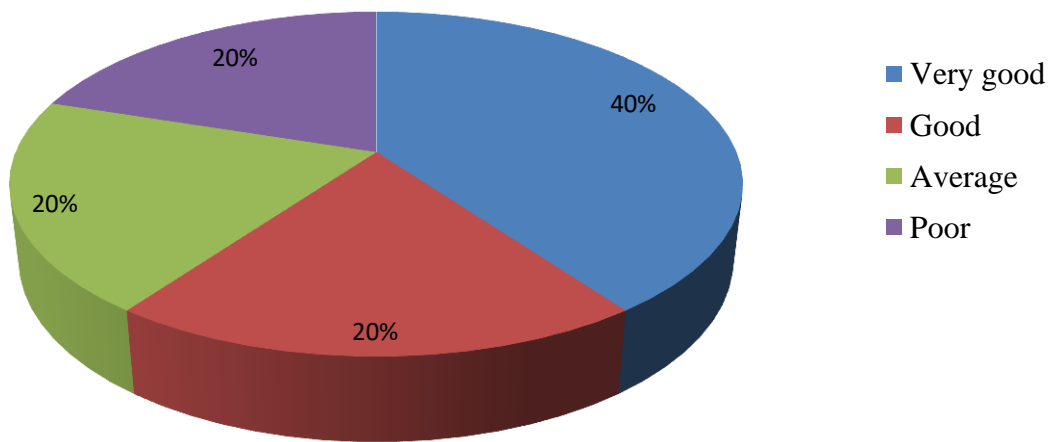


Figure 1: Students' Gender.

As it is shown in the figure above, the number of the females is taken the highest ratio (12) with the percentage of 80% in contrast with the number of males (3) with the percentage of 20%. Basically, the students' age ranged from 21 to 30 years.

✓ 2. Students' Level

Options	Number	Percentage
Very good	6	40%
Good	3	20%
Average	3	20%
Poor	3	20%

Tables3: Students' Level.**Figure 2:** Students' Level.

As for the level of the students, we can see that the majority of the students have a very good level (6) with percentage of 40% and we can also notice that there are students who have a good level in English (03) with the percentage of 20%. However, the students who have an average level (03) take a ratio with a percentage of 20%. The poorest level is taken just 20% from the total number. We can notice from the statistics that their level in English as a foreign language is an advanced level.

B. Section Two: Literature Reviews' Writing**Q1: Do you enjoy writing English?**

Options	Number	Percentage
Yes	12	80%
No	03	20%

Table4: Students' Enjoyment in Writing English.

In term of enjoying writing English, table 3 demonstrates that 12 of the participants have extremely enjoyed writing English. However, 03 of them are not interested in writing English.

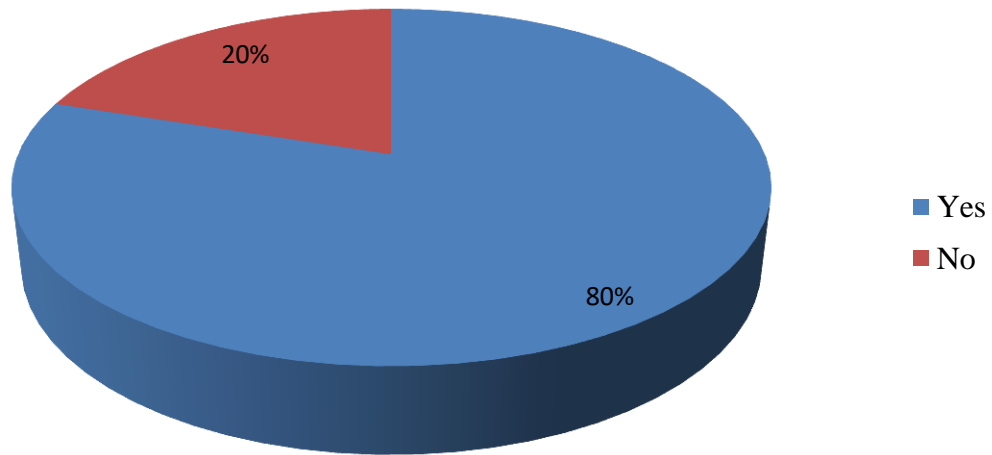


Figure 3: Students' Enjoyment in Writing English.

As it represents in figure 3, (12) of the respondents have enjoyed and still enjoying Writing English with a percentage of 80%. Whereas (03) participants are not really enjoying it, as they take a percentage of 20%. The statistics indicated that the majority of the students have a high competence in acknowledging several writing characteristics.

Q2: What about writing literature reviews?

Options	Number	Percentage
Frequently	03	20%
Sometimes	03	20%
Rarely	09	60%
Never	0	0%

Table 05: Having Criteria for Writing Literature Reviews.

According to table 05, 03 of the participants have written literature reviews, in order to improve their writing skill. 03 participants have utilized writing literature reviews for the reason that they would like to learn from the feedback provided by the teacher after the correction of their literature review. While 09 participants created to write new information and to gain new vocabulary.

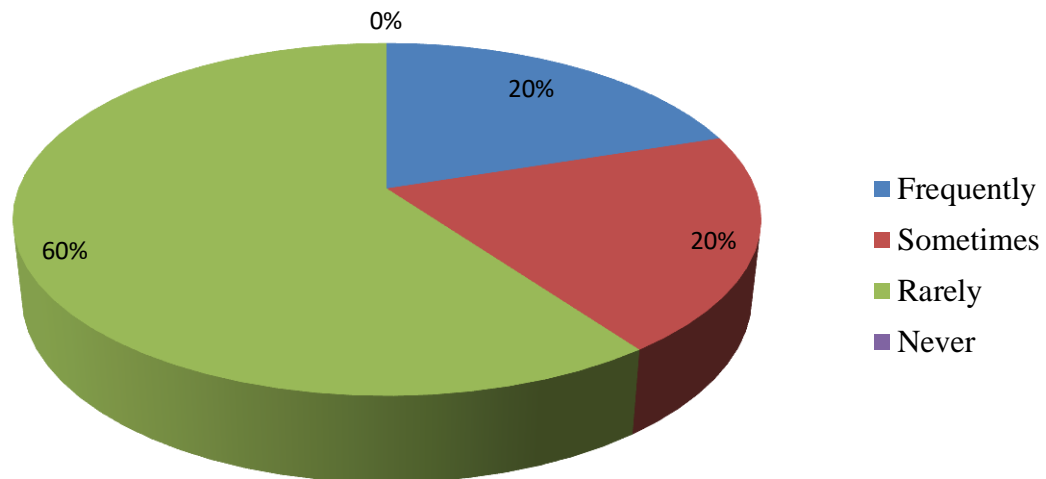


Figure 04: Having Criteria for Writing Literature Reviews.

It is explicitly seen in the graph above that the major of students rarely agreed that writing literature reviews takes the highest percentage of 60% from the total number, While 20% participants have followed sometimes writing criteria. In addition, 20% of students write many times the literature reviews.

Q3: Which critical process we should follow to write a good literature reviews?

Options	Number	Prediction
Analyses	10	67%
Observation	02	13%
Inference	03	20 %
Prediction	0	0%

Table 06: Processes of Writing a Good Literature Reviews.

The table above shows an overwhelming, 10 respondent's majority having a number of criteria, they use the process of analysing, while 2 participants have followed observation. However, 3 using inference as a process of writing, and none of them use the prediction.

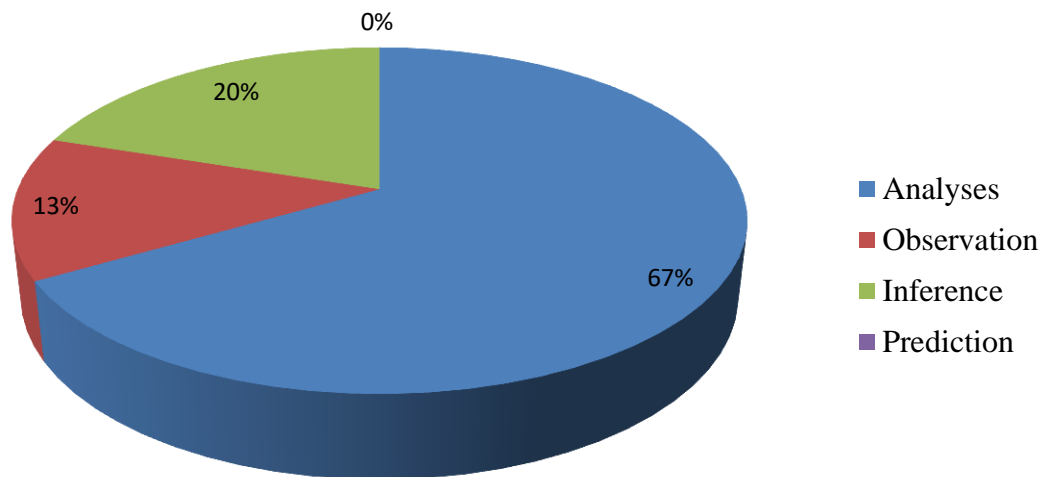


Figure 05: Processes of Writing a Good Literature Reviews.

The graph 3 evidently shows that 67% of the responses have used the process of analyses of having a good literature reviews. However, 13% of the responses state that observation is to write their literature reviews of by following this process. While 20 % of the responses have drawn their writing literature reviews by using inference.

Q4: Which steps do you follow to write literature reviews?

Options	Number	Percentage
Determine your main purpose	04	27%
Conduct your extensive database research	05	33%
Note important bibliographic detail	02	13 %
Read and analyse all sources carefully	04	27%

Table 07: Steps of Writing Literature Reviews.

Table 04 shows how the participants rate their way of writing literature reviews by following some steps. As it shown in the table above, 4 of the students determine their purposes as a step of writing literature review. Whereas, 5 of them conduct their extensive database research, and 2 students note important bibliography detail. However, 4 students use the final step which they read and analyse all sources carefully.

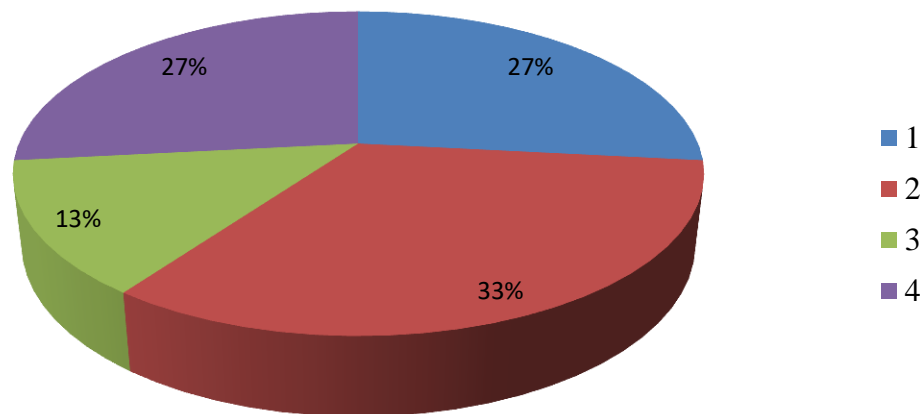


Figure 07: Steps of Writing Literature Reviews.

Regarding students answers, 27% say that they are using the step of determine the main purpose. While 33% of them state that they are very familiar with features of Conducting extensive database research, on the other hand, 13% claim that are note important bibliographic detail with writing literature reviews. The remaining students 27% declared that reading and analysing all sources carefully are intimate with these features.

Q5: What are the difficulties that you face when you are writing literature reviews?

Options	Number	Percentage
Lack of clear sources.	12	80%
You cannot find anything written on your topic.	03	20%
Irrelevant content to the literature reviews.	0	0%

Table 08: Students' Difficulties in Writing Literature Reviews.

Regarding students answer, 12 of students find that they face a lack of clear sources which is the main obstacles in writing literature reviews, whereas 3 students see that we cannot find anything written on their topics is one of the difficulties.

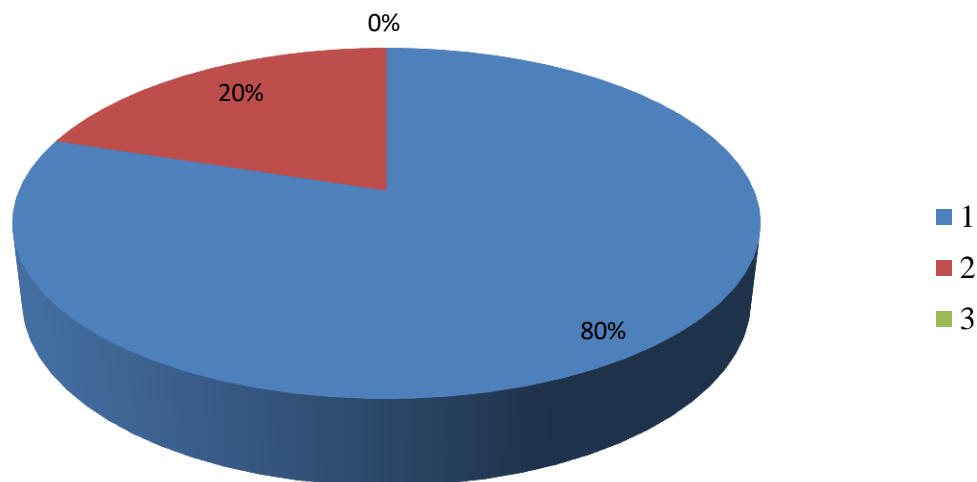


Figure 07: Students' Difficulties in Writing Literature Reviews.

Regarding figure 7, the findings of this question reveal that the majority of students 80% agreed that the lack of sources is one of the main important steps in writing literature reviews. While 20% say that they cannot find anything written on your topic in writing literature reviews.

Q6: How often does your teacher encourage you about write literature works?

Options	Number	Percentage
Frequently	2	14%
Sometimes	10	71%
Rarely	2	14%
Never	1	1%

Table 09: Encouraging Students' to Write Literature Reviews.

It is observed in table 9 that 10 of the participants answered that their teachers sometimes encourage them to do literature reviews, while 2 of the students choose the answer frequently, and 2 of them said that their teachers rarely encourage them about doing activities. However, the rest 1 of the respondent's answered that their teachers are never encouraged them to do literature works.

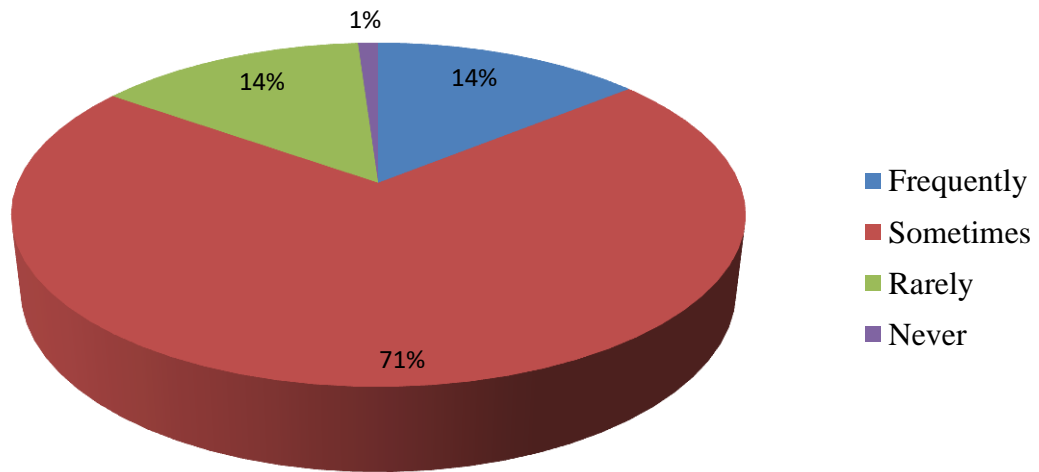


Figure 08: Encouraging Students' to Write Literary Works.

As indicated in the graph above, 71% students said that their teachers sometimes encourage them to do some literature works, whereas 14% of students choose the answer frequently; meanwhile 14% say that their teachers rarely encourage them about doing activities but only 1%, who said that their teachers never encourage them to do literature works at classroom.

Q7: Which way you consider easier to write a literature reviews?

Options	Number	Percentage
Analyse, interpret critically evaluate the source.	10	67%
Synthesise sources to highlight patterns, themes, conflicts, and gaps.	03	20%
Show the states of current knowledge in relation to a control research question or hypothesis.	02	13%

Table 10: The Easier Way to Write a Literature Reviews.

The table above shows that a large number of participants 10 prefer to Analyse, interpret critically evaluate the source, while 3 of them prefer Synthesise sources to highlight patterns, themes, conflicts, and gaps. There are only 2 participants who are preferred to showing the states of current knowledge in relation to a control research question or hypothesis.

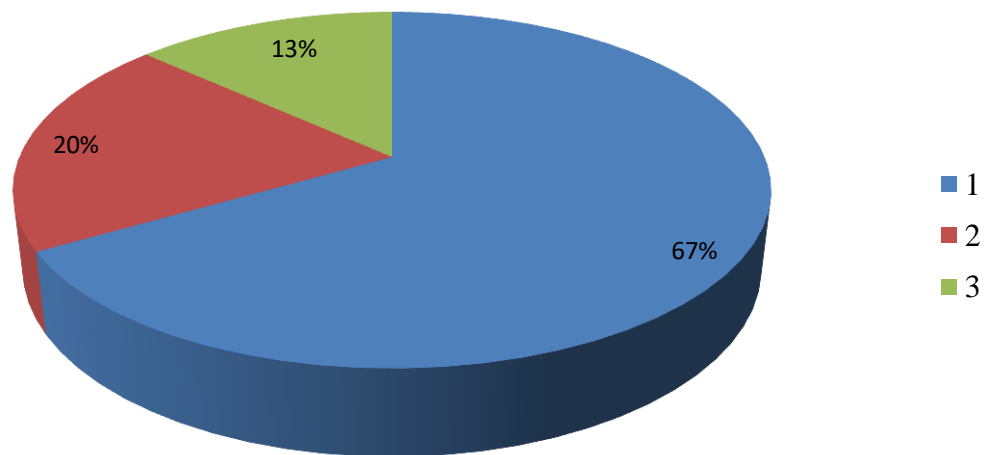


Figure 09: The Easier Way to write a Literature Reviews.

The graph 9, the ratios indicates that a large number of the students have exceptional abilities in analysing, interpreting critically evaluate the source with a percentage of 67%. Students who are like synthesising sources to highlight patterns, themes, conflicts, and gaps are taking 20% from the total proportion, while the students can use this way of showing the states of current knowledge in relation to a control research question or hypothesis are taking 13%. The graph's results a large number of students prefer the easier way to write a literature reviews by analyse interpret critically and evaluate the source.

Q8: Did you write any literature reviews before?

Options	Number	Percentage
Yes	15	100%
No	0	0%

Table 11: Writing Literature Reviews.

Table 11 shows that the majority of students 15 have write literature reviews. This indicates that writing literature review is interesting and very entertainment, and it helps in extending the students' knowledge.

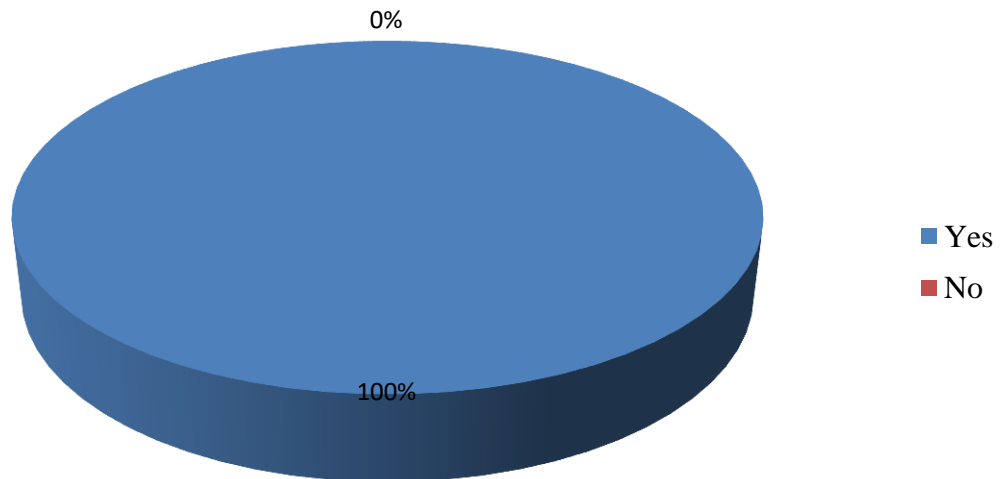


Figure 10: Writing Literature Reviews.

The table above illustrates that 100% of all students claim that writing literature reviews contributed positively to improve and develop their language knowledge.

C. Section Three: Critical Thinking through Literature Reviews Writing.

Q9: Do you think that writing literature reviews' can develop your knowledge and critical thinking skills?

Options	Number	Percentage
Yes	12	80%
No	03	20%

Table 12: Developing Critical Thinking Skills through Writing Literature Reviews'.

When asking about developing critical thinking skills through literature reviews' writing, 12 students find that writing literature reviews can develop their knowledge, while 03 students do not find it interesting. This is seen as positive point where the majority of students will have the chance to develop their critical thinking skills through writing literature reviews'.

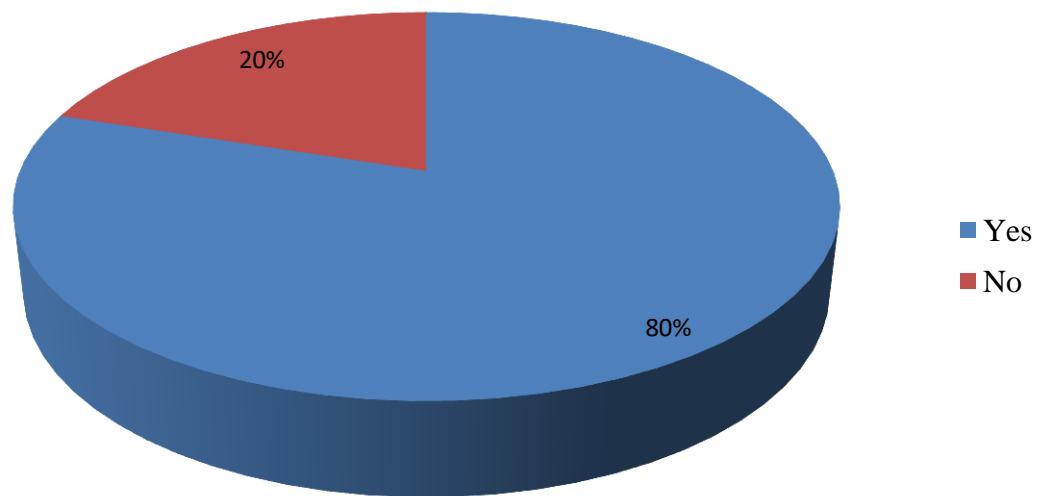


Figure 11: Developing Critical Thinking Skills through Writing Literature Reviews'.

As indicated in graph 11, more than half of the participants 80% agree on the developing critical thinking skills through writing literature reviews'. 20% stated they disagree with this answer. The analysis of this result gives a clear explanation of how writing literature review' can foster critical thinking skills. From the students' appreciation on the development of critical thinking skills, we can deduce that they are strongly satisfied with the process of writing literature reviews' can develop the students' knowledge and critical thinking skills which they can evaluate themselves and improve their learning capacities.

Q10: In your own opinion, can literature reviews foster critical thinking skills?

Options	Number	Percentage
Strongly agree	9	60%
Agree	3	20%
Disagree	3	20%
Strongly disagree	0	0%

Table 13: Fostering Critical Thinking Skills through Literature Reviews.

When asking about fostering critical thinking skills through literature reviews, 9 of the respondents strongly agree, 3 of them agree, and 3 of them disagree.

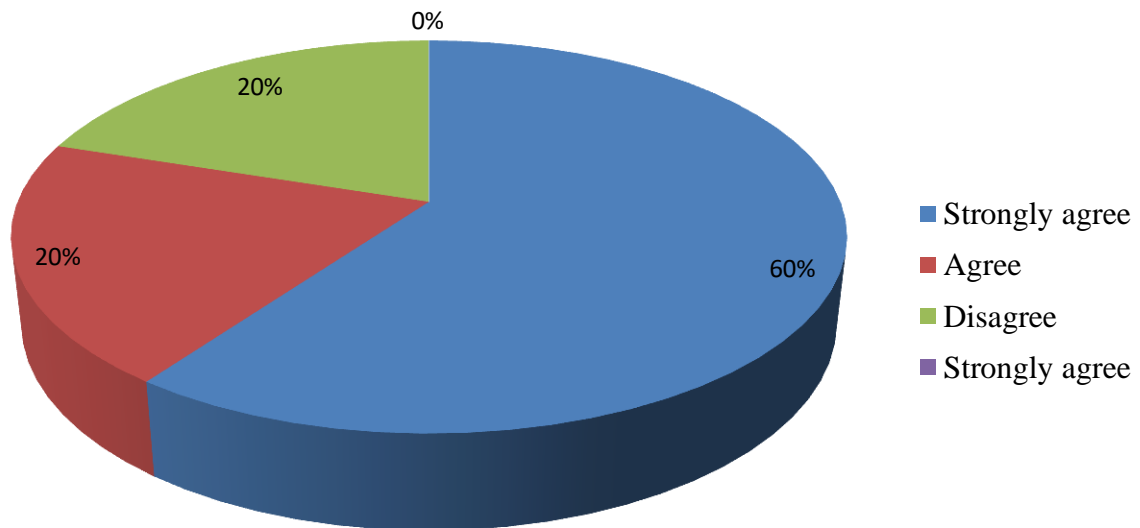


Figure 12: Fostering Critical Thinking Skills through Literature Reviews.

As indicated in graph 12, more than half of the participants 60% strongly agree on fostering critical thinking skills through literature reviews. 20% stated that they are agreeing, and the remaining 20% participants are disagreeing. The analysis of this result gives a clear explanation of how can literature reviews foster critical thinking skills, enhance their thinking capacities and motivate them to show their best.

Q11: Do you find that writing literature reviews' interesting?

Options	Number	Percentage
Yes	12	80%
No	3	20%

Table 14: The Importance of Writing Literature Reviews.

Those who chose the answer yes were 12 students, find that writing literature reviews interesting while 3 students do not find it interesting.

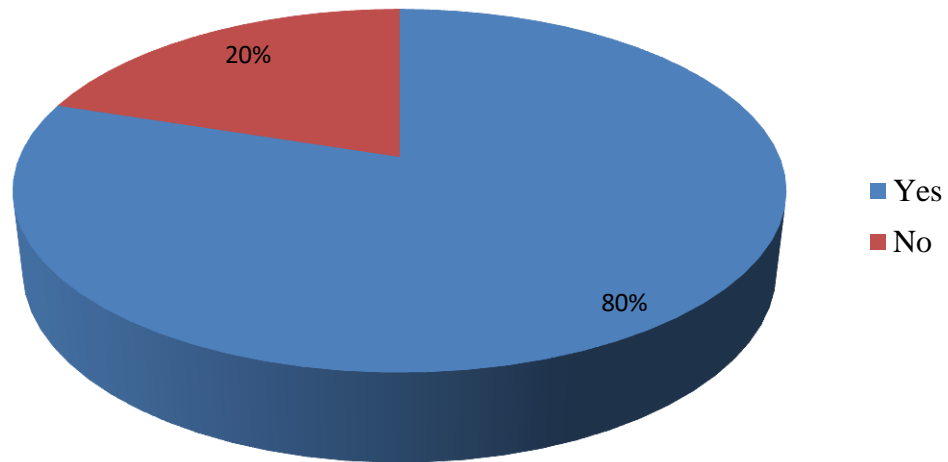


Figure 13: The Importance of Writing Literature Reviews.

As it represents in figure 80% of the respondents have found that writing literature reviews interesting. In contrast, 20% of the participants do not find it interesting. This seen as the majority of students will have the chance to create their own ideas without limitation.

Q12: According to you, what are the best strategies that should be followed in writing a good literature reviews?

Options	Number	Percentage
Summaries	3	20%
Synthesis	2	13%
Analysis	10	67%
Evaluation	0	0%

Table 15: Strategies to Write a Good Literature Review.

Those 3 who said that are using summary as a way to write a good literature reviews, only 2 students see that summarizing is a good way. The great majority of students 10 see that analyses are the best way of writing a good literature reviews.

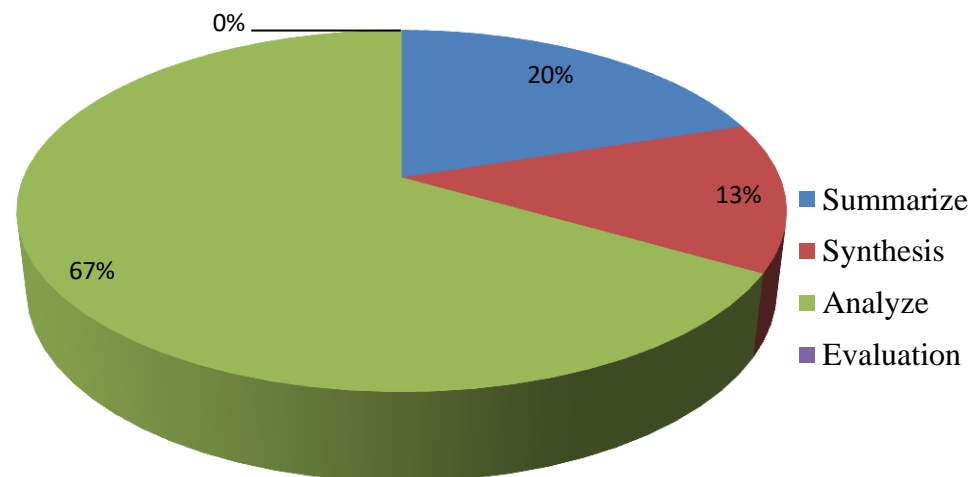


Figure 13: Strategies to Write a Good Literature Reviews.

The graph 13 indicates that the students have exceptional strategies in writing a good literature reviews. The ratios indicate that a large number of the students choose analyses as a best way in writing literature reviews with a percentage of 67%. Students who like the way of summarizing are taking 13% from the total proportion, while the students who prefer to use synthesizing are taking 20%. The graph's results indicate that the majority of students followed and have an advanced level in analysing; they can easily write a great literature by giving their opinions toward any text.

Q13: Do you think that the role of literature reviews is developing critical thinking skills?

Options	Number	Percentage
Yes	15	100%
No	0	0%

Table 16: The Role of Literature Reviews is Developing Critical Thinking Skills.

Table 16 shows that the most of the respondents received great roles from using literature review to develop their critical thinking skills.

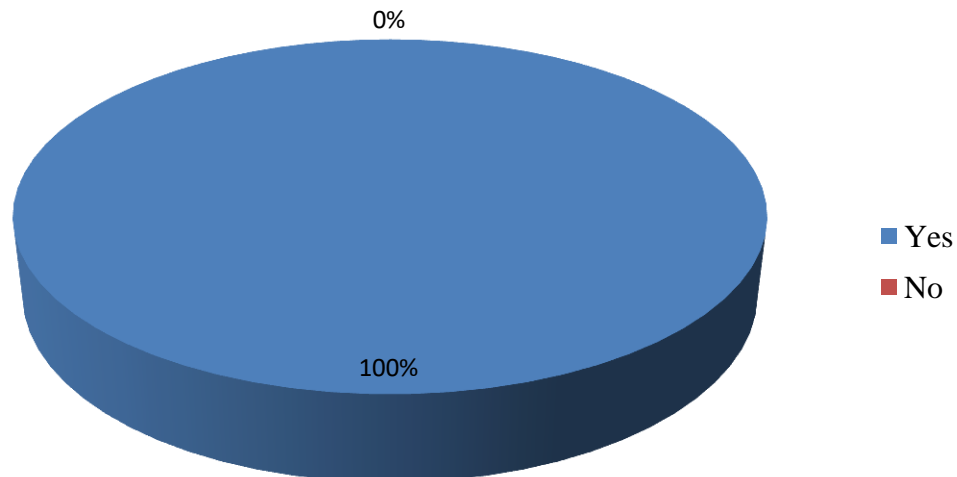


Figure 14: The Role of Literature Reviews is Developing Critical Thinking Skills.

Graph 14 obviously shows an overwhelming 100% belief held by the responding students that the role of literature reviews provide great role to develop critical thinking skills. Such result is clear indication of the key role that literature review plays a big role.

Q14: How can we use blooms taxonomy for critical thinking to write good literature reviews?

Options	Number	Percentage
Demonstrated by activities such as interpreting, classifying, inferring, comparing, and explaining.	5	33%
Critically evaluates the quality of different research studies and make evaluative comparison between them.	6	40%
Demonstrated by generating, planning, producing, hypothesizing, designing, and constructing.	4	27%

Table 17: Using Blooms' Taxonomy in Writing a Good Literature Reviews.

The table 17 shows a variety of different skills that are mostly used by experiencing the use of Blooms' taxonomy within writing a good literature reviews. 5 of the participants have demonstrated literature reviews by using such activities. 6 of them can understand better the use of Blooms' taxonomy after evaluates the quality of different research studies.

In addition, there were 4 students who could show their growth in generating, planning, producing, hypothesizing, designing, and constructing.

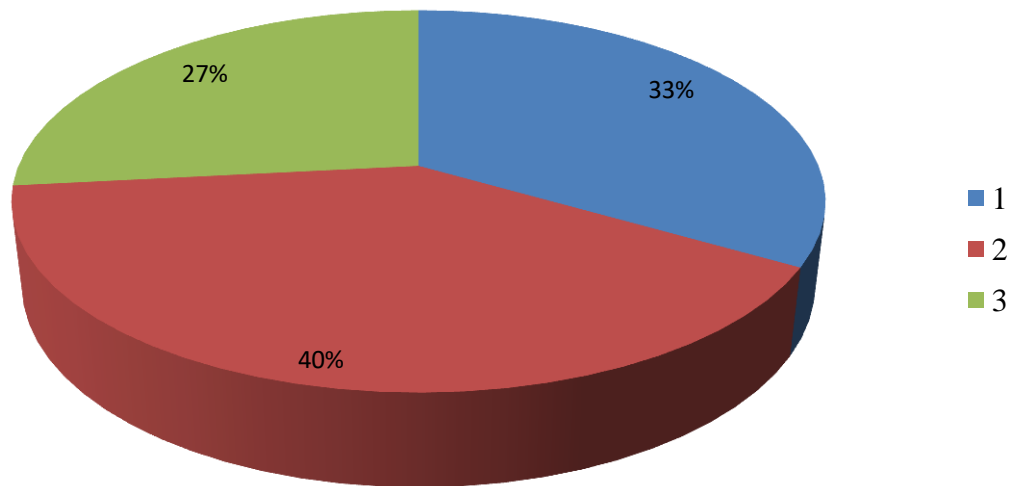


Figure 15: Using Blooms' Taxonomy in Writing a Good Literature Reviews.

The statistics presented in the graph above clearly indicate that the students have understood better the function of writing a good literature reviews by using blooms' taxonomy, and the aim behind creating it. The results proved the efficient role of blooms' taxonomy in developing students' skills to write a good literature reviews and documenting their growth at the same moment. The overwhelming majority of participants 40% strongly agree on using of evaluation as a step of blooms', while 33% stated that they are pretended activities such as interpreting, classifying, inferring, comparing, and explaining. The remaining 27% of participants are demonstrated by generating, planning, producing, hypothesizing, designing, and constructing. The analysis of this graph also proves that the students are more satisfied when blooms' taxonomy is used writing good literature reviews. The results also proved that students are more likely to use activities to date tools through which they can evaluate themselves and improve their learning capacities.

III.6.2. Teachers' Semi Structured Interview

Q1: Do you think that writing literature reviews can improve the learners' critical thinking?

Options	Number	Percentage
Yes	3	60%
No	2	40%

Table 18: Writing Literature Reviews Can Improve the Learners' Critical Thinking.

It is observed in table 18 that 4 of the informants answered that writing literature reviews can improve the learners' critical thinking while only two answered the question with a refusal.

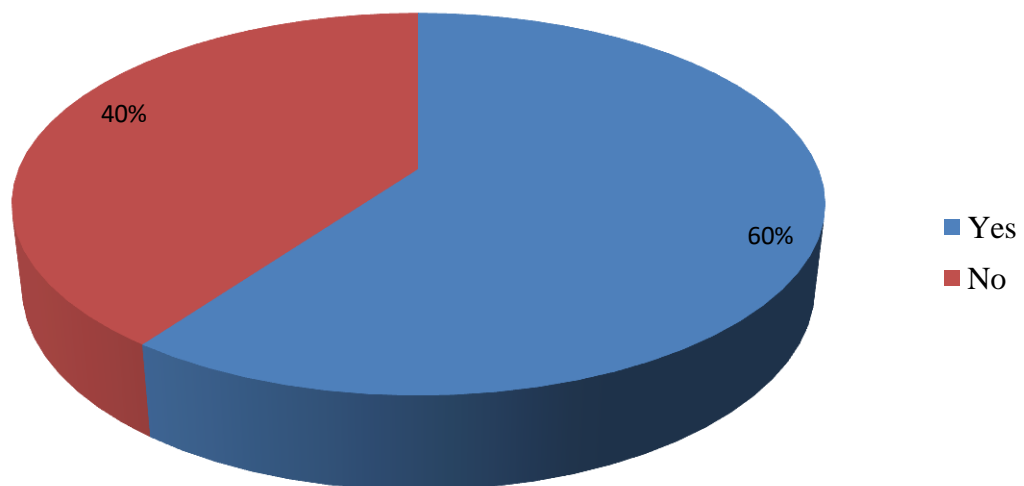


Figure 16: Writing Literature Reviews Can Improve the Learners' Critical Thinking.

Figure14 shows the highest rate of positive answers with a percentage of 60% for the question of whether writing literature reviews' can improve the learners' critical thinking or not. The result of these statistics indicates that the majority of teachers have used literature reviews to improve the learners.

Q2: Do you follow specific strategies to make your learners write a good literature reviews?

Options	Number	Percentage
Yes	5	100%
No	0	0%

Table 19: Strategies for Learners to Write a Good Literature Reviews

When it comes to what strategies are the best to make the learners write a good literature reviews, table 19 displays that 5 teachers follow the best strategies.

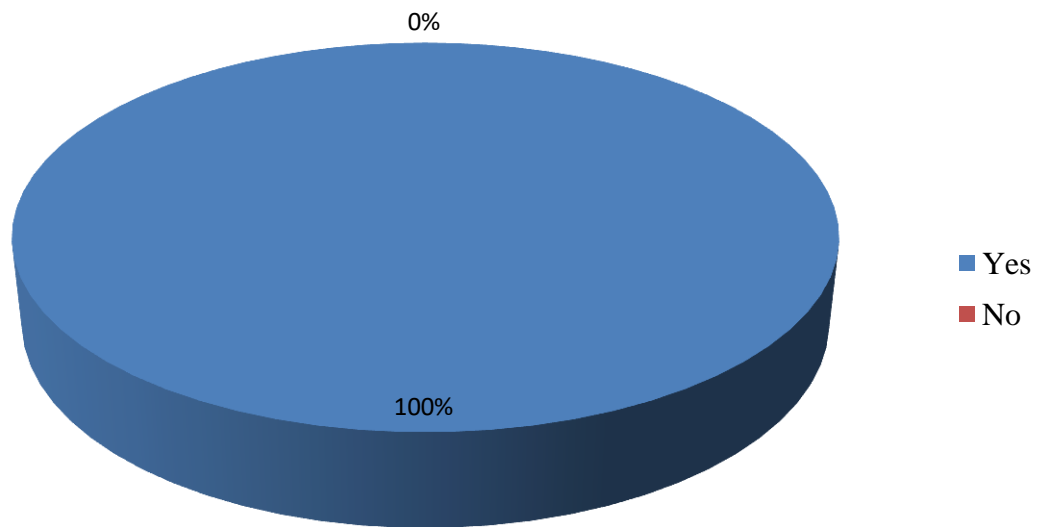


Figure 17: Strategies for Learners to Write a Good Literature Reviews.

Figure 15 shows very similar ratios. Obviously, the results indicate that teachers along their teaching career have good strategies to write a good literature reviews. Despite the benefit that each tool provides for learners and teachers, however, the majority of teachers are still using specific strategies to develop the students by using the best strategies.

Q3: In Your opinion, do your students know how to be more critical when they write literature reviews?

Options	Number	Percentage
Yes	1	20%
No	4	80 %

Table 20: EFL Teachers Rapport about the Students how to be more Critical when Writing their Literature Reviews.

Table 20 shows how the participants rate their experience with portfolios. As it shown in the table above, 4 teachers know their students how to be more critical when write literature review while 1 teacher's haven 'know.

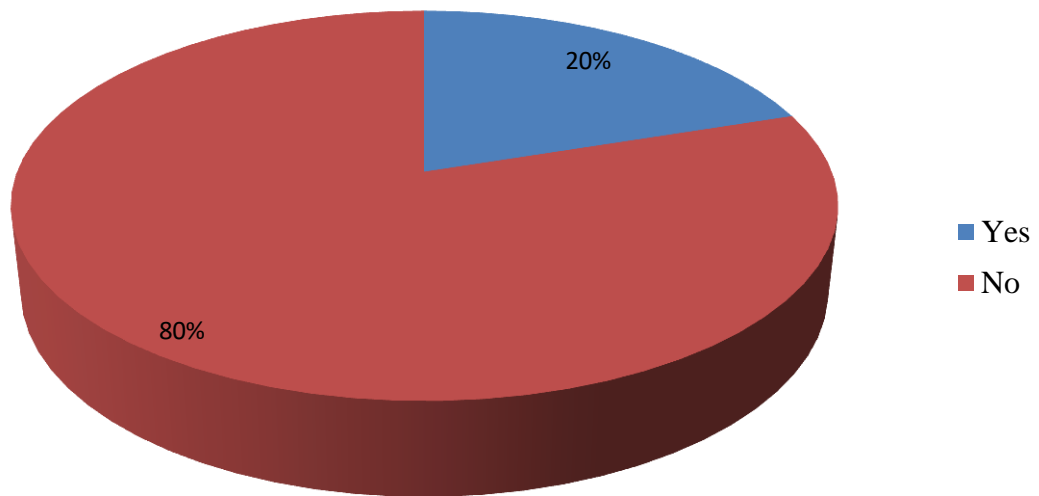


Figure 18: EFL Teachers Report about the Students how to be more Critical when Writing their Literature Reviews.

We can deduce from the graph 16 that 80% of the teachers agreed that students know how to be more critical when they are writing literature reviews. Thus only 20% teachers haven't 'know how they develop their learners to be more critical in write a literature reviews.

Q4: Did you experience the underlying advantages of using writing to develop critical thinking skills?

Options	Number	Percentage
Yes	3	60%
No	2	40%

Table 21: Advantages to Develop Critical Thinking Skills through Writing

Table 21 shows how the participants rate their experience with using writing to develop critical thinking skills. As it shown in the table above, 3 teachers of English literature had experienced the use of writing literature reviews to develop critical thinking skills with their students while 2 teachers have never used it.

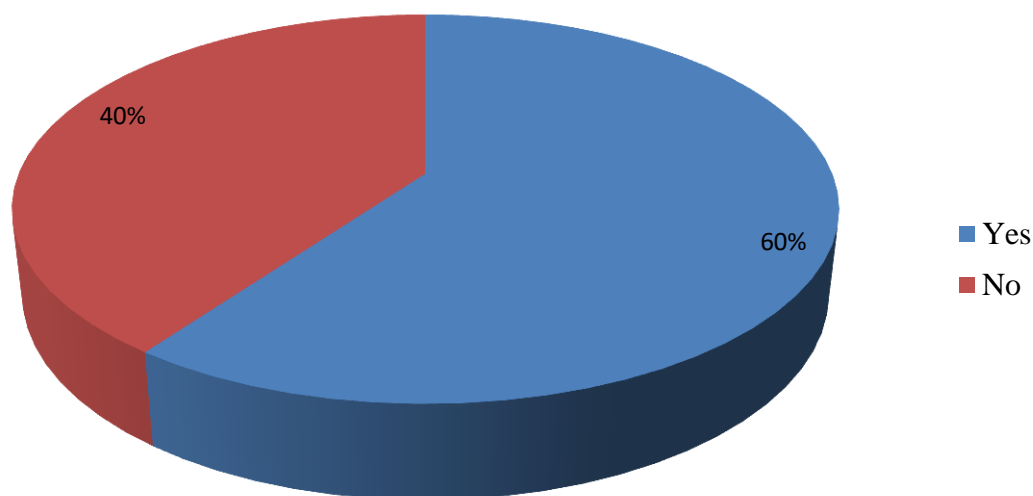


Figure19: Advantages to Develop Critical Thinking Skills through Writing.

It is explicitly seen in the graph above that 60% of the responding teachers had previous experience with underlying advantages of using writing to develop critical thinking skills while 40% had never used it. We can confirm from this result that there are teachers who are aware of the necessity of using writing with their students in order to develop their skills, as to document their growth.

Q5: Do you think that writing literature reviews is necessary for them to develop their critical thinking skills?

Options	Number	Percentage
Yes	4	20%
No	1	80%

Table 22: Writing Literature Reviews is Necessary in Developed their Critical Thinking Skills.

The table above shows an overwhelming, 4 respondent's majority having a number of the importance of writing literature reviews to develop their critical thinking skills while 1 participants have followed the necessary for the students to develop their critical thinking skills.

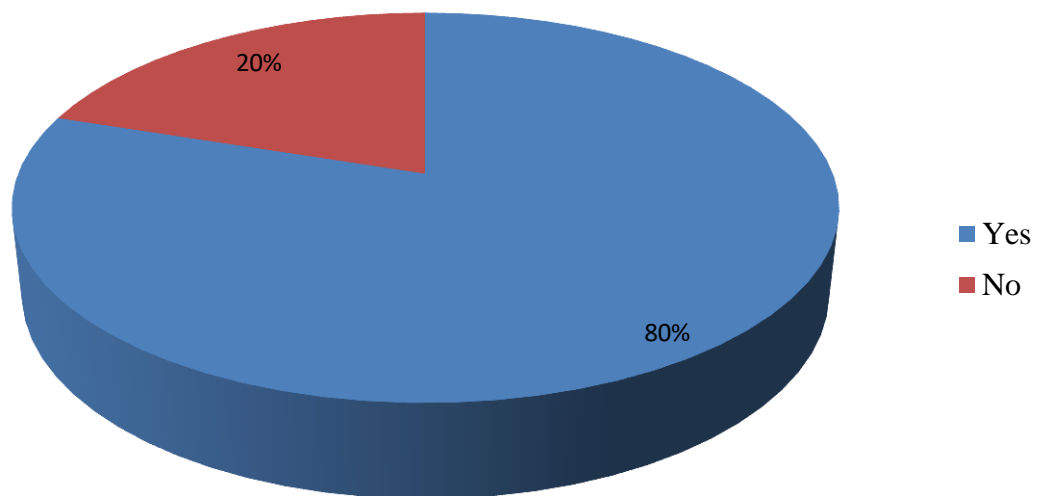


Figure 20: Writing Literature Reviews is Necessary in Developed their Critical Thinking Skills.

The graph 18 evidently shows that 80% of the responses have agreed on the necessity of writing literature reviews when develop the students' critical thinking skills. However, 20% of the responses state that is not necessary to develop their critical mind of students by writing literature reviews. Basically, teachers have several ways for develop their students' and the main aspect they all consider is to write their dissertation.

III.6.3. Interpretations

This section is about through and detailed results of the already undertaken processes of questioning and discussing. The results are both quantitative and qualitative namely in the teachers semi structured interview and learners questionnaire. Because the combination of both the qualitative and quantitative methods, the principals of validity and reliability have been taken into high consideration in this study; the two kinds of results reveal that the writing literature reviews' is tremendous help in developing critical thinking skills related to their writing skills as well as improve learners understanding of their writing process.

The study shows that the writing literature reviews has become necessity in developing their critical thinking skills and understanding of all stages of learners undergo to reach what is considered as a good piece of writing. Moreover, writing literatures reviews for teachers is very crucial in the way that should adjust to the teaching environment through

getting the best practice and searching for the newest innovative way that improves the learning atmosphere as a whole.

III.6.4. Results Concerning the Students' Questionnaire

Generally speaking, the investigation conducted for this study has shown various positive results. Basically, the students' questionnaire reveals that the majority of students have a good level. The majority of students at the English Department have positive attitudes toward writing literature reviews through different strategies. Actually, the results implicate that the majority of students at English Language Department in Laghouat at University are aware of that importance adoption of new writing process like literature reviews' writing. In fact, the questionnaire reveals that the majority of students have positive attitudes towards enhancing their critical thinking through literature reviews writing. The questionnaire has also shown that even students are familiar with other strategies like analysis and evaluation, and other various process like blooms taxonomy, they are more productive when critical minds are used. Despite the fact that students experienced writing literature reviews only one time in their dissertations with only one teacher as the questionnaire reveals, yet they could extremely gain several benefits. Students by writing literature reviews were able to define better their purposes, to document their growth and to develop their skills especially in analysing literature reviews, applying literature theories and to be acquainted with new vocabulary. Despite the fact, that students believe an integrating critical thinking skill in the writing process. Generally, literature reviews writing specifically is enhancing idea. In fact, the results extremely proof the effectiveness of literature reviews in providing a space to students where they can effectively express their own impressions and opinions. At last, the majority of students have appreciated the writing literature reviews to foster their critical thinking skills as alternatives to traditional writing instruments for the reason that they are hopefully desired to learn with and to experience new writing strategies to develop their critical thinking skills.

III.6.5. Results Concerning the Teachers' Semi Structured Interview

The teachers' semi structured interview reveals that all teachers have an exceptional level when it comes to teaching English literature. This interview reveals that the majority of teachers have used different writing literature reviews' tools with their teaching career. Despite the fact, that there are some teachers who are unaware of utilizing multiple writing literature reviews' strategies and tools, there are teachers who are always in search of new ways to write literature reviews classes. Basically, the results implicate that teachers at English Language Department at Amar Telidji University in Laghouat are aware of the importance of the adoption of critical thinking in the writing literature reviews. This interview reveals that some of teachers have a positive attitude toward fostering critical thinking skills in the writing literature reviews'. Moreover, not all the teachers are experienced writing literature reviews, but the teachers who really implemented them in their classes found the students' results extremely well. Actually, Teachers have welcomed the idea of writing literature reviews as alternatives tools like dissertations.

III.6.6. Results Concerning the Hypotheses of the Study

The results obtained from the students 'questionnaire and the teachers' semi structured interview support the hypotheses of the study. These findings confirm the hypothesis that Literature reviews writing can foster critical thinking by teaching the learners to have the ability of analysing, arguing, making inferences, or solving problems which known as critical mind in order to write their literature reviews. Also it has several imperative effects on the writing and teaching process for the reason that students agreed on the effective role that literature reviews provided. Both students and teachers results prove our first hypothesis that having multiple purposes that can strongly smooth the teaching progress through writing literature reviews. The results indicate that the majority of them define clearly their purposes such as improving their writing skills. Besides, the results of them by supporting the second hypothesis about the critical process that we should follow to write a good literature using is Blooms Taxonomy for critical thinking and applying Blooms steps in writing literature reviews, not only that ,but they could reflect on their own impressions and opinions through their writing. Consequently, all the results of the exploratory study strengthen the two hypotheses proposed for this research.

III.7. Conclusion

This chapter represents the core of this study, as it presents evident answers to the research questions and proofs our hypotheses. Basically, the chapter provides information about the participants of the study, tools of the study, data analysis, interpretations of data and the final results. The participants in this study held positive beliefs about the effectiveness of critical thinking skills in writing literature reviews. The analyses and interpretations revealed that implementing literature reviews writing has significant effects in improving students' skills and enhance teachers performance that analysing literature reviews from different angles. The results confirm that writing literature is not widely generalized at the department of English in Laghouat University but there were students who really have exceptional experience with it, as they are strongly appreciated the use of literature reviews writing to develop their critical thinking skills.

General Conclusion

The aim of this study is to investigate the use of literature reviews writing as effective tools in fostering critical thinking skills in the English Department at Amar Telidji University, Laghouat. Besides, the study aimed at reaching the objective of developing critical thinking skills not only as a classroom technique only but also as an alternative to their minds.

The outcomes from this research show that students have positive attitude towards integrating and implementing critical thinking process within the writing process. Basically, literature reviews writing are one of the valuable tools that are recently emerged and developed due to the various changes of new educational trends.

The findings from the investigation demonstrate that writing reviews can effectively develop the students' analytical skills, enhance their critical thinking, and encourage them to be autonomous learners. Therefore, the implementation of critical thinking skills is undoubtedly vital for better English literature reviews writing, as they are required to be included generally in the educational curriculum, and specifically in the whole writing process together with other critical thinking strategies.

Despite of the importance and effectiveness of fostering critical thinking skills in literature reviews writing, the majority of students are still not aware of the valuable role that literature reviews writing provides, as they are still fostering their critical thinking skills with writing processes and strategies. The most significant issue preventing students' use of this tool is limited access to new writing methods. However, the findings revealed that there are some learners together with their teacher who really have exceptional experience with it, as they strongly profit several benefits by using such excellent tools. As this study revealed, the more students and teachers use of writing literature reviews in order to develop there critical thinking skills and to achieve their experience

To conclude, the results obtained from both the teachers' interview and the students' questionnaire confirm the hypotheses of the study. Besides, the findings of this study indicate that fostering critical thinking skills through literature reviews' writing has a significant effect in improving students' abilities in analysing literature reviews and gaining new knowledge that is firstly related to literature reviews writing and its different aspects. On the whole, the findings from the study are supposed to open up areas for research on critical thinking skills and its different usage. Such findings would change learners' attitudes positively, and raise awareness among them of the importance of

fostering critical thinking skills not only in literature reviews writing, but also in different educational fields.

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Appendices

Appendix A: Learners' Questionnaire

Dear students, this questionnaire serves as a data collection tool for a research project. The research tackles the subject of Fostering Critical Thinking Skills through Literary Reviews' Writing. You are kindly requested to answer honestly and seriously the questions below to help us to reach the objective of the study.

Section one: Background information

Gender: a-male b-female

Level: Master two students of English, University of Amar Thelidji ,Laghouat.

Do you consider your level in English?

-Very good -Good -Average -Poor

Section two: Literature Reviews' Writing.

Q1: Do you enjoy writing English?

a- Yes b-No

Q2: What about writing literature reviews?

- Frequently - Sometimes - Rarely - Never

Q3: Which critical process we should follow to write a good literature review?

- Analyses - Observation - Inference - Prediction

Q4: Which steps do you follow to write literature review?

-Determine your main purpose -Note important bibliographic detail

-Conduct your extensive database research -Read and analyse all sources carefully

Q5: What are the difficulties that you face when you are writing literature reviews?

-Lack of clear sources.

-Irrelevant content to the literature reviews.

-You cannot find anything written on your topic.

Q6: How often does your teacher encourage you about write literature works?

- Frequently - Sometimes - Rarely - Never

Q7: Which way you consider easier to write a literature reviews?

- Analyze, interpret critically evaluate the source.

-Synthesise sources to highlight patterns, themes, conflicts, and gaps.

-Show the states of current knowledge in relation to a control research question or hypothesis.

Q8: Did you write any literature review before?

a- Yes b-No

Section three:

Q9:Do you think that writing literature reviews' can develop your knowledge and critical thinking skills?

a- Yes b-No

Q10: In your own opinion, can literature reviews foster critical thinking skills?

- Strongly agree - Agree - Disagree - Strongly disagree

Q11: Do you find that writing literature reviews' interesting?

- Summarize - Synthesis - Analysis - Evaluation


Q12: According to you, what are the best strategies that should be followed in writing a good literature review?


a- Yes b-No


Q13: Do you think that the role of literature reviews is developing critical thinking skills?

a- Yes b-No

Q14: How can we use blooms taxonomy for critical thinking to write good literature reviews

-Demonstrated by activities such as interpreting, classifying, 
inferring, comparing, and explaining.

-Critically evaluates the quality of different research studies 
and make evaluative comparison between them.

-Demonstrated by generating, planning, producing, hypo- 
thesizing, designing, and constructing.

Thank you for your time

Appendix B: Teachers' Semi Structured Interview

Q1: Do you think that writing literature review can improve the learners' critical thinking?

a- Yes b-No

Q2: Do you follow specific strategies to make your learners write a good literature review?

a- Yes b-No

Q3: In Your opinion, do your students know how to be more critical when they write literature reviews?

a- Yes b-No

Q4: Did you experience the underlying advantages of using writing to develop critical thinking skills?

a- Yes b-No

Q5: Do you think that writing literature reviews is necessary for them to develop their critical thinking skills?

a- Yes b-No

Thank you for your time

Résumé

Cette étude vise à renforcer les capacités de la pensée critique à travers des écritures des révisions littéraires. On a supposé que ces écritures des révisions littéraires peuvent développer les capacités de la réflexion des étudiants et pour confirmer cette hypothèse, nous avons suivi une méthode et une version qualitative, consiste de prendre un échantillon des étudiants et des professeurs à répondre au questionnaire et effectuer des entretiens pour recueillir les données et les informations requise cet échantillon consiste 15 participants 3 trois étudiants et 12 douze étudiants qui exercent leurs étude en 2^{ème} année master, et cinq professeurs d'anglais exercent a l'université Amar Thelidji Laghouat. Cette étude est faite durant le 2^{ème} trimestre de l'année universitaire 2018/2019. L'analytique de questionnaire a entraîné des résultats positifs concernant le renforcement des compétences de la réflexion critique à travers les littéraires. Et pour les étudiants qui prisent de position en faveur pour les écritures à travers l'emploi d'une méthode spéciale qui améliore leurs capacités critiques. Les étudiants et les professeurs ont exprimé leurs attentions toute particulières de l'intégration des contrôles littéraires comme un moyen très efficace pour le renforcement des capacités de la pensée critique.

ملخص

تهدف هذه الدراسة إلى تعزيز قدرات التفكير النقدي من خلال كتابة مراجعات أدبية. افترضنا أن كتابة المراجعات الأدبية سوف تنمي قدرات التفكير لدى الطلاب. وسعياً للتأكد من هذه الفرضية قمنا بإتباع طريقة وصيغة نوعية، تمثلت في اتخاذ عينة عشوائية من طلبة ومدرسين للإجابة على استبيان وعمل شبيه بمقابلة بغرض جمع البيانات. تكونت العينة من 15 مشاركا، منهم 3 طلاب و12 طالبة يزاولون دراستهم في السنة ثانية ماستر، و5 مدرسين في قسم اللغة الإنجليزية بجامعة عمار تليجي الكامنة في الاغواط. أجريت هذه الدراسة خلال السداسي الثاني من العام الدراسي 2019/2018. وقد أسفر تحليل معطيات الاستبيان عن نتائج ايجابية حول تعزيز مهارات التفكير النقدي من خلال كتابة المراجعات الأدبية. أما الطلاب فقد تمخضت إجاباتهم عن مواقف داعمة تجاه كتابة المراجعات من خلال استعمال منهج الكتابة الخاص بهم فضلا عن أنها تحسن مهاراتهم النقدية. أظهرت نتائج الدراسة أن لدى كل من المدرسين والطلبة أبدو اهتمام بالغ بدمج كتابة المراجعات الأدبية كوسيلة فعالة في تعزيز مهارات التفكير النقدي.