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Integrating Intertextuality in Teaching Critical Writing in EFL Classes

The Case of Second Year LMD Students at the Department of Letters and English Language - Kasdi Merbah University- Ouargla

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Dedication

To my parents who have always loved me unconditionally

To my dear brothers: Belkhir, Mourad, Ahmed and Lazhar

To my beloved sister and friend: Yamina

To my little birds: Djomana, Mohammed Abdelquiom, and Taha Abdeldjalil

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Abstract

The present study aims at investigating the impact of intertextuality on EFL learners' critical writing. The participants of this research are second year LMD students and their teachers of writing at the Department of Letters and English Language, Kasdi Merbah University Ouargla for the academic year 2017/2018. In order to achieve our aim, we have adopted quasi-experimental and quantitative methods to establish a relationship between variables, to test hypotheses and to accomplish statistical analyses of the results. On the basis of the two designs, the data are collected by means of two questionnaires that are addressed to one hundred and ten students and five teachers of written comprehension and expression; a pretest and posttest are conducted with a sample of twenty five students. The final results revealed the effectiveness of intertextuality in improving EFL learners' critical writing.

Key Words: critical writing, intertextuality, EFL learners, text, argument.

List of Abbreviations

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorate

SD: Standard Deviation

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General Introduction

1. Background of the study

In EFL teaching, the main focus of teachers is developing EFL learners' skills. Unlike the other skills, writing has a significant role since it is the area in which students express their ideas in an adequate time and in a well structured way. English learners need to master writing skills in order to perform different tasks such as writing essays, reports or summarizing articles or books.

Since it is a communicative skill, writing is considered as a main part in EFL syllabus. In fact, this reason is not the only one. Raimes (1983) states that when learners write, they firstly enhance their linguistic knowledge, being adventurous, and discover new things about language; and reinforce their learning via thinking and expressing opinions and ideas. Besides its expressive characteristics, writing is a cognitive process. Learners have more time to think, reflect, prepare, state, make mistakes and find out alternative solutions (Scrivener, 2005). Those mental abilities are significant in writing in general and particularly in critical writing when learners need to argue, judge, evaluate, solve problems, and construct cause/effect relationships. The effectiveness of critical writing in EFL learning urges writing teachers to integrate different kinds of instruction techniques for the sake of enhancing their learners' critical thinking.

In EFL writing classrooms, teachers tend to focus more on form-instruction when grammatical accuracy is a priority. This kind of instruction is essential but not sufficient. In teaching critical writing, learners need to involve all their linguistic abilities and think critically in order to compose their texts. Since critical writing is a productive skill, it grows out of texts that learners read. A controversial text reading can be an indicator for discussion or a written passage which stimulates learners' competencies in creating their own texts (Harmer, 2001). Integrating reading multiple texts in writing classes does not only reveal texts

texture and grammar, but also it enables learners to establish a relationship between different texts, interpret them and create their new discourse. In this case, the juxtaposition of texts or "intertextuality" is at work when texts, media and genres are connected and used as reference to compose another text (Ahangari & Sephran, 2013). The implementation of intertextuality in writing classes can stimulate and improve both critical thinking and writing.

2. Statement of the Problem

Writing is a significant skill that EFL learners need in order to perform different academic tasks such as writing essays, reviewing, and summarizing chapters or books using their own words. EFL learners tend to answer questions, give their opinions, and solve problems via using this skill. Since writing is a communicative skill, learners should be aware of the way of arguing their views and interpreting some issues to produce coherent texts that reflect their critical thinking. Those features enhance the writing ability of students and make it more critical.

Critical writing is a difficult task in EFL learning and teaching. Learners usually experience many difficulties when they attempt to argue some topics or solve problems. Those difficulties do not only stem from the use of text markers and connectives, sentences combining and text coherence, but also from the demand of specific knowledge and skills which are based particularly on critical thinking skills (Oostdam, 2005). In this case, teachers writing struggle to find out suitable procedures and techniques which enhance learners' critical writing. Since there is an interrelationship between critical writing and reading, EFL teachers adopt multiple texts approach or intertextuality as a way to develop learners' writing. In fact, this method can reinforce certain kind of learners' critical thinking as well as their critical writing.

3. Objectives of the Study

The present study has got two objectives:

1- Investigating the impact of intertextuality on EFL learners' writing.

2- Assessing the role of intertextuality in improving learners' critical writing.

4. Research Questions

Since critical writing is an act of creation and expressing ideas, it needs specific kinds of instruction uniquely different from other skills. Integrating multiple texts approach (intertextuality) in writing classroom can affect learners' critical writing. In order to investigate the relationship between intertextuality and EFL critical writing, this study attempts to answer the following questions:

1- Does intertextuality improve EFL learners' critical writing in the classroom context?

2-To what extent does intertextuality affect EFL learners' critical writing?

5. Hypotheses

To answer the questions stated previously, the following hypotheses are formulated:

Alternative Hypothesis (H_1): Intertextuality may enhance EFL learners' critical writing.

Null Hypothesis (H_0): Intertextuality may not enhance EFL learners' critical writing.

● **The Dependant Variable**: Critical Writing

● **The Independent Variable**: Intertextuality

6. Methodology

The present study investigates the impact of adopting intertextuality as an approach to teaching critical writing to EFL learners at university. Thus, second year LMD students at the Department of Letters and English Language at Kasdi Merbah University Ouargla are the target population of study since writing is an important part in their syllabus and it is fundamental to improve their critical thinking.

In order to carry out this research, two questionnaires are conducted as means of collecting data. The first questionnaire is assigned to 2nd year LMD students in order to gather information about their difficulties and their awareness about critical writing. The second is designed to teachers of written comprehension and expression to highlight their points of view as experts on the adopted method.

In this study, the quasi experimental method (One group pretest-posttest design) is adopted in order to comprehend the learners' difficulties in writing critically and to examine the relationship between the two variables of the research work. The experiment is divided into three stages: the pre-test, the training sessions and the post-test. The pretest phase is designed to assess the level of the sample in critical writing without introducing the treatment. Then, after the training sessions, we will administer the posttest to evaluate the effectiveness of the suggested method of instruction.

7. Structure of the Dissertation

The present dissertation consists of two parts, theoretical and practical. The former has two chapters: the first is devoted to explain the concept of intertextuality in EFL. It tackles text's definition, text typology, intertextuality approach, techniques of intertextual approach and the importance of intertextuality. The second chapter focuses on the relationship between intertextuality and critical writing. It includes critical writing definition, the difference

between descriptive and critical writing. It tackles also arguments' writing, critical reading and thinking as basis of critical writing and intertextuality as schemata building for this kind of writing. The practical part is also composed of two chapters. The first one describes the methodology and research design, and the second offers a description and interpretation of findings and results.

8. Definition of Key Terms

Intertexuality: Bazerman (2004) defined intertextuality as "the explicit and implicit relations that a text or an utterance has to prior, contemporary, and future texts. Through such relations a text evokes a representation of the discourse situation, the textual resources bear on the situation, and how the current text positions itself and draws on other texts." (p. 86)

Critical writing: It is a type of writing which requires the use of information to argue a point and prove it. In this kind of writing assignment, learners are asked not only to select appropriate information and describe it, but also to evaluate, interpret and use it to prove a point of view (Wagner, 2002)

Chapter One: Intertextuality in the EFL Classroom

Introduction

Teaching writing is the most difficult task in the EFL context. This difficulty does not only stem from the way of generating and organizing ideas, but also from translating those ideas into readable texts (Richards & Renandya, 2002). For that reason, the employment of intertextuality approach helps teachers in exposing learners to multiple genres and perspectives by which learners can build ideas about texts' characteristics and their interrelationships. In the present chapter, we will discuss the text definition, its types, the textuality standards, and the intertextuality approach and its implementation in the EFL classroom.

1.1 Defining Text

According to Richard & Shmidt (2002), a "text" is a segment of spoken or written language that has the following characteristics:

1- It consists of several sentences hung together to establish a structure or unit such as a report or an essay; or it can be represented in one word.

2- It has distinctive structural discourse characteristics.

3- It has communicative purposes, and it is interpreted in relation to the context in which is located.

A text is an actual use of language. It is distinguished from sentence which is an abstract unit of linguistic analysis. We describe a piece of language as a text if it has been produced for a communicative purpose such as public notices, food labels, menus, newspaper articles, interviews, speeches, reports and so on. Those kinds of texts serve a range of different social purposes: to provide information, to express a point of view, to shape opinions, and to offer

entertainment. All texts, whether simple or complex, are regarded as language uses which are created to refer to something for some purposes (Widdowson, 2007).

Nunan (1993) uses the term "text" to refer to any written record of a communicative event (a piece of oral or written interaction which contains a complete message). This event can include oral language such as casual conversation or written language like a newspaper article or a wall poster. He asserts that a text or piece of discourse is made up of the combination of more than one sentence to form a meaningful whole or convey a coherent message.

However, there are supplemental features of texts which may communicate meaning, even if without using language. For instance, advertisements are designed by written words and images, and their meanings can only be understood by taking into account the relationship between these different parts (Baker & Ellge, 2011). In this sense, the concept of text can be extended to include the domain of film, visual arts, and music to describe any creative work that can be read for meaning (Hodges, 2015).

1.2 Text Typology

The majority of people read different kinds of texts such as poems, stories, letters, and academic articles, but they are not actually writing them. In EFL teaching and learning contexts, it seems very difficult to determine which types of texts are useful. In this case, according to syllabuses and examinations demands, teachers tend to focus on specific texts' typology namely narrative, descriptive, expository and argumentative (McCarthy, 1991).

1.2.1 Narrative Texts

Narrative texts are represented by stories, novels, poetry, biographies, and even news reports. These kinds of texts are written for different purposes such as narrating personal

experiences, for academic purposes or everyday life events. Narrative texts tell stories to teach lesson, explain an idea, or make someone involved emotionally in their events (Fawcett, 2011). All narrative texts generally are based on four characteristics which are characterization, plot, setting and theme. Characters are the core of each story in which the author invites readers to participate in their experiences, the plot is the sequence of events that characters perform to build the meaning of the story, the significance of events or the lesson is called a theme, and where all this occurs in terms of place, time and weather is a setting (Wagner, 2002).

1.2.2 Descriptive Texts

Unlike narrative texts which focus more on events that happen and use time order, descriptive texts look to how something or someone looks and uses space orders. In these texts, the author visualizes to the reader what he/she sees, hears, tastes, smells, and feels. The good descriptive text is regarded as a "word picture" by which the author pushes readers to imagine objects, persons, or places in their minds. The writer, in this case, paints a picture that can be seen clearly in the mind of the reader (Oshima & Hogue, 2007). Through a descriptive text, the writer communicates his/her view of the world to the reader. In this case, if readers understand the writer's view they accept his/her observations, judgments and conclusions which reflect the importance of writing an effective description (Kirszner & Mandell, 2012)

1.2.3 Expository Texts

This kind of texts is usually represented by speeches, textbooks, magazines, newspapers, science journals, essays, and articles. Expository texts are characterized by a subject-oriented style, i.e. the author's main focus is to explain things about a given subject or topic. The main characteristics of expository texts are the use of clear reasons, facts, cause and effect relationship, and illustration. Unlike the descriptive texts which describe the topic

from one subjective point of view, expository texts focus on explaining external subjects, situations, or processes on the basis of objective and neutral facts. In other words, in this kind of texts, the writer accounts for why and how something occurs and extracts the meaning of a theory, an argument, or other messages (Cottrell, 2005).

1.2.4 Argumentative Texts

Argumentative texts are the most common in academic contexts, university and college. They are also frequent in daily life in the form of commercials and advertisements. The argumentative text's author attempts to convince the reader that his/her point of view is valid. To achieve that, the writer constructs and develops arguments that enhance his/her ideas (Crème & Lea, 2008). Those arguments can be supported by facts, referring to an authority (experts), examples, predicting the consequences, and answering the opposition (Fawcett, 2011). The writer, in this kind of texts, tends to discuss conflicting views of such topics and evaluate them critically. It is considered as a difficult text since both the reader and the author involve in complex processes of analyzing different opinions, facts, and ideas in order to produce the argumentative text or perceive its meaning (Baily, 2011).

1.3 Textuality Standards

De Beaugrandee & Dressler (1981) state that a text will be defined as a communicative event which involves seven standards of textuality. The text is regarded as non communicative if those standards have not been satisfied, and it is treated as non- text. Those standards are cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality.

1.3.1 Cohesion

Cohesion is a significant standard that concerns the ways in which surface text's elements, the actual words we hear or read, are mutually connected within a sequence. Those elements depend upon each other according to grammatical devices and conventions (De Beaugrandee & Dressler, 1981). In other words, cohesion is sequences of utterances which hung together contain what is called text-forming devices. The latter are represented by words and phrases which enable the writer or speaker to build relationships over the utterance boundaries, and to connect sentences together in the text. Linguists tend to categorize cohesion in four different types: reference, ellipsis, conjunction, and lexical cohesion (Nunan, 1993).

Reference refers to the process whereby terms such as personal pronouns, demonstrative pronouns, adverbs and articles link parts of a text that have the same referent (Meyer, 2009). Ellipsis is those constructions for removing a clause or a part of the clause in context when the content can be assumed. Conjunction, also, is another cohesive device. It includes linkers that connect sentences to each other. Furthermore, lexical cohesion is considered as a complement of grammatical cohesion (reference, ellipsis, conjunction) which comprises synonyms and collocations (Martin, 2015). These cohesive ties are very important since they determine the structure of the writer's ideas and their number reveals if the text is well- written or not (Yule, 2010).

1.3.2 Coherence

In spite of their significance in creating texts' unity, cohesive devices are not sufficient. According to Cook (1989), formal links reinforce the unity of a text or discourse but they cannot, on their own, create its meaning. In other words, establishing the meaning of a coherent text requires the involvement of other factors beyond the text boundaries. A stretch

of language or text is regarded as coherent discourse if it can be related to extra-linguistic contexts, social realities and interpersonal schemata that readers or listeners are familiar with in their socio-cultural world (Widdowson, 2007).

Yule (2010) states that the core of coherence is not existing in words or linguistic constructions, but it is something that is found in people. The process of making sense of written or spoken discourse is the work of people. They attempt to interpret a text in relation with their experience of the world. In fact, this ability is a small part of that general faculty they have to make sense of what they perceive or experience in the world. Through the knowledge of the world, people would have to establish meaningful connections that are hidden between words and sentences and give an interpretation of all discourse.

1.3.3 Intentionality and Acceptability

In order to produce a cohesive and coherent text, one follows Grice's maxims and develops the notion of speech acts to reach the aimed intention. Intentionality subsumes the intentions of text's producer, i.e. a text should be intended by the author as a text and accepted by the reader as such to achieve a communicative interaction. On the other hand, acceptability is related to the receiver's attitude in communication, i.e. receivers should accept a stretch of language as a coherent text capable of utilization (De Beaugrandee & Dressler, 1981).

1.3.4 Informativity

Texts consist of information, and the main characteristic of a text is informativity. De Beaugrandee & Dressler (1981) believe in the new and unexpected notion of presentation in defining informativity. They use the term informativity to indicate the extent to which a text receivers look to the presentation as new or unexpected.

1.3.5 Stuationality

Texts are provided with a degree of relevance or situationality in so far as they hold a certain communicative purpose and connect discourse to the situation. This is based on the receiver's recognition that a text is an act of direct communication, i.e. an act of deliberate communication in which the producer not only intends to convey a particular message, but also helps the receiver in recognizing this (Blackemore, 2001).

1.3.6 Intertextuality

Intertextuality refers to the process of incorporating words from one text in another text in a great variety of different ways. It can be a direct or an indirect quotation, or just alluding what hearers or readers in the knowledge will realize are words from other sources (Gee, 2005). In other words, intertextuality embodies the ways in which the production and reception of a certain text depends upon the participants' knowledge of other texts (De Beaugrandee & Dressler, 1981). This concept argues the idea of all writings, speeches and signs emerge from a single network or as Vigotsky called a "web of meaning". Examining a text intertextually means looking for traces of other texts which the writer or the speaker imitates and sews together to create new discourse (Porter, 1986).

1.4 Intertextuality Approach

Texts, as a communicative event, are considered by modern theorists as lacking of independent meaning. They create what scholars call "intertextual". In the reading process, readers are thrust into a network of textual relations. Those relations help in interpreting a text or discovering its meaning or meanings. A text's meaning is built by all other texts to which it refers or connects, and they become the outcome of intertextual process (Allen, 2000). Bazerman (2004) defines intertextuality as "the explicit and implicit relations that a text or an utterance has to prior, contemporary and potential texts" (p, 86). He states that through those

kinds of relations a text stimulates representation of the discourse situation, the textual resources that sustain the situation, and how the present text locates itself and draws on other text. In this sense, intertextuality is a crucial aspect in every text. It is about the interaction of various texts keeping a dialogic relationship between them in which one text dwells and echoes within another text creating a new effect (Mulatsih & Rifki, 2012).

The idea of intertextuality was originated in the twentieth century in the seminal work of Ferdinand de Saussure. His focus on the systematic features of language established the relational nature of meaning and thus text (Allen, 2000). Later, this notion was discussed by the poststructuralist, Kristava, who described the concept of intertextuality as the relationship between text, writer and reader (Armestrong & Newman, 2011). Kristava assumed that intertextuality existed as a universal phenomenon that clarifies the communicative interconnections between a text and context (ibid, 2000). The notion of intertextuality is said to have crossed from cultural literary studies to applied linguistics by means of De Beaugrandee and Dessler's "standards of textuality" in which they focus on the factors that make the production of one text dependent upon knowledge of one or more previously encountered texts (Peter, 2015).

The concept of intertextuality generally discusses how sociocultural context is significant and connected to any specific text and how the rules of a particular genre affect the perception and production of a text. In other words, intertextuality helps learners to focus on the text's ideas and views rather than its wording and linguistic features. It aims to display a context-specific comprehension of a text, while explaining the existence of other possible meanings in the background knowledge (Mansooji & Mohseni, 2016).

Intertextuality has a great effect on many facets of learners' composition pedagogy. It enhances writing across the curriculum as a method for introducing students to different

discourse regularities. It asserts the value of critical reading as the basis of classroom's composition. intertextuality, also, requires rethinking about the idea of imitatio and consider it as an important stage in the linguistic development of learners' writing (Porter, 1986).

1.5 Techniques of Intertextual Representation

According to Bazerman (2004), since intertextuality is an aspect of using different texts, it can be recognized through certain techniques by which the new text's writer uses the others' utterances in order to construct his/her text's identity.

1.5.1 Direct and Indirect Quotation

Direct quotation, on one hand, is the most explicit technique. It is labeled by quotation marks, italics, or other forms apart from the present text utterances and words. It holds the original texts' words without any modification by the second writer. The latter should identify which utterances will be quoted, where they are snipped and in which context will be used (Bazerman, 2004). On the other hand, indirect quotation is not merely a repetition of what the original text's utterances said, but it is a process of rewording and reproducing the meaning of the writer's words from the second writer's perspective (Fairclough, 2003).

1.5.2 Paraphrasing

Paraphrasing is a process of reformulating the others' original ideas and opinions via using the writer's own words. It is a legitimate way to include the original texts' utterances in the new text, introduced in new forms (Karapetyan, 2006). In this sense, paraphrasing is a sort of modification in the original text form without changing its meaning (Baily, 2003). This technique proves the involvement of cognitive processes which help writers in grasping the source text meaning. Unlike the direct quotation, paraphrasing can be represented by different

ways such as changing vocabulary and using synonyms, and changing words class and order (Baily, 2011).

In EFL classes, learners use paraphrasing when they present the information from the original text or source without using its exact words. It is a useful tool when learners tend to simplify a difficult text and make it more understandable while still keeping the same meaning of the original text. In this case, learners should not use the same language and syntax of the source, and they should avoid including their own analysis or opinions since they can distort the whole text' meaning. Therefore, the idea of paraphrasing is to convey thoughts and emphasis the source but not to reproduce its exact words or sentence structure (Kriszner & Mandell, 2011).

1.5.3 Summarizing

A summary is one aspect of intertextual representation in any written work. It includes the original texts' main ideas and supporting points of a long text in a short form (Fawcett, 2011). Summarizing, in academic contexts, is considered as a vital skill since it helps learners and researchers in understanding the core of different perspectives and ideas, and condense them in one short text (Baily, 2011).

1.5.4 Commenting and Evaluating

Evaluating others' works or texts seem to be a difficult task. Unlike paraphrasing and summarizing which reformulate others' utterances, evaluating creates opinions and comments critically on others' texts. It is based on making a judgment about what writers said or wrote. The reader, in this case, should analyse and evaluate different perspectives or points of view relying on certain reasons which consolidate his/her judgment. This technique may involve

the description of different opinions and attitudes and balancing one view against the other, i.e. the reader has to build a critical reflection and a systematic analysis (Crème & Lea, 2008).

1.6 Intertextuality Approach in EFL

Since the text is a permutation of other texts, intertextuality is a fundamental feature in every text. In this sense, a text creates its identity from the past citation referring to further elements within the cultural contexts in which it is created (Mulatsih & Rifki, 2012). Intertextuality uses, as Lenski (1998) states," both prior mental models constructed during past reading events and expectations of future mental models to shape current processing texts" (p.72). According to this opinion, intertextuality can be considered as an instructional approach in EFL classrooms in which teachers provide learners with multiple texts from multiple genres connected by single threads, or intertextual instruction (Finley, 2015). This process gives learners the opportunity to enhance their background knowledge, make connections across texts, and develop multiple perspectives and their critical thinking skills (Armestrong & Newman, 2011).

Using different kinds of texts in EFL classrooms means exposing students to multiple perspectives on a topic rather than being limited to a single view presented in one text. This characteristic is essential for ensuring good instruction (Robb, 2002). Intertextuality, then, allows learners to establish connections or relationships between what has been read and what has previously been known about a topic or an issue. It includes the analogical of one's background knowledge on a certain subject and the new experience, and enables learners to compose information among multiple texts on the same topic (Armestrong & Newman, 2011).

The knowledge of multiple opinions and views has a great effect on learners' perception and production. In EFL classrooms, critical thinking, reading, and writing have to be taught as

significant skills that learners need to acquire in order to learn how to reason, argue, and solve problems logically from different perspectives. These entire skills make learners use the evidence they have collected for their arguments, think openly, and express their opinions about issues in their writing (Ahangari & Sephran, 2013). In negotiating the meaning of a particular text, students are involved in complex cognitive processes in which they retrieve related meanings they have gathered from other texts as well as their daily life experiences. After that, learners compare, predict, and evaluate this information critically. In this case, intertextuality establishes a bridge and a channel between learners critical thinking and their language skills whether they are receptive or productive (Bhak & Massari, 2009).

Conclusion

In sum, Chapter One discussed intertextuality approach and its importance in the EFL classroom. The integration of intertextuality, as an instructional approach, in EFL contexts helps teachers in consolidating learners' critical thinking which affects in its turn the effectiveness of both reading and writing and makes them more critical.

Chapter Two: Intertextuality and Critical Writing

Introduction

Writing, as a complex cognitive skill, needs extensive and intensive practice not only with writing itself, but also with other skills and materials needed for effective writing (Grabe & Stoller, 2009). Unlike other types of writing in which learners write superficial ideas based on general information, critical writing reveals the learner's critical thinking skills. In this case, there is a relationship between implementing intertextuality approach in writing classrooms and the development of learners' critical writing. For this reason, Chapter Two will highlight the different definitions of critical writing, the difference between descriptive and critical writings, and the main difficulties in this kind of writing. Also, it will cast light on arguments' writing and critical thinking and reading as the basis of critical writing, and it will explain the role of intertextuality in schemata building.

2.1 Defining Critical Writing

Critical writing is a type of writing which requires the use of information to argue a point and prove it. In this kind of writing assignment, learners are asked not only to select appropriate information and describe it, but also to evaluate, interpret and use it to prove a point of view (Wagner, 2002). It is regarded as a means for learners to discover and enhance their comprehension of the subject knowledge, as well as, a way for teachers to assess their students' understanding and engagement with the subject (Vyncke, 2012). It is an important part in writing an assignment. When EFL learners write their assignment, they rely on definite purpose which is a question response. An important part in answering a certain question is convincing the reader that it is correct. To achieve that, learners tend to give facts and present evidence which form their academic arguments (ibid.).

The main characteristic of critical writing is developing ideas in an argumentative form via using texts or other artifacts as a medium for developing these ideas. In this sense,

effective critical writing requires strong and clear arguments which are the core of this kind of writing (Lunsford, et al., 2007).

2.1.1 The Nature of an Argument

An argument, in academic writing, is usually the main idea in the piece of writing, and it is often called "claim" which is supported by evidence and facts. Claims are those statements that express point of views or beliefs about certain issues or topics. The distinction between a claim and other sorts of statements is based on the knowledge of the claim's possibility, i.e. the claim is about the possibility of truth or falsehood not about whether the claim is true or not (Allen, 2005). According to Mayberry (2008), an argument "is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts. While arguments rarely prove a conclusion to be absolutely true, they do demonstrate the probability of that conclusion." (p.4). An argument, therefore, is a kind of reasoning which seeks to build a thesis or a claim by providing reasons for accepting the conclusion. Thus, every argument should contain both a thesis and one or more supporting reasons (Barnet & Bedau, 2013). In this sense, writing a good argument is based on taking a strong and definite position, presenting good reasons and supporting evidence to defend the position and considering and acknowledging the opposing views (Anker, 2010).

2.1.2 The Importance of an Argument

It is very important in EFL contexts to express points of view or opinions. In writing classes, learners need more than presenting information or facts they have gathered or discussed in classroom. EFL teachers call learners to question some issues, defend them, refute them, or offer some new views of their own. In this case, learners have to select a point of view and provide evidence; in other words, use arguments, to shape a certain issue and offer their interpretation to that issue. An argument, thus, is an effective way to consolidate

learners' critical writing. It is based on the justification of its claim by clear reasons, it is considered as both a process and a product in which learners discuss two or more opinions to answer a particular issue; and it combines truth seeking with persuasion by examining all sides of the topic and convincing readers (Ramage, et al., 2016)

2.2 Critical and Descriptive Writings

Critical and descriptive writings are two paradigms in EFL writing classrooms. The descriptive writing, on one hand, tends to describe something or someone without going beyond superficial characteristics. It can be presented in different contexts such as a setting of the research, a general description of a piece of literature, or art, and a brief summary of historical events. Descriptive writing is a passive skill since it does not develop arguments. Learners in this kind of writing describe the background or the situation in which arguments can be developed without analysis or discussion (Mayberry, 2008).

On the other hand, critical writing is more challenging and risky. With this kind of writing learners are involved in academic debates in which they need to reason the others' evidence and arguments and to discuss their own. Learners need to take into consideration the value of others' evidence and arguments, comment upon negative or positive aspects, evaluate their significance in constructing the learners' arguments, and identify the way that they can be matched to their arguments (ibid.)

2.3 Critical Writing Difficulties

In spite of its significance, critical writing is regarded as a difficult skill in the EFL classroom. According to Vyncke (2012), the introduction of an argument is the key parameter of effective and successful critical writing in advanced EFL classes. However, this feature cannot be expressed successfully due to the lack of subject knowledge, the absence of learners' voice or authorial voice, and the ignorance of essay genre.

2.3.1 Subject Knowledge

Adequate subject knowledge is an essential requirement in creating and developing arguments. Since learners cannot think critically about a topic they know nothing about, critical writing is dependent on sufficient subject knowledge. Therefore, the lack of topic knowledge is an obstruction in developing clear arguments and critical dimension in writing.

2.3.2 Authorial Voice

Authorial voice is summarized as the writer's distinctive presence in his\her text, i.e. the extent to which the writer gives the impression that s\he the author of the text. This characteristic is regarded as a significant component of successful writing, but it is rarely expressed explicitly to students. In academic contexts, learners avoid to express their points of view in an explicit way in order to produce an impersonal discourse. However, it is important to inform learners about their voice significance in making a balance between their own opinions and the others' points of view.

2.3.3 Essay Genre

In EFL writing classrooms, learners need to do more than learning and acquiring knowledge. They need to produce and recreate knowledge by using the rhetorical tools of an argument in a well structured way. The structured argument is represented in the form of an essay or a long composition. The majority of EFL learners ignore the rhetorical structure of an argumentative essay. When learners fail to accomplish this task, this is because they cannot understand the framework of an argumentative essay. Therefore, it is the task of the instructor to clarify the purpose and the rhetorical conventions of essay genre.

2.4 Writing Arguments

In EFL classrooms, an argument is a way of creating beliefs, changing minds, and affecting perceptions. EFL learners spend a long time and energy arguing for one interpretation, point of view and against another. To argue means to build reasons for or against something and to consider the pros and cons of a particular issue or topic. Writing a successful argumentative text needs presenting the issue, explaining the writer's standpoint or claim, introducing evidence that support this claim, and considering the opposing views (Fulwile, 2002).

2.4.1 Issue

An issue is a problem that requires solutions. In order to consider an issue or an idea as an arguable topic, it has to be debatable with two or more sides. If there is a lack of debate, disagreement, or difference in a view, then the argument does not exist. Also, each side of the issue needs trustworthy supporters. In other words, to be worth bothering with, the debate needs to be real and the resolution in doubt. The issue should be small and narrow since the smaller the topic, the more chance for learners to write their arguments and to make their voice heard (ibid.).

2.4.2 Claim (Argumentative Thesis)

When writing an argumentative essay, learners have to take up a clear standpoint or a claim. The latter helps learners in expressing their positive or negative position with respect to an opinion. They can explain their positions in a standpoint with the help of different kinds of markers such as "I think" and "according to me" (Oostdam, 2005). A good argumentative thesis states an idea that at least some people will refute. If the learner attempts to argue a self-evident statement or idea, it will be something pointless. Also, it is very important, when reformulating the argumentative thesis, to clarify with regard to which opinion the learner has

taken a particular standpoint, pros or cons (Kirszner & Mandell, 2012). In the classroom context, when students are asked to support or refute a claim, their cognitive abilities, from the start, are oriented toward analysis and argumentation and beyond chronological or descriptive writing (Bean, 1998). Also, when writing an argumentative text, the claim should be presented early in the essay. This can help readers to know the writer's point and assess the relevance of his/ her claims. Moreover, the argumentative thesis gives an idea about the way the writer plans to defend his/her claim and how s/he organizes his/her essay (Bassham et al., 2011)

2.4.3 Evidence

In order to make their claim more logical, learners need to present evidence. It is the information that supports a claim and persuades readers to believe it. Evidence can be a fact which is a thing upon which everyone, regardless of personal experience or values, agrees or inferences which are the generalizations or meanings the learner establishes from an accumulation of facts. It can be experts' points of view in a particular field. Their testimony is good evidence because readers trust their knowledge. Personal testimony is also credible evidence since it comes from a person with direct experience of an event or situation (Fulwile, 2002). Additionally, evidence should have three criteria which are relevance, representativeness and sufficiency. It should be relevant, i.e. it supports the thesis and it is pertinent to the argument. Also, it should be representative by representing the full range of opinions about the subject not just one side. Moreover, evidence should be sufficient, i.e. it includes enough facts, opinions, and examples to support the claim (Kriszner & Mandell, 2011)

2.4.4 Opposing Arguments

In writing an argumentative text, it is a mistake to neglect points of view that conflict the learner's claim. Acknowledging others' viewpoints strengthens the learner's position and gives the impression that s/he is a reasonable person, willing to tackle an issue from all sides. Learners have many ways to mention the opposing argument in their essays. One effective technique is to cite the opposing viewpoint in the thesis statement. In this case, learners should divide the thesis into two parts. In the first part, they acknowledge the opposing side's arguments, and in the second, they state their claims, suggesting that they are the strongest. Another effective way is to write a passage, in the introduction, which consists of two or more sentences to grant the counter arguments. The third technique is to summarize the opposing arguments in a separate paragraph within the essay's body. In order to do this successfully, learners should investigate about those opposing arguments. The summary of the other side's viewpoints will persuade readers that learners have looked to the issue from all angles before deciding their standpoints. However, acknowledging others' ideas and presenting the learner's arguments are not sufficient. When learners deal with a topic that readers feel strongly about, they need to rebut the opposing arguments. That is to say, they should point out problems with those opinions to show the opponents' arguments weak points (Langan, 2008).

2.5 Using Deductive and Inductive Arguments

In writing arguments, learners move from evidence to a conclusion in two ways. The first is called deductive reasoning in which learners move from a general assumption or premise to a specific conclusion. A syllogism is the basic form of deductive arguments which consists of a general statement, a specific statement and a conclusion. Furthermore, the inductive reasoning proceeds from individual observations to a more general conclusion and uses no strict form. On the other hand, learners usually deviate from these logical relations

when writing their arguments and they have been the victim of informal fallacies. The latter usually involve a faulty relationship between an argument's claim and its supports. The awareness of this aspect is useful when the learner examines the relationship between his/her claim and its support (Mayberry, 2008).

2.6 Critical Reading and Thinking as Critical Writing Underpinnings

Since the writer is a good reader and thinker, it is very significant to cast light on the relationship between those triangular skills: reading, thinking and writing. Critical writing in the EFL context is enhanced by effective critical reading and thinking. For this reason, they represent the basis of this skill.

2.6.1 Critical Thinking

Mason (2008) states that "critical thinking is constituted by particular skills such as the ability to assess reasons, weigh relevant evidence, or identify fallacious arguments" (p.2). It is a cognitive activity in which people involve in mental processes such as attention, categorization, selection and judgment. In other words, critical thinking is a complex process which includes a range of skills (Cottrell, 2005):

● Identifying others arguments and conclusions.

● Evaluating the evidence for alternative points of view.

● Weighing up opposing arguments and evidence fairly.

● Enabling readers to read between lines, and identifying false or unfair assumptions.

● Reflecting on issues in a structured way, bring logic and insight to bear.

● Drawing conclusions about the validity of arguments, based on good evidence and sensible assumptions.

● Presenting a point of view in a structured, clear way that convinces others

Critical thinking does not only make arguments, but also it involves in the background of an argument, encouraging thinkers to pay attention to the social context that operates around learners. This context shapes the learners' understanding of the world and themselves (Vallis, 2010). In writing classes, being a serious thinker and writer require some steps such as attentive reading, selecting important ideas and points, noticing key terms and summarizing important quotes, writing a personal response about the text, making an academic connection with others' opinions, and writing a well structured composition (DasBender, 2011). Furthermore, critical thinking helps learners to learn different skills which enhance their classroom performance. These skills include understanding of others' arguments and believe, evaluating those arguments critically, and developing and defending the student's well supported arguments (Bassham et al., 2011). Implementing critical thinking skills in learners' compositions makes them more active and meaningful. It shifts the learners' writing from a descriptive basis to critical one (Khodabakhsh et al., 2013).

2.6.2 Critical Reading

One of the ways of writing successfully in EFL contexts is the ability to integrate the important points of what learners read into their writing. Doing this is necessary to clarify what learners have read, and it in itself entails active and focused reading (Crème & Lea, 2008). Critical reading, in this case, is a different kind of ordinary reading in which skimming and scanning are the main strategies. The latter are useful in determining and developing general information about a topic and they result in more superficial reading of the text. However, critical reading requires the focus more closely on certain parts of the material. It

also involves analysis, reflection, evaluation and making judgment. It includes reading between lines and it is slower than that is used for obtaining general background information (Cottrell, 2005).

In order to understand the process of critical reading, learners should use active reading strategies, i.e. they participate actively in the process of reading. To do that, learners should firstly determine their purpose in order to understand the kind of information they will obtain and the way of using this information. They also need to preview the text in which students attempt to find out the writer's main idea or claim, key supporting points, and general emphasis. In this stage, learners should take care of visual and verbal signals. When students read and reread the text, they will react and develop opinions about the writer's own ideas. Those thoughts should be recorded by annotating which helps learners to ask questions, argue with the writer's points, suggest parallels with other texts or from their experiences, and comment on his/her style or word choice. Those annotations can be summarized in learners own words to make the text's ideas more accessible and useful to them (Kirszner & Mandell, 2012).

Critical reading aims to provide learners with ways which make them more confident readers. It is very efficient when learners read texts that include cultural and ideological assumptions which are interpreted upon a sociocultural context. Those kinds of texts are presented in news reports, magazine articles, political speeches and even some short stories and novels (Ebrahimi & Rahimi, 2013). In this sense, critical reading has a great effect on EFL writing skills. It prevents learners from misleading unreasonable arguments. It also enhances the learners' critical writing since the more they read others' arguments the more they can write effectively (Mayberry, 2008).

2.7 Intertextuality as Schemata Building for Critical Writing

EFL learners, as Krashen's Input Hypothesis (1985) claims, learn a foreign language through the exposure to great amount of relevant and meaningful texts and materials. Reading exposure, in this case, enhances not only reading comprehension and vocabulary acquisition, but also develops writing styles. That is to say, through reading, learners have the opportunity to expose to well- structured texts that help in building their writing schemata (Escribano, 1999). Intertextuality, as an instruction approach, contributes in analogical process of building schemata that are presented by supplemental texts. A block foundation (Figure 1) is a metaphor which helps in understanding this concept (Armestrong & Newman, 2011).

Supplemental text			Supplemental text		
Existing schema		Existing schema			
			Existing schema		
	Existing schema	Existing schema			
Existing schema		Existing schema			Existing schema
Existing schema			Existing schema		
	Existing schema				Existing schema
Supplemental text			Supplemental text		
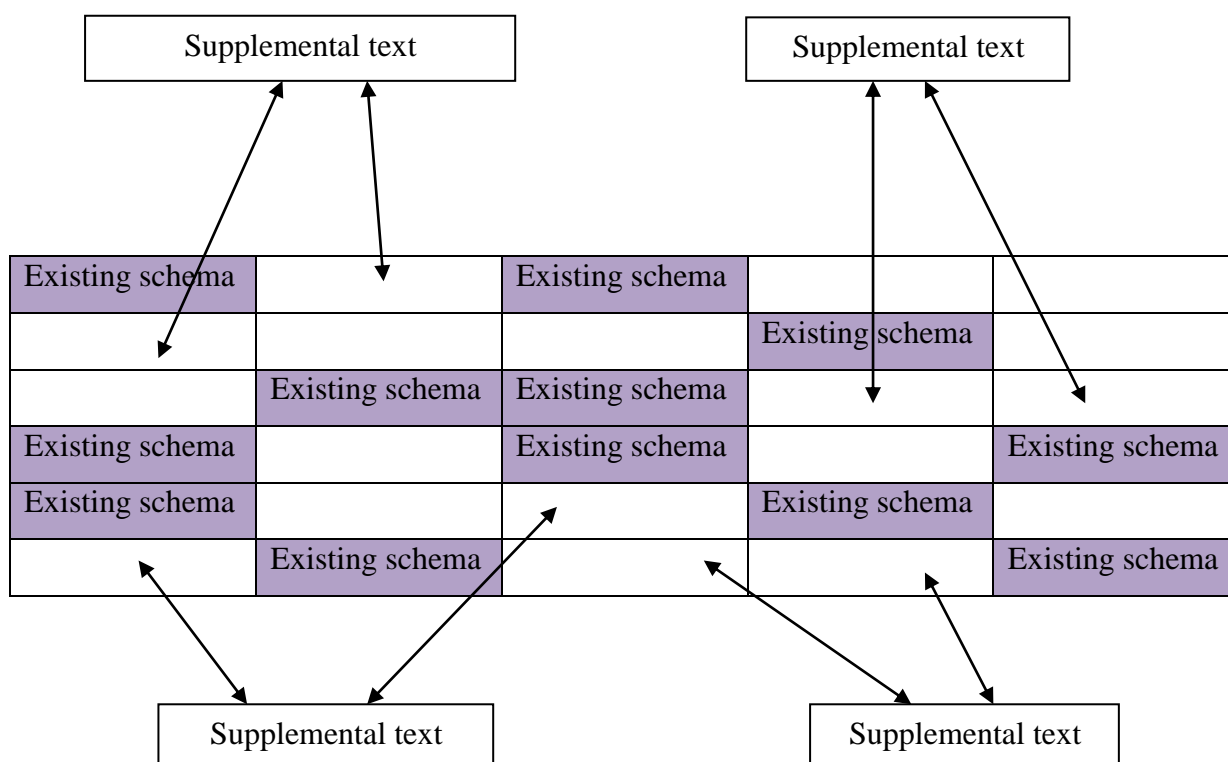
Figure 1: **Foundation Metaphor for the Schema Building Process (Armestrong & Newman, 2011).**

Foundation Metaphor explains how a learner conceptualizes and comprehends particular materials. The more this foundation is stronger, the more a learner continues to build schemata on the basis of this support. Since learners' understanding and production of a

particular text require more than the existing schemata and prior knowledge, supplemental texts (including multimedia, texts and pictures) introduce the discussion at appropriately timed moments and anticipate students' gaps in prior knowledge. They offer additional knowledge required to occupy the gaps in learners' foundation of comprehension. This foundation becomes stronger with each additional block of schemata.

In this sense, EFL teachers should present intertextual reading and learning materials to students in order to provide background knowledge about a particular topic. This process helps learners in discussing different ideas about any topic, linking their prior knowledge about an issue with the new one, evaluating the new evidence and ideas, and writing effectively about the topic (Armestrong & Newman, 2011).

Conclusion

In brief, Chapter Two was devoted to discussing the main characteristics of critical writing, its difficulties, its importance, and its relationship with intertextuality approach. Critical writing is a significant skill in the EFL context since it does not only improve learners' writing style, but also it is needed in the building of an effective cognitive competence that helps EFL learners to be critical thinkers, readers and writers.

Chapter Three: Methodology and Research Design

Introduction

Chapter Three is devoted to methodology and research design. It presents the sample of the study. Also, it gives a detailed description of data collection instruments, and it tackles the way of data analysis. This chapter concludes by mentioning the validity and reliability of the research.

3.1 Research Design

In order to answer the research questions of the present study, two methods are selected, quasi- experimental or one-group pretest and posttest, and quantitative. Due to the nature of this research, the two designs are the most appropriate. The quasi-experimental design is helpful since it seeks to establish a relationship between variables regarding causation, i.e. the change in the dependant variable (critical writing) occurs following the introduction of the independent variable (intertextuality). Additionally, the quantitative method uses statistical analysis to obtain findings. The main features of this method are the use of systematic measurements and statistics (Marczyk et al., 2005). On the basis of these methods, the data are collected from two questionnaires that are addressed to both teachers and students. Then, an experimental study was conducted through a pre-test, two sessions, and a post-test. The experiment allows the researcher to observe and identify the change at the level of learners' performance in critical writing.

3.2 Population and Sampling

In order to accomplish the present research, we select the sample of study which includes both students and teachers at the Department of Letters and English Language, Kasdi Merbah Univesity Ouargla. Our aim is to collect information about critical writing

importance, nature and difficulties; and about intertextuality approach from students as the sample of study, and from the departments' teachers as experts.

3.2.1 Students' Sample

This study has been conducted on second year LMD students at the Department of Letters and English Language, Kasdi Merbah Univesity Ouargla. The sample selected for the quasi experimental study consists of twenty five (25) students registered for the academic year 2017/2018. They are selected randomly to represent the whole population and to ensure the consistency of the results. They have been chosen since written comprehension and expression is an important module in their syllabus, and they fail when they write critically.

3.2.2 Teachers' Sample

To carry out this study, a sample of five (05) teachers of written comprehension and expression at the Department of Letters and English Language, Kasdi Merbah Univesity Ouargla has been selected. They are chosen randomly from the whole population of teachers. They have contributed in this study as experts and they give their points of view about critical writing and intertextuality approach.

3.3 Data Collection Instruments

In order to achieve the objectives of this research, the quantitative and qualitative data were collected by means of two questionnaires. The first is addressed to students and the second to teachers. In addition to that an experiment is designed which consists of a pre-test, two training sessions and a post-test. The two questionnaires and the quasi experimental study are administered in the second semester (March and April 2018) of the academic year 2017/2018

3.3.1 Students' Questionnaire

Questionnaires are tools of collecting data which allow researchers to gather information that learners able to report about themselves such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities (Macky & Gass, 2005). In this sense, the students' questionnaire is administered to one hundred and ten (110) second year LMD students in March 2018. This questionnaire is designed in order to gather information about students' needs and attitudes towards critical writing. It consists of three main sections (Appendix A). The first section includes four questions about students' attitudes towards writing skills in general (questions' items: 1, 2, 3 and 4). The second section consists of six questions and tackles students' awareness of critical writing (questions' items: 5, 6,7,8,9 and 10). Then, the last section comprises seven questions about students' awareness of intertextuality and their suggestions to improve their critical writing (questions' items: 11,12,13,14,15,16,17 and 18).

3.3.2 Teachers' Questionnaire

Teachers' questionnaire is also administered in March 2018 to five (05) teachers of written comprehension and expression. It includes two (02) main sections (Appendix B). The first section presents teachers opinions about critical writing, and it consists of six questions (questions' items: 1, 2,3,4,5, and 6). The second section includes five questions about intertextuality and critical writing, and teachers' suggestions to improve EFL students critical writing (questions' items: 7,8,9,10,11, and 12).

3.3.3 The Pretest

The pre-test is the first step in designing the quasi- experimental method. It is administered in the same period as well as the two previous instruments. It is conducted in

order to diagnose the learners' level in critical writing before introducing the treatment. It shows their weaknesses and difficulties when they write an argumentative essay. In the pretest, the researcher asks students to answer a controversial question about the internet in the form of an essay in 90 minutes (Appendix C). The selected topic is familiar, and students have general knowledge about it. The pretest is corrected on the basis of an argumentative essay rubric (Appendix H)

3.3.4 The Training Sessions

After conducting the pretest and getting students' scores, the researcher designs two lessons in which weaknesses and difficulties are taken into consideration. They are conducted in April 2018. The two lessons plan sheets include the researcher's name, students' level, time allocated, materials, and objectives. They consist of four stages mentioning each stage's time. During these sessions, students are exposed to a variety of texts (Appendix F) which are selected to fit with learners' level.

3.3.4.1 Lesson Plan One

The first session (Appendix D) aims to help students in understanding what an argument is, making an intertextual relation between texts' arguments, and writing their own arguments on the basis of those texts. In the first stage, that lasts 15 minutes, the teacher provides students with a picture about the internet in our life; then she asks them to extract ideas from it. Learners, in this case, infer arguments from a visual text then they write some of them on the board. At the beginning of the second stage, the teacher discusses and explains that those ideas are called arguments. After that, she hands out an essay about the same topic (The growth of the world web), and asked students to find out the same arguments as those in the picture and write their comments. This stage endures 15 minutes and aims to help students build an intrrertextual relation between printed and visual texts' arguments.

The third stage lasts 20 minutes in which the teacher divided students into groups and distributes another text which is a passage from an article entitled Do Digital Natives Exist? The students' task is discussing and establishing a connection between the three texts in terms of topic and arguments. The aim of this stage is to make an intertextual relation between multiple texts' arguments. The last stage of this session is devoted to writing. It lasts 30 minutes in which the teacher writes a question (Does internet affect the educational system?) on the board, and asked learners to outline their arguments answering this question. In this stage, each group of students write an outline; then they compare them. At the end of the session, the teacher summarizes and defines argumentative writing.

3.3.4.2. Lesson Plan Two

As well as the first session, the second one (Appendix E) lasts 90 minutes. It aims to make students understand and write an argumentative essay. The lesson consists of four stages. In the first stage, the teacher gives a brief review of the last session, then she distributes two essays entitled "Stopping Youth Violence: an Inside Job" and "Teenagers and Job". She asks students to find out the two texts' claims. Since arguments should be supported, students' task, in the second stage, is to identify how writers support their ideas (definitions, examples, quotes). This stage lasts 15 minutes and it aims to understand the way of supporting arguments by making an intertextual relation between the two essays.

At the beginning of the third stage, the teacher explains the way of supporting arguments and the kind of conjunctions used in this task. Then, she asks learners to give their opposing points of view about essays' arguments, and compare them with those in the two essays. She aims to help students in understanding the opposing claims via using intertextual connections between essays. At the end of the this stage which lasts 25 minutes students work in groups and they try to find out an intertextal relation between essays in terms of supporting

ideas, the kind of conjunctions and the opposing arguments. This help them in understanding the argumentative essay' structure. Finally, the last stage is devoted to write a five paragraph essay about the role of school in minimizing violence in society. Each group of students writes a part of the essay; then they try to combine them in one text. At the end, the teacher summarizes the way of writing an argumentative essay.

3.3.5 The Posttest

On the basis of what the researcher has done in the training sessions, the posttest is designed. It should show the extent to which the suggested lessons improve learners' critical writing. Like the pretest, the posttest (Appendix G) is administered to the same group. It lasts one hour in which students was asked to write a five paragraph essay answering a question about internet and violence.

3.4 Data Analysis

After the data collection, the researcher attempts to analyze and represent the results. This process is accomplished by using the SPSS (Statistical Package for the Social Sciences) system version 19, 2010 in which results represent in form of tables and pie charts. In the case of the pretest and the posttest, the data analyses are based on statistical analysis including the mean (M) and the standard deviation (SD).

3.5 Validity and Reliability

Validity refers to the extent to which the research strategy, data collection and analysis techniques are appropriate to achieve the aim of the research (Biggam, 2008). In the present study, we have used questionnaires and an experiment which is presented by a pretest and a posttest in which the sample of the study is selected randomly from the whole population in order to investigate a relation between variables. Those strategies can ensure the validity of

the research. Reliability, on the other hand, refers to consistency, i.e. whether the measures used in the study are consistent (Macky & Gass, 2005). In our case, the researcher adopts a pretest and a posttest to measure the variability of the results which reveal a difference between the two tests outcomes.

Conclusion

The aim of Chapter Three was to describe the methodology of the research. It explained the research design, population and sampling, and tools of data collection. Also, it highlighted the way of presenting and analyzing data, and concluded by discussing the validity and the reliability of the present research.

Chapter Four: Findings and Discussions

Introduction

The chapter four is devoted to findings and discussions. It tackles students and teachers' questionnaires analysis, and the results of pretest and posttest (The quasi- experimental study). Each stage will be accompanied by an interpretation of the results. As it was mentioned in the chapter three, this study is fulfilled on the basis of two questionnaires which are addressed to both students and teachers. The former consists of three sections; however, the latter is composed of two parts.

4.1 Students' Questionnaire Analysis

Students' questionnaire consists of three sections:

Section One: Students' Attitudes towards Writing Skills (Q1-Q4)

Question 1: Writing is an important skill for EFL students?
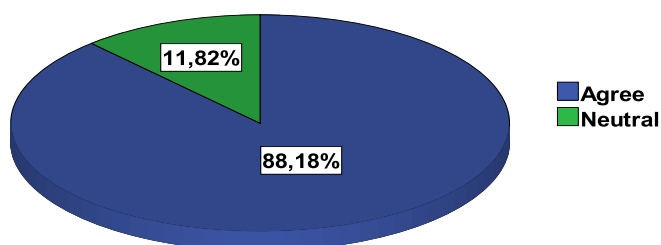
Figure 2: Writing Skills' Importance

Figure 2 shows that the majority of students (**88.18%**) agree that writing is an important skill for EFL students. However, only **11.82%** are neutral, and no one disagree (**0.00%**) with this statement. This explains that students are aware of the importance of writing skills.

Question 2: Writing is a difficult task to study?
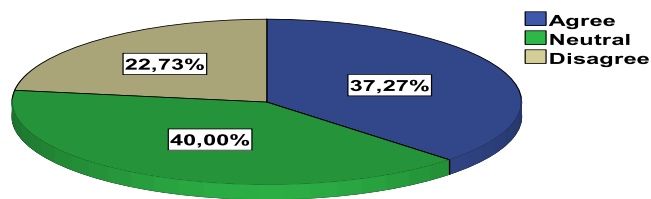
Figure 3: The Difficulty of Writing Skills

Figure 3 points out that **37.27%** of the students agree with this statement. Also, **40.00%** of them are neutral. However, **22.73%** disagree. The majority of participants find that writing is a difficult task to study.

Question 3: Essay writing is a difficult task?
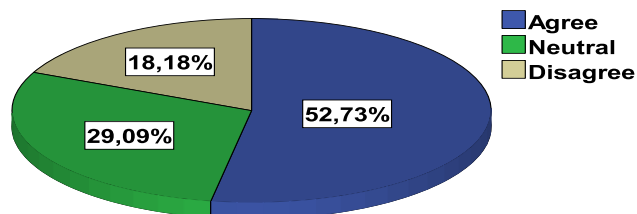
Figure 4: The Difficulty of Essay Writing

Figure 4 reveals that more than half of students (**52.73%**) agree that essay writing is a difficult task, while **29.09%** are neutral. Whereas, **18.18%** of learners answer by "disagree". In this case, we assume that most of the students find difficulties when they write their essays.

Question 4: The most difficult kind of essay writing is?
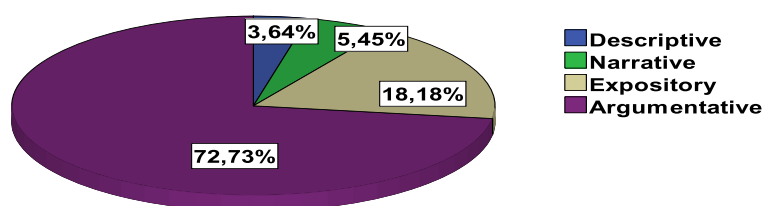
Figure 5: The Most Difficult Kind of Essay Writing

As seen from Figure 5, the majority of students (**72.73%**) state that argumentative essay writing is the most difficult followed by the expository writing which is represented by **18.18%**. However, only **5.45%** of them think that is the narrative writing and the lowest percentage (**3.64%**) of students answer by "the descriptive writing".

The first section of students' questionnaire was devoted to describe students' attitudes towards writing skills. The results obtained from this section reveal that the majority of students (**88.18%**) are aware of the importance of writing in EFL classes. Also, they find writing skill in general, and essay writing in particular as a difficult task to study since writing skill is the most difficult productive skill in EFL. Additionally, they think that argumentative essay is the most difficult kind of writing (**72.73%**) because, as we assume, it requires active thinking skills.

Section Two: Students' Awareness of Critical Writing (Q5-Q10)

Question 5: Do you know what critical writing is?
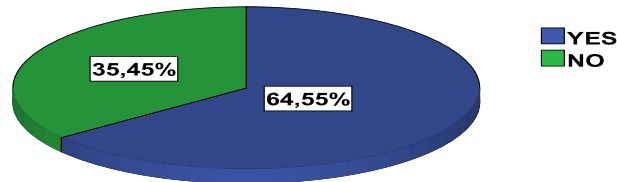
Figure 6: Students' Awareness of Critical Writing

Figure 6 reveals that most of the participants (**64.55%**) answer by "Yes". However, (**35.45%**) of them reply by "No". That is to say, these students may have an idea about critical writing. On the other hand, in order to assess their knowledge of critical writing we propose three definitions. The results are presented in Figure 7:
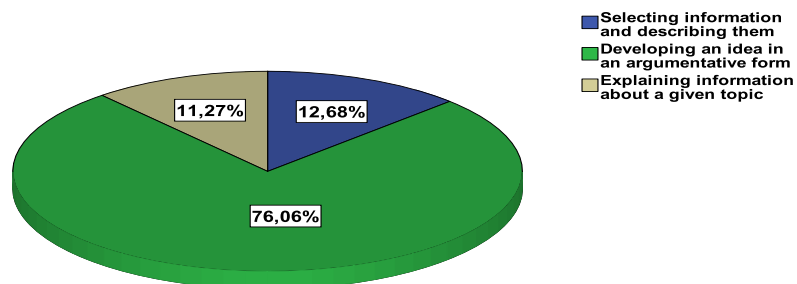
Figure 7: Critical Writing Definition

In Figure 7, most of the students (**76.06%**) choose the second definition (Developing an idea in an argumentative form). (**12.68%**) of the subjects select the first option and (**11.27%**) of the participants choose the third definition. The results prove that students have certain knowledge about critical writing.

Question 6: Do you know what "an argument" is?
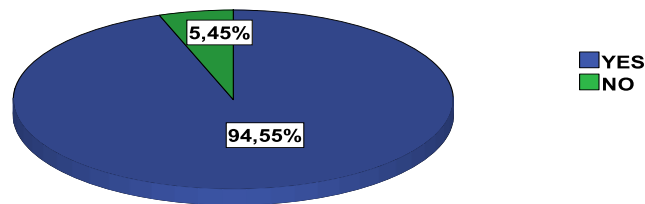
Figure 8: Students' Awareness of Arguments

Like Figure 7, Figure 8 reveals that the majority of participants' responses (**94.55%**) are "Yes". Only (**5.45%**) of students reply by "No". These values show that students have a general idea about arguments. To assess this response, we also propose three definitions. Figure 9 illustrates the results:
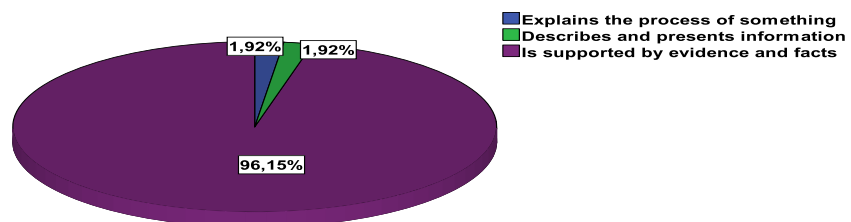
Figure 9: Argument's Definition

Figure 9, in its turn, denotes that most of the students (**96.15%**) select the third option, which is the correct definition. However, the first and the second options receive the same percentage (**1.92%**). Those results show that students have a general idea about the concept of argument.

Question 7: The task of writing arguments is difficult due to?
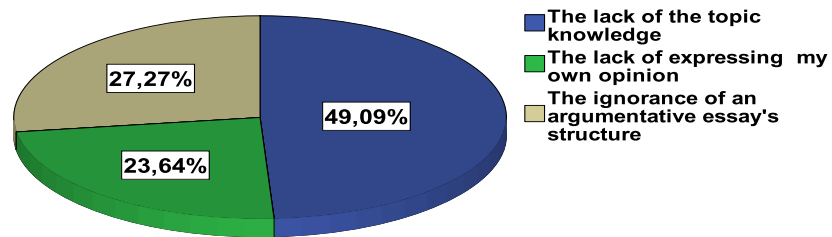
Figure 10: Difficulties in Arguments' Writing

According to the results shown in Figure 10, (**49.09%**) of the students state that writing arguments is difficult due to "the lack of the topic knowledge". However, (**27.27%**) claim that "the ignorance of an argumentative essay's structure" is the main reason. The remaining reason (the lack of expressing my opinion) is selected by (**23.64%**) of the participants.

Question 8: You present your arguments' supporting ideas in a form of?
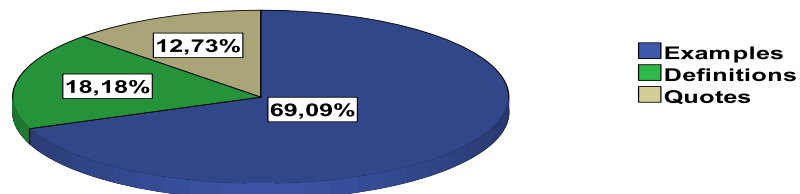
Figure 11: The Form of Arguments' Supporting Ideas

Figure 11 reports that (**69.09%**) of the chosen second year students tend to support their arguments by means of "examples", (**18.18%**) of them use "definitions" and the rest (**12.73%**) utilize "quotes". Those answers are expected since students are still at an early stage of writing arguments, and they tend to use examples as the easiest means for argumentation.

Question 9: You mention the counter arguments in your writing?
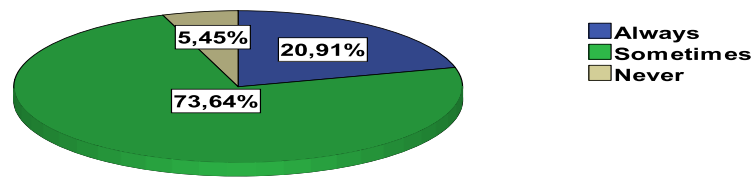
Figure 12: Counter Arguments in Argumentative Essays

As it is shown in Figure 12, (**73.64%**) of the participants respond by "Sometimes". (**20.91%**) replied by "Always". Whereas, only (**5.45%**) answer by "Never". Students do not always mention the counter arguments in their writing since they focus more on writing their arguments, and neglect the acknowledgement of the opposing claims.

Question 10: In writing the counter arguments, you try to?
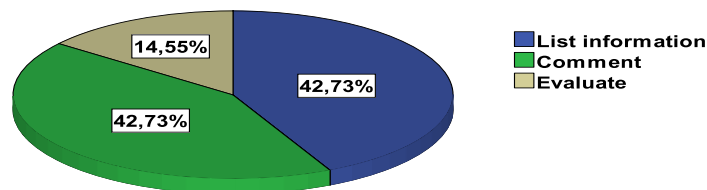
Figure 13: The Way of Counter Arguments' Writing

From Figure 13, it has been found that the ways used to write counter arguments are listing information (**42.73%**) and commenting (**42.73%**). However, evaluating is the least used technique (**14.55%**).

This section of the questionnaire is tailored to investigate the students' awareness of critical writing. The results obtained from this part reveal that the majority of students have a general knowledge about critical writing (**76.05%**) and arguments (**96.16%**). However, they find difficulties when they write their arguments. Those difficulties stem mainly from the lack

of the topic knowledge (**49.09%**), and the ignorance of argumentative essay's structure (**27.27%**). Since arguments should be supported, students tend to utilize examples (**69.09%**) in their argumentative writing because they find them the easiest as beginner writers. In addition, they sometimes acknowledge the counter arguments (**73.64%**) by different ways such as listing information and commenting (**42.73%**).

Section Three: Students' Awareness of Intertextuality (Q11-Q18)

Question 11: In the writing session, do you read multiple kinds of texts?
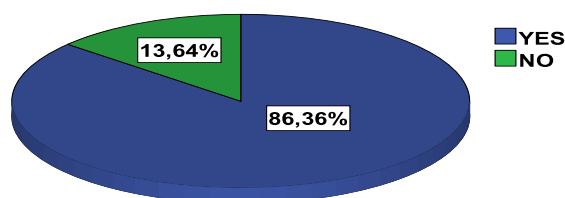
Figure 14: Reading Multiple Kinds of Texts

For the first question, figure 14 reveals that the majority of students (**86.36%**) answer by "Yes". However, only (**13.64%**) reply by "No". This means that students are exposed to multiple kinds of texts in the classroom. To know the nature of those texts, we propose the four options. The results are represented by Figure 15:
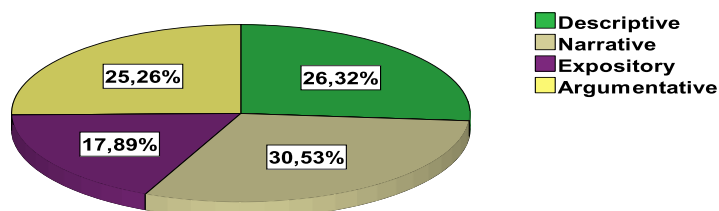
Figure 15: Kinds of Texts Used in the Classroom

According to the results shown in Figure 15, the kinds of texts that are introduced in the writing sessions vary to include narrative (**30.53%**), descriptive (**25.26%**), argumentative

(**26.32%**), and expository texts (**17.89%**). The results show that students are exposed to a variety of texts during writing classes.

Question 12: In reading a text, your focus is on?
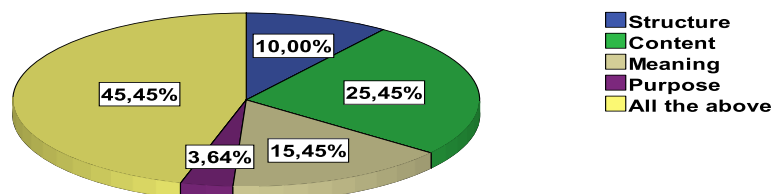
Figure 16: Text's Reading

Concerning the second question in the third section, (**3.64%**) of the participants claim that when reading a text, they focus on its purpose, (**10.00%**) focus on the structure, (**15.45%**) focus on the meaning, and (**25.45%**) focus on the content. However, the most of students focus more on all aspects of a text (**45.45%**). The results explain that students find it logical to cover the all text's aspects.

Question 13: While reading multiple texts do you make an intertextual relation between them?
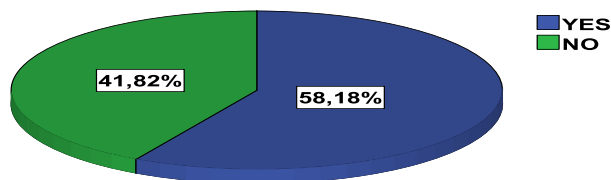
Figure 17: Making an Intertextual Relation between Texts

Figure 17 shows that (**58.18%**) of the students said that they make an intertextual relation between texts while (**41.82%**) they do not. In this case, students may do this task

automatically to understand texts features. In order to understand the features of this intertextual relation, we suggest certain options. Figure 18 reveals the results.
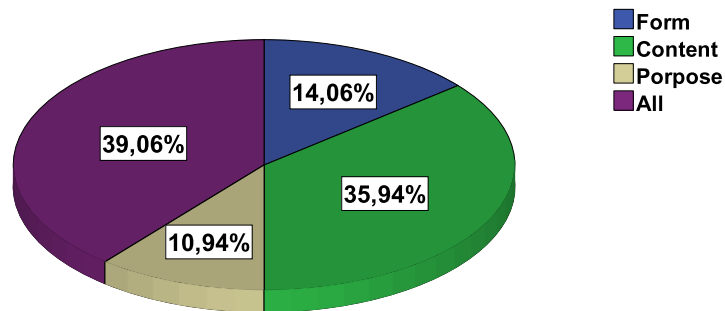
Figure 18: Features of the Intertextual Relation

Figure 18 presents the features of intertextual relation which are the form, the content, and the purpose. The results show that (**39.06%**) of the students focus on all those features, (**35.94%**) on the content, (**14.06%**) on the form, and (**10.94%**) on the purpose.

Question 14: When reading texts, identifying their arguments is?
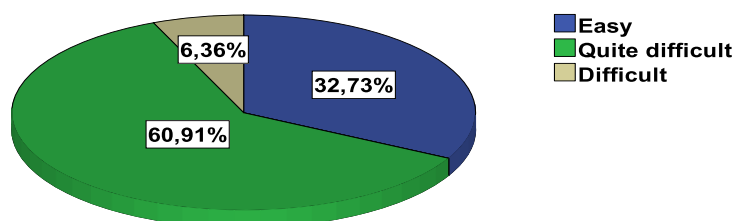
Figure 19: Identifying Multiple Texts' Arguments

In this question item, (**60.91%**) of the participants claim that identifying multiple texts arguments is a quite difficult task, while (**6.36%**) state that is difficult. Whereas, (**32.73%**) of

them find this task easy. From these percentages, one can conclude that the majority of students find difficulties when they identify other texts' arguments.

Question 15: Evaluating other texts' arguments is?
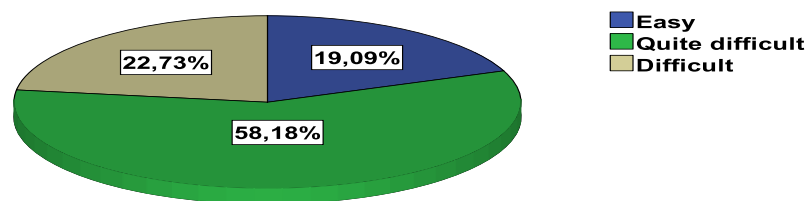
Figure 20: Evaluating Other Texts' Arguments

Figure 20 shows that most of the students (**58.12%**) describe the task of evaluating other texts' arguments as "quite difficult". Also, (**22.73%**) of the participants find it "difficult". Meanwhile, (**19.09%**) look to this task as "easy". Therefore, the results show that the most of second year students are incapable to evaluate other texts' arguments.

Question 16: Reading multiple texts' arguments help you in writing about your own arguments?
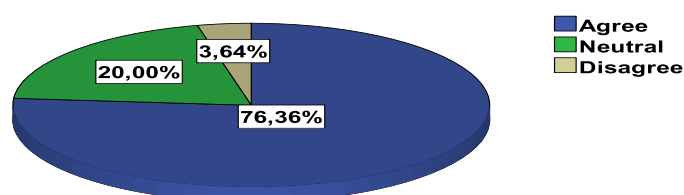
Figure 21: Reading Multiple Texts' Arguments and Writing

Figure 21 indicates that more than the half of participants (**76.36%**) agree that reading multiple texts' arguments help them in their writing. (**20.00%**) state that they are "Neutral".

However, the lowest percentage (**3.64%**) of them disagree. In this case, one can notice that students are aware of the importance of reading multiple texts' arguments.

Question 17: Which technique do you use when writing others' arguments?
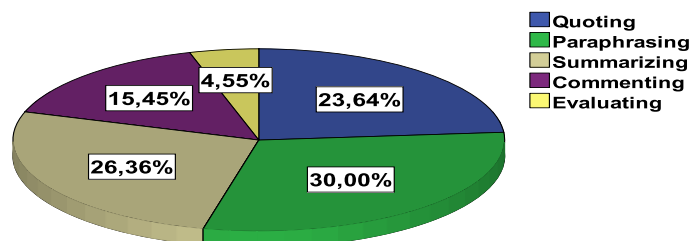
Figure 22: Techniques of Writing Others' Arguments

Figure 22 reveals that "paraphrasing" (**30.00%**), "summarizing" (**26.36%**), and "quoting" (**23.64%**) are the most useful techniques when the students write others' arguments. However, "commenting" (**15.45%**) and "evaluating" (**4.55%**) are the less used.

Question 18: What do you suggest to improve and enhance your critical writing?
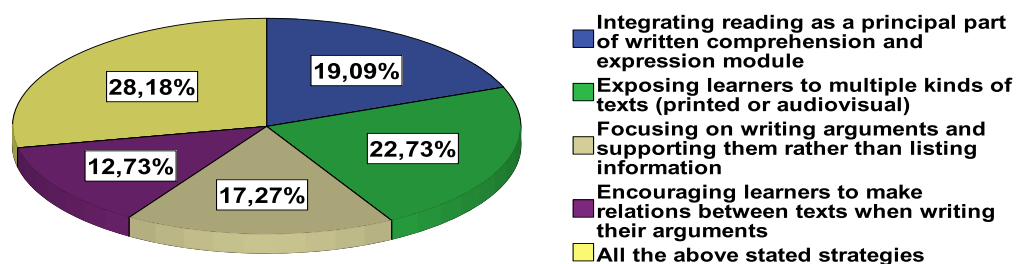
Figure 23: Students' Suggestion to Improve Their Critical Writing

In this question item, students are asked to provide their suggestions in order to improve their critical writing. We suggested options as solutions to overcome settle. (**28.18%**) of the students tend to select "all the suggested strategies" as the appropriate suggestion. Also,

(**22.73%**) of the students find that "exposing learners to multiple kinds of texts" a suitable way to improve their critical writing.

The third section of the questionnaire, as we have seen, turns around students' awareness of intertextuality. The results show that second year students read multiple texts in the written comprehension and expression sessions (**86.36%**). Those texts are varied between narrative, descriptive, argumentative, and expository. The questionnaire's subjects state that when they read a text their focus is on all its features (**45.45%**) mainly its content (**25.46%**). Students, while reading multiple texts, claim that they make intertextual relations between them since this helps them to understand texts. However, they find identifying and evaluating other texts' arguments as a difficult task due to the lack of critical reading. Additionally, the most of them (**76.36%**) agree that reading multiple texts' arguments help them in writing their arguments. That is to say, they are aware of the importance of intertextuality. This appears in using some techniques of intertextuality namely paraphrasing, summarizing and quoting. Finally, students find that integrating reading in writing sessions and exposing learners to multiple texts are the most appropriate ways to improve their critical writing.

In sum, Students' Questionnaire revealed that second year students aware of the importance of critical writing although they encounter difficulties when they use it. Also, they find reading multiple texts arguments and making intertextual relations between them an appropriate way to improve both their critical reading and writing.

4.2 Teachers' Questionnaire Analysis

Unlike Students' Questionnaire, Teachers' Questionnaire consists of two sections. The first tackles teachers' opinions about critical writing and the second discusses intertextuality and critical writing.

Section One: Teachers' Opinions about Critical Writing (Q1-Q6)

Question 1: Critical writing is an important skill for EFL students?
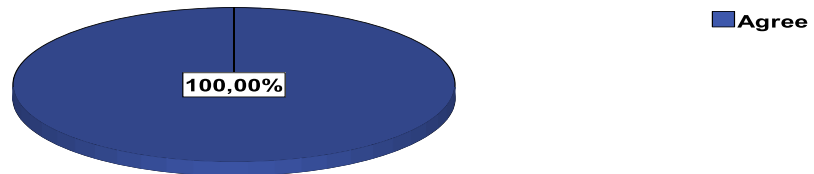
Figure 24: The Importance of Critical Writing

Figure 24 shows that all teachers of written comprehension and expression (**100%**) agree that critical writing is an important skill for EFL students.

Question2: Your students' level in critical writing is?
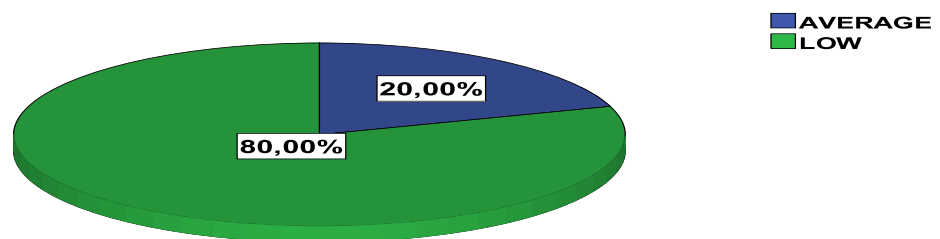
Figure 25: Students' Level in Critical Writing

The results obtained from Figure 25 display that (**80%**) of the teachers state that their students' level is "low". However, (**20%**) declare that is "average". These results reveal the necessity to ameliorate students' level in this skill.

Q3: The main characteristic of critical writing is listing arguments?
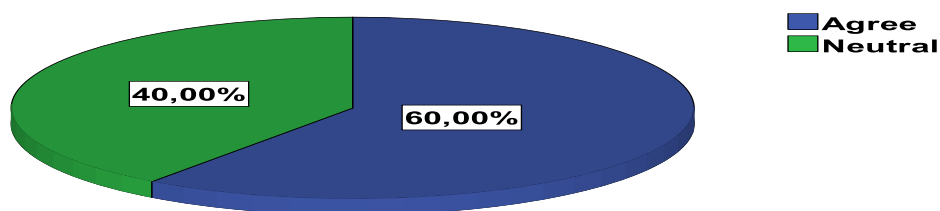
Figure 26: The Main Characteristic of Critical Writing

According to the results obtained from Figure 26, (**60%**) of the teachers agree that critical writing is based on writing arguments. Whereas, (**40%**) of them are neutral. Written teachers find that writing arguments is the main feature of critical writing.

Question 4: Do you think that writing arguments is important for EFL students?
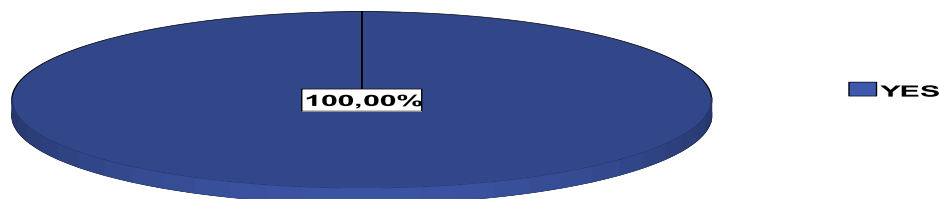
Figure 27: The Importance of Writing Arguments

In this question, we notice that all the teachers see that writing arguments is an important skill in EFL classes. In order to know the reasons behind this consensus, we propose five options. Figure 28 illustrates the results:
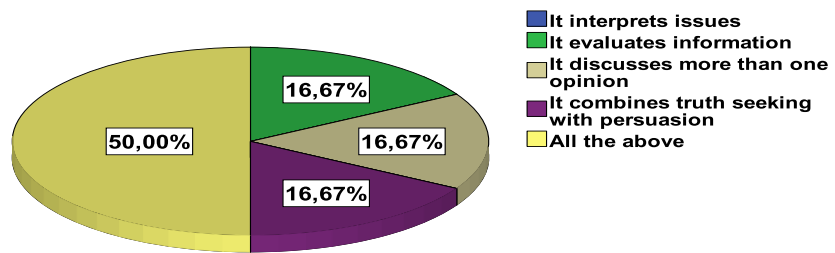
Figure 28: Reasons of Writing Arguments

Figure 28 shows that the majority of teachers (**50%**) see that writing arguments is important since it interprets issues, evaluates information, discusses more than one opinion, and combines truth seeking with persuasion. However, options 2, 3 and 4 have the same percentage which is (**16.67%**)

Question 5: Critical writing is a difficult task because of?
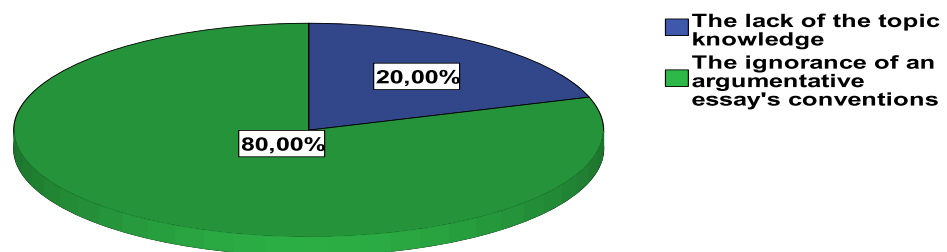
Figure 29: The Difficulty of Critical Writing

As it is shown in Figure 29, (**80%**) of the teachers state that the reason behind critical writing difficulty is the ignorance of an argumentative essay's conventions. Meanwhile, (**20%**) claim that is the lack of the topic knowledge. These results indicate that the majority of students find a difficulty in understanding an argumentative essay's structure.

Question 6: In writing an argumentative essay, students find difficulties in?
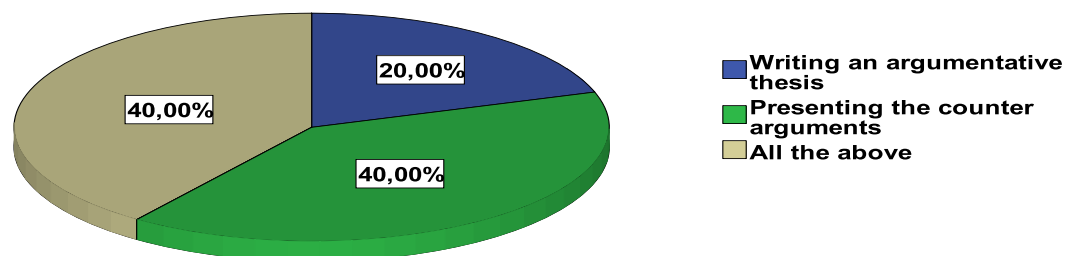
Figure 30: The Difficulty of Argumentative Essay Writing

From Figure 30, it has been found that (**40%**) of the teachers state that the difficulty of argumentative essay writing stems from "presenting the counter arguments". Also, (**20%**) find problems in "writing the argumentative thesis". In addition, (**40%**) note that besides the two previous difficulties, "recognizing the topic" and "introducing claims" are important problems.

Section One of the questionnaire is devoted to tackle teachers' opinions about critical writing. The obtained results reveal that all teachers writing see that critical writing is an important skill in EFL classes. Also, they asserted that the majority of students have a low level in this kind of writing. This is because they still at the early stage of learning writing. Concerning the main characteristic of critical writing, (**60%**) agree that listing arguments is the main feature. Additionally, they state that writing arguments is an important skill since it interprets issues, evaluates information, discusses more than one opinion, and combines truth seeking with persuasion. However, they claim that students find difficulties when they write critically, mainly because of the ignorance of an argumentative essay structure and the lack of the topic knowledge. The difficulty of argumentative essay writing, as teachers indicate, is found in presenting the counter arguments and writing the argumentative thesis.

Section Two: Intertextuality and Critical Writing (Q7-Q12)

Question 7: Do you use intertextuality when teaching writing?
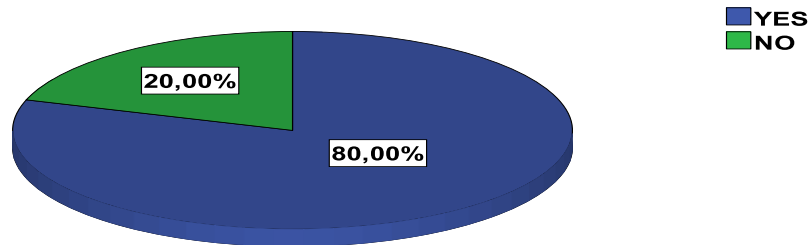
Figure 31: Using Intrtextuality in Teaching Writing

Figure 31 demonstrates that (**80%**) of the teachers utilize intertextuality when they teach writing. However, only (**20%**) reply by "No". these results show the importance of intertextuality to writing skill.

Question 8: Do you ask your students to make intertextual relations between texts?
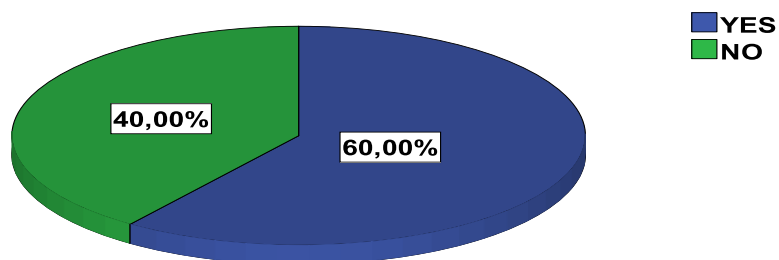
Figure 32: Making Intertextual Relation between Texts

As it is shown in Figure 32, most of the teachers (**60%**) ask their students to make an intertextual relation between texts. Whereas, (**40%**) of them state that they do not ask them to do this task. In order to find out the basis of this intertextual relation, we suggest four options. Figure 33 illustrates the results:
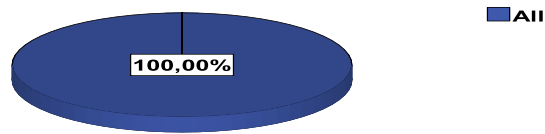
Figure 33: The Basis of Intertextual Relations

According to the above figure, all the teachers (**100%**) tend to focus on "form", "content" and "purpose" of texts when they ask students to make intertextual relations between them.

Question 9: Your students find difficulties when reading argumentative texts?
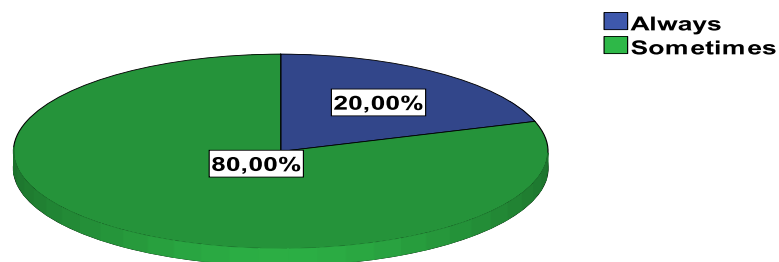
Figure 34: Argumentative Texts reading' Difficulty

In this question, (**80%**) of the teachers answer by "Sometimes" while (**20%**) respond by "Always". The results reveal that students face some difficulties when they read argumentative texts since they need some critical skills to understand them.

60

Question 10: Using intertextuality improves learners' critical writing?
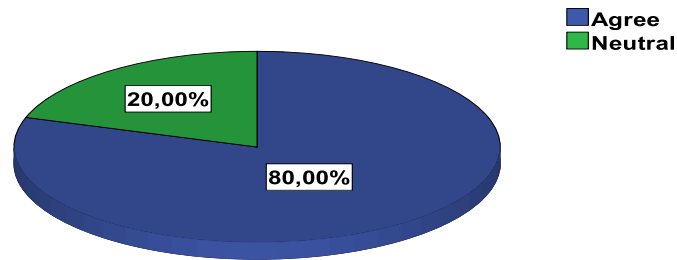
Figure 35: The Effect of Intertextuality on Learners' Critical Writing

Figure 35 indicates that most of written comprehension and expression teachers (**80%**) agree that intertextuality improves learners' critical writing, only (**20%**) of them are neutral. One can see that intertextuality approach affects positively the learners' critical writing.

Question 11: Intertextuality builds schemata for critical writing?
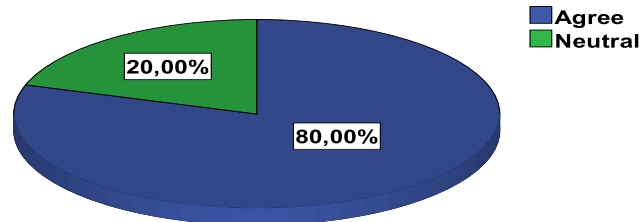
Figure 36: Intertextuality as Schemata Building for Critical Writing

From Figure 36, it has been shown that (**80%**) of the teachers agree that intertextuality is a way of building schemata for critical writing while (**20%**) are neutral. The answers note that intertextuality helps in developing knowledge to write critically.

Question 12: What do you suggest to improve EFL students' critical writing?
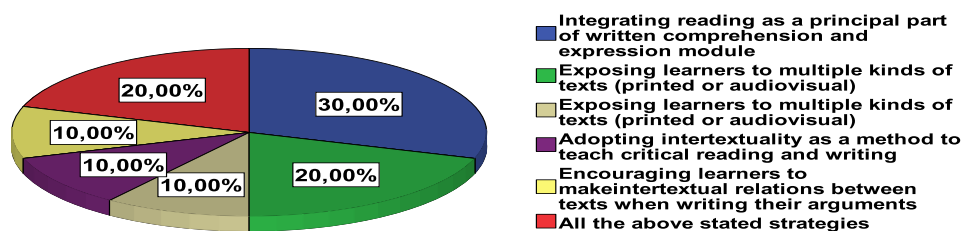
Figure 37: Teachers' Suggestions to Improve EFL Learners' Critical Writing

This question is proposed to obtain suggestions to improve learners' critical writing. The results reveal that (**30%**) of the teachers suggest integrating reading in teaching writing while (**20%**) opt for the exposure to multiple texts, and the same percentage choose all the suggested strategies.

The second section of teachers' questionnaire tackled the relation between intertextuality and critical writing. The findings show that the majority of written comprehension and expression teachers (**80%**) utilize intertexuality in teaching writing. They also push their students to make an intertextual relation between different texts. This relation is based on structure, content and purpose. In addition, teachers writing (**80%**) assert that students find some difficulties when they read argumentative texts. The reason behind this difficulty is the lack of critical thinking. In this sense, they agree (**80%**) that intertextuality improves learners' critical writing, and builds schematic knowledge for this kind of writing. Teachers' suggestions, at the end of this section, assert the necessity to integrate reading as a part of writing sessions and exposing learners to multiple kinds of texts whether they are printed or audiovisual.

In brief, Teachers' Questionnaire asserted that critical writing is a significance skill in EFL classes. In addition, it showed that ignorance of argumentative essay conventions is the

main difficulty of this kind of writing. Moreover, the questionnaire revealed that intertextuality approach can improve students' critical writing by building schematic knowledge which enhances in many ways EFL learners' critical writing.

4.3 Pretest and Posttest Results

After conducting the pretest, the training sessions, and the posttest, the researcher corrected the students' drafts and classified their scores in Table 1 which shows the pretest and the posttest results.

Table 1: Pretest and Posttest Results

Students	Pretest Score	Posttest Score
S1	04	06
S2	05	06
S3	08	09
S4	03	05
S5	11	12
S6	09	10
S7	08	10
S8	11	13
S9	04	05
S10	09	09
S11	09	10
S12	04	04
S13	11	12
S14	09	11
S15	03	05
S16	07	09
S17	06	09
S18	10	11
S19	07	08
S20	07	09
S21	05	08
S22	05	06
S23	08	10
S24	06	06
S25	04	07

. In order to compare the results of the two tests, the standard deviation (SD) statistical analysis is used. According to Marczyk, DeMatteo & Festinger (2005) "standard deviation is a measure of variability indicating the average that scores vary from the mean" (p. 92). It is calculated according to the following equation:

$$SD = \sqrt{\frac{(X-M)^2}{N}}$$

X: **Each score**

M: **Mean**

N: **Students' Number**

Table 2: Experiment' Scores

		PRETEST	POSTTEST
N	**Valid**	25	25
	Mean	6,92	8,40
	Median	7,00	9,00
	Std. Deviation	2,402	2,517

Table 2 shows that there is a difference between students' scores in the pretest and the posttest in terms of Mean and SD. In the pretest the mean is **6.92**; however, in the posttest is **8.40**. Thus, one can say that students' scores in the pretest are lower than those in the posttest. Also, these results indicate that the training sessions yielded positive results and improved the learners' critical writing in which learners learned the nature of an argument, how to make relation between texts' arguments, how to support their arguments, and how to acknowledge the opposing arguments. The effectiveness of those sessions stems from the correct evaluation of the pretest. On the other hand, SD values in both pretest and posttest are close to the mean.

Therefore, we can conclude that the level of students is not different within the same group which helps teachers to design lessons that fit with the all students' levels.

Conclusion

Chapter Four aims to discuss the findings and interpret the results of this study. It talked the data collected from one hundred and ten second year LMD students, and five teachers of written comprehension and expression by means of questionnaires. Also, it interpreted the results of the pretest and posttest via using statistical analysis based on calculating the mean and standard deviation. The outcomes of the two questionnaires revealed a correspondence between teachers and students' opinions concerning the importance of critical writing. Moreover, the pretest and the posttest results indicated the low level of students in critical writing before the training sessions and revealed their progress after that. That is to say, they show the positive effect of intertextuality on students' critical writing.

General Conclusion

The main purpose of the present research was to investigate the impact of integrating intertextuality in teaching critical writing to second year LMD students at the Department of Letters and English Language, Kasdi Merbah Univesity Ouargla. In order to accomplish our aims, this study was based on two research questions: (1) Does intertextuality improve EFL learners' critical writing in the classroom context? (2) To what extent does intertextuality affect EFL learners' critical writing?

In order to respond the research questions, we designed the structure of this study which consisted of two chapters concerning the theoretical background, and two chapters for methodology and results. The first two chapters were devoted, mainly, to discuss the theoretical review of intertextuality approach in EFL classes, and its relation with critical writing. On the other hand, the two chapters of methodology and results tackled, firstly, the research design, the sample, and tools of data collection. Secondly, they discussed the findings and the obtained results.

The major results obtained from the two questionnaires revealed the importance of critical writing in the EFL classroom. Also, they showed that second year LMD students have an idea about critical writing, but they fail when they tend to use it. In addition, they indicated that the majority of teachers find that intertextuality is a suitable way to improve students' critical writing, and stated that is a tool to build schemata for critical writing. Similarly, the outcomes of the quasi-experimental study (the pretest, the training sessions, and the posttest) revealed the effectiveness of the training sessions that are based on different stages and activities; and exposed learners to multiple texts.

On the basis of the study outcomes, we draw a conclusion that intertextuality approach can improve EFL learners' critical writing when it is integrated in teaching written comprehension and expression module.

Limitations of the Study

The results of this research are not obtained easily, but with a set of obstacles .Although the present study has a great significance, the researcher encountered a variety of difficulties that obstructed this research and affected its results. First of all, the researcher conducted this work in a limited given time which was not sufficient to accomplish the quasi-experimental study. Second, some students are not collaborative whether in filling out the questionnaire or during the training sessions. Furthermore, one can mention the lack of external validity since the study was conducted in one university so that its results cannot be generalized.

Recommendations

On the basis of these research outcomes and with taking into consideration teachers and students' opinions, a set of recommendations are suggested:

1. Since both teachers and students agree that critical writing is an important skill in EFL classes, it is recommended to focus more on teaching this kind of writing in order to enhance learners' critical thinking skills.

2. Integrating reading as a principal part in teaching written comprehension and expression module.

3. Exposing learners to multiple kinds of texts (printed or visual) in order to build a schematic knowledge that helps students in producing their own texts.

4. Encouraging students to make an intertextual connection between multiple texts' arguments to help them in developing their critical reading.

5. Enhancing the use of intertextual techniques, namely paraphrasing, summarizing, quoting, commenting, and evaluating in EFL contexts

6. Since the present research proved the effectiveness of intertextuality in improving learners' critical writing, it is recommended to integrate this approach in teaching writing skills.

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Appendices

Appendix A

Students' Questionnaire

Dear Student

In order to investigate the impact of intertextuality on EFL students' critical writing, you are kindly invited to answer the following questions. Please put a tick (√) in the appropriate box.

<u>**Section one:**</u> *Students' Attitudes towards Writing Skills*

1-Writing is an important skill for EFL students:

   a-Agree   ☐

   b-Neutral   ☐

   c-Disagree   ☐

2-Writing is a difficult task to study:

   a-Agree   ☐

   b-Neutral   ☐

   c-Disagree   ☐

3- Essay writing is a difficult task:

   a-Agree   ☐

   b-Neutral   ☐

   c-Disagree   ☐

4- The most difficult kind of essay writing is:

    a-Descriptive ☐

    b -Narrative ☐

    c- Expository ☐

    d- Argumentative ☐

<u>**Section Two :**</u> *Students' Awareness of Critical Writing*

5- Do you know what "Critical Writing" is?

    a-Yes ☐

    b-No ☐

If (yes), please specify: Critical writing is a kind of writing based on:

    a-Selecting information and describing them ☐

    b-Developing an idea in an argumentative form ☐

    c-Explaining information about a given topic ☐

6- Do you know what "an argument" is?

    a- Yes ☐

    b- No ☐

If (yes), please specify: An argument is an idea that:

    a- Explains the process of something ☐

    b- Describes and presents information ☐

    c- Is supported by evidence and facts ☐

7- The task of writing arguments is difficult due to

    a-The lack of the topic knowledge ☐

    b-The lack of expressing my own opinion ☐

    c-The ignorance of an argumentative essay's structure ☐

d-Use of logical relations ☐

8- You present your argument's supporting ideas in a form of:

    a- Examples ☐

    b- Definitions ☐

    d- Quotes ☐

9- You mention the counter arguments in your writing :

    a- Always ☐

    b- Sometimes ☐

    c- Never ☐

10- In writing the counter arguments, you try to:

    a- List information ☐

    b- Comment ☐

    c- Evaluate ☐

<u>**Section Three**</u> **:** *Students' Awareness ofIntertextuality*

11- In the writing session, do you read multiple kinds of texts?

    a-Yes ☐

    b-No ☐

If (yes), those texts are:

    a- Descriptive ☐

    b- Narrative ☐

    c- Expository ☐

    d- Argumentative ☐

12- In reading a text, your focus is on:

a- Structure ☐

b- Content ☐

c- Meaning ☐

d- Purpose ☐

e- All the above ☐

13- While reading multiple texts, do you make an intertextual relation between them?

a-Yes ☐

b-No ☐

If (yes), this relation is based on:

a- Form ☐

b- Content ☐

c- Purpose ☐

d- All ☐

14- When reading texts, identifying their arguments is:

a-Easy ☐

b-Quite difficult ☐

c-Difficult ☐

15- Evaluating other texts' arguments is:

a-Easy ☐

b-Quite difficult ☐

c-Difficult ☐

16-Reading multiple texts' arguments help you in writing about your own arguments :

a- Agree ☐

b- Neutral ☐

c- Disagree ☐

17-Which technique do you use when writing others' arguments?

a- Quoting ☐

b- Paraphrasing ☐

c- Summarizing ☐

d- Commenting ☐

e- Evaluating ☐

18- What do you suggest to improve and enhance your critical writing?

Integrating reading as a principal part of written comprehension and expression module	
Exposing learners to multiple kinds of texts (printed or audiovisual)	
Focusing on writing arguments and supporting them rather than listing information	
Encouraging learners to make relations between texts when writing their arguments	
All the above stated strategies	

Thank you!

Kasdi Merbah University– Ouargla
Faculty of Letters and Languages
Department of Letters and English Language
Specialty: Applied Linguistics &ESP

Teachers' Questionnaire

Dear Teacher

In order to investigate the impact of intertextuality on EFL learners' critical writing, you are kindly invited to answer the following questions. Your responses will be a great contribution into my research. Please put a tick (√) in the appropriate box. Your point of view as a written comprehension and expression teacher is a step to the success of my investigation. Thank you in advance.

<u>**Section One :**</u> *Teachers Opinions about Critical Writing*

1- Critical writing is an important skill for EFL students:

    a-Agree ☐

    b-Neutral ☐

    c-Disagree ☐

2- Your students' level in critical writing is:

    a-High ☐

    b-Average ☐

    c-Low ☐

3- The main characteristic of critical writing is listing arguments:

    a-Agree ☐

    b-Neutral ☐

    c-Disagree ☐

4- Do you think that writing arguments is important for EFL students?

 a-Yes ☐

 b-No ☐

If (yes), why ? please specify : Writing arguments is important in EFL classes because :

 a-It interprets issues ☐

 b-It evaluates information ☐

 c- It discusses more than one opinion ☐

 d-It combines truth seeking with persuasion ☐

 e-All the above ☐

5- Critical writing is a difficult task because of :

 a-The lack of the topic knowledge ☐

 b-The lack of expressing opinions ☐

 c-The ignorance of an argumentative essay's conventions ☐

6- In writing an Argumentative essay, students find difficulties in:

 a-Recognizing the topic ☐

 b-Writing an argumentative thesis ☐

 c- Introducing claims ☐

 d-Presenting the counter arguments ☐

 e-All the above ☐

Section Two : *Intertextuality and Critical Writing*

7- Do you use intertextuality when teaching writing?

 a-Yes ☐

 b-No ☐

8- Do you ask your students to make intertextual relations between texts?

a-Yes ☐

b-No ☐

If (yes), these relations focus on :

a-Form ☐

b-Content ☐

c-Purpose ☐

d-All ☐

9- Your students find difficulties when reading argumentative texts:

a-Always ☐

b-Sometimes ☐

c-Never ☐

10- Using intertextuality improves learners' critical reading:

a-Agree ☐

b-Neutral ☐

c-Disagree ☐

11-Intertextuality builds schemata for critical writing:

a-Agree ☐

b-Neutral ☐

c-Disagree ☐

12- What do you suggest to improve EFL students' critical writing?

Integrating reading as a principal part of written comprehension and expression module	
Exposing learners to multiple kinds of texts (printed or audiovisual)	
Focusing on writing arguments and supporting them rather than listing information	
Adopting intertextuality as a method to teach critical reading and writing	
Encouraging learners to make intertextual relations between texts when writing their arguments	
All the above stated strategies	

__Thank you for your help__!

Appendix C

Pretest

In no more than 250 words, write an essay answering the following question: Do you think that networks are dangerous for teenagers?

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Good luck!

Appendix D

Lesson Plan One

Teacher : Ms. Merabti Zohra	Module : Written Comprehension&Expression
Lesson : Writing an argumentative essay	Level : 2nd year LMD
	Time Allocated : 1h30

Materials : a visual text (picture), two printed texts (an essay &an article) , the board

Objectives : By the end of the lesson, students will be able to :
- Understand what an argument is.
- Make an intertextual relation between different texts' arguments.
- Write their arguments.

Time	Procedure	Student's task	Aim
5 min	**1st Stage** : ♦ The teacher provides students with a picture about **"Internet in our life"**.	**Ss** look to the picture. Ss listen.	**Ss** infer arguments from reading a visual text.
5min	♦ The teacher introduces the topic and explain it.		
5min	♦ The teacher asks **Ss** to extract and write different ideas they infer from the picture on a paper.	**Ss** look to the chosen picture and write their ideas.	
5min	**2nd Stage** : ♦ The teacher explains that those ideas are called "arguments".		
10min	♦ The teacher hands out an essay about the same topic **"The growth of the world wide web"**, and asks **Ss** to read it and to identify the same arguments as those in the picture. ♦The teacher asks **Ss** to write their comments on those arguments (agree/disagree)	**Ss** read the essay, highlight its arguments. and find out the similar ideas in the two texts	**Ss** understand what an argument is **Ss** identify an intertextual relation between the printed and the visual text
10min	**3rd Stage** : (Group work) ♦The teacher distributes another		

	handout which is a passage from an article about **" Do Digital Natives Exist ?"**, and ask **Ss** to read and highlight the main arguments	**Ss** read the passage and identify the main arguments.	
10min	♦ The teacher ask **Ss** to establish a connection between the three texts in terms of : ●Topic ●Arguments	**Ss** discuss, interact and find out an intertextual relation between the three texts arguments.	**Ss** make an intertextual relation between multiple texts ideas and arguments
30min	**4th Stage** : (Group work) ♦ On the basis of this intertextual connection, the teacher asks **Ss** to write an outline of essay answering the following question: **Does internet enhance the educational system?**	**Ss** write an argumentative essay	**Ss** write their arguments about the topic on the basis of the three texts arguments.
5min	♦ By the end of the lesson, the teacher tries to summarize and define the argumentative writing.		

Appendix E

<u>Lesson Plan Two</u>

Teacher : Ms. Merabti Zohra	Module : Written Comprehension& Expression
Lesson : Argumentative essay	Level: 2nd year LMD.
	Time Allocated : 1h30

Materials : Two printed texts (essays), the board

Objectives : By the end of the lesson students will be able to :

- ● Understand the structure of an argumentative essay
- ● Write an argumentative essay.

Time	Procedure	Student's task	Aim
5 min	<u>1st Stage</u> : ♦ The teacher review the first session, then provides students with two essays. The first is about " **Stopping Youth vViolence : An Inside Job.**" and the second is about" **Teenagers and Job**"	**Ss** read and identify the two essays' claims	
10min	♦ The teacher gives enough time to **Ss** to read the two essays and identify their claims.		
15min	<u>2nd Stage</u> : ♦ The teacher asks Ss to identify the way the two writers use to argue their ideas and find out a relation between them: ● examples ● definitions ● quotes	**Ss** identify the form of supporting ideas in the two texts.	Understand the way of supporting arguments are organized by making an intertextual relation between the two argumentative essays
5min	<u>3rd Stage</u> : ♦ The teacher explains the ways of supporting arguments are organized and the kind of conjunctions used in	**Ss** listen and take notes.	

	writing arguments	**Ss** write their	Make intertextual relation
10min	♦The teacher asks **Ss** to give their opposing arguments about the two essays' ideas then to compare their ideas with those of the two texts.	opposing arguments and compare them with two texts	between argumentative texts to understand and criticize arguments.
10min	♦ The teacher asks **Ss** to work in group and summarize the relation between the two texts in terms of : ● the form of supporting ideas ● the kind of conjunctions ● the way of criticizing the counter arguments.	**Ss** discuss, interact and find out a relation between the two texts.	**Ss** make an intertextual link between the structure of the two texts
30min	**4th Stage :** ♦ On the basis of this intertextual connection, the teacher ask each group of **Ss** to write a part of an argumentative essay answering this question **"Does school help in minimizing violence in society?"**. Then they combine them to construct essay	**Ss** write each part of the essay then combine them to form the whole essay	**Ss** write an argumentative essay on the basis of intertextual link between the two texts.
5min	♦ By the end of the lesson, the teacher tries to summarize the structure of an argumentative essay.		

Appendix F

Lesson Materials

STOPPING YOUTH VIOLENCE: AN INSIDE JOB

(1) Every year, nearly 1 million twelve- to nineteen-year-olds are murdered, robbed, or assaulted—many by their peers—and teenagers are more than twice as likely as adults to become the victims of violence, according to the Children's Defense Fund. Although the problem is far too complex for any one solution, teaching young people conflict-resolution skills—that is, nonviolent techniques for resolving disputes—seems to help. To reduce youth violence, conflict-resolution skills should be taught to all children before they reach junior high school.

(2) First and most important, young people need to learn nonviolent ways of dealing with conflict. In a dangerous society where guns are readily available, many youngsters feel they have no choice but to respond to an insult or an argument with violence. If they have grown up seeing family members and neighbors react to stress with verbal or physical violence, they may not know that other choices exist. Robert Steinback, a former *Miami Herald* columnist who worked with at-risk youth in Miami, writes that behavior like carrying a weapon or refusing to back down gives young people "the illusion of control," but what they desperately need is to learn real control—for example, when provoked, to walk away from a fight.

(3) Next, conflict-resolution programs have been shown to reduce violent incidents and empower young people in a healthy way. Many programs and courses around the country are teaching teens and preteens to work through disagreements without violence. Tools include calmly telling one's own side of the story and listening to the

Luz Rivera, who said in a phone interview that fewer violent school incidents have been reported since the course began. Although conflict resolution is useful at any age, experts agree that students should first be exposed before they are hit by the double jolts of hormones and junior high school.

(4) Finally, although opponents claim that this is a "Band-Aid" solution that does not address the root causes of teen violence—poverty, troubled families, bad schools, and drugs, to name a few—in fact, conflict-resolution training saves lives now. The larger social issues must be addressed, but they will take years to solve, whereas teaching students new attitudes and "people skills" will empower them immediately and serve them for a lifetime. For instance, fourteen-year-old Verna, who once called herself Vee Sinister, says that Ms. Rivera's course has changed her life: "I learned to stop and think before my big mouth gets me in trouble. I use the tools with my mother, and guess what? No more screaming at home."

(5) The violence devastating Verna's generation threatens everyone's future. One proven way to help youngsters protect themselves from violence is conflict-resolution training that begins early. Although it is just one solution among many, this solution taps into great power: the hearts, minds, and characters of young people.

Fawcett, S. (2012). *Evergreen: A guide to writing with readings* (9th Ed). Boston: Wordsworth.

6.1 DO 'DIGITAL NATIVES' EXIST?

Various writers have argued that people born in the last two decades of the twentieth century (1980–2000) and who have been using computers all their lives have different abilities and needs to other people. Palfrey and Gasser (2008) refer to them as the 'net generation' and argue that activities such as putting videos on You Tube are more natural for them than writing essays. Similarly Prensky (2001a) claims that the educational system needs to be revised to cater for the preferences of these 'digital natives'.

But other researchers doubt that these claims can apply to a whole generation. Bennett, Maton and Kervin (2008) argue that these young people comprise a whole range of abilities, and that many of them only have a limited understanding of digital tools. They insist that the so-called 'digital native' theory is a myth, and that it would be a mistake to re-organise the educational system to cater for their supposed requirements. Clearly there are some young people who are very proficient in online technologies, but taking a global perspective many still grow up and are educated in a traditional manner. Teaching methods are constantly being revised, but there is no clear evidence of a need to radically change them.

Baily, S. (2011). *Academic writing: A handbook for international students* (3rd Ed.). London and New York: Routledege.

7.1   The growth of the world wide web

In the history of civilisation there have been many significant developments, **such as the invention of the wheel, money and the telephone,** but **the development of the internet is perhaps the most crucial of all.** In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo, **so that few people can imagine life without it.**

It is estimated that over 70 per cent of North Americans, for instance, have internet access, and this figure is steadily increasing. **Physical shops are under threat, as growing numbers shop online.** In areas such as travel it is now impossible to buy tickets on certain airlines except on the internet. The web also links together millions of individual traders who sell to buyers through websites such as Ebay.

Beyond the commercial sphere, the internet is also critically important in the academic world. A huge range of journals and reports are now available electronically, meaning that researchers can access a vast amount of information through their computer screens, **speeding up their work and allowing them to produce better quality research.** In addition, email permits academics to make effortless contact with fellow-researchers all over the world, which also assists them to improve their output.

There is, of course, a darker side to this phenomenon, which is the use criminals have made of their ability to trade illegal or fraudulent products over the internet, with little control over their activities. But such behaviour is hugely compensated for by the benefits that have been obtained by both individuals and businesses. **We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.**

Baily, S. (2011). *Academic writing: A handbook for international students* (3rd Ed.). London and New York: Routledege.

Fox, J. (2013). *19 essays about how internet is changing our life*. Spain: BBVA.

1   "The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus." These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.

2   Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working thirty hours a week.

3   Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—computers, video-game systems, clothing, even cars. These young people, some of whom earn $500 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer

have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.

4   Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.

5   Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

Langan, J. (2008). *College writing skills with readings* (7th Ed). New York: McCraw-Hill Companies.

Appendix G

Post test

In no more than 250 words write an essay answering the following question: Do you think that internet increases violence in society?

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Good luck!

Appendix H

Argumentative Essay Rubric

(6-Traits)	5 **Mastery**	4 **Proficient**	3 **Basic**	2 **Standard Almost Not Met**	1 **Standard Not Met**
Claim (Ideas & Org.)	Introduces a well thought out claim at the beginning of the essay	Introduces a claim later in the essay	Claim is not as clear as it should be	Hard to find the claim	No claim
Opposing Claim (Org.)	Acknowledges alternate or opposing claims	Opposing claims are not strong or relevant to the claim	Opposing claims are unclear	Hard to find opposing claims	Opposing claims not addressed
Evidence (Ideas & Org.)	Supports the claim with logical reasoning and relevant evidence, demonstrating a complete understanding of the topic	Supports the claim with reasoning and evidence, and demonstrates some understanding of the topic	Evidence is not relevant or not completely thought out	Lacks evidence and relevance	No evidence to support claims
Words, Phrases, clauses and sentences (Word Choice & Sent. Fluency)	Uses variety words, phrases, and clauses to create cohesion and clarify the relationships among the claim, reasons, and evidence	One or two errors with some variety in word usage, clauses but not enough to cause misunderstandings or harm the relationships of the claims, reasons, and evidence	More than 3 errors with little variety in word choice and clause or phrase usage. Cohesion is harder to follow as a result	Nearly all phrases and clauses are incorrect, or are not used at all. Little cohesion and clarity between claims and evidence.	No cohesion and clarity
Style (Voice & Sent. Fluency)	Establishes and maintains a formal style	Mostly follows formal style	Few informal sections of writing	Casual style and jargon	No formal style looks like a text message

Concluding Statement (Ideas & Org.)	Provides a concluding statement that follows from and supports the argument presented.	Concluding statement mostly supports the argument presented	Concluding statement mentions the argument presented	Concluding statement is incomplete and or doesn't mention argument	No concluding statement
Conventions /Grammar, Usage and Mechanics (GUM)	Demonstrates exceptional command of the conventions of standard written language and is free of errors.	Demonstrates strong command of the conventions of standard written language, having few errors.	Demonstrates proficient command of the conventions of standard written language, with some errors which may confuse meaning.	Demonstrates marginal command of the conventions of standard written language, with frequent errors which confuses meaning.	Demonstrates poor command of the conventions of standard written language.
Research	Uses a wide variety of relevant sources which successfully address the claim/thesis. Sources are correctly cited.	Uses a variety of relevant sources which successfully address the claim/thesis. Most sources are correctly cited.	Uses some sources which begin to address the claim/thesis. Some sources are correctly cited.	Uses few sources which do little to address the claim/thesis. Few sources are cited.	No evidence of research.

See CCSS appendix C pg .40---41.

Developed by 7th grade Utah educators from Washington County School District.

Retrieved on April, 11, 2018, from http:// uen.org/core/languageearts/writing.PDF

Résumé

La présente étude vise à étudier l'impact de l'intertextualité sur l'écriture critique des apprenants d'EFL. Les participants à cette recherche sont des étudiants de deuxième année LMD et leurs professeurs d'écriture au Département des Lettres et de l'Anglais, Université Kasdi Merbah Ouargla pour l'année académique 2017/2018. Afin d'atteindre notre objectif, nous avons adopté des méthodes quasi-expérimentales et quantitatives pour établir une relation entre les variables, tester des hypothèses et réaliser des analyses statistiques des résultats. Sur la base des deux conceptions, les données sont collectées au moyen de deux questionnaires adressés à cent dix étudiants et aux cinq enseignants de compréhension et expression écrite; un pré-test et un post-test sont menés auprès d'un échantillon de vingt-cinq étudiants. Les résultats finaux ont révélé l'efficacité de l'intertextualité dans l'amélioration de l'écriture critique des apprenants d'EFL.

Mots-clés: écriture critique, intertextualité, les apprenants EFL, texte, argument

ملخــــص

تهدف هذه الدراسة إلى التحقق من تأثير التناص على الكتابة النقدية لمتعلمي اللغة الإنجليزية كلغة أجنبية. المشـاركون في هذا البحث هم طلاب السنة الثانية ل م د و أساتذتهم في قسم الآداب واللغة الإنجليزية ، جامعة قاصدي مرباح ورقلة للعام الدراسي 2017/2018. من أجل تحقيق هدفنا، اعتمدنا طرقا شبه تجريبية وكميّة لتأسيس علاقة بين المتغيّرات ، لاختبار الفرضيات ولانجاز التحاليل الإحصائية للنتائج. وعلى أساس التصميمين المذكورين، تم جمع البيانات عن طريق استبيانين موجهين إلى مائة وعشرة طالبا و خمسة مدرسين للفهم والتعبير الكتابي كما تم إجراء اختبار قبلي و أخر بعدي على عينة مكونة من خمسة وعشرين طالبًا.وقد أظهرت النتائج النهائية عن فعالية التناص في تحسين الكتابة النقدية لمتعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الكتابة النقدية ، التناص ، متعلمي اللغة الإنجليزية كلغة أجنبية، نص، جدال