

The Effect of a Reading Instructional Program on Tenth Grade Students' Critical Writing skills in Jordan

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Abstract:

The present study aims at investigating the effect of a reading instructional program on Jordanian EFL students' critical writing. The participants of the study were divided randomly into four groups from one of Irbid private schools (2020-2019): The groups were, two experimental groups: one for male students of (16) students and one for female students of (16) students. These groups were taught according to the training program in critical reading. There were also two control groups; one for male students of (18) students and one for female students of (18) students. The students in the control group were taught according to the methods of the teacher's book in English language curriculum for tenth-grade students. To determine the effective level of the instructional program, a pre-posttest was used. The results showed that there were statistically significant differences in the students' mean scores on the critical writing post-test in favor of the two experimental groups which used the reading instructional program. In light of these results, the researchers recommend that the EFL curriculum designers should include critical writing strategies in the textbooks and to train EFL teachers on how to use them in their classrooms.

Key Words: E critical reading, critical writing, EFL students.

أثر برنامج تعليمي قائم على القراءة في مهارات الكتابة الناقد لدى طلبة الصف العاشر في الأردن

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ملخص:

هدفت الدراسة إلى الكشف عن أثر برنامج في القراءة في تنمية مهارات الكتابة الناقد لدى طلبة الصف العاشر في الأردن تكونت عينة الدراسة من أربع شعب من مدرسة من مدارس التربية والتعليم الخاصة في قصبة اربد للعام الدراسي 2019-2020. ثم تعيين شعبتين صفيتين تجريبيتين واحدة للإناث وتكونت من (16) طالبة وشعبة تجريبية للذكور تكونت من (16) طالب بالطريقة العشوائية ثم تدريسهم بالاستراتيجيات المستخدمة في البرنامج. وشعبتين صفيتين، واحدة للإناث تكونت من (18) طالبة وشعبة للذكور تكونت من (18) طالب ثم تدريسهم بالطريقة التقليدية. كشفت نتائج الدراسة عن وجود فروق ذات دلالة إحصائية لصالح المجموعتين التجريبيتين. في ضوء نتائج الدراسة، أوصى الباحثان مصممي الخطة الدراسية بضرورة إدخال استراتيجيات الكتابة الناقد في مناهج الكتب المدرسية، كذلك أوصيا تدريب المعلمين على كيفية تدريس هذه الاستراتيجيات في الغرف الصفية.

الكلمات المفتاحية: القراءة الناقد، الكتابة الناقد، طلاب اللغة الانجليزية.

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Introduction

Language learning is based on four skills; two are receptive ones which are listening and reading and two are productive ones which are speaking and writing. The effectiveness of language learning appears when these skills work together as a integrative skills to increase the students' proficiency in English language to produce written and oral language in different social situation, so these skills should be carefully incorporated within the curriculum for students to pick up English language well.

In this paper, the researchers study critical reading and critical writing skills. These skills are very essential in developing the students' ability to think and write critically. Critical reading is defined as a deeper process of analyzing, interpreting, and sometimes evaluation in order to examine the evidences or arguments presented in the text. Moreover, critical reading is defined as an investigation of the text, and examination of the validity of the argument expressed in reading text (deeper meanings are engaged within the surface meaning), to get its full meaning (Walz, 2001).

Moreover, Johnson (2002, p. 183) defines critical reading as "an actualization of a critical thinking process constitutes a mental process that is directed to solve problems, make a decision, persuade, analyze, and evaluate ideas systematically". Depending on Johnson's point of view critical reading and critical thinking are two faces of a coin, because critical reading is considered as an advance level of reading which requires higher levels of thinking. Critical reading is realized through a careful evaluation and decision made to identify the truth, errors, weaknesses, or strengths of a text.

Writing is considered as a complex task. Although writing is a way of organizing thought, teachers focus on structure and grammar and neglect the rest of the writing skills.

Critical writing skill is taught to students in order to develop among them the ability to investigate reasons and argue logically and how to deal and face a problem from different perspectives. All these techniques make students able to use the evidences they have collected for their arguments, think openly, and express their opinions about a certain problem in their writing (Hollowell, 2010).

The purpose of critical writing is to develop student's own academic achievement within his or her subject area. Students must think about what they read in a critical way in order to judge and evaluate information and assess the text (Schafersman, 1991).

Moreover, there are main critical writing skills which this study is related and focuses on (Schafersman, 1991): Distinguishing between facts and opinions, presenting the relation between cause and effect, determining the similarities and differences, concluding an idea means presenting conclusions in a clear and well-reasoned way to persuade others, making decisions about the reading text, and distinguishing between facts and opinions.

Thompson (2001) assumed that when students write critically, they analyze, break things down, synthesize, and bring parts together in a coherent way. They evaluate, make judgments, based on sound evidence. However, the researchers believe that all of the language learning skills go hand in hand together and all of them should be practiced and taught in EFL classrooms as much as possible in order to increase learner motivation and imagination by adding a large number of critical reading activities, as well as critical writing activities within the textbook as an interactive learning strategy. In this study, the researchers focus on critical writing which served the purpose of the current study

Statement of the problem

From the researchers' experience and observation as teachers of English, from the experience of others in the same field and the review of related literature, the researchers found out that school students have problems in writing English effectively, therefore they find it difficult to critically express or write their thought due to a lot of problems they may encounter. These skills need a higher mental process and guided enduring training, since, the field of education indicates that students are weak in different sub- skills of reading and writing skills (Melouk, 2013&Freahat, 2015). Also, throughout their years of experience in teaching, the researchers have found that some learners are unable to criticize the reading text, therefore, they face difficulties in critical writing, due to the lack of the appropriate strategies they follow while learning reading and writing skills that is on one hand; on the other hand students encounter problems in both communication and writing skills. The researchers apply a training program for tenth-grade students in order to overcome these problems and to develop the students' performance in these skills.

Purpose of the Study

The purpose of this study is to investigate the effect of a critical reading instructional program on Jordanian EFL students' critical writing.

Questions of the study

The present study attempts to answer the following questions

1. Are there statistically significant differences between the students' mean scores in critical writing due to the reading instructional program vs. regular teaching and students' gender?
2. Are there statistically significant differences between the students' mean scores in critical writing sub-skills (Structure, Meaning, Punctuation, Paragraph Development, Clear word) due to a reading instructional program vs. regular teaching and students' gender?

Significance of the Study

The significance of this study comes as a part of the process of linguistic integration where it combines writing and reading skills which comes as a response to the integrative approach in teaching and learning a language. Moreover, this study is significant for English language teachers; it could draw the teacher's attention to add new exercises for an educational unit at the critical level to develop students' ability to practice critical reading and critical writing skills. In addition, this study introduces some recommendations for the Minister of Education to include more activities of critical reading and critical writing in the textbook.

Limitation of the Study

1. This study is limited to tenth-grade students only which may affect the generalizability of the results.
2. The place of this study is in a private school in Irbid, which makes it difficult to find general criteria for comparison with schools in some other places.
3. The duration of the program is just for 8 weeks.

Theoretical studies on Critical writing

Maiorana (1992) defined critical writing as an operation which is used to assessment understanding, evaluate viewpoints, and solve problems. Also, it includes interpretation, explanation, analysis, inferences, and self – regulation. These features engage different sub –skills like categorization, decoding sentences and clarifying meaning, examining ideas, identifying and analyzing arguments, and drawing conclusions, viewpoints opinions and preferences. Based on these features, critical writer has special characteristics such as, a good writer asks relevant questions, assesses statements and arguments. He /she has a sense of curiosity, and he/she is able to clearly define a set of criteria for analyzing ideas to

examine beliefs, assumptions, and opinions

Due to the significance of critical writing, students need to acquire this skill in order to learn how to investigate reason and argue logically and how to deal with a problem from different perspectives. These techniques make students able to use the evidence they have collected for their arguments, think openly, and express their opinions about a certain problem in their writing (Hollowell, 2010). Since, critical writing is considered as a result of an ongoing process of reflecting, researching, note-making, reading and writing (University of Leicester, 2009).

The purpose of critical writing is to develop students' own academic achievement within their subject area. Students must think about what they read in a critical way in order to judge, evaluate information and assess the text in order to write a critique or a report (Schaefersman, 1991).

Empirical studies on critical writing

Troia (2000) investigated the effect of utilizing brainstorming in developing critical writing skill of eighth-grade students. The sample of the study consisted of (40) male students who were chosen randomly. The instrument of the study was a critical writing test. The results showed that there were statistically significant differences in favor of the experimental group.

Thompson (2001) investigated the effect of utilizing the strategies of pre-writing in the quality of writing and critical writing in Messory secondary school students. The sample of the study consisted of (150) male students who were chosen randomly. The instrument of the study was a critical writing test. The results showed that there were statistical differences of the participants' performance on all critical writing and writing skills due to the teaching strategies of pre-writing. Also, there were statistically significant differences for the writing in general and critical writing in particular.

Xiang (2004) investigated the effect of utilizing self-monitoring in Chinese students' English critical writing. The sample of the study consisted of (48) male and female students, who were randomly chosen. The experimental groups were taught according to the self-monitoring program by giving students control over the feedback they receive which enables teachers to provide effective feedback. The results showed that students can be trained to use self-monitoring in their writing. Self-monitoring also is an effective way for students to improve the organization of their compositions and is especially helpful to higher- proficiency learners. Moreover, the

results showed that there were significant differences of the self-monitoring students' English critical reading skills due to gender in favor of females.

Rababeh(2010) investigated the effect of an instructional critical reading program and measuring its effect in the development of critical reading, critical writing and creative writing. The sample of the study consisted of two experimental groups one for female of (40) students, and one for male of (41) students; and two control groups, one for female of (39) students, and one for male students of (40) students, who were randomly chosen. The instruments of the study were a critical writing, creative writing and critical reading tests. His study was accomplished in 2months. The results showed that there were statistically significant differences for the benefit of the experimental group. There were also statistical differences for the benefit of females regarding critical reading and critical writing. Regarding male students, there were statistical differences in creative reading.

Ahangari, (2014) investigated the effect of intertextuality on Iranian EFL learners' critical writing. The sample of the study consisted of (60) advanced EFL students from three classes, who were randomly classified into three groups, one control and two experimental groups. Each one consisted of 20 students. The instrument of the study was a critical writing test. The results showed that there were significant differences of the intertextuality in teaching critical writing.

El-Qassas(2015) investigated the effect of critical writing story on developing some creative writing skills. The sample of the study consisted of (39) students from Ibnkhaldon Secondary School, and it was purposefully chosen from tenth graders. The instrument of the study was pre-posttest of creative writing skills. The results of the study revealed that critical writing story was effective in improving creative writing skills for tenth graders.

Concluding Remarks

The present study is distinguished from previous studies since it comes to clarify the effect of a critical reading training program on critical writing, since none has compared the three variables in one study in the curricula and methods of teaching English. All the previous studies discussed the effect of critical reading on either critical writing, except one study which was teaching the Arabic language.

Participants of the study

The participants of the study consisted of tenth-grade students' from Al-

Farah private school in Irbid for the first semester of the academic year 2019-2020. Four tenth grade classroom sections were chosen randomly. The groups were, two experimental groups: one group for male of (16) students and one group for female of (16) students. These groups were taught according to the instructional reading program in critical reading. There were two control groups; one for males of (18) students and one for females of (18) students. The students in the control group were taught according to the methods of the teacher's book of the English language curriculum for tenth-grade.

The Instructional Program

The instructional program started at the beginning of the first semester of the academic year 2019/2020 for two months (8 weeks). The researchers redesigned the reading tasks of units three and four (Action Pack 10). The implementation included different forms of exercises, worksheets, critical reading tasks as well as critical writing tasks. The first semester of tenth grade Action Pack English course in Jordan included three modules; each module includes some reading and writing tasks. The total number of the reading texts in the module three is nineteen and the total of the critical writing tasks is eight

The researchers designed the instructional program and applied pre-reading and writing test to evaluate the students' reading and writing skills before starting the study.

The reading strategies which were used in the instructional program are:

1. The direct teaching.
2. Learning strategies based on activities.
3. Teamwork.
4. Brainstorming.
5. Critical thinking.
6. Problem Solving.
7. Incubation Model

Steps of applying the program

First, the researchers trained the teachers who taught the experimental group. The teachers arouse the students' information and their linguistic experience which are related to the new readable text. The teachers also ask specific questions about the text such as what does the title means? What are the main ideas of the text?

The students read the text silently, and assign the new words which need to be explained as well as they write the main ideas that are discussed

in the text. Then the teachers read the text aloud and discusses the new words that the students need through writing them on the board, and using different strategies in explaining the meaning of them such as acting, description, synonyms and dictionary. Students use the new words in sentences. Then the teachers discuss the ideas that the students deduce from the text and compare them with the ideas that the text focuses on. Then the teachers draw the conceptual mapping to join the main ideas with sub-ideas.

Through discussion, the teachers start explaining the difference between some important concepts such as the meaning of the fact and opinion. The former refers to a piece of information about circumstances that exist or events that have occurred (Oxford dictionary). Whereas the latter is defined as a view or judgment formed about something, not necessarily based on fact or knowledge (Oxford dictionary).

The teachers distinguish the relation between cause and effect which are defined as the relationship between actions or events. Then the teachers listen to the students' opinions about the form, the organization, the structure, the content, and the vocabulary that are used in the text.

Variables of the Study

- The independent variable is critical reading.
- The dependent variable is students' mean scores in critical writing skill.

Data Analysis

To answer the research questions, means, standard deviations, adjusted means and ANOVA, ANCOVA and MANCOVA were used to find out any significant differences between the students' critical writing due to reading instructional program.

Equivalence of the two groups (pre critical writing test):

To find out the equivalence between the groups, means and standard deviations for pre critical writing test were calculated as shown in the table below:

Table (1) Means, standard deviations and number of cases for pre critical writing test according to group and gender variables.

Method	Gender	Mean	Std. Deviation	N
Experimental	Male	7.09	3.100	16
	Female	6.94	3.306	16
Control	Male	6.53	2.872	18
	Female	6.69	2.961	18

The table shows that there is a slight variance in the means of the critical writing pre-test according to group and gender, to find out whether

there are statistically significant differences in these means, two way ANOVA was conducted and the results are shown in table2.

Table (2) Results of two way ANOVA of the pre critical writing test related to group, gender and interaction between group and gender variables.

Source	Sum of Squares	Df	Mean Square	F	Sig.
GROUP	2.772	1	2.772	.297	.588
Gender	0.95	1	0.95	0.1	.994
GROUP * SEX	.442	1	.442	.047	.828
Error	597.352	64	9.334		
Corrected Total	600.570	67			

- interaction

Table 2 shows that:

- There are no statistically significant differences at ($\alpha = 0.05$) in the pretest due to group variable.
- There are no statistically significant differences at ($\alpha = 0.05$) in the pretest due to gender variable.
- There are no statistically significant differences at ($\alpha = 0.05$) in the pretest due to the interaction between group and gender variables.
- The researchers conclude that those groups were equivalent according to group, gender and interaction between Method and Gender variables.

Results Related to the first Research Question

To answer the first question of this study, "Are there statistically significant differences between the students' mean scores in critical writing due to the reading instructional program vs. regular teaching and students gender?", Means and standard deviations and estimated marginal means were computed. The results are presented in table 3.

Table (3) Means, Standard Deviations and estimated marginal means for post critical writing test according to method and gender variables.

GROUP	SEX	Pre		post		Estimated Marginal Means	Std. Error	n
		Mean	Std. Deviation	Mean	Std. Deviation			
Experimental	Male	7.09	3.100	16.44	6.329	16.433	1.179	16
	Female	6.94	3.306	15.06	4.250	15.061	1.178	16
Control	Male	6.53	2.872	10.11	4.182	10.115	1.111	18
	Female	6.69	2.961	9.78	3.667	9.779	1.110	18

Table (3) shows that there is a slight variance in the means of the post critical writing test according to the method and gender variables, to find out whether there are statistically significant differences in these means, the

results were conducted by using two way ANCOVA and the results are shown in tables 4.

Table (4) Results of two way ANOCVA post critical writing test related to their method and gender variables.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test (covariate)	.125	1	.125	.006	.940	.000
GROUP	567.212	1	567.212	25.568	.000	.289
SEX	12.362	1	12.362	.557	.458	.009
GROUP * SEX	4.551	1	4.551	.205	.652	.003
Error	1397.639	63	22.185			
Corrected Total	1984.882	67				

The table shows that:

- There are statistically significant differences at ($\alpha = 0.05$) in the post critical writing test due to Method variable in favor of the reading instructional program.
- There are no statistically significant differences at ($\alpha = 0.05$) in the post critical writing test due to gender variable.
- There are no statistically significant differences at ($\alpha = 0.05$) in the post critical writing test due to the interaction between method and gender variables.

Results Related to the second Research Question

To answer the second question of the study, "Are there statistically significant differences between the students' mean scores in critical writing sub-skills due to the reading instructional program vs. regular teaching and students gender?", means and standard deviations and estimated marginal means were computed and the results are shown in the table 5.

Table (5) Means, Standard Deviations and Estimated Marginal Means for Post Critical Writing Skills Test according to Method and Gender Variables.

	GROUP	SEX	pre		post		Estimated Marginal Means	Std. Error	N
			Mean	Std. Deviation	Mean	Std. Deviation			
Structure	Experimental	Male	1.25	.753	2.72	1.080	2.719	.221	16
		Female	1.28	.752	2.56	.727	2.610	.220	16
		Total	1.27	.740	2.64	.909	2.665	.156	32
	Control	Male	1.11	.557	1.62	.761	1.619	.213	17
		Female	1.14	.614	1.61	.778	1.567	.208	18
		Total	1.13	.578	1.61	.758	1.593	.149	35
Meaning	Experimental	Male	1.16	.651	2.66	1.136	2.676	.206	16

	GROUP	SEX	pre		post		Estimated Marginal Means	Std. Error	N
			Mean	Std. Deviation	Mean	Std. Deviation			
		Female	1.19	.629	2.44	.602	2.512	.205	16
		Total	1.17	.630	2.55	.901	2.594	.145	32
	Control	Male	1.22	.669	1.74	.812	1.701	.198	17
		Female	1.25	.549	1.69	.667	1.643	.194	18
		Total	1.24	.603	1.71	.730	1.672	.138	35
Punctuation	Experimental	Male	.91	.523	2.81	1.063	2.811	.238	16
		Female	.88	.532	2.56	.946	2.629	.237	16
		Total	.89	.520	2.69	.998	2.720	.168	32
	Control	Male	.94	.539	1.79	.953	1.772	.229	17
		Female	.83	.542	1.47	.737	1.435	.224	18
		Total	.89	.536	1.63	.852	1.604	.160	35
Spelling	Experimental	Male	1.25	.707	2.84	1.091	2.884	.245	16
		Female	1.31	.854	2.56	.793	2.565	.243	16
		Total	1.28	.772	2.70	.949	2.724	.173	32
	Control	Male	1.08	.429	1.62	.961	1.589	.236	17
		Female	1.11	.631	1.58	.827	1.573	.230	18
		Total	1.10	.532	1.60	.881	1.581	.165	35
Paragraph Development	Experimental	Male	1.09	.523	2.56	1.138	2.550	.229	16
		Female	1.06	.479	2.41	.898	2.473	.228	16
		Total	1.08	.494	2.48	1.012	2.511	.161	32
	Control	Male	1.03	.528	1.59	.755	1.583	.220	17
		Female	1.08	.493	1.64	.637	1.596	.215	18
		Total	1.06	.504	1.61	.687	1.589	.154	35
Clear words	Experimental	Male	1.41	.664	2.78	1.211	2.687	.236	16
		Female	1.22	.706	2.53	.939	2.601	.234	16
		Total	1.31	.681	2.66	1.073	2.644	.166	32
	Control	Male	1.22	.669	1.74	.752	1.787	.227	17
		Female	1.25	.624	1.78	.808	1.751	.222	18
		Total	1.24	.638	1.76	.771	1.769	.159	35

Table 5 shows that there is a slight variance in the means of the post critical writing sub-skills test according to method and gender variables, to find out whether there are statistically significant differences in these means, two way MANCOVA was conducted and the results are shown in table 6.

**Table (6) Results of Two Way MANCOVA Post Critical Sub-skills Test
Related to their Method and Gender Variables.**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Structure pre	Structure post	.215	1	.215	.290	.592	.005
Meaning pre	Meaning post	1.984	1	1.984	3.090	.084	.051
Punctuation pre	Punctuation post	.006	1	.006	.007	.935	.000
Spelling pre	Spelling post	.036	1	.036	.039	.843	.001
Paragraph Developmentpre	Paragraph Development post	.031	1	.031	.040	.843	.001
Clear words pre	Clear words post	5.537	1	5.537	6.577	.013	.103
GROUP Hotelling's Trace=0.555 P=0.000	Structure post	17.567	1	17.567	23.633	.000	.293
	Meaning post	12.998	1	12.998	20.242	.000	.262
	Punctuation post	19.055	1	19.055	22.137	.000	.280
	Spelling post	19.983	1	19.983	21.973	.000	.278
	Paragraph Development post	13.005	1	13.005	16.350	.000	.223
	Clear words post	11.708	1	11.708	13.907	.000	.196
SEX Hotelling's Trace=0.050 P=0.851	Structure post	.104	1	.104	.139	.710	.002
	Meaning post	.198	1	.198	.308	.581	.005
	Punctuation post	1.091	1	1.091	1.268	.265	.022
	Spelling post	.457	1	.457	.503	.481	.009
	Paragraph Development post	.016	1	.016	.020	.887	.000
	Clear words post	.060	1	.060	.071	.791	.001
GROUP * SEX Wilks' Lambda=0.976 P=0.970	Structure post	.013	1	.013	.017	.896	.000
	Meaning post	.044	1	.044	.069	.794	.001
	Punctuation post	.095	1	.095	.110	.741	.002
	Spelling post	.359	1	.359	.395	.532	.007
	Paragraph Development post	.032	1	.032	.040	.843	.001
	Clear words post	.010	1	.010	.012	.915	.000

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Error	Structure post	42.371	57	.743			
	Meaning post	36.601	57	.642			
	Punctuation post	49.064	57	.861			
	Spelling post	51.839	57	.909			
	Paragraph Development post	45.341	57	.795			
	Clear words post	47.986	57	.842			
Corrected Total	Structure post	62.769	66				
	Meaning post	54.910	66				
	Punctuation post	74.291	66				
	Spelling post	74.672	66				
	Paragraph Development post	60.440	66				
	Clear words post	69.418	66				

Table 6 shows that:

There are statistically significant differences at ($\alpha= 0.05$) in all post critical writing sub-skills test due to Method variable in favor of the reading instructional program.

- There are no statistically significant differences at ($\alpha= 0.05$) in the post critical writing sub-skills test due to gender variable.
- There are no statistically significant differences at ($\alpha= 0.05$) in the post critical writing sub-skills test due to the interaction between method and gender variables.

Discussion

Findings Related to the first Question of this Study

The first question deals with the effects of the instructional reading program on the tenth grade students' critical writing. The findings of this question show that there were statistically significant differences at ($\alpha=0.05$) in favor of the experimental group in students' critical writing in the post test scores. Comparing the students' results of critical writing skills pre-posttest before and after applying the instructional reading program showed that critical reading program is more effective in promoting critical writing skill

compared to the traditional method that is used in the control group. The reasons behind these results may be related to the teaching that are used in the instructional program which contains various, effective and well - defined strategies which give students more control on their thinking and make them feel more responsible during criticizing a text or adding a proper end for a certain story or event.

Critical writing is a difficult skill on students' mind because it needs higher thinking skills, especially when the students recall their prior knowledge to join it with new information to build a higher structure of knowledge. So the instructional reading program comes to develop and organize the students' ideas and teach students how to benefit from these skills to achieve their goals.

Findings Related to the second Question of this Study

The second question is related to the effects of the instructional reading program on the tenth grade students' critical writing sub-skills. The findings of this question show that there were statistically significant differences at ($\alpha=0.05$) in favor of the experimental group in students' critical writing sub-skills in the post test scores.

The results indicated that there was a great achievement in the whole six skills in favor of the experimental group compared to the results of the traditional method that is used in the control group. The teaching methods and activities that were used in the instructional program gave the students the opportunities to develop their curiosity by gaining a deeper understanding about certain topic. The enhance creativity by training students' mind to read between the lines, focus on details, improve the problem solving ability, make judgment based on evidence, question and evaluate every piece of information. Through the instructional reading program students become more professional in promoting their imagination, creativity, and ability to think critically through the writing process.

The instructional program helps students to give effective judgments and make connections between what is being read and what they have to write.

Recommendations

Based on the findings of the current study, the following recommendations are put forth critical and critical writing.

- Developing the students' ability to read critically.

- Teachers should pay more attention in teaching writing in general, and critical writing in particular. Some teachers neglect the writing tasks that may happen for different reasons such as some teachers do not know how to teach writing and others neglect the importance of writing in developing students' language skill.
- Teachers should encourage students to use various strategies in their learning to enhance their EL in general and to enhance their critical and creative writing in particular.
- Researches are encouraged to carry out more studies to investigate more suitable techniques for developing students' creative and critical writing

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