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Assessing the Impact of Information Literacy  
drawing from Reading on Students' Writing  
-Case of L3 EFL Students -Tlemcen University-

Dissertation submitted to the Department of English as a partial  
fulfilment of the requirements for the degree of Master in Didactics  
of Foreign Languages

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## *Statement of Originality*

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Signature:

## **Dedications**

I dedicate this work to my parents who have always been by my side in good and bad, urged me to cherish Education and work harder, and taught me that learning never comes to a halt. To my brothers Waleed and Muhammad Khaled ; my mainstays without whom I could not stand still.

A greater devotion is allotted to my lovely besties Manal and Feryal who have always been there for me, never let me down, always encouraged me. To my lovely friend Zahira whom though I have recently had the chance to know, I deem a good, kind-hearted and precious sister. To Meriem, Wissem, Ouissem, Souhila , Yousra and Amina. Thank you for your love and support.

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## **Abstract**

The field of Education has always been an irrevocable context in which learners are to gain knowledge in its various sorts, making use of discrepant skills. Suffice it to state those of reading and writing through being information literate; that is, to apply the former skill to the latter one and thus arrive at another academic level. Indeed, the purpose of this work was to probe into the validity of the latter statement inside the university fences. Reaching this end called for the adoption of an exploratory case study research in The Department of English-Faculty of Letters and Languages- at Abubekr Belkaid University in Tlemcen, relying on a bundle of sources and data collection instruments. An online questionnaire for third year students of English as a foreign language, an onsite semi-structured interview addressed to teachers and what is labelled a Rubric-Centred Portfolio Assessment of students' exam sheets of literature compelling them to read novels along two semesters in a row in order to evaluate their mastery of vocabulary and spelling, grammar, cohesion and coherence. The triangulation of results showcased that most of these students were information literate in the sense that their academic writing and even speaking were embellished due to reading; as an outcome, this boosted their academic performance. Another finding informed of the significance of information literacy vouching a cradle-to-grave learning opportunity; that is, lifelong learning. In the meantime, teachers approved of the latter statement emphasizing the significance of information literacy both academically and environmentally. Not to overlook these teachers' roles in urging students to read and apply and more importantly to think critically. On the other hand, the assessing rubric showed that the portfolios of students recognised a noticeable betterment along the successive semesters giving a concrete clue about students' critical thinking abilities. To sum up, the present work yielded proofs that asserted the students' capability of being information literate after leafing through various reading formats ;as a result, promoting their academic performance and showing tangible evidence when writing.

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## **List of Acronyms**

**ASCC** : Anglo-Saxon Culture and Civilisation

**COE**: Comprehension and Ora Expression

**CWE** : Comprehension and Written Expression

**EFL** : English as a Foreign Language

**ESP**: English for Specific Purposes

**LMD** : Licence Master Doctorat

**L2** : Licence 2 (Second Year Bachelor of Arts )

**L3** : Licence 3 (Third Year Bachelor of Arts )

**%**: Percentage

## General Introduction

Pertaining to the academic world compels one to recognise the set of skills inculcated within such a world. Among such skills are those of reading and writing which constitute two primordial features marking the students' overall abilities to master the pointed skills; thus, academic performance. Yet, the latter statement as a whole calls for the implementation of another skill known as Information Literacy which; in this context, is deemed the application of reading to academic writing in very down-to-earth words. In fact, information literacy within the academic settings has always been subject to a plethora of research attempts shaped in discrepant literature review articles ;that is, studies that endeavoured to probe into the contribution of information literacy to students' both academic writing and performance. That is why this study constitutes a trial to verify the validity of the latter point in a prolix and systematic way. Addressed alternatively, this work may serve as an addition to the sphere that engulfs the skills of reading and writing at the academic scale, exploring in the meantime students' critical thinking abilities and stimulating the readers to take advantage to become more open to this mental process. Hence, the study aims at investigating whether or not information literacy based on reading is conducive to students' academic writing as well as performance. It also investigates the ways through which information literacy takes place when writing; as a concrete evidence. The teachers' role is another primordial point of interest in this context .Therefore, this research errand yearns to provide commensurate answers to the following questions:

1. Is Information Literacy, that draws from reading, conducive to students' academic performance?
2. Does Information Literacy, centred on reading, have a positive impact on students' academic writing?

The above stated questions brought about the formulation of the hypotheses found right below:

1. Information Literacy, based on reading, enhances students' academic performance.
2. Information Literacy seems to contribute positively to students' academic writing as a result built upon reading.

In fact, reaching the already set objectives incites the researcher to design an exploratory case study research examining third year students of EFL in the Department of English-Faculty of Letters and Languages- at Abubekr Belkaid University located in Tlemcen. The present case study will indeed gather both qualitative and quantitative data referring to a pile of research instruments :A questionnaire displayed online addressed to students, a semi-structured interview for teachers of English at the same department and what is known as Portfolio Assessment of students' exam sheets of literature of two semesters fulfilled respectively .Note that the last research tool relies highly on the so-called Rubric Assessment that would measure vocabulary and spelling, grammar, cohesion and coherence.. What is more, the results will then be subject to analysis and triangulation based on a mixed-method approach gathering both qualitative and quantitative methods.

To pave the route for the procession of this study, the actual work is by far split into two interrelated chapters. The very first one is allotted to the literature review on information literacy and offers the theoretical background attached to it along with that of reading, writing, critical thinking and Bloom's Taxonomy seen from two different perspectives. On the other hand, the second chapter involves the analysis and interpretation of the data collected. The rationale held within this section enquires about answers to the previously set research questions through either confirming or disconfirming the stated hypotheses. Later on, a discussion of the major findings or rather results will be raised within the same chapter which<sup>1</sup> per se will be sealed with an attempt to suggest some solutions allocated to students so as to boost their intrinsic motivation to read and apply. Another trial to dispatch recommendations for teachers will take place in order that they would make their learners eligible to be erudite.

# CHAPTER

# ONE

## LITERATURE REVIEW

## 1.1 Introduction

Reading and writing are two skills of utmost importance in academic settings for they reflect myriad qualities that embellish and tell about the learners' levels as well as their cognitive abilities. Yet, there is another major skill that actually lurks in the shadows of both reading and writing and constitutes the bridge through which reading steps to be reflected within students' writing. In other words, this mental capacity is labelled "Information Literacy" that ensures the actual and concrete shaping of one's abstract thoughts and ideas. That is why the first chapter is allocated to the literature review in which the terminology and basic concepts related to the impact of information literacy on students' academic writing and performance will be both mentioned and explained. Definitions of reading, writing will also be highlighted before heading to the stage in which critical thinking will take place. Additionally, the theoretical part will deal with Bloom's Taxonomies: The very initial classification as well the updated one. At last, the chapter will be sealed with a succinct representation engulfing the bond: Information Literacy, Reading, Writing, Bloom's Taxonomy and Critical Thinking. Not to overlook the portrayal of some images vouching a more salient explanation of a few points. Leafing through the literature review on such statements led to the construction of the following content as a whole.

## 1.2 Definitions of Information Literacy

Information Literacy has been widely defined by myriad figures and subject specialists. To grant it scrutable definitions, the following lines represent an attempt to provide its exact meaning. Based on the definition of Wertz *et al.* (2013) "Information literacy involves the ability to locate information, evaluate and use it effectively". Not only that but it is also viewed as the intellectual-affective network which makes people eligible to be aware of the need for knowledge to come up with new knowledge as claimed by Pinto (2010). What is more, according to The Alexandria Proclamation (2006) that broke out of a meeting known as High-Level Colloquium on Information Literacy and Lifelong Learning and was set at the Alexandrian Library in Alexandria,

Egypt, information literacy constitutes the basis for a durable route of learning as it assists people of all levels to look for information measure, utilize and formulate new

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ones so as to attain purposes at different scales. It is also deemed an irrevocable human right in nowadays' technology-based universe merging the entire communities socially. In the same vein, information literacy is a way of recognising the time and reason for which a piece of knowledge is called for, the place in which to find it and the way through which it is to be measured, applied and communicated in a morally accepted way as stated by the Chartered Institute of Library and Information Professionals (abbreviated into CILIP) (2005). The latter is also labelled "The Library and Information Association"; a professional structure encompassing librarians, specialists and managers of information and knowledge in the United Kingdom. Besides, Moxley (2008) contends that information literacy alludes to the discussible cognitive phenomena that help people manipulate the ways through which information are gained applied and taken advantage of. It provides the outset for dealing with other types of information majors. It also contributes to the development of critical thinking. Another standpoint shared by Johnston and Webber (2003) depicts that information literacy is about grabbing a commensurate knowledge demeanour by the aid of any given way in order to be aware of the sort of information needed along with a critical recognition of a well-experienced and moral application of knowledge within the community.

### **1.2.1 Information Literacy in Education**

The educational setting makes use of information literacy as one of the markers which tell about students' academic level and their academic achievement as well Information; as believed by Mohd, Nor and Zainab (2005) can be elicited from the shelves of the library, from home or one's workplace. A study realised by Bowles (2012) at the University of Wyoming in The United States of America on students demonstrated that information literacy does improve students' educational levels.

#### **1.2.1.1 The effect of Information Literacy on Students' Academic Writing**

Information literacy is known to contribute to the learners' academic performance at the level of writing and as said by Ortega and Stewart (2014), critical thinking and writing skills are the prerequisites of paramount importance to ensure success in academic settings. A review of the literature devised by Kuh, Bridges and Hayek (2006) suggests that information literacy is one of the markers of academic success of students



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Moreover, according to a study done by Shao and Purpur (2016) on postgraduate students in Higher Education at the Appalachian State University in North Carolina, information literacy proved effective and conducive to students' writing and course performance.

### **1.2.1.2 Information Literacy outside the Academic Context**

The ACRL Information Literacy Competency Standards for Higher Education (2000) contends that information literacy goes beyond the academic zone and grants them a womb-to-tomb chance of learning making them autonomous and responsible in all walks of life. Furthermore, Owens (1976) utters that information literacy varies in accordance with the context in which it exists and that those who embrace such a skill are more likely to be clever when making decisions so as to take charge of different issues. In the same time, information literacy competencies are the major mainstays to vouch an on-going learning process; that is all along one's life as announced by The International Federation of Library Associations and Institutions (IFLA)'s Guidelines (2005) ; a leading cosmopolitan structure that shapes the tendencies of library as well as information services. What is also worth stating involves the opinion of Kumar and Surendran (2015) who praise information literacy for its effective role of guaranteeing a learning that never comes to a halt ;until one's death. Reading in its turn draws highly on the tenets of information literacy.

### **1.3 Definitions of Reading**

According to Leu and Kinzer (1987), reading is an operation of gradual growth representing the output drawn from a grasped input. Harmer (2007), on the other hand, showcases that reading is beneficial for acquiring a language on the condition that the reader be able to understand the content. Cline *et al.* (2006) also claim that reading is the deciphering and the grasping of the meaning of written passages. It is; as reported by Grellet (1987), a steadfast operation in which one is to speculate and know even much more information than those provided within a given text. Moreover, Day and Bamford (1998) regard reading as the generation of meaning elicited from a passage that is either written or printed. Reading in fact pushes one to set a link between the read passage and the reader's prerequisites so as to learn the meaning. To Anderson *et al.*

(1985), reading is primordial in classrooms as it is the key to success and without which the learning of a child would be altered particularly if unable to read academic materials. Wixon and Peters (1984) also define reading as the operation of building meaning out of an active interaction using the reader's previous knowledge and that of a written origin along with the context provided. An acknowledgement; uttered by McPike (1995), implies that reading is the fountain from which all sorts of knowledge would be born later on. Another view shared by Krashen (1993) says that reading which comes out of intrinsic will constitutes the most efficient factor that enhances the child's capability of reading and exerting other skills. It also; as Birch (2002) maintains, compels one to possess a reservoir of the reading skill illustrated by extensive reading, the grasping of both the crux of a given piece of knowledge and the details, to name but a few.

### **1.3.1 Definitions of the Reading Habit and Tips for improving it**

According to Grellet (1987), the term habit indeed held the definition of something that is done at a regular scale. In what comes to the reading habit, it is seen by Acheaw and Larson (2014) as a voluntary and regular activity which enables one to gain information linked to academic performance. It is; according to Greene (2001), well established at a young age in school and it is during such an age that it becomes a habit along one's life. In fact, the same view is agreed upon by Fisher (2001) who views reading as a mental process that lasts provided that it would be done since childhood. Reading has also a positive effect on students' academic writing as said by Mahyar (2012) who praised the reading habit for such impact. Additionally speaking, Gardiner (2005) states that the reading habit might have a positive contribution to the learners' cognitive abilities.

The following hacks were proposed within the Unit of Teaching and Learning done at the University of Melbourne in 2010 for the sake of enlightening students' minds to work on their reading skills:

- Take into account the place in which you read; a calm and well-lit whereabouts, avoid reading in bed.
- Avoid vocalising when reading to keep focused.

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- Choose the times on which you would be able to maintain concentration and through having pauses every now and then.
  - Challenge yourself to finish reading a given part (e. g: a chapter, a section and the like).
  - Take it easy when reading so as not to feel bored and idle for sometimes reading consumes time.

As salient ,the above stated points are instilled within the academic achievement or rather performance.

#### **1.4 Definitions of Academic Performance (Academic Achievement)**

Narad and Abdullah (2016) argue that academic performance stands for the extent to which students have learned in academic settings where the formers will be tested by the instructors who would grant marks later on. As for the Dictionary of Education by Good ( 1959), it refers to academic achievement as the input and skills gained in class. Test scores as well as marks constitute the ways through which such input is assessed. Another dictionary; labelled “Dictionary of Psychology by Chaplin” (1959), refers to this concept as he amount of knowledge and mastery within academic contexts and in which instructors would set either an assessment of this knowledge or standardized tests or both. More tellingly, Pascarella and Tarrenzini (1980) denote academic performance as the amount of a learner’s knowledge progression in both academic and cognitive fields. Then, Finn and Rock (1997) contend that exam marks and grades are the indicators of academic performance. In the same line of thought, Choi (2005) deems the global points obtained in class an academic performance.

On the other hand, Dennis *et al.* (2005) view academic performance as the result that is born out of a dual of variables represented by both personal characteristics and the ones pertaining to the environment. At last, York *et al.* (2015) point out that academic performance may be elucidated with regards to the learners’ advancement academically speaking to obtain a certain degree away from the issues linked to the place of study. Once again, academic performance is also inspired from writing .

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## 1.5 Definitions of Writing

In very down-to-earth words, Nunan (2003) claims that writing is the mental effort of creating ideas which would later be transformed into understandable written pieces. In his turn, White (1986) states that writing represents the process in which the cognitive background is subject to concrete expression that will next be spread and picked up by others. Rochberg (2004) indeed uses a metaphor to explain that writing is about reading signs, which will be interpreted into written passages in the upcoming step. Besides, McDonough and Christopher Shaw (1993) classify writing as an action that is done solely and liken it to the activity of reading. About Harmer's standpoint (2004), he acknowledges the significance of writing for it brings about critical thinking to devise an intriguing piece of writing. He sees that to learn writing is to learn to write in an efficient way so as to share a set of ideas and feelings. He also praises its role in both academic and social levels.

### 1.5.1 The Process of Writing

As its label indicates, the writing process involves the application of a set of procedures so as to deposit a final piece of writing. Scholes and Comley (1985 ) recognise three stages through which the process of writing takes place explained as the following :

- **Prewriting:** At this initial phase, the students are supposed to brainstorm about the ideas linked to the topic of interest moving from general to specific. That is, to consider what is going to be written in the first draft, the reason that led to the construction of such a writing and those who are going to read it. This would warrant embracing a productive way of writing.
- **Drafting:** This is the phase in which students are supposed to put their ideas in an order, visualise a certain structure or rather form; That is, an introduction, a body paragraph(s) and a conclusion. It is to bear in mind that it is preferable to construct a plan/outline ahead of the process of drafting.
- **Revising:** The ultimate phase of this model incites students to proofread and rewrite what they will write if they wish to be competent at writing. This stage constitutes the key to reach professionalism in writing.

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### 1.5.2 The Teacher's Role in the Writing Process

Raimes (1992; cited in Hyland, 2003.) displayed a precise and concise passage about the teacher's role in the process of writing and that is seen as a guide for learners along such an act apart from placing a heavy anchor on the writing form in order to build strategies of producing, drafting and refining ideas. This can be ensured through providing activities of pre-writing to construct ideas about the content and form that provoke the brainstorming action and outlining. What is more, it is also a must to ask for many drafts, disperse extensive feedback, revise a text level, smoothen peer answers, leave a surface for corrections later on. At this stage, one is to arrive at the drafting phase. Such a skill heralds an mental operation that will be discussed below .

### 1.6 Critical Thinking

Be it a crucial process belonging to the twenty first century skills, critical thinking is deemed part of information literacy also known as Reflective Thinking by Dewey (1910) is viewed (ibid.) as a dynamic, constant awareness of any belief of knowledge when backed up and subject to further deductions. It is also defined by Facione (2011) as a sort of a targeted reflective belief bringing about rational facts and actions. On the other hand, McPeck (1981) claims that the concept of critical thinking ought to be built upon reflective scepticism .Elander *et al.* (2006) view that in addition to the fact that critical thinking skills move towards other parts of our lives, they afflict people inciting them to be active respondents. Ruggiero (2012) also posits that critical thinkers are those who endeavour to learn to focus as they manage distractions in a faster way than those who do not think critically and effectively, thus; to him, it is not a magical action but rather a practiced skill just like any other one. He also sees that those who think critically are those who:

- Recognise personal boundaries.
- Deem problems stimulating challenges.
- Seek understanding.
- Argue using proofs to make judgments.
- Are intrigued to know how other people think.
- Are dubious when it comes to extreme views.

- Consider ahead of performing.
- Leave emotionalism aside.
- Are open-minded.
- Listen actively.

In contrast, non-critical thinkers (ibid.):

- Have a narrow perspective towards things.
- Take things for granted adopting the very first thing that they would be exposed to.
- Make judgments without thinking.
- Are not active listeners.
- Do not estimate others' ideas deeming theirs the best of all.
- Are reticent to the idea of change.
- Believe and act according to stereotypes.
- Lie to themselves.

### **1.6.1 Critical Thinking in Educational Contexts**

When it comes to academic contexts, Tapper (2004) defines critical thinking in terms of abilities or skills such as selection, measurement, decoding, reflecting, questioning, concluding and making judgments. Learners can; according to Swartz and Perkins (1990) promote thinking of any kind in six different characteristics: awareness, effort, attitude, organization, sub-skills as well as smoothness. In Mason's words (2008) addressed alternatively, students have to be able to think critically and reasonably before submitting an academic work during a critical thinking course in which the teacher directs the learners toward a precise route of thinking so as to avoid bias. He also points that teachers themselves have to think critically when performing in class to estimate to a far extent their students' critical thinking abilities so that these learners would be eligible to develop this process when it comes to issues of a more intricate origin and various contexts. According to Fahim and Reza (2011), producing a classroom community that is replete with critical thinkers is crucial for several reasons. First of all, this operation is not one that is done every once and again but rather constantly unlike

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those done from time to time like swimming, riding a bicycle, to name but a few. It is a way through which one gets in touch with almost everything whether during class or in daily life. What is more, they say that the idea of thinking individually is beguiling for groupwork is of substantial importance to think and learn from one another. That is why they propose a set of solutions in order to enhance the conditions needed to build up such community. For instance, it would be of use to instill suitable speculations, exhibit a critical thinking model and opt for appropriate activities to be used for teaching. The purpose is to open the learners' insights toward embracing and accepting others' views even if opponent of theirs and make them aware that some expectations cannot necessarily occur. They also should listen heedfully with eager attention; ask questions to the teacher, to one another and the like (ibid.)

### **1.6.2 Two Models of the Processes of Critical Thinking**

There are plenty of models that elucidate how the process of critical thinking may be inculcated for ensuring an efficient establishment and functioning of it. The following lines constitute an endeavour to exhibit two famous models designed by Hitchcock (1983) and Ennis (1996) respectively with the first using the acronym OMSITOG to explain a seven-criterion model and the second naming it FRISCO made up of six gauges.

- Hitchcock (1983) disperses :

1. Have an Overview of the message.
2. Explain the Meaning in a clear understandable way.
3. Depict an argumentation Structure if there exists one.
4. Make sure that the Inferences are intact.
5. Measure the Truth of the statements and sayings that are not backed up with evidence.
6. Inquire about Other pertinent and evident claims.
7. Give a Grade to the message.

- Ennis (1996) portrays :

1. Zoom the Focus; the most important idea or problem.
2. Point and measure the coherent Reasons.

3. Make judgments upon the Inferences.
4. Be present in the Situation; that is, the aspects of the setting that supply meaning and rules.
5. Gain and keep up Clarity in the sayings.
6. Construct an Overview of what you have figured out, decided, pondered ,learned and deduced.

Critical thinking, in effect, takes major part of an educational classification elucidated right below.

## **1.7 Bloom's Taxonomy**

According to Bloom (1956), Bloom's Taxonomy (See Figure 1.1) is a step-by-step system gradually arranged from the lowest level of thinking to the highest one to tell about the goals of learning. It is the initial and most recognised system ever. Guskey (2005) notes that Bloom's Taxonomy shares various stages of learning objectives ordered from simple to complex with each stage requiring the learner to have total mastery of it before moving a level forward . A mastery that can be established through assessments done during class, feedback-providing exercises and the like. The Taxonomoy of Bloom (1956) consisted of six levels of thinking with the first three deemed lower levels and the remaining higher ones.

### **1.7.1 The Learning Domains Found within Bloom's Taxonomy**

Knowing Bloom's Taxonomy (ibid.) in a more accurate way compels one to know about the learning fields that build up such a concept and the way it functions practically speaking. In effect, Bloom's Taxonomy could be broken down into three major domains elucidated as the following:

#### **1.7.1.1 The Cognitive Domain**

The cognitive domain constitutes the very initial domain within Bloom's Taxonomy in which there is emphasis on such cognitive skills as that of thinking critically, solving problems in addition to building up a foundation for knowledge. The cognitive classification migrates from a memorization that is faint and created to construct the knowledge of students towards the foundation



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of a new piece of information that is built upon one gained before. This field requires learners to take up gradually starting from the simplest to the most complex step.

### 1.7.1.2 The Affective Domain

The affective domain highlights the emotional and ethical side that learners are to embrace like values, personal inclinations, attitudes, gratitude to name but a few. The classification within such a phase proceeds with drawing from and listening to pieces of knowledge and spans towards characterization. Its focus revolves around enabling individuals to perceive the nature of their values as well as the way they are developed with.

### 1.7.1.3 The Psychomotor Domain

The psychomotor domain tells about the learners' ability to fulfil activities and performances of skills physically speaking. Several versions were suggested within this phase among which is Harrow's (1972) theoretical view on the psychomotor domain. It originates from reflective movements of a basic nature and shifts to non-discursive communication accompanied with activities that display meaningful expressions.

## 1.7.2 The Lower Levels of Thinking

Bloom (ibid.) recognises three lower levels of thinking classified as the following:

**Knowledge:** the very basic level of recalling given pieces of information.

**Comprehension:** that is to be able to grasp the meaning of such pieces of knowledge.

**Application:** to apply is to make use of information differently keeping the same meaning.

## 1.7.3 The Higher Levels of Thinking

This part engulfs more intricate thinking levels:

**Analysis:** is the initial step of the highest part of the taxonomy asking one to decipher the relationships away from the knowledge.

**Synthesis:** is about referring to information to devise a brand new content.

**Evaluation:** is to think in a critical way about the new knowledge, argue, defend or criticize it.

The figure below shapes the thinking levels stated above:

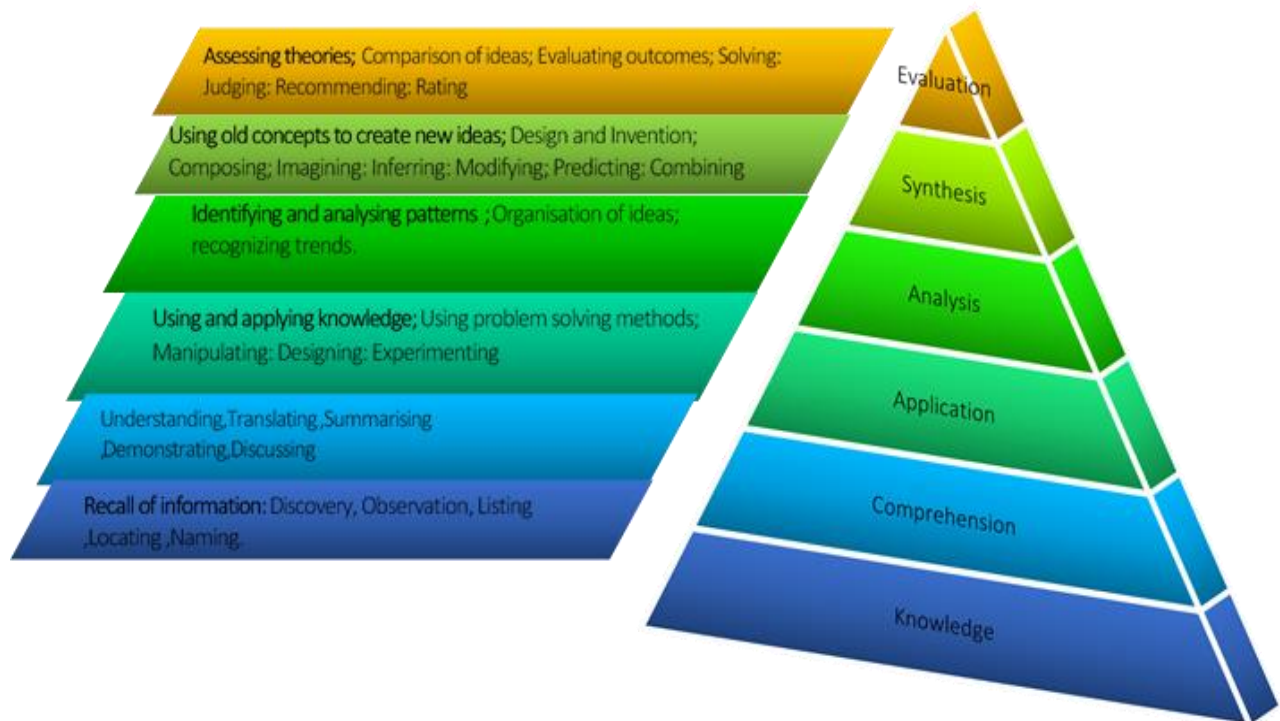


Figure 1. 1 Bloom's Taxonomy (1956) (Adapted from DeFalco, 2018)

## 1.8 Bloom's Revised Taxonomy

Bloom's Revised Taxonomy (See Figure 1.2.) is in fact the updated version edited in 2001 by Anderson and Krathwohl (2001) with the help of a group of researchers who converted the nouns heralding the thinking levels into action verbs and reshuffled some places of these verbs along with the option of letting learners know what they were requested to do at each given level. The necessity to proceed from the lowest stage was kept the same though.

### 1.8.1 The Learning Domains Found within Bloom's Revised Taxonomy

Once again , Bloom's Revised Taxonomy (ibid.) involved three fields explained as follows :

### 1.8.1.1 The Cognitive Domain:

Anderson and Krathwohl (ibid.) took a second look at the cognitive sphere in the mid-nineties and created some changes particularly with a dual of dominant features. On the one hand, the nouns of the entire six processes were converted into verbs. On the other hand, some of these actions were reordered.

### 1.8.1.2 The Affective Domain:

Krathwohl, Bloom, and Masia (1973) showcase that the affective field of Bloom's Revised Taxonomy informs of the way through which things are managed at the emotional level; that is, sentimentally, morally, motivationally and even zealously speaking.

### 1.8.1.3 The Psychomotor Domain:

The psychomotor domain encompasses the physical movement, coordination, and the use of motor-skill areas. It is only through practice that these skills will be prone to progression. Later on, these skills will be tested with regards to swiftness, exactness, distance, operations or techniques. The Simpson's and Harrow's psychomotor domains are particularly of great use for the growth of children and youngsters and even that of adults' skills. Then, The Dave's Psychomotor Domain which constitutes the faintest domain for applying to the surrounding development. In short, both domains display a great deal of discrepancies.

## 1.8.2 The Lower Levels of Thinking

The lower levels of Bloom's Revised Taxonomy show up below in a bottom-up order:

**Remember** :The lowest stage asks learners to simply recall.

**Understand** : at this level, actions as interpreting, illustrating, deducing to name but a few are to take place.

**Apply** : learners are ordered to implement and perform at this stage.

Anderson and Krathwohl (2001) indeed extended the scope and meaning of knowledge in more accurate terms as the following:

- **Factual Knowledge** : is about the very initial elements that students ought to be aware of in order to be accustomed to a given demeanour or remedying problems.

- **Conceptual Knowledge**: The conceptual knowledge involves the interrelations which are instilled among the primary elements within a wider structure making them capable of interacting with one another.

- **Procedural Knowledge**: this sort of knowledge assists one to recognise the ways through which something is done and inquired about. The gauges to rely on to use skills, algorithms, techniques and methods are also of paramount importance to be taken into account.

- **Metacognitive Knowledge**: it implies the knowledge of cognition generally and that of one's own cognition particularly.

It is to bear in mind that the first three above typed levels of knowledge were already part of Bloom's original taxonomy but were not as accurately and saliently elucidated as in the revised version (ibid.).The metacognitive kind of knowledge was implemented within the revised taxonomy.

### 1.8.3 The Higher Levels of Thinking

**Analyse** : learners at this station are asked to distinguish, structure and impute knowledge.

**Evaluate**: learners are asked to verify and make judgments.

**Create**: the last action verb asks students to devise, produce or rather generate.

The action verbs tackled right ahead can be illustrated in the following pyramid:

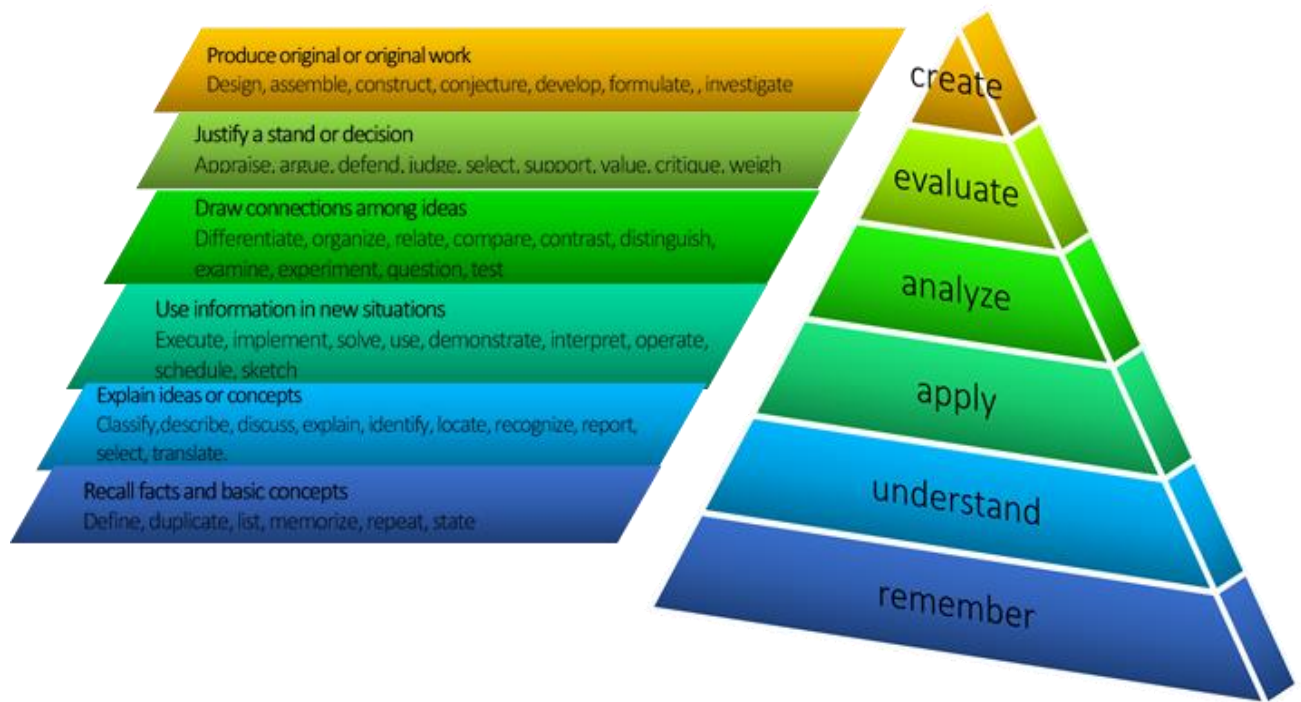


Figure 1. 2 Bloom's Revised Taxonomy (1956) (Adapted from Armstrong, 2010)

### 1.9 Information Literacy, Reading, Writing and Bloom's Taxonomy: Critical Thinking.

Bloom's Taxonomy incites students to decipher a given piece of information in a critical way and makes them even more inquisitive about that piece then make actual use of it or adjust it according to the need. The dual of Bloom's Taxonomy and Critical Thinking are substantial in the field of Education as a whole and learning as a part<sup>1</sup>. Deitering and Jameson (2008) with Wertz *et al.* (2013) emphasize the solid bond between information literacy, critical thinking and writing skills. On the other hand, Doyle (1991) makes a comparison between critical thinking and information literacy stating that the former constitutes the theoretical part of an operation whereas the latter represents the practical one. Fahim and Reza (2011) contend that the bonds coupling critical thinking with writing cross the line that provoke the critical thinker's mind via a pile of sheets or screen. Indeed, they argue that the written expression of the thoughts held in mind offers the critical thinker an opportunity to review these thoughts so that they would be able to make a tentative judgment about whether or not the content found

<sup>1</sup> <https://bcc-cuny.libguides.com/c.php?g=824903&p=5897590>

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on the pile of sheets or screen conforms to that borne in mind and whether to revise or not. It is at this stage that the thoughts of one are well evaluated and judged by other people; that is; the thinking that has been interpreted or rather shaped within writing. In this vein, Moon (2008) proposes some exercises in accordance with the link between critical thinking and writing in early stages and later ones:

- **Writing Tasks that endeavour to boost the Representation and Operation of Critical Thinking in Early Stages**

Moon (ibid.) lays five exercises that she considers useful at an early stage when thinking critically:

1. The ability to summarize and redact conclusions.
2. The ability to summarize evident issues.
3. Considering various perspectives of a disciplinary nature.
4. Making a tentative judgment.
5. Constructing the previous point viewed from another perspective.

- **Writing tasks that aim to further develop the Ability of Critical Thinking**

Moon (ibid.) regards the following proposed exercises as of extreme benefit for those who would be at a middle or final level of undergraduate studies:

- 1) Using maps of concepts.
- 2) Setting an imaginary discussion or rather debate.
- 3) A concrete application of skills related to peer review.
- 4) Redact an essay that mirrors critical thinking.
- 5) Being eager and aware of the functions of referencing when constructing a critical thinking-based piece of writing.
- 6) An awareness and promotion of a piece of writing through juggling with ideas.
- 7) Engaging in tasks of comparison and contrast.

8) Seeing the same issue from different perspectives.

On the other hand, reading; say Fahim and Reza (2011), can be backed up through the engagement of some of the exercises proposed earlier as both reading and writing support each other; they are interrelated. In the same line of thought, Moon (2008) contends that reading in a critical way is a crucial matter. She sees that a sense of purpose should be the spearhead that guides the act of being critical. What is more, she believes that along with reading and the already-stated exercises that also assist reading, there are two other exercises to intervene within the skill of reading. These are represented by the intellectual process of reading as a first feature and the ability to represent that reading as a second one. In other words, making notes and being capable of knowing the text structure constitute the most potent acts when reading in a critical way.

The schematic image inserted below and proposed by Rahmat (2020) shapes the points elucidated right above. It summarizes the steps to go through when reading and writing critically.

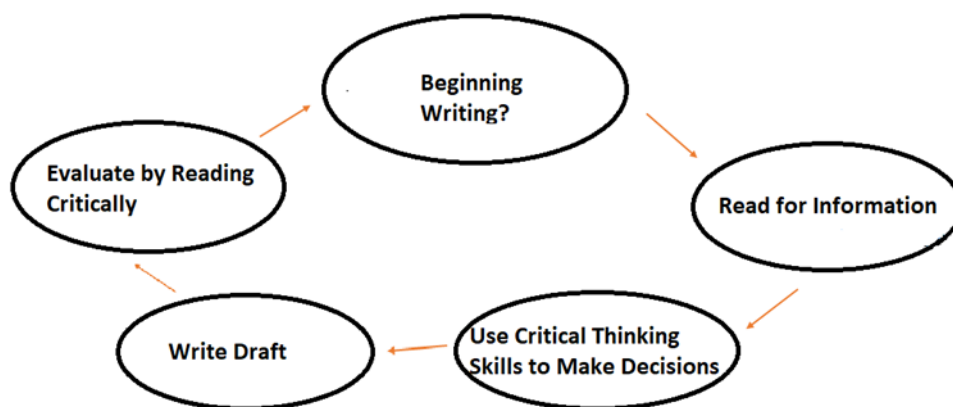


Figure 1. 3 The Critical Thinking Process Phases (Adapted from Rahmat 2020)

### 1.10 Conclusion

Considering all the points tackled within the theoretical chapter, information literacy seems to be an irrevocable skill inspired from reading to bring about gripping and intriguing pieces of writing academically speaking. In the same vein, both reading and writing incite one to think, inquire and be curious to figure out then apply and

produce later on ;hence, one is to notice that such acts are derived from the process of critical thinking that per se draws heavily on the tenets of Bloom's Taxonomy or Bloom's Revised Taxonomy that somewhat summarize the entire points managed in this chapter ; they are saliently interrelated. At last, it is through these features that learners may vouch a satisfying academic performance and even an unmatched chance for learning outside the classroom settings .



# CHAPTER

# TWO



DATA ANALYSIS

&

INTERPRETATION

## **2.1 Introduction**

The present chapter is allocated to the practical part of this research paper with the rationale of answering the already stated research questions. In the meantime, it endeavours to assert and validate the research hypotheses pointed at the very outset of the study. In this vein, the chapter embraces an extremely eager investigation. An exploratory case study research recognised by Swedberg (2020) as the investigation of distinct phenomena missing a couple of detailed essential research, particularly testable hypotheses over a given phenomenon. This type of case study relies on a mixed-method approach and intending to examine a sample of L3 EFL students using an online questionnaire, teachers of various modules referring to an onsite semi-structured interview and a pile of exam sheets of Literature of two semesters in a row; what is labelled Portfolio Assessment supported by Rubric Assessment.

In effect, the entire research instruments were called for to learn of the most significant points and arrive at the purposes of the study. The chapter also informs of the research design and the respondents. Then, it describes the research tools, provides data analysis along with procedures and is sealed with an interpretation and discussion of the main findings pursued by a set of suggestions for further consideration.

## **2.2 Research Design**

According to Kothari (2004), research design is “a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions”.(p.14). In the actual exploratory and case study-based investigation, the data were gained from several sources to validate the given hypotheses. That is why three research instruments were put into practice for the purpose of drawing rich information to be analysed later on both quantitatively and qualitatively as a mixed-method approach was opted for longing to increase the exactness, objectivity as well as the validity of the research.

Owing to the pandemic conditions that we have been undergoing for the past few years, Higher Education implemented a ‘Waves’ system in which the time duration dedicated to the university onsite classes was restricted to merely one week per two others. This fact called for the inculcation of an E-Questionnaire (See Appendix A) as a

very first reference run along this study to provide easy access and enough data. As Mathers, Fox and Hunn (2007) contend, questionnaires are of remarkable benefit to refer to when setting a survey. On the one hand, it perhaps costs less than an interview does and is faster to be displayed when the sample is vague (ibid.). Other than that, what is also worth mentioning is that the present questionnaire was constructed through Google Forms defined by Sivakumar (2019) as an online application that enables one to gather the data necessary for a given topic through creating surveys, quizzes and the like.

Second of all and basically speaking, the interview adopted within this research was meant to be aggregately structured. However, along the discussions held onsite with the teachers in the Department of English at Abubekr Belkaid University of Tlemcen, a tendril of sub-questions; related to the topic, weaved itself around the mind. As a result, the structured interview was rendered into a semi-structured one (See Appendix B) which according to DiCicco and Crabtree (2006) relies on a guide that comprises already-prepared questions which can be modified later on when interviewing either through adding or omitting.

The third instrument opted for is labelled Portfolio Assessment defined by Hamp-Lyons (1991) as a combination of written passages constructed over a given amount of time and this collection does not have to be completed as claimed by Privette (1993). Yet, this research instrument called for the intervention of another instrument to cater for the former's efficiency and validity. This tool is referred to as Rubric Assessment (See Appendix C) explained by Andrade (2000) as a procedure encompassing gauges upon which a written assignment is to be measured according to given criteria. The impetus that led toward embracing such a tool was to see whether students' levels improved along the two successively fulfilled semesters.

### **2.3 Sample of Population**

Sampling is a primordial step that enables us to gather as much data as possible from numerous informants so as to cater for the research as a whole. Creswell (2012) explains that a sample is a part of a whole population meant to be studied in order to be able to come out with a general conclusion about this population.

- **The Students**

The students; as respondents, belonged to the third year of EFL as a major studied in The Department of English -Faculty of Letters and Languages- at Abubekr Belkaid University situated in Tlemcen. Actually speaking, 60 students; whose ages varied from 19 to 33 years old, responded to the questionnaire.

- **The Teachers**

When it comes to the sample engulfing teachers, ten of them contributed to the completion of this research errand, be them part of The Department of English-Faculty of Letters and Languages- at Abubekr Belkaid University of Tlemcen. They sat for an onsite semi-structured interview.

## **2.4 Data Collection Tools:**

According to Abawi (2014), data collection enables us to gather information to cater for our study using methods that are commensurate with the research type.

### **2.4.1 Description of the Online Questionnaire**

Indeed, along the online distribution of this questionnaire, structured and devised via Google Forms, maximum efforts were exerted to get in touch with third year students of EFL at Abubekr Belkaid University of Tlemcen via social media so as to grab as much data as possible. It was posted in 10 Facebook Groups of EFL students and via direct messages on Instagram and Viber. The informants had twelve (12) questions to go through with a few carrying some sub-questions. These questions were constructed in an order starting by close-ended questions moving to multiple-choice questions and arriving at open-ended ones. The close-ended questions required Yes/No answer circles to be ticked while the multiple-choice questions; as the label indicates, gave them the ability to tick more than one answer. The open-ended questions on the other hand compelled the respondents to answer using their own words and styles. The questions were divided into five sections in regards to their consistency and pertinence. The first section inquired about students' ages whereas the second probed into students' reading habits, the frequency and types of reading formats as well as the languages they did. The third section was a Reading-Writing bond within the university walls. The factors that affected students' writing and academic performance shaped the fourth

section while the last one wondered about students' cognitive abilities beyond the educational fences.

#### **2.4.2 Description of the Semi-Structured Interview**

Ruslin *et al.* (2022) acknowledge the status of the semi-structured interview as being better than the other types for it provides more qualitative data. The interview was composed of ten questions set at Abubekr-belkaid University of Tlemcen in the Department of English-Faculty of Letters and Languages- with 10 teachers who taught more than one module: CWE, COE, Literature, ASCC, Research Methodology, Cognitive Psychology, ESP and Reading Comprehension. It was a nine-question interview involving few close-ended questions but a few open-ended ones that prevailed and some of which were broadened during the meeting in order to get as much data as possible. It is also to bear in mind that six out of ten teachers had more than a fifteen-year experience while the remaining had less. The interview was laid into five sessions; two interviewees per day along three weeks in a row in two different classrooms of the department of English .It is to bear in mind that it was only after having had the teachers' consent that their utterances were recorded .

#### **2.4.3 Description of the Portfolio Assessment Based on Rubric Assessment**

Our adopted portfolio was a collection of two-semester literary essays written based on two novels whose titles were provided by the teachers. The first semester required students to leaf through the novel labelled " Daisy Miller" by Henry James whereas the second semester dealt with "The Adventures of Huckleberry Finn" by Mark Twain .The pieces of writing were analysed by the aid of a four-criterion rubric carrying vocabulary and spelling, Grammar, Cohesion and Coherence. What is more, Weak, Average and Excellent constituted the markers through which each parameter was assessed.

The research summoned this module on the basis that students are asked to read novels from which they will be ordered afterwards to pick passages to be analysed in a literary essay form. That is why the thirty sheets elicited were merely those that contained a literary analysis. Note that the exam papers were consulted after having the consent of the Head of the Department of English -Faculty of Letters and Languages- at

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Abubekr Belkaid University of Tlemcen. They were evaluated in the head's office in the presence of the administration staff to avoid any confidentiality problems. In sum, the whole pieces information gathered were taken into account to the fullest for the sake of analysing them, as the will is to provide evidences for the hypotheses of the research.

Speaking of the construction of the rubric, it was designed with the help of a doctor majoring in the branch of literature and civilisation .

## **2.5 Data Analysis:**

Sathianandan *et al* (2017) claim that Statistics is a mathematical discipline that allows us to collect, order, decipher and introduce quantitative data; that is, numerical data. Qualitative researchers on the other hand ;as viewed by Merriam (2009) ,are intrigued by the way people grasp a meaning of given piece of information based on these people's own perceptions and what they have gone through during their lives. Along this research errand, the online questionnaire that was addressed to L3 students of English belonging to Tlemcen University was analysed both quantitatively and qualitatively.

### **2.5.1 Students' Questionnaire Results**

Few questions of the questionnaire were not mandatory to be answered; hence, the following part included the answers of those who participated.

**Question 1** aimed at discovering students' ages so as to notice the diversity in their standpoints and from different perspectives.

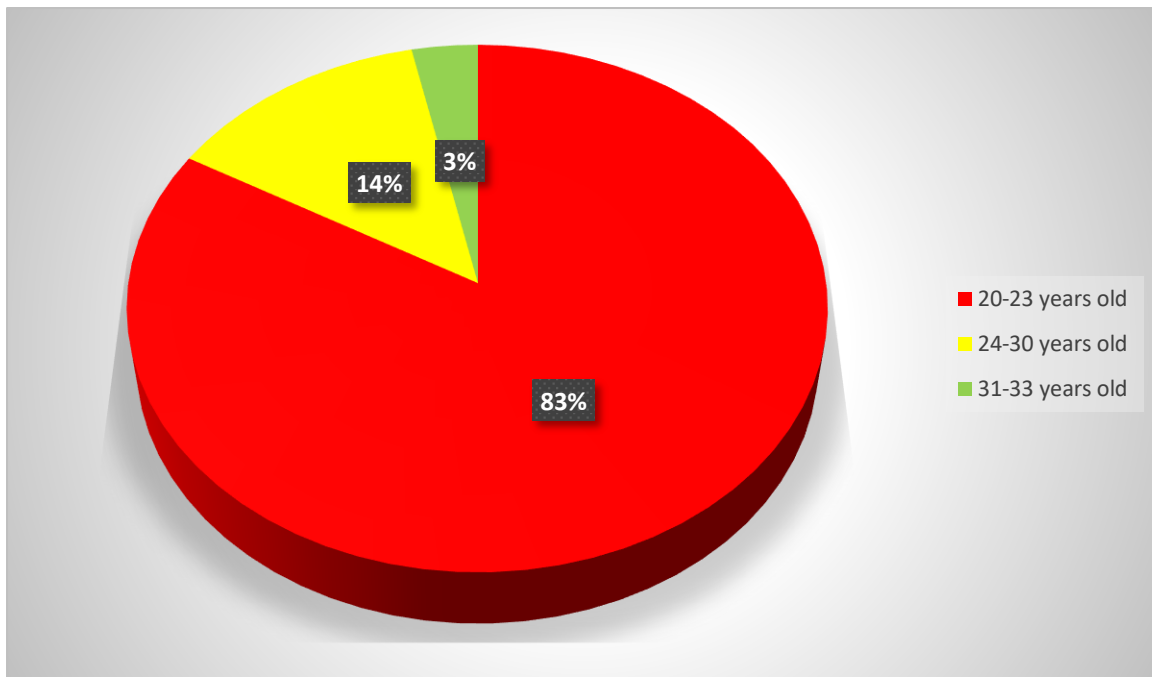


Figure 2. 1 L3 Students' Ages

The analysis of **the very first question** showed that the majority of students (83 %) were between 20 to 23 years old whereas 14 % belonged to the age area confined between 24 to 30 years old. The remaining 3 % engulfed students who were above 30 years old.

**Question 2** accompanied with five sub-questions held the purpose of ascertaining students' reading habits. That is whether they did read, the reason that they read, the language or languages in which they read, how many times and the types of the reading formats which they came across.

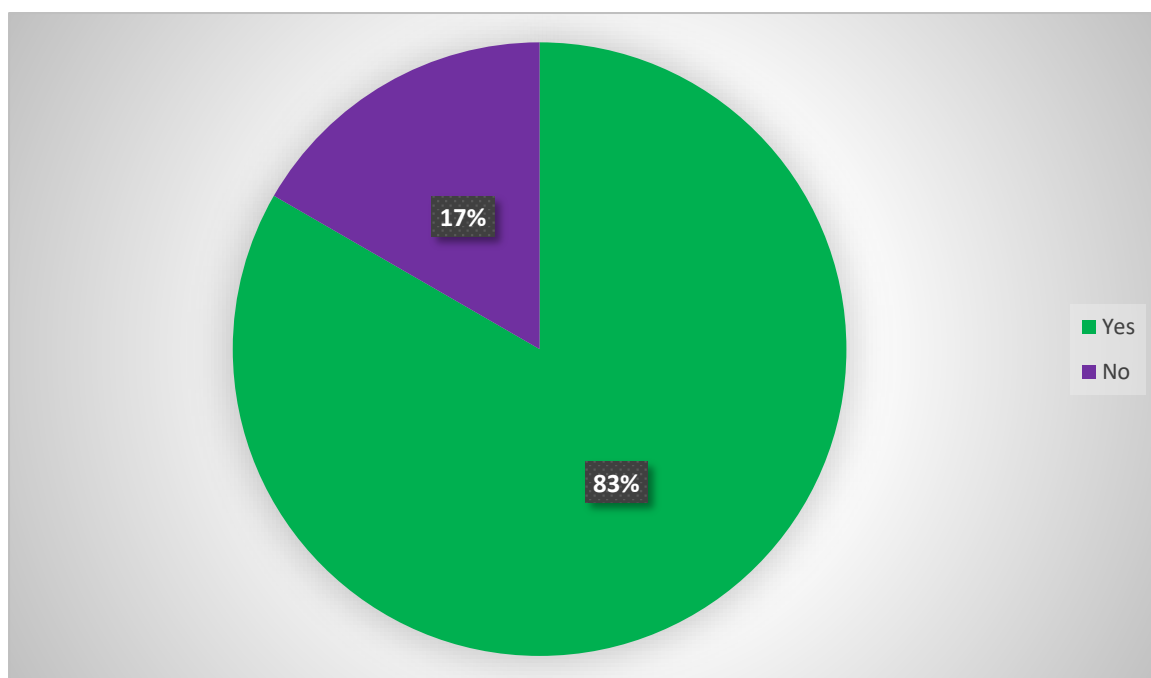


Figure 2. 2 Students' Reading

The above-set pie chart revealed that most of students (83% ) did read indeed while a minority estimated to 17 % did not.

Table 2. 1 Students' Motives to Read

Reasons	Number of students who read	Percentages (%)
To learn new vocabulary items and expressions to be used when writing	17	34
To Improve the mastery of the English language	15	30
To become intellectual in many ways	10	20
It's a personal inclination	8	16
Total	50	100



The table found above reported the factors that pushed students to read. It is conspicuous that the dominant factors (64 % ) are those marked by the learning of new vocabulary items used when writing as well as the will to improve the mastery of the language. 20% of the participants attributed the desire of reading to the wish of becoming intellectual while the remaining (16% ) declared that it was a personal tendency.

Table 2. 2 Causes of Students' Reticence to Read

Reasons	Number of students who did not read
It is dull	7
It takes time	3
Total	10

The above-placed table indicated the causes of students' reluctance to reading. Seven of them linked it to the fact that it is a boring action while the rest said that reading is time consuming.

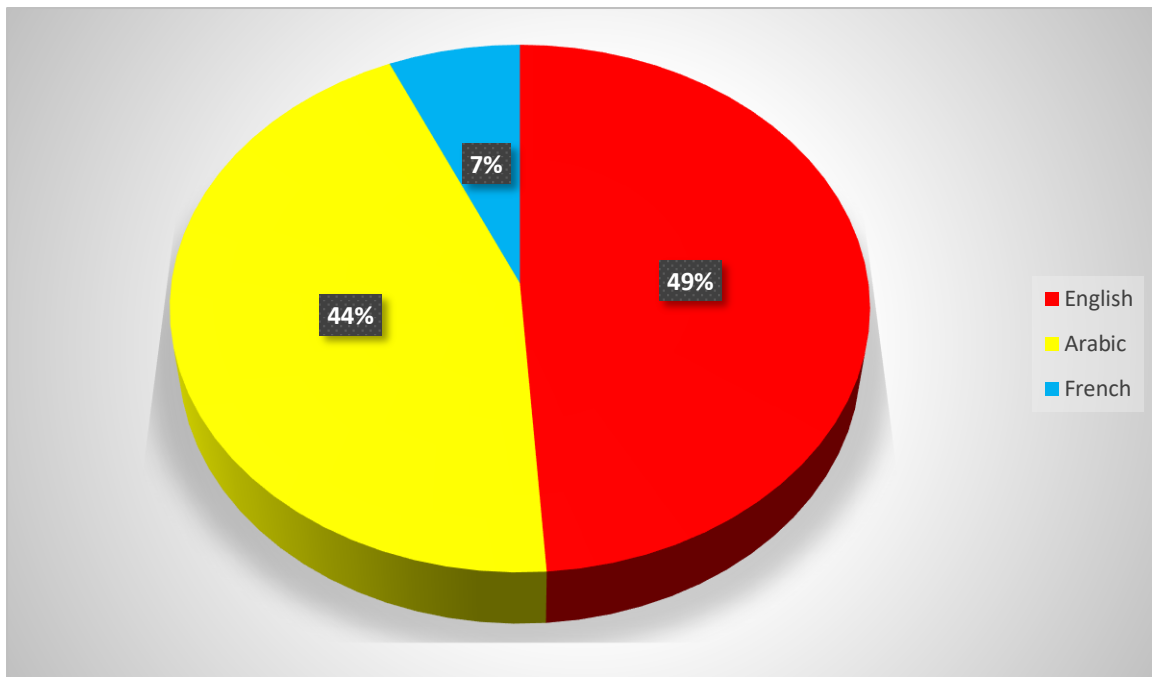


Figure 2. 3 The Languages Selected for Reading

The pie chart showcased that the larger part (93%) of students read either in English or Arabic whereas the least minority (7%) chose French to read.

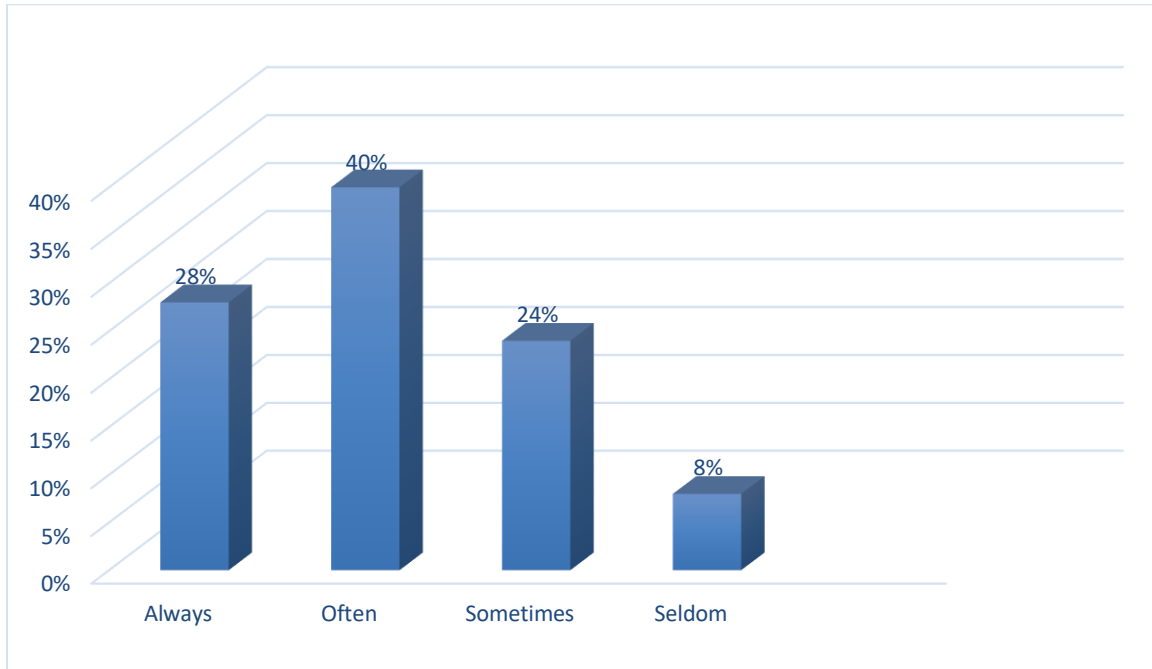


Figure 2. 4 The Frequency of Time during which Students Read

The perpendicular bar graphs showed that the majority of students (68%) did reading either often or always. 24% heralded a reading that was done sometimes while 8% represented students who did reading rarely.

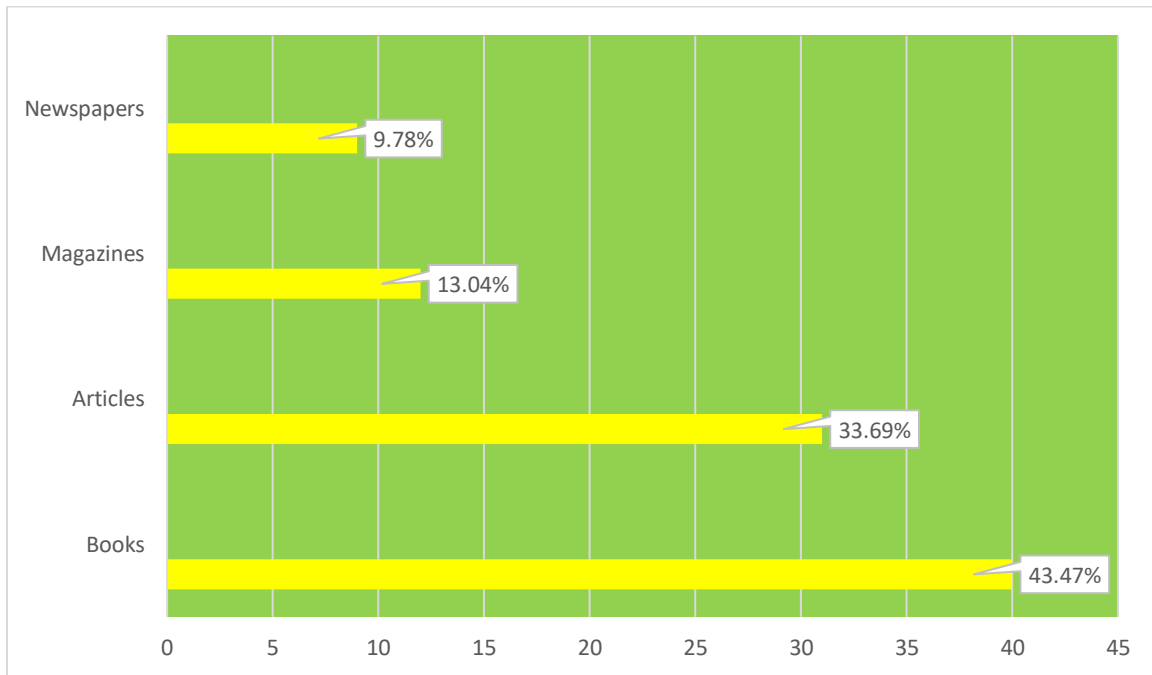


Figure 2. 5 The Types of Reading Formats Selected by Students

The horizontal bar graphs told about what students leafed through most. The highest proportion (43.47%) was granted to books then articles with a percentage of 33.69%. Magazines and newspapers had smaller percentages of 13.04% and 9.78% respectively.

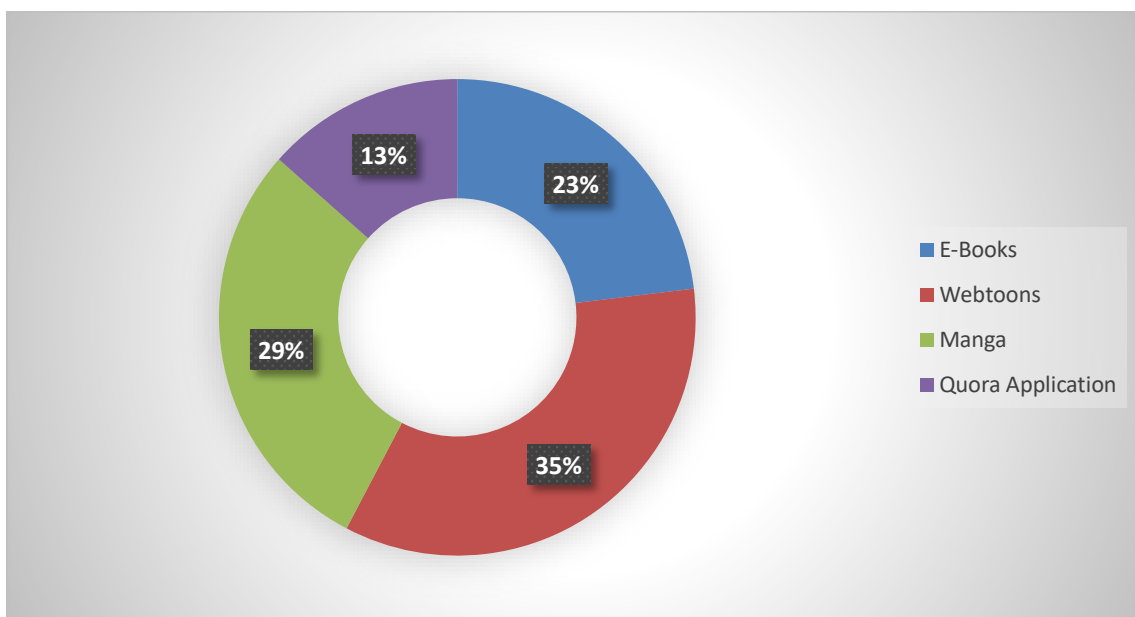


Figure 2. 6 Other Types of Reading Formats referred to by Students

The ring chart denoted that most of students (64% ) read either via Webtoons<sup>2</sup> or Manga<sup>3</sup>. The former stands for cartoons or series of an animated nature, posted online while the latter defined as Japanese graphic comic books for all ages ;whether children or adults .E-Books (23%) and Quora Application (13%) were the alternative formats that students referred to for their reading.

**Questions from 3 to 7** aimed at casting a gimlet eye on the Reading-Writing bond. Addressed alternatively, the contribution of reading to students' academic performance as a whole and writing as a part.

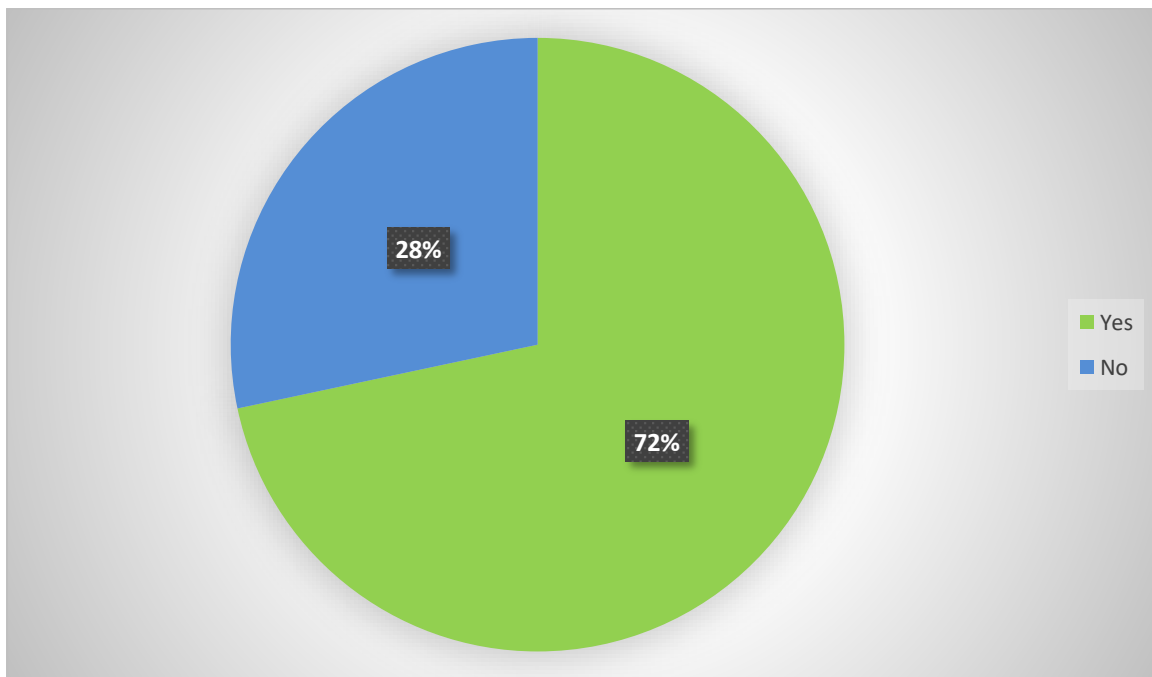


Figure 2. 7 Students' Perceptions of the Information Literacy Impact on their Academic Studies

The pie chart depicted that the majority of students (72%) approved of the positive contribution of reading to their academic studies as a whole. Yet, 28% of them claimed that reading was not of benefit to their studies academically speaking.

Table 2. 3 The Contribution of Reading to Academic Studies

Ways	Number of students	Percentages (%)
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<sup>2</sup> <https://www.lexico.com/definition/webtoon>

<sup>3</sup> <https://www.lexico.com/definition/manga>

Obtaining good marks through using new vocabulary terms at the level of writing	20	46.51
Being fluent in COE sessions using impressive expressions and idioms and hence having good marks	15	34.88
Participating in class with extreme self-confidence	11	25.58
Becoming more acquainted with the language	10	23.25
Total	56	100

The current table displayed the manners through which reading helped them academically speaking. The most visible way (46.51 %) was that of the use of vocabulary items at the level of writing, hence granted a satisfying mark. The other considerable manner rate (32,55%) covered those who were fluent during COE classes through the use of interesting expressions and idioms.18.60% of the respondents imputed the benefit of reading to participating in class with total self-confidence. The remaining proportion (11.62 %) said that reading helped them become more accustomed to the language.

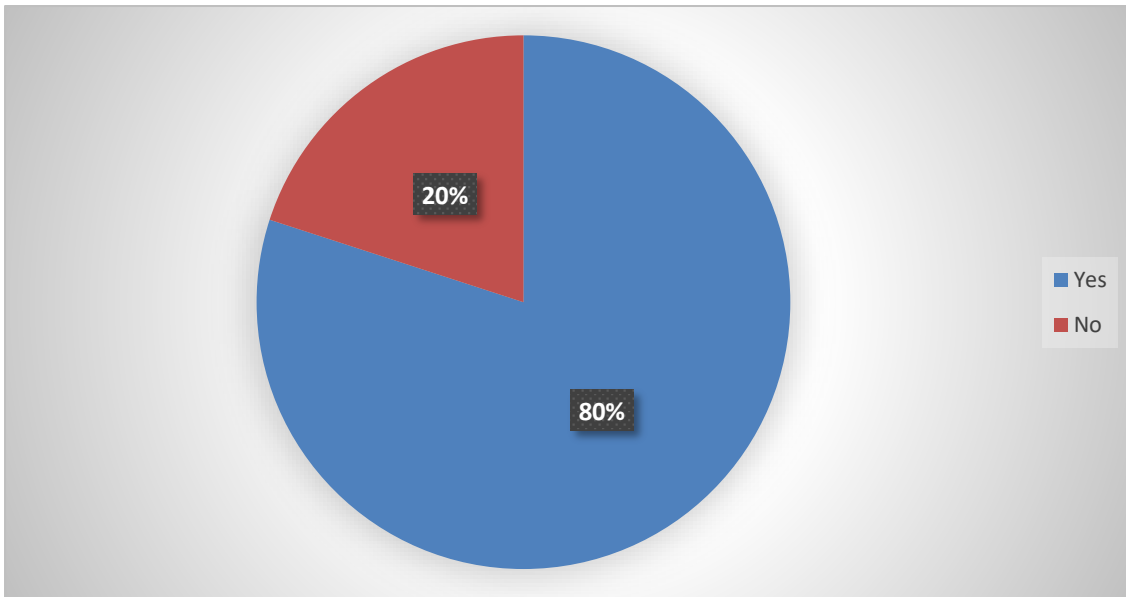


Figure 2. 8 Students’ Views on the Influence of Information Literacy elicited from Reading on Academic Writing

The pie chart provided made it clear that reading exerted a conducive influence on students’ academic writing as contended by the largest part of the respondents (80%). On the other hand, 20% disapproved of this fact.

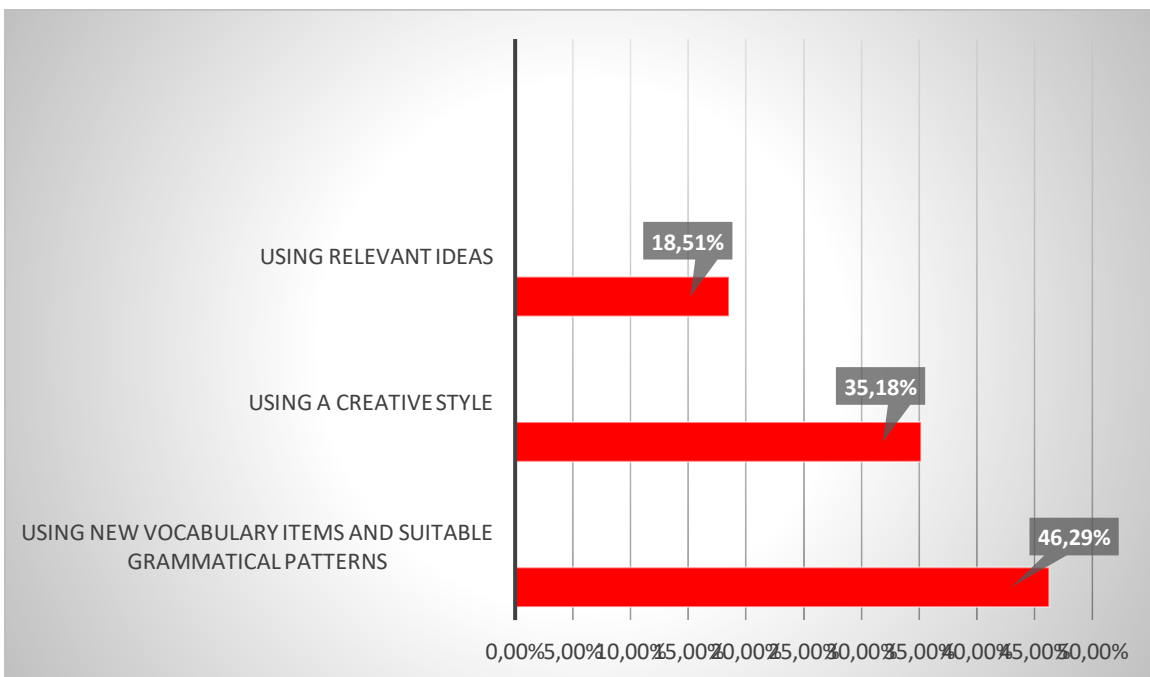


Figure 2. 9 The Ways through which Students’ Academic Writing was Subject to Improvement

The horizontal bar graphs indicated that the use of new vocabulary terms and appropriate grammatical patterns along with the use of a creative style (81.47%) were the most salient ways that helped students write in a better way. On the other hand, the remaining 18.51% used coherent ideas for the betterment of their writing.

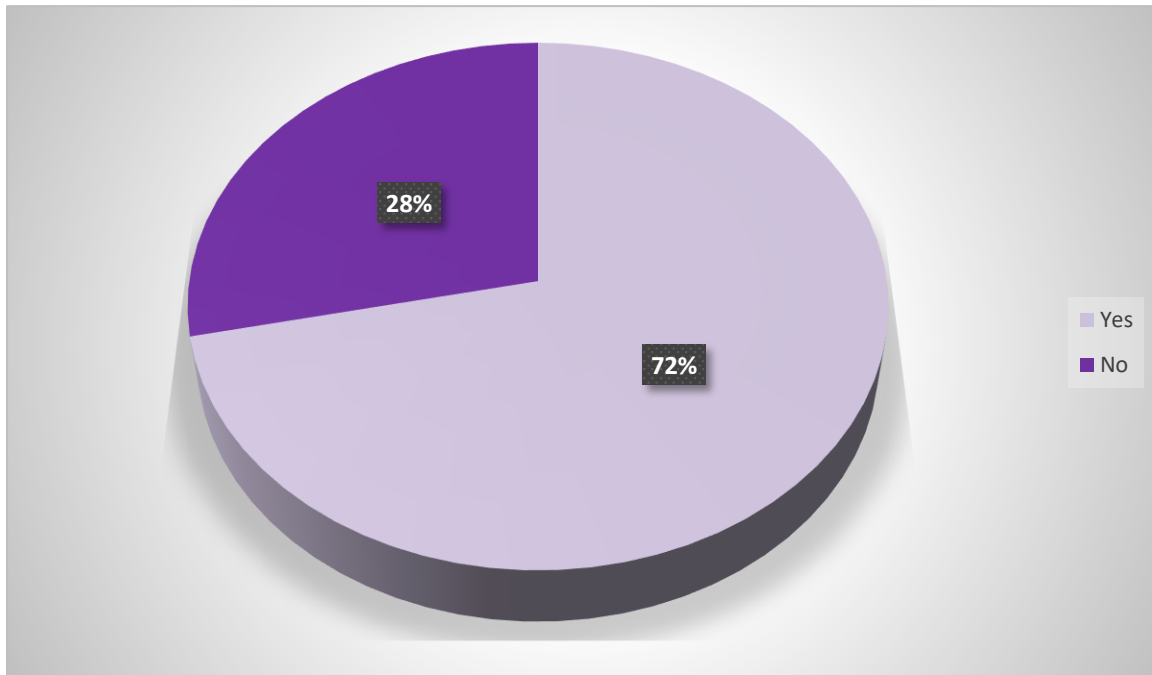


Figure 2. 10 Students' Perceptions of Reading Novels Recommended by the Teacher

The pie chart demonstrated that the bigger part of students (72%) did read the novels that teachers asked them to in order to do a literary analysis. In contrast, the lingering part estimated to 28% did not read those novels.

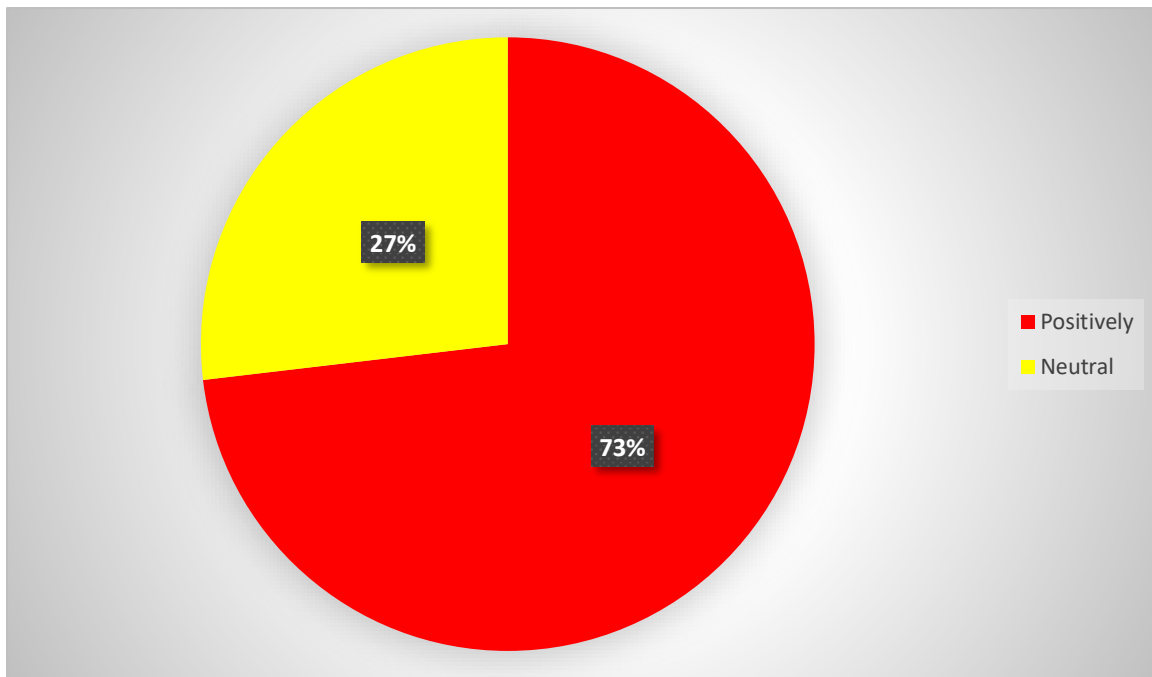


Figure 2. 11 Students' points of View on the Extent to which Reading Novels was of help for Analysing a Literary Passage

As the part chart displayed, most students (82%) took benefit out of reading novels recommended by teachers of Literature. Contrastingly, the remaining 18% of the respondents provided a neutral answer.

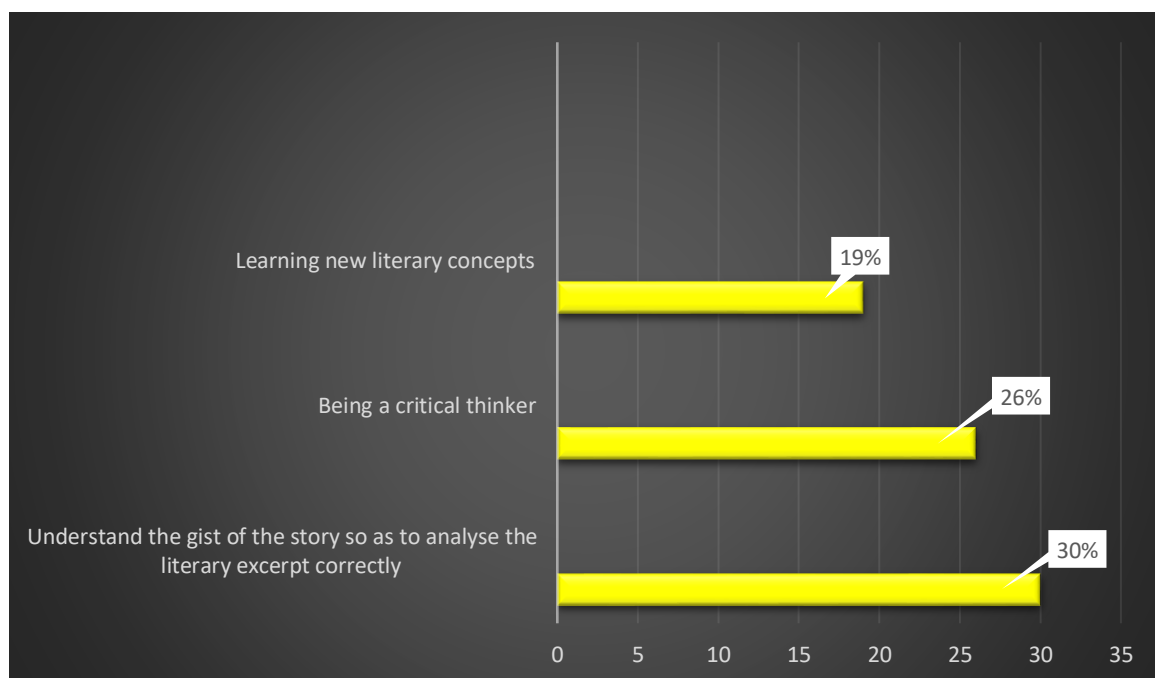


Figure 2. 12 The Benefits of Reading Novels Suggested by the Teacher



The two lower yellow bars demonstrated that most students (74.66 %) became able to both grasp the main points of the story events so as to analyse a literary excerpt and be a critical thinker. On the opposite side, 25.33 % were able to pick up new literary concepts through reading the novels.

**Questions from 8 to 10** held an intrusive question related to the marks obtained by students in a module that compelled them to read novels ahead of writing; Literature. The rubric also held the goal of diving much profoundly into the effect of information literacy on students' both academic writing and performance in the different modules. In the meantime, it attempted to highlight the parameters that students gave importance to when writing.

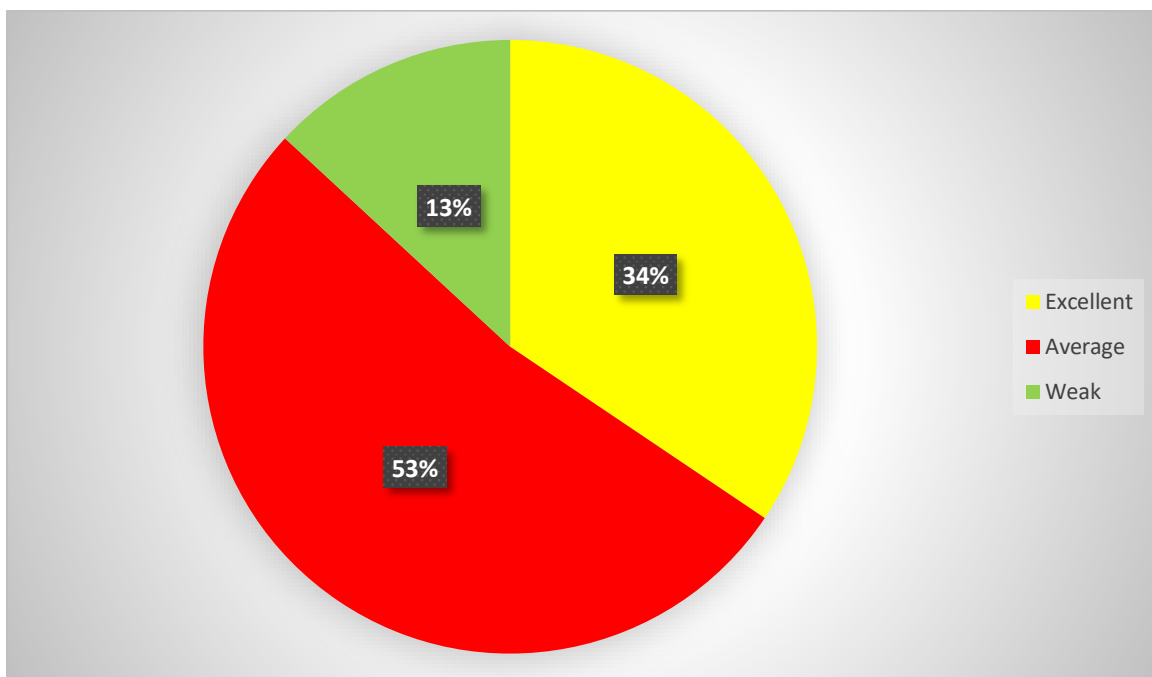


Figure 2. 13 The Marks obtained in the Literature Exam

As obvious, The majority of students (53%) had an average mark while 34% of them obtained an excellent one .13% was the percentage that heralded those who had a weak mark .

Table 2. 4 Students' Explanations for the Marks Obtained

Explanations	Number of students	Percentages (%)
Reading	24	35.82
The insufficient time duration allocated to the exam	21	31.34
Intrinsic motivation	15	22.38
The scoring grid	7	10.44
Total	67	100

From the table above conspicuously, the majority of students imputed the marks obtained to the action of reading. 41.78% blamed the insufficient time duration allotted to the exam as well as the scoring grid. Intrinsic motivation was the reason that made 22.38 % work well and obtain good marks. Note that some students had twice answers.

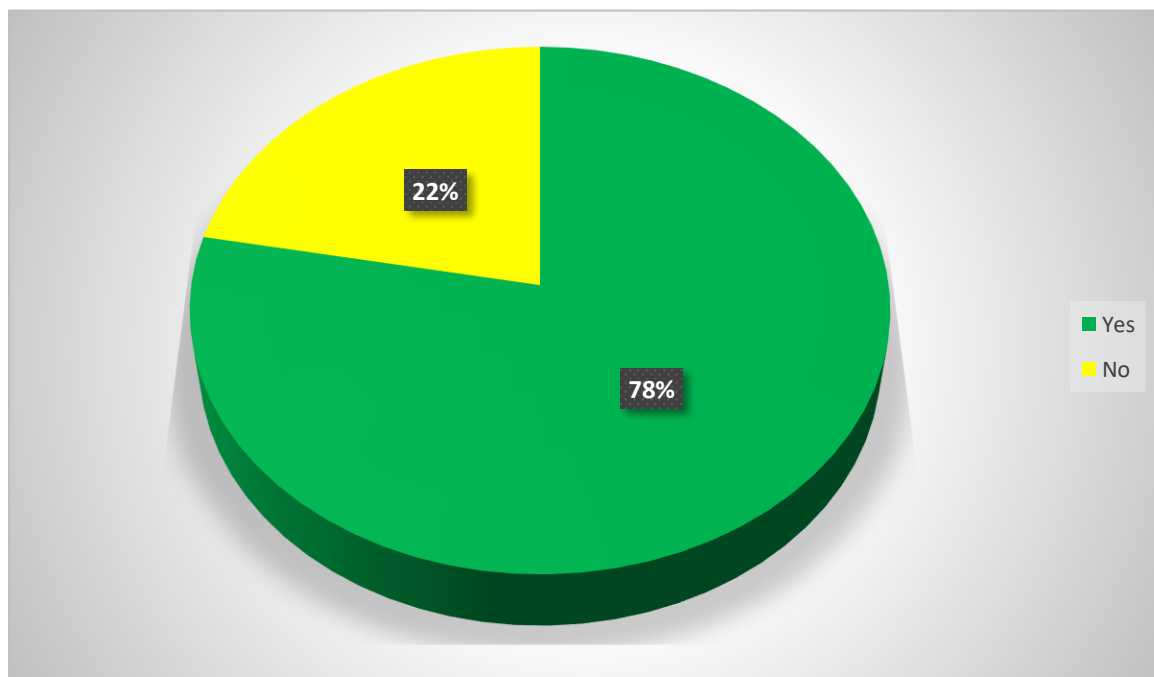


Figure 2. 14 Students' Views on the Impact of Reading on the Remaining Modules

As one may see, the majority of students (78% ) announced that reading was conducive to their performances in other modules while a minority of 22% recognised no influence.

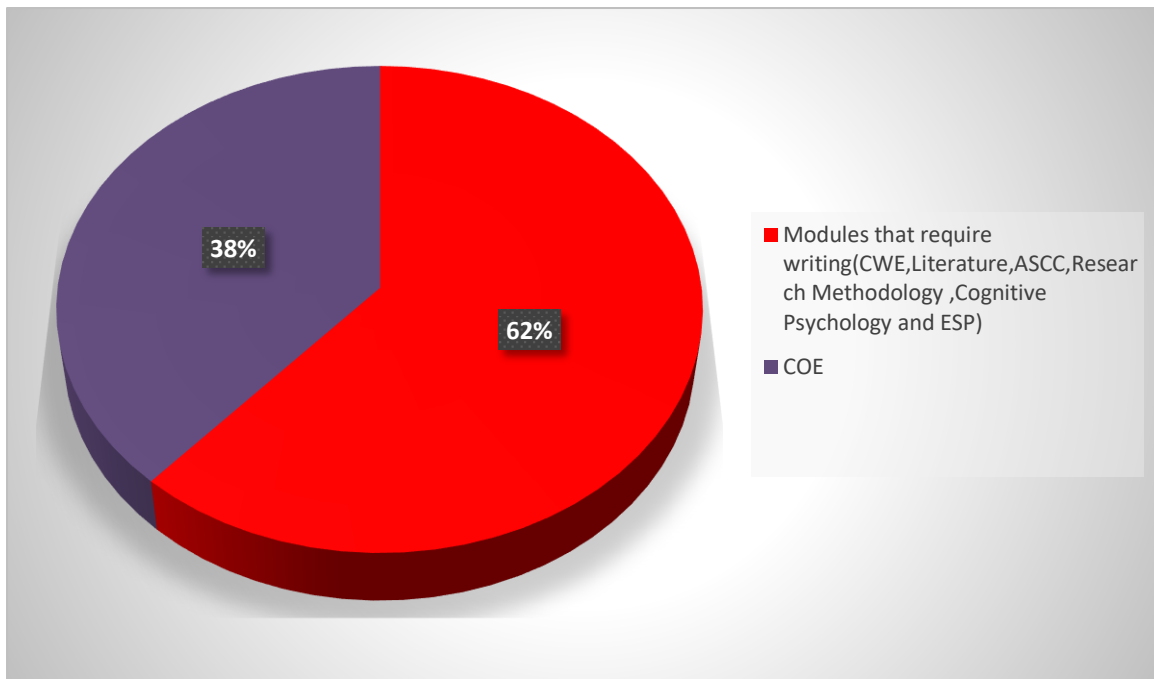


Figure 2. 15 Modules Supported by Reading

The pie chart implied that the majority of students (62%) applied what they read to write in the modules of CWE, Literature, ASCC, Research Methodology, Cognitive Psychology and ESP while 38% of them applied the background knowledge retained from reading to the module of COE.

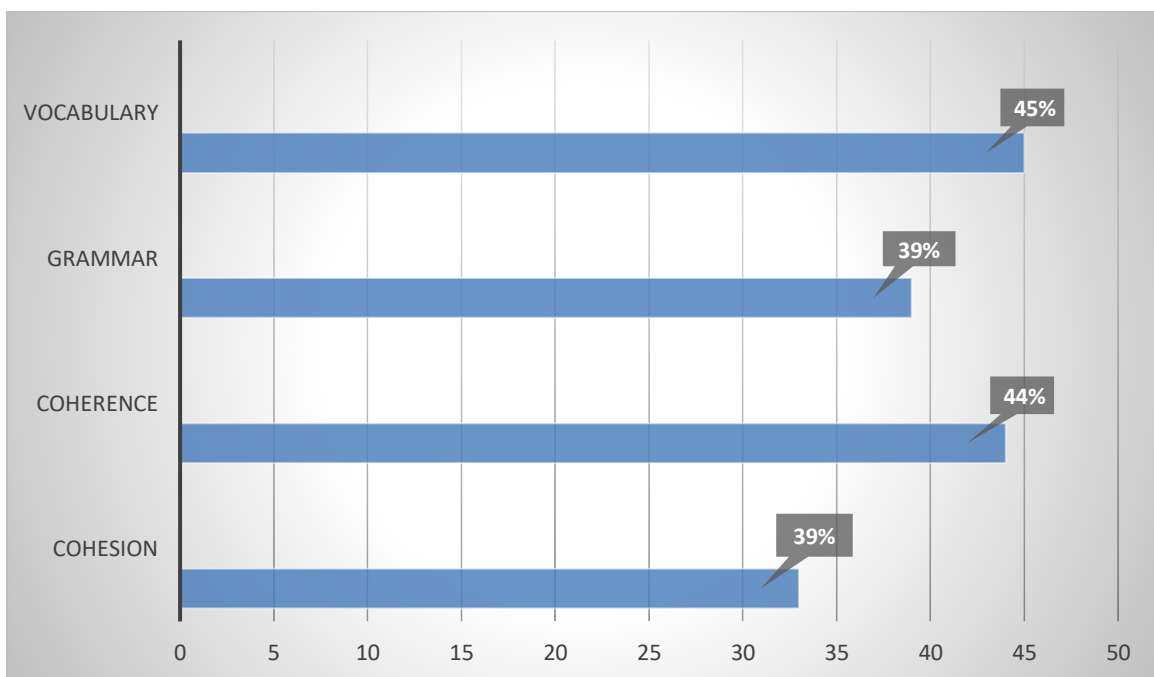


Figure 2. 16 The Elements Emphasized by Students when Writing

The provided bar graphs elucidated the elements that students highlighted when asked to write in exams. Vocabulary was offered the larger part with a percentage of 45% and

another closer percentage of 73.3 % allotted to coherence. 65% of the informants gave importance to grammar. Then with 10 % subtracted, students insisted on cohesion.

The **two last questions** accompanied with sub-questions were set for the sake of both exploring the respondents' both reading habits outside the classroom and having a clue about their critical thinking process ;that is, whether or not they made efforts to discover the nature of a given piece of information.

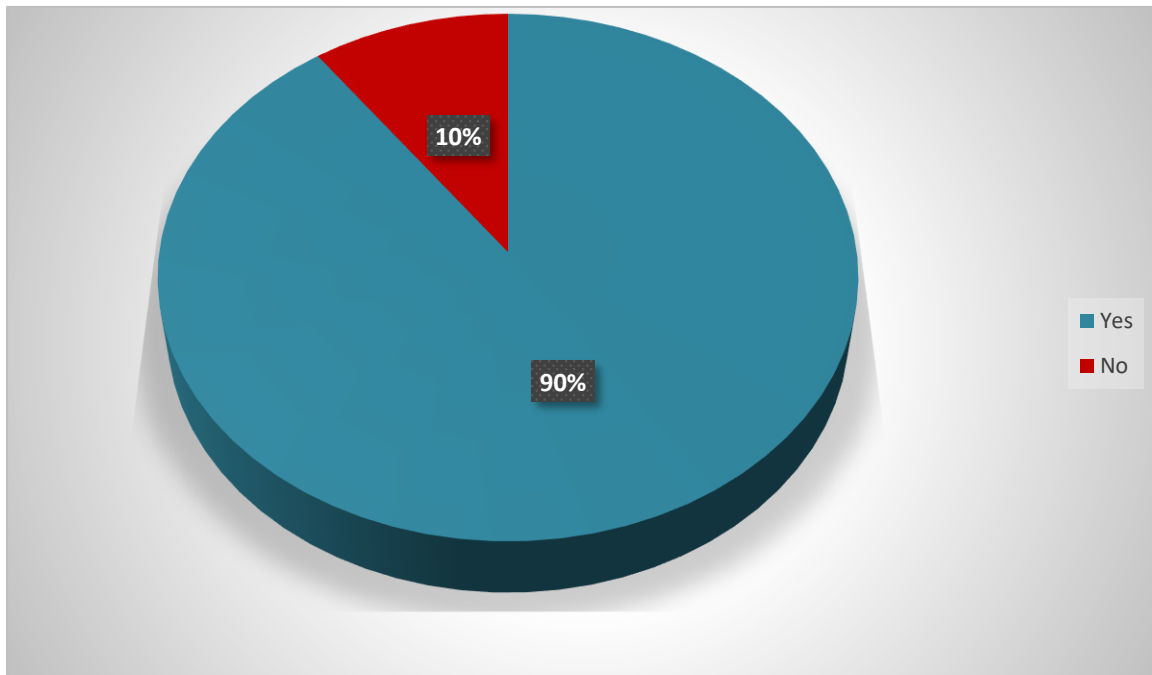


Figure 2. 17 Looking up Pieces of Information

The analysis of the question whose answers were represented by this pie chart showed that the biggest part of students (90%) did make efforts to search for a piece of information detected somewhere. On the other hand, only few of them did not look up these pieces (10%).

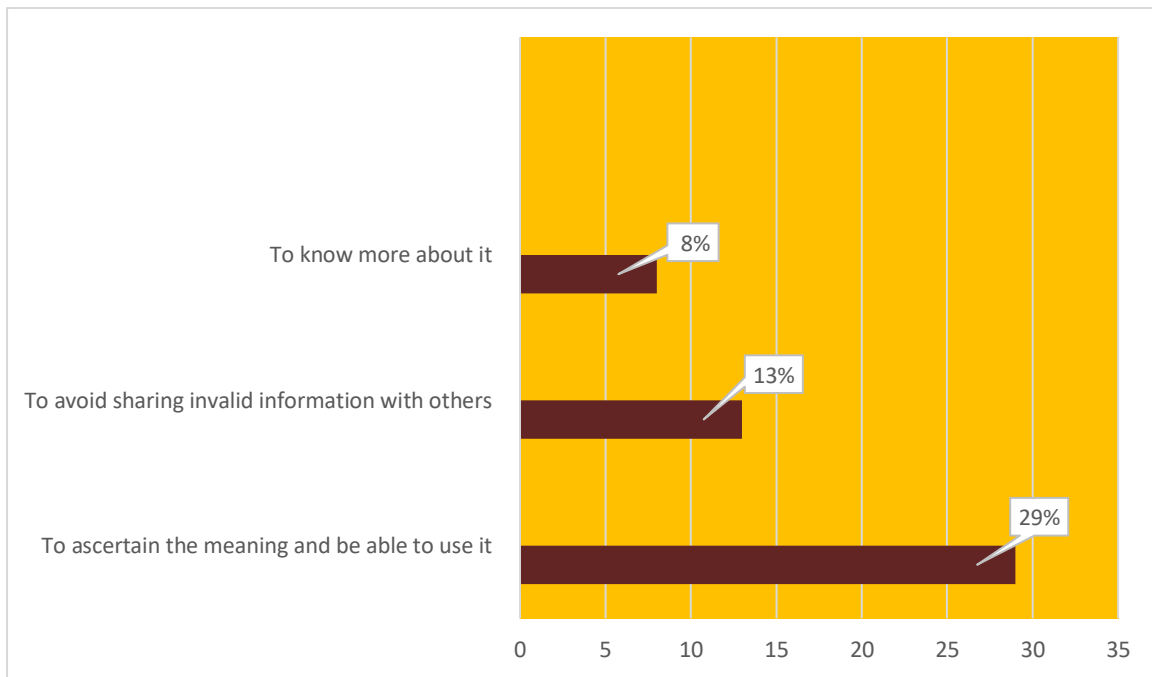


Figure 2. 18 The Factors Urging Students to Look up Information

The bar graphs showed that 58% of the informants looked up a given piece information in order to ascertain the meaning and be able to make use of it later on. Yet, 26% of them used such a fresh cognitive background to avoid sharing false pieces of information with others. The rate left (16%) encompassed those who wanted to know more about what they read.

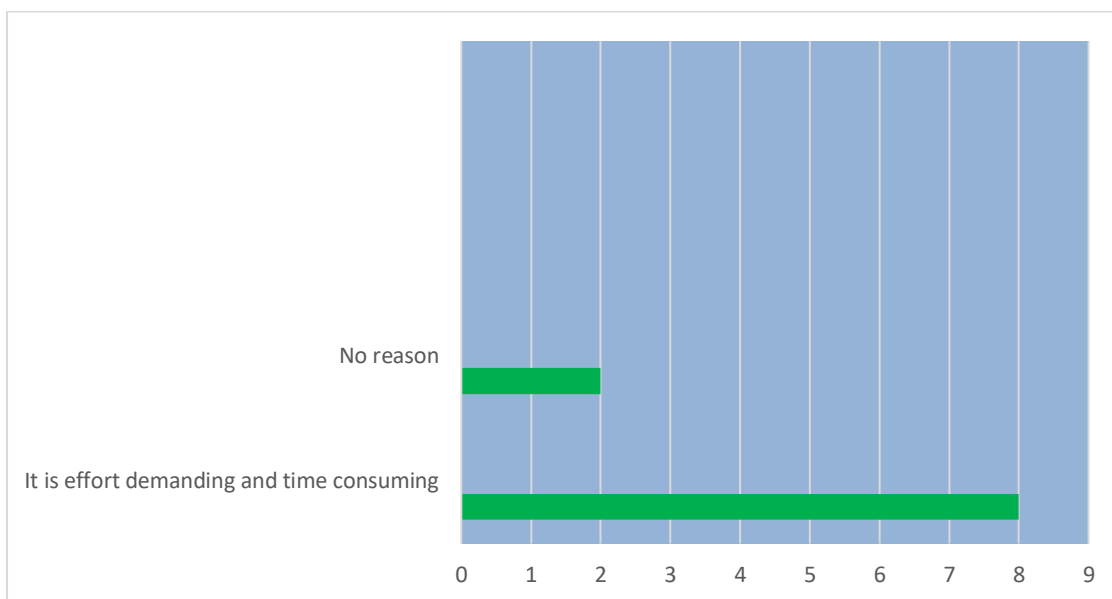


Figure 2. 19 Students' Arguments for their Reluctance to Looking up Information

The 10 remaining students' answers were shaped by the present bar graph. The lower one explained that 8 students did not search for information due to the latters' demand of effort and time whereas 2 students provided no reason.

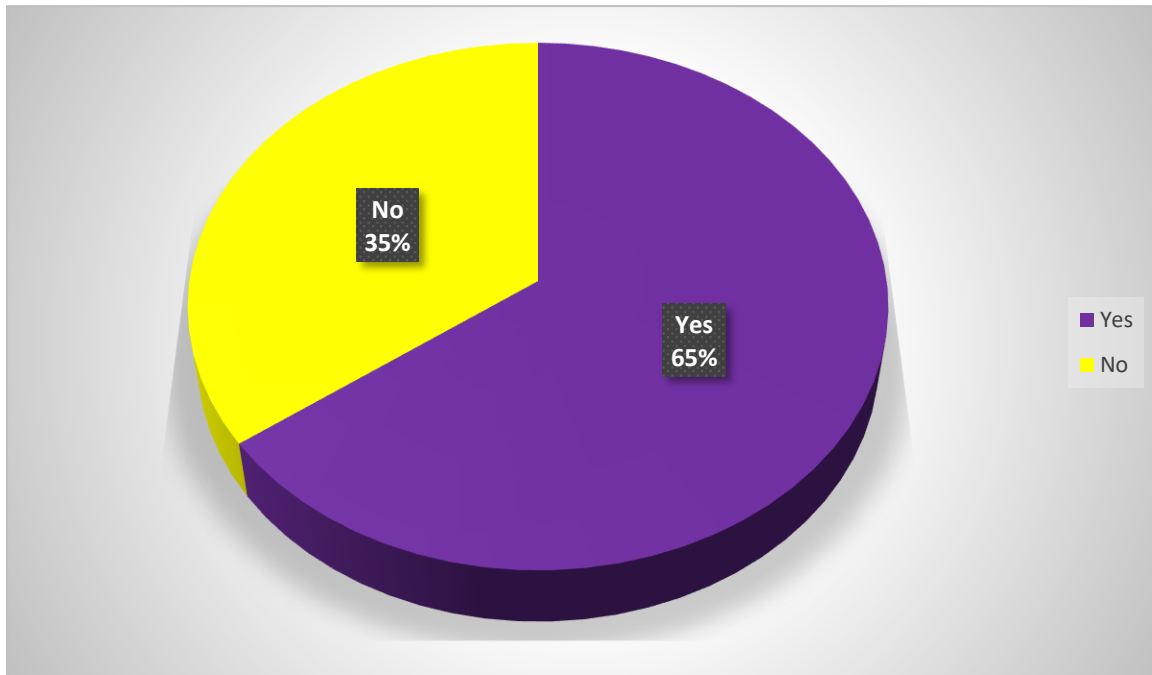


Figure 2. 20 Students' Perceptions of Information Use in Everyday Life

The given pie chart denoted that the larger part of students (87%) indeed did use information grasped somewhere. In contrast a small percentage (13%) included those who did not make use of them.

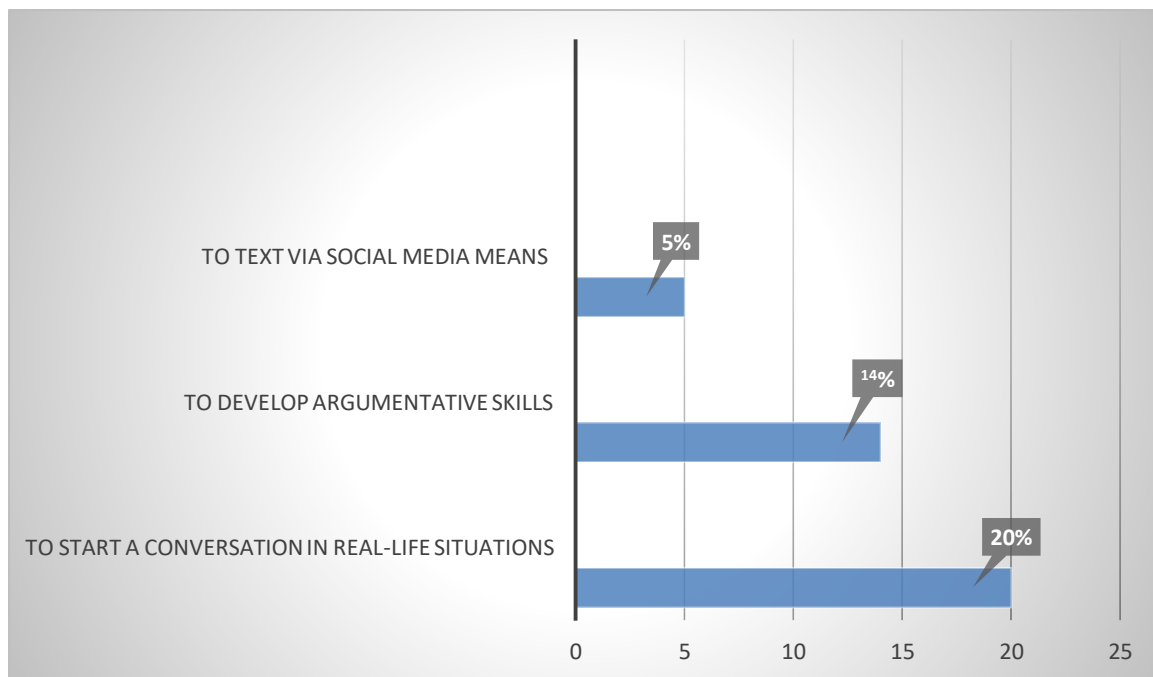


Figure 2. 21 Information Use in Real-Life Situations

The analysis of the last sub-question showed that the majority of students (87,17 %) used certain pieces of information read somewhere to either to communicate in real life situations or develop argumentative skills. The rest of these respondents (12.82 %) used such pieces as assistants to text via social media.

### 2.5.2 Teachers' Interview Results:

Ten teachers took part of the semi-structured interview which held the aim of obtaining a clearer idea about the influence exerted on students' academic writing as well as academic performance through information literacy gained within the reading activity. This tool also attempted to probe into the contribution of information literacy to the process of critical thinking. The entire teachers belonged to the Department of English-Faculty of Letters and Languages at Abubekr Belkaid University in Tlemcen.

**The very first question** inquired about the years of experience teachers underwent. Six of them had an experience duration exceeding 15 years while the rest of them had less as an experience period. This triggered the brain to know about the modules that teachers were responsible of; all of them taught more than one module: CWE, COE, Literature, ASCC, Research Methodology, Cognitive Psychology, ESP and Reading Comprehension.

Information Literacy based on reading does improve students' academic performance regarding the different language skills. A standpoint which all teachers (10 out of 10) agreed upon as an answer to the **second question of the interview**. Most of them (7 out of 10) claimed that good readers are good writers while the rest of them said that reading develops one's critical thinking and can thus express oneself well, whether at the level of writing or speaking.

When asked about the positive contribution of information literacy to students' academic writing, the entire teachers (10 out of 10) approved of it for the following reasons: 6 of them said that those information literate students would be able to make use of the lexical and grammatical inputs when writing to come up with a satisfying output. In the meanwhile, the remaining teachers attributed its role to the development of critical thinking. Those were the points elicited from **question number 3**.

As an answer to **the fourth question**, most teachers (8 out of 10) declared that they did their best to ask their students to apply what was learned from other modules to their own and even what was learned during the preceding year (i.e., from L2 to L3); 6 teachers of modules based on writing and 2 teachers of oral expressions. They argued that the whole modules whether at the level of writing, reading, speaking or listening are interrelated.

**Question number 5** unravelled that half of the teachers insisted on both the form and the content when examining their students while the other half contended that the form was of much importance so as to have an idea about students' mastery of the language per se (vocabulary, spelling, punctuation, grammar, cohesion, coherence to name but a few).

Once asked about whether or not they used corrective feedback, the whole teachers uttered approval. Yet, the time allocated to such a process was somewhat restricted particularly during the past few years of the pandemic. Most of them (7 out of 10) said that they used the formative assessment during the lecture while the rest said that they did it by the end of the session. These were the words given to cater for **Question 6**.

**Question number 7** enquired about whether or not teachers noticed the fact that their students thought critically; 7 out of 10 teachers said that they did notice so in the



majority of students who per se asked questions during the lecture, requested a second explanation and the like. Yet, the remaining three imputed the absence of critical thinking to the time dedicated to the class. In the meantime, another enquiry was responded to alluding to the entire teachers' role (10/10) illustrated by urging their students to think critically mainly through advising to read outside the university setting.

**Question 8** inquired about the level of students' academic performance when sitting for exams. They all said that the average level indeed prevailed over the weak and excellent levels with a percentage estimated to 65 and around 25 for the excellent level.

**Question 9** was addressed to the teachers who did the Reading Comprehension module (4 teachers) so as to know if they made their students read during this module class. All of them did so. First, the teacher read then the students do. After that, a debate would be set upon the discrepant points of the read passage: Lexis, Grammar and content.

### 2.5.3 Portfolio Assessment and Rubric Assessment Results:

Thirty L3 students' exam sheets of Literature done along two semesters in a row were assessed using a rubric involving : Vocabulary enclosed with spelling, Grammar, Cohesion and Coherence.

Table 2. 5 Students' Levels of Advancement in Lexis attached to Spelling during The Two Successive Semesters

Levels	Results of the first semester		Results of the second semester	
	Number of students	Percentages (%)	Number of students	Percentages (%)
Weak	10	33.33	6	20
Average	12	40	16	53.33
Excellent	6	20	8	26.66
Total	30	100	30	100

As one may notice , students' level in Lexis with spelling in the module of Literature moved forward. The weak levels detected during the first semester (33.33%) went four percent down. Those with average percentages (40%) reached 53.33% during the second semester whereas those with an excellent rate (6%) moved 2 percent up.

Table 2. 6 Students' Levels of Progression at the Level of Grammar Taking both Semesters into Account

Levels	Results of the first semester		Results of the second semester	
	Number of students	Percentages (%)	Number of students	Percentages (%)
Weak	15	50	10	33.33
Average	10	33.33	12	40
Excellent	5	16.66	8	26.66
Total	30	100	30	100

Speaking of students' performance in Grammar, half of those with a weak level (50%) became 33.33% along the second semester. For the average-levelled students of the first semester (33.33%), they moved to 40% during the second one while those with an excellent level (16.66%) became 10 percent higher.

Table 2. 7 :Students' Furtherance in Cohesion in Both Semesters

Levels	Results of the first semester		Results of the second semester	
	Number of students	Percentages (%)	Number of students	Percentages (%)
Weak	13	43.33	9	30
Average	14	46.66	15	50
Excellent	3	10	6	20
Total	30	100	30	100

When it comes to the students' achievements in Cohesion, 43.33 % of the weak performances shrank to 30% in the second semester. 46.66% of the average rates reached half of the percentage (50%). On the other hand, the excellent rates were double those of the first semester (10%)

Table 2. 8 Students' Efforts in Coherence during the Consecutive Semesters

Levels	Results of the first semester		Results of the second semester	
	Number of students	Percentages (%)	Number of students	Percentages (%)
Weak	10	33.33	6	20
Average	12	40	16	53.33
Excellent	6	20	8	26.66
Total	30	100	30	100

The analysis of students' efforts applied in coherence were identical to those of vocabulary achievements.

## 2.6 Discussion of the Main Findings

At this station, a discussion of the main results is to be raised. The hypotheses that were devised at the very outset of the research project were indeed investigated profoundly to explore their validity and reliability by the aid of a trio of research instruments represented by an E-questionnaire addressed to students, an interview for teachers and a portfolio assessment tool enclosed with a four-standard assessing rubric.

Regarding the very first supposition which implied that information literacy is conducive to students' academic performance; in fact, it does affect positively for the results have shown that the majority of students ;from different age categories ,who read had satisfying marks of either an average level or excellent one (See Figure.2.12). Note that they read mostly in either Arabic or English. What is more and worth shedding lights on revolves around the types of other books students tended to consult: Webtoons and Manga (See Figure.2.6). Learners also acknowledged the benefit of applying what they read to such modules as Literature, CWE, ASCC, Research Methodology,

Cognitive Psychology and even COE (See Figure.2.15) in the sense that they would be eligible to communicate orally using the backgrounds accumulated from reading and writing; therefore, a lifelong learning chance would be warranted. This gave an indirect answer that validated the second hypothesis claiming that information literacy does improve students' academic writing and thus vouched them obtaining satisfying marks. Vocabulary and Grammar (See Figure 2.16) received gripping rates as beneficial inputs grabbed out of reading and that were transferred later on into outputs when sitting for an academic exam ;an indicator of one of the features of critical thinking and action verbs of Bloom's Taxonomy. Another interesting finding informed about the many critical thinkers who made use of what they might have read somewhere in discrepant useful ways (See Figure 2.21.) mainly through communicating in real-life discussions, being able to defend one's ideas through providing evident arguments , and texting online. The whole points stated ahead prove that information literacy based on reading contributes to the betterment of students' academic writing and performance as well as their performances in authentic situations. Once again, information literacy promises a womb-to-tomb learning activity.

Teachers, on the other hand, approved of the conducive effect of information literacy based on reading on students' academic performance as a whole and writing as a part with the latter illustrated by the higher percentages of average-levelled students and excellent ones according to the teachers' estimations. The results also showed a split but equal number between the teachers who contended that they gave importance to both form and content when examining the learners and those who highlighted chiefly the form (vocabulary, spelling, grammar, cohesion, coherence, punctuation and the like). The second half of the teachers' answers seems to be on par with the students' points of interest when writing; i. e, the focus on using accurate vocabulary, grammar, cohesion and coherence. Then, cognitively speaking, myriad students were deemed critical thinkers by most of the interviewed teachers. The teachers who noticed no action heralding a concrete evidence of this mental process blamed the time devoted to the class. They all urged their students to think critically though. Formative feedback used by the entire teachers was also among the enticing results of the study. Yet, once again, the time was a restraining factor that sometimes hindered such an operation. One last

result deduced out of the interview result was about the Reading Comprehension module that was implemented few years ago in the curriculum ;during the first and second year in EFL classes, which proved to be effective to both read and learn various parameters such as lexis and grammar.

The portfolio assessment mingled with the assessing rubric displayed some major findings about students' progression along a two-semester year regarding vocabulary and spelling, grammar, cohesion and coherence vocabulary was the most noticeable feature marking students' advancement in the written exam of literature after reading a given novel. This proved that vocabulary is the most important point students attempted to learn when reading. Coherence in effect had the same percentages for using correct lexical items means being pertinent. Another noticeable remark alluded to the number of weak-levelled students, which shrank in the second semester providing evidence of improvement and asserting both the hypotheses that information literacy works effectively on students' academic performance and writing. Taking into consideration the entire points discussed above, the three instruments results granted proofs that both hypotheses can be fulfilled to a very distant extent. Information literacy boosts students' both academic performance and writing.

## **2.7 Suggestions and Recommendations**

- **For Students :**

One of the most effective strategies, which incite learners to read, is to challenge oneself to finish a part of a book or any reading format in an already set period of time so as to feel pride once done. This sort of self-motivation is significant to provoke students to read. In the meantime ,any individual is prone to forgetfulness of some read passages, words ,structures to name but a few .Therefore, jotting such points down onto notebook papers will be of major contribution for later use and reference.

- **For Teachers**

The teacher's words spread a great deal of effectiveness over learners. Teaching the latters about the strategies upon which students will build up good habits of reading might be a fortunate choice.Additionally, Operant Conditioning is such a significant procedure to urge students to read through promising them to be rewarded once done

reading a recommended piece. This operation is actually defined by McLeod (2007) as a learning method that implies either a rewarding or punishment outcome born out of a committed behaviour .

## **2.8 Conclusion**

The present chapter supplied a profound analysis of quantitative and qualitative data retrieved from the online set questionnaire, the semi-structured interview and the portfolio. The two first research instruments ascertained that L3 EFL students were indeed information literate applying what they read to what they had to write in an academic form. This provided a proof that students were featured by the status: “critical thinkers “. The teachers’ results analysis proved the same statements in addition to their effective role doing their best to enhance such qualities. In its turn, the portfolio enclosed with a rubric gave concrete evidence that the students’ writing regarding cohesion, coherence, vocabulary linked to spelling and grammar was subject to improvement through time and thanks to reading in its various formats and languages. Therefore, the chapter parts are lucidly interrelated.

## **General Conclusion**

Learning ;this potent part of one's life, keeps making people cognitively enlightened, literate, and up to par with any piece of knowledge particularly at the academic level referring to a set of skills. Reading and writing are not an exception though. Shaped by information literacy, the act of reading triggers one's brain to write as satisfyingly as possible in a critical way minimising the liability for making mistakes of discrepant origins. This brought about the split of the research dissertation into two chapters. The initial one informed of the theoretical background that unravelled definitions of information literacy and its miscellaneous components in a detailed structure. In the second chapter, a gimlet eye was cast on the students' abilities to be information literate as a result that is constructed upon reading whose tangible results would be checked on when writing.

Designing and embracing an exploratory case study research along with the analysis and triangulation, the information retrieved from the trio of the research instruments adopted: The E-questionnaire devoted to L3 students of EFL, a semi-structured interview dedicated to teachers and a Portfolio Assessment using a rubric have indeed confirmed the dual of hypotheses alleged forward. In other words, the findings showcased that information literacy; whose basis was centred on reading, promoted students' academic performance and pushed their academic writing toward a higher level as well. Addressed in more conspicuous terms, the students' critical thinking abilities led to the development of information literacy at all levels namely at the verbal one alluding to the effectiveness of this skill in ensuring an unhalted learning opportunity along one's whole life. More tellingly, the teachers' interview asserted the two last statements and told about the teachers' role in encouraging students to read as constantly as possible. The two-semester portfolio assessment in its turn coupled with a rubric supplied concrete evidence of students' level that increased regarding cohesion, coherence and particularly vocabulary with spelling and grammar through the two semesters.

The present research actually seems to reinforce the notions of information literacy along with the peculiar skills of reading and writing of L3 EFL students. Truth to tell,

this research is not one that was conducted adrift but rather imputed to the belief that information literacy may spread a great deal of benefits that enhance the learners' scope of knowledge at the entire scales whether academically or environmentally. In the meantime, the research yearned to provide teachers with much information in regards to students' cognitive abilities. Differently stated, urging learners to be erudite through portraying the significance of reading, writing and information literacy, was one of the major tenets embraced within this research.

Concerning the hindrance confronted along the research, it was about the inability to set an onsite questionnaire due to the pandemic conditions, which imposed devising a protocol that made it mandatory for learners to study solely one week per two others. To conclude, it is of sound thinking to emphasize once more that the educational world; whatever level it would encompass, is always in dire need of the already mentioned skills for they constitute the springboard through which both learners and teachers are to jump towards higher and much more thriving levels. In short and metaphorically speaking, every organ is nurtured through a precise food type and the brain's food type is reading whose nutrimental benefits would manifest once writing.



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# Appendices

## Appendix A

# The Impact of Reading on Students' Academic Writing

This questionnaire serves the aim of seeking the impact of reading on students' academic writing. You are kindly asked to fill it up. Bear in mind that it is completely anonymous ;your identity is unknown.

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\*Obligatoire

### Section 01 : Students' Profile

1. Age \*

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### Section 02:Students' Reading Habits

2. Do you read ? \*

*Une seule réponse possible.*

Yes

No

- Why? \*

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- If yes,how often?

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- If yes, in which language(s) do you read ?

*Plusieurs réponses possibles.*

- Arabic
- English
- French

- What do you read exactly?

*Plusieurs réponses possibles.*

- Books
- Magazines
- Newspapers
- Articles
- Others

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### **Section 03: The Reading-Writing Bond within the Academic Context**

3. Does reading influence your academic studies? \*

*Une seule réponse possible.*

- Yes
- No

4. If, yes how ?

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5. Do you think that reading helps you to improve your writing ? \*

*Une seule réponse possible.*

Yes

No

Why? \*

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6. Do you read the books (novels) that your teachers order you to read so as to \* analyse a literary passage ?

*Une seule réponse possible.*

Yes

No

7. Reading these novels in order to analyse a literary passage helps you \*

*Une seule réponse possible.*

Positively

Negatively

• How? \*

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#### Section 04: The Contribution of Reading to the Writing Skill

8. The mark that you usually obtain when you are asked to analyse a literary\* passage after reading a given novel is :

*Une seule réponse possible.*

- Weak
- Average
- Excellent

- Do you think that this mark obtained is related to reading or another reason? \*  
(explain please)

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9. Does reading help you to get good marks in the remaining modules? \*

*Une seule réponse possible.*

- Yes
- No

- If yes, which module(s) ?

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- And how?

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10. What do you focus on when you are asked to write in exams? \*

*Plusieurs réponses possibles.*

- Cohesion
- Coherence
- Grammar
- Vocabulary
- Others

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### Section 05: Students and Critical Thinking in Everyday Life

11. Do you usually search for a piece of information that you might read \*

somewhere? (example, via Internet, Dictionary. .etc ? ) *Une seule réponse possible.*

- Yes
- No
- Why? \*

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12. Do you use these pieces of information in your everyday life? \*

*Une seule réponse possible.*

- Yes
- No
- If yes,how?

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It's done,



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## Appendix B

### Teachers' Interview

For the sake of collecting data that would serve conducting a Master's dissertation, you are kindly asked to answer some questions related to students' ability to read and apply in the shadows of Information Literacy whose basis lies on the tenets of critical thinking. Your responses would be of great contribution to the fulfilment of this research.

1. How long have you been teaching English ?and which modules do you teach?
2. According to you, is information literacy based on reading as a habit important for students' academic performance? why?
3. Do you view reading as a key point in the betterment of students' academic writing? How ?
4. Do you ask students to apply what they learn from other modules to your own module for the sake of improving their performances?
5. Which aspect do you insist on students to pay attention to when sitting for a test ;content or form (spelling, grammar, vocabulary and the like )?
6. Do you use corrective feedback during class? (Formative Assessment )?
7. Have you noticed whether your students thought critically or not ? (e.g. :Do they ask you questions like :I couldn't understand a given point !).Do you urge them to think critically?
8. If you were to estimate your students' academic grades when sitting for a written exam, to how much would this estimation be, using a percentage ? ( weak, average, excellent )?
9. Do you make your students read during the Reading Comprehension session?



## Appendix C

Assessing the portfolio of the literary analyses written on the basis of two novels whose titles are provided by the teacher is in dire need for a rubric measuring the following parameters :Cohesion, coherence, grammar, and vocabulary. The below sample rubric will be adopted to assess the portfolio work.

Grades	Task Fulfilment	Vocabulary	Grammar	Cohesion	Coherence
Excellent	All parts of the task are realised Commensurately.	-There is good range of vocabulary (suitable Terminology, adjectives, collocations to name but a few) -The spelling is very often correct.	The use of all types of sentences (simple, compound and complex sentences in an exact way mostly.	Various cohesive devices commensurately used.	Many relevant ideas are inculcated.
Average	Most parts of the task are realised commensurately.	-A vocabulary range that is appropriate for the task -The spelling is mostly correct.	The whole types of sentences are mostly imprecise	Only some cohesive devices are used suitably.	Enough relevant ideas exist
Weak	Most parts of the task are not realised commensurately.	-A vocabulary use less than suitable for the instruction. -Many errors at the level of spelling.	The entire types of sentences are very mostly inaccurate.	Cohesive devices are not heavily and often used.	Less than enough pertinent ideas.

## ملخص

تتناول هاته الأطروحة أدوار مهارتين تعتبران جد مهمتان في المجال الأكاديمي: المطالعة والكتابة. بشكل دقيق أكثر، يقال ان هاته الأدوار تتجلى بصورة عملية باستعمال مهارة أخرى تعرف بالمهارة المعرفية الناتجة عن المطالعة من اجل توظيفها في الكتابة، وذلك بترجمة عملية للمعلومات المكتسبة من المطالعة في الكتابة. كما بالذكر يقال ان هاته المهارة تساهم في تحسين أداء الطلاب على المستوى الأكاديمي عامة والكتابي خاصة. وبالتالي، الهدف من هاته الدراسة هو التحقق من صحة المقولة المذكورة سابقا. يجدر الذكر ان نموذج البحث يتضمن طلبة السنة الثالثة ليسانس في اللغة الإنجليزية كلغة اجنبية المدرسة بقسم اللغة الإنجليزية التابع لكلية الآداب واللغات بجامعة ابوبكر بلقايد بتلمسان. وقد اثبتت النتائج ان المهارة المعرفية الناتجة عن المطالعة تساهم في تحسين أداء الطلاب على المستوى الاكاديمي والكتابي.

## الكلمات المفتاحية

المطالعة، الكتابة، المهارة المعرفية، الأداء الأكاديمي.

## Summary

The present thesis triggers one's mind about the roles of two skills that are deemed of paramount importance within the academic fences ;they are reading and writing .More precisely speaking, it is said that such roles could manifest through implementing another skill known as “ Information Literacy” .It constitutes the practical application of a theoretical background constructed upon reading and supposedly enhances students' academic performance in general and writing in particular .Hence ,this research aims at verifying the validity of the latter statement. It is to bear in mind that the students who make up this thesis sample belong to the third year of EFL in the Department of English –Faculty of Letters and Languages- at Abubekr Belkaid University of Tlemcen .The results have indeed proved that information literacy, centred on reading, contributes to the embellishment of students' academic performance and writing as well.

**Keywords:** Reading, Writing, Information Literacy , Academic Performance.

## Résumé

La présente thèse traite les rôles de deux compétences importantes dans le domaine académique : la lecture et la rédaction .Plus précisément, on dit que ces rôles pourraient se manifester par la mise en œuvre d'une autre compétence nommée “La Compétence Informationnelle ”. Ça constitue l'application pratique d'une formation théorique fondée sur la lecture et, soi-disant, améliore la performance académique en général et l'écrit en particulier. Par conséquent, cette recherche vise à vérifier la validité de cette déclaration. Il est à noter que l'échantillon de cette thèse se compose des étudiant(e) s en troisième année licence d'Anglais comme langue étrangère faite au Département d'Anglais – Faculté de Lettres et de langues- à l'université Abubekr Belkaid de Tlemcen.Les résultats ont indiqué

que la compétence informationnelle qui s'inspire de la lecture a un rôle positif dans le perfectionnement du niveau académique et rédactionnel des étudiants .

**Mots Clés :** La Lecture , La Rédaction ,La Compétence Informationnelle , La Performance Académique.

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