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THE ROLE OF READING IN ENHANCING

STUDENT'S INTELLECTUAL ABILITIES

Case of study **: Second year Master Students**

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Dedication

This study is whole heartedly dedicated to our beloved parents, who have been our source of inspiration and gave us strength when we thought couldn't make it, who continually provide their moral, spiritual, emotional, and financial support.

We would also like to dedicate this humble work to our brothers, sisters, relatives, mentor, friends, and classmates who shared their words of advice and encouragement to finish this study.

Thank you.

Acknowledgment

We would like to take this occasion to thank all who encouraged and supported us in the journey of studying.

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Special thanks to all teachers that we have met during our journey of studying .

Abstract

One of the main goals of higher education is to enhance student's intellectual ability. The current study is an attempt to identify the possibilities of promoting mental abilities through the reading skill, as it displays how reading can reflect student's creativity and ability to develop critical thinking. It has been considered that reading is a key element to promote mental skills, through clarifying thoughts, allowing the reader to feel grounded to the situation and empowers him with the power of reasoning. This research examines how developing intellectual abilities is necessary for students to bridge the gap between what they have learned in the classroom with the world outside. It investigates the case of Master two students in English Language and Communication at the Djilali Bounaama University of Khmis Miliana regarding the core of this research. The students participated in answering a single questionnaire in order to collect the data needed to explore the validity of hypotheses. This work is divided into three main chapters: the first chapter gives an overview of the research and the related work; the second discusses the method used in the research and data analysis ; and the last one examines the findings, suggestions, and recommendations based on the data gathered and analyzed. The findings show that reading can help students improve their intellectual ability. The study shows that using various reading tools in EFL classes can help students improve their mental capacities.

Keywords: Intellectual abilities; critical thinking; mental capacities; critical reading ; writing.

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List of Abbreviations:

IAs: Intellectual abilities

CT: Critical Thinking

CR: Critical Reading

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General introduction :

Various studies have consistently focused on improving intellectual ability. The requirement for certain abilities is based on how they can be developed, thus it's critical to use the right ways and strategies to work on them. According to previous studies, the primary goal of education is to understand about how thinking, analyzing, and reasoning skills develop. Many studies have recently recognized the significance of developing intellectual abilities and skills that can be used to engage and contribute in a certain domain.

Language is a weakness that occurs between university teaching and students' capacity to express themselves in written form. Language is the key to collecting information and conveying knowledge, and it is a definitive aspect in any learning. As a result, language deficiencies can have an impact on understanding information, because pupils with limited language abilities will have difficulties comprehending material, which will impede their ability to share their written knowledge. This is why focusing on improving kids' intellectual talents and writing skills encourages them to seek out information and share it with the rest of the world.

The goal of improving intellectual abilities in class encouraged us to research various methods that can help to develop and inspire mental activity. The current study's goal is to improve EFL learners' intellectual capacities through reading and to bridge the gap between what is taught in university classes and what is needed in the real world.

The following research questions and hypotheses would place the research in a clarified perspective:

1) How can reading enhance students' intellectual abilities?

2) How can intellectual abilities be reflected in reading?

We hypothesize the following in order to produce positive results in EFL learning and mental activities:

1) Reading may promote intellectual abilities through critical thinking and by

improving ways to learning

2) Intellectual abilities improve writing through reading.

   This work is divided into three chapters. The first chapter provides an overview of related studies as well as theories on the most essential themes presented. The second chapter is around a discussion of the research methodologies and tools, which include a questionnaire for master two students and an interview with Djilali Bounama University lecturers. It also includes information gathered during study. The final chapter discusses data analysis as well as the most relevant findings, suggestions, and recommendations.

Chapter One:

Building intellectual abilities on the basic of reading.

1.1. Introduction:

Reading is the third language skill that students learn after listening and speaking. It is a valuable skill in many other areas in life. It not only helps to gain knowledge but also develops the imagination and intelligence. Reading helps students enhancing brain activity and improving vocabulary, as it develops their critical thinking.

This chapter represents reading, including its definition, types, stages, and the relevance of reading in the development of a student's intellectual abilities, as well as how reading reflects mental activities.

1.2. Definition of reading:

The definition of reading is propose by several experts and its definition differs from one to another .According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest in text. The reader's background knowledge integrates with the text to create the meaning. Furthermore, Nunan (2003: 68) defines reading as being composed of four elements; those are the text, the reader, fluency, and strategies.

Meanwhile, Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text. It not only deals with word interpretation, but also how reader interprets the intended meaning. In addition, reading as a process of readers combining information from a text and their own background knowledge to building meaning.

Harmer (2007: 99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

Reading is receptive skill which means it involves responding to text, rather than producing it. It involves making sense of text by understanding the language of the text (at word level, sentence level, and whole text level), and connecting the message of the text to background

knowledge. Understanding the language of the text will lead reader to understand the connections between sentences (coherence and cohesion) in different text types depending on what is read and for what reason.

Furthermore, reading is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.

In summary, reading is a thinking process that enables reader to comprehend the meaning of a text trough connecting to background knowledge, understanding the connections between sentences (coherence and cohesion), understanding different text types, and applying the appropriate reading skill.

1.3. Types of reading:

According to Patel and Preven, there are four types of reading:

1.3.1. Intensive:

Intensive reading is a type of reading that focuses on idioms and vocabulary that are taught in the classroom. intensive reading is reading text or passage in which learner reads the text to get information. It is more time taking than the skimming and scanning.

1.3.2 Extensive:

Extensive reading is a style of reading in which students read literature for pleasure and to improve their overall reading skills. For instance: Students read as many varied types of books as they can, including journals, newspapers, and magazines, primarily for enjoyment and with only a basic understanding of the contents.

Students rarely do extensive reading since it not only consumes a lot of time, but it can also be uninteresting and the reader have to divert the reading to find meanings of words which they may come across frequently.

1.3.3. Scanning:

It is the kind of reading where the reader read to search for a particular piece of information. S\he eyes quickly skim over the sentences until she find it. This method is used when the reader need to go deep into the text and read every word carefully. Scanning involves rapid reading and is often used by researchers and for writing reviews. The reader need to give importance to the illustrations because it helps in scanning the entire article and get the meaning quickly.

1.3.4. Skimming:

Skimming is defined as the act of viewing a text quickly to find out whether it is useful to the reader or whether the text has the information needed , the reader doesn't go through each word of the text but focuses on the main information, core, or theme .It is also known or referred to as "Gist reading."

1.4 Reading problems :

1.4.1 Issues with decoding :
Beginner readers may struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with repeated practice of reading the text out loud. If a learner continues to struggle, there may be an underlying difficulty or a physical impairment that does not allow them to hear the sounds or see the letters.

1.4.2. Poor comprehension of reading skills :
Some learners can read like a pro but may not be able to tell you what they have read. This indicates a problem of incomprehension. These learners may find the same difficulty when their teachers or parents read aloud.

1.4.3. Speed:
The more someone read, the more they expand their vocabulary. They begin to recognize more words by sight, enabling them to read faster. If speed is the issue with a reader, slow processing of information could be the problem. Since reading is a cognitively demanding task, it involves holding information in the mind while continuously processing the text.

This can exhaust the learner with slow processing. It may require extra time to complete tasks that require extensive reading.

1.4.4. Mixed reading difficulties:

Mixed reading problems in kids include decoding words and difficulty with comprehension. They have challenges when it comes to reading words, retaining information, and understanding the text. These problems could be due to a reading disorder. Although some learners learn slower than others, if you notice any difficulty that affects the daily life, it should be evaluated by a professional.

1.5. Stages of reading:

"[In] a developmental theory, literacy is not a single skill that simply gets better ... Being literate is very different for the skilled first grader, fourth grader, high school student, and adult, and the effects of school experiences can be quite different at different points in a child's development." — Catherine Snow, et al, 1991, pg 9

Literacy is not something that just happens. One does not wake up literate nor does one become literate in the same way that one learns to walk. It is not intuited from the environment nor is it simply a matter of physical maturation. Literacy learning requires instruction and practice, and this learning occurs across discrete stages. These five stages are:

1.5.1. The Emerging Reader:

From the age of six months to around six years, children go through the Emerging Reader, or Pre-Reader, stage of development. The reader advances from looking at, listening to, and chewing on books to identifying a few simple words on the pages at this stage.

1.5.2. The Early or Novice Reader:

Early or novice readers, usually aged six or seven, comprehend the relationship between letters, sounds, and the printed word. The child starts to read simple text containing high frequency words and phonically regular words, and uses emerging skills and insights to "sound out" new one-syllable words. The reader is being read to on a level above what he can read independently to develop more advanced language patterns, vocabulary and concepts.

1.5.3. The Transitional or Decoding Reader:

The Transitional or Decoding Reader, typically around seven to nine years old, is growing more competent at combining abilities such as recognizing sight words, sounding out common phonics patterns, expanding vocabulary, and interpreting the written word.

There is direct instruction in advanced decoding skills as well as wide reading of familiar, interesting materials. The reader is still being read to at levels above their own independent reading level to develop language, vocabulary and concepts.

1.5.4. The Fluent, Comprehending Reader:

By this stage, readers enter the Fluent Reader stage of development between the ages of nine and fifteen. Readers transition from learning to read to using their reading skills to learn new subjects, explore new ideas and values, unfamiliar vocabulary and syntax and gain insights into the world around them.

It includes the study of textbooks, reference works, trade books, newspapers, and magazines. There is a systematic study of word meaning, and learners are guided to react to texts through discussions, answering questions, generating questions, writing, and more.

1.5.5. The Expert Reader:

Expert Readers shift to reading a varied array of texts across a variety of subjects around the age of 16 or older. At this stage of reading development, school textbooks, college papers, journal articles, and thought-provoking pieces from many perspectives provide food for thought.

1.6. Essential Skills for Reading success :

1.6.1. Decoding:

Decoding is the ability to sound out words that have heard before but haven't seen written out. This is a vital step in the reading process as it forms the foundation for other reading skills.

Decoding heavily relies on an early language skill called phonemic awareness. Phonemic awareness is the ability to hear and manipulate different sounds into words. Readers develop this awareness when learning about syllables, words, and sounds (phonemes).

1.6.2. Phonics :

Phonics is the ability to recognize the connection between sounds and letters they make. This process of mapping the sounds in words to written words is a very important reading skill. First decode the words into sounds and encode the sounds into words as they write and spell.

1.6.3. Vocabulary :

A good vocabulary is a fundamental part of academic success. This reading skill is necessary to understand the meaning of words, their definitions, and their context.
The more words they knows, the better they are at reading and understanding the texts they read.

1.6.4. Fluency :

Fluency is the ability to read aloud with understanding, accuracy, and speed. It is a skill needed for good reading comprehension. Kids fluent in reading know how to read smoothly, at a good pace, using proper tone, and without making too many errors.

1.6.5. Sentence Construction & Cohesion :

Sentence construction and cohesion may seem like a writing skill, but it's an essential reading skill. Connecting ideas between and within the sentences are called cohesion, and these skills are essential for reading comprehension.

1.6.6. Reading Comprehension :

Understand the meaning of the text both in storybooks and information books. In fiction books, readers imagine the characters and share an emotional and adventurous journey with them. In non-fiction books, children gain new information, which deepens their understanding of new topics and concepts. Reading comprehension is a complex skill that requires time and practice to develop fully.

1.6.7. Reasoning & Background Knowledge :

This skill helps the reader use the background knowledge to make inferences and draw conclusions. Most readers can relate what they have read to what they know. They can also read between the lines to pull out the information when it's not literally spelled out in the text.

1.6.8. Working Memory & Attention :

These skills are closely related but different and are part of a group of abilities known as executive function. When readers read, attention helps them absorb the information from the text, and working memory allows them to retain that information. This helps them gain meaning and build knowledge from what they read.

1.7. The interrelation between reading and writing:

For many years reading and writing were and sometimes still taught separately although over the last ten years research has shown that reading and writing are more interdependent than we thought

According to foundation of critical thinking , the one who has poor reading basically , s/he has a poor writing. as it was previously stated : '' Any significant deficiency in reading entails a parallel deficiency in writing .(David, STC, 2011). Reading is considered as an evaluating tool to enhance both of intellectual ability and students' writing. It refers to being engaged with the text or articals that we are reading , through developing the clear image of understanding the author's ideas , and by assessing the argument , and providing evidence it helps in supporting and forming own opinion in written form

Furthermore, there are various reading strategies that can aid in the development of writing. For example, clarifying purposes means that students must be prepared to understand the author's purpose during any reading activities, and they can use this strategy to express their purpose in writing.

Creating inquiries Students can ask questions regarding the content they have read after reading by ways since it motivates them to discover the hidden meaning. Students can use this method to improve their writing and go deeper into the topic they're writing about by asking questions.

Exploring options by means , encouraging students to think critically about what was included in the text and what was missing from the text, and encouraging students to apply critical thinking to issue in their writing task about what they should mention and what they should avoid.

1.7.1 Developing reading through writing :

Writing and reading are intricately intertwined. One is the inverse of the other: Reading is the inhale; writing is the exhale. They depend on each other.

First, reading improves a subject's comprehension. Reading about different things that we are not interested in can help us build our writing skills by expanding our grasp of a variety of subjects. It is therefore important for students to variety their reading in order to improve their writing in various subjects.

Second, Writing also helps students improve their reading fluency. When students have to stop and think about what spelling patterns to use when they write, they are making a deeper connection in their brains about sound and spelling patterns. This deeper connection makes it easier, and faster, for students to recall those same patterns when they read.

Both reading and writing work to improve one's communication skills. As a result, if the reader want to improve he_she writing skills, many of the suggestions that you come across will include reading more. Reading can open your eyes, literally and figuratively, to new words.

Reading has the potential to boost the reader's levels of creativity.Whether the reader read about a specific skill to improve it or he-she is reading randomly for fun, the words could spark new ideas or images in their mind. The reader may also start to find connections between seemingly disparate things, which can make for even more creative outputs and expressions.

Additionally, Students require critical thinking in order to grasp the intricacies that are hidden inside a basic text. Or, if they are writing, they can say something in a less-than-direct way. This results in more unique and dynamic storytelling in creative fiction. Using both of critical reading and critical thinking can be effective in developing writing because both of them allow the students to gain more from reading and criticizing then outcomes . It is that the

students can summarize and develop their own ideas into paragraphs from the understanding of what they have read . This is why, the foundation of critical thinking (2011) claimed that by enhancing critical reading and critical thinking we enhance writing skill.

1.8 Definition of intellectual ability :

First, we can broadly define intellectual ability as the capacity to take in, compare, and recall data. We are all constantly engaging in these three tasks. When s-he reads these words, s-he is taking in the data, comparing it to previous things they've learned (the alphabet and how to read, for one) and then either recalling that data to make the words and concepts make sense or recognizing new information.

As Cnchikwe (2009) said that intellectual ability means the ability measured by delivering on intelligence test, it refers to performing mental activities.
Because the research was based on fluid and crystalized intelligence, the University of Edinburg was interested in conducting intelligence tests. When faced with challenging difficulties, those with a high level of intellectual capacity demonstrate a stronger ability to dig deeper into the issues and come up with appropriate answers, leading scientists to distinguish two types of intelligence.

First, fluid intelligence refers to the ability to solve issues and respond to changing circumstances. Second, the development of skills raises concerns about crystallized intellect.

There are different dimensions of mental activities, the most frequently describing intellectual capacities such as number aptitude (mathematics), verbal comprehension (English), perceptual speed, reasoning, and memory. According to Martin(2018), intellectual ability include talents such as memorization, creativity, and problem solving, as well as skills that involve critical thinking.

1.8.1. Definition of critical thinking:

Critical thinking is referred to the ability to objectively assess information and develop a reasoned decision. It entails evaluating data, facts, observable occurrences, and research findings, among other sources.

As defined by the National Council for Excellence in Critical Thinking, 1987 Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subjectmatter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

Edward Glaser defines critical thinking as "The ability to think critically, as conceived in this volume, involves three things: an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, knowledge of the methods of logical inquiry and reasoning, and some skill in applying those methods.

According to Richard Paul and Linda Elder it is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and socio centrism.

In educational contexts, a definition of critical thinking is a "programmatic definition" (Scheffler 1960: 19). It expresses a practical program for achieving an educational goal. For this purpose, a one-sentence formulaic definition is much less useful than articulation of a critical thinking process, with criteria and standards for the kinds of thinking that the process may involve. The real educational goal is recognition, adoption and implementation by students of those criteria and standards. That adoption and implementation in turn consists in acquiring the knowledge, abilities and dispositions of a critical thinker.

1.9 Intellectual ability and reading :

There has been an increasing concern about understanding the congeries of skills and abilities that define reading.

For purpose of creating an effective and engaged reading , it consists in selecting the right elements of the situation and putting them together in the right relation. The mind must select, repress, soften, emphasize, correlate and organize all under the influence of the right mental

set. Enhancing intellectual abilities plays a great role in making student read clearly and critically and making them free from boundaries. Base on this ; we can say that reading and intellectual abilities influence each other , they are interrelate.

1.9.1. The role of reading in developing intellectual ability :

Learning about developing intellectual abilities include learning how to improve mental activities like thinking and critical thinking. Reading is core ability in individual development. The cultivation of reading ability is of great significance to their development.

1.9.1.1. Developing critical thinking through reading :

Reading critically does not, necessarily, mean being critical of what you read.Both reading and critical thinking don't mean being 'critical' about some idea, argument, or piece of writing - claiming that it is somehow faulty or flawed.

Reading helps to improve and train your brain to use critical thinking in everyday situations. Critical thinking is also useful for distinguishing fact from opinion and forming your own judgments based on facts and reasoning.

Reading is a difficult task that demands readers to recollect, retrieve, and reflect on previous experiences or memories in order to make meaning from the text. They must demonstrate the following abilities while doing so: the ability to distinguish facts from opinions; the ability to comprehend literal or implied meanings; the ability to locate details related to the issues discussed; the ability to detect an inferential relationship from the details observed; the ability to be perceptive of multiple points of view; and the ability to make moral reasoning and fair-grounded judgments. In a sense, readers are exercising what the CT experts termed

"explanation," "analysis," "synthesis," "argumentation," "interpretation," "evaluation," "problem-solving," "inference" "logical reasoning," and "application" (Brunt, 2005; Facione, 2007; Halpern, 1998; Lazere, 1987). 17 All these abilities, in sum, are critical thinking skills

Since decision-making is considered a conclusive component of critical thinking, it concerns making the best choice among numerous options, reading can be an effective tool in making decisions and solving problems. Students will search for the ideal decision to defend their thoughts and defend their points.

1.9.1.2. Improving ways used in learning through reading:

By developing the skill, the readers can diversify their field of knowledge, which provides them with the chance to participate in fruitful discussion and decision-making processes. Reading is considered as most valuable tool for creativeness and for learning, because free reading helps student to clarify thoughts and explore possibilities as well. Reading enhances conceptual learning through promoting analytical thinking on subjects. Reading mystery novels helps you develop skills that can assist you in problem-solving. While reading a novel, the disclosure is pretty slow, and your mind is forced to predict or make guesses.

Subconsciously the brain is trained to think more smartly and develop strong analytical skills. You can expect to gain from this in your personal and professional life.

For instance; students can write down concepts and then expand on them with extra words; this act is excellent for capturing ideas and assisting students in the development of ideas and thoughts.

1.9.1.3. Making student closer to the subject by reading :

Reading about a specific subject on a daily basis draws students closer to the subject because it keeps the subject fresh in their minds .In close reading, students can see the authors thinking by re-examining the passage and recognizing particular things in a text and ask themselves questions. By asking a series of more rigorous analytical questions students can find the purpose of what and why they are reading and will derive deeper meaning and understanding.

Fisher, Frey, & Lapp (2012) have maintained that "when reading any passage, a student builds meaning in collaboration with the author. Until that occurs, an assessment of a text's complexity is not yet fully realized. The reader is a key ingredient in this formula," (p.77)

1.9.2. The importance of intellectual ability in developing reading :

Intellectual ability refers to the ability measured by performance on an intelligence test. According to Bean (2011) , there is a direct relationship between critical thinking , reading ,

and writing , as Paul (2004) explains the relationship he said : ″ learning how to read closely and wrote substantively are complex critical thinking abilities . When I can read closely , I can take ownership of important ideas in a text , when I can write substantively, I am able to say something worth saying ...″ (Paul, 2004)

According to Paul (2004), intellectual capacity has a significant impact in the development of reading, through writing and critical thinking. Critical thinking educate students comparative analysis, which teach them informed and thoughtful choices instead of impulsive ones. It helps them view ideas from different perspectives, which improves understanding. Also It encourages them to communicate constructively. This ability entails collecting additional information, reflecting back the original thought to ensure comprehension, and providing positive feedback rather than negative criticism. Making thoughts clear and easy to analyze is the most important part of practicing critical thinking.

1.10. Conclusion :

In conclusion ; this chapter was a theoretical part , it included different definition of writing , types and stages that the student needs to follow in order to organize a good writing , as it explains the intellectual ability including thinking critical thinking and reading by focusing on how writing and intellectual abilities can enhance each other.

Chapter Two:

Examing the possibilities of enhancing intellectual abilities through Reading.

2.1. Introduction :

Following the presentation of the theoretical element, students of English as a foreign language (EFL) can improve their intellectual abilities through reading. The goal of this chapter is to determine whether reading is a necessary skill in developing students intellectual abilities. The chapter contains the study's goal. Then shifting to the methodology that was used, which includes outlining data gathering and examining the influence of reading on students' intellectual ability. It will briefly evaluate all data at the end to explain later.

2.2. The aim of the study :

This study explores the part that reading plays in enhancing intellectual abilities for students including critical thinking. The goal is to examine student's perspective using one specific method. The outcome of the analysis will reveal whether the reading process has an impact on intellectual abilities. It focuses significantly more on critical thinking and acquiring interest in improving student's reading through writing in order to express the impact of reading in developing intellectual abilities.

2.3. Methodology :

This research expresses in this section that reading for English language students has an impact on intellectual development. A method must be chosen depending on the issue in order to achieve the research aims. Its goal is to provide tools for both population and data collection.

2.4. The population :

This research is from department of English at university of KHMIS MILIANA. To achieve a good result, we chose a population of students from the same university. We were able to gather twenty five (25) master students from the department of English, who were asked to fill out a questionnaire that contains (22) questions about promoting intellectual abilities through reading .

2.5. Tools :

To reach our objectives, we developed a single questionnaire for students that included twenty two questions regarding evaluating their reading and thinking process, and to see whether and how reading really develop their intellectual abilities.

2.6. The analysis of the questionnaire :

2.6.1. Learner's questionnaire :

Question 01: what do you do in your spare time?

This question intends to identify what students like doing in their spare time.
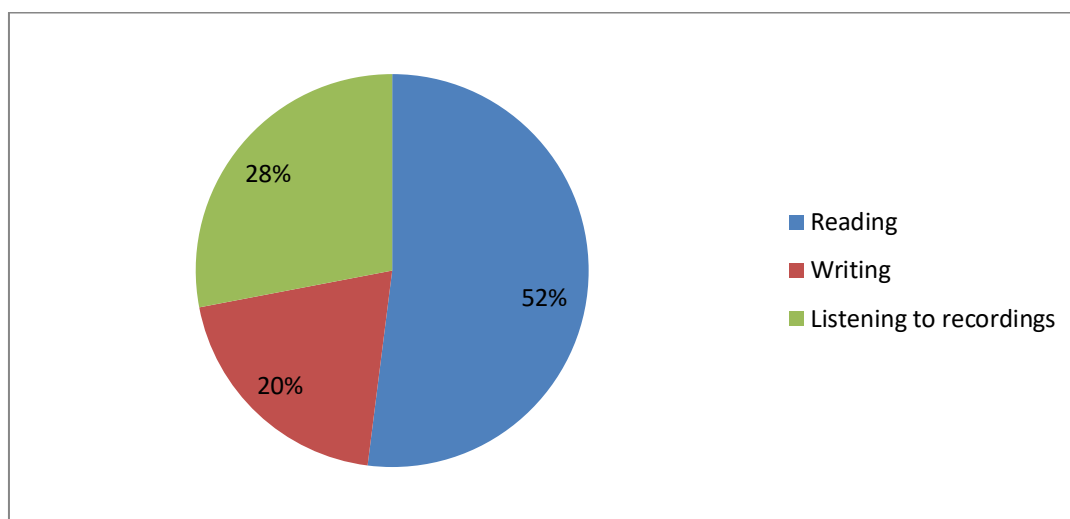

Figure 2.1. : Student like doing in free time.

Starting with the graph above, we can see that the majority of students (52%) prefer reading books in their spare time, while others (20%) prefer writing texts. Other participants (28%) enjoy listening to recordings**.**

Question 02: Do you read often?

This question is to find out whether students read frequently or not.
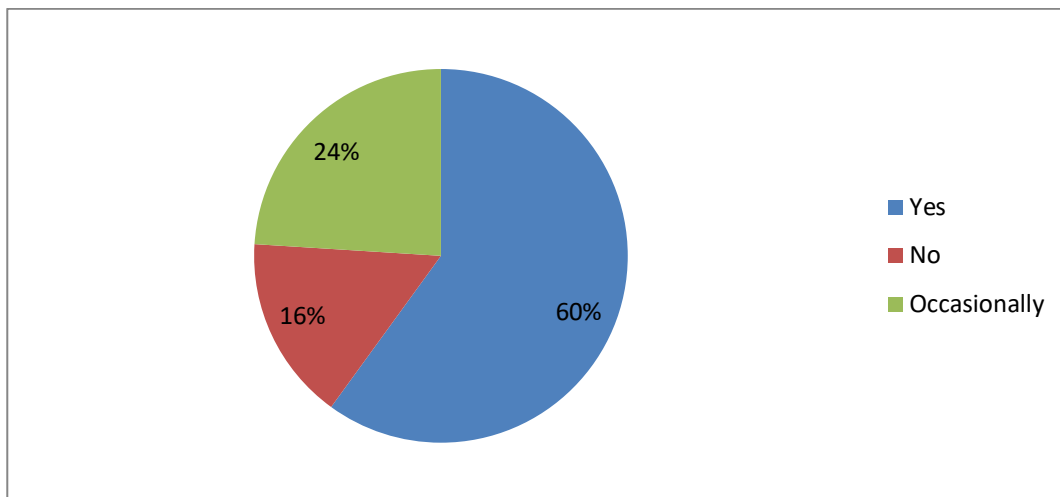
Figure 2.2. : Reading skill.

From the graph above it is noted that most of students (60%) do read and (16%) don't read. (24%) of the students read occasionally, depending on the content, if the content belong to their interest.

Question 03: What do you mostly prefer to read?

The aim of this question is determining what students prefer to read .
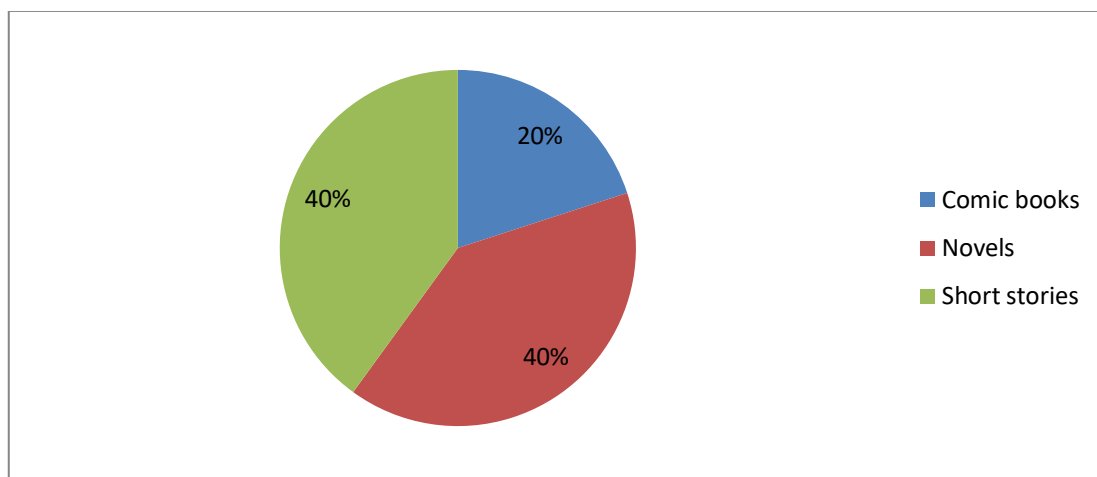
Figure 2.3.Students reading preferences.

Starting from the graph above, we can see that (40%) of the participants prefer reading short stories. While other participants (40%) say that they like reading novels. The rest of the students (20%) prefer comic books.

Question 04: How would you rate your reading ability?

The aim of this question is determining how students evaluate their reading skill.
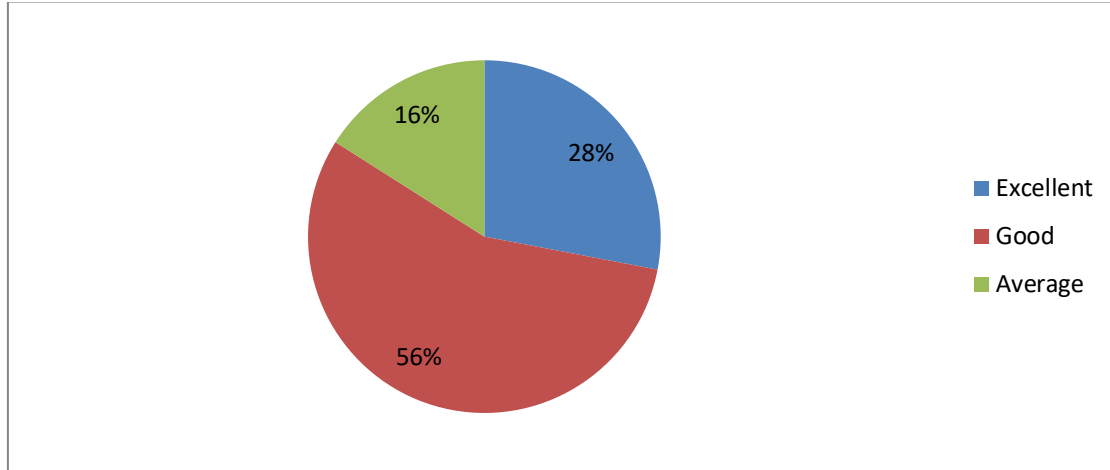
Figure 2.4.: Evaluating student's reading skill.

According to the graph above, we can say that most of students (56%) rate their reading skill at a good level. While others (16%) rate their reading skill at the average level. The rest of the participants (20%) say that they are at an excellent level.

Question 05: What are the challenges you experience while reading?

The aim of this question is to identify the challenges that student experience in the reading process.
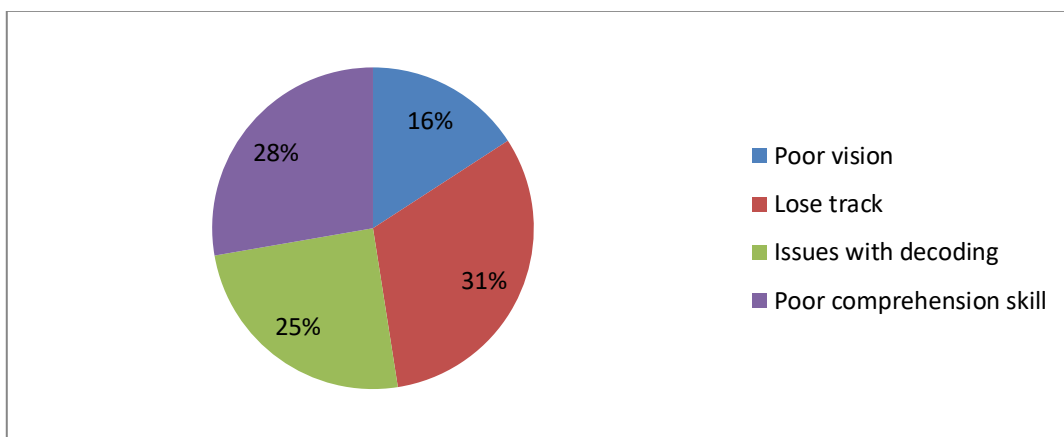
Figure 2.5. : The challenges of students in reading.

From the graph above , it is noted that (16%) of students have a poor vision . (31%) % of them find it hard to keep on track, whether they lose interest or lack of time. Whereas (25%) of the students say that they have difficulties with decoding and the rest of them (28%) have a poor comprehension skill.

Question 06 : According to you, what are the aims of reading?

The purpose of this question is to determine the aims of reading according to student's perspective.
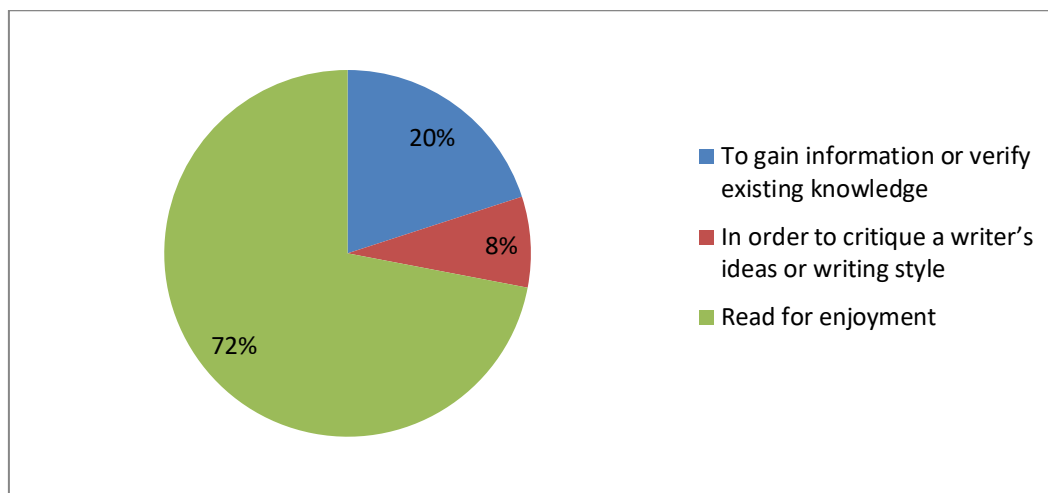
Figure 2.6. : The aims of reading.

According to the graph above, the majority of students (72%) say that it's for personal enjoyments. Whereas (20%) believe that the aim of reading is to gain information's. (8%) of the students think it's in order to critique a writers idea or a writing style.

Question 07: What are the reading skill objectives ?

The purpose of this question is to define the objectives of reading.
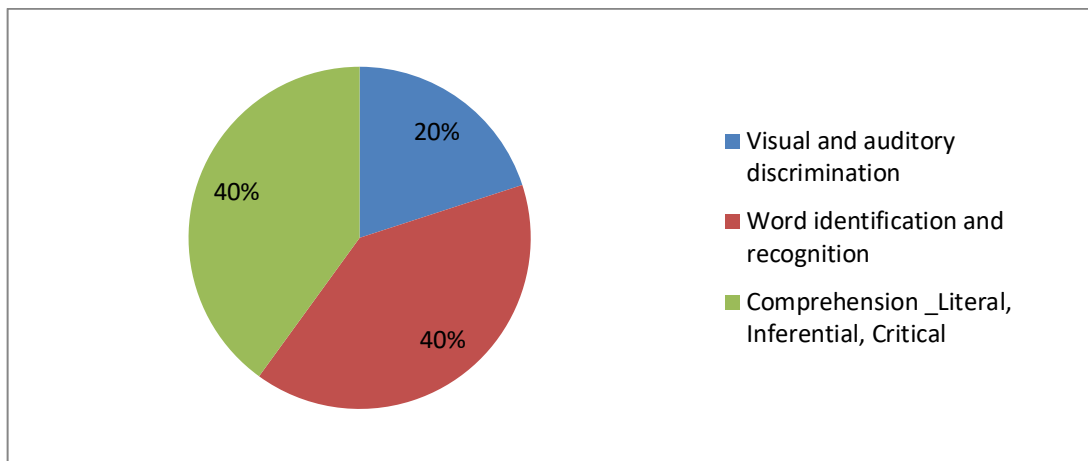
Figure 2.7. : Reading skill objectives.

According to the graph above, 40% of the participants agreed that reading objective is word identification and recognition. (20%) of them said it is visual and auditory discrimination. The rest of the students (40%) said it is comprehension (literal , inferential, critical).

Question 08 : How does the connection of reading and thinking work?

The aim of this question is to find out how the connection of reading and thinking work ?

All students claimed that the connection between reading and thinking is:

● Reading is wholly within the realm of thinking. If a person is reading, he is thinking; if he is not thinking he cannot be reading.

● Decoding is the obligatory first step in learning to read and the necessary foundation of comprehension .

● To decode is to think; one cannot decode without thinking.

Question 09: Do you believe that thinking is an effective way to develop reading skills?

The aim of this question is to find out whether students believe that thinking is a effective way to develop reading skills**.**
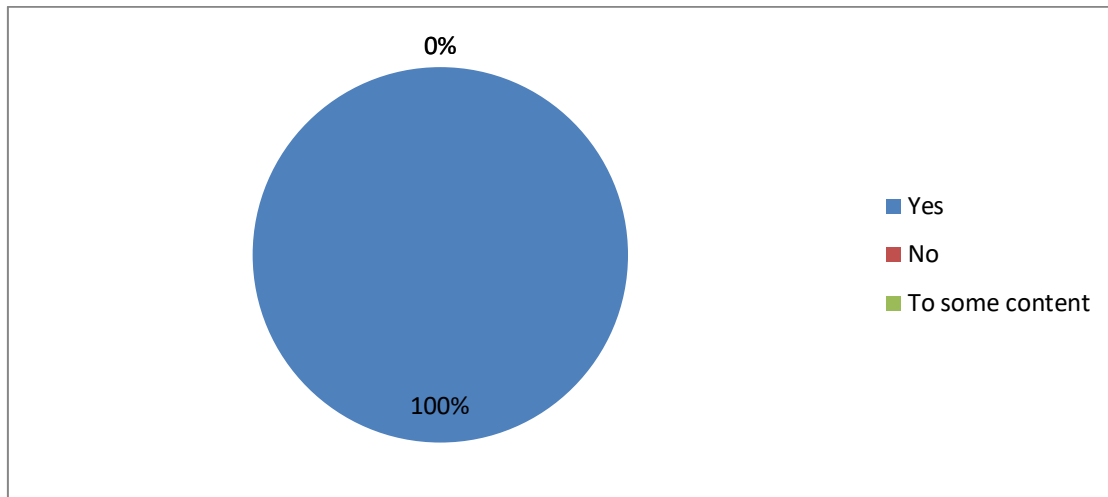
Figure 2.8. : Thinking and reading skills.

From the graph above, we notice that all of the students (100%) agreed that thinking is an effective way to develop reading skills.

Question 10: Define critical thinking in your own terms.

The purpose of this question is to determine how well students comprehend critical thinking. All students who took part in this questionnaire claim the following comprehension of critical thinking:

• Critical thinking is the act of forming ideas at the mental level in a critical manner; it is an intelligent technique of thinking organized by using questions.

• Critical thinking is questioning one's own ideas in term of credibility and reliability.

• Critical thinking is the ability to think using logic , reasoning , and much data .

• Critical thinking is the ability to analyze knowledge, evaluate it, and examine it from several angles before accepting or confirming it as reality.

Question 11 : According to you, how can reading develop critical thinking?

The purpose of this question is to identify students' opinion about the effectiveness of reading in developing critical thinking.
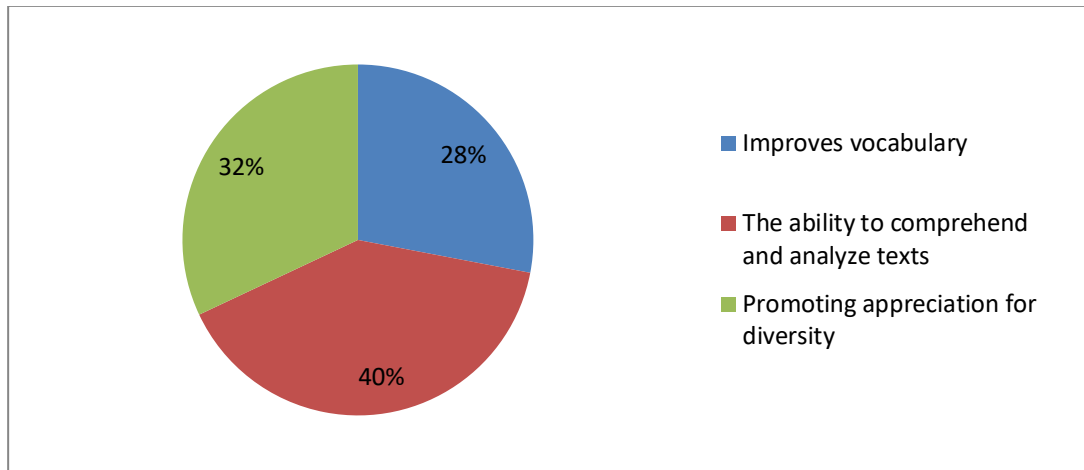
Figure 2.9.: Reading develop critical thinking.

From the graph above it is noted that (28%) of students say that reading can develop critical thinking through improving vocabulary , and (40%) of them believe that it improves the ability to comprehend and analyze texts. The rest of the party (32%) claim that reading can be effective in developing critical thinking through promoting appreciation for diversity.

Question 12: What is the difference between thinking and critical thinking?

The goal of this question is to make sure students realize the difference between thinking and critical thinking.

All students agreed that there is a difference between thinking and critical thinking, as they debated several replies including:

• Thinking is a natural process but critical thinking is deeper.

• Thinking is simply imitating what someone has in his head, however critical thinking involves questioning these ideas.

• Thinking is simply the process of recalling one's own ideas, whereas critical thinking is the process of questioning ideas in terms of validity and credibility.

Question 13: what are the skills that can be used to develop the reading process?

The goal of this question is to find out the skills that students use to develop their reading.
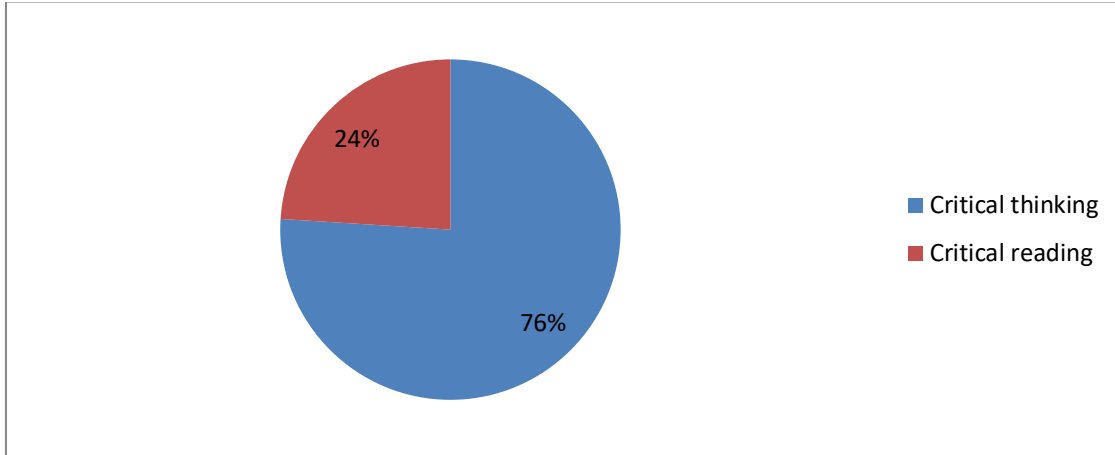
Figure 2.10. : Skills used to develop reading.

According to the graph above, critical reading is the most helpful skill for developing the reading process for (76%) of students. While (24%) agreed critical thinking is an appropriate ability for improving the reading process.

Question 14: What is the purpose of reading and critical reading ?

The aim of this question is to determine the purpose of reading and critical reading.
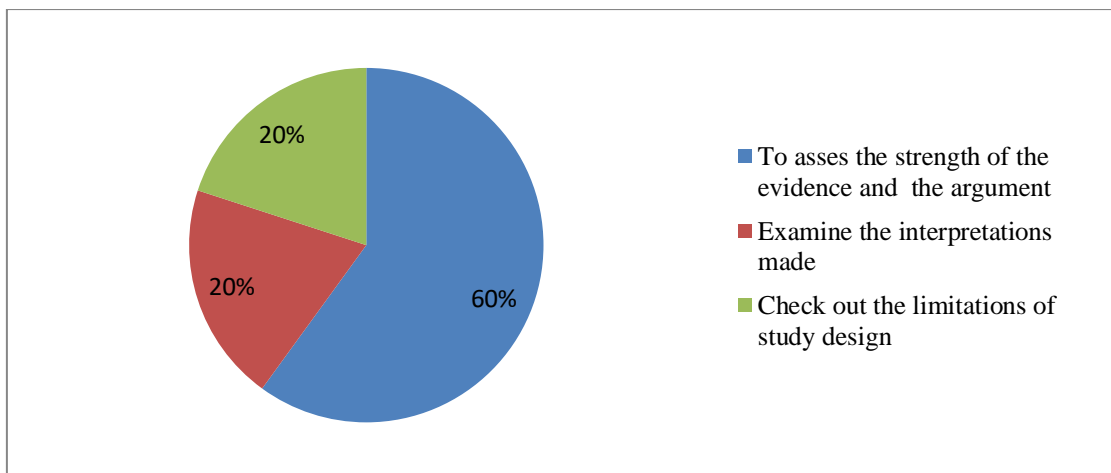
Figure 2.11. : Reading and critical reading.

From the previous chart, we notice that more than half of the participants (60%) agreed that thepurpose of reading and critical reading is to assess the strength of the evidence and the argument. (20%) of them say it is to examine the interpretations made. The rest (20%) say it is to check out the limitations of study design.

Question 15: Do you think that writing and reading are related?

The purpose of this question is to determine whether students understand the relationship between reading and writing.
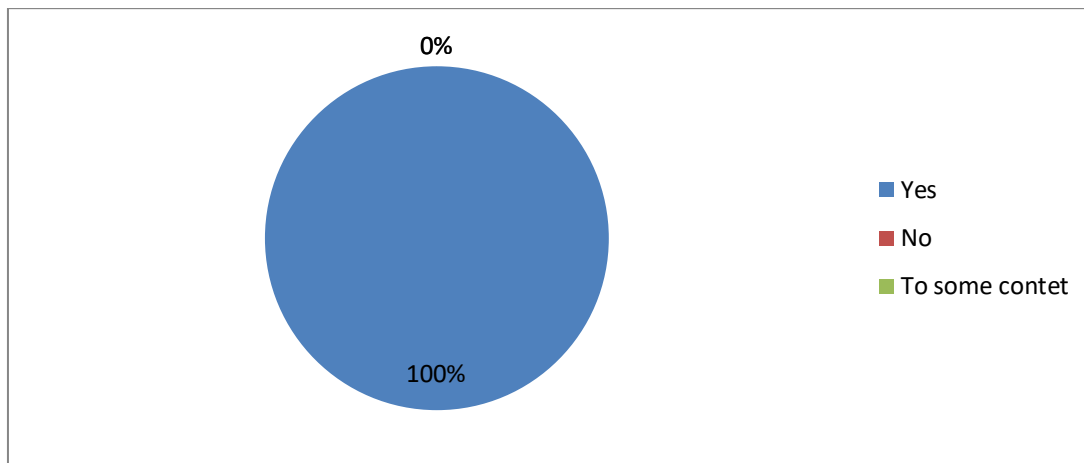
Figure 2.12. : Reading and writing are related.

According to the graph above, all students agreed that reading and writing are related (100%). They argued various points, including:

• The more a student reads, the better his vocabulary, grammar, and content will become. As a result, it will develop the student's feedback.

• Those that read a lot appear to have a better writing style, as well as more creative thoughts.

Question 16 : What does reading and writing have in common?

The purpose of this question is to find out the relationship between reading and writing.

 All students who took part in this questionnaire claim the following answers:

● The ability to link sounds together to construct words is reinforces when students read and write the same words.

● Writing instructions improves reading comprehension, and the teaching of writing skills, such as grammar and spelling lessons, reinforce reading skills.

Question 17: How can reading develop intellectual abilities ?

The aim of this question is to investigate students' opinion about the effective of reading in developing intellectual abilities.
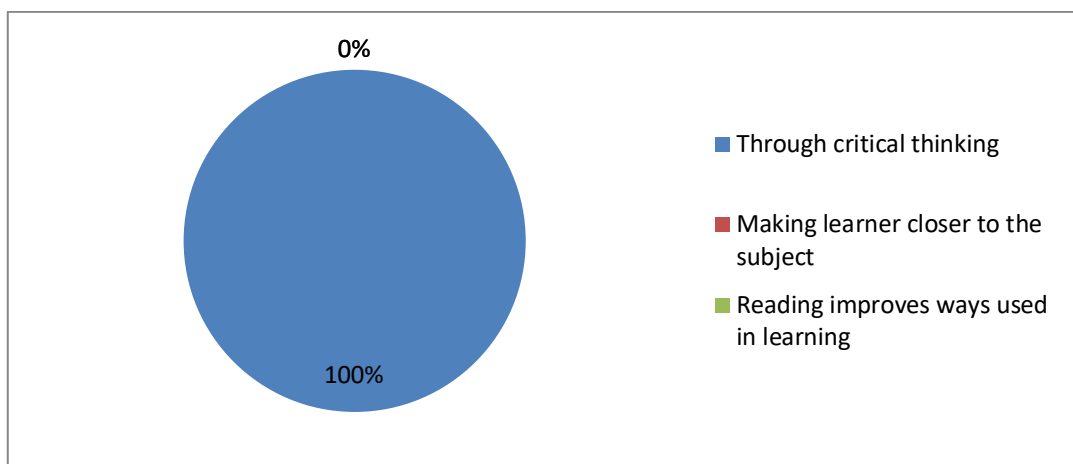
Figure 2.13. : Reading develop intellectual abilities.

From the graph above, it is noted that all teachers 100% agreed that reading can enhance intellectual abilities through critical thinking.

Question 18 : Define intellectual abilities in your own words.

The purpose of this question is to determine how well students comprehend intellectual abilities. All students who took part in this questionnaire claim the following comprehension of intellectual abilities.

● Intellectual ability is exceptional capability or potential recognized through cognitive processes.

● Intellectual ability refers to the skill required to think critically, see connections between disciplines and problem solve in new situation .

● Intellectual ability is a reflection of a range of assessments including a students performance and potential.

● Intellectual abilities are the ability to solve problems , make decisions, creativeness and memorizing information

Question 19 : Reading, according to some experts, is a method for evaluating a learner's intellectual ability. To what extent do you agree ?

The purpose of this question is to determine whether students believe reading can be used to evaluate their intellectual abilities.
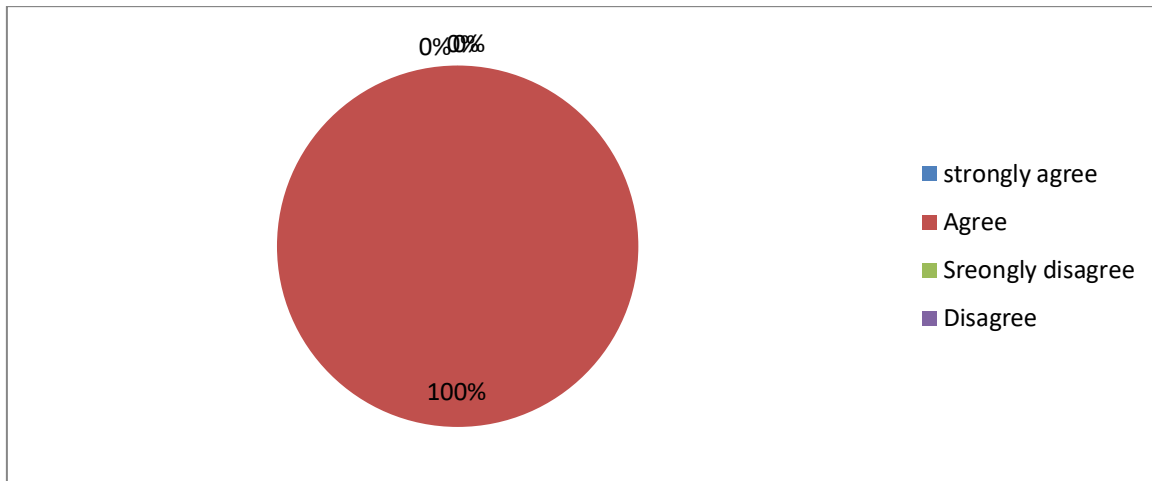
Figure 2.14.: Reading enhance students' intellectual abilities.

According to the graph above, all of the participants in this questionnaire (100%) agreed that reading may be used to evaluate a student's intellectual ability.

Question 20 :   How can free reading evaluates creativeness and learning ?

The aim of this question is to identify students' opinion about the effective of free reading in evaluating creativeness and learning .
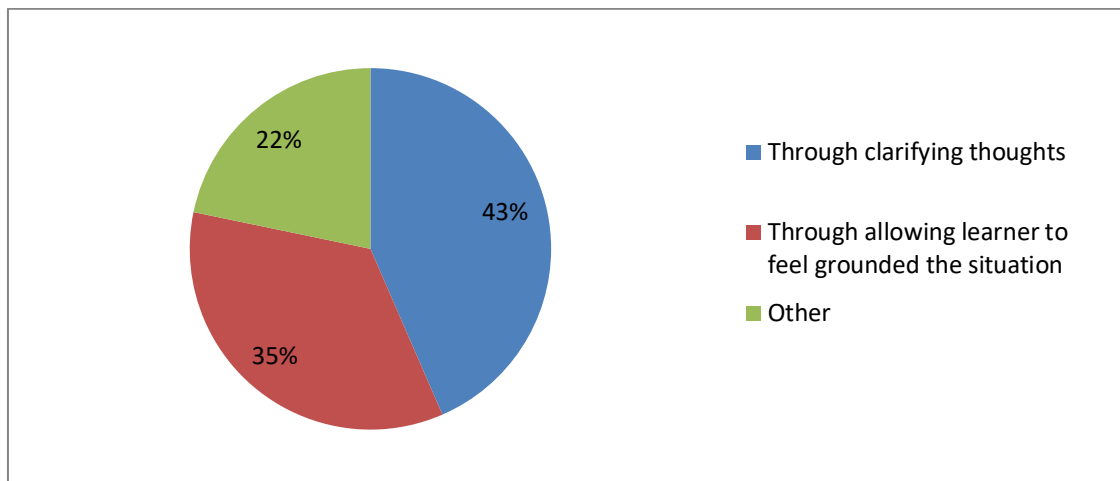
Figure 2.15. : Evaluating creativeness and learning.

From the graph above it is noted that 45% of students answered that free reading can evaluate creativeness and learning through clarifying thoughts . Whereas 20% said that free reading can help by allowing students to feel grounded to the situation. 35% argued with other options including : Reading can develop creativeness through making students free from boundaries .

Question 21: Why do you think that students need to enhance their intellectual abilities?

This question seeks to determine the value of improving students' intellectual abilities.

All students claimed the importance of IAs as they argued:

• Developing IAs in order to analyze, assess, create, and solve challenges.

• It helps understanding and comprehending information, brain storming effectively and have focused attention.

• The first goal for students is to learn things, which cannot be accomplished without intellectual abilities.

Question 22: What is most effective reading tool used in developing IAs?

The purpose of this question is investigating the effectiveness of reading in developing IAs.
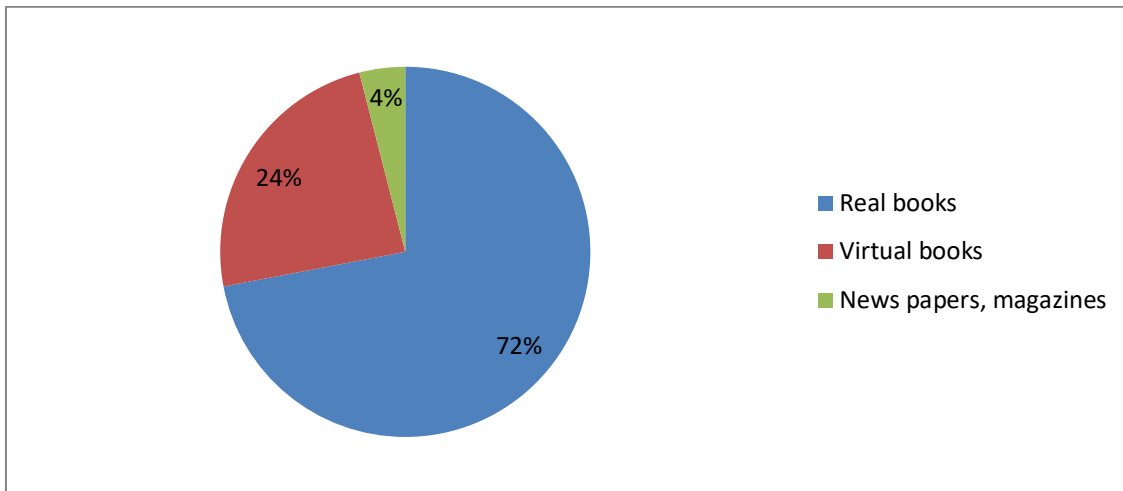
Figure2.16: Effective reading tool in developing IAs.

According to the graph above we can remark that the majority of students (72%) claimed that the effective reading tool in developing IAs is reading real books, while (24%) of them say that reading virtual books is more effective. Whereas (4%) say it is news papers and magazines are helpful .

2.7. Conclusion :

Through this chapter, we have presented the research methodology that was used to collect sufficient, relevant, and reliable data that led us to identify our research objective of enhancing students' intellectual abilities through reading.

Chapter Three:

Providing the role of reading in developing intellectual abilities.

3.1. Introduction:

   The second chapter displayed the method used in research , in which researcher presented the ideal elaboration of the research tools and data analysis of the study .

   This chapter addresses the findings gathered in the research and presents their importance . The general aim of this study specified in this research is advancing EFL students' intellectual abilities through reading . The chapter is divided into two parts , the first part deals with investigating students' questionnaire. Their answers were examined to explore whether the reading skill enhance their intellectual abilities. The second part concentrated on reviewing the general findings related to the research ; exploring more suggestions and recommendations.

3.2. Discussion of the finding:

   Teachers' interview and students' questionnaires were conducted to examine the possibilities of enhancing intellectual abilities through reading for EFL learners.

3.2.1. The result of students questionnaire:

   This questionnaire was conducted for second year master students at English department of khemis miliana's university, we were able to gather twenty five participant. The total number of questions is twenty two (22).

   The result of the students' questionnaire showed that students do different activities in their spare time, the majority of them prefer reading books, that can be considered as an effective function to enhance their vocabulary, listening to recording ,music, and much more. Also writing different kind of texts or stories. Other activities were added such as social medea and watching movies.

   The result of the following questions expressed that the majority of students like reading as it is their number one activity to do in their free time, Most of them selected novels and hort stories as their preferences, and rated their reading skill at a good level.

The Role Of Reading In Enhancing Student's Intellectual Abilities

Based off of the analysis of the students' questionnaire's result, it was discovered that some of students have poor vision, whereas some of them find difficult to keep on track,

due to loss of interest or lack of time. While others have difficulties with decoding and poor comprehension skill.

Based on the analysis of the student questionnaire, it was found that the majority of students read for their personal enjoyment. Whereas the rest of the participants believe that the aim of reading is to gain knowledge and information's.

Furthermore, built on the following question's result , it was discussed that the objectives of reading skill is word identification and comprehension, Few of them said it is visual and auditory discrimination.

When asked how does the connection of reading and thinking work, the students argued different answers represented as the following; reading is wholly within the realm of thinking. Decoding is the obligatory first step in learning to read and the necessary foundation of comprehension , to decode is to think.

Based on the student's answer about the question if thinking is a key element to develop reading, all of the participants agreed that thinking is an effective way to enhance the reading skill. Students when asked about their definition of critical thinking , their answers claim comprehension of critical thinking as : Critical thinking is questioning one's own ideas in term of credibility and reliability . Also , it is the ability to analyze knowledge ,evaluate it , and examine it from several angles before accepting or confirming it as reality.

From analyzing the students' questionnaire about their opinion about the effectiveness of reading in developing critical thinking. They argued that reading can develop critical thinking through improving vocabulary, improving the ability to comprehend and analyze texts. And through promoting appreciation for diversity.

After examining the student's questionnaire, students agreed that there is a difference between thinking and critical thinking , their replies included that thinking is a natural process but critical thinking is something deeper, additionally ,most of students consider critical reading as the most helpful skill for developing the reading process.

The Role Of Reading In Enhancing Student's Intellectual Abilities

From analyzing the students' questionnaire the researcher found that students provided suggestions of the skills that can be used to develop the reading process as most of them said it is critical thinking and critical reading. Although the majority of the participants agreed the most efficient skill is critical reading. When students were asked about the purpose of reading and critical reading, the majority believed it is to assess the strength of the evidence and the argument. The rest of them argued between examining the interpretations made and checking limitations of study design.

When students were asked whether writing and reading are related , all of them agreed that they are interrelated , as the more a student reads ,the better his writing style , vocabulary , and grammar and creativity will become. Additionally, all students who took part in this questionnaire claimed the following answers on the relationship between reading and writing; the ability to link sounds together to construct words is reinforces when students read and write the same words. Writing instructions improves reading comprehension, and the teaching of writing skills, such as grammar and spelling lessons, reinforce reading skills.

Based on examining the students' answers, the researcher found that the majority strongly agrees that reading can be used to evaluate a student's intellectual ability . The more efficient way to enhance intellectual capacities is through critical thinking. All students who took part in the questionnaire claim the various comprehension of intellectual abilities including; that intellectual abilities are the ability to solve problems , make decisions, creativeness and memorizing information and it is an exceptional capability or potential recognized through cognitive processes, it refers to the skill required to think critically, see connections between disciplines and problem solve in new situation. Also, intellectual ability is a reflection of a range of assessments including a student's performance and potential.

Furthermore , some students thought that free reading evaluates creativeness and learning through clarifying thoughts , while some stated that free reading allows students to feel

grounded to the situation . Whereas some ot the participants argued that reading develops creativeness through making students free from boundaries .

Moreover, based on the questionnaire's analysis, all students claimed the importance of IAs as they argued: developing IAs in order to analyze, assess, create, and solve challenges. It helps

understanding and comprehending information, brain storming effectively and have focused attention. The first goal for students is to learn things, which cannot be accomplished without intellectual abilities.

When the students were asked about the most effective reading tool used in developing IAs , the argued the following answers. The majority of the participants claimed it is reading real books. The rest of them argued between virtual books and news papers or magazines.

3.3. The overall achievement of the research aim:

This study addressed the research questions and examined the theories that are noted in the general introduction. In offering possibilities to enhance intellectual abilities in EFL classrooms, the researcher figured that developing students' intellectual abilities can be achieved by different linguistic skills, more specifically reading .

Moreover ; the questionnaire mentioned that reading and writing are related, reading and writing can be considered as the main element to develop intellectual abilities. Additionally ,it was claimed that intellectual abilities develop reading through critical thinking , it was found by students that it is relevant to mention that there is no reading without thinking as the correlation between reading and thinking would express them to various kind of intellectual work which would expand their thinking and reading abilities through writing on employing critical writing .

On the other hand ; the claims that argued that intellectual abilities can be enhanced by reading through critical thinking , the researcher found that it is important to develop creativeness and free reading that helps them express their ideas , by reading without boundaries , this improves students' intellectual abilities as their thinking becomes deeper .

3.4. Limitations of the study:

The domain of this study is restricted to the information collected from master students at Djilali Bounaama University. The questionnaire occurred during the second semester to the students were not accessible due to inconvenient related to their schedules . Consequently; the data collected by the researcher was somewhat limited.

3.5. Recommendations and suggestions:

Reading and intellectual abilities impact one another , as reading is an effective method in developing the students ideas , intellectual abilities are the main element in developing ideas and thoughts through critical thinking, examining, solving problems and critical reading.

Accordingly ; the researcher stated that reading is an important tool to improve both of intellectual abilities and reading skill. Critical reading and critical writing are effective in developing reading skills as they both allow students to acquire knowledge from reading, it becomes a part of their life .

Therefore ; it is very important to read and be creative for students , it helps them to learn new words and how to form sentences with self confidence , due to the fact that their vocabulary is rich in new complicated words , especially for students who have difficulty to speak in front of their classmates or they find difficult to form well structured sentences .

This is an effective tool in increasing their intellectual abilities by allowing them to think deeper . Students must be encouraged to better their intellectual abilities such as: thinking, reasoning, and critical thinking by collecting information and acquiring data .

Students' need to enhance intellectual abilities to analyze , and solve problems and find solutions in productive and creative way, as the previous questionnaire responses showed that intellectual abilities needs critical thinking to be able to decide based upon possibilities to use prior experience and intelligence to respond to new experience.

3.6. Suggestions for future research :

These constraints only serve to highlight the fact that much more research is required. As a result, future research should look into students' reading and how other people think in order to help the language evolve. Moreover, the future research should concentrate much more on students' interest in reading for a purpose of being aware of master students' intellectual weaknesses Most importantly, future research should be conducted over a long period of time in order to more precisely identify students' mental work .

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3.7. Conclusion:

This chapter is totally related to the results and suggestions . This study has showed that the examination of the findings uncovered that encouraging students to enhance their intellectual abilities is necessary as it plays a massive role in teaching them the importance of reading .

General conclusion :

This research investigates the possibilities of enhancing intellectual abilities through reading in fields of EFL. It is quite clear that students require to learn some techniques and strategies in learning, that allows them to improve their mental abilities. The review has stated that reading is valued as a main skill to conquer some difficulties through specific means of training. The methods used to gather data are teachers' interview and students' questionnaire .

The current study began with a review of the literature, which included information about various definitions and provided various methods for improving the intellectual abilities of EFL students. One of the primary goals of higher education is to help students develop their mental abilities. When these abilities, thinking and critical thinking, are used in the classroom, they lead to collaboration and productive practice for students. As a result, teachers can easily identify reading activities that will express more interest in developing students' intellectual abilities.

From the analysis of the data collected, the results gathered from qualitative and quantitative analysis found that developing intellectual abilities through reading in EFL classes is very necessary and it insinuates the performance of a specific context for student to improve their target language .

The findings confirmed the effectiveness and utility of reading as a tool for developing mental abilities, thanks to the pre-stages of critical reading and skills involved in reading organization, as those skills require logic, reasoning, and persuasion through critical and logical discourse.

The current research has adressed the study's questions including that working on building students' mental abilities should be done in association with reading and writing as their impact can be huge in learning process. The present study examined suggestions and that

there is no reading without thinking due to the need of reader to think, review, and analyze. As it cothinking, as reading puts students' in situation and helps them understand the way they should respond to the information.

The outcome of this research found that developing students' intellectual abilities via reading in EFL classes necessitate extra effort from teachers and students , it is important for teachers to be prepared and students should use learning strategies that can help them to be more intelligent and creative .

The present research can be a starting point for future researchers in the fields of infuse mental abilities in education and test it in different universities.

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Fisher, Frey, & Lapp (2012

Appendix A

Questionnaire for learners

This questionnaire aims at investigating intellectual abilities through reading . Please answer the following questions honestly; your data will be kept private.

1) **What do you do in your spare time ?**

Reading ☐   Writing ☐   Listening to recordings ☐

Other

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………………………………………………………………………………………………

………………………………………………………………………………………………

2) **Do you read often ?**

Yes ☐   No ☐   Occasionally ☐

3) **What do you mostly prefer to read?**

Comic books ☐   Novels ☐   Short stories ☐

Other

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

4) How would you rate your reading ability?

Excellent [ ]   Good [ ]   Average [ ]

5) What are the challenges you experience while reading?

Poor vision [ ]   Lose track [ ]

Issues with decoding [ ]   Poor comprehension skill [ ]

Other

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6) According to you, what are the aims of reading?

To gain information or verify existing knowledge [ ]

In order to critique a writer's ideas or writing style [ ]

Read for enjoyment [ ]

7) What are the reading skill objectives ?

Visual and auditory discrimination [ ]

Word identification and recognition [ ]

Comprehension _Literal, Inferential, Critical [ ]

8) How does the connection of reading and thinking work?

Explain

………………………………………………………………………………………

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…………………………………………………………………………………

9) Do you believe that thinking is an effective way to develop reading skills?

Yes ☐   No ☐   To some content ☐

10) Define critical thinking in your own terms.

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11) According to you, how can reading develop critical thinking?

Improves vocabulary   ☐

The ability to comprehend and analyze texts   ☐

Promoting appreciation for diversity   ☐

Other

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12) What is the difference between thinking and critical thinking?

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13) What are the skills that can be used to develop the reading process?

Critical thinking ☐   Critical reading ☐

Other

……………………………………………………………………………………………
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14) What is the purpose of reading and critical reading ?

To asses the strength of the evidence and the argument ☐

Examine the interpretations made ☐

Check out the limitations of study design ☐

Other:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………..

15) Do you think writing and reading are related ?

Yes ☐   No ☐   To some extent ☐

16) What does reading and writing have in common?

Explain

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………..

17) **How can reading develop intellectual abilities ?**

Through critical thinking

Making learner closer to the subject

Reading improves ways used in learning

Other

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18) Define intellectual abilities in your own words

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19) Reading, according to some experts, is a method for evaluating a learner's intellectual ability. To what extent do you agree ?

Strongly agree   Agree   Disagree   Strongly disagree

20) **How can free reading evaluates creativeness and learning ?**

Through clarifying thoughts

Through allowing learner to feel grounded the situation

Other

………………………………………………………………………………………

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21) Why do you think that students need to enhance their intellectual abilities?

Explain:

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22) What is the most effective reading tool used in developing intellectual abilities ?

Real books [ ]   Virtual books [ ]   News papers/ magazines [ ]

Other

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