



**The Effectiveness of Stylistic Analysis in Developing Some
EFL Critical Reading Skills among Prospective Teachers at
the Faculty of Education**

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Abstract

This research aims at investigating the effectiveness of using stylistic analysis in developing some EFL critical reading skills among prospective teachers at the Faculty of Education, English section. For the purpose of the research, Four instruments were used: an EFL critical reading check-list, EFL critical reading skills pre-test and EFL critical reading skills post- test and a rubric for scoring it. The researcher adopted the quasi-experimental design. The participants consisted of 70 EFL students who were enrolled in the third year English section at the Faculty of Education, Zagazig university during the second semester of the 2023-2024 academic year. The results demonstrated a significant difference between the pre and post administration of the critical reading skills. This implies that the stylistic analysis was effective in improving EFL critical reading skills of the third year Faculty of Education students. The findings of the current study suggest that the college courses must be creative, and they had to provide an instructional environment that is supportive and encouraging for these students, such an environment that exploits their intellectual abilities and extends to polish their critical reading skills and their thinking in general.

Key Words: Stylistic Analysis, EFL Critical Reading Skills.

فاعلية استخدام التحليل الأسلوبي في تنمية بعض مهارات القراءة الناقدة باللغة الإنجليزية
لدى الطلبة المعلمين بكلية التربية

المستخلص

استهدف هذا البحث معرفة مدى فاعلية استخدام التحليل الأسلوبي في تنمية بعض مهارات القراءة الناقدة لدى الطلبة المعلمين بشعبة اللغة الإنجليزية بكلية التربية . وقد تم تصميم واستخدام أدوات الدراسة الأتية: قائمة مهارات القراءة الناقدة باللغة الإنجليزية كلغة أجنبية، والاختبار القبلي لمهارات القراءة الناقدة باللغة الإنجليزية كلغة أجنبية، والاختبار البعدي لمهارات القراءة الناقدة باللغة الإنجليزية كلغة أجنبية مفتاح تصحيح . واعتمد الباحث التصميم شبه التجريبي. تكونت عينة البحث من سبعين طالبا وطالبة من المقيدين بالفرقة شعبة اللغة الإنجليزية بكلية التربية جامعة الزقازيق خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢٣-٢٠٢٤. وأظهرت النتائج وجود فرق كبير بين التطبيق القبلي والبعدي لمهارات القراءة الناقدة. وهذا يبرز فاعلية التحليل الأسلوبي في تحسين مهارات القراءة الناقدة باللغة الإنجليزية كلغة أجنبية لدى طلاب الفرقة الثالثة بكلية التربية. وتشير نتائج الدراسة الحالية إلى أن مقررات الكلية يجب أن تكون إبداعية، كما يجب توفير بيئة تعليمية داعمة ومشجعة لهؤلاء الطلاب، بيئة تستغل قدراتهم الفكرية وتمتد لصقل مهارات القراءة الناقدة لديهم ومهارات التفكير بشكل عام.

1- Introduction

Reading is one of the important language skills. It is a complex process of analyzing interpretive and evaluating what was read. There are various kinds of reading, such as analytical, critical, creative, reflective, and literary. Critical reading is one of the common types of reading.

Critical reading is an ongoing interactive process in which the reader actively produces meaning from a set of mental processes from the text and the author (Shihab, 2011). To read critically, language learners should be given the chance to go through the text and focus on the author's assumptions, viewpoints, purposes, and ideology (Khabiri & Pakzad, 2012).

Critical reading is a purposeful and reflective process of comprehending, analyzing, judging and evaluating the written materials so as to respond intelligently to the writer. It is considered an indispensable ability of literacy as equally important as writing. While reading, a critical reader needs to differentiate facts from opinions; to understand the literal or implied meanings and the narrator's tone; to find the connections between the events or actions; to detect an inferential relationship from the details observed; to make moral reasoning and fair-grounded judgments. In a sense, critical reading is to exercise what the experts term explanation, analysis, synthesis, argumentation, evaluation, problem-solving, logical reasoning and application (Fahim & Sa'ee pour, 2011).

Moreover, Kosimov (2022) stated that in EFL classrooms, reading exercises commonly include finding new words, reading relevant texts, finding answers to multiple-choice questions, true/false statements, or short discussions about reading choices. Beyond these practices, it is seldom to expand to other standards or to study critical reading in EFL books.

Khodary & Abd-Allah (2014) asserted that the importance of critical reading lies in making reading more than an act of gazing over a page of words, but a way to enhance analytical skills and expand intelligence. Therefore, it is crucial for teachers of English to help their students become critical readers.

Numerous previous studies stressed the importance of performing EFL

critical reading skills using different methods to develop them. In this path, Sari & Prasetyo (2021) investigated the implementation of Project-Based-Learning (PBL) on critical reading to enhance critical thinking skills of university students. Findings unveiled the positive impact of implementing PBL on critical reading to enhance critical thinking skills.

Critical reading is based on literal reading. In literal reading, the reader reads the lines, determining information, using context clues to support meaning or identifying the explicitly stated relationships and organizational patterns. Different from literal comprehension, reading critically requires the reader to interact with the writer, identifying analyzing, detecting, and comparing as he/she thinks along with the writer about the ideas in the text. (Li, 2010). So, literal reading is a pre-requisite skill of critical reading.

Critical reading involves not only meaning construction but also critical thinking. Both critical reading and critical thinking are closely linked for we can hardly read critically without thinking critically. Critical reading makes use of such processes of critical thinking as analysis, synthesis, and evaluation. When critical readers or critical thinkers received new information through reading for the readers and through listening or reading for the thinkers, they first make an initial understanding of it, then interpret and integrate the received information to form a deeper understanding, and subsequently reflect on and evaluate the information by applying their knowledge and experience from the outside sources. (Mayfield 2014, Lee, 2015).

AlQatanani (2017) investigated the effectiveness of a program based on multiple Intelligences in developing secondary stage students' critical reading skills. Results revealed the significant effect of the program in developing students' critical reading skills.

Attia (2018) tackled the effect of a suggested discourse analysis program on improving critical reading skills of EFL prospective teachers. Results proved that that using the suggested program was effective in improving critical reading skills of students.

Surdyanto and Kurniawan (2020) aimed at developing critical reading module using integrated learning content and language approach. Results indicated the importance of developing a reading module.

Based on the afore-mentioned discussion, it could be concluded that critical reading is one of the important skills that should be

developed among English language learners in general and prospective teachers in particular.

2. Literature Review

2.1.1 Importance of Critical Reading

Being a critical reader is now necessary to function well in today's environment, and students who possess these skills will be more equipped for their future academic endeavors. (Macknish, 2011) Kabilan (2000) contends that being proficient in a language involves more than just using it and understanding its meaning; it also involves having the ability to use it to think critically and creatively. In addition to helping students read and comprehend the outside world, critical reading, according to Freire (1983), also helps them make a strong connection to their personal experiences and, as a result, investigate their values, views, and preferences. Critical reading and critical thinking are closely related because critical reading is a skill that uses critical thinking techniques like reasoning, challenging facts, and drawing conclusions during the understanding process (Junining, 2013, p. 10), and critical reading is ensured by higher order thinking skills (Ciorcki, David, Gupta, & Dala (2008)).

2.1.2 Critical Reading Skills

The abilities known as critical reading (CR) may aid students in their ability to assess, synthesize, and analyze what they read. In addition to helping students understand cause and effect and compare relationships in the text, teachers who teach critical reading (CR) also help students take a critical position toward the book. To put it another way, by teaching students CR abilities, teachers help them become critical thinkers as well, since CR encourages critical thinking (Helwa, 2020).

Larking (2017) states that although the word "critical reading" has many different connotations, it may be essentially divided into two traditions: reading for social participation and reading for academic performance. Manarin, Carey, Rathburn, and Ryland (2015, p. 4) state that the following essential abilities are necessary for reading critically for academic success:

1. Recognizing textual element patterns.
2. Differentiating between primary and secondary concepts.
3. Assessing believability.
4. Evaluating the argumentation of a book.

5. Drawing pertinent conclusions regarding the text.

Critical thinking abilities and critical reading abilities are connected. Paul and Elder (2008,p. 9) state that when you read a document, you evaluate it, utilize your own presumptions, conceptions, and ideas, draw conclusions, and consider it from a particular viewpoint. You also attempt to ascertain the author's intentions, presumptions, and ideas. The more fully you comprehend your own logic, the more fully you comprehend others' perspectives. Your comprehension of other people's reasoning will improve as you get more insight into your own.

2.2 Stylistic Analysis

Stylistics is the study of language use in both literary and non-literary texts since it is an intermediate discipline between language and literature. Numerous academic fields are included, including sociology, psychology, philosophy, literature, and so forth. According to Ramtirth (2017), stylistics examines style from the following angles:

- **Style as Choice:** In this case, the author chooses specific words and phrases to depict the circumstances or the people. Poets emphasize their deeply felt emotions by using certain phrases or idioms.
- **Style as Deviation:** In this instance, the poet or writer avoids the conventional style and employs variations to seem significant stylistically. Stated otherwise, the author deviates from the accepted style of writing. We can therefore conclude that the author has been granted lyrical freedom to violate grammatical rules.
- **Style as Situation:** In this instance, the text's contextual setting gives it life. The circumstances may be pragmatic, social, cultural, or political. The author's style in a literary work informs us about the circumstance.
- **Style as the Temporal Phenomenon:** Time is a significant component in this case. The writer must take time into consideration when composing a piece. Shakespeare, for instance, wrote the plays using terminology appropriate for the time. Shakespeare's style of writing is not emulated by contemporary authors. As a result, Old English and Modern English differ significantly.
- **Style as Individual:** It's commonly claimed that a man's style defines him. Every person has a distinct way of speaking and writing. Certain individuals are connected with unique characteristic features.

• ***Style as conformity***: a writer may use style as the earliest means of self-expression. In several fields, style conformity is often strictly required. This can be found in the realm of academia. It can also be present in some professional writings, where a piece must adhere closely to the accepted diction in order to be accepted.

2.2.1 Goals of stylistics

The purpose of stylistics is to accomplish the following objectives:

• To identify peculiarities in discourse: The study of stylistics focuses on the distinctive features of a writer's, speaker's, historical, or genre's discourse. Therefore, certain aspects of Soyinka's writings that set them apart from Osofisan's could be highlighted stylistically. It might assist us in distinguishing between the American and British English styles, among other things.

• To foster discourse appreciation: Stylistics entails valuing a discourse in order to make it more enjoyable for us. It helps the reader understand the structure and purpose of a certain discourse. Stylistics is sensitive to many language choices and manipulations within a particular text. It reveals the beauty in the language choices made by the author and characters and helps the reader or listener appreciate their aesthetic appeal.

• The primary goal of stylistics is to analyze the patterns of language use in order to distinguish, from the general mass of common English linguistic features used in every conceivable situation, those features that are unique to particular types of social contexts; to provide an explanation, when feasible, for the choice of particular features over others; and to categorize these features into groups according to how they function in the social context.

• To form critical viewpoints: A stylistician may be able to form an evaluative or critical viewpoint by applying stylistics to a discourse. Styles typically make judgments based on values, such as "it is composed in a grand manner." Because essential decisions based on factual information are typically objective, stylistics can assist us in distinguishing between good and terrible styles.

Stylistic analysis is defined as "a cohesive and coherent stretch of language in use which has a specific function in the context of situation" by Halliday (1989). As a result, a text can be thought of as a product with a certain organization and the ability to be recorded. It is a semantic unit participating in a social exchange of meanings (p. 47). Stylistic

analysis is "a procedure which aims at exploring the linguistic means and devices of a given text," according to Mistrik (1985) (p. 31). He continued by saying that stylistic analysis in both literary and non-literary texts can employ the same stylistic analysis techniques. In addition, he said that stylistic analysis included investigating the fundamental linguistic levels to clarify how a writer employs a particular linguistic combination to produce a distinctive style.

2.2.2 Levels of Stylistic Analysis

To accomplish these objectives, stylistics examines a variety of textual elements, including:

- **Graphological elements:** A stylistician can fairly examine and describe a literary text's physical appearance using these elements. In this case, elements like the stylistic impact produced by punctuation are important. That being said, foregrounding is a key component here. In this example, some words are highlighted or by using underlining, italics, capital letters, and other formatting techniques.
- **Syntactic Features:** In this case, syntactic analysis focuses on identifying the impacts that different sentence forms in a text cause. Ellipses, parataxis, hypotaxis, right- and left-branching phrases, and other features are seen as important. For example, syntactic dislocation is sometimes used to illustrate the dislocation of human cognitive processes (stream of consciousness), and James Joyce's works are a prime example of this.
- **Lexico-Semantic Features:** Depending on the speaker's or writer's aim, the stylistic word choice in this instance may result in denotative, connotative, collocative, emotive, thematic, or stylistic interpretations. The context, genre, author, and other details of a document can all be determined by observing certain distinctive word choices.

2.2.3 The application of stylistic analysis in EFL context

The approach of EFL teaching and learning has benefited from stylistics research. The work's evolving significance is in its focus on assisting students in reading processes and actively engaging with the insights they get to comprehend text meanings. It is not about revealing meaning to readers outside of the classroom. The idea that there isn't a

single right way to analyze and understand a book or pedagogical approach has therefore arisen in theory and classroom practice.

In this sense, evaluating each text on its own merits, making use of the reader's prior knowledge and learning objectives, and utilizing all available resources in terms of linguistic expertise and methodological techniques constitutes the proper approach. With a knowledge of and interest in the process itself, including the creation of a metalanguage or the expression of responses to it, this process-based methodology invites students to be active participants and explorers of linguistic and cultural processes. Carter (2010)

3.1 Context of the Problem

The problem of the current research is emphasized through the following ways:

a) According to the researcher's experience, EFL prospective teachers face challenges with performing some critical reading skills. They find it difficult to make judgments about the worth of the reading material based on reasons. They do not distinguish facts from opinions. Furthermore, they are not familiar with similarities and differences among ideas. This may be due to the traditional way of teaching reading.

b) Reviewing the previous studies that tackled critical reading such as

(Ahmed, 2016; Badawy, 2018; Saleh, 2020).

These studies revealed that there is an obvious weakness in performing some critical reading skills among EFL students.

c) Conducting a pilot study on a group of 20 students, enrolled in the third year, English section , Faculty of Education , Zagazig University .

3.2 Statement of the Problem

The problem of the current research is that prospective teachers enrolled in the third year, English Section, Faculty of Education, Zagazig University lack some EFL critical reading skills. The current research seeks to investigate the effectiveness of using stylistic analysis in developing prospective teachers some EFL critical reading skills.

3.3 Research Questions

The present research attempts to answer the following main question:

“What is the effectiveness of a stylistics analysis in developing prospective teachers' EFL critical reading skills?”

This main question is divided into the following sub-questions:

1. What are EFL critical reading skills required for prospective teachers?
2. What are the features of a stylistics analysis-based for developing prospective teachers' EFL critical reading skills?
3. What is the effect of a stylistic analysis on developing prospective teachers' EFL critical reading skills?

3.4 Significance of the Research

The present research would hopefully be beneficial to:

- 1) EFL prospective teachers in helping them:
 - a) develop critical reading skills.
- 2) EFL teachers in:
 - a) Providing them with a checklist of EFL critical reading skills necessary for prospective teachers.
 - b) Providing them with various instruments for assessing EFL critical reading skills.
 - c) Paying attention to the importance of a stylistic analysis in teaching reading.
 - d) Providing them with some techniques and stylistic levels that might be useful in text-analysis.

- 3) Curriculum designers in:

Drawing their attention to adopt new methods of teaching reading such as stylistic analysis.

4) EFL researchers in:

Giving them insight to conduct further research in EFL critical reading.

3.5 Delimitations of the Research

The current research was delimited to:

1-Third year EFL prospective teachers who were enrolled in the English Section, Faculty of Education, Zagazig University during the second semester of the academic year 2023-2024.

2-Some EFL critical reading skills required for EFL prospective teachers as validated by the jury members.

3.6 Hypotheses

The current research aims at testing the following hypotheses:

1-There is a statistically significant difference at 0.05 between the mean scores of the treatment and non-treatment group students in the pre-and post-administration of the EFL critical reading skills test in favor of the post administration.

2-There is a statistically significant difference at 0.05 between the mean scores of the treatment group students in the post-administrations of the EFL critical reading skills test in favor of the post administration.

3.7.Procedures

The procedures of conducting this research will run as follows:

1- Reviewing the literature and previous studies related to the research variables; EFL critical reading, narrative engagement, and stylistics analysis.

jurors' opinions.

2- Preparing an EFL critical reading checklist and submitting it to a panel of jurors and TEFL specialists to verify its validity.

3-Modifying the checklist according to the

- 4-DesigningAn EFL critical reading test and a scoring rubric.
- 5- Submitting them to TEFL jurors to check their validity.
- 6- Modifying them according to Modifying its dimensions and items.
- 7-Piloting them to verify their reliability.
- 8-Preparing a questionnaire of narrative engagement to determine its dimensions.
- 9- Submitting it to the jurors to check its validity.
- 10-Modifying its dimensions and items according to the jurors' opinions.
- 11- Piloting the scale to verify its reliability.
- 12- Designing the program setting, preparing the material, and determining the duration of each session.
- 13-Selecting the research participants randomly from the third year, English Section, Faculty of Education, Zagazig University and dividing them into two groups: treatment and non-treatment.
- 14- Pre-administering the research instruments to both groups.
- 15-Teaching the treatment group using the stylistics analysis – based program and the non-treatment group using regular instruction.
- 16- post-administering the research instruments to both groups.
- 17- Collecting and organizing data to test the study hypotheses.
- 18- Performing the suitable statistical data analysis and comparing the results of pre-post administrations of both groups.
- 19- Discussing and interpreting the results.
- 20- Providing conclusion, recommendations, and suggestions for further research.

3.8. Participants

The research participants are 70 students enrolled in the third year, English Section, Faculty of Education, Zagazig University. They were selected randomly. They were divided equally in two groups: experimental (=35) and control group (=35).

3.9. Results

In order to test the first hypothesis, the researcher used t.test for independent groups to identify the significance of difference between the mean scores of the experimental group and control group students on the post administration of the critical reading skills test. The following table illustrates (t) Value and its statistical significance.

Table (1)

Skills	Groups	N	Mean	St. deviation	T.value	DF	Sign
1	Exp.	35	3.59	0.5	17.335	66	0.01
	Control	35	1.47	0.507			
2	Exp.	35	3.69	0.485	16.497	66	0.01
	Control	35	1.29	0.676			
3	Exp.	35	3.47	0.507	15.0043	66	0.01
	Control	35	1.35	0.646			
4	Exp.	35	3.32	0.589	13.147	66	0.01
	Control	35	1.35	0.646			
5	Exp.	35	3.55	0.691	12.169	66	0.01
	Control	35	1.32	0.684			
6	Exp.	35	3.12	0.808	9.95	66	0.01
	Control	35	1.34	0.646			

The value of (t) and its significance between the experimental and control group on the post administration of critical reading test

It is clear that there is statistically significant difference between the mean scores of the experimental group and control group students on the post administration of the critical reading skills test in favor of the experimental group. The mean scores ranged between (3.03) and (4.09) for the experimental group and between (1.29) and (1.47) for the control group. The values of (t) were statistically significant at (0.01) level of significance in favor of the experimental group.

The mean scores ranged between (3.03) and (4.09) for the experimental group and between (1.29) and (1.47) for the control group. The values of (t) were statistically significant at (0.01) level of significance in favor of the experimental group. These results can be illustrated in the following figure.

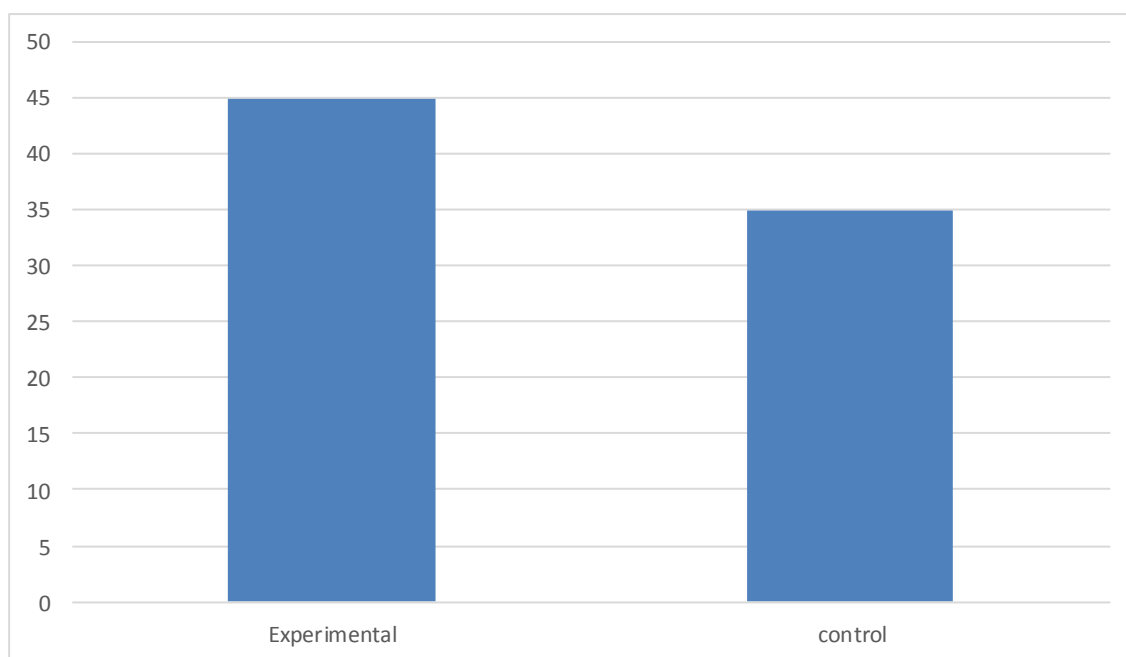


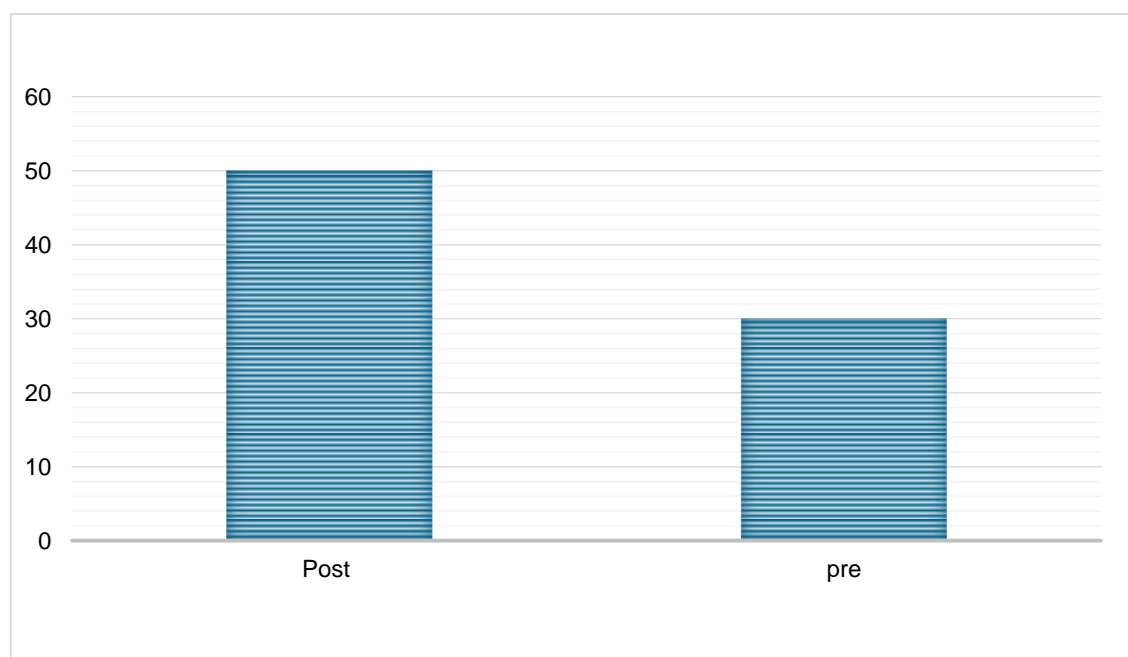
Figure () difference between control and experimental groups on the post- administration of the critical reading skills test.

To verify the second hypothesis, the researcher used (t) test for related groups to determine the significance of difference between the mean scores of the experimental group students on the pre and post administration of the critical reading skills. The following table illustrates this result.

Table(2) (t) values and (η^2) for the difference between the pre and post administration of the critical reading test of the experimental group

Skills Measurements	N	Mean	S+D deviation	t.value	df	Sig.	η^2	
1	pre	35	1.38	0.888	23.8799	33	0.01	0.549
	post	35	3.59	0.9				
2	Pre	35	1.29	0.462	18.699	33	0.01	0.914
	post	35	1.65	0.485				
3	pre	35	0.71	0.76	18.121	33	0.01	0.91
	post	35	3.47	0.507				
4	Pre	35	1.36	0.898	10.181	33	0.01	0.76
	post	35	3.32	0.589				
5	pre	35	0.68	0.945	13.602	33	0.01	0.85
	post	35	3.12	0.805				
6	Pre	35	1.18	0.936	8.547	33	0.01	0.69
	post	35	3.12	0.805				

The results from this table clarify that there is a statistically significant difference between the mean scores of the experimental group students on the pre and post administration of the critical reading test in favor of the post one. Mean Scores of the post administration ranged between (3.03) to (4.09) for the composed sub-skills and was (41.97) for the total score on the post administration of the test. The values of 't' ranged between (7,845) to (23.899) and was (29.821) for the total score. All these results were Statistically significant at (0.01) level. This result indicates that the stylistic analysis was effective in developing the targeted critical reading skills. Consequently, the second hypothesis was accepted. These results can be represented in the following figure



Figure() Difference between pre and post administration of critical reading skills Tests

To examine the impact of the proposed treatment, i.e, stylistic analysis on enhancing EFL critical reading skills for third year faculty of Education students, the effect size of the proposed treatment was estimated through comparing the mean scores of the experimental group students on the pre and post administration of the critical reading skills using (η^2).

Statistics in table () illustrate that the effect size of the proposed treatment on the critical reading skills as a whole was (0.969) which is a high ratio where the effect size ratio should be equal or surpass a value of (0.14). These statistics can be interpreted that (96.540) of variance in performance of the students in their critical reading skills as a whole can be attributed to the implementation of the proposed treatment. Concerning critical reading sub-skills, the effect size ranged between (0.65) and (0.945) which is considered a high percentage that range between 65% and 94.5%.

Variance in students performance in relation to their critical reading sub-skills which can be attributed to the effect of implementing the stylistic analysis proposed program.

The current study attempts to investigate the effectiveness of using stylistic analysis program for enhancing EFL critical reading skills of third year faculty of Education students. The results revealed a

statistically significant difference at (0.01) level between the mean scores of the experimental group and control group students on the post administration of critical reading skills test in favor of the experimental group. This means that the students critical reading skills improved as a result of applying the stylistic analysis program.

This result of enhancement may be due to the fact that the stylistic analysis programs are based on the systematic functional linguistic theory which with three functions which included:

1. Language has a representational function and it is used to encode the personal experience. It conveys a picture of reality, thus, it allows encoding meaning of experience which realize the experiential meaning.
2. Language has an interpersonal function and it is used to encode interaction and to show how dependable the different propositions one believed to be. Thus, it allows encoding meaning of attitudes, interaction and relationships which realize interpersonal meaning.
3. Language has a textual feature and it is used to organize experiential and interpersonal meanings of text development which realize mode of discourse (textual meaning).

Basically, it is through semantic, lexical, grammatical and phonological patterns of language codes that the contextual level of genre is realized and expressed in language. The case that helped the students to read critically all the time to search for these aspects. This result is consistent with Goldman and Widy (2002).

Thus, the increasing exposure to the flood of reading texts inside the class helped students to practice deeper and more complex engagement with a text. It gave them the opportunity of analyzing interpreting and evaluating the meaning of the text and how the text creates these meanings, discovering information and ideas within a text, recognizing not only what a text says, but also how that text portrays the subject matter. In this sense, critical reading was used as an active and purposeful process of comprehending, questioning and evaluating reading material. In order to react intelligently to the writer's ideas, the students were able to relate the author ideas or information to their own experience or problem using a process which includes analyzing, evaluating and creating. This result is consistent with Chong (2010).

The present study depended on the stylistic analysis of the literary texts to develop students critical reading skills. The treatment depended mainly on:

1. Cohesive devices. It was used as a creation of a unified and flowing text by using transition words including conjunctions and reference words. Thus, text cohesion is achieved by using cohesive devices or transitional words which are six Categories:

- Spatial order words which signal spatial relationship.
- Time-order which signals the chronological sequence
- Numerical order which signals order of importance.
- Cause/effect order which signals causal relationship.
- Comparison / contrast order which signals Similarities and differences.
- General/specific order which signal the specific elaboration of ideas.

2. Relevance and coherence

It was used as the structural relation that reflects formal proportion of the text as explanations Sequence, exemplification, restatements and reformulation.

3. Text convention

This was used through:

a- information structure which refers to shared Knowledge of an assumed knowledge to be known as familiar on the part of the reader.

b- inversion which refers to 39 methods subject position (which are both formally and functionally distinct and the way of changing position).

c-argument reversal

which includes argument-reversing construction by phrases in the passive form constituents.

d-Rhetorical patterns

which include the intended meaning or the content meaning of a text in terms of adherence to genre conventions development of argument and persuasiveness of reasons.

e- discourse semantics:

which includes essential distinction between symbolic and emotive meaning. The symbolic meaning is parallel to ideational, descriptive, propositional or referential meaning, whereas the emotional meaning reflects the interpersonal, expressive, non-propositional, effective and stylistic aspects of meaning it associates various categories of meaning with choices made all time in the production of a sentence in a text.

3.10. Conclusion

The current study aimed at investigating the effectiveness of stylistic analysis on improving the critical reading skills among the faculty of Education students. The results demonstrated a significant difference

between the pre and post administration of the critical reading skills. This implies that the stylistic analysis was effective in improving EFL critical reading skills of the third year faculty of Education students. The findings of the current study suggest that the college courses must be creative, and they had to provide an instructional environment that is supportive and encouraging for these students, such an environment that exploits their intellectual abilities and extends to polish their critical reading skills and their thinking in general and strengthens their engagement in reading. The finding of the study also suggest that the stylistic analysis program with all its rich resources and can be employed within all academic years of study for the faculty students for developing their critical reading in all subject areas.

3.11. Recommendations

In the light of the results of the current study, the following recommendations can be suggested:

-EFL curriculum designers and the college staff members should pay sufficient attention towards the process of integrating the stylistic analysis aspects in all content areas or subjects for development. the student's different aspects and thinking skills.

-EFL teachers and researchers should adapt their teaching process to suit the intellectual abilities of their students through implementing stylistic analysis in their classer to develop all language skills Researchers in the field of EFL should exert tremendous effort for teaching the language issues related to stylistic analysis approach.

- New lexical items should be learned in context to help the learners reinforce word retention and emphasize its contextual variation and colloquial aspects as well. -different types of task-based activities related to stylistic analysis should be included in all aspects of content-areas study.

4. Definitions of Terms

EFL Critical Reading (CR)

Darch and Kameenui (1987) defined critical reading as the ability to make judgements and inferences, distinguish between fact and opinion, and recognize the author's purpose or point of view.

According to Paul & Elder (2008), critical reading is the art of analyzing and evaluating text and thinking with a view to improve the nature of thought.

Operationally, CR is defined as the ability of third year EFL students to make logical judgement about the literary text, distinguish facts from opinions, and explore the ideas of the text.

Stylistic analysis

Halliday (1989) defined stylistic analysis as “a cohesive and coherent stretch of language in use which has a certain function in a context of situation .” (p.47)

Stylistic analysis is a discipline of applying modern linguistic theories and methods to study style, language expression and expression effect. (Clark, 2016).

Operationally, stylistic analysis is a method that helps third year EFL students to analyze literary texts in the light of five stylistic levels: syntactic, morphological, semantic, lexical and discourse.

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