



The Effectiveness of a Program Based on Group Discussions and Stylistic Analysis to Improve Language Secondary School Students' EFL Critical, Creative Reading and Reading Preferences

Shaimaa Nabih Tawfeek Abdel-Hafiz *; Azza Ahmad Marsafy; Magdah Kamel AbdelSamee

Curriculum & EFL Instruction; Faculty of Education, Zagazig University, Egypt.

* Corresponding author: Shaimaa Nabih T. Abdel-Hafiz; Email: shynab3@gmail.com

Received: 21-06-2024, Accepted: 11-07-2024, Published: 10-08-2024

ABSTRACT

This study examined the effectiveness of a program based on group discussions and stylistic analysis in improving language secondary school students' EFL critical, creative reading and reading preferences. Sixty participants were selected from Language secondary school for girls, Sharqeya Governorate, Egypt. They were divided into an experimental and control groups (30 of each). This study was a quasi-experimental model using a pre-test and post-test of EFL critical reading and EFL creative reading. The experimental group was taught using the proposed program while the control group received the regular teaching method. Results indicated that the participants who were taught using the proposed program revealed an improvement in their EFL critical, creative reading, and reading preference. Group discussions and stylistic analysis improve EFL critical reading and creative reading. Thus, teachers should be able to design lessons, by choosing acceptable EFL reading materials and conducting learning activities, by applying appropriate instructional techniques.

Keywords: *EFL critical reading, creative reading, reading preferences, group discussions, stylistic analysis.*

1. Introduction:

Group discussion is a vital verbal activity in education, enabling learners to exchange ideas and opinions to reach a better understanding or group solutions. It is typically moderated by a *chairperson*, who organizes the discussion, invites contributions, and helps participants argue, justify, and conclude. Research shows that group discussion enhances critical thinking by encouraging learners to use evidence, consider emotions and values, and engage in moral reasoning when addressing shared problems (Keser et al. 2011; Vikulova et al. 2021).

Stylistics, on the other hand, studies how language is used in both literary and non-literary texts, revealing how meaning is constructed and interpreted. It highlights the relationship between linguistic choices and the writer's personality, context, and purpose. Stylistics provides tools for uncovering implicit meanings and guiding learners through reading processes that are sensitive to cultural and social contexts. Scholars agree that stylistics is particularly valuable at advanced levels of language learning and helps learners engage deeply with texts (Aor, 2023).

Reading, a fundamental academic skill, is categorized into three main types: receptive, critical, and creative reading. Receptive reading is the basic process of understanding the author's ideas. Building on this, critical reading equips readers to analyze and evaluate texts objectively, identifying biases, logical flaws, and distinguishing fact from opinion. It involves higher-order thinking, questioning the text, and



assessing the validity of arguments skills essential for academic and everyday life. Critical readers remain open-minded and skeptical, going beyond surface meaning to uncover deeper insights (Gensowski, 2016).

Creative reading extends further, encouraging readers to generate new ideas based on the author's work. It has two dimensions: *divergent creative reading*, which inspires original thinking beyond conventions, and *convergent creative reading*, which combines the reader's and author's ideas to solve problems collaboratively. Both dimensions require curiosity, openness, and a supportive environment to flourish. Research emphasizes that a positive attitude towards reading significantly influences success in creative reading and learning in general (Al and Hasan,2022).

Learners' attitudes, preferences, and interests play a crucial role in developing reading habits. Teachers can foster reading motivation by understanding students' age, maturity, socio-cultural background, and intellectual needs, and by guiding them toward appropriate texts. Preferences are shaped by internal factors (such as self-improvement and enjoyment) and external factors (like family expectations and societal norms). These preferences not only guide academic success but also shape individuals' lives. Developing positive reading habits makes reading an integral part of personal and intellectual growth (Pais,2020; Vikulova et al. 2021).

In summary, group discussion, stylistics, and various reading strategies complement each other in developing learners' critical and creative thinking. Together, they provide effective tools for engaging with texts meaningfully and for fostering deeper understanding in diverse contexts.

The Context of the Problem

The problem of the present study has been emphasized in the following ways:

- a) Working as an EFL teacher, the researcher observed a gross lack of EFL critical and creative reading and a stable level of reading preferences among secondary language school students.
- b) Reviewing the previous studies that tackled critical reading (Al and Hasan,2022; Haromi, 2014), creative reading (Vikulova et al. 2021; Yurdakal, 2019), and reading preferences (Pais,2020; Ungan,2008). These studies revealed that there is a profound weakness in EFL critical and creative reading and a stable level of reading preferences among students.
- c) Conducting interviews with EFL teachers in some secondary schools. They confirmed the same problem.
- d) Conducting a pilot study on a group of 20 students, enrolled in the first year, English Egyptian secondary language school, Sharkia Governorate, Egypt (appendix A,B,C).

The pilot study consisted of an EFL critical reading test, EFL creative reading test, and a reading preferences questionnaire. Results of the test indicated that the majority of the piloted critical reading skills were poor. Results of the Creative reading test indicated that students have low levels of creative reading skills. Results of the questionnaire indicated that students have stable levels of reading preferences.

The statement of the problem:

Most of first-year secondary school students lack of EFL critical and creative reading skills and stable level of their reading preferences. To solve this problem, the current study investigated the use of a group discussion and stylistic analysis-based program to develop some EFL critical, creative reading skills and



students' reading preferences. This problem was attempted in the following main question: What is the effectiveness of a group discussion and stylistic analysis-based program in developing Language secondary school students' EFL critical, creative reading and reading preferences? This led to the following sub-questions:

- 1) What is the EFL critical reading skills needed to be developed among secondary school students?
- 2) To what extent do secondary-stage students successfully perform these EFL critical reading skills?
- 3) What is the EFL creative reading skills needed to be developed by secondary school students?
- 4) To what extent do secondary stage students successfully perform these EFL creative reading skills?
- 5) What are the reading preferences do first secondary school students possess?
- 6) What are the features of a group discussions and stylistic analysis-based program to develop EFL critical reading skills among students in secondary school?
- 7) What are the features of a group discussions and stylistic analysis-based program to develop EFL critical and creative reading skills and enhance reading preferences among students in secondary school?
- 8) How effective is the group discussions and stylistic analysis-based program in developing EFL critical reading skills among students in secondary school?
- 9) How effective is the group discussions and stylistic analysis-based program in developing EFL creative reading skills among students in secondary school?
- 10) How effective is the group discussions and stylistic analysis-based program in developing reading preferences among first-secondary school students?

2.1. Group Discussions:

Discussions should follow each human thinking behavior as a chance for the actual practice of communication and expression of ideas. Interactive discussions that are done after any educational behavior can motivate students to learn (Gensowski, 2016). There should be an interactive human behavior, for a language, in which the discussion is the best conduction. It encourages Learners to cooperate and speak (Crone, 1997). As Learners cooperatively learn from each other through their group work and peer assessment (Keser et al. 2011). Each student will not feel that he is neglected and he can do as others, the thing which relaxes him and releases his negative feelings of fear and anxiety as well. Learners were granted the chance to reinforce opinions and abilities already learned and can critically communicate and express their opinions.

2.2 Stylistic analysis:

Aor (2023) affirmed that “stylistics” is ‘a branch of applied linguistics that makes use of texts as its ‘raw material’ thus subsuming it under text linguistics.’ Scholars have varying opinions about the status of stylistics; it has been viewed as an autonomous discipline by some researchers and other critics consider it as a subdepartment of either Linguistics or Literature. Stylistics is ‘an autonomous discipline, linking Linguistics and Literature.’

2.3 Critical reading:



Critical reading is a reading activity that provides the reader with the skills to analyse, synthesize, and evaluate what is being read (Thuy, 2015). Some experts argue that critical reading is characterized by reasoning and reflecting activities. Being reasonable means showing a reason or sound judgment, and being reflective means to think about what have been read or heard seriously and involves any activity to assess the validity of the information and opinions. It can be concluded that the basic elements of critical reading include analysis and assessment of what is being read, examination of what is good and what is not, and why (Sultan et al. 2017).

2.4. Creative reading:

EFL creative reading skill can be measured through problem-solving-based assessments because the assessment contains tasks that require students to find problems, analyse and assessed them, and then work out the solutions. The element of critical-creative reading is an activity to express ideas, draw conclusions, predict goals, analyse arguments, find different points of view, and evaluate ideas from written texts (Peterle, G. 2019).

2.5 Reading Preferences:

General complaints of teachers and parents regarding students are that the students do not read enough. Increasing love for reading in school students can only be possible by determining the interests and needs of those students and guiding these students towards those needs and interests. When the literature was reviewed, there were no functional studies regarding the reading preferences of high school students (Aydin and Ayranci, 2018).

3. The study design:

A quasi-experimental design was used to conduct the study. Sixty students were assigned equally into two groups, experimental and control, Thirty students each. The control group received instruction through the regular classroom sessions and the experimental group was taught by implementing the study programme. An EFL critical reading skills questionnaire and pre-post-test, An EFL creative reading skills questionnaire and pre-post-test as well as a pre -post reading preferences scale were designed and administered to the two groups before and after the experiment. The design included the following variables: two independent variable which were stylistic analysis and group discussion and three dependent variables were the EFL critical, creative reading and reading preferences.

3.1 Participants of the study

The Participants included sixty students of first secondary stage students, in the academic year (2023-2024) language secondary school for girls in Zagazig Eastern Educational Directorate, Sharkia Governorate enrolled in the 2nd term of the academic year (2023/2024). They were assigned into two groups, experimental (n=30) participants and control (n=30) participants. It was assumed that the participants formed a homogeneous group. The experimental group was taught by using the study program, whereas the control group was taught by the regular method of teaching.

3.2. Instruments



The instruments were the EFL Critical Reading, the EFL Creative Reading, and Reading Preferences scale which designed in the light of the dependent variables as the following:

- (A) An EFL critical reading questionnaire.
- (B) An EFL critical reading skills test.
- (C) Rubric.

4.1. Statistic Adopted

The study findings have been discussed in light of its hypotheses. It also includes a discussion and interpretation of these results. In order to analyse the data obtained through the pre-and post-administrations of the study instruments to both groups. The Statistical Package for Social Sciences (SPSS version19) program. T-test for independent samples to test the differences between the results of both groups in the post-administration of the study instruments. T-test for paired samples to test the difference between the means of scores of the experimental group in the pre and post administrations of the study instrument. Cohen's formula to compute the effect sizes of the study program of the experimental group. Cohen's formula 116 depends on computing Eta squared and the effect size, then interpreting the effect size value in light of Cohen's proposed rules.

4. Results and discussion:

4.1. Verifying the study hypotheses:

Part 1: EFL Critical Reading:

Hypothesis 1: There would be a statistically significant difference between the mean scores of the experimental group and the control group in the post-test results of the EFL critical reading skills, in Favor of the experimental group.

The Eta values, which ranged from (.82) to (.97), indicated large effect size and strength of the study program sub-skills and the total score of the EFL critical reading skills, which are large amounts of explained variance in the scores of the sub-skills of the EFL critical reading skills test, by the study program (**Table 1**). The effect size values ranged from (4.20) to (11.70) which indicates high effect size of the study program in all sub-skills and the total score of the EFL critical reading skills test results.

Table (1): Comparing the post-EFL critical reading results of both groups

| Skills | Group | N | Mean | Std. Deviation | t | Eta square | d | Interpretation |
|--------------|--------------|----|-------|----------------|---------|------------|------|--------------------|
| Skimming | Experimental | 31 | 4.36 | .66 | **16.26 | .82 | 4.2 | "Large effect size |
| | Control | 31 | 1.61 | .67 | | | | |
| Applying | Experimental | 31 | 17.42 | 1.98 | **29.66 | .94 | 7.66 | "Large effect size |
| | Control | 31 | 5.84 | .90 | | | | |
| Synthesizing | Experimental | 31 | 16.1 | 2.33 | **22.5 | .89 | 5.81 | "Large effect size |
| | Control | 31 | 5.68 | 1.12 | | | | |



| | | | | | | | | |
|------------------------------|--------------|----|-------|------|---------|-----|-------|--------------------|
| Questioning | Experimental | 31 | 4.13 | .718 | **18.14 | .85 | 4.68 | "Large effect size |
| | Control | 31 | 1.32 | .48 | | | | |
| Reading test over all | Experimental | 31 | 42.00 | 2.89 | 45.32** | .97 | 11.70 | "Large effect size |
| | Control | 31 | 14.45 | 1.77 | | | | |

** Significant at the 0.01 level (2-tailed)

Hypothesis 2: There would be a statistical significant difference between the mean scores of the experimental group in the pre and post- EFL critical reading test, favouring the post-administration ones.

The Eta values, which ranged from (0.87) to (0.99), indicated a large effect size and strength of the study program in all sub-skills and the total score of the EFL critical reading skills, which are large amounts of the explained variance in the scores of the sub-skills of the EFL critical reading skills tests, by the study program. The effect size values, which ranged from (5.09) to (16.61), also indicated the presence of a large effect size of the study program in all sub-skills and the total score of the EFL critical reading skills test results (**Table 2**).

Table (2): Comparing pre to post results of the experimental group in the EFL Critical reading

| Skills | Administration | Mean | Std. Deviation | T | Eta square | d | Interpretation |
|------------------------------|----------------|-------|----------------|-------|------------|-------|--------------------|
| Skimming | Pre | 1.61 | 0.67 | 13.95 | .87 | 5.09 | "Large effect size |
| | Post | 4.36 | 0.66 | | | | |
| Applying | Pre | 4.42 | 0.81 | 34.51 | .98 | 12.60 | "Large effect size |
| | Post | 17.42 | 1.98 | | | | |
| Synthesizing | Pre | 5.68 | 1.11 | 21.85 | .94 | 7.98 | "Large effect size |
| | Post | 16.10 | 2.33 | | | | |
| Questioning | Pre | 1.323 | 0.48 | 17.91 | .91 | 6.54 | "Large effect size |
| | Post | 4.13 | 0.72 | | | | |
| Reading test over all | Pre | 13.03 | 1.68 | 45.50 | 0.99 | 16.61 | "Large effect size |
| | Post | 42.00 | 2.89 | | | | |

** Significant at the 0.01 level (2-tailed)

Hypothesis 3: The Program based on group discussions and stylistic analysis would be effective in improving the experimental participants' critical reading skills.

Table (3) indicates all the modified gain values for Black MG Blake that are greater than the value (1.2), which is the value proposed by Black for the effectiveness of the study program and which indicates that the study program is effective in developing all the subs-kills and the total score of the EFL critical reading skills for the experimental participants.

Table (3): The study program effect sizes on the EFL critical reading on the experimental group



| Skills | Administration | Mean | Main score | Black's gain ratio | Interpretation |
|-----------------------|----------------|-------|------------|--------------------|----------------------|
| Skimming | Pre | 1.61 | 50 | 1.36 | "Large effectiveness |
| | Post | 4.36 | | | |
| Applying | Pre | 4.42 | 20 | 1.49 | Large effectiveness |
| | Post | 17.42 | | | |
| Synthesizing | Pre | 5.68 | 20 | 1.25 | Large effectiveness |
| | Post | 16.1 | | | |
| Questioning | Pre | 1.32 | 50 | 1.33 | Large effectiveness |
| | Post | 4.13 | | | |
| Reading test over all | Pre | 13.03 | 50 | 1.36 | Large effectiveness |
| | Post | 42.00 | | | |

Part Two: Creative Reading

Hypothesis four: There would be a statistical significant difference between the mean scores of the experimental group and the control group in the post-test results of the EFL creative reading test, in Favor of the experimental group.

There was a statistically significant difference at the 0.01 level between the mean scores of the experimental and control groups in the post-test results of the EFL creative reading (overall and for each subskill), in favour of the experimental group ones. The Eta values, which range from (0.92) to (0.97), indicate the presence of a large effect size and strength of the study program in all sub-skills and the total score of the EFL creative reading skills (**Table 4**). The effect size values, which ranged from (6.81) to (11.06), also indicated the presence of a very large effect size for the study program in all sub-skills and the total score of the EFL creative reading skills test results.

Table (4): Comparing the post-EFL creative reading results of both groups

| Skills | Group | N | Mean | Std. Deviation | t | Eta square | d | Interpretation |
|--------------------------------|--------------|----|-------|----------------|---------|------------|-------|--------------------|
| Fluency | Experimental | 31 | 12.94 | 1.61 | 26.36** | 0.92 | 6.81 | "Large effect size |
| | Control | 31 | 4.48 | 0.77 | | | | |
| Flexibility | Experimental | 31 | 8.13 | 0.72 | **28.90 | 0.93 | 7.46 | "Large effect size |
| | Control | 31 | 3.10 | 0.65 | | | | |
| Elaborating | Experimental | 31 | 8.29 | 0.74 | **27.85 | 0.93 | 7.19 | "Large effect size |
| | Control | 31 | 3.45 | 0.62 | | | | |
| Creative reading test over all | Experimental | 31 | 29.36 | 1.98 | **42.85 | 0.97 | 11.06 | "Large effect size |
| | Control | 31 | 11.03 | 1.33 | | | | |

** Significant at the 0.01 level (2-tailed)



Hypothesis five: There would be a statistically significant difference between the mean scores of the experimental group in the pre and post-EFL creative reading test results favouring the post-administration ones.

The Eta values, which range from (0.93) to (0.97), indicate the presence of a large effect size and strength of the study program in all the sub-skills and the total score of the EFL creative reading skills, which are large amounts of explained variance in the scores of the sub-skills of the EFL creative reading skills test results. The effect size values, which ranged from (7.28) to (11.32), also indicated the presence of a very large effect size for the study program in all the sub-skills and the total score of the EFL creative reading skills test results (**Table 5**).

Hypothesis six: The study Program based on group discussions and stylistic analysis would be effective in improving the experimental participants' EFL creative reading skills.

All the modified gain values for Black MG Blake are greater than the value (1.2), which is the value proposed by Black for the effectiveness of the study program, which indicates that the study program is effective in developing all the subskills and the total score of the EFL creative reading skills of the experimental group (**Table 6**).

Table (5): Comparing the experimental group pre-to -post EFL creative reading results

| Skills | Administration | Mean | Std. Deviation | T | Eta square | d | Interpretation |
|-------------------------------|----------------|-------|----------------|-------|------------|-------|--------------------|
| Fluency | Pre | 4.03 | .88 | 28.20 | 0.93 | 7.30 | "Large effect size |
| | Post | 12.94 | 1.61 | | | | |
| Flexibility | Pre | 2.81 | .65 | 31.40 | 0.94 | 8.10 | "Large effect size |
| | Post | 8.13 | .72 | | | | |
| Elaborating | Pre | 3.19 | .75 | 24.40 | 0.91 | 6.30 | "Large effect size |
| | Post | 8.29 | .74 | | | | |
| Creative reading test overall | Pre | 10.03 | 1.40 | 43.80 | 0.97 | 11.30 | "Large effect size |
| | Post | 29.40 | 1.98 | | | | |

**** Significant at the 0.01 level (2-tailed)**

Table (6): The study program effect sizes on the EFL creative reading of the experimental group

| Skills | Administration | Mean | Main score | Black's gain ratio | Interpretation |
|-------------|----------------|-------|------------|--------------------|----------------------|
| Fluency | Pre | 4.03 | 15,00 | 1.67 | "Large effectiveness |
| | Post | 12.94 | | | |
| Flexibility | Pre | 2.81 | 10,00 | 1.27 | Large effectiveness |
| | Post | 8.13 | | | |



| | | | | | |
|--------------------------------|------|-------|-------|------|---------------------|
| Elaborating | Pre | 3.19 | 10,00 | 1.26 | Large effectiveness |
| | Post | 8.29 | | | |
| Creative reading test over all | Pre | 10.03 | 35,00 | 1.33 | Large effectiveness |
| | Post | 29.36 | | | |

Part 3: Reading preferences:

Hypothesis seven: There would be a statistical significant difference between the mean scores of the experimental group and the control group in the post-scale results of the EFL reading preferences, in favor of the experimental group ones. T-value, Eta square, effect size for the significance of the differences between the means of scores of the experimental and control groups in the post- administration of the Reading preferences scale (overall) results and for each main dimension with degrees of freedom (60)

The Eta values, which ranged from (0.89) to (0.98), indicated the presence of a very large effect size and strength of the study program in all sub-skills and the total score of the reading preferences scale results, which are large amounts of explained variance in the scores of the sub-dimensions of the reading preferences scale, by the study program.

The effect size values, which ranged from (4.97) to (15.46), also indicated the presence of a very large effect size of the study program in all the sub-skills and the total score of the reading preferences scale results (Table 7).

Table (7) Comparing the post-results of both groups in the EFL reading preferences

| Dimensions | Group | N | Mean | Std. Deviation | T | Eta square | d | Interpretation |
|---|--------------|----|-------|----------------|---------|------------|--------|--------------------|
| Reading from printed resources or from screen | Experimental | 31 | 5.03 | 0.61 | 21.77** | 0.89 | 5.62 | "Large effect size |
| | Control | 31 | 2.19 | 0.41 | | | | |
| Type of text | Experimental | 31 | 13.32 | 0.60 | 39.12** | 0.96 | 10.1 | "Large effect size |
| | Control | 31 | 5.61 | 0.92 | | | | |
| Number of pages in preferred books | Experimental | 31 | 5.52 | 0.63 | 19.25** | 0.86 | 4.97 | "Large effect size |
| | Control | 31 | 2.29 | 0.69 | | | | |
| Ratio of unknown words in those books | Experimental | 31 | 10.87 | 0.99 | 22.43** | 0.89 | 5.79 | "Large effect size |
| | Control | 31 | 5.23 | 0.99 | | | | |
| Selecting reading text | Experimental | 31 | 10.48 | 0.96 | 20.11** | 0.87 | 5.19 | "Large effect size |
| | Control | 31 | 5.48 | 0.99 | | | | |
| Time spends for reading per day | Experimental | 31 | 11.07 | 0.81 | 30.09** | 0.94 | 7.77 | "Large effect size |
| | Control | 31 | 5.52 | 0.63 | | | | |
| Reading preferences questionnaire (overall) | Experimental | 31 | 56.19 | 1.97 | 59.86** | 0.98 | 15.455 | "Large effect size |
| | Control | 31 | 26.32 | 1.96 | | | | |

** Significant at the 0.01 level (2-tailed).



Hypothesis eight: There would be a statistically significant difference between the mean scores of the experimental group in the pre and post-reading preferences scale favouring the post-administration ones.

T-value, Eta square, effect size for the significance of the differences between the means of the scores of the experimental group in the pre and post-reading preferences scale (overall) results and for each main dimension with degrees of freedom (30).

The Eta values, which ranged from (0.80) to (0.98), indicate the presence of a large effect size and strength of the study program in all main dimensions and the total score of the EFL reading preferences scale results, which are large amounts of the explained variance in the scores of the Main dimension of the Reading preferences scale results, by the study program (**Table 8**).

The effect size values, which ranged from (4.05) to (14.07), also indicate the presence of a large effect size of the study program in all the main dimensions and the total score of the reading preferences scale results.

Hypothesis nine: The study Program based on group discussions and stylistic analysis would be effective in improving the experimental participants' EFL reading preferences.

All the modified gain values for Black MG Blake are equal or greater than the value (1.2), which is the value proposed by Black for the effectiveness of the study program, which indicates that the study program is effective in developing all the main dimensions and the total score of the EFL reading preferences scale results for the experimental group.

Table (8): Comparing the pre-reading preferences to the post-reading preferences results of the experimental group

| Dimensions | Administration | Mean | Std. Deviation | T | Eta square | d | Interpretation |
|---|----------------|-------|----------------|-------|------------|-------|--------------------|
| Reading from printed resources or from screen | Pre | 2.13 | 0.67 | 18.58 | 0.85 | 4.80 | "Large effect size |
| | Post | 5.03 | 0.61 | | | | |
| Type of text | Pre | 5.65 | 0.88 | 40.9 | 0.97 | 10.60 | "Large effect size |
| | Post | 13.32 | 0.6 | | | | |
| Number of pages in preferred books | Pre | 2.52 | 0.9 | 15.69 | 0.80 | 4.05 | "Large effect size |
| | Post | 5.52 | 0.63 | | | | |
| Ratio of unknown words in those books | Pre | 5.32 | 1.14 | 18.96 | 0.86 | 4.89 | "Large effect size |
| | Post | 10.87 | 0.99 | | | | |
| Selecting reading texts | Pre | 5.39 | 1.15 | 21.41 | 0.88 | 5.53 | "Large effect size |
| | Post | 10.48 | 0.96 | | | | |
| Time spends for reading per day | Pre | 5.23 | 0.72 | 31.38 | 0.94 | 8.10 | Large effect size |
| | Post | 11.07 | 0.81 | | | | |
| Reading preferences questionnaire (overall) | Pre | 26.19 | 2.36 | 54.48 | 0.98 | 14.07 | Large effect size |
| | Post | 56.19 | 1.97 | | | | |

**** Significant at the 0.01 level (2-tailed)**



Table (9): The study program effect seizes of the EFL reading preferences on the experimental group

| Skills | Administration | Mean | Main score | Black's gain ratio | Interpretation |
|---|----------------|-------|------------|--------------------|----------------------|
| Reading from printed resources or from screen | Pre | 2.13 | 6,00 | 1.30 | "Large effectiveness |
| | Post | 5.03 | | | |
| Type of text | Pre | 5.65 | 15,00 | 1.34 | Large effectiveness |
| | Post | 13.32 | | | |
| Number of pages in preferred books | Pre | 2.52 | 6,00 | 1.37 | Large effectiveness |
| | Post | 5.52 | | | |
| Ratio of unknown words in those books | Pre | 5.32 | 12.00 | 1.29 | Large effectiveness |
| | Post | 10.87 | | | |
| Selecting reading texts | Pre | 5.39 | 12,00 | 1.20 | Large effectiveness |
| | Post | 10.48 | | | |
| Time spent reading per day | Pre | 5.226 | 12,00 | 1.35 | Large effectiveness |
| | Post | 11.07 | | | |
| Reading preferences scale (overall) | Pre | 26.19 | 63,00 | 1.29 | Large effectiveness |
| | Post | 56.19 | | | |

Recommendations:

Out of the study results and its delimitations, the following can be recommended:

- 1 - Teachers should be able to design lessons, by choosing acceptable EFL reading materials and conducting learning activities, by applying appropriate instructional techniques.
- 2-learners of pre-service language instructors should be proficient in EFL critical reading to be able to meet the demands of their learners.
- 3-Several critical reading activities should be woven into EFL curriculum, such as looking for specific information in passages or encountering EFL unfamiliar words, provoke learners to feel fear and anxiety in reading a foreign language.
- 4-EFL reader should be transformed to an EFL critical reader, who involves understanding the text, interpreting the ideas, using reading strategies if necessary, making inferences, drawing on background knowledge, and evaluating the information being read.
- 5- Teachers should give more attention to stylistic analysis as well as group discussion.

Suggestions for further research:

- 1-The present study was concerned with using group discussions and stylistic analysis program to develop EFL critical, creative reading and reading preferences. Future investigators might wish to examine utilizing group discussions in developing EFL creative writing, taking into account the personality traits of learners.
- 2-It would be especially illuminating to probe the use of stylistic analysis in enhancing EFL creative writing.



3-This study presents a teaching program to enhance EFL critical, creative reading, and reading preferences for the secondary stage. It would be useful to investigate using group discussions to develop learners' motivation and reduce anxiety.

4-Finally, the quality of EFL critical reading and creative reading is clearly determined by a multiplicity of factors, including accuracy, fluency, grammatical complexity, cohesion, coherence, sociolinguistics, etc. It would be recommended to investigate the relation between stylistic analysis or group discussion and other language skills, rather than reading.

References:

Aydin, G., & Ayranci, B. B. (2018). Reading Preferences of Middle School Students. *World Journal of Education*, 8(2), 127-139.

Aor, T. (2023). Stylistic analysis of Tivisms in select Nigerian novels. *Journal of African History, Culture and Arts*, 3(1), 1-12.

Al, L., & Hasan, H. S. (2022). The Effect of Using Critical Reading on Improving Creative Writing Skills of EFL Students (Doctoral dissertation).

Crone, A. (1997). Using panel debates to increase student involvement in the introductory sociology class. *Teaching Sociology*, 25(3), 214-218.

Gensowski, M. (2016). A Student Panel Discussion to Practice Argumentation Skills. *Dansk Universitetspædagogisk Tidsskrift*, 11(21), 72-83(2016).

Haromi, F. A. (2014). Teaching through appraisal: Developing critical reading in Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 127-136.

Keser, H., Uzunboylu, H., & Ozdamli, F. (2011). The trends in technology supported collaborative learning studies in 21st century. *World Journal on Educational Technology*, 3(2), 103-119.

Pais, A. (2020). Students' Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar. *English Education Department Faculty of Teacher And Training Education Muhammadiyah University Of Makassar. Thesis. Unpublished.*

Peterle, G. (2019). Carto-fiction: narrativising maps through creative writing. *Social & Cultural Geography*, 20(8), 1070-1093

Ungan, S. (2008). Cultural infrastructure of reading habits. *Gaziantep University Social Science Journal*, 7(1), 218-228.

Vikulova, L., et al. (2021). Multimedia study aids in teaching creative foreign language reading: personal-activity approach. *ARPHA Proceedings*, 4, 1082-1093.

SULTAN, S., et al (2017). The effect of the critical literacy approach on pre-service language teachers' critical reading skills. *Eurasian Journal of Educational Research*, 17(71), 159-174.

Thuy, N. (2015). *Critical Reading: A Guidebook for Postgraduate Students*. Hue: Hue University Publishing House.



Yurdakal, H. (2019). Examination of correlation between attitude towards reading and perception of creative reading. *European Journal of Educational Research*, 8(2), 443-452.