



**AN EXPLORATION INTO EFL TEACHERS' PERCEPTIONS,  
SELF-EFFICACY BELIEFS AND PRACTICES OF CRITICAL THINKING  
SKILLS IN TEACHING READING**

**BY**

**MICHAEL AMALE KIRKO**

**ADDIS ABAB UNIVERSITY  
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE  
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**SUPERVISOR: Dr. ABEBE GEBRETSADIK**

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## ORIGINAL LITERARY WORK DECLARATION

I, **Michael Amale Kirko** hereby submit my research paper, entitled **An Exploration into Teachers' Perceptions, Self-efficacy Beliefs and Practices of Critical Thinking Skills in Teaching Reading: *Hawassa University in Focus*** and truthfully declare that the paper is a product of my original research investigation. To the best of my knowledge and belief, it contains no material previously published or written by another person.

Name: **Michael Amale Kirko**

Signature: \_\_\_\_\_

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Languages and Literature**

As members of the Examining Board of the final PhD open defence, we certify that we have read and evaluated the Dissertation prepared by Michael Amale Kirko Titled: **“An Exploration into Teachers’ Perceptions, Self-efficacy Beliefs and Practices of Critical Thinking Skills in Teaching Reading”** and recommend that it be accepted as fulfilling the Dissertation requirement for the Degree of Philosophy in English Language Teaching.

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## ABSTRACT

*The purpose of this study is to explore teachers' perceptions, self-efficacy beliefs and instructional practices regarding critical thinking skills in the teaching reading. The study employed a descriptive survey design that utilized mixed\_ methods approaches. Specifically, it utilized the sequential explanatory mixed-methods approach, which involves initially gathering quantitative data, followed by the collection of qualitative data, to provide additional insights and elaboration on the quantitative findings. To achieve this, the researcher employed multiple data collection methods: surveys, interviews, document analysis and non-participant classroom observations. The study sample consisted of forty university teachers and sixty second- year English major students who completed the survey. Besides, seven experienced instructors who taught reading courses at the university were purposively selected for interviews, while two instructors who were offering reading skills courses, were observed in their classrooms. Additionally, for document analysis, three texts were randomly selected from six texts the teachers selected for the classroom practices to examine how they infused critical thinking skills in the activities. And the passages that teachers used for reading skills tests were analyzed to assess how the teachers integrated the critical thinking skills into them. The teachers' perceptions about critical thinking skills was strong ( $m=3.59$ ). However, the participants' classroom practices of integrating critical thinking skills in the reading activities and tests were insufficient. Moreover, the teachers' self-efficacy beliefs for critical thinking strategies was moderate ( $m=3.33$ ); this contradicts the result of students' survey that revealed the implementation of critical thinking strategies was insufficient ( $m=2.91$ ). Similarly, the classroom observation revealed that the teachers' use of critical thinking strategies in the reading classroom was inadequate ( $m=2.24$ ). Furthermore, teachers perceived that student-related factors ( $m=3.76$ ) influenced the practices of critical thinking skills in the reading classroom more than the teacher-related ones ( $m=3.64$ ). In conclusion, teachers who possess a high level of self-confidence are more likely to excel in integrating critical thinking skills into reading activities and assessments, as well as implementing strategies that enhance students' reading comprehension. However, the teachers' strong level of perceptions of critical thinking skills alone may not guarantee to implement them. Therefore, it is imperative to train teachers in the integration of critical thinking skills in an interactive reading curriculum to motivate and engage students and help them comprehend reading skills in greater depth. The research contributes to the theoretical and practical awareness for teachers to integrate critical thinking skills in reading instruction. Further research is also needed to explore how the integration of critical thinking skills impacts students' reading comprehension.*

**Key Words:** *Critical thinking skills, critical thinking strategies, perceptions, practices, reading comprehension, self-efficacy beliefs*

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## **ABBREVIATIONS**

**CT:** Critical Thinking

**EAP:** English for Academic Purposes

**FKRE:** Flesch's Kincaid Readability Ease

**HE:** Higher Education

**HOT:** higher-order thinking skills

**LOT:** lower-order thinking

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## 1. INTRODUCTION

### 1.1. Background of the study

English language has been taught in Ethiopia since the 19<sup>th</sup> century. It was primarily aimed to facilitate effective communication in foreign languages and enable individuals to manage international affairs properly (Bloor & Wondwosen, 1996, as cited in Negede, 2012). However, studies on English language competency indicate that English proficiency in Ethiopia remain relatively low. In other words, the level of appropriateness and quality of English usage are often below substandard. For instance, Mebratu (2015), concludes that significant challenges in English language competency were prevalent among EFL English teachers, students, and teachers of other disciplines.

Likewise, the Ethiopian Education development roadmap (2018, p.53) observed that “students entering university were facing challenges in their proficiency in the English language, which serves as the primary medium of instruction in higher education institutions in Ethiopia”. Still, students are unable to effectively infer, examine, combine, understand, evaluate, and contemplate the content of written materials, despite their efforts to engage with the texts. Consequently, it is imperative for higher education institutions to explore new instructional approaches in the teaching of English, with the aim of addressing the challenges now encountered by students in universities.

Ennis (2008) posits that critical thinking is widely regarded as the most highly recommended skill in the realm of higher education due to its ability to enhance students' learning results. Critical thinking bases on three theoretical strands namely philosophy, psychology and pedagogy (Lewis & Smith, 1993; Sternberg, 1986). Philosophically, it is centered on the idealized critical thinker, listing the traits and attributes of this individual instead of the activities or behaviors the critical thinker is capable of (Lewis & Smith, 1993; Thayer-Bacon, 2000). Psychologically, critical thinking skills are defined as “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (Sternberg,

1986, p. 3). And pedagogically, this approach often draw upon several theoretical frameworks, including the Socratic Method, Perry's scheme, Bloom's taxonomy, Richard Paul's eight elements, and Bernard Lonergan's general empirical method(Lai,2011). Ethiopia has made concerted efforts to enhance the quality of educational processes, with the aim of fostering active and empowered citizenship among students.

To do so, the education and training policy implemented in 1994 outlines a set of principles pertaining to the learning skills. Among them (MoE, 2009), states one of these key principles is critical thinking skills. The Roadmap (2018) additionally proposes that Higher Education (HE) should prioritize the cultivation of well-rounded cognitive and non-cognitive capabilities in university graduates, including the development of higher-order thinking abilities such as critical thinking, creativity, and problem- solving. In order to enhance these skills practically, the ministry of science and higher education has implemented curricular modifications within the realm of higher education as of 2020.This document has placed more importance on the incorporation of critical thinking skills within the courses of higher education.

Incorporating critical thinking skills into reading instruction at HE contents enables students to comprehend what they read. For instance, Jie, et al. (2015) posits that critical thinking (CT) is a fundamental cognitive skill that seeks to enhance students' capacity for critical analysis, questioning, evaluation, and reflection. According to Choy and Cheah (2009), CT is a multifaceted procedure that necessitates the utilization of advanced cognitive abilities in the analysis and interpretation of information. “CT skills are perceived as a pedagogical technique that allows students to transform their experiences into learning”(Kashindi and Ndomba, 2019, p.74)). Numerous experts within HE institutions share this viewpoint. However, Choy & Cheah, (2009) emphasize on the roles of teachers' perceptions of CT skills as they have significant influence on shaping students' behavior inside the English as a Foreign Language (EFL) classroom.

In addition, the level of teachers’ self-efficacy influences students’ learning because the teachers’ personal and general self-efficacy raises students’ levels of achievement (Anderson, Greene & Loewen, 1988; Gibson & Dembo, 1984). This

could provide opportunities for students to do practical exercises in the classroom. However, throughout the course of history, lectures have been widely recognized as a prominent instructional approach employed at academic institutions for disseminating knowledge. This method has inhibited the teachers not to implement strategies that help students to comprehend what they read.

Though this method is not practical in universities, a considerable number of students express a preference for engaging in active learning approaches that stimulate their critical thinking abilities, as highlighted by Levine and Cureton (1998). Qing (2017) indicates that those who possess the capacity of critical thinking demonstrate the capability to pose suitable inquiries, collect pertinent data, effectively and innovatively analyze this data, engage in logical reasoning, and ultimately arrive at dependable and credible findings. Hence, it is imperative for students to acquire linguistic proficiency through an instructional approach that fosters advanced cognitive abilities, such as critical thinking and problem-solving (MoE, 2009).

In line with this, critical thinking is often regarded as a highly valued skill in the realm of HE due to its positive impact on students' learning outcomes (Ennis, 2008). In addition, these days, society requires individuals to possess a new set of competencies, including the ability to arrange, analyze, evaluate, and transfer increasingly growing information. Conversely, several researchers have found that students tend to adopt a surface-level approach to reading in universities. Perhaps, this is due to the teaching method employed by teachers, wherein they lecture concepts and evaluate ideas conveyed during the lecture (Wendling, 2008; Hobson, 2004).

In this regard, it is important to look for alternative instructional approaches to implement that improve students' reading comprehension skills. Several studies suggest that integration of CT skills into reading activities improves students' reading comprehension. For instance, Jasim and Yahya (2023) suggest that the utilization of CT skills in reading instruction contributes highly by enabling students to be independent thinkers, thereby promoting self-directed learning and autonomy, both of which are important components of higher education.

Bean (2001) also states the university serves as a platform for students to cultivate their ability to communicate their ideas effectively, necessitating the acquisition of proficient reading abilities. Within this particular context, the term "reading" pertains to the cognitive processes of understanding, examining, integrating, assessing, and contemplating the perspectives presented by the author. In essence, the learning of advanced cognitive abilities necessitates the engagement in reading exercises appropriate to one's intellectual capacity. This suggests that institutions of higher education have the potential to cultivate advanced learning abilities effectively and critical thinking skills, as graduates are anticipated to possess competencies in decision-making and problem solving.

Thus, this study aimed to explore the teachers' perceptions and practices of CT skills in the context of teaching reading in EFL classes for undergraduate students at Hawassa University.

## **1.2. Statement of the Problem**

Teaching reading involves the facilitation of learners' ability to communicate effectively using the encoded information presented by the writer. Reading involves the cognitive process of identifying the main ideas from written text (Velayati, Muslem, Fitriani & Samad, 2017). While reading, individuals employ several cognitive abilities to comprehend the text and extract relevant information. Reading, as one of the fundamental language abilities, plays a significant role in the overall achievement of language learning, among other essential skills. Therefore, it assumes an essential function in the instruction of a second language as it constitutes one of the fundamental proficiencies for the acquisition of knowledge. Reading abilities within the setting of higher education encompass a range of cognitive processes, including explanation, analysis, interpretation, inference, evaluation, and self-regulation, pertaining to the material that students have engaged with (Facione, 2011).

Brookfield (2005) and Paul (2004) also assert that the attainment of proficient reasoning skills is crucial for students to achieve academic success in higher education. Engaging students into this process is a considerable challenge, as it

necessitates the proficient application of critical thinking abilities. Alsaleh (2020, p.21) acknowledges critical thinking as “a significant cognitive capacity and a key determinant of the quality of student learning”. Furthermore, as the modern era is characterized by a proliferation of knowledge and advancements in information technology, the integration of thinking abilities into the curriculum is often seen as an essential prerequisite for effectively coping up with the dynamic nature of our environment (Al-Kindi & Al-Mekhlafi, 2017).

Due to this rationale, Davidson (1988) proposes that L2 or EFL teachers should hold greater responsibility than L1 teachers in fostering the development of learners' CT abilities. This shows the EFL teachers could implement these skills to help students to improve their reading comprehension. Consequently, it is vital that the integration of CT skills used as a fundamental component within every EFL curriculum. Yu-hui et al. (2010), in Aloqaili (2011) also state that CT is the process in which the reader utilizes to comprehend the text, and it can decide the level of his or her comprehension. In other words, the utilization of CT skills in the reading instruction improves students' reading comprehension. In order to fulfill this requirement, students at the tertiary level are currently taking several English courses.

In Ethiopian Universities or colleges, the development of reading skills is considered as a fundamental component of the curriculum for students majoring in English. This course is designed to provide students with opportunities to enhance their reading comprehension abilities through various activities. While students are taking this course, they should get an opportunity to engage actively in practicing skills such as inference, explanation, analysis, interpretation, evaluation, and reflection in relation to the texts they encounter. Besides, the EFL teachers' high self-efficacy beliefs are important to infuse these skills in the reading instruction.

Therefore, teachers must have knowledge of strategies in integrating CT skills to provide students with the necessary abilities to meet the demands of the present-day era, as highlighted by Hove (2011). According to Schafersman (1991), it is imperative for educators to possess a comprehensive understanding of the significance of CT skills, as well as the effective instructional methods for cultivating them.

Additionally, teachers should attempt to structure the classroom environment that is conducive to emphasize and instruct these skills.

Despite the fact that institutions of higher education are considered ideal environments for students to develop reading skills and demonstrate CT abilities, a review of current literature reveals that a significant portion of college students exhibit insufficient levels of CT proficiency (Pascarella & Terenzini, 2005). Perhaps, it might be due to teachers' level of perceptions of infusing CT skills and self-efficacy beliefs for implementing CT strategies. Rosnani and Suhailah (2003) concluded that the majority of teachers were not prepared well to teach thinking skills and lacked the necessary self-efficacy, knowledge, and skills in this area.

This sentiment is further supported by Rahil et al. (2004), who argue that many teachers struggle to incorporate CT skills into their teaching methodologies. Despite efforts to promote CT skills in the classroom, teachers often prioritize subject matter comprehension over the development of CT skills (Choy & Cheah, 2009; Lauer, 2005). Hence, the significance of examining the teachers' perceptions of CT skills and implementation of critical thinking strategies in the context of teaching reading skills is indisputable.

However, there is a debate among scholars regarding whether CT skills are inherent or can be taught due to their varied perceptions. Some argue that CT cannot be taught and see it as an innate ability influenced by an individual's social and cultural background (Atkinson, 1997). However, others believe that CT skills can indeed be cultivated through practice and are not naturally ingrained in individuals (Yen & Halili, 2015; Pucha, 2012; Marzano, 1993; and Rajendran, 2000). This may influence the teachers' uses of CT skills and implementation of CT strategies in the reading classroom. Teachers' varying opinions on CT skills influence the implementation of strategies to enhance students' deep reading skills in the classroom (Abrhami et al., 2015). Dickerson (2005) found that the teachers' personal views and values may be a preventive factor in integrating CT skills within the reading classroom. Without a clear understanding of CT, educators may mistakenly believe they are fostering CT skills in their students (Rhoades et al., 2008).

In the research setting, the second-year students at Hawassa University had difficulties pertaining to their reading comprehension abilities. The researcher conducted an observation indicating that students enrolled in the reading skills course (EnLa 216) demonstrate a lack of proficiency in meeting the expectations of university-level readers. Specifically, these students had been struggling with tasks such as identifying contextual meanings of words, composing concise summaries, discerning the writer's opinions, analyzing textual information, substantiating ideas with evidence from the text, evaluating concepts, and expressing their own opinions in relation to the material they have read. In other words, their proficiency in addressing issues that need reading comprehension is lacking.

During the observation of reading classes, the researcher regularly saw instances where students engaged in exercises that focused on lower-level cognitive skills such as knowledge acquisition, comprehension, and application. These exercises were conducted in a controlled manner. The mastering of these skills is deemed essential for pupils at the primary and secondary education levels. However, it has been observed that students were exhibiting below their performance in the cognitive processes of inference, explanation, analysis, interpretation, evaluation, and reflection, particularly in relation to their ability to articulate their ideas following reading activities.

In order to facilitate the development of higher-order learning skills among students, it is crucial to choose an educational methodology that can effectively equip them with the essential skills required in both academic and professional settings. The topic of CT skills is currently a subject of intense dispute. Researchers have undertaken some empirical investigations on critical thinking skills at various levels. Aloquali(2011) studied the relationship between reading comprehension and critical thinking. His conclusion showed that there is well established relationship between reading comprehension and critical thinking.

Similarly, the impact of teaching CT skills on the speaking skills of Iranian EFL learners was investigated by Shoorcheh (2012). The researcher discovered that students who were provided with education on critical thinking skills exhibited superior performance on the post-test for oral interviews. Asari (2014) conducted a

study on strategies aimed at fostering critical thinking skills within the context of primary education. The researcher discovered that the concept could be applied in a multitude of ways, such as engaging students in continuous analysis of rationales, consequences, merits, and limitations of arguments, encouraging students to explore alternative perspectives, implementing problem-based or project-based learning approaches, and exemplifying critical thinking behaviors through teacher modeling.

According to Carr (1988), integrating critical thinking in reading is very imperative because it helps students to achieve the goal of reading, which is comprehension. It also engages students to actively participate in the reading class. Lai (2011) posits that critical thinking encompasses various component abilities, such as the analysis of arguments, the utilization of inductive or deductive reasoning to draw inferences, the act of assessing or evaluating, and the process of making decisions or solving problems. Reading activities of this nature are frequently employed in college or university-level reading courses. Asgharheidari and Tahriri (2015) examined the attitudes of EFL teachers towards instruction in CT. The researchers discovered that despite the teachers' recognition of the significance of CT as a valuable skill for their pupils, a majority of them require additional training in this area. This statement does not imply the manner in which EFL teachers see and implement CT in reading lessons as a means to enhance their students' reading comprehension, as outlined in their research.

Furthermore, studies show that the teachers' self-efficacy beliefs contribute their roles to practice CT skills more in the reading classroom. People work harder, persevere, and are more resilient when they have high self-efficacy (Mookkiah & Prabu, 2019). Teachers with more self-efficacy beliefs have more confidence and teach better (Bandura (1986 & 1997, cited in Rashtchi, 2021). Effective classroom procedures depend on teachers' trust in their ability to resolve classroom concerns like integration of CT skills. Thus, high self-efficacy makes teachers more adaptive, open to new methods, and engaged (Allinder, 1994; Guskey, 1988; Tschannen-Moran & Hoy, 2001). Teachers with stronger self-efficacy beliefs about CT skills may feel confident in infusing CT skills and implementing strategies that enhance students' reading comprehension in the reading classroom.

However, there are still research gaps on the teachers' perceptions, self-efficacy and practices of critical thinking skills in teaching reading to improve students' reading comprehension. Therefore, the present study has the potential to fill the existing research gaps in the domain of reading skills instruction within the context of higher education. With a comprehensive understanding of critical thinking theories and a careful classroom observation of how the teachers instructing reading lessons to the second-year university students to help them in reading comprehension, this study investigated the EFL teachers' perceptions, self-efficacy beliefs of CT skills and their practices in reading classes to improve students' reading comprehension abilities at Hawassa University.

### **1.3. Research questions**

This study sought to address the following research questions.

1. What are the teachers' perceptions on the integration of critical thinking into the instruction of reading skills?
2. To what extent do teachers integrate the CT skills into reading activities and assessment?
3. What are the teachers' self-efficacy beliefs of employing CT strategies while teaching reading?
4. To what extent do EFL teachers employ CT strategies to cultivate students' reading comprehension?
5. What are the perceived factors that hinder the teachers' practices of CT skills into reading comprehension?
6. To what extent do teachers practice the CT skills in reading skills lessons?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective of the Study**

The general objective of this study was to explore the teachers' perceptions, self-efficacy beliefs and practices of integrating critical thinking skills in teaching reading skills.

### **1.4.2. The specific objectives**

Specifically, this study strived to:

1. Explore the perceptions of EFL teachers on the integration of critical thinking abilities into the instruction of reading skills.
2. Evaluate teachers' use of the CT skills into reading activities and assessment.
3. Investigate the teachers' self-efficacy beliefs of employing CT teaching strategies in the instruction of reading skills.
4. Identify the CT teaching strategies employed by EFL teachers in reading classes to enhance their students' reading ability.
5. Identify the primary factors influencing the practices of CT skills within reading instruction.
6. Judge the extent of teachers' actual practices of CT skills in reading skills lessons.

### **1.5. Significance of the Study**

The outcome of this study may yield numerous advantages. First, it has potential to provide profound awareness of language teaching concepts and methods for teachers in instructing reading skills. It could also improve the EFL teachers' awareness in implementing CT strategies that help students to improve reading proficiency. Besides, it may give deep insights for teachers to provide clear reading lessons in the classroom and to prepare reasonably challenging reading assessments.

Additionally, it could be beneficial to raise awareness among English teachers regarding incorporating CT skills in the classroom activities and reading assessment that promote students' reading comprehension. This study offers valuable insights for curriculum planners, syllabus designers, and material producers to select, prepare, and develop instructional models aimed at enhancing students' reading skills with relevant content. Finally, this work has potential to facilitate future research endeavors in the same topic, thereby assisting other researchers with their investigations.

## **1.6. Scope of the Study**

The study was on the EFL teachers' perceptions, self-efficacy beliefs and practices in integrating critical thinking skills in teaching reading. In order to accomplish this, the study was limited to examining the English teachers' perceptions of integrating CT skills, integration of CT skills in the reading activities and assessments, and assessing the teachers' self-efficacy beliefs for the use of CT strategies and their implementation in the reading skills classroom by EFL teachers to enhance their students' reading comprehension.

The study further delimited to analyze how the teachers perceive critical thinking skills in terms of general understanding, self-efficacy beliefs in implementing strategies, text selection strategies in selecting suitable reading texts for practicing reading tasks and designing questions to evaluate students' reading comprehension. An attempt was made to analyze the classroom practices of the teachers in terms of their use of strategies aimed at fostering students' reading comprehension skills. Moreover, this study aimed to examine the correlation between educators' perceptions and practices of CT skills as well as teachers' self-efficacy beliefs of CT strategies and their implementation within the context of reading instruction. Finally, this study examined authenticity, readability and exploitability of the texts utilized in classroom exercises, and exams to investigate the extent to which the teachers employ CT skills through their instructional practices and evaluative measures.

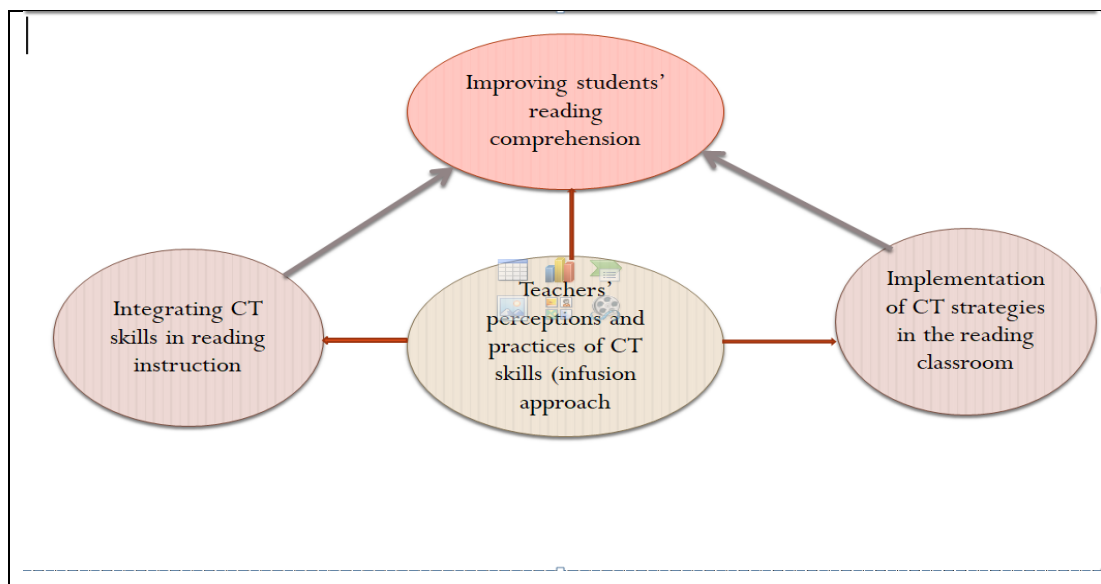
The study was conducted in Hawassa University involving a group of forty experienced EFL teachers and 60 English major students in 2023/24. The EFL teachers were selected from a total population of 52 active staff members in the English department. However, the students were selected purposely.

## 1.7. Limitations of the Study

This study was intended to explore the teachers' perceptions, self-efficacy beliefs and practices of critical thinking skills in teaching reading. However, due to financial and time constraints the data were collected from Hawassa University only. The other possible limitation was the lack of literature in the topic. This made the researcher not to avail the necessary works in the literature and discussion sections in this study. Furthermore, the infusion of critical thinking skills in the contents of specific field of studies bases on the learning theories of 21<sup>st</sup> century skills that was mentioned in the higher education policy document 2020, the study should have involved some members of the curriculum developers who revised the new B.Ed. curriculum.

## 1.8. Conceptual Framework of the Study

**Figure 1: Conceptual framework of the study**



The diagram depicted above illustrates the correlation between the integration of critical thinking abilities and the enhancement of students' reading comprehension. The infusion model of critical thinking skills in reading courses necessitates the EFL teachers' perceptions of CT skills and CT strategies. The implementation of teaching strategies based on teachers' perceptions is regarded as a significant concern. This is

demonstrated through the implementation of CT teaching strategies in order to foster, sustain, and enhance students' reading comprehension. The integrations of the various elements of CT skills proportionally and implementing CT strategies enhance students' reading comprehension.

This study examines to what extent the teachers integrate critical thinking skills and implement strategies through the infusion technique in reading lessons to enhance students' reading comprehension. It also explores the relationships between teachers' perspectives of CT and the practices of infusing CT skills in the reading activities, and the assessment of students' reading comprehension. Additionally, it investigates the teachers' self-efficacy beliefs for CT strategies and their actual classroom implementation to improve students' reading comprehension.

### **1.9. Definitions of key terms**

**Critical thinking skills:** are the six core cognitive skills namely: inference, interpretation, analysis, evaluation, explanation, and self-regulation.

**Critical thinking strategies:** are strategies that teachers implement to nurture the students' criticality by inviting and enhancing critical thinking skills inside the classroom.

**Cognitive skills:** are core mental functions that help us to think, read, learn, retain information, and pay attention.

**Perceptions:** understanding of sensory information by selecting, organizing and interpreting to make meaning.

**Self-efficacy belief:** is a teacher's belief about his/her ability to implement critical thinking strategies in reading classes.

### **1.10. Structure of the Dissertation**

This dissertation has been structured in three different sections: the preliminary, the main body and supplementary. The preliminary section involves declaration of work originality, acknowledgement, table of contents, lists of tables, lists of figures, lists of appendices, abbreviations and abstract.

The main body of the study is presented in five chapters. The first chapter includes the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitations, acronyms and definitions of the key terms and the organization of the study.

Chapter II presents a review of related literature, which includes the concepts of CT skills, theories of critical thinking skills, teachers' self- efficacy beliefs, the importance of critical thinking skills in teaching-learning process, infusing critical thinking skills into English language teaching, relationship between CT and reading comprehension, the EFL teachers' perception of critical thinking skills, instructional strategies to infuse critical thinking skills , practical activities for integrating critical thinking into language classrooms, models and frameworks for teaching CT , teachers' self-efficacy beliefs for implementing critical thinking strategies, reading text selection strategies in teaching reading , barriers to implementing CT skills in reading classroom, teaching reading and an overview of the course syllabus.

Chapter III describes the materials and methods employed for this study. It includes section of research paradigm, the research design, and selection of the research environment and samples, instrumentation, data collection, and data analysis procedures. Additionally, the researcher assessed the reliability and validity of the instruments.

Chapter IV presents the study's findings and discussions based on the research questions. Chapter V provides summary, conclusions and recommendations. Lastly, the supplementary section comprises the bibliography, list of publications and the appendices.

## **2. REVIEW OF RELATED LITERATURE**

### **Introduction**

The inquiry pertains to the cognitive processes involved in human thinking. The question of epistemology, "How do we acquire knowledge?" has been a subject of inquiry since antiquity and continues to be a topic of interest in contemporary discourse. Socrates, a prominent philosopher hailing from ancient Greece around the fourth century B.C., employed a pedagogical approach that involved stimulating his students' intellectual curiosity through questioning, fostering their pursuit of truth, and the acquisition of information. A highly esteemed philosopher of ancient Greece established the Socratic Method, a pedagogical approach that cultivates critical thinking abilities. In contemporary times, within the current era of the 21st century, educators employ their pedagogical approach as a means to impart critical thinking abilities in the academic settings of universities and college classes.

Even though critical thinking was first introduced 2,500 years ago, there are still discussions in academic circles about what critical thinking is, how to define it, when to apply it, and how to evaluate it. However, despite the various debates surrounding the topic, the cultivation of critical thinking skills remains a significant objective in higher education.

The review material for this study encompasses eight primary categories: the conceptualization of critical thinking, the significance of critical thinking abilities, and the application of critical thinking in the context of English instruction at tertiary educational institutions. This study examines the perceptions of EFL teachers regarding CT skills. It explores instructional strategies that have the potential to enhance students' CT abilities as well as teacher behaviors that facilitate student thinking. Additionally, this research investigates various models and frameworks for teaching CT, strategies for assessing CT skills, and the readability of texts used in reading instruction. The study also addresses the challenges associated with implementing CT in the reading classroom and provides an overview of the course material. Lastly, a concise overview of the literature review will also be provided below.

## **2.1. Concepts of critical thinking skills**

Many researchers have defined critical thinking skills in different ways. The etymology of the term "Critical" traced back to its Greek origin, "Kritikos," which denotes the ability to exercise judgment, discernment, or decision-making (Butterworth & Thwaites, 2013, p. 7). According to Paul (1995), critical thinking is defined as the process of reflecting on one's own thoughts during the act of thinking in order to enhance the quality of one's thinking. The acquisition of critical thinking skills involves the development of the ability to pose and respond to inquiries pertaining to analysis, synthesis, and evaluation (Fahim, 2010).

Facione (2015) posits that there are two main categories of skills that are necessary for critical thinking: cognitive skills and dispositional skills. Cognitive skills serve as fundamental components of critical thinking. According to Facione (1990), the Delphi Panel identified six cognitive skills that are considered fundamental to the concept of critical thinking. The six key cognitive domains encompassed within this framework are as follows: interpretation, analysis, inference, evaluation, explanation, and self-regulation. The basic critical thinking skills are concisely summarized in accordance with the consensus statement provided by the national panel of experts in the following way:

Interpretation is to comprehend and express the meaning of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. It includes the sub-skills of categorization, decoding significance, and clarifying meaning. Distinguishing the main idea from subordinate ideas in a text, constructing a tentative categorization, paraphrasing someone's ideas in your own words, clarifying what a sign, chart, or graph are some of the activities that help to practice interpretation in the reading classroom.

Analysis refers to "identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions" (Facione, 2020,p.5). The sub-skills of analysis are examining ideas, detecting arguments, and analyzing arguments. Some examples of this element are identifying the similarities and differences between two approaches to the solution of a given

problem, identifying unstated assumptions; constructing a way to represent the main conclusion, and the various reasons given to support or criticize it.

Evaluation is assessing the credibility of statements, which describes a person's perception, experience, situation, judgment, belief, or opinion, and assessing the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other forms of representation. Evaluating an author's credibility, comparing the strengths and weaknesses of alternative interpretations, determining the credibility of a source of information, judging if two statements contradict each other, or judging if the evidence at hand supports the conclusion drawn can be some of the example tasks of evaluation.

Inference means identifying and securing elements needed to draw reasonable conclusions, as well as to form assumptions and hypotheses. It includes sub-skills like listing querying evidence, conjecturing alternatives, and drawing logical conclusions.

Explanation, as defined by experts, refers to the ability to effectively and logically communicate the outcomes of other individuals' reasoning in a clear and coherent manner. The sub-skills under explanation include effectively describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and well-reasoned, arguments in the context of seeking the best understandings possible.

Self-regulation refers to the deliberate and intentional monitoring of one's cognitive activities. These tasks involve the analysis and evaluation of one's inferential conclusions in order to examine, confirm, validate, or correct the reasoning of others. According to Facione (2011), self-regulation encompasses two distinct sub-skills, namely self-examination and self-correction.

The questions used to elicit critical thinking change depending on the many fundamental abilities involved. Figure 2 illustrates these topics with examples drawn from Facione (2013):

Figure 2: Core skills involved in CT and some examples of corresponding questions

CT core skills	Types of questions
Interpretation	What does this mean? How should we understand this? What is the best way to categorize this? How can we make sense out of this?
Analysis	Why do you think that? What is your reason for making that claim? What are the arguments pros and cons? What is your basis for saying this? How can we accept that claim?
Inference	What conclusions can we draw from this? What does this evidence imply? What are some alternatives we have not explored? What are the consequences of doing things this way? What solutions do you recommend?
Evaluation	How credible is this claim? How strong are the arguments? Why should this be trusted? How confident can we be in our conclusion?
Explanation	What were the specific findings of the investigation? Please tell us how you conducted that analysis? Why do you think that was the right answer? How would you explain this?
Self-regulation	How good was our methodology, and how well did we follow it? Ok, before we submit, let us check what we are missing? How good is our evidence? Our position on this issue is still vague, can we be more precise? Can we justify our belief with evidence and information?

Source: *Facione (2013)*

## 2.2. Theoretical background of critical thinking skills

Psychology and philosophy are the two main academic fields that have influenced the literature on critical thinking (Lewis & Smith, 1993). In the field of education, Sternberg (1986) has also identified a third critical thinking strand. Different approaches to define critical thinking have been created by these distinct academic streams, reflecting the issues that are relevant to them. Below, each of these strategies is covered in more detail.

### **2.2.1. Philosophical approach**

The philosophical method is best shown by the works of Socrates, Plato, Aristotle, and, more recently, Matthew Lipman and Richard Paul. This method is centered on the idealized critical thinker, listing the traits and attributes of this individual instead of the activities or behaviors the critical thinker is capable of (Lewis & Smith, 1993; Thayer-Bacon, 2000). According to Sternberg (1986), this school of thought views the critical thinker as an ideal type, concentrating on what people can accomplish in the optimal situation. As a result, Richard Paul (1992) talks of "perfections of thought" in relation to critical thinking (p. 9).

The American Philosophical Association's consensus definition of the ideal critical thinker, which is someone who is naturally curious, flexible, open-minded, and fair-minded, as well as someone who understands a variety of points of view and is willing to both suspend judgment and take into account alternative viewpoints, is indicative of this obsession with the ideal critical thinker (Facione, 1990).

Philosophical practitioners also place emphasis on standards or attributes of thinking. According to Bailin (2002), for instance, critical thinking is thinking of a certain quality, or more specifically, good thinking that satisfies predetermined norms of sufficiency and accuracy. Moreover, the philosophical method has historically concentrated on using formal logic principles (Lewis & Smith, 1993; Sternberg, 1986).

The fact that this definition of critical thinking does not always match reality is one of its limitations (Sternberg, 1986). This method might add less to discussions about how people really think as it places more emphasis on the ideal critical thinker and what people are capable of.

### **2.2.2. Cognitive psychological approach**

There are two ways in which the cognitive psychology approach and the philosophical perspective differ. First, instead of focusing on how individuals should or could think in ideal circumstances, cognitive psychologists particularly, those who trained in the behaviorist tradition and the experimental research paradigm tend to concentrate on how people actually think (Sternberg, 1986). Second, cognitive psychologists tend to characterize critical thinking in terms of the kinds of acts or behaviors that critical

thinkers are capable of, as opposed to listing qualities of the perfect critical thinker or defining criteria or standards of “good” thought. This definition of critical thinking typically consists of a list of techniques or actions used by critical thinkers (Lewis & Smith, 1993).

Due to this varying perspectives, the cognitive psychologists defined critical thinking as: “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (Sternberg, 1986, p. 3); “the use of those cognitive skills or strategies that increase the probability of a desirable outcome” (Halpern, 1998, p. 450); and “seeing both sides of an issue, being open to new evidence that dis-confirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (Willingham, 2007, p. 8, as cited in Lai, 2011, p 8).

### **2.2.3. Pedagogical approach**

Throughout the course of history, academics have encountered challenges in integrating historical theories of reflection into pedagogical practices aimed at enhancing critical thinking abilities in individuals. In the present day, scientists and educators continue to devote their efforts towards the exploration of successful pedagogical approaches aimed at fostering the development of students' cognitive abilities. The pedagogical approaches used to teach critical thinking often draw upon several theoretical frameworks, including the Socratic Method, Perry's scheme, Bloom's taxonomy, Richard Paul's eight elements, and Bernard Lonergan's general empirical method (GEM).

An examination of each of these essential instructional approaches, grounded in theoretical foundations, elucidates their ability to span several academic fields within the academic setting. According to Donald (2002), it is important to consider that “critical thinking should be contextualized within certain disciplines due to the variation in criteria across different fields” (p. 3). The cognitive developmental theory provides a theoretical foundation for comprehending the important connections between defining, instructing, and evaluating critical thinking abilities within the context of higher education.

### **2.2.3.1. Socratic Method**

The conceptual origins of critical thinking can be traced back to the ancient Greek thinkers of approximately 2,500 years ago. The Socratic Method, a critical thinking approach, was introduced by Socrates during the fourth century B.C. Socrates developed his technique of inquiry by engaging in a dialectical process with his students, employing a series of probing inquiries in order to uncover knowledge and ascertain truth. In contemporary times, within the current era of the 21st century, the Socratic Method continues to be regarded by a significant number of educators as a viable approach for cultivating critical thinking abilities among students in various academic disciplines.

There are many models of thought-provoking questions that teachers might utilize to stimulate students' critical thinking abilities. These models encompass the following: What is the intended definition or explanation of \_\_\_\_\_?

What was the basis for your conclusion?

What was the intended meaning conveyed by the author in this particular passage?

What is the significance of this issue?

What is the origin of the information you have provided?

What was the rationale behind formulating this inference? (Page 367).

This approach has the potential to be employed for the purpose of imparting critical thinking abilities in various college courses, both within and between disciplines. Gose (2009) provided an explanation of the utilization of the Socratic Method as a pedagogical tool for fostering critical thinking abilities among students enrolled in undergraduate seminar courses. In addition, this Method promotes active learning by facilitating the exchange of ideas among students via the use of questioning and answering. This educational approach aims to foster critical thinking abilities among students during group discussions. According to Tsui (2002), the inclusion of class discussion serves as a significant factor in fostering critical thinking among students, especially when they are actively encouraged to engage in questioning and engage in vocal debates with their peers. The results of the study indicated that engaging in class discussions typically increases students' understanding and retention of concepts. Additionally, it involves determining the

appropriate course of action when students quickly and unanimously arrive at a consensus (p. 755–756).

#### **2.2.3.2. Perry's scheme**

Perry's cognitive development framework (1970) is a useful method for enhancing critical thinking skills in undergraduate education. It outlines various stages of intellectual advancement among students, focusing on their perception of knowledge and learning. Critical thinking involves analyzing and evaluating subjects, concerns, and challenges specific to a field. Perry's framework is applicable to many academic subjects, allowing for understanding transitions and cognitive processes.

#### **2.2.3.3. Dualism**

A pedagogical approach to promote dualism involves assigning projects that challenge students to explore various perspectives. This helps students understand real-world challenges and the constraints of a dualistic framework, enabling them to shift from a dualistic perspective to a more pluralistic one. It offers valuable insights into the constraints inherent in a dualistic framework of thought.

#### **2.2.3.4. Multiplicity**

Multiplicity is a cognitive stage where individuals acknowledge the uncertainty of reality. It aims to teach students how to use economic criteria to differentiate between theories and policies. Students should be able to assess economic theories and policies using criteria. Teaching methods like paired readings can facilitate this shift, encouraging critical thinking and collaborative discourse. This structured approach promotes a more comprehensive understanding of subject matter.

#### **2.2.3.5. Contextual relativism**

Contextual relativism is an intellectual framework that enables students to get a comprehensive understanding of how many academic fields employ distinct criteria and critical standards to navigate the complexities of decision-making amidst competing viewpoints and theories. Students gradually come to the realization that

every suggested solution is accompanied by a set of supporting reasons, prompting them to develop the skill of critically evaluating these answers. While individuals may acquire knowledge about discipline-specific procedures inside a formal educational setting, they often fail to recognize the practical applications of these approaches. Students that demonstrate proficiency in the games associated with a particular academic topic may achieve high levels of academic success.

#### **2.2.3.6. Contextually Appropriate Decisions**

Perry's cognitive development model encourages individuals to embrace ambiguity and make autonomous decisions in specific academic fields. This process involves implementing methodologies and personal beliefs, recognizing that knowledge is not absolute and approaches are not flawless. Students learn accountability and align their values with relevant standards. To promote cognitive development, faculty can assign students specific issues in economics and advocate for their viewpoint. This approach is more effective in specific academic contexts, facilitating the transferability of cognitive transitions and thinking patterns across various academic domains.

#### **2.2.3.7. Bloom's taxonomy**

Bloom's cognitive domain model for critical thinking skills consists of six stages: knowledge, comprehension, application, analysis, synthesis, and evaluation. This hierarchical framework helps educators categorize learning outcomes for students. In 2001, Lorin Andersen revised Bloom's taxonomy to include higher order thinking skills, emphasizing verbs over nouns. This revised version is more effective for evaluating course objectives, especially in college-level courses, and provides a comprehensive framework for planning, teaching, and assessment of college courses.

#### **2.2.3.8. Meta-cognitive strategies**

Meta-cognition is currently regarded as a pedagogical approach employed in higher education to cultivate students' ability to reflect upon and analyze their own cognitive processes. Nevertheless, the challenge of defining metacognition is not a straightforward one, and there exists considerable scholarly discourse about the precise meaning of metacognition. Flavell (1979) posits that metacognition encompasses two essential components: metacognitive knowledge and metacognitive experiences or regulation.

Metacognitive information pertains to the knowledge that individuals learn regarding cognitive processes, which can afterwards be employed to regulate and manage those processes. Flavell's categorization of metacognitive knowledge encompasses three distinct areas, namely knowledge pertaining to person variables, task variables, and strategy variables. The variable or category of "person" encompasses all the information pertaining to oneself and others. The task variable pertains to the information that is within one's knowledge during the process of cognition. Regarding the strategy category, there exists a substantial body of knowledge that may be gathered pertaining to the effectiveness of various strategies in accomplishing specific sub-goals and goals within different cognitive endeavors (p. 907). Flavell (1979) presents illustrative instances that demonstrate the functioning of each of these categories and proposes that researchers should contemplate the inclusion of this metacognitive paradigm in their future investigations.

Paul (2005) posits that critical thinking encompasses metacognition and provides his perspective on the practice of monitoring one's cognitive processes while engaging in reading and writing activities to comprehend course material. One of the crucial cognitive capacities that a thinker can possess is the aptitude to actively watch and evaluate their own thought processes, concurrently with the analysis of others' thinking. During the act of reading, the reflecting mind actively watches its own reading process. The critical thinking education paradigm known as the eight elements encompasses various components. These include the generation of purposes, the formulation of questions, the use of information, the application of concepts, the drawing of inferences, the formulation of assumptions, the generation of implications, and the embodiment of a particular point of view.

This methodology utilizes a set of eight questions that serve to facilitate the application of reasoning and analytic skills in many academic areas.

What is the rationale behind the pursuit of knowledge in this particular field of study?

What types of inquiries are typically posed?

What types of data do they inquire about?

What are the common forms of inferences that they make?

What are the fundamental concepts and theories of this particular academic discipline?

What assumptions do professionals in this sector typically make?

What perspective is cultivated within this academic discipline?

What are the implications that can be derived from the study of this discipline?

These inquiries might be situated within the framework of any specific course, chapter in the textbook, or area of investigation. In conclusion, these components offer students a means to effectively apply critical thinking skills across many courses and academic domains.

#### **2.2.3.9. General empirical method**

Lonegan (1972) introduces the general empirical method (GEM) as a pedagogical approach that centers on his cognitive theory of thinking. This method prompts an exploration of the fundamental inquiry: "What is the nature of our cognitive processes during the act of thinking?" The GEM, or Generalized Expectancy Model, is a multifaceted framework that engages with data across various dimensions of cognition, including experience, perception, judgment, and decision-making, in the pursuit of human knowledge. According to Lonergan, human knowledge is characterized as a dynamic structure, while meta-cognition is a cognitive process that surpasses other forms of reasoning and is applicable across all academic subjects. A technique refers to a recurring and interconnected sequence of actions that yields cumulative and progressive outcomes. There exists a methodology by which discrete procedures are executed to benefit students.

### **2.3. The importance of CT skills in the teaching-learning process**

In the contemporary era characterized by advanced technology, it is imperative for students to possess cognitive abilities that encompass the 21st-century learning capabilities, enabling them to effectively address novel challenges that arise in the modern world (Sahin, 2009). These skills naturally encompass three primary categories, specifically: cognitive skills, psycho-social skills, and communication skills. The learning skills encompass a set of abilities necessary for the acquisition of new knowledge, which are categorized into four key areas known as the 4Cs: critical thinking, creativity and innovation, cooperation, and communication. Recently,

experts have shown a particular interest in the critical thinking capacity as they seek methods to address the issue of pupils' inadequate reading ability. Recent research has demonstrated the significance of CT skills in contemporary times for various compelling reasons.

According to Harlpen (2003), possessing this skill is deemed significant for individuals in the 21st century. The author stated that each successive generation need a greater level of education compared to its predecessors due to the intensifying technicality and complexity of the globe (p.2). This suggests that in order to adapt to the ever-evolving nature of the global landscape, it is imperative for the educational system of the nation to align itself with emerging technologies. This is crucial since the competence of future workforce is contingent upon the proficiency of individuals in harnessing novel technological advancements.

According to Allen, Rubenfield, and Scheffer (2004), there is a strong support for the inclusion of critical thinking in the undergraduate curriculum. Diestler (2012) sees critical thinking as a valuable skill that finds application in various academic disciplines such as critical thinking, philosophy, informal logic, rhetoric, English, speaking, journalism, humanities, and the social sciences. Paul (2004) discovered a strong link between critical thinking and improved reading comprehension, indicating that introspective contemplation enhances cognitive abilities.

The employing critical thinking abilities hold significant value inside language classes. Huges (2014) asserts that the successful completion of communicative language tasks necessitates the utilization of critical thinking abilities. According to Huges (2014), critical thinking is required of students while engaging in tasks that incorporate customization, investigation, and problem-solving within the target language. In contemporary language teaching methods, communicative tasks of this nature are prevalent due to their ability to involve students in genuine and meaningful dialogue. The accomplishment of these activities necessitates the proficient utilization of language in conjunction with a certain degree of critical thinking.

Using CT skills improves learning processes. The promotion of whole-brain learning is facilitated by the use of critical thinking. Zull (2006), a prominent neuro-

scientist and educationalist, elucidates the process through which the brain acquires a novel skill by engaging all four distinct regions of the brain. The author establishes a connection between this concept and Kolb's four-stage learning cycle. When engaging with a text that presents factual information, the sensory and post-sensory regions of our brain are responsible for processing and assimilating this information. When engaging in the process of introspection into the material we have consumed, the cerebral regions situated in the bottom portion of our brain are activated. During the process of engaging with various texts, individuals tend to formulate their own perspectives or hypotheses within the frontal cortex.

Subsequently, they proceed to evaluate and refine these viewpoints by presenting them to others, a cognitive process that involves the pre-motor and motor cortex. The process of incorporating external knowledge into cognitive frameworks aligns with the four stages of the learning cycle, highlighting the essentiality of critical thinking in facilitating this learning process. Let us examine the potential application of this approach inside a language learning setting. The learner engages in the process of reading an English text and assimilates the acquired knowledge into their cognitive faculties. The acquisition of a new language often involves the process of memorization.

However, in order to facilitate comprehensive learning, it is imperative for students to not only commit the language to memory, but also engage in reflective thinking, foster creativity, and actively apply their knowledge. This multifaceted approach ensures the utilization of all cognitive faculties inside the language classroom. Engaging in activities that foster critical thinking can effectively facilitate comprehensive language acquisition including both hemispheres of the brain.

Moreover, integrating CT abilities holds significant importance, particularly in the current times. Given the exponential growth of information in terms of content, volume, and diverse origins, the utilization of CT skills among students serves to enhance their capacity for comprehending a wide range of information, facilitating improved learning outcomes, and fostering a holistic approach to knowledge acquisition. Furthermore, this talent holds relevance in the context of English classrooms and can be cultivated, honed, and consistently incorporated into the

educational syllabus. The significance of incorporating CT instruction is imperative due to the absence of this skill among students, necessitating the provision of a pedagogical framework by educators in higher education to cultivate CT thinking abilities.

#### **2.4. Infusing CT skills into English language teaching**

There are multiple justifications for incorporating the CT skills within the context of English language education at tertiary institutions, as identified by scholars. Shirkhan and Fahim (2011) provided an analysis whereby they outlined three justifications for the significance of critical thinking in the context of EFL learners. The initial point suggests that students have the ability to effectively monitor and assess their own learning methods, particularly if language learners are empowered to assume responsibility for their cognitive processes.

Additionally, the cultivation of critical thinking skills enhances the educational journey of students and imbues language learning with greater significance. Besides, there exists a strong positive association between the level of critical thinking skills and the academic accomplishments of learners. Moreover, the cultivation of critical thinking abilities, which are seen essential for achieving success outside the confines of academia, has been acknowledged as a primary objective of higher education institutions (Astin, 1993; Gellin, 2003; Stedman & Adams, 2012). The policy and strategy statement on higher education in Ethiopia also acknowledges critical thinking as a fundamental value (MOSHE, 2020).

Studies also revealed that infusing critical thinking skills have various benefits in the current education system. According to Lai (2009), CT helps individuals to become active and effective life - long learners, and important problem solvers leading to empowerment. Researchers like Tsui, 1998; Giancarlo & Facione, 2001, Moore, 1995) identified CT ability as one of the constructs which has been proven to be a good predictor of academic performance.

Integrating critical thinking skills are also widely recognized as a crucial component in developing language skills, specifically in writing and reading (Elder &

Paul, 2006; Shaharom & Abdullah, 2004; Seung-Ryul Shin, 2002; Stapleton, 2001; Moore, 1995). According to Marzban & Barati (2016, p. 1241), “CT skills help students to be skeptical and enable them to analyze and interpret opinions”. Besides, the ability of CT skills enables them to make more instructed decisions about the accuracy and effectiveness of propositions.

Therefore, infusing CT skills in reading lessons improves reading comprehension skills. Enhancing reading comprehension skills enhances focus, attention, observation, identifying key points in text, responding effectively to messages, conveying information clearly, and applying analysis skills in different situations (Cottrell, 2005). In addition, Harizaj & Hajrulla (2017) state that developing CT cultivates independent learning and students become autonomous and self – confident. Thus, the importance of integrating CT skills in reading course to improve students’ reading comprehension is unquestionable.

According to Paul and Elder (2000, as cited in Tuzlukova et al., 2018, p. 191), the contemporary higher education systems in various regions of the world require the incorporation of critical thinking abilities within the curriculum. In order to enhance practicality, several scholars (Kamil & Fahim, 2011; Shirnkhani & Fahim, 2011; Tama, 1989; Tomson, 1999, Wilson, 2009) have proposed the incorporation of CT skills and activities into English for Academic Purposes (EAP) instruction as a means to aid the acquisition of the four primary language abilities, namely listening, speaking, reading, and writing. Numerous higher education programs worldwide incorporate the critical thinking abilities within discipline-specific instruction, such as English language and engineering courses (Tomson, 1999).

Similarly, for second-year, English majoring students the Reading Skills course has been specifically designed with the aim of enhancing their ability to understand written materials in the English language. Therefore, the learners engage in the application of reading strategies, approaches, and procedures in order to improve their comprehension skills. In a study conducted by Gaskaree, Mashhady, and Dousti (2010) as cited in Gunawardena and Petraki, (2014), the researchers explored the potential for incorporating CT skills into language teaching activities promote reading comprehension. Linguists and academics in the field of English

language education have conducted investigations into the correlation between critical thinking skills and proficiency in academic English across various higher education institutions in different countries. These investigations have employed both quantitative and qualitative research methodologies.

## **2.5. EFL teachers' perceptions of CT skills**

Perception is the process of acquiring awareness and understanding of sensory information. It involves selecting important information, organizing it into a meaningful order, and interpreting the patterns to give them meaning. Different scholars defined perceptions differently. For example, Erin and Maharani(2018) defined perception as psychological processes through the experience gained by the five senses, so individuals can process responses into positive or negative perceptions. According to Fieldman (1999) perception is a constructive process that enables us to meaningful scenario for ourselves by seeing beyond the stimuli we see directly.

On the other hand, according to Morgan (1987), perception encompasses how we look feel, taste, or smell. In other words, perception is everything that an individual experiences. Based on the above definitions, it can be inferred to that perception grow based on experience of each individual. There are two types of theories to perception; there is the self-perception theory, and the cognitive dissonance theory. There are many theories about different subjects in perception. There are also disorders that relate to perception even though you may think perception is just a person's view point.

Kamugisha (2021) posits the existence of two theories of perception. First, the self-perception hypothesis, inspired by B. F. Skinner's analysis, describes how people grow to "know" or better comprehend their own attitudes, feelings, and other psychological states, mostly by witnessing their own behavior and/or the contexts in which it occurs. The cognitive dissonance theory describes a person having two contradictory thoughts. For instance, someone who believes that sugar is unhealthy but keeps consuming it because they think that giving it up won't make a difference and that way, nothing will alter their existing state of health. Teachers may have such

experience, so it would be quite important to explore if they have contrasting perceptions or not.

The role of teachers' perceptions in shaping instructional methods in the classroom is crucial, as their actual practices are heavily influenced by what they perceive; they should not have contrasting perception. To infuse CT skills in classroom, the teachers should have better perceptions about it. Perception, as defined in philosophy, psychology, and cognitive science, involves the complex process of acquiring awareness and comprehension of sensory information (Qing, 2017). The process of perception consists of three key stages: selection, organization, and interpretation.

Selection is the initial stage where environmental stimuli are transformed into meaningful experiences. Due to the overwhelming volume of information that we come across on a daily basis, we find ourselves incapable of processing all the stimuli that are accessible to us. Therefore, (Singer, 1987; p.9, as cited in Qing, 2017) notes that we experience the world not as it is, but as it is filtered through our sensory receptors, allowing us to focus on specific information.

Following selection, the organization stage involves structuring the selected information into coherent patterns. This process enables individuals to organize their general knowledge about the world and create meaningful experiences from raw stimuli. Human perception involves transforming external stimuli into structured patterns, highlighting the stability and durability of selected information once it has been organized.

The final stage of perception is interpretation, where individuals assign meaning to the structured patterns of stimuli. After categorizing and organizing information, individuals strive to make sense of these patterns by attaching significance to them. It is important to recognize that different individuals may interpret the same stimulus in various ways, emphasizing the subjective nature of perception and the diversity of interpretations.

Additionally, Sainn et al. (1980, as cited in Choy & Cheah, 2009) brought attention to three significant aspects of perception. Firstly, they emphasized that perception is not solely dependent on the stimulus, but is also influenced by an individual's experiences, intentions, and social needs. Secondly, they asserted that the perceiver is not a passive observer, but actively participates in selecting information and forming hypotheses to interpret the ongoing situation. Lastly, they argued that perception is a multifaceted cognitive process that assists individuals in constructing a mental representation of their world, enabling them to anticipate and effectively respond to future events.

Individuals may understand the same thing differently, showing unique and diverse perspectives. Some people have different ideas about whether critical thinking skills can be taught. Yen and Halili (2015) present two contrasting perspectives on this matter. Some argue that CT skills are not teachable, as they believe these skills are innate and influenced by an individual's social and cultural background, similar to "common sense" (Atkinson, 1997). The others believe that CT skills can be taught. Yen and Halili (2015), quoting Pucha (2012), emphasize the need to develop thinking skills, highlighting the importance of practice and cultivation (Marzano, 1993; Rajendran, 2000). Thus, actively using thinking skills is crucial to help students reach their full potential.

In this regard, the teachers' perceptions significantly influence the implementation of critical thinking skills in EFL reading lessons. In order to employ critical thinking abilities effectively in Reading skills' I classes, it is important for teachers to possess a heightened awareness of executing the following tasks. The educators maintain the viewpoint that it is imperative for their students to possess proficiency in the English language and possess the ability to infer, evaluate, interpret, explain, evaluate, and exercise self-regulation in relation to a provided text. If an individual holds a belief in these particular matters, they undertake the preparation of activities aimed at facilitating their pupils' engagement in those concerns. In addition, the educators strive to facilitate their students in utilizing effective reading strategies and applying linguistic principles in an academic and professional manner.

However, recent studies indicate that teachers may not fully understand the importance of teaching CT skills. There seems to be a lack of awareness among teachers regarding the essential elements required to cultivate CT abilities in students. Despite their efforts to promote CT in the classroom, teachers often prioritize subject matter comprehension (Choy & Cheah, 2009). Furthermore, a study conducted by Lauer (2005) suggests that faculty members might lack the necessary resources to seamlessly incorporate CT into their curriculum. Therefore, it becomes imperative to prioritize the investigation of teachers' perspectives on integrating thinking skills.

English educators should possess an understanding of implementing pedagogical approaches that prioritize the development of cognitive processes rather than the mere acquisition of knowledge. EFL educators should also be cognizant of the limitations they encounter when implementing critical thinking strategies inside the English language classroom. Toshpulatova and Kinjemuratova (2020) assert that the incorporation of critical thinking may not always be a straightforward endeavor. One of the explanations cited for the challenges encountered was the educational background of the students. Due to a lack of active student engagement in classroom activities, there is a tendency for pupils to accept ideas without critically examining them. The passivity observed in individuals can be ascribed to various factors, including the teacher-centered nature of instructional settings, an exam-oriented educational system, and a culture that promotes excessive reliance on external guidance and support (Dwee et al., 2016). In addition, English as Foreign Language (EFL) teachers encounter the obstacle of limited time to create and cultivate critical thinking exercises. According to the findings of Choy and Cheah (2009), the integration of criticality in teaching is challenging for educators due to their limited knowledge and skills in developing appropriate instructional resources.

## **2.6. Relationship between CT and reading comprehension**

Numerous empirical studies have been conducted to explore the relationship between CT and language learning. CT plays a vital role in language learning as it enables learners to comprehend and analyze language within its given context. Zhang and

Zhang (2016) assert that CT allows learners to "discover the meaning and significance of language in various contexts" (p. 166).

Researchers such as (Marzban & Barati, 2016) have found a significant positive relationship between CT ability and reading comprehension. Mirzai (2008) also investigated that individuals with high levels of CT skills demonstrated superior performance in the task of lexical inference compared to those with lower levels of CT abilities. Similarly, (Kamali & Fahim, 2011) indicated that CT had a significant impact on the participants' comprehension of texts containing unfamiliar vocabulary items. Hence, the integration of critical thinking abilities can be facilitated through an English course specifically designed for the development of reading skills, denoted as Reading skills I.

## **2.7. Instructional strategies to infuse CT skills**

Teachers have a significant impact on students' thinking ability in the classroom through questioning tactics using their words and actions. The teacher assumes a pivotal role within the classroom setting, as their instructional methods and actions bear significant influence on student learning outcomes. Studies have shown that specific teaching actions can affect students' academic performance, self-perception, interpersonal connections, and cognitive capacities. Certain strategies have been identified as encouraging students' cognitive engagement in the classroom (Costa, 2001). The various ways in which teachers engage, sustain, and enrich students' cognitive processes inside the classroom can be classified into four primary categories: the use of challenging questioning techniques, the establishment of a conducive learning environment for fostering thinking skills, teachers' responsive actions, and the act of modeling.

### **2.7.1. Questioning to challenge students' intellect**

The act of questioning facilitates the acquisition and retrieval of information by students, enabling them to transform this information into meaningful connections and subsequently apply these connections in many unfamiliar or innovative contexts. Several studies have indicated that the regular utilization of divergent thinking questions by teachers can enhance students' ability to engage in divergent thinking, as compared to those who primarily employ cognitive memory questions (Gallagher and

Ashner, 1963 cited in Costa, 2001). In addition, it has been shown that students demonstrate improved performance on exams measuring critical thinking (CT) and standardized accomplishment when educators employ higher-order cognitive questions (Newton, 1978; Redfield & Rousseau, 1981), as referenced in the work of Costa (2001).

In addition, educators have the ability to encourage critical thinking among students through the deliberate construction of question syntax and other forms of discourse. The processing of information involves several fundamental steps. These steps include the acquisition of information through sensory perception or retrieval from memory, the comparison of this information with existing knowledge, the identification of meaningful connections, the application and transfer of these connections to hypothetical or novel scenarios, and the evaluation of the outcomes of this process. Within the educational setting, it is the responsibility of the teacher to strategically modify the syntactic arrangement of inquiries and other declarative statements in order to encourage pupils to engage in the specified actions.

Additionally, the author enumerated a set of cognitive objectives that educators should prioritize at the input level of cognitive processing. These objectives encompass tasks such as completion, counting, matching, naming, defining, observing, reciting, selection, description, listing, identification, and recall. In order to facilitate the cognitive processing of information acquired through sensory perception and recovered from both long-term and short-term memory, educators should employ precise language when formulating questions and statements, thereby encouraging students to establish connections between causal factors. The process of cognitive engagement encompasses a range of aims, such as synthesis, analysis, categorization, explanation, classification, comparison, contrast, causal statement, inference, experimentation, organization, distinction, sequencing, summarizing, grouping, and analogy formation.

There exist inquiries that prompt the generation of outcomes necessitating students to apply the concepts or principles they have acquired in unique or imaginary scenarios. The application encourages students to engage in creative and hypothetical thinking, employ their imagination, explore and apply value systems, and exercise

critical judgment. Several behavioral objectives identified in this context encompass activities such as applying a principle, engaging in imaginative thinking, formulating plans, evaluating outcomes, making judgments, anticipating future events, extrapolating information, fostering creativity, forecasting potential outcomes, generating new ideas, formulating hypotheses, engaging in speculative reasoning, drawing generalizations, critiquing models, and building novel solutions.

### **2.7.2. Structuring the classroom for teaching thinking skills**

As stated by Costa (2001: 54), the concept of structuring can be defined as the strategy in which educators manage several elements within the classroom environment, including time, space, human energy, and materials. Each educator in every educational setting organizes the available materials, whether it is done intentionally or unintentionally, explicitly or implicitly. Research indicates that there is a positive correlation between student achievement and the presence of a well-organized classroom. In such a classroom, students are cognizant of the lesson's objective, time is utilized effectively, the teacher provides clear instructions, the physical environment fosters a sense of order, and students are actively engaged in meaningful learning activities. Additionally, he asserts that the organization of the classroom to promote critical thinking should be purposeful, intentional, transparent, and aligned with the intended learning outcomes for the students.

The teacher establishes a clear understanding of the learning tasks to be completed and the desired type of interaction. This is achieved by the provision of directions, establishment of ground rules, description of objectives, setting of limitations, and implementation of a classroom organizational structure that is designed to effectively facilitate the desired cognitive performance from students. Teacher structuring encompasses three key components: the provision of clear verbal and written instructions, the effective allocation of time and energy, and the utilization of various strategies for organizing and arranging patterns of interaction.

The enhancement of students' comprehension of instructions is facilitated by the clarity of instruction employed by the teacher. This can be achieved through various strategies, including the frequent repetition of concepts across sentences or the utilization of different phrasing to convey the same information. Additionally, the

teacher can reinforce prior knowledge by reviewing previous work and provide guidance on upcoming tasks by describing the required work and providing instructions on how to accomplish it. Allowing students sufficient time to reflect upon, respond to, and integrate their learning is also beneficial. The use of visual and verbal examples can further support understanding, while the teacher can reinforce challenging concepts by presenting them on the chalkboard. Lastly, the teacher can demonstrate the expected performance level for a given task, serving as a model for students to follow.

In addition to providing clear instructions, it is imperative for teachers to provide a classroom environment that fosters active cognitive engagement among pupils, rather than promoting a passive role as just spectators. This may encompass Socratic dialogues facilitated by educators, individual manipulations, and collaborative small-group or whole-group inquiries. In a similar vein, classrooms designed to facilitate the development of critical thinking skills should be conducive to individual students working independently on tasks that necessitate the utilization of one or more cognitive abilities, such as comparing, classifying, sorting, and evaluating.

Additionally, it should possess the capability to accommodate cooperative group work, whether in pairs or small groups, focusing on collaborative problem-solving activities such as formulating strategies for group projects, contributing data and ideas to advance the project, identifying necessary information to be collected, devising approaches to acquire said information, and evaluating both individual and group social competencies.

Ultimately, it is imperative that the learning environment is conducive to comprehensive group participation, encompassing activities such as attentively listening to lectures delivered by the teacher, engaging in interactive discussions with the teacher and guest speakers, utilizing multimedia resources, and collaborating with other students. Various interactive tactics, such as the Socratic Method, the dialectic approach, and class meetings, are utilized in educational settings when a teacher or student introduces a dilemma, problem, or discrepancy for collective engagement in debate and resolution.

### **2.7.3. Teachers' responsive strategies**

Responsive strategy refers to the actions undertaken by educators subsequent to a student's response to a query or compliance with instructions. The process begins with the teacher instigating a behavior by means of questioning or providing a structured framework. Subsequently, the student executes the action, following which the teacher offers a response in relation to the student's performance. Research has indicated that the manner in which a teacher responds to pupils has a greater impact on their conduct compared to the instructions or directives provided by the teacher (Lowery & Marshall, 1980). This phenomenon can be attributed to the fact that pupils consistently anticipate the manner in which their actions will be met by their teachers. Flanders (1965) argues that the influence of teacher reaction is significant in shaping various aspects of students' educational experience, including the development of their self-concept, attitude towards learning, academic accomplishment, and classroom rapport.

The behaviors exhibited in response can be classified into two distinct types, depending on their impact on students: (1) behaviors that have a tendency to halt cognitive processes, and (2) behaviors that foster, facilitate, and expand cognitive processes. There exist six distinct behaviors that can be categorized within the aforementioned two categories. Terminal or closed replies encompass several forms of communication, such as criticism and other forms of put downs, as well as expressions of praise. Additionally, the use of silence, also known as wait time, can serve as a means of communication. Furthermore, acceptance can be demonstrated in different ways, including passive acceptance, active acceptance, or sympathetic acceptance. Moreover, clarification plays a crucial role in academic discourse, as it involves the clarification of concepts and processes, as well as supporting the collecting of data.

### **2.7.4. Modeling**

Engaging people is a fundamental method of acquiring knowledge. Young individuals, particularly those within the younger age demographic, exhibit a propensity for swiftly emulating the actions demonstrated by their educators. Students demonstrate a propensity for discerning the discrepancies that exist between the

verbal statements made by their teachers and the corresponding actions exhibited by those teachers. Hence, educators who possess a strong influence on cognitive development consistently endeavor to align their language, behavior, convictions, principles, and objectives in order to achieve coherence in their instructional approach.

In this context, the educator assumes a paramount and influential role as a model within the student's life. In accordance with Costa (2001:214), the act of modeling aims to strengthen students' understanding and acceptance of the ideas and objectives articulated by the teacher or the educational institution. Consequently, by the demonstration of desirable conduct, adults possess the capacity to exert a significant influence on the behavioral patterns of students. To commence, the cultivation of a desirable behavior such as active listening can significantly augment the likelihood of attaining the purpose of effective communication between teachers and pupils. In order to prioritize the resolution of problems through a reasonable and scientific approach, it is imperative for students to witness educators and administrators employing rational and scientific methods when addressing issues within the educational setting (Bekher, 1975, as quoted in Costa, 2001).

## **2.8. Models and frameworks for infusing CT skills**

Within the realm of education, a multitude of models pertaining to the instruction of critical thinking (CT) has been created. Several academics (Bullen, 1997, 1998; Clulow & Brace-Govan, 2001; Garrison, Anderson, & Archer, 2001; Henri, 1992; Newman, Webb, & Cochrane, 1995; Norris & Ennis, 1989) have attempted to provide a concise yet all-encompassing model. Achieving scientific consistency in the introduction of a stable model poses challenges, as there is a significant amount of overlap observed in many models designed to incorporate CT activities in educational environments.

Norris and Ennis (1989) proposed a five-step model aimed at addressing the requirements of a critical thinking stimulating curriculum. The process involves a sequential progression of elementary clarification, basic support, inference, advanced clarification, strategies, and tactics. Furthermore, the research conducted by Henri

(1992) and Clulow and Brace-Govan (2001) has yielded significant findings that shed light on crucial elements that contribute to the phenomenon under investigation. These factors include elementary explanation, in-depth clarification, inference, judgment, and strategy.

Garison, Anderson, and Archer (2001) present an alternative model that places emphasis on many elements including triggering events, investigation, provision, and resolution. Newman, Webb, and Cochrane (1995) propose a framework for classroom activities aimed at fostering the growth of critical thinking (CT) skills in students. According to their model, the process begins with the teacher providing a clear explanation of the issue at hand. This is followed by a thorough examination and analysis of the issue, which serves as a foundation for the subsequent formation of inferences and interpretations.

According to Bullen (1997), the activities that stimulate critical thinking can be classified based on the available information, the process of gathering authentic evidence and evaluating it, making inferences and judgments based on well-established evidence, and ultimately formulating effective strategies and techniques as a cognitive approach. Perkins and Murphy (2006) proposed a five-step approach, akin to Bullen's model, for incorporating critical thinking (CT) teaching inside an educational context. This technique involves the following steps: clarification, analyzing evidence, inference, and strategy formulation.

Ennis (1989) proposed a conceptual framework comprising three distinct models for critical thinking (CT) instruction: a general model, an infusion model, and a mixed-model. The general approach pertains to the instruction of comprehensive critical thinking abilities within the context of a critical thinking course. The aforementioned program, known as "Critical Thinking," is currently being introduced to first-year students enrolled at Ethiopian colleges. The infusion technique implies the necessity of possessing self-critical thinking skills in order to establish a course that focuses on individual subjects. There is a viewpoint held by certain individuals that the most effective approach to instructing critical thinking is through its integration inside distinct disciplinary knowledge.

According to Swartz, Fisher, and Parks (1998:3), the concept of "infusion" refers to an instructional method that involves the integration of critical thinking skills into the content areas of education. This approach emphasizes the incorporation of relevant knowledge into everyday teaching practices, hence promoting the regular use of critical thinking abilities. This term implies the necessity of providing specific instruction in the development of critical thinking skills. The intention of incorporating critical thinking into material training can be categorized into three distinct aspects. The influence on students is significantly amplified when instructional methods are characterized by a higher degree of explicitness. Furthermore, incorporating a culture of critical thinking into classroom instruction is expected to enhance students' receptiveness to the importance of developing their critical thinking skills. Moreover, the integration of thinking instruction enhances students' cognitive engagement with the subject acquired.

In due course, a mixed-model approach is proposed, which entails the integration of a comprehensive curriculum with either an infusion or an immersion instructional strategy. The current study has chosen to utilize the infusion model as it aims to investigate the manner in which English as a Foreign Language (EFL) teachers perceive and implement critical thinking (CT) skills in the context of incorporating these skills into the instruction of reading.

## **2.9. Critical Reading**

Scholars have various interpretations of critical reading. Some of them defined both critical reading and critical thinking skills are different; others defined them similar. According to Maulid, Manalullaili, and Desvitasari (2024), critical reading involves carefully and deeply analyzing a text. Pirozzi (2003) views critical reading as the process of interpreting and evaluating a text to understand important and unimportant information, distinguish between opinions and facts, and identify the writer's intentions. Kurland (2000) describes critical reading as an analytical activity that requires the reader to analyze, interpret, and evaluate a text. Wang and Gierl (2011) define critical reading as a high-level understanding that involves logical analysis, a questioning attitude, and extracting valuable information from the text.

Taglier (2003) notes the striking similarities in the definitions of critical thinking and critical reading. Thistlethwaite (1990) emphasizes that the skills required for critical thinking, often found in textbooks, align closely with those needed for critical reading. Commeyras (1990) further underscores the importance of reasoning in reading, stating that critical thinking involves the process of reasoning to determine which interpretations are supported by textual evidence and background knowledge.

However others defined critical reading and critical thinking skills are different. Among them Wang and Gierl (2011) have categorized the characteristics of critical reading into three stages: surface code, basic text, and situational models, which involve making inferences by connecting the text with the reader's background knowledge. When engaging in critical reading, individuals pose specific questions to thoroughly analyze the author's ideas. According to Seker and Komur (2008), critical reading is closely linked to higher-order thinking skills as outlined in Bloom's Taxonomy. Anderson and Krathwohl (2001) have revised Bloom's Taxonomy to include six key processes: remembering, understanding, applying, analyzing, evaluating, and creating.

In accordance with (Starkey 2004; in Artha, Manalullaili and Desvitasari, 2024), critical thinking skills encompass five key aspects. Firstly, the ability to recall previous information is crucial as it reflects intellectual curiosity and a desire for continuous learning to gain deeper insights. Secondly, effective reasoning involves utilizing various forms of reasoning, such as deductive and inductive reasoning, based on specific conditions, while also demonstrating tolerance for diverse perspectives and recognizing biases. Furthermore, employing systems thinking involves analyzing how different components of information interact to form comprehensive judgments within complex systems without hesitation. Making informed judgments and decisions requires the skillful use of reasoning to identify supporting evidence, evaluate its credibility, synthesize information, and draw conclusions based on thorough analysis. Lastly, problem-solving entails effectively analyzing information, applying reasoning skills to identify supporting evidence, evaluating evidence, synthesizing information, and drawing conclusions based on the most effective analysis.

It is important to note that critical reading is a precursor to critical thinking. Readers gain knowledge and insights through analyzing and reflecting on the ideas presented in texts. However, true critical thinking occurs when individuals evaluate these ideas by questioning their validity based on their existing background knowledge. Critical reading relies on textual analysis, which involves knowing what to look for when reading any text. On the other hand, critical thinking involves making inferences from texts based on prior evidence.

In short, critical reading is a method for uncovering information and ideas within a text whereas, critical thinking is a method for assessing information and ideas, determining what to accept and believe. Critical reading entails careful, active, reflective, and analytical reading, while critical thinking involves reflecting on the validity of information in light of one's prior knowledge and understanding of the world. By emphasizing the development of critical reading and thinking skills, educators can empower students to become more thoughtful and discerning individuals.

### **2.10. Teachers' self-efficacy beliefs for implementing CT strategies**

Integrating critical thinking skills aid higher education students and must be gained through EFL reading classes. To put this concept into practice, it is crucial to examine the specific case of teachers' self-efficacy beliefs of the implementation of its strategies within their instructional environments. Self-efficacy is a person's belief in their ability to create and complete projects to improve performance. Self-efficacy theory is based on Bandura's (1977) notion that self-perception affects social behavior. Self-efficacy is the ability to evaluate one's abilities and achieve goals via own effort (Bandura, 1986 & Pajares, 1996). Thus, teacher self-efficacy may explain student differences in knowledge and skills (Bandura, 1986) and overall achievement (Bouffard-Bouchard, 1990). People work harder, persevere, and are more resilient when they have high self-efficacy (Mookkiah & Prabu, 2019).

Teachers with more self-efficacy belief have more confidence and teach better (Bandura (1986 & 1997, cited in Rashtchi, 2021). Effective classroom procedures depend on teachers' trust in their ability to resolve class concerns. High self-efficacy makes teachers more adaptive, open to new methods, and engaged (Allinder, 1994;

Guskey, 1988; Tschannen-Moran & Hoy, 2001). Teachers with stronger self-efficacy belief about CT teaching strategies may feel confident using CT skills in the reading classroom.

Different studies showed that various factors influence self-efficacy beliefs. For example, an individual's cultural background plays a significant role in shaping their belief system, as evidenced by research showing differences in self-efficacy beliefs across cultures (Klassen, 2004). Zusho, Pintrich, and Cortina (2005) and Eaton and Dembo (1997) suggested that Asian students tend to have stronger beliefs in collective self-efficacy, whereas American students tend to have stronger beliefs in individual self-efficacy. Studies have identified additional variables like gender and professional seniority that affect self-efficacy beliefs, emphasizing the need to consider multiple factors in educational and professional settings (Dilekli & Tezci, 2016; Nevgi et al., 2004).

Bandura (1977) argue that there is a significant practical impact of teachers' self-efficacy beliefs on student learning. In addition, teachers should employ CT teaching strategies such as questioning to challenge student's intellect, arranging the classroom for teaching thinking, responding behaviors students' response, and modeling (Costa, 2001). These strategies help teachers to invite, maintain and enhance learners' thinking capacity in the classroom.

These strategies boost students' critical thinking skills in EFL classes because CT is essential in language classes and positively related to teaching reading comprehension where English is taught as a second or foreign language (Kabilan, 2000; Shirkhani and Fahim, 2011 ;Karmi & Veisi ,2016). As a result, reading teachers should have a strong self-efficacy belief in implementing CT strategies to teach CT skills in reading classes and assess their students' criticality.

### **2.11. Reading text selection strategies in teaching reading**

The utilization of textbooks or modules specifically created for the course is a prevalent practice in English as a Foreign Language (EFL) reading classes. The process of choosing a suitable passage holds significant importance, as it is not a straightforward endeavor (Yulianto, 2019). Several aspects should be taken into

consideration. The texts should be tailored to match the language skill and comprehension level of the students. Furthermore, Nuttall (1982:25-31) as mentioned in Yulianto (2019) outlines three key factors that should be considered while choosing a text. These aspects are as follows: The objective of this task is to enhance the academic quality of the user's text without introducing The authenticity, readability and exploitability are key considerations for text selection.

The Oxford Advanced Learners' Dictionary defines the word *authentic* as something "real or genuine", the opposite to copy. Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace 1992, p,145; cited in Berardo, 2006). According to Crossley, McCarthy, Louwse, and McNamara (2007), authenticity in language use is crucial in reading to introduce students to the real context and natural instances of language. The concept authentic text within the fields of teaching, learning and assessment reflects the idea that text that has been written for a genuine communicative purpose rather than being a carefully designed and written stimulus for instructional or assessment purposes (Sulkunen, 2007). According to (Lewkowick,2000), genuine text is a real-life text that has not been produces for pedagogical or testing purposes only.

Another reason is using authentic texts for instructional purposes instead of simplified texts helps to convey the real message through the natural use of language. Likewise, Nuttall (2000) suggests that a true discourse is needed to develop our students' text attack skills such as the capacity to infer unsaid message or meaning presented by the text implicitly. When a teacher engages with a text, they facilitate the development of reading proficiency among students. In accordance with Rahmawati (2012:1), it is anticipated that the appropriate reading text will facilitate students in their understanding of the content. In essence, ensuring the readability of the chosen texts for pupils holds significant importance. The accessibility of written materials significantly contributes to the development of students' comprehension skills and their capacity to grasp concepts presented in the texts. Additionally, incorporating technology into English as a Foreign Language (EFL) reading session has the potential to enhance students' comprehension of the subject, making it more accessible and facilitating a deeper understanding.

The second criterion to select reading text is readability. Even though the texts are authentic, the educators have to ensure the comprehensibility of the literary materials they select for in reading instruction. According to (Yulianto,2019), a key factor in choosing acceptable reading materials is measuring readability or how well a text fits the intended and actual reader. Readability, as defined by Richards and Schmidt (2002), refers to the degree to which written contents are easily interpreted and understood. For this reason, readability serves to enhance writers' consciousness of the composition of their written work, specifically in terms of the selection and arrangement of words and phrases. The implementation of readability formulae has also been observed in the context of user-centered design, which emphasizes the need of addressing the specific requirements of the target audience and the challenges associated with utilizing information or support offered by computer products (DuBay, 2004).

However, the anticipated measure of readability for reading material was not consistently precise and did not consistently align with the level of ease or difficulty associated with the text. Two elements that are frequently subject to rigorous examination are the vocabulary employed and the structure of sentences within the text. According to Chall (1981), there is a higher level of accuracy in predicting the difficulty of comprehension in written text when considering both vocabulary and sentence aspects. Nevertheless, the readability formula has gained popularity among academics and educators due to its simplicity and objectivity.

Numerous readability formulas have been devised to forecast the readability of written materials. Several readability formulas and indices are commonly used to assess the complexity of written texts. These include the New Dale-Chall Readability Formula, The Dale-Chall Formula, Fry Graph, SMOG Reading, ATOS, Gunning Fox Index, Coh-Matrix, and Reading Ease Formula. The Flesch Reading Ease Formula will be employed in this study because to its extensive utilization by numerous researchers within the academic domain. According to Dubay (2002), the Flesch readability ease formula is considered the most suitable and widely used method for evaluating the readability of English texts.

In 1948, Flesch introduced a subsequent formula consisting of two components. The initial component, known as the Reading Ease formula, omitted the inclusion of affixes and instead relied on two variables: the syllable count and the sentence count per 100-word segment. The tool provides a prediction of the level of readability, measured on a scale of 0 to 100. The readability of a text increases as the numerical value assigned to it increases. In this context, it is widely acknowledged that scores falling within the range of 90 to 100 are deemed highly comprehensible for an average fifth-grade student. Scores ranging from 80 to 89 are commonly seen as attainable and suitable for sixth-grade students.

The range of 70-79 is generally considered to be comprehensible for students in the seventh grade. Scores ranging from 60 to 69 are deemed to represent a level of proficiency that is expected of students in the 8th and 9th grades. Conversely, scores ranging from 50 to 59 are thought to present a level of difficulty that is appropriate for students in the 10th to 12th grades. The numerical range of 30 to 49 signifies that the book possesses a level of complexity that is comprehensible to undergraduate students. Ultimately, scores falling within the range of 0 to 29 provide a significant challenge in terms of comprehension for individuals who have completed their academic studies. Additionally, the Flesch Reading Ease score of texts can be calculated by using this equation: 
$$\text{Flesch Reading Ease Score} = 206.835 - 1.015 \times (\text{Total Words} / \text{Total Sentences}) - 84.6 \times (\text{Total Syllables} / \text{Total Words}).$$

Four elements are identified by Kasule (2011:64) as influencing readability. First, content such as propositions, organization, and coherence. Second, style includes semantic and syntactic elements. Third, design includes typography, format, and illustration. Last, structuring the lay out. Since readability refers to a text's surface qualities in terms of structural and lexical complexity, it influences the readers' attention and reactions to the text. In this regard, Miller (2011) asserts that larger sentences allow for more clauses and complex causal and phrasal embedding, which again requires more reading on the part of the reader, and longer words may require more decoding of inflections.

According to Heilman, Collins, Thompson, Callan, and Eskenazi (2007), texts should be written with sentences that are longer and more complex in order to match

the reading levels of the intended second-language learners, who are still in the process of mastering the target language's grammatical structures. Students who read a lot of unfamiliar words will find it difficult to read more or extensively because of the intolerable ease. In an attempt to offer a clear context that speeds up the process of learning new words, seven new words on an A4 sheet is the recommended number (Nuttall, 2000).

The last criterion English teachers should take into account when selecting reading text is exploitability of text content. Exploitability emphasizes the importance of both content and language that are the focus of a reading lesson. According to Sasson (2007), not all texts offer an opportunity for their thematic, lexical, syntactic and structural appropriateness. The text should give opportunities for students to get new vocabulary by using contextual clues. In this respect, the selected texts should facilitate students becoming effective readers with “the ability to extract the content from the language that expresses it” (Nuttall, 2000, p.172).

Hence, the selected texts should have the potential to be exploited effectively to develop interpretive reading strategies or skills in making sense of any kind of text. Exploitability is also a very important criterion that should be considered in text selection. Texts that do not lend themselves well to different forms of exploitation are useless for teaching intensive reading and ought to be discarded.

## **2.12. Barriers to implementing CT skills in the reading classroom**

The introduction of novel methodologies inside educational settings frequently encounters opposition and obstacles. The prevalence of these issues and resistance is a global phenomenon, often stemming from the diverse responsibilities assumed by teachers and students. Portelli (1994) conducted a study on the misconceptions surrounding the concept of critical thinking and the challenges associated with fostering its development in practical educational settings.

The researcher discovered that a significant obstacle lies in the conservative educational ideology held by teachers, which is characterized by traditional attitudes

and ideas regarding teaching and learning. This particular ideology compels individuals to advocate for an instructional style that prioritizes the role of the teacher, hence inhibiting the integration of critical thinking skills. Consequently, pupils are deprived of opportunities for autonomous learning as a result of the highly structured character of these professors' classes. The firm views and perceptions of individuals pose a significant challenge to the process of teaching and learning critical thinking abilities in the context of language education.

There are numerous challenges that prevent the integration of critical thinking abilities in the classroom. For example, Kowalczyk et al. (2012) identified four barriers to incorporate critical thinking skills in the classroom. They are: "(1) the need to deliver a large amount of information to cover content; (2) student concerns of getting a good grade instead of actually learning the content; (3) insufficient time for teachers to learn new teaching methods; and (4) lack of student motivation to become critical thinkers" (p. 222). They suggest that "teachers should review the content material and, more importantly, manipulate it to focus on critical thinking strategies" (p. 234).

Other studies have indicated that teachers lack perceptions of teaching thinking skills. A review conducted by Rosnani and Suhailah (2003) on thinking skills instruction in Malaysia revealed that the majority of teachers were ill-prepared to teach thinking and lacked the necessary self-efficacy, knowledge, and skills in this area. This sentiment is further supported by Rahil et al. (2004), who argue that many teachers struggle to incorporate thinking skills into their teaching methodologies. Despite efforts to promote CT in the classroom, teachers often prioritize subject matter comprehension over the development of CT skills (Choy & Cheah, 2009 & Lauer, 2005). Challenges arise in implementing strategies to enhance students' deep reading skills in the classroom due to teachers' varying opinions on CT skills (Abrhami et al., 2015). Without a clear understanding of critical thinking, educators may mistakenly believe they are fostering CT skills in their students (Rhoades et al., 2008).

Moreover, obstacle pertains to the impact or intervention of teachers on learners' classroom engagements. The core philosophy of critical thinking advocates

for students to be granted the autonomy to question and critique one another's ideas. Hence, if teachers were to modify or intervene in students' choices or decisions, it may be seen as an imposition of their own perspectives onto the students.

Another obstacle to the application of critical thinking abilities is the reluctance of students to embrace this framework and engage in related activities, such as collaborative work (Kim and Pollard, 2017). In a study conducted by Aliakbaria and Sadeghdaghighib (2013), it was found that significant obstacles to the application of critical thinking were students' attitudes and expectations, self-efficacy limitations, and teachers' inadequate incorporation of critical thinking skills. Furthermore, Velayati et al. (2017) highlight the deficiency of critical thinking skills among students in various areas of learning, including reading, language proficiency, understanding implicit meaning, background knowledge, repetition, and vocabulary limitations. The aforementioned challenges are observed to considerably impede students' ability to employ critical thinking skills.

### **2.13. Teaching reading**

#### **2.13.1. What is reading?**

Different scholars defined reading differently. For example, Nunan (1989, in Muslem et al. 2017, P.44) define that reading is "a complex cognitive process of decoding symbols in order to construct or derive meaning". Reading comprehension refers to a reader's attempt to comprehend and create what is read from a book (Flippo, 1999; Hollowell, 2011). Reading comprehension is frequently described as operating at various levels of sophistication, known as literal, inferential, and critical (Westwood, 2008). From this definition, it can be said that literal is the fundamental level of reading comprehension.

On the other hands, inferential and critical reading represents higher level of reading comprehension. In inferential level, readers use the information given in the text effectively to infer cause and effect and to predict what will happen next in the text. In terms of critical reading, the reader is able to evaluate what they are reading in order to identify the author's strong writing style, identify biased or incorrect statements made in the text, recognize the writer's point of view, compare information with other facts they have read elsewhere, and consider whether or not the views are

important. According to Zucker et al. (2010), inferential learning necessitates that students use their linguistic abilities to infer abstract information through inference or analysis. Understanding, elucidating, analyzing, and criticizing the important information found in the text is the ultimate purpose of reading (Hacker, 1998).

Mark(2004) mentions another goal of reading as "to obtain information, to know the content of the reading text, and to understand the meaning of the words in the text". Readers should not only focus on the printed letters or words in the text, but also fully understand them in order to determine the information the author is trying to convey. This is because information is not always expressed explicitly in the text. Reading and comprehension are therefore inextricably linked. It indicates that readers use a variety of cognitive processes to comprehend the text while they read to acquire the information. Reading comprehension is an active skill. Therefore, according to Grellet (1981), it involves guesswork, prediction, and questioning so as readers can guess the writer's intention and the content of the texts.

According to Neil (1992), reading comprehension is a process that involves constructing meaning from the text and personal experiences. Readers actively engage in the text, line by line, while drawing their background knowledge. In this process, readers think critically to comprehend the text fully and extract the intended information.

McNamara(2007) also states comprehension goes beyond simply understanding the words on the page; it involves grasping the ideas presented and the connections between them. Readers play an important role as active processors of information, the reading activities and texts are important things to achieve comprehension (McIntyre, Hulan, & Layne, 2011). From this, it can be concluded that where there is no comprehension, there is no successful reading.

### **2.13.2. Strategies of comprehension**

In teaching and learning process, teachers and students should utilize strategies to understand the text. Since reading strategies are cognitive and behavioral actions, they improve some aspects of comprehension (McNamara, 2007). There are several reading strategies that readers use to get a better understanding and outcome of a text.

Among others Roe, Hudson and Grabe(2009) have compiled lists of important and commonly used reading strategies. Some of these are: activating prior knowledge, answering questions and elaborative interrogations, constructing mental images, forming questions, making associations, and monitoring.

Brantmeier (2002) also stated that effective reading strategies. They are: focus on understanding the meaning of the reading passage, pay attention to the form and grammatical function of the words, read the entire passage once and then reread it, choose topics that are interesting to you, consider what you already know about the topic of the passage, make hypotheses about what the text might contain, start by reading the title and imagine what the passage could be about, and try to guess the meanings of unfamiliar words.

Generally, a reading strategy involves skimming and scanning. Skimming refers to quickly reading through a text to get a general idea of its content. On the other hand, scanning involves reading the text more carefully and focusing on each paragraph to extract specific information. These two techniques are essential for efficient and effective reading comprehension.

#### **2.14. An overview of the course syllabus**

The course titled "Reading Skills" (EnLa 216) is provided at the university for second-year students with the aim of enhancing their higher-order cognitive abilities. The course places emphasis on both the academic and practical dimensions of reading. The primary objective of this resource is to offer fundamental techniques and methodologies for reading. Furthermore, this program provides learners with a diverse range of reading skills aimed at enhancing their comprehension of English texts. The course is undertaken by second-year English major students throughout the first semester. The structure of this course consists of six units. The learning outcomes and study topics are explicitly articulated beneath each unit. The focus of Unit 1 is on the introductory aspects of reading skills. Unit 2 is centered on the examination of theories and models pertaining to the process of reading. The focus of Unit 3 pertains to the concept of Levels of Understanding Reading. The focus of Unit 4 pertains to the application of reading strategies. Unit 5 focuses on the acquisition and

development of word and text attack skills. The focus of unit 6 pertains to the pedagogy of Teaching and the process of selecting Reading Tasks.

The course is designed to achieve these objectives at the module's successful completion.

- Comprehend the many theoretical frameworks pertaining to reading;
- Analyze and derive meaning from graphical representations such as charts or maps inside a text;
- Discern the author's sentiment towards a certain subject based on their writing style rather than the explicit vocabulary employed.
- One strategy for determining the meaning of new words in a chapter is to employ contextual clues.
- Employ deductive reasoning to ascertain the significance and application of unknown lexical terms;
- Utilize inferential skills to derive implicit information from the passage.
- Determine the specific terms in the reading materials to which they refer.
- Provide a concise overview of a given reading passage
- Identify and acknowledge a variety of competencies necessary for proficient reading
- Deduce implicit information from the passage that is not explicitly articulated.

This academic text aims to elucidate the concepts of references, substitution, elliptical expressions, and lexical cohesiveness within the context of language interpretation. These linguistic phenomena play a crucial role in facilitating effective communication and comprehension. By examining their characteristics and functions, we may gain a deeper understanding of how they contribute to the coherence and cohesion of written and spoken discourse.

- Rearrange the concepts or subjects presented in the text.

The aforementioned twelve objectives, which pertain to the six sections of the course, align with the sub-skills of fundamental cognitive abilities. Facione (2011) posits that the sub-skills identified by the Delphi experts are the fundamental components of critical thinking skills. Consequently, the implementation of activities aimed at attaining the aforementioned goals allows educators to incorporate critical thinking abilities. Hence, it is often posited that the course's objectives are intricately linked to fundamental cognitive abilities. The successful attainment of these objectives has the potential to improve pupils' capacity for critical thinking.

### **2.15. Theoretical background of the study**

The primary objective of this research endeavor is to investigate the perspectives and instructional strategies employed by English as Foreign Language educators in relation to the cultivation of critical thinking abilities within the context of teaching reading proficiency. This study involves the evaluation of EFL teachers' level of awareness regarding critical thinking skills, the implementation of critical thinking skills in the classroom to enhance students' comprehension of texts, the analysis of the authenticity, readability and exploitability of reading texts, and the assessment of reading skills designed to facilitate the practice of critical thinking skills. In addition, an analysis was conducted on various documents, including reading texts, exercises, and portions of exam papers, in order to assess the extent to which they align with the objectives, content, approaches, and methodologies that foster the development of critical thinking abilities. It is crucial to ascertain the fundamental theory that underlies this work.

Various philosophers and psychologists hold the belief that knowledge is constructed through the utilization of pre-existing knowledge and engagement in social interactions. Amineh and Asl (2015) assert that while constructivism has gained popularity in recent times, its roots can be traced back to the era of Socrates. Socrates advocated for a pedagogical approach wherein teachers and learners engage in discussions, inference, and the construction of new knowledge through the use of questioning.

The constructivist viewpoint encompasses two primary strands: the cognitive constructivist perspective and the social-cultural perspective (Kanselaar, 2002, as cited in Amineh and Asl, 2015). Cognitive constructivism is founded upon the research conducted by Jean Piaget, a Swiss developmental psychologist, who elucidated the process through which children acquire and enhance their cognitive capacities. According to Piaget (1977), the process of learning is not a passive one, but rather involves the active production of meaning. Learners engage in the process of associating new material with their pre-existing knowledge and endeavor to integrate it into their existing cognitive framework. When students encounter difficulties in doing a task, they employ the strategy of accommodation, wherein they

reorganize their existing knowledge in order to engage in more advanced levels of cognitive processing.

While Lev Vygotsky espoused the principles of socio-cultural constructivism, his emphasis on the significance of constructivism stems from his beliefs regarding the interplay between language, cognition, and their mediation within society. Vygotsky, an advocate of anti-realism, observes that the process of constructing knowledge is shaped by external influences and is facilitated through communal and cultural mediation. The constructivist perspective on learning has established two fundamental principles for the construction of knowledge. Learners engage in the construction of new understandings by leveraging their existing knowledge, so indicating that their prior knowledge exerts an influence on the acquisition of new knowledge. Learning is a dynamic process wherein individuals actively engage in the construction of knowledge by continuously reassessing their comprehension based on their experiences inside novel learning environments.

The constructivist perspective on teaching places the students' active engagement in the process of understanding at the core of the teaching and learning experience. Gray (1997, as cited in Amineh and Asl, 2015) posits that constructivist education is founded on the premise that learning is facilitated when learners actively engage in the process of constructing meaning and knowledge. The constructivist perspective on education is centered on fostering learners' motivation and critical thinking skills, so encouraging them to engage in independent learning. Consequently, the act of instructing reading serves to enhance pupils' abilities in autonomously building knowledge. The process of constructing meaning in this context necessitates the utilization of the learners' preexisting knowledge and engagement in social interactions. Therefore, the cultivation of critical thinking skills has the potential to significantly improve students' reading proficiency.

The scholarly discourse surrounding critical thinking is primarily grounded on two academic fields, namely philosophy and psychology (Lewis & Smith, 1993, as cited in Lai, 2011). According to Sternberg (1986), critical thinking is considered an additional component that underlies the educational method. Various academic disciplines have formulated diverse methodologies for conceptualizing critical

thinking, each of which is influenced by their respective areas of focus and priorities. For example, the philosophical methodologies are demonstrated in the works of renowned thinkers such as Socrates, Plato, Aristotle, and more contemporary scholars like Matthew Lipman and Richard Paul. The focus of this method is on the critical thinker, specifically highlighting the qualities and characteristics associated with this individual, as opposed to emphasizing the specific behaviors or acts that the critical thinker is capable of (Lewis & Smith, 1993; Thayer-Bacon, 2000, as cited in Lai, 2011).

Furthermore, according to Facione (1990), the concept of a critical thinker encompasses several key attributes. These include possessing a natural inclination towards inquiry, maintaining an open-minded and adaptable mindset, demonstrating fairness in one's thinking, acquiring a comprehensive knowledge base, appreciating other viewpoints, and displaying a willingness to temporarily withhold judgment while actively considering alternative perspectives.

In contrast, the cognitive psychological method diverges from philosophical perspectives in two distinct manners. Cognitive psychologists, particularly those who adhere to the behaviorist tradition and the experimental research paradigm, place greater emphasis on individuals' actual cognitive processes rather than their hypothetical or ideal cognitive processes (Sternberg, 1986). Furthermore, the aforementioned technique delineates critical thinking as a compilation of aptitudes or methodologies executed by individuals who possess critical thinking abilities (Lewis & Smith, 1993). The educational method constitutes the third component of critical thinking. Benjamin Bloom and his colleagues were encompassed within this classification (Bloom, 1956). The taxonomy proposed by the authors is highly regarded among educational practitioners as a prominent reference for the instruction and evaluation of cognitive abilities at advanced levels.

According to Kennedy et al. (1991), Bloom's taxonomy is characterized by a hierarchical structure, with "comprehension" positioned at the lower end and "evaluation" situated at the uppermost level. The three uppermost tiers, namely analysis, synthesis, and assessment, are commonly seen as being the essence of critical thinking. In contrast to both the philosophical and psychological traditions, the

educational approach offers the advantage of being grounded in extensive classroom experience and careful observations of student teaching (Sternberg, 1986). Although the three schools of thought on critical thinking may disagree in their approaches to defining it, there are certain areas of consensus. These areas include the analysis of arguments, claims, or facts, the ability to make inferences using inductive or deductive reasoning, the evaluation of information, and the capacity to make informed judgments.

The abovementioned theories about critical thinking abilities are generally aligned with the prominent language learning theory known as constructivist theory. The acquisition of reading skills holds significant importance in the instruction of language, particularly in the context of teaching English as a foreign language. In order to enhance students' reading comprehension, it is imperative to incorporate the cultivation of critical thinking abilities, which are highly valued in the contemporary era, within the reading classroom. Therefore, the examination of English as Foreign Language (EFL) teachers' perspectives and methodologies on the integration of critical thinking into the instruction of reading skills is rooted in the constructivist learning theory.

According to Bodner (1986), the proposition suggests that students acquire knowledge by actively building their own understanding, rather than passively receiving meaning from their teacher. According to Biggs (1996, 2003, 2014), the likelihood of students enhancing their intended knowledge and skills is higher when there is congruence between the teacher's stated learning outcomes at the outset of a course, the tasks undertaken by both the teacher and students, and the assessment methods employed by the teacher.

### **Summary of the Review of Literature**

The consideration of critical thinking has emerged as a significant concern inside higher education institutions. The possession of problem-solving and rational decision-making abilities is considered a crucial skill for graduates of universities or colleges. The notion of critical thinking originated approximately 2,500 years ago, and despite the passage of time, it continues to generate ongoing debates and

disagreements. Critical thinking skills are based on the three fields of studies namely philosophical, cognitive psychological and pedagogical approaches.

The definition of critical thinking varies across individuals based on their respective academic disciplines. Facione (1990) provides a definition of critical thinking as a deliberate and self-regulated cognitive process that involves the interpretation, analysis, explanation, inference, evaluation, and self-regulation skills. Additionally, critical thinking entails providing an explanation of the underlying evidentiary, conceptual, methodological, and contextual factors that contribute to the formation of such judgments. According to Paul (1995), critical thinking is the cognitive process of reflecting on one's own thinking in order to enhance and refine it. The acquisition of critical thinking skills involves the development of the ability to pose and respond to inquiries pertaining to analysis, synthesis, and evaluation. According to Yusuf and Shah (2018), critical thinking abilities can be described as the capacity to assess information in a clear and rational manner, enabling individuals to make informed judgments.

Despite variations in scholarly definitions, contemporary studies demonstrate the significance of CT skills for multiple reasons in the present period. According to Harlpen (2003), the acquisition of certain skills is deemed crucial for individuals in the 21st century. Harlpen argues that each successive generation requires a higher level of education compared to its predecessor because to the escalating technicality and complexity of the global landscape. Hence, the significance of integrating critical thinking abilities within the context of subject matter material is indisputable. In order to accomplish this objective, educators at the tertiary level must employ a diverse range of teaching methodologies, such as the development of critical thinking abilities via their lessons, which serve to augment students' cognitive capacities at a higher level.

To integrate these skills into reading instruction, teachers' perceptions of CT skills and self-efficacy beliefs for implementing critical thinking strategies should be strong. Perception involves the complex process of perceiving and understanding sensory information. The perception process consists of three key phases: selection, organization and interpretation. Teachers' perceptions influence their teaching practices in the classroom because it shapes teaching methods. Additionally, teachers'

self-efficacy beliefs play a role in the implementation of instructional practices in the classroom. Teachers with more self-efficacy beliefs have more confidence and teach better. Effective teaching practices depend on teachers' confidence in their ability to solve the class's problems.

Therefore, high self-efficacy makes teachers more adaptable, more open to new methods, and more committed. Teachers with a stronger belief in the self-efficacy of CT strategies may feel confident in using CT skills in reading instruction. It also allows teachers to ask questions, structure a supportive environment, address student problems, and modeling strategies to better integrate critical thinking skills into their teaching. On the other hands, studies revealed that teacher's training, perceptions, students' disengagements in the learning and lack of the required background knowledge as challenges that hinder the teachers' practices of CT skills in the reading classroom.

In teaching reading, the importance of reading passages is unquestionable. In this regard, the teachers also should have better understanding of implementing text selection strategies in order to make their lessons more clear and engaging for students. According to Nuttal(2000), in the text selection process, considering text selection strategies such as authenticity, readability and exploitability is very important. Multiple empirical investigations have demonstrated that the integration of critical thinking abilities into reading skills enhances both students' reading comprehension and their capacity for critical thinking. However, the perceptions, self-efficacy beliefs of teachers and their implementation of these perceptions are of crucial importance.

### 3. MATERIALS AND METHODS

#### 3.1. Research paradigm

Scholars like TerreBlanche and Durrheim (1999) identified the three main components of the research process are methodology, ontology, and epistemology. In their definition, they indicated a research paradigm as a comprehensive framework of interconnected ideas and practices that characterize the nature of inquiry along these three dimensions. To this end, choosing a research paradigm is taken as a fundamental and crucial step in the developmental path of every researcher.

According to Babbie (1998,p 69), paradigms are “general frameworks or viewpoints: literally “points from which to view. They provide ways of looking at life and are grounded in sets of assumptions about the nature of reality”. Guba and Lincoln (1994) also defined paradigms as the fundamental belief system or worldview that serves as a guiding framework for research endeavors or investigations.

The term paradigm is derived from the Greek word *paradeigma*, which meaning *pattern*, and was first used by Thomas Kuhn (1962) to refer to a conceptual framework held by a group of scientists that provided them with a useful model for investigating issues and finding solutions. According to Kuhn (1977) the term paradigm refers to an integrated cluster of substantive concepts, variables, and issues coupled with associated methodological techniques and tools. He claims that the term "paradigm" describes a research culture that consists of shared assumptions, attitudes, and ideas about the nature and methods of research among academics (Kuhn, 1977). Thus, a paradigm denotes a system of academic and scientific concepts, values, and presumptions as well as a pattern, structure, and framework (Olsen, Lodwick, and Dunlop, 1992:16).

Ontological and epistemological elements address what is often referred to as a person's worldview, which has a considerable impact on the perceived relative value of various parts of reality. The term "worldview" refers to a certain perspective or framework of thought that shapes the understanding and interpretation of research data (Kivunja & Kuyini, 2017).

Hence, paradigms play crucial roles in shaping the views and guiding principles of scholars within a specific discipline. They exert influence over the selection of research topics, the methodologies employed in studying them, and the subsequent interpretation of study findings. In scholarly discourse, “a paradigm is commonly defined as a comprehensive framework of thought that encompasses various interconnected elements” (Neuman, 2011, p.94).

The researcher of this study posits that a comprehensive comprehension of the research paradigms facilitated the identification of appropriate research methodologies, their application, and the collection and analysis of data to construct knowledge. Hence, in the context of this study, pragmatism emerges as an appropriate research paradigm. Pragmatism, as a research paradigm, is a rigorous methodology that integrates qualitative and quantitative methods to tackle complex societal issues.

This approach is distinguished by its emphasis on practicality and adaptability, giving priority to the research question over ontology or epistemology. In this regard, this study incorporated assumptions from both the positivist paradigm and its extension, which permits the inclusion of subjective data. The epistemological framework employed in this study can be classified as objectivist, as it relied on the utilization of a questionnaire to gather quantitative data. The researcher employed the naturalist technique to collect data from the individuals through interviews and classroom observations and document analysis.

### **3.2. Research design**

The objective of this study was to investigate the perspectives about CT skills, self-efficacy beliefs and practices of CT strategies employed by teachers in order to enhance the reading comprehension of second-year university students. Hence, a descriptive survey design was utilized in order to elucidate and address the prevailing issues at hand (Kothari, 2004). This study attempted to examine the teachers' perceptions, self-efficacy beliefs and the practices of critical thinking skills in reading instructions. In order to obtain data, the researcher utilized mixed methods

approaches, which encompassed the collection of both quantitative data and textual material (Creswell, 2012).

Creswell (2012) asserts that “the utilization of both quantitative and qualitative methodologies, when employed in conjunction, yields a more comprehensive comprehension of the study topic and question compared to the application of either approach in isolation” (p.535). The research methodology utilized in this study was the sequential explanatory mixed-methods approach. The purpose to use this approach is that the quantitative data and their succeeding analysis deliver a general conception of the research problem, while the qualitative data and their analysis clarify and enlighten those statistical findings by exploring participants’ opinions in more deepness (Rossman and Wilson 1985; Tashakkori and Teddlie 1998; Creswell 2003). To this end, this involved gathering quantitative data firstly, followed by the collection of qualitative data to provide additional insights and elaboration on the quantitative findings.

Creswell (2012) argues that “a mixed methods approach is justified by the need to enhance, elaborate, or elucidate the overall understanding of a study subject beyond what can be achieved just through quantitative data and findings” (p. 542). In accordance with this, the utilization of a questionnaire aids in the acquisition of quantitative data pertaining to English as a Foreign Language (EFL) teachers' level of awareness about critical thinking and their self-efficacy beliefs for implementing CT strategies within reading courses. Qualitative data were collected by analyzing reading activities within the instructional material and assessments to assess the extent to which teachers’ integrated CT skills. It was employed to evaluate whether the selected texts considered the authenticity, readability and exploitability of texts to enhance clarity of reading lessons. Additionally, interviews were conducted with teachers to acquire further insights. Furthermore, classroom observations were conducted to explore how the teachers implement the CT strategies that enable them to integrate the CT skills into reading lessons.

### **3.3. Research setting, sampling and participants**

#### **3.3.1. The research setting**

The research setting refers to the place where the data were gathered. The current study was conducted at Hawassa University, located in the Sidama Region, approximately 273 kilometers from Addis Ababa. The reason to choose this University was that it has been providing formal training for students aspiring to become English language educators. The university is comprised of six campuses and eight colleges situated in various locations. These colleges include the College of Agriculture, College of Social Science and Humanities, College of Natural and Computational Sciences, College of Business and Economics, College of Forestry, Institute of Technology, College of Law and Governance, College of Education, and College of Health. Among the six campuses, three are located outside the city, specifically the Awada Business and Economics, Wondo Genet Forestry, and Bansa Daye campuses.

The researcher opted to perform the study at the main campus for several reasons. One notable aspect was that the participants of the study were engaged in academic pursuits and residing within the premises of the educational institution. Another reason was the proximity of the location, which provided convenient access to mitigate constraints related to time and financial resources.

#### **3.3.2. Sampling techniques**

To represent the samples from the total population, the researcher used different techniques. First, the researcher employed a purposive sampling technique to choose teachers who had a minimum of five years of teaching experience in English courses at the institution for inclusion in the survey. To determine the sample size to collect quantitative data, the researcher employed a single population proportion formula for the sampling technique of Yamane (1967), which was  $n = \frac{N}{1 + N(e)^2}$ . Where  $n$  is the sample size,  $N$  is the population size, and  $(e=0.05)$  is the level of precision. Based on this formula, out of fifty-two experienced teachers, forty-six teachers took part in the study, but the six participants did not fill out the questionnaire. Two teachers were selected purposely, who were teaching the reading skills course to sixty second year

English major students from October to January 2023/24 G.C to observe their classroom while teaching the course.

To conduct the interview, seven teachers who had experience in course coordinating and teaching the reading skills at Hawassa University were selected purposefully because the course has been specifically designed to target 2<sup>nd</sup>-year English major students. Additionally, this course provides an opportunity for students to engage in the application of higher-order cognitive abilities, such as interpretation, inference, analysis, assessment, explanation, and self-regulation because most of the objectives of this course demand students to achieve these skills. The students, whom the teachers were teaching reading skills course, were studying to become English teachers and learning English as a foreign language.

To collect data via document analysis, the researcher employed a random selection method to choose three reading texts from the six texts and corresponding instructional activities implemented by teachers. However, the quiz, mid-exam and final exam papers that students were evaluated on were collected intentionally to analyze authenticity, readability and exploitability of texts used and to analyze the integration of questions that require students' thinking skills in the classroom activities as well as in tests.

### 3.3.3. Participants

Table 1: Factual information about the participants

Gender			qualification			Teaching Experience			CT Training taken		
	Freq	%		Frq	%		Freq	%		Freq	%
M	29	72.5	MA	29	72.5	6-10	6	15	Yes	3	7.5
F	11	27.5	PhD	11	27.5	11-16	15	37.5	No	37	92.5
						17-21	10	25			
						22-27	6	15			
						>28	3	7.5			
T	40	100		40	100		20	100		20	100

Table 1 illustrates the gender, professional qualification, teaching experience, and CT training taken by respondents. Of the total sample size, 29 were male and 11 were female.

The table also illustrates the qualification of participants. A significant proportion of the participants 29 (72.5%) had a Master's degree in teaching English and 11 representing 27.5% of participants had a PhD degree.

Moreover the table reveals that 6 (15%) of the participants had experience of 6-10 years, 15 (37.5%) of the participants had served for 11-16 years, 10 participants had teaching experience of 17-21 years, 6 (15%) of the participants had served for 22-27 years, and 3 (7.5%) of the participants had taught English for more than 28 years. Overall, the majority of participants reported that they had experience of 11-16 years in research site or university.

Finally, in relation to attending training on integrating critical thinking skills, it was found that only 3 (7.5%) of the respondents exclusively pursued training in the domain of critical thinking. Nevertheless, a significant proportion of the participants, which is 37 (92.5%), had not had any formal training related to critical thinking skills.

### **3.4. Research instruments**

#### **3.4.1. Questionnaire**

In this study, structured five-point Likert scale questionnaires were employed. Likert scales are series of statements related to a target concept, ranging from 'strongly agree' to 'strongly disagree', the respondents use to indicate their agreement or disagreement with these items (Dornyei, 2003). The purpose of utilizing questionnaires was to investigate the perspectives of EFL teachers regarding the integration of critical thinking abilities, evaluate using text selection strategy, identifying the challenges hindering the practices of CT skills and investigating the self-efficacy level of teacher in using CT teaching strategies.

The teacher questionnaire has three sections. The first part comprises four items to explore the participants' factual information. It enabled the researcher to investigate the participants' gender, qualification, experience and training they took about critical thinking skills. The second section consists of 39 Likert-scale items that aimed to investigate participants' fundamental perceptions regarding integrating CT

skills in the reading instruction, text selection strategy and the obstacles that hinder the implementation of CT skills in reading classes.

The third part of the questionnaire was about the teachers' self-efficacy beliefs for critical thinking strategies consisting 19 Likert-scale items. These items were designed to assess the extent to which teachers believe to employ CT strategies in their instructional practices. The strategies encompass four components, namely, the utilization of questioning techniques to stimulate students' intellectual abilities, structuring the classroom for teaching CT, responsive behaviors of teachers, and the modeling strategies. This section facilitated the researcher in identifying the specific teaching strategies for critical thinking that teachers employ during the instruction of reading classes to enhance students' reading comprehension. The structured questionnaire was developed by the researcher through the adaptation of standardized items derived from pertinent literature sources (Costa, 2001; Facione, 2020; Petek & Bedir, 2015; Nicole, Stedman, & Adams, 2012).

The questionnaire was also developed for students. The students' questionnaire was utilized as a means of gathering supplementary data to complement the results of classroom observation. This allowed students to assess the behaviors exhibited by their teachers that invite, sustain, and enhance the development of students' critical thinking abilities. The purpose of the student questionnaire was to confirm the findings of classroom observations regarding teachers' CT strategy use in reading classes, with the goal of fostering reading comprehension among students. Additionally, the questionnaire aimed to collect supplementary data that substantiate the findings of document analysis.

In general, to obtain comprehensive responses, a Likert-scale consisting of five points was employed to assess factual, behavioral, and attitudinal aspects. This approach was chosen due to its perceived reliability, as respondents are required to provide an answer for each statement contained in the instrument (Kothari, 2004:86). The preliminary investigation was undertaken prior to the collection of primary data for the study and the implementation of essential enhancements (see to Appendix A & B).

### **3.4.2. Interview**

In the present study, the researcher utilized seven unstructured interview questions as a means of collecting qualitative data from a sample of seven teachers. The purpose of this instrument was to investigate teachers' perceptions of critical thinking skills, the importance of using CT skills in the reading skills lessons, the strategies teachers used in the reading classroom to enhance the students' reading skills and roles of teachers in the reading classroom to enhance students' reading comprehension. Moreover, this tool aimed to point out practical obstacles that hinder the practices of critical thinking skills in the reading classroom. The utilization of an unstructured interview is often considered a primary method for gathering data in the context of exploratory research investigations (Kothari, 2004).

An unstructured interview is important for both the interviewer and the interviewee to feel comfortable. The interviewee and the interviewer decide the path of the conversation; it is not preset. Preece, Rogers, and Sharp (2002) state that because every interview has a unique format, it is challenging to standardize the interview process for various interview subjects. However, because the interviewer can tailor the degree of asking to the unique setting and ask more in-depth questions about particular topics, it is feasible to gather rich data, knowledge, and ideas in such conversations. The researcher employed seven unstructured interview questions, which were afterwards assessed by two experienced academics in the field of research. The questions were then authorized by the adviser, as indicated in (Appendix C).

### **3.4.3. Document analysis**

Document analysis is a methodological approach used to examine and analyze the textual content of written materials, such as books, periodicals, newspapers, and any other kind of written or printed communication (Kothari, 2004). It involves several stages to conduct contents analysis. According to Denscombe (2014, in Cohen and Morrison, 2018,p 675), there are a six-stage process of document analysis: choosing an appropriate sample of data, breaking down text into smaller component units of analysis, developing appropriate categories for analyzing the data, coding the units to fit the categories, conducting frequency counts of the occurrence of the units and analyzing the text from the basis of the unit frequencies and how they relate to other

units in the text. This tool assesses how the EFL teachers selected the reading texts and asked the questions that stimulate students' learning process during the Reading Skills (Enla 216) course delivery. In order to accomplish this, a method was utilized to assess the extent to which the syllabus design encourages teachers to incorporate CT skills into reading classes.

Secondly, this instrument was used to evaluate the authenticity, readability and exploitability of the chosen texts used for reading exercises as well as tests during reading skills instruction. Moreover, it facilitated the assessment of the method in which reading activities and assessments addressed higher-order thinking concerns. The readability of the reading texts was assessed using Flesch's Readability Ease Formula as well as checklist in order to determine the level of readability of texts for students and its suitability for their grade level comprehension, whereas authenticity and exploitability of texts were evaluated using the checklist slightly adapted from (Ling, Tong & Jin, 2012).

Furthermore, the researcher conducted an analysis of reading questions prepared for classroom practices and assessments, such as quizzes, mid-term exams, and final exams. The purpose of analyzing these questions was to examine how far the teachers integrated questions, specifically those related to analysis, interpretation, inference, explanation, evaluation, and self-regulation, in order to improve and evaluate the undergraduate students' reading comprehension. In this case, the quantitative document analysis was employed because it involves tallying concepts, words or occurrences in documents and reporting them in tabular form (Anderson and Arsenault; 1998, cited in Cohen and Morrison, 2018). This enables to summarize the key steps of document analysis: breaking down text into units, conducting statistical analysis, and presenting findings in an efficient manner.

To do so, the researcher found the reading skills (Enla, 216) course syllabus and evaluated how far the course objectives and contents of the course meet the learning outcomes stated in higher education policy document 2020. Then, the researcher got six reading passages the teachers used during classroom practices. Among them, three texts were randomly selected. To analyze these passages, the checklist was utilized for evaluating the texts authenticity, readability and

exploitability, while to assess the reading activities the researcher made minor modifications to the framework proposed by Facione (2020). The Flesch Readability Ease Formula was employed to assess the readability of the sections, and the resulting values were cross-referenced with Flesch's work from 1948 (see Appendix F).

#### **3.4.4. Classroom observation**

The act of observation inside a research study presents a valuable opportunity to capture real-time information pertaining to behavior within a specific site (Creswell, 2012). A non-participant observation method was employed to examine the practice of teachers incorporating critical thinking skills into reading instruction as a means of enhancing students' reading comprehension. In this study, the researcher conducted non-participatory observations of the settings, specifically the classroom activities, and documented the observed phenomena without engaging in direct interaction with the participants. This helps the researcher to eliminate subjective bias and obtain data related to what is currently happening (Kothari, 2004).

With this consideration in mind, the researcher analyzed every teacher dialogue in the observation sessions was audio and video recorded and transcribed to audit the occurrences of critical thinking teaching strategies in the reading skills' classroom. The researcher used a set of categories by applying the scheme across a lesson to see what aspects of the CT strategies teachers were implementing in the classroom. To do so, the teachers' classroom talk was systematically coded to point out which CT strategies were implemented in the classroom based on scheme for educational dialogue analysis (Hensseny et al., 2016). Additionally, the results of teachers' questionnaire section two was analyzed first to investigate teachers' self-confidence in implementing critical thinking strategies in reading classes before conducting classroom observations.

The objective of employing this tool was to indicate which CT instructional strategies were implemented by educators to foster and augment students' reading comprehension, with a particular focus on stimulating their intellectual capacities, organizing the classroom environment to facilitate thinking, responding to students' thoughts, and modeling critical thinking skills (Costa, 2001).

Moreover, it served as a means of triangulation if the information provided by teachers in their questionnaire section two aligned with the observed classroom practices. Furthermore, the study aimed to ascertain how often the specific critical thinking tactics that were prioritized by educators in reading courses were implemented as a means to enhance reading ability of their students.

Furthermore, the use of this technique also helped the researcher in cross-referencing the results obtained from the students' surveys. According to Kothari (2004), employing classroom observation helps in reducing subjective bias, enabling real-time data collection, and improving the cross-referencing of findings from surveys and document analysis. The researcher utilized a consistent set of criteria in the observation analysis, which was applied in both the student questionnaire (part one) and the teacher questionnaire (part two). This method aimed to establish triangulation between students' evaluations of teachers' classroom practices and teachers' self-efficacy beliefs regarding the implementation of critical thinking strategies. The purpose of this tool was to align these perceptions with the actual events in reading classes. For more information, please see Appendix (E).

Ultimately, the observer executed the classroom observations on sampled six separate reading lessons over two distinct sections and recorded, with the objective of collecting empirical evidence pertaining to the integration CT skills and implementation of CT strategies by the teachers in the context of reading classes. See Appendix (E).

### **3.5. Procedures of data collection**

To get access to the statistics of English teachers in the department of English in Hawassa, the researcher communicated to the head of the department through a letter of cooperation from AAU. The head of the department gave me a list of names of teachers with their cell phone number. Among 72 English instructors, fifty-two active staff members who have served more than five years in the university were purposively selected for the survey. The questionnaire was given to forty-six teachers, but six of them did not give the questionnaire back. However, regarding students, second-year English majors the questionnaire.

To collect qualitative data, the participants were communicated and the researcher obtained consent from them. For the interview, seven participants who have experience in teaching reading skills were selected purposively; six selected reading skills lessons were observed in two sections for two hours in each session. Lastly, to collect data from document analysis, three reading texts and their corresponding activities were randomly selected and assessment questions were purposively selected.

The present study utilized a combination of quantitative and qualitative data analysis methodologies. Quantitative data collection was followed by the subsequent collection of qualitative data to provide further insight into the quantitative findings. The rationale for prioritizing the gathering of quantitative data before qualitative data is based on the notion that the initial results obtained from quantitative analysis offer a comprehensive overview of the study problem. Subsequently, the inclusion of qualitative data collecting becomes necessary to further improve, expand, or elucidate the aforementioned comprehensive overview (Creswell, 2012). In this regard, this researcher collected the quantitative data first and qualitative data next.

### **3.6. Data analysis**

To analyze the quantitative data, the researcher utilized SPSS version 24 for this initial investigation. Descriptive statistics, such as percentage, frequency, mean, and standard deviation, guided the analysis and interpretation of the data. The researcher also referenced a cut-off point from literature (Ustün, 2011; as cited by Arcagok and Yılmaz, 2020) to categorize responses as strongly disagree, disagree, neutral, agree, and strongly agree. A cut-off point of 3.00 was used to analyze data related to perceptions and self-efficacy beliefs.

In relation to qualitative data, a descriptive analysis was conducted on classroom observation, interview and the document analysis data. The data collected from classroom were transcribed first; next the data were deduced to make suitable for analysis. The data were analyzed by adapting the procedures of Hennessy et al.(2016). In this procedure, every teacher-student interactions/ conversations were given emphasis to investigate how the teachers integrated the CT skills into reading lessons and how the teachers implemented the CT strategies to improve students' reading comprehension skills. The identified CT skills utilized in reading instruction

sessions and the CT strategies implemented were tallied, counted and tabulated. These tabulated data were computed to get percentage and mean.

The data obtained from interviews with teachers was meticulously documented, transcribed, and subjected to several coding techniques, including open coding, axial coding, and selective coding, in order to provide a comprehensive theoretical framework. The analysis was conducted using a grounded theory approach, as outlined by (Linneberg & Korsgaard, 2019; Saldaña, 2013). The coding of data in this study encompassed two distinct approaches: inductive coding and deductive coding. The utilization of a deductive approach ensured the establishment of a structured framework and maintained theoretical relevance from the outset. Conversely, the inductive approach facilitated a close examination of the data, allowing for the expression of its inherent characteristics and the potential for the development of theoretical insights at a later stage (Linneberg & Korsgaard, 2019).

The data obtained by document analysis underwent coding, tabulation, and categorization in order to facilitate the study and interpretation of the findings. The researcher employed the summative document analysis methodology, which involves first identification and quantification of certain words or material inside a text, with the objective of comprehending the contextual utilization of these words or content (Hsieh & Shannon, 2005). In addition to the Fiesch Reading Ease Score to calculate the readability measures of the three texts utilized in reading lessons seen within the classroom setting and for assessment, the checklist adapted from Ling, Tong & Jig (2012) was employed to assess the text authenticity, readability and exploitability. This facilitated the researcher in identifying the amount of ease, optimality, or difficulty of the texts in terms of students' comprehension abilities. In conclusion, an analysis was conducted on three texts used for in-classroom practices and texts used for assessment purposes in order to delineate how far the teachers integrated the various question types employed for the purpose of evaluating students' reading comprehension.

### **3.7. Validity and reliability of the instruments**

The measurement of instrument that you use must be both valid and reliable. To obtain both valid and reliable data, the researcher tested the validity and reliability of the tools. Validity refers to the degree to which an instrument measures what it purports to measure, so it is one of the most important characteristics of an instrument. According to Babbie, 1998, p. 191), “In conventional usage, validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration”. In this study, the construct and content validity were tested to obtain a valid data. A construct or face- validity was tested to measure the logical relationships among variables, whereas the content validity refers to how much a measure covers the range of meanings included within a concept (Babbie, 1998, p.192).

On the other hand, reliability refers to getting consistent results from the same measure. The reliability of measurements is a fundamental issue in social research and it is necessary for validity; an instrument that does not provide reliable measures cannot provide valid ones because it is used to test the degree to which an instrument consistently measures whatever it is measuring or not.

To this end, in this study the instruments underwent testing to assess both their validity and reliability. To ensure the validity of instruments used to collect data, the researcher enlisted the participation of two TEFL scholars who possessed prior research expertise in the field of teaching reading skills. They evaluated whether the content of the tools aligned with the research purpose and the face-validity of the questionnaires and interview questions. Moreover, supervisor evaluated checklist used for analyzing data obtained from document analysis. The supervisor also evaluated these evaluation processes exhaustively before approval of the data collection instruments.

In this study, the reliability of internal consistency of the questionnaire was tested. It is a commonly used form of reliability that deals with one instrument at a time. To test this, the researcher employed SPSS version 24 software to calculate the reliability of the surveys. The reliability of the questionnaire was assessed by administering it to a sample of teachers and students, who were affiliated with a

university that was part of the selection process. According to Lunenburg & Irby (2008), Cronbach's alpha estimate internal consistency reliability by determining how all items on an instrument relate to all other instrument items and to the total instrument. For an instrument with an internal consistency coefficient of 0.80 is considered appropriate.

Internal consistency coefficients should be found for each subscale of an instrument if it has any. Based on this principle, for teacher questionnaire part one the Cronbach's Alpha analysis revealed  $\alpha \approx 0.82$  that indicating a satisfactory level of internal consistency. And for teacher questionnaire part two the estimated Cronbach's Alpha output revealed  $\alpha \approx 0.85$ , which was also acceptable. Similarly, the questionnaire administered to students demonstrated a Cronbach's Alpha coefficient of  $\alpha \approx 0.92$ , which indicates good reliability. Subsequently, the methods utilized for data collection were modified in accordance with the findings of the pilot study, ensuring alignment with the study's objectives.

Consequently, as a result of prioritizing these essential procedures, the researchers gained valuable insights that prompted them to modify the data collection instruments in order to ensure the validity and reliability of the data obtained from the participants in the primary investigation.

### **3.8. Ethical issues**

The concept of research ethics pertains to the adherence to principles that safeguard the rights and well-being of individuals participating in a study, while also ensuring the ethical production of knowledge. According to Busher and James (2012), the notion of research ethics is closely connected to the establishment of intentional learning communities, referred to as research projects, which are built upon trust and respect among their members collaborating towards a common objective.

This implies that it is imperative for the researcher to demonstrate respect for the participants who contribute to the construction of knowledge, while also fostering trust that the researcher's pursuit of knowledge is conducted in a manner that does not impose any harm upon them. The involvement of various partners during the duration

of this study necessitated the researchers' adherence to ethical principles, which effectively mitigated the possibility of unforeseen consequences during the research endeavor.

In order to obtain authorization for the collecting of data, it is necessary to obtain agreement from the people involved in the research. Prior to the collection of the examination papers, the researcher engaged in interviews and classroom activity observations. It was established through consensus with all informants that they were willing to participate in the study, and agreements were obtained on the handling of data and the ultimate findings of the research (Cohen et al., 2007). The participants were engaged in a discussion regarding confidentiality and anonymity concerns (Mitchell & Jolley, 2010), and were treated with due respect to foster their cooperation throughout the data collection phase. Moreover, the researcher explicitly communicated to them that the provided information would be treated with confidentiality, ensuring that their identities would remain undisclosed. In relation to secondary data sources, the researcher demonstrated a high level of regard by appropriately acknowledging the origins of ideas.

### **3.9. Summary of the pilot study**

The pilot study had been conducted for this study before the main study was carried out. From the results of the pilot study, there were lessons learned that helped the researcher to improve some of the weaknesses observed. To begin with, during the pilot study, the reliability of the two sections of teacher questionnaires was tested together and its result showed  $\alpha = 0.85$ . That had not appropriately tested the reliability of the tool. Therefore, in this main study, this common error was eliminated, and the reliability of these two sections was tested separately; the second part showed  $\alpha = 0.82$  and the third part showed  $\alpha = 0.85$ . Besides, the reliability of the student questionnaire showed an improvement; during the pilot study it showed  $\alpha = 0.89$ , but in main study internal reliability was  $\alpha = 0.92$  because of comments given were incorporated in the major data collection tool.

Another lesson learned from the pilot study was the student questionnaire involved students' self-efficacy beliefs about their CT skills. This was not part of the

research objectives and did not reflect either the teachers' perception or practices of CT skills. Therefore, this part of student questionnaire was removed from the major data collection tools in order to enhance the focus of the study.

Moreover, in the pilot study, the classroom observation was held by trained observers using a structured checklist, and its reliability was tested using Cohen's Kappa. However, this had not shown the actual classroom practices of CT skills and the implementation of CT strategies. Therefore, in the main study the structured classroom observation was avoided, and the classroom activities were recorded, transcribed, counted, and their percentage and mean were computed to obtain the reliable findings based on the themes. In this regard, the researcher was enabled to gather reliable data from the classroom on how the teachers were integrating CT skills into the reading lessons and the implementation of critical thinking strategies in the reading classroom.

Furthermore, the researcher used to measure the readability of the texts to evaluate how much the reading texts were appropriate for the grade level of students. In fact, this was not enough to structure the classroom to practice the CT skills; it has to add authenticity and exploitability to select the texts to make the reading lessons more appropriate and to engage students in CT skills. These two techniques were incorporated to measure texts teachers used for classroom reading comprehension practices and assessments.

Finally, this researcher used the mean score to analyze the data collected using Likert-scale in the pilot study. However, this raised the questions related to understanding perceptions. Therefore, in the analysis of this study, the frequency and percentage were used to analyze the data collected via questionnaire and classroom observation. In short, the lesson learned from the pilot study had been incorporated in the study and enabled this researcher to collect reliable data and analyze them to obtain findings.

## 4. RESULTS AND DISCUSSIONS

### Introduction

This chapter presents the data analysis and the summary of the findings. The purpose of this study is to explore the EFL teachers' perceptions, self-efficacy beliefs, and practices about CT skills in teaching reading in an Ethiopian context to improve students' reading comprehension. This mixed-methods sequential explanatory design used quantitative and qualitative data. This chapter is organized based on the eight research questions. Finally, the key findings were summarized based on the analysis of the data collected from different sources.

### 4.1. Results

#### 4.1.1. Results of teachers questionnaire

##### 4.1.1.1. Teachers' perceptions of critical thinking skills

This section presents an overview of the results obtained from the teacher questionnaire. The findings are categorized into three sub-sections, each section is represented by a corresponding tables. The second table (Table 2) comprises 15 items that reflect the teachers' general perceptions. The second table (Table 3) consists of 14 items that focus on teachers' perceptions regarding text selection strategies. The third one (table 4) includes 10 items that highlights the perceived challenges hindering the practices of CT skills in the reading classroom. Finally, the results are presented by using percentage.

Table 2: Teachers' perceptions about CT skills

Items	Percentage of response (%)					
	SD	D	N	A	SA	M
Q1 Incorporating CT skills into my reading lessons, assignments and tests are difficult to me.	12.5	40	27.5	20	0	2.55
Q2 Difficulty in measuring readability of texts makes the infusion of CT skills uneasy	12.5	42.5	20	25	0	2.58

Q3 When people grow older, they naturally become critical thinkers	7.5	27.5	32.5	32.5	0	2.9
Q4 Integrating tasks like project-based learning needs more time, so there are less opportunities for students to practice CT tasks in reading course	7.5	30	25	32.5	5	2.98
Q5 It is the primary job of an English teacher to infuse critical thinking in the reading classroom.	5	25	17.5	50	2.5	3.2
Q6 It takes time to design reading questions that require students' higher-level of thinking skills in reading assignments and exams	5	25	10	55	5	3.3
Q7 It is not the job of an English teacher to implement CT strategies in the reading lessons.	10	15	7.5	32.5	35	3.68
Q8 It is not necessary to emphasize critical thinking skills in the reading course/lesson.	5	15	10	35	35	3.8
Q9 It requires much time to integrate higher-order learning tasks and give feedback in class, so I rarely practice it.	0	15	12.5	47.5	25	3.83
Q10 If required, I could infuse critical thinking questions into my reading lessons	0	2.5	7.5	82.5	7.5	3.95
Q11 Teaching critical thinking skills is an important part of my job as an English teacher	0	2.5	20	52.5	25	4.0
Q12 CT is a method of thinking which would help students stimulate the learning process	0	2.5	7.5	62.5	27.5	4.15
Q13 How to integrate CT into ELT should be taught during pre-service English teacher education	0	2.5	7.5	47.5	42.5	4.3
Q14 There should be a balance between CT and lower-level thinking tasks in reading lessons	0	0	7.5	55	37.5	4.3
Q15 The role of critical thinking in the ELT curriculum should be more emphasized	0	2.5	7.5	37.5	52.5	4.4
<b>Overall mean</b>	<b>18</b>	<b>45.3</b>	<b>15.3</b>	<b>16.7</b>	<b>4.7</b>	<b>3.59</b>

The mean score of EFL teachers' perceptions regarding the use of critical thinking skills is 3.59 (Table 2). Since the mean score indicates that it is above the average, the report highlights that 63.3% of the participants strongly agreed and agreed on the

integration of CT skills. Besides, 15.3% of the respondents had moderate perceptions. On the contrary, 21.4% reported that they disagreed and strongly disagreed. This indicates that majority of participants had positive perceptions towards integrating critical thinking skills into the reading instruction. That is why for most of items the mean scores are higher than four, and five of the items were particularly noteworthy for their strong endorsement. For instance, item 15 had a mean value of 4.40, with 37.5% agreeing and 52.5% strongly agreeing that the role of critical thinking in the ELT curriculum should be emphasized more. The next high-exhibited items are Q13 & Q14 that have a mean value of 4.30. On item number 13, a majority of the respondents (47.5%) agreed and 42.5% strongly agreed on the importance of integrating CT skills in to ELT during pre-service English teacher education and on item 14, 55% agreed and 37.5% strongly agreed that there should be a balance between CT and lower-level thinking tasks in reading lessons. Thirdly, item 12 had a mean value of 4.15; with 62.5% agreed and 27.5% strongly agreed that CT is a method that helps students' enjoyment of the learning process.

Apart from that, the results of items 1, 7, 8 and 9, revealed that most of the participants perceived negatively. To begin with, on item 8, participants comprising 70% perceived that emphasizing critical thinking skills in the reading course/lesson is not necessary. Moreover, on item 9, 73.5% of the participants perceived that integrating higher-order learning tasks and providing feedback on them in class is a time consuming process. Furthermore, item 7, 67.5% of the participants perceived that implementing critical thinking strategies in the reading lessons is not the responsibility of an English teacher.

Table 2 also highlighted a divided perception on item 4, with 37.5% agreed and strongly agreed that integrating project-based learning requires more time, while the other 37.5% disagreed and strongly disagreed. Perceiving critical thinking skills as a challenging task is influenced by various assumptions and factors. For example, Sutarto (2017) suggests that the successful implementation of CT skills depends on teachers possessing the necessary skills or receiving training to develop them. However, many language educators lack training in CT skills, making it difficult for them to effectively integrate them into their teaching practices.

In summary, while some participants viewed certain issues negatively, the teachers generally had a positive perception of integrating critical thinking skills into reading instruction. This indicates that providing training could enhance teachers' perceptions and ultimately improve the implementation of critical thinking skills in the classroom.

#### 4.1.1.2. The teachers' perceptions about the reading text selection strategies

The process of selecting texts for English as a foreign language (EFL) teaching involves considering the authenticity, readability and exploitability of the reading texts. In this study, it was aimed to evaluate how the EFL teachers perceive these criteria when selecting the passages for reading classroom activities and assessments.

Table 3: Teachers' perceptions about text selection strategy

Items	Percentage of response (%)					
	M	SD	D	N	A	SA
<b>Items related to authenticity</b>						
Q26 In the passage, some of the new words should be replaced by simpler words	3.08	2.5	30	27.5	37.5	2.5
Q27 The language use in the passage should not be the same with that of used in real world	3.55	2.5	20	17.5	40	20
Q28 Reading texts should not contain real-life issues that challenge students to think seriously about their worldview.	3.55	7.5	20	5	25	42.5
Q29 The passages to be used for classroom practices, assignments and exams should be accurate and up-to-date	3.95	0	10	12.5	50	27.5
<b>Grand mean</b>	<b>3.5</b>					
<b>Issues related to readability</b>						
Q30 As I had no idea to measure the difficulty level of texts, the tasks I design became difficult for my students	2.78	10	35	27.5	22.5	5
Q31 For most of the students the passages I use for reading lessons are very difficult to comprehend	2.9	5	42.5	20	22.5	10
Q32 Most of the time, reading texts should have many new words	2.55	7.5	47.5	30	12.5	2.5
Q33 It is not necessary to check the new words are found in the subsequent chapters	3.15	0	35	25	30	10

while selecting the passages							
Q34 The texts I prefer for classroom practices have longer sentences	2.73	0	50	27.5	22.5	0	
Q35 The passages with sentence structure that gradually increase in complexity are preferable to design higher-order thinking tasks.	3.55	2.5	10	27.5	50	10	
<b>Grand mean</b>	<b>2.94</b>						
<b>Issues related to exploitability</b>							
Q36 The passage should introduce students to new ideas that make them think about things they haven't thought before	4.05	0	0	12.5	70	17.5	
Q37 The passage should help students understand the way the writer feel/ think	4.18	0	0	5	72.5	22.5	
Q38 Students should learn how to identify the meanings of new words from the context	4.28	0	2.5	2.5	60	35	
Q39 The meanings of most of the new words in the texts should be found out with the help of a dictionary	2.15	25	45	22.5	5	2.5	
<b>Grand mean</b>	<b>3.66</b>						
<b>Overall mean</b>	<b>3.318</b>						

Table 3 provides insight into the teachers' perceptions of text selection strategies. The overall mean score 3.318 indicates a positive perception among teachers' regarding text selection strategies. For those mean scores higher than four, the items exhibited mostly preferred thought. Based on this measure, it is observed that three items have a mean score above four. For instance, item 36 revealed a mean value of 4.05. On this item, 70% of the respondents agreed and 17.5% strongly agreed that the passage should introduce students to new ideas that make them think about things they haven't thought before. The second highest mean score was for item 38 were 4.18, with twenty nine respondents that are representing 72.5% agreed and nine representing 22.5% strongly agreed that the selected passage should help students understand the writer's perspectives. Another notable item was item 39; with a mean score of 4.28. On this item, 24 which representing 60% agreed and 14 participants representing 35% strongly agreed that students should be able to identify the meanings of new words from the context.

Table 3 illustrates the teachers' perceptions on testing text authenticity of the text content was positive that is 3.5. However, respondents have positive perceptions

in some issues and negative perceptions in some of the issues. For example, on item 29, 50% of the respondents agreed and 27.5% strongly agreed that the passages used for classroom practices, assignments and exams should be accurate and up-to-date. On the other hands, on item 27, 16 participants representing 40% agreed and 8 representing 20% strongly agreed that the language use in the passage should not be the same with that of used in real world. Additionally, 25% of the respondents agreed and 42.5% strongly agreed that the reading texts should not contain real-life issues that challenge students to think critically about their worldview.

The table also revealed that the teachers' perception of testing readability of the texts was below average, with a grand mean of 2.93. However, the majority of the respondents preferred of passages with gradually increasing in complexity of sentence structure to facilitate higher-order thinking tasks. On this item, 20 respondents representing 50% agreed and 4 representing 10% strongly agreed on this preference.

Finally, the table presents the teachers' perceptions towards exploitability of texts they used for reading practices and tests was above average. The grand mean score is 3.66. This shows the teachers' perception of text exploitability was better when compared to text readability and authenticity. For example, 72.5% of the respondents agreed and 22.5% strongly agreed that the passages they selected should help students in understanding the thoughts and feelings of the writer.

This finding revealed that among the text selection strategies, the teachers' had limited perceptions about the text readability strategy ( $m=2.94$ ). Contrarily, the teachers had strong perceptions regarding testing text exploitability ( $m=3.66$ ) and authenticity ( $m=3.58$ ). To sum up, the overall grand mean ( $m=3.318$ ) showed that teachers had positive perceptions towards the use of text selection strategy.

### **Frequently exploited text selection strategies**

In order to point out the strategy frequently used by the reading teachers, the researcher compared the means of the strategies namely authenticity, readability and exploitability.

Figure 3: Teachers' perceptions of text selection strategies

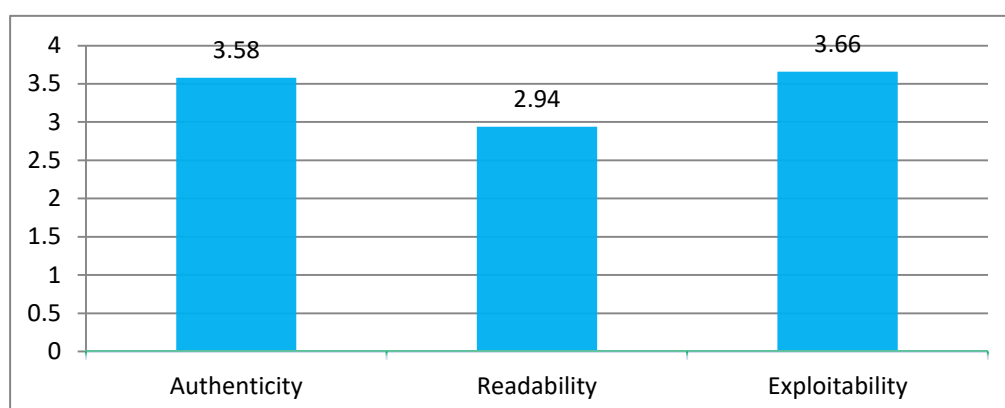


Figure 3 displays the average scores representing teachers' perceptions of text selection strategies. The mean score for authenticity is 3.58, readability is 2.94 and exploitability is 3.66. These scores indicate that exploitability is frequently used criteria to select texts. Next to exploitability, teachers exploit authenticity frequently to select passages for reading instruction. However, readability received the least mean score, indicating that teachers may not place as much emphasis on measuring text readability compared to exploitability and authenticity.

#### 4.1.1.3. Factors influencing the practices of CT skills

Table 4: Factors influencing integrations of CT skills

Student-related challenges	Percentage of response (%)					
	M	SD	D	N	A	SA
Q16 Students are impatient with the difficulty of critical thinking activities	3.50	2.5	12.5	30	42.5	12.5
Q17 Students prefer reading activities with simple factual questions and answers	3.73	0	10	5	57.5	27.5
Q18 Students lack the needed background knowledge to practice higher-level learning tasks	3.75	2.5	10	12.5	60	15
Q19 Students have barriers to think critically, regardless of the strategies I use	3.78	0	7.5	32.5	35	25
Q20 Students are concerned about	4.05	0	5	20	40	35

getting a good grade only rather than learning							
Grand mean							<b>3.76</b>
<b>Teacher-related factors</b>							
Q22 I rarely use questions with no obvious answers in reading classes	3.05	7.5	30	22.5	30	10	
Q21 Only certain students can perform higher-order thinking tasks	3.85	0	12.5	7.5	62.5	17.5	
Q23 Higher-order thinking exercises rarely incorporated in most of my reading lessons	3.45	5	15	20	50	10	
Q24 To fully implement critical thinking into my courses, I need additional support	3.88	0	10	12.5	57.5	20	
Q25 I need to get more training on how to infuse CT tasks into reading lessons	4.00	0	2.5	17.5	57.5	22.5	
Grand mean							<b>3.64</b>
Overall mean							3.70

Table 4 shows the participants' perceptions on student and teacher-related factors. The overall mean is 3.7, indicating that most of the EFL teachers perceived that there were barriers hindering the practices of critical thinking skills in the reading classroom. Among these challenges, both student-related factors and teacher-related factors were found to influence the implementation of CT skills in classes.

The results show that student-related factors are significant barriers to practice critical thinking skills. The items in this category came out with how teachers perceive their students in reading classes. A majority of the participants (57.5%) agreed and (27.5%) strongly agreed that students tend to prefer reading activities that involve simple factual questions and answers. Additionally, about 40% of the respondents agreed and 35% of them strongly agreed that students' primary interest lies in achieving good grade rather than focusing on learning. Furthermore, 60% agreed and 15% strongly agreed that a lack of the needed background knowledge poses a hindrance to the integration of critical thinking skills. These findings underscore the importance of addressing both student and teacher-related barriers to effectively promote critical thinking skills in the reading classroom.

Table 4 also revealed that the participants' perceptions of teacher-related factors. The participants perceived that teacher-related challenges as the second barrier in integrating critical thinking skills in the EFL reading classroom. For example, a majority of the respondents 57.5% agreed and 22.5 % strongly agreed that they need to get more training on how to infuse CT skills into reading lessons. Besides, 62.5% of the respondents agreed and 17.5% strongly agreed that only certain students are capable of performing higher-order learning tasks. Moreover, 57.5% of the respondents agreed and 20% of them strongly agreed that they need additional support to fully integrate critical thinking skills into their courses. Additionally, 40% of the respondents reported that they rarely use questions with no obvious answers in reading classes whereas, 37.5% disagreed on this statement and the remaining 22.5% were neutral. It is evident from these findings that there is a need for increased training and support for teachers to effectively integrate CT skills into EFL reading classrooms.

#### 4.1.2. Part three: Teachers' self-efficacy beliefs of CT strategies

Table 5: Self-efficacy beliefs about CT strategy use

<i>I use Strategies</i>	Percentage of response						
	(%)						
<b>Items</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>Of</b>	<b>V</b>	<b>M</b>	
Q1. Employing questions that challenge students to apply prior knowledge to new context	0	5	20	65	10	3.80	
Q2. Engaging students with controversial topics	2.5	20	42.5	35	0	3.10	
Q3. Modeling appropriate use of the concepts and language use	0	7.5	17.5	67.5	7.5	3.75	
Q4. Making students to recognize insufficient evidences in their spoken or written report	5	25	45	25	0	2.90	
Q5. Using small group discussions with specific tasks assigned	0	0	25	55	20	3.95	
Q6. Using writing assignments with specific goals focusing on a particular kind of thinking	2.5	15	42.5	37.5	2.5	3.23	
Q7. Requiring students to justify their positions with examples and evidence, both in verbal and written analysis	0	17.5	27.5	50	5	3.43	
Q8. Encouraging students to articulate	2.5	20	35	40	2.5	3.20	

an argument focusing on writer's a point of view						
Q9. Evaluating students using in-class creative project skills that involve a variety of reference	12.5	25	35	25	2.5	2.80
Q10. Providing tasks that enable students to judge accuracy, adequacy, clarity, credibility, worth, etc. of ideas in the passage	7.5	17.5	47.5	27.5	0	2.95
Q11. Asking open-ended questions	0	7.5	12.5	65	15	3.88
Q12. Checking students' understanding about the material/paper they presented in the class	2.5	7.5	12.5	67.5	10	3.75
Q13. Posing questions for students to identify the strength and weakness of each other's' arguments	0	20	42.5	30	7.5	3.25
Q14. Asking students to evaluate evidence from multiple perspectives	2.5	17.5	55	20	5	3.08
Q15. Asking students to make comparisons, find similarities and differences, and draw conclusions	2.5	12.5	42.5	40	2.5	3.28
Q16. Using cooperative learning and helping students to accomplish a common goal	2.5	22.5	20	50	5	3.33
Q17. Giving project students work together and providing feedback and suggestions to them	0	22.5	32.5	40	5	3.28
Q18. Asking students to identify strengths and weakness of their own thesis and argument	0	40	32.5	25	2.5	2.90
Q19. Providing group works to solve problems that have multiple solutions	0	12.5	40	47.5	0	3.35
Overall Mean						3.33

*SD<sup>1</sup>=never, D<sup>2</sup>=rarely, N<sup>3</sup>=sometimes, A<sup>4</sup>= often, SA<sup>5</sup>=very often*

The results of teachers' self-efficacy beliefs for the utilization of CT strategies in the reading classroom are displayed in Table 5. The average score for strategy utilization is 3.33, indicating that educators' implementation of teaching strategies of critical thinking skills while teaching reading lessons was above average. However, the result disclosed that the teachers employ the strategies inconsistently. For example, 45% of respondents reported that they sometimes use tasks that enable students to recognize insufficient evidences in their spoken or written report, while 25% use them often. In addition, 55% of respondents sometimes prompt students to evaluate evidence from multiple perspectives, with 2.5% doing very often and 25% doing frequently.

Moreover, 40% of the participants rarely ask students to identify strengths and weakness of their own argument, 32.5% ask sometimes, 25% often and 2.5% very often. This suggests the participants' confidence in implementing self-regulation skills in reading skills classrooms was insufficient.

Similarly, the utilization of evaluation skills was insufficient in the reading classroom. For instance, 40% of the respondents replied that they rarely implement activities that help students to identify strengths and weakness of their own thesis and argument, but 32.5% implement it sometimes and 25% use it often.

Nevertheless, explanation and modelling strategies were often implemented in the reading classrooms. In other words, a significant proportion of the respondents, precisely above 55%, reported that regular instances of cooperative learning and modelling strategies were being employed in instructing reading courses. Generally, it is evident that there is room for improvement in the application of evaluation skills in the reading classroom. By integrating more activities that assist students to evaluate their own work and continuing to implement effective explanation and modeling strategies, educators can increase the learning experience for their students.

### 4.1.3. Student questionnaire analysis

#### 4.1.3.1. Teachers' CT strategies use

This section presents how students evaluated their teachers' use of critical thinking strategies in the reading classrooms. The data were analyzed based on four CT strategies namely: questioning, structuring classroom for critical thinking skills, responding to students' response and modeling. For each of the themes, a five-point Likert scale questions was used to gather data from respondents on how often their teachers implemented the strategies during reading skills course.

Table 6: Practices of questioning strategy

Practices of questioning strategy	Percentage of response (%)					M
	<u>N</u>	<u>R</u>	<u>S</u>	<u>Of</u>	<u>VO</u>	
Items Our Reading Teacher						

Q1 Asks us to recognize insufficient evidence	32	24	26	18	0	2.30	
Q2 Gives challenging situation to come up with solutions	12	24	26	34	4	2.94	
Q3 Encourages more than one student to express solutions/evidence	18	16	14	18	34	3.34	
Q4 Asks the questions that require students to expand on answers	22	18	18	26	16	2.96	
Q5 Invites us to think creatively (e.g. posing “what.. if” questions)	6	8	22	5	4	10	3.54
Q6 Provides us with homework activities that need to summarize the main ideas of text read	4	14	34	38	10	3.36	
Q7 Asks us to distinguish differences between fact skills and opinions	12	20	16	42	10	3.18	
Q8 Asks questions like “Why do you think so?”	8	18	32	32	10	3.18	
Q9 Encourages students to ask each other thought provoking questions	18	16	30	30	6	2.90	
Q10 Invites us to reflect on our thought process orally or in written	18	16	18	38	10	3.06	
Q11 Asks us to judge accuracy, adequacy, clarity, credibility & worth of ideas	18	24	20	30	8	2.86	
<b>Grand mean</b>						<b>3.05</b>	
<b>Practices of responsive strategy</b>							
Q12 Accepts students' responses without judgment to encourage exploring possibilities	12	12	34	26	16	3.22	
Q13 Encourages incorrect student responses with supportive comments or behavior	10	18	36	26	10	3.08	
Q14 Reinforces students for responding to open-ended questions	12	24	20	32	12	3.08	
Q15 Encourages incorrect student responses when gives feed backs	24	14	26	28	8	2.82	
Q16 Shows interest for challenges and complex tasks requiring higher-order thinking skills	18	30	22	20	10	2.72	
Q17 Allows wait time (at least 10 sec) for students' answers before restating the questions	22	26	20	24	8	2.70	
Q18 Encourages to answer each other's questions	20	18	28	26	8	2.84	
<b>Grand mean</b>						<b>2.92</b>	
<b>Practices of strategy of Structuring classroom</b>							
Q19 Uses a variety of visual media to develop cognitive strategies	18	16	20	28	18	3.12	
Q20 Uses different class groupings for	14	28	16	22	20	3.06	

different classroom activities						
Q21 Moves along the room to facilitate our work in classroom	20	16	38	22	4	2.74
Q22 Uses appropriate language and activities to make the concepts clear	22	28	26	20	4	2.56
Q23 Encourages students' interaction and cooperation to solve a problem or complete a task	18	26	36	10	10	2.68
Q24 Acts skills as facilitator in reading classes	26	28	30	12	4	2.4
Grand mean						<b>2.76</b>
<b>Practices of modeling strategy</b>						
Q25 Tries to create images for abstract ideas in our mind	20	26	28	18	8	2.68
Q26 Seeks evidence for stated claims by asking students to clarify and justify their responses	18	18	34	24	6	2.82
Q27 Encourage us to transfer cognitive skills to everyday life	20	28	20	24	8	2.72
Q28 Uses cognitive languages (e.g., compare, analyze, predict, and create).	2	2	10	32	54	2.54
Q29 Uses clear/real examples to explain/teach logical thoughts	8	18	26	34	14	3.28
Q30 Presents his/ her lessons in a logical and organized way	20	30	24	20	6	2.62
Grand mean						<b>2.77</b>
Overall mean						<b>2.91</b>

*1-never, 2-rarely, 3-sometimes, 4-often, 5-very often*

Table 6 illustrates the students' evaluation about how teachers implemented the critical thinking strategies in the reading classroom. The overall mean score is 2.91, indicating that the implementation of critical thinking strategies by teachers' was limited. For instance, the participants perceived that their teachers implemented the questioning strategies sometimes (m=3.05). For example, 32% of the respondents reported that their teachers never asked them to recognize insufficient evidence, 24% replied rare occurrences, 26% reported sometimes and 18% often. One of the weakly practiced strategy among questioning strategies was asking students to judge accuracy, adequacy, clarity, credibility & worth of ideas (m=2.86). This strategy enhances evaluation skills, but 18% never practiced it, 24% rarely practiced, 20% were neutral, 30% often and only 8% very often.

Besides, the students reported that reading teachers sometimes provide them with challenging questions that require them to come up with solutions ( $m=2.94$ ). The result of item 2 shows 26% of the students responded that their teachers never provided challenging question, 24% replied their teachers rarely asked challenging tasks, 26% were neutral, 34% reported that their teacher often provided them with challenging questions to come up with solutions.

The table shows that the teachers implement responsive strategy sometimes ( $m=2.92$ ). To begin with, 12% of the students reported never, another 12% replied rarely, 34% sometimes, 26% often and 16% reported that their teachers accept their responses without judgment very often. Moreover, the table presents 22% of the participants reported that their teachers never allow a wait time for students, 26% replied rarely, 20% sometimes, 24% reported often and only 8% responded that their teachers allow a wait time for students' answer before restating the questions. The table illustrates that 18% of the students reported never, 30% reported rarely, 22% replied sometimes, 20% reported often and 10% of them responded that their teachers show interest for challenges and complex tasks requiring higher-order thinking skills.

The table also revealed that teachers sometimes ( $m=2.8$ ) structure the classroom while practicing critical thinking skills in the reading classroom. For instance, the participants perceived that 26% of the students reported never, 28% rarely, 30% reported sometimes, 12% replied often and 4% responded that their teachers very often acted as a facilitator in the classroom while practicing critical thinking skills in the reading classes. Moreover, the participants replied that their teachers sometimes respond to their answers or questions. For example, 10% of the students replied that their teachers never, 18% rarely, 36% sometimes, 26% often and 10% only very often encouraged incorrect student responses with supportive comments or behavior in the classroom.

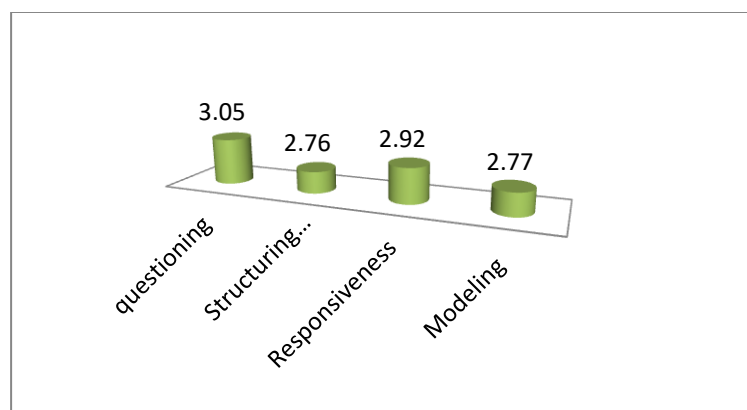
Moreover, the respondents answered that their reading teachers sometimes ( $m=2.77$ ) implemented modeling strategies in the reading classroom. The table showed that the reading teacher rarely presents his/ her lessons in a logical and organized way. Structured lesson delivery is one of the key components of effective

modeling strategy, but 20% of the respondents reported that their teacher never did so, 30% replied that rarely, 24% replied that neutral, while 20% replied often and only 6% noted that their teachers very often presented his lessons in a logical and organized fashion. Lastly, within the realm of modeling strategies, encouraging students to transfer cognitive skills to everyday life is one of the important aspects. However, the results showed that 20% of the respondents never received such encouragement, 28% rarely did, 20% replied sometimes did, 24% often did and only 8% of the students indicated that their teachers very often encouraged them to transfer cognitive skills to everyday life.

To sum up, except the questioning strategy this is implemented sometimes. Structuring classroom, responsive and modeling strategies are implemented inconsistently.

### The CT strategy implemented mostly

Figure 4: CT strategies implemented



In short, there are four CT strategies implemented in the reading classroom (figure 8). Students perceived that their teachers implemented CT strategies intermittently (m=2.91). However, among these strategies, teachers implemented questioning strategy a little better than others.

#### 4.1.3.2. Evaluations of texts and reading activities

The table below presents how the reading teachers selected the reading texts and constructed the reading activities to deliver clear lessons in the classroom. To this end, the result indicated in the table shows the reading texts selected by the teachers were deemed authentic, exploitable and readable for them. In addition, the result in the table helped the researcher to identify the reading questions that enhance students' criticality and used mostly by the teachers.

Table 7: Reading activities and texts used

Items	Percentage of response (%)					
	SD	D	N	A	SA	M
<b>Analysis skills</b>						
Q1 Predicting the main idea of reading text from title or subtitles practiced rarely	14	6	18	46	16	3.44
Q2 No reading question that asks to find the implied meaning from author's attitude	26	14	4	24	32	3.22
Q3 There isn't any activity that asks us to distinguish fact skills from opinion	22	16	12	12	38	3.28
Q4 Few tasks helped us identify the purpose of the author based on the text	6	12	14	36	32	3.76
Grand mean						<b>3.54</b>
<b>Inference skills</b>						
Q6 In reading, we practiced finding relevant arguments to support views of the writer	4	4	16	42	36	4.02
Q7 Tasks required us to guess meanings of words/ phrases from various clues when we can't understand the word	12	10	6	36	36	3.74
Q8 Reading activities helped us to practice identifying the purpose of the author in the text.	2	6	6	50	36	4.12
Grand mean						<b>3.96</b>
<b>Self-regulation skills</b>						
Q9 No task required us to revisit what we did before submitting or presenting our work	10	16	20	20	34	3.62
Q10 There are tasks that make us correct our unreasonable inference made after reading	6	12	6	46	30	3.82
Q11 No task required us to confirm our	16	8	24	22	30	3.42

views after searching relevant material						
Grand mean						<b>3.62</b>
<b>Evaluation skills</b>						
Q5 Reading tasks require us to judge the rationality of different views based on prior knowledge	6	6	10	34	44	4.04
Q12 Few of the reading activities required us to write a concluding sentence	16	22	8	16	38	3.38
Q13 Few tasks needed us to find reasonable arguments in the text to support our views	6	12	18	38	26	3.66
Grand mean						<b>3.58</b>
<b>Explanation skills</b>						
Q14 Reading tasks helped us to write or express comments on the information in the text	4	4	8	48	36	4.08
Q15 The tasks enabled us to express our opinions according to the text	0	6	14	42	38	4.12
Q16 Reading tasks helped us to compare our opinions with that of authors' in the text	2	12	8	48	30	3.92
Grand mean						<b>4.04</b>
						<b>3.72</b>

*1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree*

Table 7 illustrates the percentage of response indicating how often CT skills were integrated in the reading activities while practicing and testing students' reading comprehension. Most of the students agreed that CT skills were rarely integrated in the reading questions teachers used in the classroom. Questions that help students to improve their inference skills were practiced rarely. For example, 46% of the participants agreed and 16% strongly agreed that their teachers asked questions rarely that help them to predict the main idea of reading text from title or subtitles.

Moreover, about 24% of the participants agreed and 32% strongly agreed that their teachers did not ask reading questions that required them to find the implied meaning from author's attitude. In short, the findings suggest a lack of emphasis on CT skills in reading activities, which may impede students' ability to fully comprehend and analyze texts. It is crucial for educators to consider including more opportunities for students to develop these skills to boost their reading comprehension abilities.

Similarly, the students reported that their teachers asked the questions that improve self-regulation skills rarely. For instance, 20% of the students agreed, 34% strongly agreed, 20% neutral while 16% disagreed and 10% strongly disagreed that teachers fail to ask questions that prompt them to review their work before submission or presentation of their work. Besides, majority of the respondents (22%) agreed, 30% of them strongly agreed, 24% were neutral, only 8% disagreed and 16% strongly disagreed on item 16, which states no task required them to confirm their views after searching relevant material.

On the contrary, concerning the use of questions that enhance students' explanation, analysis, evaluation and interpretation skills, majority of the respondents agreed as their teachers frequently asked them in the reading classes. For instance, 48% agreed and 36% strongly agreed as they practiced reading tasks that helped them to write or express comments on the information in the text. And most of the respondents (48%) agreed, 30% strongly agreed that they practiced reading tasks helped them to compare their opinions with that of authors' in the text.

Moreover, reading questions that foster students' evaluations were practiced very often in the reading classroom. That is why 44% of the respondents strongly agreed, 34% of them agreed and 10% were neutral whereas only 6% disagreed and strongly agreed that they practiced reading tasks that require them to judge the rationality of different views based on prior knowledge. Finally, majority of the students 50% agreed and 46% strongly agreed as they practiced reading activities that enable them to identify the purpose of the author in the text.

Table 8: Analysis of text selection strategies

<b>Items</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>
<b>Authenticity</b>							
Q24	The passages I practiced/tested introduce me to new ideas that make me think about things I haven't thought of before	4	8	10	42	36	3.98
Q25	The passages helped me understand the	0	14	12	44	30	3.90

way others feel or think						
Q18 The new words in the text are worth learning at this stage	6	10	16	36	32	3.78
Q26 In the reading course, I practiced how to identify meaning of new words from context	4	6	12	50	28	3.92
<b>Grand mean</b>						<b>3.89</b>
<b>Readability</b>						
Q27 The reading skills course enabled me find out the meaning of some of the new words without the help of dictionary	8	6	22	36	28	3.7
Q17 The passages we practiced in reading classes were very difficult	22	26	8	22	22	2.96
Q29 The new words found in the subsequent chapters in the passages	6	12	12	46	24	3.7
Q19 In the reading passage we practiced, the new words are many	4	2	8	56	30	4.06
Q20 In the passage, the new words are not introduced from simple to complex	12	20	18	28	22	3.28
Q21 The length of sentences in the passages were very long for me	8	12	14	36	30	3.68
Q22 In the passages we practiced, the sentence structures gradually increase in complexity.	10	6	10	44	30	3.78
Q23 The reading skills course enabled me find out the meaning of some of the new words without the help of dictionary	8	6	22	36	28	3.7
<b>Grand mean</b>						<b>3.6</b>
<b>Exploitability</b>						
Q28 Some of the new words in the text can be replaced by simpler words	10	10	14	40	26	3.62
Q30 Passages use language that are not used in real world	16	12	12	30	30	3.46
Q31 The passages do not contain real-life issues that challenge me to think seriously about my worldview.	22	8	6	26	38	3.50
Q32 The passages used in reading course are not accurate and up-to-date	26	10	4	18	42	3.40
<b>Grand mean</b>						<b>3.5</b>
<b>Overall mean</b>						<b>3.65</b>

The table presents the results on how the teachers selected the reading texts based on text selection criteria: authenticity, readability and exploitability.

Concerning the authenticity of the reading texts, most of the respondents reported that the passages used in the classroom are authentic. To illustrate this, 42% of the students agreed and 36% strongly agreed that passages introduce new ideas that make them think about things I haven't thought of before. This result is aligned with teachers' response. Moreover, majority of the participants 44% agreed and 30% strongly agreed that the passages they practiced helped them understand the way others feel or think. This result supports the findings of the teachers' questionnaire.

Regarding the selection of the reading texts, the respondents had different experience about the readability of texts. For example, 36% agreed and 30% strongly agreed that in the passage they read the length of sentences were very long. Besides, most of the respondents 56% agreed and 30% strongly agreed that there were many new words in the reading passage they practiced, and on item 20, 28% agreed, 22% strongly, 18% neutral and 20% disagreed and 12% strongly disagreed, which states the new words in the passage were not introduced from simple to complex. This shows that the texts are not readable for students or, they are difficult.

Apart from this, participants showed contradicting response for item number 18 and 22. For item number 18, 36% agreed, 32% strongly agreed, 16% neutral, 10% disagreed and 6% strongly disagreed that the new words in the text were worth learning at this stage. Additionally, 42% agreed and 36% strongly agreed that in the passage they practiced the sentence structures gradually increase in complexity. From this, it can be inferred that the selected texts are readable.

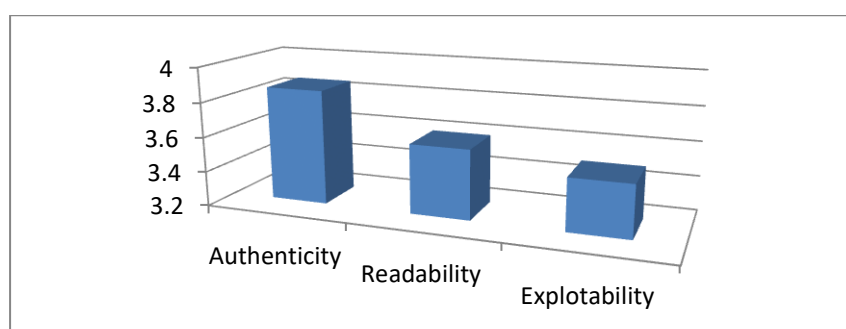
In terms of the exploitability of the text, the majority of participants indicated that the passages were not exploitable in most of the issues. Specifically, 38% strongly agreed and 26% agreed that the texts did not present real-life issues that challenged them to think critically about their worldview. This sentiment was also reflected in the responses from the teachers' questionnaire. Conversely, 18% of students agreed and 42% strongly agreed that the passages used in the reading course were not accurate or up-to-date. This contradicted the teachers' perceptions, as the results from the teacher questionnaire revealed that 50% agreed and 27.5% strongly agreed that the passages were accurate and up-to-date.

Overall, there appears to be a discrepancy between the perceptions of students and teachers regarding the exploitability and accuracy of the texts used in the reading course. This disconnect may warrant further investigation to ensure that the course materials effectively engage students and align with educational objectives. **See the appendix (B).**

#### **Identifying the most frequently used strategy in text selection**

This is to crosscheck the result of teachers' questionnaire in line with students' response.

Figure 5: Frequently implemented text selection strategies



The figure shows the mean scores of text selection strategies. The average score for authenticity is 3.86; readability is 3.6 and exploitability is 3.5. This shows that students' perceptions of their teachers' use of text selection strategies were above average. In addition, students perceived that their teachers selected authentic texts most frequently. Following authenticity, students viewed that the text they read in the reading class were readable. Lastly, they perceived that the texts they read while taking reading skills course were exploitable, but less emphasized when compared to the other strategies. However, this finding is not similar to the findings of teachers' questionnaire. In this result, teachers perceived that they have selected exploitable texts for classroom reading activities and assessments.

#### **4.1.4. Analysis of teacher interview**

This section analyzes how teachers perceived the use of critical thinking skills in teaching reading skills courses at university level. Its aim was to explore how teachers perceive critical thinking skills and their practice in reading classes. It mainly pointed out that how the EFL teachers define what critical thinking skills mean, the importance of integrating CT skills, how CT skills help students to improve reading skills, explain CT strategies they use in reading classes, challenges hindering the

practice of CT skills in classroom and figure out their suggestions to improve students' reading comprehension.

For this matter, first, the researcher selected the key informants purposefully those who have experience in teaching English courses at the University level. Once the participants gave their consent, the researcher conducted the interview and recorded their audio responses, and transcribed the key informants' actual words. Then, the responses of seven EFL teachers were analyzed qualitatively using open, axial, and selective coding. Miles and Huberman (1994) suggested that qualitative data analysis has three main components: data reduction, display, and drawing and verifying conclusions. Thus, this researcher used these steps to analyze the data collected via interview. After the data was deducted, the raw data were imported open, axial, and selectively coded, the coded data were grouped under themes, and the summary was employed to analyze qualitatively to draw the conclusions **see Appendix (E)**.

#### 4.1.3.1. Informants' factual information

Table 9: Informants' experience in teaching at universities

<b>Experience</b>		
Participants	at Hawassa University	at other university
P1	12 years	0
P2	25 years	0
P3	15 years	0
P4	6 years	6 years
P5	12 years	0
P6	15 years	0
P7	6years	9 years

Table 9 presents the informants' work experience in teaching English language in universities. Most of the key informants served in university for more than 12 years. However, participants 4 & 7 served for 6 years at Hawassa University, and the rest of

their work experience was at another university. In short, the key informants have more than 12 years' of experience in teaching English courses at the university level.

#### **4.1.3.2. The informants' perceptions about critical thinking skills**

The purpose of this tool was to explore the teachers' perceptions about critical thinking skills. For this purpose, the researcher employed seven questions for the interview that focused on definitions of CT, the importance of integrating CT skills at higher education institutions, the strategies they use to improve students' criticality, teachers' roles in the classroom to promote students' CT, challenges that hinder the practice of CT skills in reading the classroom, suggestions to improve university students' reading skills, and suggestions for reading teachers to integrate CT skills reading lessons.

Q1. In your perspective, what does critical thinking mean?

The teachers defined the term critical thinking differently as to their level of perceptions. Some of them defined critical thinking at the macro level whereas others defined it at micro level. For instance, participant 1 defined critical thinking as "*It is a kind of thinking where an individual analyzes questions, interprets and makes judgments*". This definition emphasizes ideas at micro and macro levels; at micro level, *he mentioned analyzing and interpreting questions*, and at macro level, *the informant added making decisions*. Making decisions and problem solving are the top level or macro level thinking skills. The others defined critical thinking at micro level; their definitions focus on understanding texts from different perspectives. For example, participant 4 defined as "*to make my students critical thinker means challenging and understanding things from different perspectives and extra that is a key issue related with thinking*".

It appears that this concept emphasizes how critical thinking skills are developed in students by asking questions that require higher order thinking. Participant 5 also defined critical thinking as "*...thinking from divergent ways or angles*". Similarly, p7 defined that "*When you critically think, you just see things from different angles*". This definition indicates CT is an ability of using different views to understand the writers' opinions. And the remaining three defined critical thinking as thinking at

higher level as well as thinking beyond the surface level and reading a certain text or extract and analyze critically to bring into the real world or situation.

Generally, Critical thinking was seen by EFL teachers as a means of comprehending a text by using a variety of viewpoints, as well as analyzing and interpreting the data presented in the passage. Nevertheless, concepts like inferring, explanation, evaluation, and self-regulation skills—all of which teachers should employ to help students become better readers—were not included in their definitions. In other words, the majority of the higher-order thinking strategies used by teachers in the reading activities they assign for students to complete were not included in their definitions.

#### Q2. Importance of integrating CT skills in reading lessons at higher institutions

The respondents explained the importance of integrating critical thinking skills for students of higher institutions in three different ways. They mentioned as it promotes self-learning skills, improves learners' cognitive skills and improves the learners' non-academic life. To begin with, learning critical thinking skills enhances students' thinking skills. "*Students can broaden their mind or think things further when they develop their critical thinking*" (p7). Participant four also explained that students who acquired critical thinking skills "*can achieve his/her educational goal in a better way than other type of students ....*" It shows practicing CT skills enable students to succeed in academic performance.

Another participant explained that learning CT skills enhances students' cognitive skills by stating that "*critical thinking skills help students to understand different abstract things or issues clearly*" (p5). Moreover, the participants explained that the ability of CT skills makes students independent learners. For example, participant (6) stated that *students are expected to learn by themselves. Besides, critical thinkers have their own directions, goals and objectives* (p2).

Lastly, they mentioned critical thinking skills improve non-academic life. *Critical thinking skills enable students to make our students critical in their academic life as well as non-academic life* (p3). To sum up, the respondents stated that learning

critical thinking skills is important for students in both academic and no-academic life.

### Q3. CT strategies that improve students' reading comprehension

Regarding the use of critical thinking strategies, the respondents replied as they used different strategies namely questioning and using active learning. *At pre-reading stage, you have to make your students think critically before you are going to read a passage* (p.7). Secondly, the participant also added that using questioning strategies improve students' criticality. For instance, *participants stated that you can ask extended questions based on texts that help them think critically* (p7). Similarly, participant 6 stated as he *“considers some of the questions that help them think by themselves, create their own ideas, group discussion strategy and individually thinking and interpreting strategy”*.

Besides, *“I give them out-door work or assignment to read and ask them questions to write answers to those questions and then discuss in the classroom”* (p5); *designing different kinds of activities instead of using the common reference questions* (p2), whereas p3 replied that *embedding critical thinking skills into a given reading questions as a strategy he uses to improve students' reading comprehension*. Another strategy the participants mentioned to improve students' reading skills were *active learning strategy as well as group discussion strategy and individually thinking and interpreting strategy improves students' criticality* (p1&6).

Lastly, participant 5 replied that *“group discussion and reflection after reading to the whole class improves his/her students' thinking ability”*. In short, the respondents perceived that questioning and implementing active learning (team skills) strategy in reading class improve students' criticality. However, the participants had not mentioned about other important strategies that help students think critically and improve their reading comprehension such as structuring classroom for integrating critical thinking skills, teachers' responding strategies and modeling strategies.

The respondents mentioned questioning strategies without describing specifically like interpretation, inference, analysis, explanations, evaluation and self-

regulation questioning skills. Therefore, it seems to suggest that the participants had not perceived the CT strategies properly that foster students reading comprehension.

#### Q4. Teachers' roles in implementing CT strategies in reading classroom

In order to enhance the students' deep reading skills, the teachers' roles in the classroom have their contributions. Two of the participants replied that the teachers should act as a facilitator. For example, "*teachers should facilitate the way students can think critically, always be prepared before they offer certain course or whatever course it is and facilitate the classroom*"(p3). Respondents (1, 4 &5) responded that the teachers should play a role of designing extra activities, giving assignment or project skills either written or spoken, which make students, think critically. One of the respondents explained that the *teachers should have knowledge of text selection and design activities appropriately that improve students' reading skills* (p 6). Finally, *teachers should play a role of setting a conscious plan and should have a quality of good teacher* (p 2).

To sum up, the teachers should play roles of setting conscious plan, facilitating the ways students' think critically, have knowledge of selecting appropriate texts, designing and giving assignment/ project that make students think critically in the reading classes.

#### Q5. Challenges hindering the practice of CT skills in reading classroom

The respondents perceived that various challenges hindering the practices of CT skills in reading classes. Among them, student-related, teacher-related, material-related and shortage of time to select texts and designing tasks were the major ones. To begin with, student-related factors had affected their practices of CT in the classroom. They mentioned that students' language proficiency, culture, poor language background, lack of interests and confidence, and attitudinal problems affecting their efforts in improving students' CT. Participant one stated that "*the students' performance is below the standard. The other one is culture, in our cases most of students come from families where critical thinking is not promoted; the students' expectation is one of the problem*". Participant 5 mentioned that "*Lower-level students are not only poor in background knowledge but also they are less interested in learning*".

Moreover, Participant 7 stressed on students' interest by stating, "*Majority of our students were not ready to participate actively in the classroom. He also added that they do not have proficiency in communicating in English and they have language scarcities that challenge the practices of CT skills in reading classes.* Another respondent stated that students lack both knowledge and interest, "*students have not only poor background knowledge of English but also they are less interested*"(p5).

Those who emphasized teacher-related challenges pointed out that lack of motivation, language proficiency level, totally depending on the prepared course outline and lack of effective teaching strategies due to the way teachers trained were hindering their practices of CT tasks in classes. The practice of activities is a backbone for implementation of any teaching strategy. However, Participant 5 mentioned that in the reading skills course syllabus, lecturing theory exceeds practical tasks, the theory is dominating. *For example, He mentioned that what is reading, the definition of reading theory and types of reading are the topics in the course outline. That is another problem I think*". Participant 3 added that, "*lack of knowledge of effective teaching strategies and proficiency level of teachers by itself can be one of the major factors*".

The participants also mentioned shortage of time as one of the challenges affecting the practices of CT skills. To carry out any practical task, adequate time is required. However, the respondents replied that the time allocated for practical tasks is very limited. That is why Participant 6 reported that, "*The number of periods or hours that I met per week with my students is limited*". Another challenge respondents reported was material-related. As to respondent two, the materials are not usually designed in such ways that stimulate critical thinking and that the text is not readable for students.

In summary, respondents indicated that cultural issues, curriculum, curricular and assessment formats hinder the implementation of critical thinking skills. Some challenges emerged that hindered the practice of critical thinking skills in college reading classes: student-related, teacher-related, shortage of time, lack of readable texts, methodological issues, curriculum, and assessment practices. These

findings are substantiated with the results of teachers' questionnaire that revealed the three main factors hampering the practices of critical thinking skills in reading lessons.

#### Q6. Suggestions to improve university students' critical thinking skills

The teachers' suggested different strategies to improve students' higher-order thinking ability. Participant 2 reported that "in university, short time training should be prepared to create awareness among teachers at college or department level; otherwise, it would be very difficult to reach students through courses only. Besides, P4 added that teachers themselves should get adequate professional development opportunities regarding this skill. Moreover, to improve students' critical thinking ability, teachers should arrange the reading tasks from simple to complex (P 4).

They also commented for curriculum designers to select contents critically, and the theoretical and practical aspect skills should have a balance. In the end, they pointed out those important tasks to improve students' higher-order thinking skills. These include minimizing the class size, increasing the contact hour from three or two hours in a week, preparing the class works employing small group or pair work that expose students to different texts advancing their experience of reading, and planning to design continuous assessment which can promote critical thinking skills, and creating awareness among students about 21st century skills.

#### Q7. Suggestions for reading teachers to integrate CT skills in reading lessons

There were no chosen books provided for teachers of reading skills courses at university. As a result, EFL teachers who teach this course should be adequately knowledgeable to select authentic, readable, and exploitable texts. For this reason, teachers had different perspectives based on their experiences in selecting texts for reading lessons. For example, two respondents recommended that reading teachers should choose reading materials in accordance with the syllabus and course outline created for the course. That is why participant 7 proposed that when we design reading activities, everything was stated there in what we refer to as the course syllabus so that you were aware of the contents. Contrarily, some offered alternative suggestions, "based on this objective, readability, and text simplicity to that grade level we choose texts" (participant 6).

The other participant suggested that “the level of students’ language proficiency and level of complexity of text should be used as a parameter for text selection” (p 5). The remaining three participants emphasized their suggestions on blending technology with the course material, selecting fictional texts rather than ordinary academic texts, and prioritizing students’ needs and available classroom instructional material. Except one of the EFL reading teachers in universities, almost all of them suggested that teachers should refer syllabus, blend technology, read fictions and prioritize students’ needs and available classroom instructional material as techniques in selecting reading texts instead of prioritizing authenticity, readability and exploitability. This implies that reading teachers’ strategy to select texts to integrate CT skills into reading lessons had not prioritized text authenticity, readability and exploitability.

#### **4.1.5. Results of classroom observation**

This section presents the classroom practices of how often EFL reading teachers were implementing critical thinking strategies in reading classroom. The two reading teachers were observed while they were delivering practical reading comprehension lessons in six different sessions for twelve hours. In each of the sections, three sessions were conducted; each observation session was held for two hours. It was aimed at figuring out what CT strategies were implemented in the reading classes to promote their students’ reading comprehension. In order to analyze the data obtained through classroom observation, the researcher employed conversational analysis techniques. The critical thinking strategies that enhance students’ reading skills namely questioning, responsive, structuring the classroom and modeling strategies. To point out each of the strategy, every behavior/activity that teacher reflected were recorded, transcribed and counted to describe what strategy was reflected or implemented.

#### 4.1.5.1 Practices of questioning strategy

A strategy that invites thinking skills includes the asking of questions that challenge the students to think at higher-level domains namely analysis, interpretation, explanation, evaluation, inference and self-regulation.

Table 10: practices of questioning strategy

<b>Strategies that invite students' critical thinking ability</b>		<b>Freq</b>	<b>%</b>	<b>mean</b>
<b>1</b>	<b>Analysis</b>	<b>5</b>	<b>17.85</b>	<b>0.42</b>
	Seeking evidence for stated claims by asking students to clarify and justify their responses (e.g. Asking why you think so?).	1	8.3	0.08
	Requires students to recognize elements/main ideas, etc.	2	16.7	0.167
	Requires students to distinguish between relevant and irrelevant evidence	2	16.7	0.167
	Asks students to distinguish between fact skills and opinions	0	0	0
<b>2</b>	<b>Interpretation</b>	<b>8</b>	<b>28.6</b>	<b>0.67</b>
	Asking students to summarize the main idea of the text after reading	2	16.7	0.167
	Asks questions like "Why do you think so?"	3	25	0.25
	Encourages students to ask each other thought provoking questions	1	8.3	0.08
	Asking students to identify the purpose of the author based on the text	2	16.7	0.167
<b>3</b>	<b>Explanation</b>	<b>7</b>	<b>25</b>	<b>0.58</b>
	Asking more than one student to express solutions/evidence	2	16.7	0.167
	Asking the questions that require students to expand on answers	3	25	0.25
	Asking students to express their opinions according to the text	1	8.3	0.08
	Encouraging students to write comments on the information given in the text	1	8.3	0.08
<b>4</b>	<b>Evaluation</b>	<b>3</b>	<b>10.71</b>	<b>0.25</b>
	Encourages students to transfer/ relate cognitive input/skills to everyday life/social context.	0	0	0
	Encourages students to reflect on their thought processes and work orally and in writing (e.g. using rubrics, rating scales, etc.)	1	8.3	0.08
	Posing questions for students to identify the strength and weakness of each other's' argument	0	0	0

Asks students to judge accuracy, adequacy, clarity, credibility, validity, worth, value, etc.	2	16.7	0.167
<b>5 Synthesis/inference</b>	<b>5</b>	<b>17.85</b>	<b>0.42</b>
Asking students to predict the main idea of reading text from title or subtitles	0	0	0
Deduce the meaning of the phrases from the reading text	2	16.7	0.167
Asking students to write a concluding sentence	0	0	0
Enquiring students to apply past knowledge or experience	1	8.3	0.08
Invites students to think hypothetically and creatively (e.g. posing “what if” or “suppose that” questions)	1	8.3	0.08
Asks students to formulate designs, conclusions, stories, assumptions, etc.	1	8.3	0.08
<b>6 Self-regulation/meta-cognition</b>	<b>0</b>	<b>0</b>	<b>0</b>
Asks students to recognize insufficient evidence	0	0	0
Asks students to revisit their work before the reporting to the class	0	0	0
<b>Overall mean</b>	<b>28</b>	<b>100</b>	<b>2.33</b>

Table 10 illustrates the manner in which how often EFL teachers’ integrated critical thinking skills using inviting or questioning tactics. The overall mean score is 2.33. This shows the implementation of teachers' questioning strategy in six domains to foster learners’ reading skills was infrequent. The table also indicated that an increase in the frequency of implementing some critical thinking skills. For example, the result indicated that the reading teachers had a higher tendency of asking an interpretation questions like “What do you learn from this story?”, “who are the intended audience of this text?”, what would happen if Mandela was not elected as a president of South Africa?, and the other that comprise (8/28.6%).

And questions that invite explanation skills like Could you make it clear?, Who can add on this?, who can add?, ..... why for?, Will you save money in future? If you say, “yes”, why, or “why Not”?, and the like covers (7/25%) when compared to other abilities.

The table also revealed that in the reading classroom, the teachers also incorporated tasks that necessitated the students' utilization of their analytical and inferential skills to some extent. For instance, *the teachers were asking like What is the main idea of paragraph 1?, Skim paragraph one and find the gist of it that* accounting for 5 out of 28 or 17.85% of the overall classroom activities. Similarly,

questions that invite students' inference skills asked by the teachers like *what would happen if Mandela was not elected as a president of South Africa?*, *What do you learn from this story?*, *What does the writer want to say?*, and the other occurred less frequent that comprises 17.85% of the classroom questions.

Regarding an evaluation skill, the teachers were observed rarely while asking questions that promote evaluation skills. It only covers 3 questions such as *Is there anyone who can comment about the presentation?*, *What were the student's response and the teacher's experience?*, and *How much attentions are given to these things and how effective it was reading class?* That is representing 10.71% of the classroom activities. However, the findings indicated that the presence of self-regulation skills was not observed within the context of the reading classroom. Overall, this finding presents a contradiction to the outcomes obtained from the teachers' questionnaire regarding their overall opinions of CT skills.

#### 4.1.5.2. Practices of responsive strategy

This sub-section presents how the teachers' responsive strategy reflected in the reading classrooms. It tried to describe how teachers allow time for students to respond. This refers to the time teacher gives to his/her students' to answer the questions, consider/think about alternatives, reward students for responding to open-ended questions, and encourage incorrect student responses with supportive comments, accept students' responses (reflections, opinions, thoughts, etc.) without judgment to encourage exploring possibilities. Besides, how teachers require students to expand on answers and encourage more than one student to give points of view / solutions.

Table 11: practices of responsive strategy

Teacher response that maintains students' thinking skills	%	frq	mean
Allows wait time (at least 10 seconds) for students' answers/responses before restating or redirecting the question	13.15	5	0.42

Allows time to consider/think about alternatives/points of view	10.52	4	0.33
Rewards students for responding to open-ended questions	26.31	10	0.83
Encourages incorrect student responses with supportive comments/behavior	7.9	3	0.25
Accepts students' responses (reflections, opinions, thoughts, etc.) without judgment to encourage exploring possibilities	7.9	3	0.25
Requires students to expand on answers	10.52	4	0.33
Encourages more than one student to give points of view / solutions	23.7	9	0.75
Total	100	38	3.16

The overall mean of the observed teachers' responsive strategy is 3.16. It shows the teachers sometimes practice this strategy in the reading classroom. The most frequent strategies observed during the classroom observations were 'rewarding students for responding open-ended questions like very good, interesting, ok, good representing (10/26.3%) and requiring students to expand on answers such as *who else can add?, Is that only?, can you restate them in a sentence?, and the others constitute (9/23.5%)*.

On the contrary, the teachers' responses to encourage students' incorrect responses with supportive comments and accept students' response without judgment to encourage exploring possibilities were very rarely observed strategies among others. For example, the teachers' strategy to encourage students' incorrect responses with supportive comment helps learners reflect their ideas freely. The observed practices of teachers' responses like *hum mm. good. Yes, another, and hum mm.... Anyone else* was unusual (3 /0.25%).

#### 4.1.5.3. Practices of structuring strategy

This sub-section presents how the teacher organized the classroom to practice critical thinking skills in reading classroom. It focused on how the teacher encouraged the students' interaction and cooperation to ask each other, formed groups to practice different tasks, used variety of visual media, structured time and energy in classes,

clarified verbal and written instructions for students and displayed creative works of students around the room.

Table 12: Structuring classroom strategy

Enhancing strategies: Structuring the classroom	%	No	mean
Encourages students' interaction and cooperation to solve a problem or complete a task	17.6	3	0.5
Encourages students to ask each other thought-provoking questions	0	0	0
Uses different class groupings for different activities to solve a problem or complete a task	5.9	1	0.167
Uses a variety of visual media (e.g., charts, chalkboard, maps, pictures, gestures) to develop cognitive strategies	11.8	2	0.33
Structures time and energy in classes	29.4	5	0.83
Clarifies verbal and written instructions for students	23.5	4	0.67
Displays creative works of students around the room (LCD)	11.8	2	0.33
	100	17	2.8

Table 12 displays the methodologies employed by the participants in organizing the classroom environment to integrate CT skills in the reading instructions. The average value across all observations is 2.8. This finding suggests that participants exhibit infrequent engagement in structuring the classroom environment. For example, the utilization of diverse visual media facilitates the cultivation of cognitive strategies among students. However, it is worth noting that this particular method was noticed only two occasions throughout the classroom observation sessions. Moreover, the practice of fostering students' engagement in asking intellectually stimulating questions to one another has been completely absent. Nevertheless, the participants demonstrated better utilization of time and energy management techniques in the classroom compared to other tactics, as it accounted for 29.4% of the overall structuring strategies employed.

#### 4.1.5.4. Practices of modeling strategy

Since the teacher is one of the most significant and influential models in a student's academic life, teachers constantly strive to bring their words, actions, beliefs, values, and goals for students into harmony. Therefore, the teachers themselves should be critical in what they are doing/acting in the classroom. To this end, this researcher emphasized his observations on how the reading teachers employed cognitive languages, showed interest for challenges and complex tasks requiring higher order thinking skills and used clear/real examples to facilitate/teach logical thoughts in their classrooms.

Table 13: Teachers' modeling strategy use

Modeling	%	No	Mean
Uses cognitive languages (e.g., compare, analyze, classify, predict, create)	37.5	3	0.25
Shows interest for challenges and complex tasks requiring higher order thinking skills	0	0	0
Uses clear/real examples to facilitate/explain/teach logical thoughts	62.5	5	0.42
Overall finding	100	8	0.67

The outcomes of the instructional techniques employed by teachers to demonstrate the modeling strategy are depicted in table 10. The observed frequency of the modeling technique reflect skills an incredibly poor. The overall mean score is 0.67. This strategy allows students to effectively learn from their teachers through imitation. However, it has been noted that this method has been implemented only a few times in the classroom with the intention of fostering students' CT skills. The result did not reveal any significant interest among teachers in utilizing modeling tactics that involve hard and complex activities that require higher order thinking skills. In addition to this, the participants were subjected to observation throughout six sessions, with 5 occurrences (62.5% of the total sample) utilizing explicit examples to elucidate their logical reasoning. This shows that modeling strategy was not executed properly.

To sum up, the overall mean of the practices of CT strategies in the reading classroom was 2.24, which showed the strategies were practiced rarely. However,

among the CT strategies the teachers' responsive strategy (m=3.16) and structuring the classroom (m=2.8) were employed sometimes; the questioning strategy was implemented rarely (m=2.33) and modeling strategy (m=0.67) was implemented very rarely. In other words, the teachers' responsive strategy was implemented or occurred 38 times; the teachers' strategy of classroom structuring observed 28 times, questioning strategy 17 and modeling strategy were observed 8 times in the selected classroom observations.

#### **4.1.6. Document analysis**

##### 4.1.6.1. Practices of text selection strategy

This section presents the practices of the EFL teachers in selecting the reading texts to make their instruction clear to students. While selecting reading texts, English teachers should analyze authenticity, readability and exploitability of texts. Therefore, the texts reading teachers used to teach reading skills course were analyzed as how they were authentic, readable and exploitable to integrate the CT skills and helpful for students. To do so, the three randomly selected reading texts among reading texts practiced in reading classroom by the teachers were analyzed. The readability of the text was analyzed first using Fleischer's Kincaid Readability Ease Formula online. In addition to this, the checklist was employed to analyze how the passage is readable for students.

##### 4.1.6.1.1. Practices of readability strategy

This section presents readability of the texts used for classroom practices. First, the readability of the texts was measured using Flesch's Kincaid Readability Ease (FKRE) formula online. The result showed that the first text entitled "*saving*" is suggested for students of grade 10<sup>th</sup> to 12<sup>th</sup> and the FKRE output is 52.7, which means the text is fairly difficult to read and it can be used for students below the college level. Moreover, the FKRE score for the second text titled "*Hero of Africa*" is 61.8, which is plain English and suggested for grade 8<sup>th</sup> to 9<sup>th</sup>. For the third passage, the FKRE score is 45.7, which means it is readable to college students and fits the target students' level. In short, according to FKRE formula, the third text entitled "*Teaching reading*" only fits the level of target students.

In addition to FKRE formula, the researcher used five criteria to evaluate how the texts are readable for students. They are worthiness of learning new words, number of new words in the texts, organization of new words (from simple to complex), length of sentences in the text and the complexity of sentence structures.

Concerning worthiness of learning new words, in the first text the new words selected for learning worth to some extent because the contents are not up-to date and the technological terms are not included in the text. In the second text, the new words selected for learning in the reading classes were learnt at lower grade level; they can remember-it does not require strategies to find meanings in the reading texts, so it is worthless. The teacher did not select the new words in the third text to teach students.

Regarding the number of new words in the texts, in the first text there are 22 new words, which means two words per paragraph on average. In the second passage, there is one new word per paragraph on average and in the last passage no new word is selected to teach students; the teacher used it to teach theories of teaching reading.

The introduction of new words from simple to complex words are not that much effective in the texts. For example, in the second text the word *apartheid* introduced first than the word *jail*. However, the ideas in the text logically arranged from childhood to old age since the passage is about biography. In the third text, the teacher did not identify the new words; it is difficult to decide its sequence.

Concerning the length of sentences in the text, in the first text, a sentence has 18.5 words on average and the third texts has 17.1 words per sentence on average, whereas the second one has short length that is 9.5 words per sentence on average. Lastly, the sentence structures gradually increase in the complexity. Finally, in the first and second texts the complexity of sentence structures is the same from beginning to end because the text is contrived for classroom use. The sentence complexity increases gradually in the third text that teacher used for classroom practices.

#### 4.1.6.1.2. Practices of using authentic texts

This section presents the practices of EFL teachers' text selection skills. While selecting reading texts, English teachers should consider is analyzing authenticity of the content of texts. Therefore, the reading passages teachers selected to teach reading skills course were analyzed to evaluate the authenticity and how they were beneficial to students' learning. To accomplish this, the researcher randomly selected the three reading texts among reading texts practiced in reading classroom by the teachers. The authenticity of texts was analyzed based on the checklist.

In this section, the three texts used in the classroom for practices were analyzed. The topics of the text are "Saving, Hero of Africa and Teaching Reading". Among the three texts, the two texts titled "Saving and Teaching reading" are authentic, whereas the text titled 'Hero of Africa' is not because it is a contrived text for classroom use. The language used in the first and third passages are similar to that are used in real world. For instance, the terms like bank, deposit, interest, withdraw in the passage titled 'saving' are very common. In the third passage, the phrases like pre-reading, while reading and post-reading and the others are very common in the classroom language.

In addition, the first text explains the existing situations related to saving money and the third text explains information for reading teachers to give insight about teaching reading strategies. On the contrary, the language use in the second text is not similar to that is used in real world now because it narrates event happened before 30 years. For example, some of words like *apartheid* and *segregation* are not commonly in use in real world these days.

Besides, the texts contain real-life issues that challenge students to think about their worldview. For example, in text one the term trade-off, which means giving up one thing for another shows the real-life issue; in the second text, fighting for others' freedom and being jailed are some of real-life issues. However, in the third text, there are phases like teaching and learning reading, teachers' role in teaching reading skill, principles of teaching reading and teaching reading students with low reading skills. These sub-topics are the actual classroom issues, which the reading teachers apply more commonly in the classroom context.

Finally, regarding preciseness and up-to date of contents in the passage, though the texts are precise to in contents to read, they are not up-to date. To begin with, in the first text the current banking system added new concepts like Tele birr, CBE birr, internet banking, ATM due to the use of advanced technology in the sector, but the text has not included these terms that are very common now. The second text is not also up-to date because in the current political arena colonial issue is not agenda; COVID-19, corruption, illegal migration, military coup and lack of good governance can be real-life issue in Africa. Hence, the text narrates the past events not up-to date. Regarding the third text, the text is lengthy for students to comprehend in the classroom, so it is not precise. On the contrary, the writer discusses the topic by referring studies from 1984 to 2018 to write this article. Therefore, findings referred from different researches in different time and place shows the topic is up-to date from time to time.

#### 4.1.6.1.3. Practices of using exploitable texts in the reading classroom

The first text introduces students to ideas of saving money; it is what they knew. Moreover, the second one narrates the biography of Nelson Mandela that contains Mr. Mandela's history from childhood to old age. The third text explains about how to teach reading skills. It introduces students to ideas about how reading skills can be taught better. Regarding students' understanding of the way others feel or think, the second and the third passages helped students to understand as others think because the second one shares what Mr. Mandela did and what was happened to him from his childhood to old age. The third one helped students to share the better experiences of teaching reading from teachers of English across the globe. On the contrary, the first passage did not because the content of the text needs up-to date. Therefore, it does not help students as others think about the current saving system and banking services.

The meanings of new words are easily identifiable in the context in the first and second passages because the text was prepared for classroom use. Therefore, students can find most of the meanings of new words without the help of dictionary and they can be replaced by simpler words. However, in passage three, the new words are not selected and their meanings are not identifiable to be learned, it could be difficult to find their meanings from the context and replace with the simpler ones.

Finally, the new words in the first and second passages found in each of the paragraphs subsequently, whereas they are not in the third passage. Instead of new words, new sub-topics are found in the subsequent paragraphs in the text used.

#### **4.1.7 Results of text selection for assessment**

##### 4.1.7.1. Authenticity of passages used for test

This passage utilizes language that mirrors that of the real world. The words chosen in the passage illustrate the role of education within society. For instance, phrases such as "It connects us with the world skills and to each other" and "public education was essentially aimed at supporting national citizenship" are commonly used when discussing education. These terms highlight the importance of education in fostering global connections and promoting civic engagement.

The passage contains real-life issues that challenge students to think about changing technology, equity, high living standards coexist with gaping inequalities, growing fears about climate change, crises like COVID-19 and fake news that education could not answer. Moreover, the passage is precise to read and comprehend. It is also up-to date because it discusses the up-to date issues and proposal for 2050.

#### 4.1.7.2. Readability of text used for test

The passage selected by the teacher for the test has an appropriate FKRE score of 12.7, making it a suitable challenge for college students. Despite only two vocabulary words being chosen to test students' inference skills, these new words are valuable additions to their vocabulary at this stage. The new words are introduced gradually, starting from simple and progressing to more complex words. With an average of 21 words per sentence, the sentence length is reasonable for students, and the sentence structures do not significantly increase in complexity; maintaining a consistent pattern throughout.

#### 4.1.7.3. Exploitability of text used for test

The passage introduces students to innovative concepts that challenge their preconceived notions. While the topic may be familiar, the ideas presented prompt students to delve deeper into why education has yet to address certain societal inequalities. By exploring the perspectives and thoughts of others, students are encouraged to question the issues that education aims to resolve. Although the meanings of new words can be inferred from context, there are only two such words in the passage. Students are able to interpret these words without the aid of a dictionary and substitute them with simpler alternatives. However, these new words do not reappear in the subsequent paragraphs, leaving students to consider their significance.

#### 4.1.7.4. Result of text selected for the mid-term exam

##### 4.1.7.4.1. Authenticity of text used for the mid-term exam

In the passage, the language used are similar to that are used in real world. It also contains real-life issue, but it does not challenge students to think about their worldview; it only narrates how someone has managed the accident occurred while it was raining. The writer precisely narrated the story, but the text has not included the up-to date information.

#### 4.1.7.4.2. Readability of text used for the mid-term exam

The text has FKRE score of 74, which is fairly easy and the grade level suggested fits for grade 7<sup>th</sup>; it does not reasonably challenges college students. Besides, since the new words in the passage are simple, learning the new words has no value unless the students score high. The new words in the passage are not many; 1.3 words per paragraph on average. In the text, the new words are not introduced from simple to complex words, and the length of sentences is not reasonable; some of them are lengthy and some of them are too short, so the complexities of sentence structures do not gradually increase.

#### 4.1.7.4.3. Exploitability of text used for mid exam

The passage fails to introduce students to new concepts that prompt them to consider ideas they may not have previously expected, as these types of narratives are prevalent in the real world. However, it helped students understand that way others feel or think about how people help each other when accident occur. As the meanings of new words are identifiable from the context, finding the meanings of most of new words do not require the help of dictionary because most of them can be replaced by simpler words, but they do not appear in the subsequent paragraphs.

#### **4.1.7.4.4. Results of texts used for final exam**

##### **Authenticity of contents of text 1 and 2**

The content is about living longer. Under this topic, global issues, uncertainty in the year 2023, gained life expectancy in the last 100 years, initiative works to help society begin to think live longer through longevity literacy. Both of the passages selected for final exam used the languages that are used in the real world because the first one explains about the secret to a prosperous longer life and the second one discusses how digitalization in the society influences education. The use of these terms in real world is very common.

Besides, the passages contain real-life issues that challenge students to think about their worldview. The first challenged the students as the life expectancy increased how human beings should keep resources to use. The second one challenged the students to think about how digitalization in the society influencing the

education system worldwide. Lastly, the passages are precise for students to read, and it incorporated very new and currently challenging ideas in this era.

### **Readability of the texts used for final exam**

The passages teachers used for final exam are difficult because FKRE score of the first text is 31.2 and the second text is 29.1. The first one is appropriate for the second year university students, whereas the second one is beyond their level; it is for college graduates. Even though there are few new words in the passages, learning these new words has worth at this stage. Since the new words are few in number, they are not sequenced from simple to complex. Regarding the length of sentences, the first text has longer sentences; it has 23 words per sentence on average. However, the second one has shorter sentences as it has 16.7 words per sentence on average. Therefore, the first one does not have reasonable length, whereas the second one has reasonable length of sentences. Besides, the complexity of sentence structures increases gradually.

### **Exploitability of the passages**

The passage introduces students to new ideas that make think about things they have not thought of before because the discussions of longevity ideas becoming an agenda in 2023 world forum and studies about the influence of digitalization in the education made students think new. The passages also helped students understand how others think about living longer, and the influence of digitalization in the education system. Since the new words are not selected in the passages, they do not invite students to guess their meaning from the context; the meanings of most of words do not need the help of dictionary to find their meanings and they can be replaced by simpler words. The new words are not found in the subsequent paragraphs.

### **4.1.8. Integration of critical thinking skills in reading classrooms**

This section analyzes how each question item or task in the reading tasks embodies the whole domain of desired knowledge and thinking skills in a reasonable way or not. To carry out this, the reading exercises the reading teachers designed and asked in the classes were identified as lower-order thinking and CT skills based on criteria proposed by Facione (2020).

Table 14: Reading questions asked by the teachers

No	Title of the Text	Text type	Lower order Critical thinking skills								
			thinking question	Recall	Com	App	Ana	Inf	Inter	Exp	Eva
1	Saving	expository	0	1	0	2	2	6	0	0	0
2	Hero of Africa	narrative	15	10	0	0	10	8	0	0	0
3	Teaching Reading	expository	2	1	0	1	0	1	1	0	0
	Total		17	12	0	2	12	15	1	0	0

Table 14 presents how the reading teachers infused the critical thinking skills into reading tasks to practice them in the classroom. The teachers constructed 11 questions based on the first passage. Majority of the questions were tasks that require students' analysis (2) like what are the advantages of saving money at depository institutions? And Why should people save money?; inference (2) such as what does the phrase "... *pay yourself first strategy*...." mean?, and *which one is true according to the passage?* Regarding questions that require students' interpretation skills are six in number. These are questions like *write the main idea of each of the paragraph, which are given under part-2*. Only one question demands students' comprehension skills. For example, *setting goals helps a person choose to \_\_\_\_\_*.

The table also shows the teachers asked 43 questions based on the second passage. Most of them were vocabulary questions like matching words with their meanings using dictionary that comprises 15 items. The teachers also asked 10 *comprehension* like question number 2, which demands students' recalling from what they read like Mr. Mandela became a president of South Africa at the age of \_\_\_\_\_. There are 10 reading questions asked that require students' *inference* skills to answer like disorganized sentences given under "*Instruction-3*", which asks students to put the sentences in logical order based on the passage. Furthermore, the table shows the teachers asked 8 questions that require students' *interpretation* skills. Questions like *what do you learn from this story?*, given under instruction 1 number 7, and question number 1 "*what is the main idea of paragraph 5?*".

Finally, from the third text, six questions were asked. Among them, three were lower-order thinking. For example, “what is the title of the passage?” and “Is it fiction or non-fiction?(recall). And the remaining three were critical thinking skills. These are what is it?(interpretation) , why would someone read this?(explanation), and would you read this? Why or why not?(analysis)

Table 15: Integration of CT skills in the reading assessment

Title of the text	text type	used for	Lower-order thinking			Higher-order questions					thinking	
			Recal	Co	A	A	In	In	Ex	E	S	
Education	Exp.	test	5	3	0	0	4	5	0	0	0	
How Kassa saved his brother's house	Na.	mid	3	11	0	0	6	0	0	0	0	
The Secret to a Prosperous Longer Life	Exp.	final	1	6	0	0	5	2	0	0	0	
Digitalization	Exp.	final	1	1	0	2	3	4	0	0	0	
Total			16	15	0	2	11	12	0	0	0	

*Exp= expository, Na= narrative,*

Table 15 reveals the results of reading questions asked for assessment based on the reading text. From the reading text selected for the quiz, teachers constructed 16 questions. The teacher asked 5 questions that required students to recall from question number 7-11 that asks students to find what the pronouns refer in the passage. For example, Q1 This act (par 9, line 1)\_\_\_\_and Q2. *We* (paragraph 1, line 1)\_\_\_\_, given under instruction three. Three comprehension questions are also asked in the quiz. These are the multiple type questions asked under instruction one from number 1-3. For instance, Q3 the reading text is \_\_\_\_\_. A. A call for action on the subject C. An account of an action or event. C. An explanation of a topic. D. A story of an event

The teachers asked four inference questions. They are Q4 and Q5 under instruction one and Q5&6 under instruction two. For example Q4 asks to infer the intended audience of the text and Q5 asks students to infer what the writer implied in paragraph one. Questions 5&6 demand students to construct meanings of phrases(turning out in paragraph 1 and Grave risks in paragraph 8 from the

context. Lastly, for classroom quiz the teachers asked 5 interpretation questions based on the passage. These questions require students to write the central idea for each of the paragraphs.

The table shows teachers asked 15 questions based on reading passage used for mid-exam. Among them, six questions requires students' to find meanings of words/phrases and concluding the message the passage. Question number 10, which says "From the story, it is possible to understand that \_\_\_" and the rest are from Q11-15. The table revealed that the teachers asked 3 recalling and 11 comprehension questions.

For the final exam, the teachers selected two passages and constructed 25 questions. Based on the first text, 14 questions were asked, and 11 were asked from the second text. Of the questions associated to the first text, 1 tested recall, 6 tested comprehensions, 5 required inferences, and 2 demanded interpretation skills from the students to respond effectively.

Students were asked a range of questions during the final exam to determine their level of reading proficiency. Many of the assessment's questions required lower-order thinking skills, such as memory and understanding. There were noticeably few questions that required the application of knowledge. However, assessment also includes some components of critical thinking skills like analysis, inference, and interpretation. Unfortunately, there were no questions that required students to explain, evaluate and self-regulation abilities. In conclusion, there were 31 questions total for recalling, comprehension and application in the final exam, compared to 25 questions for critical thinking skills. This disparity in question item kinds could affect how students' reading abilities are evaluated overall.

## **4. 2. Discussions**

Based on the quantitative and qualitative data analysis, the following discussion attempts to answer six research questions. The first research question targeted at how the EFL teachers perceive the use of critical thinking skills in reading instruction. To answer this question, the researcher employed questionnaire and interview to collect data and analyzed them.

The results of survey revealed that teachers had divided perceptions on integrating CT skills into reading lessons. The teachers' perceptions to integrate critical thinking skills into reading instruction were positive. However, the participants have negative perceptions in some issues. For example, most of the participants perceived incorporating CT skills as time-consuming and struggle to integrate CT skills into reading lessons. Similarly, the participants defined critical thinking skills differently. In most of participants' definitions inference, evaluation, explanation and self-regulation skills were not mentioned. For instance, participant one defines critical thinking as it is a type of thinking where an individual analyzes questions, interprets and makes judgments. Participant 4 also defines critical thinking skills as challenging and understanding things from different perspectives and the like are key issues related with thinking. Moreover, p7 defines that CT as understanding things from different angles.

Experts recognized critical thinking skills embrace interpretation, analysis, evaluation, inference, explanation and self-regulation (Facione, 1990). However, the EFL teachers recognized two of CT skills in their definitions consistently: interpretation and analysis. They did not identify four of them in their definitions that are necessary for learners to improve reading comprehension as readers, such as inference, explanation, evaluation, and self-regulation skills. This finding is aligned to the findings of Rowles et al. (2013), which suggests that if two or more of the six identified skills were omitted, it could be interpreted that an individual may have an incomplete understanding of what CT skills constitutes.

They also integrated these skills in the classroom activities insufficiently. This may be due to lack of all the necessary tools to integrate CT skills into their courses (Lauer, 2005). According to Adams and Stedman (2012), this is due to teachers may

not have had formal education themselves when it comes to critical thinking. In addition, Sutarto (2017) suggests that the successful implementation of CT skills depends on teachers possessing the necessary skills or receiving training to develop them. However, many language educators lack training in CT skills, making it difficult for them to effectively integrate them into their teaching practices. When teachers do not understand critical thinking, it can be quite challenging for them to effectively instill CT skills in their students.

This suggests that majority of the teachers lack the necessary knowledge regarding the use of CT skills in reading lessons. This implies that teachers cannot be expected to infuse critical thinking well if they do not have a thorough understanding of what it is. A clear understanding of the elements of CT skills is required to design proper assessments to measure students' learning outcomes. Thus, improving the teachers' perceptions must be prioritized before expecting proper practices of CT skills to improve students' reading comprehension in the classroom.

The second research question aimed to determine the extent to which the teachers integrated the CT skills into the reading activities and tests. The findings of document analysis uncovered that the teachers' use of CT skills in the reading activities and tests was disproportionate and more content mastery questions were employed. The teachers are expected to integrate all the six skills in the reading comprehension. And exam questions should be developed to stimulate critical thinking rather than rote memorization. However, this study revealed that the level of CT skills they incorporated in the reading activities and tests were insufficient.

It also reported that inference and interpretation skills used at higher level; analysis and explanation skills were integrated the least, whereas evaluation and self-regulation skills were not used. This finding is consistent with the findings of (Al-Kindi & AL-Mekhlafi, 2017) and Al-Balushi and Osman (2013), which revealed the teachers had limited use of CT skills. This implies that the integration of CT skills into reading comprehension provided by teachers is directly impacted by the insights they developed through the amount of training they received.

The third research question was attempted to investigate the teachers' self-efficacy beliefs of CT strategies. To address this research question, the data was obtained from a teacher questionnaire part two. Teachers with more self-efficacy belief have more confidence and teach better (Bandura (1986 & 1997, cited in Rashtchi, 2021). Besides, high self-efficacy makes teachers more adaptive, open to new methods, and engaged (Allinder, 1994; Guskey, 1988; Tschannen-Moran & Hoy, 2001). However, the study revealed that the participants' self-efficacy beliefs were medium ( $m=3.33$ ). This indicates that their self-confidence level to implement critical thinking strategies were moderate. However, the teachers' actual classroom practices of critical thinking strategies are scarce. This finding is similarly reported by the students that their teachers' utilization of critical thinking strategies in the reading classroom is inadequate. This implies that though the teachers are moderately self-efficacious, their classroom practices are rare. Therefore, it is imperative for concerned bodies to prepare training for teachers in how to implement the CT strategies.

The fourth research question intended to identify the CT strategy implemented mostly in reading classes. To do so, the data collected from classroom observation to answer this question. The findings of classroom observation highlighted that the participants' utilization of CT strategies, specifically questioning, structuring classroom, responsiveness to student input, and modeling. To begin with, the average score for the implementation of the questioning strategy is 2.33. It reveals that the practice of teachers' questioning strategy to foster students' reading comprehension was infrequent. Besides, it uncovered some of the components in questioning strategy were not implemented. For example, self-regulation skills enhancing activities were not found among the questioning tactics.

Additionally, the occurrence of structuring classroom strategy among the participants was infrequent, as seen by the overall mean score of 2.8. This finding was against the findings of contents analysis, which revealed teachers' had positive perceptions regarding structuring classroom to make the lessons clear. To structure the classroom, the teachers' strategy use to select texts play great role. The findings of document analysis uncovered that the teachers' actual use of authenticity, readability and exploitability strategies to select texts for classroom practices and assessment

were weak. When texts lack exploitability, it does not facilitate the development of reading skills to help readers become comprehensible (Andriani, 2019). Thus, in order to make students to become effective readers with the ability to extract the content from the language that expresses it, the selected texts should facilitate the students' learning (Nuttal in Andriani, 2019). When the texts are not readable, it becomes difficult for them to comprehend. That is the reason why Andriani (2019) states that reading will certainly be a struggle if the selected texts were not appropriate for students' level of understanding. And if the reading passage lacks authenticity, students lose interest and engagement in reading.

In relation to the teachers' use of responsive strategy, the result of teachers' survey revealed that their perceptions were average. However, the utilization of this strategy was occasionally observed among teachers within the context of the reading classroom. The predominant techniques of teachers' responsive strategy noticed during the classroom observations were the provision of rewards to students for their participation in open-ended questions and the expectation for students to elaborate on their replies.

Conversely, the modeling method had not been adopted. Its average score is 0.67. The implementation this strategy allows students to effectively learn from their teachers through imitation. However, it has been noted that this method has been implemented sparingly in the classroom to foster the development of students' critical thinking skills. The lack of observation on teachers' interest in challenging activities that necessitate students' higher order thinking skills were seen among various modeling tactics. In addition to this, the participants were subjected to five instances of observation during which they employed explicit examples to elucidate their logical reasoning. This discovery supports the assertion made by Choy and Cheah (2009, p, 205) that "the teaching of critical thinking is only possible when teachers possess extensive knowledge of critical thinking skills and an understanding of how to integrate them into their instructional practices." Based on the aforementioned findings, it appears that while the participants occasionally employed CT strategies there was limited engagement with fundamental abilities such as evaluation, inference, interpretation, and self-regulation. Due to this factor, the findings of the classroom observation indicated infrequent utilization of questioning and structuring

classroom tactics, while the participants' responsive strategy was occasionally seen. However, the modeling method employed by the participants was found to be rarely utilized in the context of the reading classroom.

Additionally, the findings of the document analysis indicated that the teachers exhibited a lack of awareness about the selection of texts that are easily comprehensible and the development of well-balanced questions that target both higher and lower-order thinking skills, both in the context of classroom instruction and assessment. The present observation aligns with the conclusions made by Aliakbari and Sadeghdaghighi (2013), which indicate that educators in higher education lack awareness of the significance of integrating CT skills in the reading comprehension.

The fifth research question aimed to investigate teachers' perceptions of the factors that hinder the integration of CT skills into reading comprehension activities and assessment. To answer this question, the teacher survey and interview were employed. The teachers perceived that students' preference for good grades rather than learning content, simple factual questions, and lack of background knowledge, which aligns with previous research conducted by (Sparapani, 1998 & Kowalczyk et al, 2012) as challenges hindering integration of CT skills into reading instruction. Furthermore, teachers explained challenges that hinder them not to integrate CT skills into reading instruction include lack of training, lack of information and personal belief and perceptions that ascertains the findings of (Snyder and Snyder, 2008). This suggests that EFL teachers may not possess the necessary understanding of CT concepts and skills to effectively integrate them into their teaching practices (Lauer, 2005).

Additionally, Kowalczyk, et al. (2012), argue that teachers' inadequate knowledge of CT skills could impede their ability to foster CT skills among their students. Similarly, this study reveals that teachers-related factors are affecting the practices of CCT skills in the reading classroom. The challenges associated with infusing CT skills stem from the need for educators to possess the necessary skills and training to effectively incorporate CT skills into their teaching practices (Kowalczyk, et al. (2012).

Lastly, the study aimed to assess how effectively teachers incorporate critical thinking skills into their reading instruction. The integration of critical thinking skills in reading activities is crucial for enhancing students' reading comprehension. It is essential that all components are utilized in a balanced manner to stimulate students' intellectual growth. However, the findings of this study revealed that teachers tended to focus more on content mastery questions rather than fostering critical thinking skills in their reading activities and assessments. This finding is consistent with previous research (Choy & Cheah, 2009; Lauer, 2005), which suggests that teachers often prioritize subject matter comprehension over the development of critical thinking skills in the classroom.

Furthermore, the study found that reading teachers inadequately utilized critical thinking skills, with some skills, such as self-regulation skills, being completely neglected. Self-regulation skills are essential for students to review and improve their work before submission or presentation, yet teachers failed to incorporate them into their instruction. This lack of emphasis on independent learning skills hinders students' ability to develop their critical thinking abilities. Therefore, it is imperative for teachers, lecturers, and educators to actively promote the cultivation of critical thinking skills among students in the classroom. By prioritizing the development of critical thinking skills alongside subject matter comprehension, educators can better prepare students for success in their academic and professional endeavors (Schafersman, 1991).

Furthermore, the utilization of inference skills is inadequate in the classroom practices. Tasks such as predicting the main idea of a reading text from titles or subtitles, as well as prompting students to write a concluding sentence in a paragraph, are not commonly implemented. Additionally, the development of evaluation skills is crucial but is also underutilized. For example, teachers rarely assign tasks that encourage students to apply cognitive input and skills to real-life or social contexts, or prompt students to assess the strengths and weaknesses of each other's arguments.

This lack of emphasis on critical thinking skills in reading lessons may be attributed to teachers' inadequate knowledge of how to integrate these skills effectively (Kowalczyk, et al., 2012). Adams and Stedman (2012) suggest that this

could be due to teachers themselves not having received formal education in critical thinking. When educators lack a deep understanding of critical thinking, it becomes challenging for them to impart these skills to their students. This indicates that teachers do not possess the requisite knowledge to incorporate critical thinking skills into their reading instruction.

In general, the teachers' practices of critical thinking skills in the reading instruction are insufficient. This is primarily due to teachers' instructional efforts are governed by what they believe they can accomplish (Gibson and Dembo, 1984, p.240; as cited in Bandura, 1977). According to Lauer (2005), teachers struggle to incorporate critical thinking skills into their lessons because they lack the necessary resources and tools.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **Introduction**

The purpose this study is to explore teachers' perceptions, self-efficacy beliefs and practices of critical thinking skills in teaching reading. In this section, it is tried to present the general summary, the research procedures, and major findings, conclusions and recommendations.

### **5.1. General summary**

In the 21st century, higher education institutions are focusing on enhancing students' critical thinking skills to improve learning outcomes and foster self-directed learning. However, many students tend to approach reading in a superficial manner, possibly due to current instructional methods. It is imperative to explore alternative teaching approaches to deepen students' reading comprehension.

By integrating critical thinking abilities into reading instruction, students can enhance their reading comprehension, self-directed learning, and English as EFL skills. Teachers play a crucial role in implementing critical thinking tactics and cultivating a culture of criticality in the classroom. Teachers with strong self-efficacy beliefs are essential in this process.

Despite the importance of teachers' perceptions and beliefs in utilizing critical thinking teaching strategies in higher education, there is a lack of research in this area. Therefore, this study aims to investigate teachers' perspectives and self-efficacy beliefs regarding critical thinking teaching strategies in EFL classes to improve undergraduate students' reading comprehension.

### **The procedures of the study**

This sub-section covers the methods employed in the pilot and major studies. In the pilot study, two main tasks were carried out. The first one developing tools that were relevant to the research questions. The second task was checking the reliability and the validity of the instruments. This helped the researcher to select appropriate items to obtain relevant data from the sources to answer the research questions. The pilot

study was conducted in non-sampled area and the lessons were incorporated in the major study.

In order to carry out the comprehensive study, the researcher carefully selected the paradigm that would guide the research. The study is rooted in the paradigm of pragmatism, which emphasizes the importance of gathering both quantitative and qualitative data. To achieve this, a descriptive survey design was utilized, incorporating a sequential explanatory mixed-methods approach. The study was conducted at Hawassa University and involved forty EFL teachers and sixty second-year English major students.

The researcher employed the Yamane formula (1967) for sampling in order to ensure a representative sample, and purposive sampling was used to select participants for interviews and classroom observations. This method allowed for a thorough examination of the research questions and provided valuable insights into the experiences and perspectives of both teachers and students.

Quantitative data was collected through a survey, which underwent reliability and validity testing during a pilot study. The survey was designed to investigate teachers' perceptions of critical thinking skills and their confidence in utilizing critical thinking strategies in the reading skills classroom. Statistical analysis of the survey data was conducted using SPSS version 24, which calculated means, frequencies, and percentages to provide a comprehensive description of the data.

The analysis began with the examination of questionnaire responses, followed by the evaluation of data obtained from interviews and document reviews. Qualitative data was gathered through interviews, document analysis, and classroom observations to determine the extent to which teachers were implementing their perceived strategies in the classroom. Grounded theory was employed to analyze the data.

Overall, the study aimed to gain insight into teachers' perspectives on critical thinking skills and their ability to incorporate critical thinking strategies into their teaching practices.

## **Major findings**

- i. The findings revealed that teachers' perceptions of integrating CT skills into reading instruction were inadequate due to a lack of training. A significant number of participants had not received formal training in CT skills. Moreover, during interviews, teachers only mentioned analysis and inference as components of critical thinking, neglecting interpretation, explanation, evaluation, and self-regulation skills.
- ii. The teachers' use of CT skills in the reading activities and tests was disproportionate. Though they are expected to integrate all the six skills proportionally in the reading comprehension, it is found that the level of CT skills they incorporated in the reading activities and tests were insufficient. It also reported that inference and interpretation skills used at higher level; analysis and explanation skills were integrated the least, whereas evaluation and self-regulation skills were not employed.
- iii. The teachers' level of self-efficacy beliefs in utilizing critical thinking strategies to enhance students' reading comprehension was found to be average. Interestingly, this finding contradicts the results of a student survey, which indicated that teachers are not implementing critical thinking strategies in the reading classroom effectively. Similarly, classroom observations revealed that there are insufficient implementations of CT strategies by teachers.
- iv. Teachers are moderately self-efficacious to implement questioning strategy among others. However, they are less confident in utilizing this strategy practically in the reading classroom; the CT strategy the participants employed mostly is teachers' responsive strategy in the reading classroom.
- v. The EFL teachers perceive that student-related factors are the primary hindrance to the practices of CT skills in the reading classroom. This obstacle is perceived to be more significant than other factors such as teacher-related issues, lack of appropriate materials, time constraints in selecting texts and designing tasks, scarcity of readable texts, methodological challenges, curriculum constraints, and assessment-related concerns.

vi. The practices of CT skills across six domains by teachers to enhance students' reading abilities were deemed inadequate. Participants emphasized the importance of integrating CT skills into higher education reading lessons to foster self-learning, improve cognitive abilities, and enhance both academic and non-academic aspects of students' lives. However, teachers were found to disproportionately use more content mastery questions than CT skills in their classroom activities and assessments.

## **5. 2. Conclusions**

Based on the quantitative and qualitative findings the following conclusions are drawn.

1. It has been concluded that the level of teachers' perceptions to integrate critical thinking skills into reading instruction were positive. However, the ways how the teachers explained CT skills are insufficient. They explained that analysis and inference skills only as the components of critical thinking skills. Interpretation, explanation, evaluation and self-regulation skills are not mentioned as the elements of critical thinking skills in their definitions. It implies that having positive perceptions alone cannot guarantee the effective use of CT skills and strategies in the reading classroom to foster students' reading comprehension.

2. It has been investigated that the teachers' utilization of critical thinking skills in reading activities and assessments is not proportionate. They incline to focus more on inference and interpretation skills rather than analysis, explanation, evaluation, and self-regulation skills in their instructional practices. This infers teachers lack awareness in integrating CT skills in the reading instruction. It implies that providing short term training on integrating critical thinking skills while designing reading activities and tests could minimize this gap.

3. The teachers' self-efficacy beliefs for implementing CT strategies were moderate; they feel efficacious to implement questioning strategy in the reading skills classroom. However, structuring classroom, responsiveness for students' response, and modeling are not implemented sufficiently in actual reading classroom.

4. Teachers are moderately self-efficacious to implement questioning strategy among others. However, they are less confident in utilizing this strategy practically in the reading classroom; the CT strategy the participants employed mostly is teachers' responsive strategy in the reading classroom.

5. There are potential factors that affect the practices of critical thinking skills in the reading classroom. Among them student-related factors are significantly influencing the practices of critical thinking skills in reading classroom than other factors.

6. The current implementation of critical thinking skills across six domains by teachers to enhance learners' reading abilities is lacking. Teachers often prioritize content comprehension over the development of critical thinking skills. This indicates teachers lack the necessary knowledge in integrating critical thinking skills into reading instruction effectively.

### **5.3. Recommendations**

Based on the above conclusions, the researcher forwarded the following recommendations:

1. Teachers' perceptions play a significant role in implementing critical thinking skills in reading instruction to improve students' reading comprehension ability. Therefore, it is important to provide training for teachers to reasonably integrate critical thinking skills in the classroom instruction and assessment.

2. It is important to use instructional methods that enable students engaged in learning. Thus, the reading teachers should try to balance among CT skills in the reading skills course activities and assessment.

3. Now a day, society requires individuals who can solve problems in many aspects. To meet this demand, the teachers' training programs in the country have to satisfy these needs by incorporating 'the 21<sup>st</sup> century skills like critical thinking skills through different course delivery deemed to be important. Consequently, Universities should prepare training for teachers that enhance teachers' practices of integrating CT skills into reading instruction in a way to improve students' reading comprehension.

4. Understanding how to employ text selection strategies plays a great role in structuring reading classroom by making lessons clear and understandable. Thus, the reading teachers should perceive well and implement the text selection strategies to select authentic, readable and exploitable texts to prepare reading activities for classroom practices and assessments.

### **Directions for Future Research**

Future research could investigate how teachers' perceptions and self-efficacy beliefs regarding critical thinking skills impact students' reading comprehension. Understanding the influence of teachers' knowledge and beliefs is vital for effectively incorporating critical thinking skills into classroom instruction. Exploring how teachers are trained in colleges or universities to successfully teach students would provide valuable insights into improving educational practices.

Examining the characteristics of students could serve as a valuable direction for future research. This is because students' prior knowledge, learning experiences, and their family's cultural beliefs regarding the importance of critical thinking may significantly impact the teachers' use of critical thinking skills in reading instruction.

Another direction for future research could involve assessing the quality of teaching materials. It is crucial to examine the authenticity, readability, and exploitability of materials in engaging students and design activities and tests to challenge their intellect. By investigating into this aspect, educators can develop compelling and coherent lessons that foster student engagement and facilitate learning.

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## 7. LIST OF PUBLICATION

- ✓ The first article has been published on the Journal called English Language Teaching: Linguistics, Literature and English Teaching volume 14,( 1).  
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## 8. APPENDICES

### Appendix 1: Questionnaire for EFL Teachers

Dear Participants,

I am a Ph. D student at Addis Ababa University in ELT. I have been conducting a research entitled “An exploration into EFL Teachers’ perceptions, self-efficacy beliefs and practices of critical thinking in teaching reading skills”. The purpose of this questionnaire is to explore the EFL teachers’ perceptions about infusing critical thinking skills (CTS) in reading lessons to foster the students’ reading comprehension. This questionnaire asks your insights of critical thinking and the practice of CT teaching strategies in reading classes. Your responses will be kept confidential and used for research purpose only.

**Thank you for your cooperation!**

#### Part One: Demographic information

Put the right (√) in the blank spaces to respond to the questions below

1. Sex: Female  Male
2. Qualification: M.A.  PhD.  Associate Prof.
3.  Teaching experience in years: 6-10      11-16  17-21  22\_27,   
>28
4. Have you attended any formal Training on Critical thinking: Yes  No

#### Part Two: Teachers’ Basic Perceptions about Critical Thinking Skills

The following items describe basic perceptions about critical thinking skills. Indicate your agreement or disagreement with each of the following statements by putting a tick (√) on the spaces given. Please try to complete every item.

Scales: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statements	1	2	3	4	5
1	The role of critical thinking in the ELT curriculum should be more emphasized					
2	How to integrate CT into ELT should be taught during pre-service English teacher education					
3	Teaching critical thinking skills is an important part of my job as an English teacher					
4	Students have barriers to think critically, regardless of the strategies I use					
5	I need to get more training on how to infuse CT tasks into reading lessons					
6	It is not the job of an English teacher to infuse CT activities in the reading lessons.					
7	It is not necessary to emphasize the role of critical thinking skills in the reading course/lesson					
8	Higher-order thinking exercises rarely incorporated in most of my reading lessons					
9	Incorporating CT tasks into my classroom practicing lessons is simple, but It is difficult to use them in assignments and tests					
10	It takes time to design reading questions that require students' higher-level of thinking skills in reading assignments and exams					
11	When people grow older, they naturally become critical thinkers					
12	It is the primary job of an English teacher to teach critical thinking in the reading classroom.					
13	If required, I could infuse critical thinking questions into my reading lessons					
14	To fully implement critical thinking into my courses, I need additional support					
15	CT is a method of thinking which would help students stimulate the learning process					
16	As I had no idea to measure the difficulty level of texts, the tasks I design became difficult for my students					
17	Readable texts are rare to find, so it is not easy to design CT reading activities					
18	Students are concerned about getting a good grade only rather than learning					
19	Students are impatient with the difficulty of critical thinking activities.					
20	Integrating tasks like project-based learning needs more time, so there are less opportunities for students to practice CT tasks in reading course					
21	Students lack the needed background knowledge to practice higher-level learning tasks					
22	I rarely use questions with no obvious answers in reading classes					
23	Only certain students can perform higher-order thinking tasks					

24	There should be a balance between CT and lower-level thinking tasks in reading lessons`						
25	Students prefer to reading activities with simple factual questions and answers						
26	It requires much time to integrate higher-order learning tasks and give feedback in class, so I rarely practice it.						
27	For most of the students the passages I use for reading lessons are very difficult to comprehend						
28	Most of the time, reading tests should have many new words						
29	The texts I prefer for classroom practices have longer sentences						
30	The passages with sentence structure that gradually increase in complexity are preferable to design higher-order thinking tasks.						
31	The passage should introduce students to new ideas that make them think about things they haven't thought of before						
32	The passage should help students understand the way the writer feel/ think						
33	Students should learn how to identify the meanings of new words from the context						
34	The meanings of most of the new words in the texts should be found out with the help of a dictionary						
35	In the passage, some of the new words should be replaced by simpler words						
36	It is not necessary to check the new words are found in the subsequent chapters while selecting the passages for classroom practice, assignment or tests.						
37	The language use in the passage should not be the same with that of used in real world						
38	Reading texts should not contain real-life issues that challenge students to think seriously about their worldview.						
39	The passages to be used for classroom practices, assignments and exams should be accurate and up-to-date						

### Part Three: Teachers' self-efficacy beliefs for CT Strategy use

This section asks how often you practice the critical thinking teaching strategies in reading classroom. Please indicate your agreement or disagreement with each of the following statements by putting a tick (√) .

1= *Never*      2= *Seldom*      3= *Sometimes*      4= *Often*      5= *very often*

No	Items( <i>I use strategies</i> .....	1	2	3	4	5
1	Employing questions that challenge students to apply prior knowledge to new context					
2	Engaging students with controversial topics					
3	Modeling appropriate use of the concepts and language use					
4	Making students to recognize insufficient evidences in their spoken or written report					
5	Using small group discussions with specific tasks assigned					
6	Using writing assignments with specific goals focusing on a particular kind of thinking					
7	Requiring students to justify their positions with examples and evidence, both in verbal and written analysis					
8	Encouraging students to articulate an argument focusing on writer's a point of view					
9	Evaluating students using in-class creative projects that involve a variety of reference					
10	Providing tasks that enable students to judge accuracy, adequacy, clarity, credibility, worth, etc. of ideas in the passage					
11	Asking open-ended questions					
12	Checking students' understanding about the material/paper they presented in the class					
13	Posing questions for students to identify the strength and weakness of each other's' arguments					
14	Asking students to evaluate evidence from multiple perspectives					
15	Asking students to make comparisons, find similarities and differences, and draw conclusions					
16	Using cooperative learning and helping students to accomplish a common goal					
17	Giving projects students work together and providing feedback and suggestions to them					
18	Asking students to identify strengths and weakness of their own thesis and argument					
19	Providing group works to solve problems that have multiple solutions					

**Thank you!**

## Appendix 2: Questionnaire for students

Dear Students,

The purpose of this questionnaire is to explore the EFL teachers' in-class behaviors to nurture his/her students' criticality while teaching reading lessons. Indicate your agreement or disagreement with the following statements by putting a tick (√) on the spaces given. Please try to complete every item. Thank you for your cooperation!

### Part One: Evaluating your Teachers' CT strategies use

No	Items	1	2	3	4	5
	<b>Our Reading Teacher:</b>					
1	Asks us to recognize insufficient evidence					
2	Invites us to think creatively (e.g. posing "what.. if" questions)					
3	Gives challenging situation to come up with solutions					
4	Asks us to judge accuracy, adequacy, clarity, credibility & worth of ideas					
5	Asks questions like "Why do you think so?"					
6	Asks us to distinguish differences between facts and opinions					
7	Invites us to reflect on our thought process orally or in written					
8	Provides us with homework activities that need to summarize the main ideas of text read					
9	Encourages students' interaction and cooperation to solve a problem or complete a task					
10	Encourages students to ask each other thought provoking questions					
11	Uses different class groupings for different classroom activities					
12	Moves along the room to facilitate our work in classroom					
13	Uses a variety of visual media to develop cognitive strategies					
14	Encourages incorrect student responses with supportive comments					
15	Encourages to answer each other's questions					
16	Allows wait time (at least 10 sec) for students' answers before restating the questions					
17	Reinforces students for responding to open-ended questions					
18	Encourages incorrect student responses with supportive comments					
19	Accepts students' responses without judgment to encourage exploring possibilities					
20	Asks the questions that require students to expand on answers					
21	Encourages more than one student to express solutions/evidence					
22	Seeks evidence for stated claims by asking students to clarify and justify their responses					
23	Uses cognitive languages (e.g., compare, analyze, predict, and create).					
24	Acts as facilitator in reading classes					
25	Shows interest for challenges and complex tasks requiring higher-order thinking skills					
26	Uses clear/real examples to explain/teach logical thoughts					
27	Tries to create images for abstract ideas in our mind					
28	Encourage us to transfer cognitive skills to everyday life					
29	Presents his/ her lessons in a logical and organized way					

## Part Two: The Students' Evaluation of Reading Tasks Practiced in Classes

This section asks to what extent you think the following statements applied to you. Put (√) mark under the number given in the table below according to the degree of your agreement or disagreement of each of the statement. Each number stands for a different degree in measurement.

1=*totally disagree*; 2=*disagree*; 3=*hard to say*; 4=*agree*; 5=*totally agree*

No	Items	1	2	3	4	5
1	In reading lesson, we practiced tasks that asks to distinguish the type of the reading text					
2	Predicting the main idea of reading text from title or subtitles practiced rarely					
3	No reading question that asks to find the implied meaning from author's attitude					
4	There isn't any activity that asks us to distinguish facts from opinion					
5	Reading tasks require us to judge the rationality of different views based on prior knowledge					
6	Few tasks helped us identify the purpose of the author based on the text					
7	In reading we improved finding relevant arguments to support views of the writer					
8	Tasks required us to guess meanings of words/phrases from various clues when we can't understand the word					
9	Reading activities helped us to practice identifying the purpose of the author in the text.					
10	The tasks enabled us to express our opinions according to the text					
11	No task required us to revisit what we did before submitting or presenting our work					
12	Few of the reading activities required us to write a concluding sentence					
13	Few tasks needed us to find reasonable arguments in the text to support our views					
14	Most of the times we were asked to summarize the main idea of the text after reading					
15	There are tasks that make us correct our unreasonable inference made after reading					
16	Reading tasked help us to write or express comments on the information in the text					
17	Reading tasks helped us to compare our opinions with that of					

	authors' in the text					
18	No task required us to confirm our views after searching relevant material					
19	The passages we practiced in reading classes were very difficult					
20	The new words in the text are worth learning at this stage					
21	In the reading passage we practiced, the new words are many					
22	In the passage, the new words are not introduced from simple to complex					
23	The length of sentences in the passages were very long for me					
24	In the passages we practiced, the sentence structures gradually increase in complexity.					
25	The passages I practiced/tested introduce me to new ideas that make me think about things I haven't thought of before					
26	The passages helped me understand the way others feel or think					
27	In the reading course, I practiced how to identify meaning of new words from context					
28	The reading skills course enabled me find out the meaning of some of the new words without the help of dictionary					
29	Some of the new words in the text can be replaced by simpler words					
30	The new words found in the subsequent chapters in the passages					
31	Passages use language that are not used in real world					
32	The passages do not contain real-life issues that challenge me to think seriously about my worldview.					
33	The passages used in reading course are not accurate and up-to-date					

Thank you so much!!

### **Appendix 3: Interview schedule**

1. In your perspective, what does critical thinking mean?
2. What is the importance of practicing CT skills in reading skills classes at higher institutions?
3. Which teaching strategies do you use to improve your students' critical thinking skills?
4. What roles should reading teachers play in classroom to promote students' CT skills?
5. What challenges do you face that hinder the practice of CT skills in reading classroom? Tell me
6. What do you suggest to enhance University students' CT ability?
7. What do you suggest for reading teachers in selecting appropriate reading texts for reading lessons?

#### **Appendix 4: Script of the participants' response**

##### **Interview with participant one**

**Interviewer:** I am a PhD candidate at Addis Ababa University in ELT. Could you introduce yourself before we go into interview, please?

**Participant 1:** ..... I am associate professor of Teaching English as a foreign language. In addition, ok I do have other similar responsibility of director of employability development and car residence center at Hawassa University. And I have been working at Hawassa University for the last 12 years.

**Interviewer:** In your perspective, what does critical thinking mean?

**Participant 1:** Ok, Actually, there may not be exactly the same meaning and definitions by different scholars. As to my understanding, to my mind, critical thinking is you know, it is a kind of thinking where an individual analyzes, questions interprets and makes judgments. So this is shortly the definition of critical thinking in my mind. It is away or a kind of thinking where an individual questions, analyzes and evaluates and makes judgments. This is what I understood about critical thinking. As you know there are many critical thinking, among these, not critical thinking, but there many different kinds of thinking? A word critical differentiates from other thinking.

**Interviewer:** At which level should students learn critical thinking skills?

**Participant1:** As to my understanding, may be at university level because university is the place where students are expected to think critically. As I have already said this is the place or the setting where students ask questions, evaluate the questions that are asked by others or by their teachers or teachers. And this places where we develop critical thinking in order to judge something.

**Interviewer:** how can teachers help students to develop critical thinking skills?

**Participant 1:** Teachers can promote or help students to develop critical thinking because it is where students need to develop critical thinking. By understanding this, teachers are also expected to help students develop their students' critical thinking. May be by giving them assignments that help students develop critical thinking by raising some questions and by giving reading assignments so in such away students develop their critical thinking especially through activities. Teachers are always not expected to ask something that does not need critical thinking sometimes you know students understand something simply by looking at the physical watches. In addition to that, teachers should give assignment or projects either written or spoken, which make students, think critically. Through these things, teachers can help students develop critical thinking.

**Interviewer:** Which courses do you think are more appropriate to foster these skills?

**Participant1:** As to my understanding, I think there are four macro-skills. Among these, reading is an appropriate skill. Through which students can develop their critical thinking or teachers use to help students to develop critical thinking. As I have already said, teachers are expected to provide some reading passages or extracts, which students think critically, and the nature of questions or the nature activities of reading make think critically.

**Interviewer:** what roles should teachers play in reading classroom?

**Participant 1:** One of the teachers' roles may be designing extra activities that are out of module or texts. Though we do not have texts, there is something being said in the module. In addition to that, teachers are expected to design extra activities, which help think critically and develop it. So teachers can be as facilitators. Always you know instead of giving answers to some questions from the reading passage, teachers should only facilitate and show the directions. This is what I understood.

**Interviewer:** what kinds of strategies do you apply in the classroom to boost students' critical thinking skills? How? Why?

**Participant 1:** I think you know that mostly understood by teachers that reading is vibrating and silent. so that is the case, one of the strategies that would help student

develop critical thinking is that teachers should promote active learning strategies, so in that case student can learn from each other because the way we think is quite different. We know that there different students in classroom who have different learning styles or strategies. For example, if you mix students who have different abilities, so they can learn from each other how to think critically because if you give for example, different types of questions may be some simple or medium and very difficult questions when students respond to some difficult questions, this bases on critical thinking. So some others may learn from peers in a group or in a pair. This can be one of the strategies that helps students think critically.

Another strategy is that teachers should design different kinds of activities instead of focusing on always you on vocabulary and reference questions something like that. The nature of the questions should vary from time to time based on the nature of the text. So varying the nature of questions or the type of questions, I do not know that can be another strategy. May another one can be teachers also should give strategy training. I mean how to read different texts. Students should have different strategies to grasp or comprehend different extracts or passages. Teachers should give the reading strategy training. They should train their students on how read, how to comprehend or how to understand. If teachers do this, I hope students can develop their critical thinking. Another strategy may be integration of the skills, so if you design activities which only based reading skills students may not develop skills but if you integrate the skills, and ask questions based on those integration, I think students can develop their critical thinking.

Another strategy is the level of vocabulary in the reading text if you adopt or adapt text from a particular source, you should mix some difficult words, which make students, think critically. And the nature of activities this is what I have understood.

**Interviewer:** what strategies have you practiced in reading classroom and what are its challenges.

**Participant 1:** most of the time I have you tried, but you know the big problem lies in the students' attitude they `do not want think critically. They simply want to get something and they want to get good mark. This is one of the challenges. And the students' performance is below the standard. Leave alone students in the university,

students are unable to pronounce the physical words in the text. Leave alone understanding the passage and think critically, this is the big problem. Class size is another challenge. As I have already told you to run active learning, the class size is large and when you mix or form in a group, it is very difficult to arrange large class. The classroom itself is not smart as we say; it should be attractive. Though it is a reading class, in order to implement that we are expected to do the classroom atmosphere is difficult. Actually, I have taught reading course for two semesters. In these stays, I knew the methods. Teachers who give this course do further different things to help students develop critical thinking.

**Interviewer:** which roles do you suggest teachers should play to boost students' critical thinking?

**Participant 1:** Teachers should play different roles in order to help students develop their critical thinking. Teachers seem careless I don't know the reason behind. They don't want to design different activities; they don't encourage students, read further, and help them accordingly to make their students think critically. So they are expected to play the role of designing different activities from time to time not only focusing on activities in the module. So they are expected to play the role of designing different activities.

Also they are expected to have a kind of workshop or seminars including other teachers in order to promote critical thinking and facilitate or help how to read to develop critical thinking. Instead of leaving students alone and we give sometimes activities and reading passages, and we leave the rest for students, so the teachers are expected to move around and help students individually because the way students read it quite differently. Therefore, teachers should approach students and identify their challenges help in classroom. Especially language teachers should know that this skill very important receptive skill through which we can develop critical thinking and you can also develop other skills to make students successful in their academic performance or during their stay at university. This is the area, which needs attentions.

**Interviewer:** As you are an teacher, is there any strategy you use while selecting reading texts for your students?

**Participant 1:** If it is in relation to critical thinking, the difficulty level is important. When you select additional reading material, you have to consider the difficulty level of text. The reading text should not be something very simple; something that doesn't help students to think critically. We select or adapt texts, it should be in line with helping students' criticality. In other words, it means vocabulary.

**Interviewer:** Is there any strategy to measure the difficulty level of texts?

**Participant 1:** may be sometimes you have to know your students' background in actually classroom performance. Based on that; We that there different kinds of students: high achievers, medium and low achievers, so the text that you select should accommodate the level of performance of students.

**Interviewer:** Thank you very much. Could say anything to have our students at university level good critical thinkers?

**Participant 1:** you know the concerned bodies should organize the workshop for half a day or three to four hours to enhance awareness among the teachers. So they can help students think critically. You know the very reason that makes me to say so is that 21<sup>st</sup> century needs critical thinking. In this regard, our students know something, read something, complete courses, and graduate and go home world of work. However, before that universities are expected to help students develop critical thinking. In this case, the potential employers need and the skills our students have are quite different. There is a mismatch you know that potential employer said that we cannot get competent graduates. Besides, our students said that we could not get job opportunities. When you say this, our students are unable to think critically; they do not have life skills which 21<sup>st</sup> century needs.

Shortly, the university, college or English department at design prepare a short time training to create awareness among teachers otherwise it is too difficult to reach students through courses only. When the teachers use critical thinking through their course, they can better practice the required skills. These all are important; I don't know what kind of material can be prepared. In the 21<sup>st</sup> century, hard skills are not that much important unless our students are critical thinkers they cannot be problem solvers.

## **Interview with Participant 2**

**Interviewer:** Let me introduce myself. I am a PhD student at Addis Ababa University in ELT. My research title is “An Exploration into the EFL Teachers’ perceptions and practices of Critical thinking in teaching reading skills”.

**Participant 2:** Thank you so much for having me. I am an associate professor in department of English Language and Literature in Hawassa University. And I have been teaching for the past 25 years and I am interested in teaching reading skills. Finally, I can raise the related issues for your research. Thank you again.

**Interviewer:** The general goal of higher education is focusing on making nations or producing students who have critical thinking ability and capacity in solving problems. In your perspective, what does critical thinking mean?

**Participant 2:** Critical thinking is something, which is very broad concept and difficult to define in one sentence. However, briefly it can be defined as a kind of thinking that is expected from educated people so not to accept as it is without analyzing merits and demerits of a given idea for a given situation so it is a higher level of thinking that is expected from educated people. So as to overcome life challenges we are to face in day to day life. You know we are living in a very dynamic world and everything is changing here and there, now and then, in that situation we are expected to rationalize what is expected from us so as to move ahead by overcoming the difficulties of general life or specific situation that we face in teaching or learning situation. That is a matter of having some kind of reason-based kind of thinking that enables us to give way out for life difficulties that we face.

**Interviewer:** if you define in this way, do you think that this skill is important for university students? Why?

**Participant 2:** as far as you know let alone university students, I think this skill is very important skill even for all human beings and that is what make us different from others just uneducated or animals. And when you come to university students, I think this is where they are expected to make use of develop the skill of thinking. They are here to develop this skill particularly and it very important skill.

**Interviewer:** if it has such importance, how university teachers can implement it in classes?

**Participant 2:** There are topics or issues related to critical thinking skill and even there are courses given as critical thinking skills and critical reading skills. There are courses that are directly meant to improve students' critical thinking skills. In addition to that any instructional portions that are given for the learners must be in line with enabling them with critical thinker, so in one way they have to be settle a separate topic that are meant to enhance or improve their critical thinking skills. Even the other subject areas or other courses must be seen in light of enabling learners critical thinkers.

**Interviewer:** Is there any strategy to infuse critical thinking skills in reading lessons?

**Participant 2:** Yes, There are a number of strategies must be used by reading teachers so that they can embed the skill of thinking in the critical reading course. They have a kind of interconnected issue of critical thinking and critical readings are inseparable. You know activities in reading skills are meant to be taught critically higher level thinking issues. They have to be there to go beyond the surface level of understanding something by comparing and contrasting, giving meaning, interpreting, and inferring come into some kind of deducing kind of things are important should be considered in kind of critical reading skills, so if these skills are embedded or infused in to a given critical thinking skills, I think learner can develop their critical thinking skills.

**Interviewer:** what kind of procedures should educators follow to select text and design reading activities?

**Participant 2:** they have to start from the reading proficiency level and critical thinking ability levels must be taken into account before designing a given activity. Based on that they can move on to high level thinking skills activities they can design. After that, they can go about thinking independently so they can have their own conscious plan to take actions that they can put into activities. If it is based on their own thinking, they go about reasoning, rationalizing and identifying what is important and what is not important and they can go about using activities in their real life reading or life situations. That is the important part of critical thinking skills.

**Interviewer:** what challenges do teachers face in the reading classes while implementing critical thinking activities?

**Participant 2:** Oh! When it comes to the issues of topic teachers faced major problems start from probably lack of effective teaching strategies and proficiency level of teachers by itself can be one of the major factors. That can affect them not all for most of them the way they have passed through in the teaching –learning the process in reading skills or other skills by it is not in such a way that enable them critical readers or thinkers. The very nature of teaching and learning of the teachers can be one of the causes and the learners are not up to the level of critical thinking and critical reading. They are not in a position they are far below the expected level of comprehending critical issues in the reading and the materials are not usually designed in such a way that activate critical thinking and readability of the learners. And lack of various affective factors like motivation, some other issues is not comfortable, so the problem can be seen in light of teacher problems. Learner-related factors, material related factors and social factors by it can be seen challenges in general.

**Interviewer:** Personally, what roles should teachers play to alleviate these problems?

**Participant 2:** Yeah, as teachers, we have to know the quality of a good teacher is he/she has to be ready to learn from his or her success or failure. And he has to take into account reality of language proficiency, levels of his students' and he/she has to redesign and use the material according to the context and should have a conscious plan what to do. It is not a matter of copying something as it is; it is happening in terms of the length and in the context teaching and learning.

**Interviewer:** As an experienced reading teacher, how the ideas of suitability, readability and exploitability are treated in the selection of reading texts for reading classes?

**Participant 2:** yea, these are a little bit technical terms and we try it in light of students' level of language. Teachers face challenges even using the original materials. As you said the issues of suitability, readability and exploitability should be seen seriously, so it should be in light of learners' needs, and then they can get

meaningful from what we are teaching. I think these issues should be taken into consideration. Sometimes there are some teachers who try to meet these standards, but most of the time; most of the teachers are not in a position to care about these issues.

### **Interview with Participant 3**

**Interviewer:** Let me introduce myself. I am a PhD student at Addis Ababa University in ELT. My research title is “An Exploration into the EFL Teachers’ perceptions, self-efficacy beliefs and practices of Critical thinking skills in teaching reading”. Could you say something about yourself?

**Participant 3:** I am..... I have taught English courses for university students for the last 15 years.

**Interviewer:** In your perspective, what does critical thinking mean?

**Participant 3:** Well, critical thinking means taking the reading or in relation to reading, critical thinking means reading a certain text or extract and analyze critically that text bring into the real world or situation: that is what critical thinking means. You have to ask critically, why? Why I am reading this text? What is its relevance to my activity, my real world, where is? So critical thinkers always think that they know what they are reading? Why they are reading? And How can they analyze, how can they use it for their future values. When we say someone is critical thinker, he can see what h reads or observes and relates to different contexts and situations. As to me this is what critical thinking means.

**Interviewer:** Do you think that critical thinking is important for higher education students? How?

**Participant 3:** With no doubt.

**Interviewer:** How? could you explain it?

**Participant 3:** Because if you do not think critically and drive your way out, then someone thought will direct you anywhere out, so critical thinkers always have their own directions, goals and objectives. They want what to achieve, why they are

reading or they want to know why they are doing something, so if they do not have this, we have to give course or part of the course. Whatever you do you have to think critically; critical in a sense is that relevant? Is that useful? How can I use it? For what purpose, am reading? So the purpose and the goal should be thought first before you do something, so that is the way it is relevant.

**Interviewer:** As you are higher institution teacher, what roles should teachers play in classroom to boost students' criticality?

**Participant 3:** well, teachers should facilitate the way students can think critically. They have to prepare different texts, materials not few there must be ample materials, so student can choose and work on what they are ordered or what you give them. For example, we don't have open book exams these days. This is one way of facilitating critical thinking and taking open exam. You allow students to bring different books and the exams referring from those books. That is one way: they read questions, they think and choose the relevant materials. That is one thing. The other thing is the teachers should always be prepared before they offer certain course or whatever course it is. It can be writing, reading, speaking, so that they should choose the relevant topics and titles. They should also bring real materials or authentic materials for listening, and for every language item, they should have authentic materials. If they bring that, without doubt students will start thinking critically.

**Interviewer:** Do you think that critical thinking happens in your classroom?

**Participant 3:** Yeah, for example I give reading course for second year students when I see authentic materials from an internet, if you take Indian reading materials, it cannot be authentic for the language itself has problem as a second language so I will bring reading material from the internet in fact very authentic reading material. I will go to the library and choose the book from there.

**Interviewer:** You think that materials are very important, is there any procedure that you follow while selecting material.

**Participant 3:** well, the only procedure I use is the course outline. We select texts based on the course outline, but we should go beyond that even sometimes there are

old reference materials in the course outline. These old references you may not get them, so you should find the recent ones. The other thing is you use audios and videos; I use my computer and show them different how different people read different texts and I will lead them to criticize or compare that in what criteria can you compare these speakers; they say this is British accent, this is American accent, this is An African accent, this is Indian accent. Then the writing system more of British system or American system, so they read and they decide this is very old writing style because the words/vocabularies are very difficult and they will analyze words, so they think about it. They reflect about the books, the contents that is how you can modify or include the references in it.

**Interviewer:** Do you say something about designing critical thinking tasks?

**Participant 3:** yes, first the task should be in fact when we design tasks we start from the simplest one: phrase level, sentence level, and insisting on goes to paragraph , essay level and text so the first thing is to start from the sentence level and thinking of what the sentence is reflecting. When you start from sentence level and go higher level, ask expressions in a certain reading, they frustrated. How do they use a phrase in that context and what does it mean? Then they will relate it with their own real life situation, so start from phrase or sentence level and go to paragraph, and essay levels in the case of reading skills. Then, the contexts they are around they are related even to real around. Therefore, start from the simplest to the complex.

**Interviewer:** In the selection of reading passages, how do teachers understand the concept of suitability, readability and exploit ability?

**Participant 3:** That is where the problem lies. Hummm.. I may offer this course this year, next year another person may offer it. In fact, we may exchange the information about the course we taught, but still there is individual difference. Anyway, what we were doing to exploit is there is an objective. Based on this objective, readability, text simplicity to that grade level we choose as an teacher. I chose in that way but as I am second language learner and teacher, I try it to make authentic. The only thing I try to change probably if it says in reading in America, I adapt it into our situation, but if all the areas are in American, I will choose in Africa in Ethiopia because we have to make the reading to the nearest the students. Otherwise, all the contexts will be

European and American, so I will try to bring the relevance to the Ethiopian or students' context. To trust I will observe the students' interest, and I will bring certain material to them and if they hesitate while they read, or if I thought that it is difficult for them, next day I will bring another text or book.

And I will prepare a different text that attract students and if I get students are engaged in the activity, then I bring different but similar to students' interests.

**Interviewer:** Which instruction strategies had helped you to practice higher-order thinking questions that enable students to boost their criticality?

**Participant 3:** I used to choose group-learning strategy. The other one is student reflection. When they reflect, I understand their views, their language fluency, and accuracy. So group discussion and reflection after reading, first they discuss in groups, then they reflect it to the whole class. By asking what they read, the writer's purpose or intention and others, so they reflect. And I can understand; these students have understood this text and even their views whether they like the text or dislike the text, or whether they imagined that this text is related to their own situation or not. I like this instead of teachers' face - face presentation even I give them outdoor work or assignment to read and ask them questions to write answers to those questions and then discuss in the classroom. So reflection, discussion and questioning are used more.

**Interviewer:** What kinds of challenges have faced while you have been practicing critical thinking skills in your reading classroom?

**Participant 3:** bringing the lower scoring students into medium level student is very challenging situation. Usually teachers see the top students imagine that two top students are speaking or saying all your answers, you may understand that all the students have understood. That is not the case when I get into individual level and ask questions, there are low-level students. In addition, bringing them into medium level is challenging task. Still there are different factors one thing is the background knowledge they have; another one is the students' interest. Lower-level students have not only poor in background knowledge but also they are less interested. Background knowledge has its effect but it does not have serious effect; the problem their interest

and if someone has no interest, it dead. I felt some lower-level students, but they can come to the medium level. And I advise that don't say I cannot do, say I can and come into medium-level. But it is a challenging task.

**Interviewer:** what do you suggest to make our university graduates think logically, solve problems?

**Participant 3:** work hard cooperatively. We have design tasks, materials, and we have to blend technology with course materials. That will assist us to boost critical thinking in teaching-learning process. Put aside the politics.

#### **Interview with participant 4**

**Interviewer:** Let me introduce myself. I am a PhD student at Addis Ababa University in ELT. My research title is “An Exploration into the EFL Teachers’ perceptions and practices of Critical thinking in teaching reading skills”. Could you say something about yourself?

**Participant 4:** To express or share my academic career,..... Academic staff is Hawassa University specifically I work in the department of English language and literature. I am professional in the field of English language. I have been teaching for the last twelve years.

**Interviewer:** In your perspective, what does critical thinking mean?

**Participant 4:** If you ask me about what it is, OK. That is good. I know a lot about this subject since as far as I am concerned one of the 21<sup>st</sup> century skills, so one of the goals of education is to make people critical. Second, I want to make my students critical that means challenging and understanding things from different perspectives and extra that is a key issue points related with thinking.

**Interviewer:** if you define in this way, do you think that it is important skill for university students? Why? Or how?

**Participant 4:** Definitely. Why not? I have already introduced in my definition or explanation of what critical thinking is. It is one of the goals of education whether it is

higher and secondary education, its goal is to make our students critical in their academic life as well as nonacademic life. With this in mind, so I usually work towards making my students to make critical thinkers. Whatever subject or the course I teach, I work towards achieving this particular goal, but it does not mean I do all things with prescriptive of making everything critical. No, not necessary when I feel comfortable it is important and when I want to challenge my students in their assignment, classwork, homework, and examinations I do work in that issue, but I don't consider it as something especial or something needs especial preparation to do so because it is a part of the process.

**Interviewer:** If the students learned this skill appropriately in the class, what kind of benefit can they acquire?

**Participant 4:** both classroom-based and summative assessments include questions, tasks, projects related with critical thinking so it is only students those who are critical thinkers can achieve these goals. If not, we know that in our case some of the assessments whether they are test or assessments or projects, it might not include such kinds of issues. Nevertheless, in cases most teachers go beyond superficial understanding of subject matter of the course. So if a student has critical thinking skills, he can achieve his educational goal in a better way than others type of students who do not have critical thinking skills in academics. The other is not only for academic purposes but also in academics. It is not about teaching and learning in campus in our case, students live away from their parents or from their family or community, they are near along so they make different kinds of decisions on their life so it is not only students who are critical thinkers who can make good decisions that affect their life whether positively or negatively. So it is not academic skills; it is a life skill as well. Therefore, those who have this skill can achieve better in their life.

**Interviewer:** Do you think that this skill is happening in your classroom?

**Participant 4:** As a university educator, I try to make my students critical thinkers because this is one of my responsibilities. Let us if you ask how effectively or how often you implement that, there are lots of challenges that prohibit me from applying or implementing the instruction that include critical thinking both from the students

side and my side, and the university side. Every day there are challenges. Okay. In spite of these all challenges, I could try my best.

**Interviewer:** Could you explain those challenges?

**Participant 4:** Why not? For example, the number of periods or hours that I met per week with my students is limited, as you know it is two or three lecture hours per week. That is too little to make students critical thinkers in lecture classes. Besides the lecture classes, it is in rare cases that I meet my students in my office or somewhere for instructional purposes. I may give them homework, assignment or project work which promote critical thinking, but that is not much enough because of different factors. The other is the class size. Although we expect the small size in university as well as language class should be also small, but that is not actual case. In most cases we teach more than thirty students in one class; the average is thirty sometimes it can be 20 or 50. So one class may last in one or two hours. So how can you allow your students to do activities, which promote critical thinking skills? You as single person supervising your students to do such kinds of class as it is, you see another factor that affects the implementation of CT skill.

Another one is the curriculum, the syllabus assessment modality are expected to implement. These all are factors that affect the implementation of CT. Moreover, there are other factors related with is teachers motivation. Teachers should be motivated in order to improve students learning which include making them critical thinkers. There are lots of things that affect our motivation as teachers or educators including the one I mentioned above. And the number batches, different kinds of students, different kinds of courses in a semester which is burden or teachers' work load is another factor. As I told you, we are occupied with teaching hundreds of students just in one semester, so you think about covering the curriculum rather than affecting your students' learning in person. There are a lot of problems that cannot mention all the problems or challenges that I am facing.

**Interviewer:** Could you mention problem related to students?

**Participant 4:** Yeah, very good. Majority of our students are not ready by the way to participate actively in the classroom whether you like it or not. Almost or nearly 90 or

80% are not ready; they just they come to class and attend so they are passive in short; they do not ask you let alone critical questions, even they do not ask the basic questions to their teachers. And also we teachers when we ask them, majority of them do not respond to our questions due to many factors. One of them is the language; the medium is English but many our students do not have proficiency in communicating in English.

Another is the class size related in which students are afraid of speaking in front of their classmates. Another is methodological issues, which they have been taught in secondary schools in most cases the class was teacher led but not student-centered one in Ethiopian cases. How do you know that? I can tell you. Unfortunately, I have been conducting research in the secondary school context of Ethiopia, so in one class you may find seventy or eighty students. So teachers do not have time to use different kinds of instructions to deliver the lesson; they just cover the lesson and leave the class without even allowing a couple of students to speak out to work in group or to work individually. Since our students in university have trained with such kind of teaching –learning method when they come to university, they rarely participate actively, so they are not ready for learning such kind of skills.

The other one culture, in most our cases most of students come from families where critical thinking is not promoted even in family settings let alone in classroom settings. Students are teenagers so they do not actively communicate with family members let along in classroom. In most cases, their parents do not promote critical thinking. There are few cases students from urban with well to do families practice such kinds of thinking not only in classroom but also in family context. Many students due to poor socio-economic problems and the background they have come from, they do not have the practice of being critical, and they just accept it what you say only and they do not go further.

**Interviewer:** you identified the problems that affect teachers not to practice critical thinking skills in class, what strategies do you suggest?

**Participant 4:** The teachers as a decisive role in addressing this issue, he/she is the one to implement the curriculum. He is the one who design the lesson, he is the one who conduct the class, design the assessments and giving feedback to the students, so

he is the numbers one. Teachers also need to have awareness as well as they themselves should have professional development opportunities on such kind of skills or important critical skills by the way which are helpful for students of all programs or department so the teachers themselves should get adequate professional development opportunities regarding this skills by the way. The other one related with class size. It is almost addressing the challenges, which I suggested. Minimizing the class size, increase the contact hour three or two hours in a week is not enough to our students' critical thinkers.

And also designing continuous assessment, which can promote critical thinking skills. Designing in such a way is very important. And also creating awareness among students about 21<sup>st</sup> century skills including critical thinking skills if we don't aware or train them, about such kind of important issues, they only may focus on what we call attending class, and taking the examinations and passing on it. So rather than doing such kind of routine things if you tell them the importance of such kind of skills in their academic and their future professional life as well as social life, they would also engage in improving their critical thinking skills. These are from students' factor. Regarding institutional factor, a university can do a lot by training teachers, giving orientations or training to students and supporting what we call teachers who are engaged in such kinds of important issues like motivation. Parents of students can do a lot not only for students who learn at university but also for children who are learning at lower grade level they can encourage them to be critical not only to be in their education but also in home setting life.

**Interviewer:** Could you expand on what to be done in classroom?

**Participant 4:** In the classroom using different of teaching learning methods is important by the teacher by giving individual or independent activities. To let students be critical doing the class works employing small group or pair work is very much important because they allow thinking by themselves to take their responsibility, to collaborate with others, and to solve problems themselves like that. In this regard, small as well as large group work is important. The teacher also can make questions in a way that go beyond what perception of yes or no questions; questions that ask why? and how? If teachers use such kind of questions, they may lead their students to think critically so these things can be done. Another is promoting students who ask

the questions, who are ready or willing to ask. A lot of things can be done that is led by the teacher.

**Interviewer:** Is there any procedure to select tasks to design reading lesson in classroom?

**Participant 4:** Yes, that is my job as a teacher. Selecting what we call a text for design activities is our daily task, as you know for English teachers. The process is known so we select based on our experience, curriculum goal, our students' needs, and based on available classroom instructional material in line with assessment, so we design tasks in such a way. We implemented accordingly, we take lesson from that, and we try to improve it. So these are criteria which I use in my part. When I design tasks, everything is written there what we call course syllabus as you know what content are included, what methodologies are included, what reference materials are available online and in print are also suggested there. So based on that I design tasks to which I have access, with which I have experience and with which comfortable to implement so it is my job to do so.

**Interviewer:** Is any suggestion to boost students' CT regarding teaching reading skills?

**Participant 4:** hum.. Students are too much far away from this concept by the way, so I may suggest for teachers or teachers even teachers in our case you know are not that much closer to this subject, which you are discussing, I mean critical thinking. As you know, it is a current phenomenon in most cases today. In the different discipline or academic and non-academic setting critical stakeholders are promoting thinking so what I suggested is if it is good, if teachers are aware of the importance of this particular skill, it is good if they commit themselves to first develop their critical thinking skills. Then it is good, if they could design their lesson and assessments in such a way. It is good if they give feed-backs to students' practice of being critical thinkers if they give oral or written feedback on the students' work mentioning that they have characteristic or features of critical thinking skills. After that, students follow their teachers and practice such an important skill. I think.

**Interviewer:** Thank you

**Participant:** It is my pleasure.

### **Interview with Participant 5**

**Interviewer:** Let me introduce myself. I am a PhD student at Addis Ababa University in ELT. My research title is “An Exploration into the EFL Teachers’ perceptions and practices of Critical thinking in teaching reading skills”. Could you say something about yourself?

**Participant 5:** I have got 12 years of experiences in teaching English in different places and here at university for six years. I have been teaching different courses here in Hawassa University. And it has been long time I have been teaching reading course for different year’s students.

**Interviewer:** In point of view, what does critical thinking mean?

**Participant 5:** a critical thinking is hum... so which we saw that human being by its nature thinks but this natural thinking is quite different from what we mean by critical thinking. Critical thinking is thinking from divergent ways or angles. So we think in details with reasons and think logically that is what we mean critical thinking. For it is like this. As I think you, may think different perspectives of critical thinking as think I am concerned and see critical thinking, thinking intensively. From different directions as I mentioned plus widely. This is what critical thinking means for me.

**Interviewer:** if you define in that way, do you think that it is important for university students?

**Participant 5:** definitely.

**Interviewer:** how?

**Participant 5:** so you know hummm .. University students when we university students in my own personal perspective. University is not a place where to teach students, it is only to give them a way to work by themselves. The goal of the teacher here should be simply show them the way the directions on which students go on by their own. So students should be responsible for their learning. The teachers’ role should be guiding them to do by them, to study, and to work hard. When it comes to

critical thinking, it is quite related to this one. So students are expected to think in detail using different logic and trying to look for knowledge by themselves, and trying to create their own identity plus try to invent something new which have ever been, discover something new students are expected to do that. To do so, the students are expected to be critical thinkers. So critical thinking is quite a key point to students of a university especially because something is expected from them which is new and students are expected to learn by themselves. Therefore, students should divergently think and learn, so divergent thinking is very important especially at university level.

**Interviewer:** How do you implement CT your classroom?

**Participant 5:** whenever I give them a set of instruction, or lesson to students, I try to make them critical thinker by the way of delivering my own lesson. Whenever I give them a kind of lesson or a day lesson, I consider some of the questions that help them think by themselves, create their own ideas, so I always apply that one; I try my students to use their own efforts to reach a conclusion to think in detail issues of questions that I have given to them. They think critically on particular questions or that issue by themselves and they may share it with their friends to look for solution the problem I gave them. So this is the way by which students become a critical thinker. I implement such different questions or problems in class by giving them looking for answers to questions that I gave them. They are expected to think critically; the questions will not be ordinary questions especial questions that need critical thinking, so I frequently give them that need critical thinking and students are required to thinking critically, this how I implement CT in classroom.

**Interviewer:** What kinds of texts are used to design questions that you require to implement critical thinking? And is there any suggestion in selecting texts?

**Participant 5:** definitely, it is obvious. Once I read the theories, one of them says fictional texts can make students or readers divergent thinkers than ordinary academic texts. So I frequently used to read when I was in high school I used to read different kinds of fictions in English and their short stories that frequently used to read. I think that literature which means fictional by far better to read to think critically than ordinary academic texts. So that I think that helps students to become critical thinkers. That is what my experience tells me.

**Interviewer:** what roles do you play to foster your students' critical thinking ability specifically in reading classroom?

**Participant 5:** As I have told you earlier that problem solving is one of the ways by which as for me teaching is telling them something so as students are expecting rote memorize what is already said or written somewhere so this does not work; it does not make students critical thinker. So in this stage, students are expected as problem solver and there should be different texts that are full of problems. Students should be given problems that students look for solutions to them. Whenever students read to look for solution to these problems, through the process they can advance their reading comprehension level plus even they can improve speaking skills as well simultaneously. So the only thing I advise or apply personally is students should read widely and do different issues or do different activities or solving problems, so that process make them good reader one plus critical thinker as well and this is what I can advise the students wide reader, experienced reader and problem solvers , and that make students critical thinkers. That is for me.

**Interviewer:** Do you suggest strategies for teachers to use that can make on students' critical ability?

**Participant 5:** that is what I have mentioned already which means instead of simply teaching them what I know doesn't help the students to be critical thinkers but what is needed is simply to remember or memorize what is said that doesn't help them to be critical thinker. What is very important to them is to solve the problems; when students have different problems in their mind, they use their mind; they try to think over repeatedly and detail or thoroughly. Then students think divergently they could experience of thinking or problem solving, so through the process students become critical thinker. This is what I can advise you.

**Interviewer:** Is there any challenge you face that makes you not practice CT activities in the classroom?

**Participant 5:** definitely. This is one of the serious problems that we have. one is the students' experience it is about what do students think about teaching; what do students expect from the teacher, so the students always expect that their teacher

teaches them something new they do not know. So what they expected is something to be told to them, but when you give them a set of activity to do by themselves. Therefore, the students' expectation is one of the problem we do have apply this strategy. The second one is their experience which means when students were in high school, the subject teachers teach simply them what exists in their mind or written somewhere else. So they do not have such experience to solve a problem by themselves. So they expect something from the teacher. When they are given with the set of tasks, or issues to by themselves, that is what they do not expect or they do not know even they may not consider it as part of teaching. If the students have experience at high school, you apply it here and nothing new for them. Another one is language scarcity would be one of the problems which means when students work together with students might expect to do some of the activities with their pairs, or groups, there would be language problem; they won't share ideas. Even when you give scenario, they don't understand what the scenario itself. Since there is language scarcity, it is one of the barriers. That would be the problem.

**Interviewer:** what classroom strategies do you suggest for teachers who teach reading in university?

**Participant 5:** as far as I am concerned, what I think is reading is a skill. When you learn, you would be whatever you want to master particular skill. For example, riding bike, if someone is taught riding bike practically for ten year, that student cannot be a good rider because since that is a skill, he she should ride a bike practically by riding it. So reading as a skill, it should be practiced by reading itself, so the technique should help them to advance their comprehension level of course they need some techniques that the students expect what is very good or important is exposing students to different texts or advancing their experience of reading. So students get experiences, second the students might expose them to writing style and will be rich in vocabulary as well. So the language pattern will be exposed as well. At the same time the students will be exposed to different techniques and knowledge as far as vocabularies are concerned. If they have good reading experience, they will be rich in vocabulary and they will understand sophisticated sentences because of reading experience as well as reading itself make students critical thinker so reading widely exposing students from different texts that make students good reader. Therefore,

exposing students for reading skills make them improve reading skills by practicing reading itself.

**Interviewer:** what strategies do you use to select texts to design CT tasks?

**Participant 5:** definitely, what important thing I always consider to select material as a parameter is level of students and level of complexity of text match each other? I always ask myself because reading text should be relevant to students to proficiency of academic level. But if it is very complicated, and hard to understand that leads students to hate reading skills at all so that they conclude that we don't understand reading at all. Instead relevant or when it is very silly, it does not motivate them. The same true for the complicated ones, the students would not be motivated for reading so it should be relevant. For me the reading text should be challengeable, but it should be manageable at the same time. I always select the material that should be a little bit challenge-able, but at the end students should manage the text. So that the students are motivated for reading plus they can advance their reading. This is one of the parameters to select the material.

The second one is the students' needs. What do students need? I always do need analysis. So what do students need to read, what kind of text make them interested to read, so I always examine that and then I present the material to them, then student read it and enjoy and become motivated to read such kind of reading texts.

**Interviewer:** could you add any idea that you felt I should suggest?

**Participant 5:** oh, nothing, but I would say a few things on reading as much as my experience concerned, my experience tells me that reading skill influences the other skills as well which means a student who is rich enough or experience in reading, most probably he is good at speaking skills as well. He may not have scarcity of vocabulary and language pattern as well. Students frequently able to pick the language pattern up from the reading text, and memorize that and use it whenever they speak. Their listening skills would be influenced when they repeatedly read because reading skill enriches them with language knowledge and skill as well with vocabulary, language pattern. Therefore, reading by its nature influence to enable to create the students' overall language proficiency. Therefore, reading skill should be

applied and students should frequently read even to influence their academic proficiency as whole.

### **Interview with participant 6**

**Interviewer:** Let me introduce myself. I am a PhD student at AAU in ELT. My research title is “An Exploration into EFL Teachers’ Perceptions and Practices of CT in teaching Reading Skills. Could you say something about yourself first?

**Participant 6:** I am an English teacher here at Hawassa University. Now I am a PhD student at Hawassa University. I have served as English teacher more than 15 years.

**Interviewer:** higher education curriculum says that specially graduates of university are expected to solve problems and should create something and personally, they should achieve cognitive and non-cognitive skills. Again, the curriculum mentions 21<sup>st</sup> century skills are demanded in training students at university level. So if it focuses on higher-order learning, as a university teacher in your perspective how do you define the critical thinking?

**Participant 6:** Ok. To me critical thinking means thinking beyond the surface level of something may text. For example, inferring what is behind it says or what it implied referred as critical thinking. In short, thinking beyond what is given in surface.

**Interviewer:** Do you think that this skill is important for higher education students?

**Participant 6:** sure. It is very important. Students can develop detail cognitive skills and critical thinking; students can broaden their mind or think things further when they develop their critical thinking. So critical thinking is very necessary; teachers should teach their students critical thinking or make them think practically so it is very important.

**Interviewer:** what roles should teachers play in the classroom to enable students think critically?

**Participant 6:** yeah, teachers have many ways to make their students think critically. For example, they can come to classroom with selected texts may be literary or whatever, make students evaluate that text and ask them what is behind this expression, idea and so on. By making this, they can make their students critical thinkers

**Interviewer:** if you say so, do you think that in your classroom critical thinking happening?

**Participant 6:** yeah. To some extent in reading classroom.

**Interviewer:** what is the evidence?

**Participant 6:** Because there are some questions that, follow the reading texts and make students critical thinkers. Like evaluate the text, what is your opinion about the text, what the writer mean by that and there are such questions in reading texts so I can say it is somewhat included in the classroom especially in reading texts and may be sometimes in grammatical expressions like that.

**Interviewer:** which teaching strategies helped you to practice critical thinking skills?

**Participant 6:** teaching strategies. Hum..., Actually, there are different types of teaching strategies, but in this critical aspect, when we make our students, solve the problem by themselves or make group and discuss on something like that, they think something in detail depending on the given text or questions. Therefore, group discussion strategy and individually thinking and interpreting strategy such things can help or boost students learn how to think critically.

**Interviewer:** when you are trying to implement critical thinking skills, what problems have faced in the classroom?

**Participant 6:** yes. One of the potential challenges is students' language level. Most of the time students are not good at language. Sometimes they could not understand what is stated there and they couldn't explain what they understood in English. First, they could not understand what is expressed there, and sometimes they understand but they could not explain. In general, their language proficiency level is one of the

challenges. The other one is the students' interest. When we provide them with something to read, and interpret and infer from what they read and so on. we saw less interest in them. So if they are not interested, they may not understand, they may not carefully read it and explain it and so on. In short, one is language proficiency or level of students. The other is the interest of the students, and these are what I faced.

**Interviewer:** could add some others roles teachers can play in classroom?

**Participant 6:** Yes. One thing teacher should come up with appropriate texts, and with appropriate questions of critical thinking and then, give examples for students how to interpret and infer and so on. And examples of more practices thinking and respond to critical thinking questions and then I think the students will learn gradually how to interpret, how to infer and how express their opinions and so on. So teachers should come with selected appropriate texts that encourage critical thinking followed by critical thinking questions, and should expose students with many practices of such thinking. Finally, students can develop their critical thinking skills.

**Interviewer:** is there any strategy that you use to select texts to design reading tasks?

**Participant 6:** when I bring texts from other sources, I think or I take the magnitude or the length of the text into consideration, the difficulty level of the text and the text appropriateness in selecting questions that encourage critical thinking of the students. When I bring them to the class and use them.

#### **Interview with participant 7**

**Interviewer:** Let me introduce myself. I am a PhD student at Addis Ababa University in ELT. My research title is “An Exploration into the EFL Teachers’ perceptions and practices of Critical thinking in teaching reading skills”. Could you say something about yourself?

**Participant 7:** I am teaching English at department of English language and literature here in Hawassa University. I have almost 15 years of teaching experience at university, and now I am studying PhD degree at Hawassa University.

**Interviewer:** In perspective, what does critical thinking mean?

**Participant 7:** critical thinking is actually, in my understanding, human beings think and thinking critically is different from that when you critically think you just see things from different angles. You gather information, you analyze it, and give meaning to what you perceive. That is I mean critical thinking.

**Interviewer:** Do you think critical thinking is important to university students? Why?

**Participant 7: Yes,** it is not only important for university students but also for other students, too. More importantly, as you go higher, the skill of critical thinking is very important and demanding because students deal with different abstract things, so in order to understand different abstract things or issues clearly and come up with very important point. They have to think critically and it very important. When we teach them to think critically, when you think critically , you solve critical problems, you up with very important, reasonable, acceptable ideas so you can convince people you can even share other people think critically. So it is very important.

**Interviewer:** Do you think that critical thinking happens in your classroom? How do we know that?

**Participant 7:** yes, I think. when I teach intentionally ask students some important questions, which trigger them to think critically. That is very important; I ask them questions, then check even how much they think critically. Not only that even they can also use that type of situation even to read more on the issues and then come to class and reflect. Not only that even they start asking critical thinking questions ask each other and debate over different issues and deal with some important aspects or tasks.

**Interviewer:** what roles should teacher play to foster the students' critical thinking ability?

**Participant 7:** The teacher should play active role in fact, when I say active role, it is not dominating classroom, but facilitating the classroom, so the teacher has to do a lot of things. What are these? Things for example, you can bring different reading tasks which can foster the students' critical thinking and discussions; you can design different questions and ask them to think critically. And the teacher can give them

different assignments, home works and makes students go to library read it and reflect to the class. These days even very important thing; they can make use of internet; they can google information from internet; and work on it. You have lots things to do. Even help them to do in pairs, so a teacher needs to play active roles: the role of facilitating in the class and helping the students actually finding lots of important inputs which can help them think critically. Reading or speaking through different ways I think.

**Interviewer:** which instructional strategies can maximize the students' critical thinking ability?

**Participant 7:** Most frequently, I use questioning. The way you question is very important; It does not consume time just plan at home and go to classroom to ask few questions can help students to think critically. Questioning is very important based on tasks, they deal with you can ask higher-order thinking questions or critical thinking questions and even you work on extension works based on texts you can ask extended questions and help them think critically that all. I also prepare tasks and give to them to deal with work on most frequently.

**Interviewer:** At which stage of reading lesson, do you these instructional strategies in reading classroom?

**Participant 7:** Yeah. For example, pre-reading tasks are there, while-reading reading tasks are there and post-reading stages tasks are there. At every stage, I plan and question students based on the objective or purpose of all the stages of teaching reading. Especially, pre-reading stage you have make your students think critically before you are going to reading passage. That is very important. They can bring background information or try to explore different possibilities, which can facilitate what they are going to do.

**Interviewer:** what problems do you face in the reading classroom while you try to implement critical thinking tasks?

**Participant 7:** Yeah. There are challenges. Sometimes students keep silent.

**Interviewer:** What is their reason?

**Participant 7:** May be lack of skill, may be they could not understand the question. I can modify it and ask them again. The trend is that most of time two students are in that kind of thing actually. One problem is that. The other thing is they are waiting for their teacher. This kind of inclination is there. May be this could from the trend they come through I think. When you voluntarily ask them to reflect they are silent if you simply or randomly order them to ask questions they try. These things are there actually.

**Interviewer:** As you are an experienced teacher, what procedures do you use to select reading texts?

**Participant 7:** Yes. One thing I you remind me is that sometimes the nature of reading passage for example, it is sometimes out of context or out of their experience, the vocabulary, the concept itself, I just replace some reading texts with some simplified texts in fact that is there. You are not fully given chances to replace texts in fact one is that. The other thing is actually lack of reading habit I think. Students wait for the teacher simply focus on the material provided there that is one challenge. They have no experience of reading outside the classroom should be considered. The other thing is the time given and the tasks in the material.

**Interviewer:** In the reading skills course syllabus, which aspects of the contents more emphasized the theoretical or practical?

**Participant 7:** yeah. The course actually the reading course, the theoretical aspect is also given much time. In the text, the theory part actually dominates the practical exercises. The reading passages, which encourage students' reading comprehension and critical reading, are not that much enough. The theory is dominating for example, what is reading, The definition of reading theory, types of reading, are there in the course outline that is another problem I think. The remedy is replacing or providing the students with different reading texts with appropriate questions, which help students to develop students' critical thinking, is good. I do not think these all issues are contributing to critical thinking, but the practical activities are very important to develop critical thinking.

**Interviewer:** Is there any suggestion you want to add?

**Participant:** OK. When designing the curriculum, content should be selected critically. The theoretical and practical aspects should have a balance. And issues like which one is very important, what are the objectives there, what are the purposes so the tasks should go in line with objectives or purposes of this critical thinking. It should be prepared in that way. Moreover, the teachers should be positive to help students based on that framework. They have to prepare material, which can help them and as department, the students' books should be placed in the library. I do not think we have books that students can refer. It should be available either in digital or in hard copy. That is very important point. Another thing is there must be a plan; the plan must be there as English department. And the resources should be gathered from different teachers and should be available for students.

Interviewer: Thank you so much!

Participant: You are welcome,

#### **Coding the participants of the study**

<b>ID</b>	<b>Participants Name</b>	<b>Received</b>
P1	Participant 1	X
P2	Participant 2	X
P3	Participant 3	X
P4	Participant 4	X
P5	Participant 5	X
P6	Participant 6	X
P7	Participant 7	X

#### **Coding questions items**

<b>No.</b>	<b>Questions</b>	<b>Code</b>
1	From your perspective, what does critical thinking mean?	Q1
2	What are the importance of practicing CT skills in reading skills classes at higher institutions?	Q2
3	Which teaching strategies do you use to improve your students' critical thinking skills?	Q3

4	What roles should reading teachers play in classroom to promote students' CT skills?	Q4
5	What challenges do you face that hinder the practice of CT skills in reading classroom? Tell me	Q5
6	What do you suggest to enhance University students' CT ability?.	Q6
7	What do you suggest for reading teachers in selecting appropriate reading texts for reading lessons?	Q7

### Open coding for teacher interview

<b>Q1</b>	<b>Experience</b>
P1	I have been working at Hawassa university for the last 12 years.
P2	I have been teaching for the past 25 years
P3	I have taught English courses for university students for the last 15 years.
P4	I have got 12 years of experiences in teaching English in different places and here at university for six years.
P5	I have been teaching for the last twelve years.
P6	I have served as English teacher more than 15 years
P7	I have almost 15 years of teaching experience at university, and now I am studying PhD degree at Hawassa University
<b>Q2</b>	<b>Definitions</b>
p1	It is a kind of thinking where an individual analyzes questions, interprets and makes judgment
p2	It is a higher level of thinking that is expected from educated people
p3	Critical thinking means reading a certain text or extract and analyze critically that text bring into the real world or situation: that is what critical thinking means
p4	To make my students critical that means challenging and understanding things from different perspectives and extra that is a key issue points related with thinking.
p5	Critical thinking is thinking from divergent ways or angles. So we think in details with reasons and think logically that is what we mean critical thinking
p6	Thinking beyond what is given in surface.
p7	In my understanding, human beings think and thinking critically is different from that. When you critically think, you just see things from different angles. You gather information; you analyze it and give meaning to what you perceive. That is I mean critical thinking.
<b>Q3</b>	<b>CT strategies teachers used to promote students' reading skills</b>
P1	teachers should promote <b>active learning</b> strategies
P2	teachers should <b>design different kinds of activities</b> instead of focusing on always you

	on vocabulary and reference questions something like that
P3	if these skills are <b>embedded or infused in to a given critical thinking skills</b>
P4	<b>group discussion and reflection after reading</b> , first they discuss in groups, then they reflect it to the whole class
P5	<b>give them outdoor work or assignment to read and ask them questions to write answers</b> to those questions and then discuss in the classroom
P6	I consider some of the <b>questions</b> that help them think by themselves, create their own ideas, <b>group discussion strategy</b> and <b>individually thinking and interpreting strategy</b>
P7	<b>based on texts you can ask extended questions</b> and help them think critically that all; pre-reading stage you have make your students think critically before you are going to reading passage. ( <b>previewing</b> )
<b>Q4</b>	<b>Importance of practicing CT skills in reading instruction</b>
P1	I think this is where they are expected to make use of develop the skill of thinking
P2	so critical thinkers always have their own directions, goals and objectives.
P3	to make our students critical in their academic life as well as nonacademic life
P4	if a student has critical thinking skills, he can achieve his educational goal in a better way than others type of students who do not have critical thinking skills in academics.
P5	in order to understand different abstract things or issues clearly
P6	students are expected to learn by themselves.
P7	students can broaden their mind or think things further when they develop their critical thinking.
<b>Q5</b>	<b>Suggestions to improve CT</b>
P1	teachers should approach students and identify their challenges help in classroom
P2	the university, college or English department at design prepare a short time training to create awareness among teachers otherwise it is too difficult to reach students through courses only.
P3	when we design tasks we start from the simplest one: phrase level, sentence level, and insisting on goes to paragraph , essay level and text so the first thing is to start from the sentence level and thinking of what the sentence is reflecting.
P4	the teachers themselves should get adequate professional development opportunities regarding this skills by the way
P5	Minimizing the class size, increase the contact hour three or two hours in a week
P6	designing continuous assessment which can promote critical thinking skills, creating awareness among students about 21st century skills
P7	doing the class works employing small group or pair work is very much important;

	exposing students to different texts or advancing their experience of reading.
	Another thing is there must be a plan; it is good, if teachers are aware of the importance of this particular skill, it is good if they commit themselves to first develop their critical thinking skills; When designing the curriculum, content should be selected critically. The theoretical and practical aspects should have a balance.
<b>Q6</b>	<b>Text selection strategies</b>
P1	they have to start from the reading proficiency level and critical thinking ability levels must be taken into account before designing a given activity
P2	we have to blend technology with course materials. we select tasks based on our experience, curriculum goal, our students' needs, and based on available classroom instructional material.
P3	the only procedure I use is the course outline
P4	I read the theories, one of them says fictional texts can make students or readers divergent thinkers than ordinary academic texts.
P5	I always consider to select material as a parameter is level of students and level of complexity of text.
P6	Based on this objective, readability, text simplicity to that grade level we choose as an teacher.
P7	When I design tasks, everything is written there what we call course syllabus, as you know what content are included.
<b>Q7</b>	<b>Teacher's Roles in promoting students' CT</b>
P1	One of the teachers' roles may be designing extra activities that are out of module or texts; teachers can be as facilitators
P2	should have a conscious plan what to do. we have to know the quality of a good teacher
P3	teachers should facilitate the way students can think critically; teachers should always be prepared before they offer certain course or whatever course it is. facilitating the classroom
P4	teachers should give assignment or projects either written or spoken, which make students, think critically
P5	One of the teachers' roles may be designing extra activities that are out of module or texts
P6	come to classroom with selected texts may be literary or whatever; teachers should come with appropriately selected texts that encourage critical thinking followed by critical thinking questions.
P7	make students evaluate that text and ask them what is behind this expression, idea and so on.

Q8	<b>Challenges hindering the practice of CT in classes</b>
P1	And the <i>students' performance is below the standard</i> . <b>Class size</b> is another challenge. The other one is <i>culture, in most our cases most of students come from families where critical thinking is not promoted; the students' expectation is one of the problem</i>
P2	the <b>materials</b> are not usually designed in such a way that activate critical thinking and readability of the learners; the learners are not up to the level of critical thinking and critical reading. <b>lack of various affective factors</b> like <i>motivation</i> , some other issues are not comfortable, the big problem lies in <i>the students' attitude</i> they do not want think critically. They simply want to get something and <i>they want to get good mark</i> . The other one is <i>the students' interest</i> . When we provide them with something to read, and interpret and infer from what they read and so on.
P3	<b>lack of effective teaching strategies and proficiency level of teachers by itself</b> can be one of the major factors. Learner-related factors, material related factors and <i>social factors</i> by itself can be seen challenges in general
P4	most of the time, <b>most of the teachers are not in a position to care about these issues</b> ; <i>bringing the lower scoring students into medium level student</i> is very challenging situation; The other thing is they are <i>waiting for their teacher</i> . This kind of inclination is there; They have no experience of reading outside the classroom;
P5	Lower-level students have not only <i>poor in background knowledge</i> but also they are <i>less interested</i> ; challenges that prohibit me from applying or implementing the instruction that include critical thinking both from the students side and my side, and the university side. The theory is dominating for example, what is reading, The definition of reading theory, types of reading, are there in the <i>course outline that is another problem I think</i>
P6	<b>the number of periods or hours that I met per week with my students is limited</b> ;; Another on is <i>the curriculum</i> , the syllabus, assessment modality are expected to implement. Another is <i>methodological issues</i> ; other thing is <b>the time given</b> ;
P7	there are other factors related with is <b>teachers motivation</b> ; Majority of our students are <i>not ready by the way to participate actively in the classroom</i> ; many of our students <i>do not have proficiency in communicating in English</i> . <i>language scarcity</i> would be one of the problems; <i>students' language level</i>

## **Appendix 5: Script of classroom observation**

**Date:** 01/01/2023

**Teacher Two: Session One**

**Teacher:** Good afternoon

**Students:** Good afternoon

**Teacher:** What are the important issues of weekend?

**Student:** I found some issues in terms of texts. As an example, I have read spiritual book, which people use for leadership.

**Teacher:** Is it newspaper or other?

**Student:** No. it is a kind of literature in Ethiopia not in that situation but update Ethiopia in African Mount Olive, so I can get my subject area courses.

**Teacher:** Sure. To whom it is suggested?

**Student:** Most of them are suggested by teachers and some for others.

**Teacher:** Any other?

**Student:** No answer

**Teacher:** Ok. What were you doing? Speak up! This is for you to develop professional ethics; not only that, it is not for survival, which needs information, ok? It also needs movies or videos only, listening topics, but also you can critically think. Is that not? It can help to get firsthand information, ok. This topic or unit five is about '*text attacking skills*'.

**Student:** *hands up and asks*, before we start this lesson, I have a question. I and my friend argued about our presentation/assignment.

**Teacher:** Which assignment?

**Student:** The assignment we will present next period.

**Teacher:** So about what? About unit five?

**Student:** It is about reading strategies.

**Teacher:** Ok. I will do that. To understand discussing, the next topic is very important. Ok?

**Student:** Yes.

**Teacher:** hum[*pauses*]. How a *word* does affect to understand a text? First understanding is based on .... *Repeats*

**Students:** readers' reading style

**Teacher:** It is based on readers' reading style and readers' background knowledge as well. ok. Hum..[*pauses*]...Is there any idea?

**Student:** its letters and individual difference.

**Teacher:** ok. The way that as a role model in the process of making them clear. In a short story, how much land does a man need? Have you read such story? I hope you have read it.

**Student:** it is not clear.

**Teacher:** hum...[*pauses*]

**Student:** repeat it.

**Teacher:** how much land does a man need?

**Student:** Very small.

**Teacher:** yes, it is interesting. If number is needed, how do you ask this question?

**Student:** It should be based on 'how long' I think.

**Teacher:** Ok. How long. It is based on how long. How can 'how long' be related to this one?

**Student:** As I think, it simply goes with amount of land.

**Teacher:** how much land can the landowner get?

**Student:** people need a lot of land but it can be large if they add the number of children and they may avoid a shortage of land.

**Teacher:** so you need small land. Look at, when you read a text or fictions, the relevant, components or parts of a reading texts. What other features do you see?

**Student:** Pictures, title, topic, punctuation marks.

**Teacher:** Any other?

**Students:** sources, references, arrangements, organization of the text, summary given by writer or reader.

**Students:** by the reader.

**Teacher:** [hum...] any other.

**Student:** The size of the text and quality of the word.

**Teacher:** What do you mean the quality of the word?

**Student:** it means correctness of words and how it go with

**Teacher:** Good. How much of these quality words the writer use in the text if low quality words are used

**Student:** the message of the text, vocabulary, discourse markers, the pronunciations, pronouns.

**Teacher:** ok. [Hum...] so what kind of understanding decoration text as a piece in it?  
What is expected to do in order to interact the text?

**Student:** active process, as it is,

**Teacher:** ok. Any other?

**Student:** dealing with interpretation of words, individual work, for casting and understanding

**Teacher:** what is your answer?

**Student:** reading with attentions, giving reinforcement and using personal ability of understanding a text.

**Teacher:** hum .[*pauses*]. it is just part of reinforcement

**Student:** yes.

**Teacher:** what stops you as part of challenge being unnamed by the ability of understanding a particular text and the meaning of words?

**Student:** repetition, discussion and the like

**Teacher:** Ok. As a strategy or as a critical reader, how do you understand this?

**Student:** Trying to understand using strategies

**Teacher:** How do you understand that?

**Student:** through surveying the context.

**Teacher:** What do we mean the context of the reading? What the writer want to say?(inference)

**Teacher:** Ok. hum.. when you say text context, what does text context include? What and what?(remember)

**Student:** It includes styles, analysis, instructions, content etc.

**Teacher:** What are contents in text context? (remember)+

**Student:** It connects the text together and makes coherence.

**Teacher:** The connection of idea in a text in one way or another to show the flow of idea, it is the responsibility of critical analysis of the reader to find out message described or expressed by the discourse markers. Whose responsibility is it?(inference)

**Students:** it is the responsibility of the readers.

**Teacher:** The writer of the text is a designer of a text, so it is the responsibility of the reader. When you read a text or passage, what do you notice where your attention is before this course? How do you consider such kind of activities in reading before this course, how can you see this course significant, meddle or insignificant?(explanation)

**Student:** they are significant.

**Teacher:** Yes, they are significant. Ok. So it helps us to construct meaning about the text. What kind of cohesive devices you may say?

**Student:** references.

**Teacher:** What is the difference between reference and inference? What did you learn about reference and inference in previous unit?(analysis) what does reference mean?(comprehension)

**Student:** Source.

**Teacher:** Ok. In a particular text, what does this word mean in paragraph two on line three, refers to?(comprehension)

**Student:** Substitution

**Teacher:** Ok, it seems like. Any other.

**Student:** Expresses

**Teacher:** Expresses what? The meaning of a word parcel in relation with other words. So there are different ideas or points which are discussed in different positions or places of text, so it is the responsibility of the reader to find out its meaning what a particular phrase means because a text is not something which is isolated; in a reading text it is connected: in a sentence, within a paragraph and between paragraphs. It is the responsibility of the reader to identify and 'inference' mean infer this things in a text. What does 'inference' mean?

**Student:** It means finding out meaning of a particular message of a text, which is not clearly written by the writer in the text, so it is the responsibility of reader to go beyond the text.

**Teacher:** What does it mean? What do you think is needed from the side of the reader in order to infer the meaning of a text?(inference)

**Student:** the ability of understanding the context of the text.

Teacher: Ok. you

**Student:** deeply and critical reading integrated with various skills

**Teacher:** The other expectation according to the text?

**Student:** Reading and understanding the text beyond the line.

**Teacher:** [..... pauses] So when you take a particular text at a discourse level, dealing with texts, indexes and at larger level we call it paragraph indexed. Ok? So this is what we have been discussing so far. When we are missing at one thing among the elements of a text, it may affect on comprehensive construction of meaning of the text and understanding of compositional meaning of text, organizational structure of a text, and a particular sentence is constructed, how few of words are misplaced or if you missed the link between two or more ideas such as ..... meaning in next sentence or paragraph, it stacks or it still fail to find out the organizational structure of a text. How it is organized; means organizing from simple to complex or from least common idea to common one and it shows how it is organized, and in what type of text is, it

argumentative, informative, descriptive and the audience. For which audience the text is organized?

These all ideas we call before the process of deal with a particular text, which we call reading passage, hum[*pauses*] it can be a text or the skills. The first process I post how you are understanding a particular text and asking a title and topic of a text that is word and it takes a while to understand what we mean a little bit tight may be a begin with title expense of pictures or charts one dealing with unfamiliar words with which in depth understanding we call it data. Sometimes we link between the previous and the coming ideas.....on this case it is critical so it is a skill. A skill deals with in-depth title. Lots of things are included in the units contained in the course material so that is I think materials. I think you agree with it. The material may be long to make it short because you may need it short we it merge.

**Teacher:** ok. I hope you understood it ok.

**Students:** ok.

*Teacher Pauses and continues*

**Teacher:** Hum ...for those who have smart material as a tool works upon teaching reading. The reading material has to work to match it. The other is on teaching beliefs skills. If you are mistaken and you mention about ....., you can make [*pauses*.....hum.]. let me say about the experience we have initiation who involve in selecting and using texts?

**Student:** teachers

**Teacher:** ok. By the way, the teacher is able to ...

**Student:** incorporate efforts, instruction and construct comprehension question in the activities.

**Teacher:** second,

**Student:** improve their teaching skills and their skills of skimming and predicting

**Teacher:** still there are skills of teaching reading skills like that?(remembering)

**Student:** this means using their cooperative phases of teaching reading.

**Teacher:** you mean there are phases when teaching reading skills? What do phases mean?(remember)

**Student:** it means there stages or processes in teaching reading.

**Teacher:** so when we are teaching reading skills, so there are what?(remember)

**Students:** tasks.

**Teacher:** appropriate tasks. Tasks, which we design in classroom, which we design to teach our students.

**Student:** is there stages of teaching reading tasks?(T1 answers himself)

**Teacher:** Yes. The one we have been discussing the first one. That is the phases or stages of teaching. In all stages of reading, there are steps like that. So these are stages of teaching reading so hum... these are principles of teaching strategies, which stated or authorized or adjusted by scholars, in the fields of what?

**Students:** English language teaching

**Teacher:** in particularly, second or foreign language teaching. English is not the only language the one who use it. Yes? There are what? Any way teaching English as a second or a foreign language, so there are phases or steps suggested by professional association of English language. Do you think that these principles suggested by scholars to be implemented in any context in Ethiopia or any other country language teaching classroom? Otherwise the procedures of teaching reading are not what do think teaching as a procedure? What are they?

**Students:** Pre-reading, while –reading and post-reading

**Teacher:** Basically, there are activities, which classroom experience is needed before they think that how reading skills being thought which we call reading tasks. It has its

procedures and tasks in which our students practice the actual reading activity. In other words, reading stages, which might be learned by integrating reading with speaking or other skills in actual reading classroom as stable as to carryout assignment or discussions? So there both of things to be said at least subject matter or there are also special topics which are included in the curriculum or program tells you just what it is. Is this happens to your class? (application)

**Students:** yes.

**Teacher:** so try to bring into mind that what your teachers have been doing in teaching reading, how is it participant, how passive, how interesting to participate students in reading classes. How much attentions are given to these things and how effective it was reading class? (evaluation)

**Students:** full attention is needed.

**Teacher:** what can be source of tasks?(remembering)

**Students:** different books like short stories, internet etc..

**Teacher:** yes. Different books from the library, short stories, so whose job is it to design reading tasks? (remember ) The classroom teacher or the book writers?( yes/no )

**Students:** the classroom teacher

**Teacher:** based on what?

**Students:** based on teacher's guide.

**Teacher:** why? They can design tasks? ( remember)

**Student:** they have language competence.

**Teacher:** what kind of language competence do they have?( interpretation )

**Student:** communicative competence like vocabulary,

**Teacher:** so based on this initial discussion topic you have got some amount of ideas about teaching reading in the context of foreign language. The principles suggested by teacher professionals, which are principles are theoretical assumptions which are suggested by scholars based on experiences or researches that may work in applying in classroom because teaching and learning happens not in a real context where there are external factors, school related factors and teacher and environmental factors and lots of factors, so in this diversity of the classroom situation requires diversified tasks.

### **Teacher Two: Session Two**

The topic of the lesson: Revision and Activities of unit four

Number of students: 15      Time started: 3:00 pm      Time ended: 4:00 pm

The classroom context: the room had not enough light and the teacher uses LCD display to present the lesson.

**Teacher** begins his lesson

**Teacher:** what did you do last time?(remember)

**Students:** we went to school to observe the actual English classroom.

**Teacher:** what did you actually noticed when you observe the English classes?(inference)

**Student:** Students attend the lesson, but they did not participate. There are also many crowds in the class.

**Teacher:** So you mean there was attendance, but no participation. Ok. How much are they?(remember)

**Students:** they were about 75.

**Teacher:** what was the lesson you observed?(remember)

**Student:** I observed writing lesson.

**Teacher:** which school did you observe?(remember)

**Student:** Alamura .....

**Teacher:** Where is it located?(remember)

Student keeps silent and the teacher said, after you arrived at Atotie you take right side and go straight. Then you find it at the left corner. Is that?

**Student:** yes.

**Teacher:** Good. What about you?

**Student:** SOS.

**Teacher:** What new things did you observe?(comprehension)

**Student:** What I surprised by the two students' participation.

**Teacher:** How long have you observed the lesson? (Remember)

**Student:** I observed for ten minutes.

**Teacher:** What were the student's response and the teacher's experience?(analysis)-compare)

**Student:** Yes, the big man sat at the corner of the classroom and students at the back quietly watch a *ticktock* movie.

**Teacher:** hum...[pauses] what about outside experience. I think you did your homework. Ok. Yes.

**Student:** There was a group assignment.

**Teacher:** Yes, There was a group assignment as well as homework. He asked students to present their group assignment.

*Students sat in their groups to present their work.*

**Teacher:** sit in groups of three and use one paper. I think everyone has the paper. Use three minutes to prepare yourselves and ten minutes to present.

Students started to prepare themselves for three minutes and started to present in their groups.

**Group 1:** Today's presentation is about unit four '**Reading strategies**'. The first strategy is summarizing. Summarizing is a definition. **Summarizing** means restating the meaning of texts that we read from the original texts. This is summarizing. Second point is **visualizing** or **organizing** that is constantly constructing the meaning the text. Another strategy is **predicting**. This strategy works for prediction of meaning in the text we read. It uses to guess the meaning of words. By reading the title of the passage, we can guess the content of new texts. This is the meaning of predicting. The next strategy is skimming. **Skimming** is a reading quickly to find the general idea of the text or reading material. This is skimming. The other one is **scanning**. Scanning is reading the text quickly to find out particular fact. It is used to find out the specific ideas from the passage during pre-reading or while-reading stages. In general, identifying the main ideas is summarized. The other is asking the questions; the first one is we can ask questions that students find answer based on the passage: this is called comprehension question. The one is Yes or No questions. Students answer these questions by replying yes or no. by asking questions we can compare the understanding or knowledge. Implicit means displaying unexplained ideas to the audience. This is all about our presentation.

**Teacher:** The next group, please?

**Group 2:** My name is Tiegistu Mersha. I am going to present one of the reading strategies, which is updating. **Updating** is a cognitive skill that renew knowledge and skills of individuals. The other strategy is **retelling**. It is telling story after we have read it. This helps to understand what is said, or told by the writer. The last strategy in my presentation is questioning using dialogue or conversation.

**Teacher:** Another group.

**Group 3:** My group presents reading strategies that help students to improve reading comprehension. One the strategy is **guessing**. Guessing involves anticipating meanings of words based on the context of the texts. Other important strategy is **intensive reading**. Intensive reading involves learning by reading in detail to understand. Intensive reading is to read with full concentrations or focus. It enables to comprehend, new vocabulary and language skills. For intensive reading, we can use short stories as an example. The other one is extensive reading. **Extensive reading** is a form of long text reading for extended or a long period of time without exam purpose. Examples of extensive reading texts are fictions, non-fictions and statistical data. Thank you for listening.

**Teacher:** please, clap for the presentation.

Students: clap their hands.

**Teacher:** so the presentation is done well. And you can ask questions. Dereje, any question to be clarified?

**Dereje:** how many reading strategies are there?(remembering) I think the presenter did not tell us.

*The teacher asks the dereje to make his question clearer for the presenter.*

**Dereje:** He did not tell us the numbers of reading strategies. *How many are they? The students continued asking and answering like a dialogue.....*

**Teacher:** to discuss meaningfully, first organize the questions and try to respond briefly. The teacher repeats the question, ‘how many reading strategies are there?’

**Teacher:** Good. Is there anyone who can comment about the presentation?(evaluation)

**Student:** As students, they prepared and presented well and gave us good information.

Teacher: Please, answer the questions! The teacher displayed some of the questions on the LCD dis-player on the wall.

**Student:** Ok. Reading strategies to increase reading comprehension are intensive and extensive reading, summarizing, scanning, and skimming.

**Teacher:** Is the group assignment, extensive or intensive type of reading?  
(yes/no) Yes, you.

**Students:** Extensive.

**Teacher:** It is extensive type of reading because there is no specific text, no specific question and reading material, so it simply asks you to present the general understanding of reading strategies. This is why assignment used different types of reading strategies. This is all about your presentation.

Comments

The teacher gave certain feedback on the group assignment. He focused on the students' pronunciation specially the first group. *However, he did not mentioned how they did the assignment in their groups and how they carried out their roles in their respective groups*

**Teacher two: Session Three**

**Date 17/01/2023**

**Topic of the Lesson:** \_\_\_\_\_

**Number of the students: 17**

**Duration of the observation 46 minutes**

**Teacher:** In this unit, you were asked to conduct a group discussion on this topic what is scanning, skimming, and the principles of effective reading and ineffective reading. Have you done the discussions at home in that way? Based on this understanding, you were assigned to do specific tasks. Okay? You remember the questions the one I gave last time? The questions were:

*The teacher displays it on the wall using LCD dis-player. The number of the question is 6.*

**Teacher:** *have you tried? He asked.*

**Students:** *yes.*

**Teacher:** Try to answer these questions. *Then, the teacher proceeded into individual homework “writing summary”.*

**Teacher:** while you read, you have to read the main points of introduction, the body information and summary. You are not expected to limit yourself in writing all the information because summary helps to put the long into brief short sentences, so taking notes, reading as many as times, possible, ok? A text with all nature of meanings and understanding the implied, and the directly stated to be so, a given text is mandatory. Organizing information and taking the exact words, phrases or clauses of what the original texts called using a key words phrases or summaries and expressions like that. Citing sources is a crucial aspect of writing, particularly in the literary field. Would you read it?

**Student:** reads the summary of the text... *after some of the students read what they had written, the teacher asked some questions.*

**Teacher:** The intended audience of this text is to?(reference }

**Student:** the readers.

**Teacher:** Who are the expected readers of the text? (reference)

**Student:** Who are expected to do the strategies.

**Teacher:** humm [pause]The English teacher, students or English language professionals? (while the teacher asking the question the student came in made a noise)

**Student:** the teacher of English.

**Teacher:** [*pause*] so, here in the text the intended audience in this group of individuals or some of indirect or directly can refer to these groups of individuals by the way. Hum... this text is intended to refresh that the writer is suggesting or providing insight or input towards this audience to use this type of techniques when teaching reading skills. So it is a kind of comment or suggestion, so it is based on experience of the writer ok. Therefore, you are summarizing it to address the intended audience that is professional staff.

**Teacher:** Next question (*permits students to open the room and allowed the late comer to enter the classroom*) question five, it says find the meaning of the following words used in the reading text there are three words extracted from the reading passage. How do you guess their meaning; it is not simple guessing, but it should be a calculated guess based on the reading text, and based on the context, ok? So,

**Teacher:** the first word is *sole* (paragraph 9 lines 6): did you find? What is the contextual meaning of it? (comprehension)

**Student:** we students, he is a student, but you are the sole teacher.

**Teacher:** hum...[*pauses*].... As an individual?

**Student:** Yes.

**Teacher:** Good. Anyone? No? so what is the meaning of “**coincidence**”. Ok what is this sentence talking about? What is the subject and the object of this sentence? The sentence is talking about specifically .....not only about the sentence , it you like about a paragraph or the whole passage. I do not the whole passage. The context includes the sentence in which the word found also the sentences about the given word. And the paragraph might be the words found and still the whole paragraph are the context by the way. Ok? So what are these sentences in which words found within a context. Who can try? In order to find the appropriate contextual meaning, we need to understand the context, right?, which sentence talks about? (remembering)

**Teacher:** ok, ok. The first sentence tells about one of challenges. So what does it tell about? (explanation)

**Students:** the challenges.

**Teacher:** specifically, which class does this sentence tell about?(remembering)

**Student:** English classes.

**Teacher:** ok. Specifically, which English lesson?

**Student:** reading classes.

**Teacher:** yes. It is reading lesson class.

**Student:** in the middle of the sentence after comma, you can find the causative conjunction.

**Teacher:** Of course, there are pre and post-discussion as well as the ministry make to accompany tasks with information comes from negation or suggestion? (yes/no)

**Students:** Negation.

**Teacher:** yes, it is a kind of negation. Before that what was being discussed was how many buyers discussed there the sentences? Hum[*pauses*]... the writer is describing buyer activities tasks or activities which includes what...?

**Student:** pre-discussions.

**Teacher:** pre-discussion. A discussion is an individual, pair or group or what?

**Students:** a group discussion

**Teacher:** Discussions can be done by a group of individuals. Many tasks related to comprehension but reading itself related to inherently. 'Inherently' refers to what?(remembering)

**Students:** naturally.

**Teacher:** inherently related to natural like that why and it also says the meaning of white and sorrow is expected to be the center of the objective. And it is expected to be?

**Students:** similar

**Teacher:** similar, the word “and” used as what?(remembering)

**Students:** As a conjunction.

**Teacher:** it joins two related ideas or concepts. You know ‘context’ means this. In order to find the meaning of sorrow, you need to find meanings of related words. It is a form of pre-discussion and post-discussion and writer contradicted with nor ..... this is the other type of meaning or discussion this kind of individual so this is how it is described in this context by the way. You may still apply in what your knowledge with experience how much you learned in reading as individualized or visualized ideas or involving pre-discussion, post-discussion or grouping anything like that .....because it improves understanding what kind of meaning is discussed from the source, so when you deal with searching in Google’s meanings change the standards of knowledge.....

Today, we discussed conceptual or theoretical issues related with what are the reading strategies, the importance of reading, what is the importance of using reading strategies in learning reading and in teaching reading. And there are lots of prominent learning theories which discuss reading strategies even some questions which informs and specially feasibility, its practicality how can these strategies be used in English language classes and how can learners use the particular strategy to achieve certain goals, so they important and keep reading and apply them in your context.

And this is all about today’s lesson.

**Teacher One**

**Session One**

Number of students: 29

Time: 3:00 pm

Date: 05/01/2023

The classroom context: the teacher uses the LCD display and reads the questions from it; the room was not bright. The classroom arrangement: the rows were not opened; the teacher could not move freely along.

**Teacher:** Look at the topic “Saving”. Let us start from the title that says saving. Before you read it, what comes to your mind when you hear the word saving? What is your previous experience about the word saving? Anyone can tell us what comes to his or her mind. Ok you....the teacher assign the student.

**Student:** time, money and etc.

**Teacher:** Now you are going to do is simply skimming through the text. Tell us what saving means. Please, take two minutes to read it. He adds that the students shouldn't forget to see the title of the passage and main ideas of each of the paragraphs.

**Students:** they skimmed for two minutes.

**Teacher:** ok. What does the text talk about? (Explanation-previewing)

**Student:** it talks about saving.

**Teacher:** what type of saving, is it about time?(interpretation)

**Student:** it discusses about the advantages of saving.

**Teacher:** who else can add? expand

**Student:** it tells us about saving something for future use.

**Teacher:** As far as you skimmed what do, you read about saving. Ok what you said is not far from what is written in the text. Now let us see some points. Why do we read?

**Student 1:** ....To get information.

**Teacher:** Is that only?

**Student 2:** it can be used for recreational purposes.

**Teacher:** good, as you know reading has majorly three purposes. They are reading for the sake of recreational purpose, and for the sake of information. Another is question is how do we read it? If you read for information, which technique does you use, skimming, or scanning?(application)

**Student 2:** we use reading intensively.

**Teacher:** why for?(explanation)

**Student:** since we read for information, we find information, scientific issues, data, and researches, so it needs intensive reading.

**Teacher:** There are mainly some skills to apply. You may read line by line to get Information, so detail reading is important. The other issue is look at question number four. Let us do the pre-reading activities. How much money is advisable to save per month, according to the passage? What strategy do you use to answer this question?(application) Ok you.

**Student:** I use scanning strategy.

**Teacher:** Scanning, why for?

**Student:** Because scanning is used to find specific information in the passage.

**Teacher:** Yea. Because the question is specific, so the only thing you are expected to do is running through the passage to look for specific information. The same question is there, question number five. What does the abbreviation CD stands for? What kind of strategy do you use to answer this question?

**Student:** Skimming.

**Teacher:** Why do you say skimming?(explanation)

**Student2:** Scanning.

**Teacher:** Scanning which means trying to identify the word CD in the passage, so you should apply the scanning strategy.

**Teacher:** Now take four minutes and examine the reading text, so read the silently for three to four minutes. Try to examine the comprehension questions. Then you can discuss your ideas in group later on.

**Teacher:** Now we are going to do is you may read each of the paragraphs and you may rewrite down on your exercise book what these paragraphs discuss about mainly. There are five paragraphs mentioned here. Look at this paragraph two, three, paragraph six, paragraph four and paragraph five. So I want to do is read each paragraph and try to identify the main idea or the gist of these paragraphs.(inference) Okay? Write down in a sentence level on your exercise book. To do so you have five minutes. Okay? Go on reading and identify the main idea of the mentioned paragraphs. And write down the main idea. *Students continued moving, arranging seats, and discuss it with their friends. Then, students started rereading and writing main ideas of the given paragraph as they instructed. Students discussed for five minutes to identify the main ideas of the paragraph assigned to them.*

**Teacher:** Assigns the group that will present to class and says “the presenter will be this group” by pointing at the group. Take three minutes to prepare yourself for presentation. The representatives will present it. Again he adds that when you present give supporting ideas from the text.

**Teacher:** Okay. Ready? Let us do together now. Who is the first presenter? You ... in that group.

**Teachers:** Ok .Paragraph two. Tell us what is paragraph two discusses about. And as far as possible, try to tell us your justification why you said that.

**Student:** tells the main idea of paragraph two. It tells about what matters in saving “it is about developing a habit of saving”.

**Teacher:** Very good, who else Paragraph two? Yes, paragraph two? Do you agree with what he said? Tell us what you did. (explanation)

**Student 2:** It is not about the amount money you save, but it is the advantage of developing a habit of saving.

**Teacher:** Ok. Good. Who else discussed paragraph two? No one? Ok. As he said, basically paragraph two discuss on the amount of money the one expected or advised to be saved per month. Ok he tells us or advised or mentioned us different issues and reasons to advise us the amount of money the one is expected to save per month.

**Teacher:** Paragraph three. Yes that group.

**Student 3:** Money should be saved in depository institutions to be safe.

**Teacher:** paragraph three discusses on the benefit of depositing money in depository institution than at home. And this paragraph discusses on mainly the advantages of saving or depositing money in the institutions. Ok.

**Teacher:** Paragraph six. Who will present paragraph six?

**Student 4:** It tells us where to save money especially in the institutions, which have large amount of interests is very important.

**Teacher:** can you restate them in a sentence?

**Student 4:** It tells us when the duration of money saved in an account is longer in an institution, it has large amount of interest.

**Teacher:** Good, You can see what paragraph six discusses on, basically it tells us the rate of interest that those institutions are big paid the rate to receive, so there are different institutions that pay high rate interest. Basically, this paragraph tells us the rate of interest has a big pay of interest.

**Teacher:** What about paragraph five, this group?

**Student 5:** There are accounts that require the customers to save money for a certain period and give a certificate of deposit.

**Teacher:** Good, is there anyone, who did paragraph five? Ok you.

**Student 6:** The distinctive features of two accounts namely money market deposit account and savings account.

**Teacher:** Very good, yes, there are two institutions already mentioned. There is money market deposit account and saving accounts. This paragraph discusses on the difference between the two accounts depository and certificate account, so what told is right.

**Teacher:** The last two groups for paragraph four.

**Student 7:** it tells us how the two accounts pay the interest.

**Teacher:** good, anyone else can add. Yes, it discusses how the depository institutions pay the interest. It tells you which institution pays higher rate of interest. There is interest paid difference, so it tells you how they are paying interest.

**Teacher:** Now go back to paragraph one. And skim the paragraph once again. In your group, tell us about these three questions. The first one says why people should save money.(analysis) Secondly, why should people save money in depository institutions? (analysis) Answer these questions. Try to mention three main reasons. The first question has three major reasons. In the same way, there are three advantages of saving money in depository institutions, find them. Add the third question. What does the first strategy say?(comprehension)

**Teacher:** why should people save money?

**Student 8:** People should save money to pay unexpected costs, to be financially secure and car can be broken.

**Student 9:** the first reason is to purchase expensive things, to be financially secure, and pay unexpected cost.

**Teacher:** Good, that is amalgamation. What about the second question,

**Student 10:** The money should not be lost, it can be easily exposed for disaster, and pay yourself.

**Teacher:** Could you make clear? Good. what does the phrase"... pay yourself first strategy...." mean?(inference)

**Student11:** It means saving portions of money from income before you use.

**Teacher:** A saver can have the same interest in both saving account and market deposit account.

**Student 12:** False

**Teacher:** Which one is true according to the passage?(comprehension)

- A. The larger the amount of money saved in the pot, the larger amount of interest you'll earn.
- B. Much money is left in a depository institution account, much interest will be earned.
- C. Trade-off means stopping expenses by values for the benefits of saving money.
- D. Money market deposit accounts usually require what you have to open and do not limit the times the money cannot be withdrawn.

**Student 13:** B

**Teacher:** The answer can be "B" What is advised as successful practice to save money.

**Student 14:** A successful practice can be setting a goal for future.

**Teacher:** Yes, a person who has a goal saves money.

**Student:** What does the phrase "trade-off" mean?(comprehension)

**Teacher:** It means considering which one takes priority one to another. Which one should be first and second? Who can summarize or define someone does not save money though he has regular pay per month?(inference)

**Student:** There are reasons that make someone cannot save money: it be burden life to survive or low payment, or inflation in country.

**Teacher:** Are you saving money as a teacher? Will you save money in future? If you say, "yes", why, or "No", why? Discuss it and report it later. (application)

**Student:** Students explain their experience of saving money.

**Teacher:** This all about today’s lesson, see you next period. Thank you very much.

**Teacher One**

**session two**

**Duration: 2hrs**

**Topic of the lesson: Reading Strategies**

Teacher Greets students good afternoon

**Students:** Good afternoon

**Teacher:** Thursday, we saw about strategies. As you know, in our so far discussion we tried to examine some aspects of reading. Just simply to remind you about discussing started from the definition of reading. We find what reading is from different perspectives.

Hum[*pauses*] what is the difference between “comprehension and reading”, and we also see how can we develop your reading speed. Spelling oriented speed, and also we see points related to reading as well as some of reading techniques like scanning and skimming. We have examined some of the techniques that we are expected to know what does scanning means and what we do. We try to understand what skimming is and some of the activities consider whenever we skim. We can see what does intensive reading mean and some of the techniques that we apply that help us to come to skim the reading. We can also some issues related to reading processes like pre-reading, while-reading and post-reading activities. We can also define what comprehension means. What does comprehension mean because comprehension is key issue in reading? When we read, we comprehend.

The other issue we discussed was extensive reading. It was one of our lessons focused last time. You remember that we discussed a lot. Other reading strategies that we frequently apply are read to maximize comprehension we use different techniques. We also discussed purposes of reading. There are three purposes of reading namely reading for survival, reading for learning and reading for information as you have

said. we discussed how the purpose and comprehension influence each other. These all are what we examined while discussing the theoretical aspects of reading skills.

Today we are going to discuss some theoretical aspects. Before you read the texts, discuss on these points with your friends to remind them.

1. What do you do when you skim?
2. What does scanning mean?
3. What strategy do we do when we scan?
4. What does intensive and effective reading mean?
5. What does reading speed mean? =comprehension

Students started discussing .....

Teacher adds that what does reading for survival mean. (He didn't allocate time for discussion). Anyone can reflect on these issues.

**Student 1:** when we read a text, we have to use the techniques.

**Teacher:** Anyone else. Ok.

**Students 2:** when I read a text, what comes to mind are the four techniques? (Remembering) When you read a material, first skim and scanning. When you want to find general idea, you skim it and when you read for specific ideas, you should use scanning technique. And when you read for detail information, you exploit extensive reading strategy. In short, when your purpose varies, your strategy varies.

**Teacher:** Ok. Good. Anyone else. Now, open texts that I have already given you about 'Hero of Africa'. Read the text, first read the text; it is your first reading text. Ok. This one as you examine that make this things easy so as I put it in the first place. So, *Second, third, forth and one*. Look at this one the text, Hero of Africa it says now you are going to implement the strategies. So look at now, first try to skim; why you first skim? You know how you skim. When you skim, try to remember both points and try to identify what it is discuss about. Write the points on exercise book. What is the issue?

*Students were writing notes by skimming the text about Hero of Africa.*

**Teacher:** I think you most probably used skimming; you skimmed about what the text is about. Like that, okay?

**Student 1:** I have skimmed the passage about the struggle of the supremacy of white people South Africa.

**Teacher:** Yes, another one.

**Student 2:** For instance, there were segregation of black people and the white supremacy.

**Teacher:** All right. It is about Mr. Mandela's history plus how he was fighting the apartheid law.

**Student 3:** It is about Nelson Mandela's journey of struggle against apartheid ruling system that made the difference between the black and white people.

**Teacher:** Good. Anyone likes to add? Right, ok. One more question. Why do you read this? Think over that for a minute.

*Students continued reading to identify the purpose of reading they applied in this text.*

**Student 4:** The purpose of reading could be both informational and recreational. The reason why I say both of them is-Some of them likely require us to enjoy, but here some require to read in detail information is here we are expected to learn about.

**Teacher:** Good. Brilliant. Why he was in prison? (**Comprehension**)

**Student 5:** He was struggling with the apartheid law.

**Teacher:** Who can add on this?

**Student:** we need to read each of the paragraphs to find main ideas.

**Teacher:** emm.. Now, look at those questions. Okay. Here there are some questions to be answered. Some of the questions would be answered by simply skimming and some of the questions would be scanning; others by reading in detail. Now, I give you five minutes to read individually. You know we have said that silent reading is

important. So you first read the passage simply in the mind. Try to examine the history and discuss all the comprehension questions given here.

*Students start to read for five minutes individually.*

*The teacher interrupted students' reading after 12 minutes, and said I think you have read and examined the story.*

**Teacher:** Now we are going to examine the comprehension questions, so you may reach and answer these questions.

**Teacher:** The first question is: What is the main idea of paragraph 1? which strategy do you use to answer this question, are you going to skim, scan or reading for detail?

**Students:** skim.

**Teacher:** Skim, yes. So skim paragraph one and find the gist of it.

**Student:** The gist of this paragraph is people around the world accepted Mandela's idea to end segregation in the country. It took a long time over through to oppose together the apartheid system.

**Teacher:** who can add? Who else... yes,

**Student:** To express their ideas to support Mandela.

**Teacher:** hum.... Anyone else (did not say correct or wrong).

**Student:** the government tried to get back from his struggle against the law.

**Teacher:** Okay. When you read the entire paragraph, this can tell you that or discuss on the time that Mr. Mandela had made in Robben Island. You can get this when reread it. Okay? So you will read it later on.

**Teacher:** Let's see the second point, answer the second question. It is simple question.

Mr. Mandela became a president of South Africa at the age of\_\_\_\_\_. What reading strategies do you use, skimming or scanning?

**Student:** Scanning.

**Teacher:** so scan it and tell us, Even though it is not stated directly there. Use two minutes.

**Students:** we can subtract the he was born from the year he was released.

**Teacher:** Good. Anyone else.

**Student:** As she said Mr. Mandela was released at the age of 74 and became the leader of ANC for two years, then the first elected president in 1994.

**Teacher:** yea. It is 76. when you add the time he spent in prison and the years he lead the ANC Party after release from prison, you will get 76.

**Teacher:** Here, question number three. Which one is not true about Nelson Mandela?

- a. He was happy about apartheid when he was young.
- b. Mandela was released from the prison at the age of 72.
- c. Mr. Mandela spent all his prison time at Robben Island.
- d. Mr. Mandela won the Nobel peace prize for his struggle against segregation.

**Teacher:** you have to find the true statement because the remaining three are false. Let us each of them. He was happy about apartheid when he was young.

**Students:** False.

**Teacher:** Mandela was released from the prison at the age of 72.

**Students:** True

**Teacher:** the third point, Mr. Mandela spent all his prison time at Robben Island.

**Students:** False because he was moved to main land in 1982.

**Teacher:** The last point. Mr. Mandela won the Nobel peace prize for his struggle against segregation.

**Students:** False.

**Teacher:** Yes. Read the point in the last paragraph. The last paragraph tells you that.

Yes, paragraph six, read it. It is not only Mandela, de Klerk the ex-president of South Africa also awarded for his effort to promote peaceful relations between the whites and the blacks. So you can find the answer from paragraph six. The only true statement is the idea of He was released from the prison at the age of 72. Look at question number four there are words given which are almost similar in meaning, so Find a word in paragraph 4 which has a similar meaning with the word “**punished**”. Guess it.

**Student:** sentenced.

**Teacher:** how did you get it?

**Student:** I guess it from the context.

**Teacher:** Let us do question number five. The word ‘**they**’ in paragraph 2 on line 3 refers to\_\_\_\_\_

Look at paragraph two and read the pronoun “**they**” and tell us what it refers to. ...  
*students took time to read the sentence for two minutes.*

**Students:** Mandela’s parents

**Teacher:** Obvious. Look at to see question number six. What does the word **unfair system** in paragraph 3 line 5 refers to\_\_\_\_\_. Why this phrase used here?

**Student:** Separation or segregation of giving unfair privileges for white than black people.

**Teacher:** emm. Good. Yes, another.

*Student starts to respond, but his voice was low.*

**Teacher:** Please, make your voice louder.

**Student:** Discrimination,

**Teacher:** Discrimination. Emm.. what kind of discrimination is it? How can that condition be manifested? Here, read the passage.

**Student:** Separating..

**Teacher:** Good one point is there.

**Student:** Isolating the black people from the whites.

**Teacher:** definitely. What else?

**Student:** controlling the government.

**Teacher:** the government. Look at paragraph three. You can see now. Read line four. Look at the system of apartheid in which black people could not vote. This is one of the manifestations. The second one is black could not hold certain jobs. There are jobs selected for black people, and for white as well. The other one as he said, black controlled a government. Okay? I mean the white. Sorry that is mentioned there. The other one is the black and white live in separated areas. And as well the black and white used to go different schools; these were the manifestations mentioned here. Therefore, Mandela opposed the cruel and unfair system. That is the point you discussed.

**Teacher:** The last point lets us answer the question “*What do you learn from this story?*” Think over and first write down on the notebook share your ideas with your friends. Okay? Two minutes are enough. First, do it individually and then write it on exercise book. *Students used more than four minutes.*

**Teacher:** Now, share what you wrote with your friends.

**Teacher:** Now, reflect what you have discussed in the class. okay? First, you, and second one is ...you. then, third..... fourth, fifth and sixth. Okay? The teacher assigns students to present. Ok the first. A little bit louder.

**Student 1:** the labor of poor

**Teacher:** emm[*pauses*].. good. The second...

**Student 2:** if I got a chance, industriousness or I would give chance for black and help how

**Student 3:** what I have learned from this story is that if someone has a clear aim, finally he can win anything if it costs anything.

**Teacher:** interesting.

**Student 4:** I learn from this story is all human being should have equal right, black and white

**Teacher:** 4 okay.

**Student 5:** selfishness and struggle for the people. The selfish people idea among the white people and made the black people to kill and took their property.

**Teacher:** Good. Okay.

**Student 6:** I learned that being a man of purpose and to be honest for our people. The most especial thing I ever learned is not to lose the first aim of our journey or movement when we get our destination. The reason why I said is that after staying 27 years in prison, he was expected to revenge the white people when he released as everyone could do but he did not do that his purpose was making equality or avoiding segregation. He was obsessed in the prison for a long time, but he stayed in position for four years and retired from jobs, so that is what I learned from this passage.

**Teacher:** good. Who is the next one? Okay.

**Student:** I learned that how we can solve the problem and building unity on discriminant area

**Teacher:** Good. Who else?

**Student:** what I learned from this story is if you plan it, you can do it. And if a person struggles in right way, he becomes successful

**Teacher:** very good, interesting. Ok.

**Student:** Mandela was thoughtful to over through the apartheid law; he committed himself and achieved his goal.

**Teacher:** Good. Anyone else. There are two points mentioned. Ok? Determination, so we can learn determinant and the one who is determinant can achieve his goal. There is struggle, in the struggle there are up-s and down-s in the journey, but at end of the days, we could achieve it. We can achieve our goal even though there are so many obstacles, so when one struggles, he should know these challenges, but he should be determinant. The other word is conviction; do you know the word conviction?

Conviction is strong belief what you saw in your mind, and you struggle to achieve that goal. For example, the film, which was developed to show the life of Mr. Mandela? You can just download from YouTube and watch it. It is an interesting film entitled conviction, which was made by history of the personality of Mandela. For today this is enough. See you next time.

**Teacher One**

**session three**

**Duration: 2hrs**

**Topic of the lesson: Reading Activities**

**Teacher:** Last time you read the text and answered some of the question. Now, I have two more questions, which are not from the passage. The first one is what would happen if Mandel was not born? The second one is what would happen if Mandela was not elected as a president of South Africa. Now think individually and report it to the class. Try to write down your reasons on the exercise book. Now, share your answer to your friends. (time was allowed)

**Teacher:** Ok. Now it is time to reflection. Who can present to class. The teacher assigns the presenters by giving numbers, one, two, three, four, five, six and seven. Ok, first listen from number one.

**Student 1:** I think for question number one, the black people could not get freedom, and black and white people live in in a separated area and govern by white people only. The second question man and woman all human kinds could not work in fair system in Africa.

**Teacher:** Ok. two

**Student 2:** I think they could not get freedom. The segregation and the system would have continued.

**Teacher:** Good. Anyone else.

**Student 3:** my point of view is the black could not get the service the white people get; they may be disappeared

**Teacher.** Number 4.

**Student 4:** the apartheid and segregation could not be stopped. If Mandela was not a present, there was no equal right both the black and white.

**Teacher:** Good.

**Student 5:** the black people could not live in peace and have equal rights. Second, it could be difficult for the black people how to live.

**Teacher:** good number 6

**Student 6:** From history or from his life span, we can see the power of war person. And how can war person change huge things in his history put big stone in the world history. We can see him as exceptional person to determine by his unexceptionably the issue of apartheid was continued or will be stayed for several years. I do not think segregation and the apartheid law would be continued for several years. The black may continue to fight against the system until convincing the people their ideas in different ways. He was naturally leader that made them worried to keep silent. The second one is after those struggle and staying several years in prison, and after he released if he did not win the election, there are two things to be expected. The white president will run or one of the black, if the white continued the leadership, the segregation might be less and trying to stop around the world. It would be difficult to lead in the existing law. They may revenge as they were minority group. The history of south Africa was changed. May be there were a big war.

**Teacher:** Good. Who will continue?

**Student 7:** if Mandela was not elected, the unfair system would have been continued.

**Teacher:** before you leave the class, you have other activities, look at these activities.

**Put the following sentences in logical order based on the passage.**

- A. Nelson Mandela spent his golden age in prison for 27 years.
- B. The Nelson was given at school, and then he earned degree in law.
- C. He elected and became the first black president.
- D. He joined ANC to end the apartheid rule.
- E. Mr. Mandela was born in a small village in Transkei region.
- F. So order them correctly.

The next one is **Instruction-4 Vocabulary: The following words are taken from the reading passage. Find their meaning using the context and cross-check your answers using dictionary. You are expected to guess**

Apartheid\_\_\_\_\_ Segregation\_\_\_\_\_

Sentenced \_\_\_\_\_ Retired \_\_\_\_\_

Ban \_\_\_\_\_ Protested \_\_\_\_\_

Jail \_\_\_\_\_

Is there meaning difference between jail and prison?

Student tried to describe their different

### Appendix 6: Analysis of data collected via classroom observations

#### Appendix E1: open Coding Strategies that invite CT skills

	Open code	Axial	Theme(strategies)
	What does the text talk about?	guessing	Previewing
	what did you do last time?	Revising	
	Before you read it, what comes to your mind when you hear the word saving?	Eliciting	
	Before you read the texts, discuss on these points with your friends to remind them.	Recapping	
		<b>HOT</b>	<b>Questioning</b>
	What do you think is needed from the side of the reader in order to infer the meaning of a text?	explanation	
	Now, reflect what you have discussed in the class.	Explanation	
	Could you make it clear?	“	
	Who can add on this?	“	
	who can add?	“	
	..... why for?	“	
	Will you save money in future? If you say, “yes”, why, or “No”, why?	“	
	How much attentions are given to these things and how effective it was in reading class?	evaluation	
	Is there anyone who can comment about the presentation?	Evaluation	
	Do you think that these principles suggested by scholars to be implemented in any context in Ethiopia or any other country language teaching classroom?	interpretation	
	who are the intended audience of this text?	interpretation	
	“What do you learn from this story?”	Interpretation	

what would happen if Mandela was not elected as a president of South Africa.	Interpretation	
What is very important to them is to solve the problems;	“	
Put the following sentences in logical order based on the passage	“	
what kind of discrimination is it? How can that condition manifest?	“	
What is the contextual meaning of it?	inference	
Find their meaning using the context and cross-check your answers using dictionary.	”	
what does the phrase”... pay yourself first strategy....” mean?	”	
write down the main idea(T2)	“	
would happen if Mandel was not born?	“	
	“	
what is this sentence talking about?	Analysis	
What is the difference between reference and inference?	Analysis	
What is the main idea of paragraph 1?	Analysis	
What does intensive and effective reading mean?	Analysis	
skim paragraph one and find the gist of it	analysis	
		LOT
What strategy do you use to answer this question?	Application	
What reading strategies do you use, skimming or scanning?	application	
why should people save money?	comprehension	
Why he was in prison?	“	
Mr. Mandela became a president of South Africa at the age of__	comprehension	
Which one is not true about Nelson Mandela?	Knowledge	
in paragraph 4 which has a similar meaning with the word “punished”	“	
The word ‘they’ in paragraph 2 on line 3 refers to__	“	
What does the word unfair system in paragraph 3 line 5 refers to_____	“	
do you know the word conviction?	“	
Is there meaning difference between jail	“comprehension	

	and prison?		
	Which one is not true about Nelson Mandela?		
	What does the first strategy say ?	“	
	Is this happens to your class?	“	
	What does the abbreviation CD stands for?	“	
			Writing
	Try to identify what it is discussing about. Write the points on exercise book.	Note taking	
	read each of the paragraphs and you may rewrite down on your exercise book what these paragraphs discuss about mainly	Rewriting	
	Think over and first write down on the notebook share your ideas with your friends. Okay?	Note taking	

#### Appendix 7: Coding data

	Open code	Axial code	Selective code
	very good, interesting. Ok.	Praising	Responsiveness
	Good	Praising	
	Could you make it clear?	Giving chance again	
	emm. Good. Yes, another	Accepting without rejection	
	ok. Now it is time to reflection.	Giving time	
	hummm.... Anyone else (did not say correct or wrong).	Giving chance for others' without correction	
	Number 4.	No time	
	Ok. Two	“	
	Any other?	Giving chance for others	
2.			Structuring the classroom
	sit in groups of three and use one paper.	Arranging class	
	I think everyone has the paper.		
	Use three minutes to prepare yourselves and ten minutes to present	Arranging time	

	Dereje, any question to be clarified?	Clarifying	
	when you say text context, what does text context include? What and what?	Clarifying/Repetition	
	Write down in a sentence level on your exercise book...And write down the main idea	Clarifying /repetition	
	To do so you have five minutes. Okay? Go on reading and identify the main idea of the mentioned paragraphs	Allocating time	
	To discuss meaningfully, first organize the questions and try to respond briefly.	Clarifying instruction	
	Please, take two minutes to read it.	Arranging time	
	Take three minutes to prepare yourself for presentation. The representatives will present it.	arranging time	
3.			<b>Team Skills</b>
	Now, share what you wrote with your friends.	Pair work	
	Then, you can discuss your ideas in group	Group work	
	What is the difference between reference and inference?	Compare	<b>Modeling</b>
	Try to examine the comprehension questions	Evaluate	
	And as far as possible, try to tell us your justification why you said	Justify	
	what is the difference between “comprehension and reading”, and we also see how can we develop your reading speed	Compare	
	What is the difference between reference and inference?	Compare	

## Appendix 8: Auditing the occurrences of CT skills and strategies

Counting the frequency of occurrence of CT skills and strategies

1/	Teachers' actual words	Responsive behavior
	very good, interesting. Ok.	Praising(1)
	Good	Praising(2)
	Could you make it clear?	Giving chance again(1)
	emm. Good. Yes, another	Accepting without rejection(1)
	ok. Now it is time to reflection.	Giving time (1)
	hummm.... Anyone else (did not say correct or wrong).	Giving chance for others' without correction(1)
	Number 4.	No time (1)
	Ok. Two	“(2)
	Any other?	Giving chance for others(1)
2/		<b>Structuring the Classroom</b>
	sit in groups of three and use one paper.	Arranging class(1)
	I think everyone has the paper.	Managing resources (1)
	Use three minutes to prepare yourselves and ten minutes to present	Arranging time(2)
	Dereje, any question to be clarified?	Clarifying (4)
	when you say text context, what does text context include? What and what?	Clarifying/Repetition(1)
	Write down in a sentence level on your exercise book...And write down the main idea	Clarifying /repetition (2)
	To do so you have five minutes. Okay? Go on reading and identify the main idea of the mentioned paragraphs	Allocating time(1)
	To discuss meaningfully, first organize the questions and try to respond briefly.	Clarifying instruction(3)
	Please, take two minutes to read it.	Arranging time (1)
	Take three minutes to prepare yourself for presentation. The representatives will present it.	arranging time (2)
3/		<b>Team Skills</b>
	Now, share what you wrote with your friends.	2
	Then, you can discuss your ideas in group	2
	Now, share your answer to your friends.	1
4/	<b>Questioning to challenge students'</b>	<b>Analysis</b>

	<b>intellect</b>	
	What is the difference between reference and inference?	1
	What is the main idea of paragraph 1?	1
	What does it mean? What do you think is needed from the side of the reader in order to infer the meaning of a text?	1
	What does intensive and effective reading mean?	1
	Read each paragraph and try to identify the main idea or the gist of these paragraphs.	1
		<b>Interpretation</b>
		<b>Explanation</b>
T1	Now, reflect what you have discussed in the class. okay?	1
	What does the text talk about?	2
T1	Why this phrase used here?	3
	what do you notice where your attention is before this course?	4
	what does it tell about?	5
	Do you agree with what he said? Tell us what you did.	6
	why for?	7
		<b>Inference</b>
T1	Put the following sentences in logical order based on the passage.	1
T1	what would happen if Mandela was not elected as a president of South Africa	2
	<i>What do you learn from this story?</i>	3
		4
	What does the writer want to say?(inference)	5
		<b>Evaluation</b>
	Is there anyone who can comment about the presentation?(evaluation)	1
	What were the student's response and the teacher's experience?	2
	How much attentions are given to these things and how effective it was reading class? (evaluation)	3
		<b>Self-regulation</b>
	Will you save money in future? If you say, "yes", why, or "No", why?	application
	What strategy do you use to answer this question?	1
	If you read for information, which technique does you use, skimming, or scanning?	2

	Match the words with their possible meanings given under column “B”.	(comprehension)
	Fill the blank spaces with the appropriate words to complete the meaning of the paragraph below	21
	what kind of language competence do they have?	20
	what does the phrase”... <i>pay yourself first strategy....</i> ” mean?	
	when you say text context, what does text context include?	19
	what does reference mean?(comprehension)	18
	In a particular text, what does this word mean in paragraph two on line three, refers to?(comprehension)	17
	What is the contextual meaning of it? (comprehension)	16
	Find their meaning using the context and cross-check your answers using dictionary.	15
	why should people save money?	14
	What does the phrase “trade-off” mean?	13
	when you read a text or fictions, the relevant components or parts of a reading texts, what other features do you see?	12
	What does the word <b>unfair_system</b> in paragraph 3 line 5 refers to___	11
	The word ‘ <b>they</b> ’ in paragraph 2 on line 3 refers to	10
	What is expected to do in order to interact the text?	9
	Find a word in paragraph 4 which has a similar meaning with the word “ <b>punished</b> ”	8
	What do you mean the quality of the word?	7
	Which one is true according to the passage?	6
	Which one is not true about Nelson Mandela?	5
	What do you do when you skim?	4
	What does scanning mean?	3
	What strategy do we do when we scan?	2
	Why he was in prison?	1
	Read the passage quickly and complete the table	Recall

	which strategy do you use to answer this question, are you going to skim, scan or reading for detail?	1
	similar, the word “and” used as what?(remembering)	2
	How can ‘how long’ be related to this one?	3
	If number is needed, how do you ask this question?	4
	What new things did you observe?(comprehension)	5
	How long have you observed the lesson? (Remember)	6
	till there are skills of teaching reading skills like that?(remembering)	7
	specifically, which class does this sentence tell about?(remembering)	8
	whose job is it to design reading tasks? (remember )	9
	What do phases mean?(remember)	10
	so when we are teaching reading skills, so there are what?(remember)	11
	Is this happens to your class? (remember)	12
	What are contents in text context?	13
	what can be source of tasks?(remembering)	14
	Is the group assignment, extensive or intensive type of reading? (yes/no)	15
	specifically, which class does this sentence tell about? (remembering)	16
	Inherently’ refers to what?(remembering)	17
	what type of saving is it, about time?(remembering)	18
	Where is it located?(remember)	19
	how many reading strategies are there?(remembering)	20

## Appendix 9: passages used for classroom practices

Passage one

# Hawassa University

Department of English and literature; Reading Skills

**Read the following passage thoroughly and try to comprehend it properly**

### **Saving**

1 Savings is the portion of income not spent on current expenditures. In other word, it means putting away or storing money for future use. Because a person does not know what will happen in the future, money should be saved to pay for unexpected events or emergencies. An individual's car may **breakdown**, their **dishwasher** could begin to leak, or a medical emergency could occur. Without savings, unexpected events can become large financial burdens. Therefore, savings helps an individual or family become financially secure. Money can also be saved to purchase expensive items that are too **costly** to buy with monthly income. Buying a new camera, purchasing an automobile, or paying for a vacation can all be accomplished by saving a portion of income.

2 Some people believe that what really matters in saving money is not the amount you save but developing a saving habit and keeping to it. I'm also in **favor** of this opinion. To be considered financially secure, an individual or **household** should save at least six months' worth of expenses. For example, a household that has \$2,000 per month of expenses should have at least \$12,000 in savings (\$2,000 multiplied by 6 months). To reach this amount, it is recommended that 10-20% of net **income** should be saved until the appropriate amount of savings is reached. **Net income** is the amount of an individual's **take-home** pay after taxes and other deductions have been taken out of a **paycheck**.

3 Some savers place their money in a jar, coffee can or a piggy bank. For short periods of time and small amounts of money, the piggy bank method may work, but **long-term** savers should use a safer method. It is wise to store money at a depository institution. A depository institution is a business that offers financial services to people, such as savings and checking accounts. Unlike money stored at home which could be lost to a fire, **burglary**, or some other type of disaster, money stored at a depository institution is protected from loss. Depository institutions offer accounts that earn interest, allowing customers to take advantage of the time value of money. The time value of money means money paid out or received in the future is not equivalent to money paid out or received today. Interest is the price of money.

4 When depositing money at a depository institution, an individual may earn money from interest. The amount of interest earned is determined by calculating a percent of the total amount of money deposited. This percentage rate is known as the interest rate. Savings accounts, money market deposit accounts, and Certificate of Deposits are the most common depository institution accounts that earn interest. A savings account is an account with a depository institution that holds money not spent on current **expenditures**. Money can be kept in a savings account until the owner needs to use it for emergencies or to purchase expensive items.

5 A money market deposit account is a type of account that pays a higher interest rate than a savings account. However, money market deposit accounts usually require more money to open and have limits on the number of times money can be **withdrawn** from the account every month. A Certificate of Deposit (CD) is an account that pays interest on a **lump sum** of money. However, once money is placed into a CD, it is required to stay there for a specific period of time. If money is withdrawn early, the owner will have to pay a **penalty** fee. Once the time period is complete, the money and interest earned can be **withdrawn**. The interest rate money earns in a CD is usually higher than a money market deposit account and increases as the time period a person agrees to keep their money in the account increases and as the amount of money placed in the CD increases.

6 When money is saved in one of these **accounts**, the owner of the money has to do nothing and the value of money automatically increases! The higher the interest rate, the more money is earned. In addition to the interest rate, the amount of money saved and the length of time money is saved affects the time value of money. The larger the amount of money saved, the larger the amount of **interest** earned will be. The longer money is left in a depository institution account, the longer money will have to earn interest.

7 To help a person choose saving over spending money, money should not be viewed as what is remaining after current needs and wants have been satisfied. Pay **yourself** first is a popular and very effective saving strategy that can help individual's choose saving over spending money. Paying yourself first means to set aside a portion of money (10-20% of net income is recommended) for saving each time a person is paid before using any of the money for spending. To successfully practice the pay

yourself first strategy a person should set personal goals. Setting goals helps a person choose to save rather than spend money. A goal is defined as the end result of **something** a person intends to acquire, achieve, do, reach, or accomplish. Financial goals are specific objectives to be accomplished through financial planning and include saving money. Setting goals helps an individual identify and focus on items that are most important to them and then make decisions that help obtain those items.

8 While in the process of setting goals, an individual should consider the trade-offs to those goals. A **tradeoff** is giving up one thing for another. Every decision involves a **trade-off**. Being more financially secure in the future by saving is a trade-off to spending money in the present. If a person clearly understands what they are giving up in exchange for the benefits of saving money, then their saving goals will become more attainable and realistic. When considering the trade-offs to achieving savings goals, an individual should examine their current spending as well. Spending may have to be adjusted in order to reach a financial goal and practice the pay yourself first strategy. **Explore** the value of saving money and learn strategies that help people choose to save money over spend money. Learn the advantages of saving money at a depository institution.

### Part-1

1/ what are the advantages of saving money at depository institutions.

2/ what does the phrase "... *pay yourself first strategy* ..." mean?

3/ Why should people save money?

4/ A saver can have the same interest in both saving account and market deposit account.

A. True            B. False

5/ which one is true according to the passage?

A. The larger the amount of money saved in the pot, the larger amount of interest you'll earn.

B. Much money is left in a depository institution account, much interest will be earned.

C. Trade-off means stopping expenses by values for the benefits of saving money.

D. Money market deposit accounts usually require what you have to open and do not limit the times the money cannot be withdrawn.

6/ Setting goals helps a person choose to .....

**Part-2**

Write the **main idea** of each the paragraph below

1/Paragraph two \_\_\_\_\_

2/ paragraph three \_\_\_\_\_

3/ paragraph six \_\_\_\_\_

4/ paragraph four \_\_\_\_\_

5/ paragraph five \_\_\_\_\_

Appendix : Passage two

Department of English, Reading Skills Course, Passage Comprehension

**Read the following passage thoroughly and try to comprehend it properly**

**Hero of African**

1. Nelson Mandela, a boy from an African village, grew up to become the first black president of South Africa. Before he became president, Mandela led a long and difficult struggle against segregation in South Africa. Under segregation, black and white people were kept apart. Segregation denied blacks many basic rights. Mandela spent many years in prison for trying to end segregation in South Africa.

2. Nelson Rolihlahla Mandela was born in 1918 in a small village in the Transkei region of South Africa. His father was a chief of the Thembu tribe. Mandela's parents named him *Rolihlahla*, an African word that means troublemaker. Little did **they** know how fitting his name would be! At the age of seven, Mandela became the first person in his family to go to school. At school, Mandela was given the name Nelson. He went on to attend college and earn a law degree in the city of Johannesburg.

3. When Mandela was a young man, South Africa was divided by **segregation**. Segregation in South Africa was called **apartheid**, a word that means *apartness*. Under apartheid, black people couldn't vote or hold certain jobs. Whites controlled the government. Blacks and whites lived in separate areas and went to different schools. Mandela opposed this cruel and **unfair system**. In 1944, Mandela joined a group called the African National Congress (ANC). The ANC opposed the rule of South Africa by whites alone. The ANC believed that South Africa belonged to everyone, whatever the color of their skin.

4. Mandela was a natural leader and a gifted speaker. He became a leader in the ANC, and he encouraged people to break the apartheid laws. The government saw Mandela as a troublemaker. It tried to stop him. The government made the ANC illegal. Mandela was arrested several times. When he was released, he continued to fight for an end to apartheid. In 1962, the government **sentenced** Mandela to five years in prison. Then, in 1964, he was accused of working to overthrow the government. The government increased Mandela's sentence to life in prison.

5. The government sent Mandela to a **jail** on Robben Island, off the coast of South Africa. The jail's conditions were harsh. Mandela was allowed only one visitor every six months. Every day he was forced to break rocks in the prison yard for many hours. During this time, Mandela became the world's most famous political prisoner. Leaders around the world demanded Mandela's freedom. They wanted apartheid in South Africa to end. In 1982, the government moved Mandela to a prison on the mainland. This was during a time of growing violence in South Africa. Many people **protested** in the streets against apartheid.

6. The government began secret talks with Mandela. They believed that if anyone could stop the trouble, Mandela could. He was a popular leader who had won the support of many South Africans. In 1990, Mandela was released after spending 27 years in prison. The government lifted the **ban** on the ANC. Mandela became its leader in 1992. Mandela soon began talks with the government aimed at ending apartheid. Many white people worried about giving blacks equal rights. Mandela worked with South Africa's president, F. W. de Klerk, to promote peaceful relations between blacks and whites. For their efforts, Mandela and de Klerk won the Nobel Peace Prize in 1993

7. In 1994, South Africa held elections. For the first time in South Africa’s history, men and women of all races could vote. Mandela became the first black president of South Africa. He brought an end to the hated apartheid system. After five years as president, Mandela **retired** from political office. He returned to live in the Transkei region, where he grew up.

**Instruction-1 Read the above passage repeatedly and answers the following questions**

1. What is the main idea of paragraph 5?
2. Mr. Mandela became a president of South Africa at the age of\_\_\_\_\_.
3. Which one is not true about Nelson Mandela?
  - a. He was happy about apartheid when he was young.
  - b. Mandela was released from the prison at the age of 72.
  - c. Mr. Mandela spent all his prison time at Robben Island.
  - d. Mr. Mandela won the Nobel peace prize for his struggle against segregation.
4. Find a word in paragraph 4 which has a similar meaning with the word “**punished**”
5. The word ‘**they**’ in paragraph 2 on line 3 refers to\_\_\_\_\_.
6. What does the word **unfair system** in paragraph 3 line 5 refers to\_\_\_\_\_.
7. What do you learn from this story?

**Instruction-2: Read the passage quickly and complete the table**

<b>Events</b>	<b>Year</b>
Born	_____
_____	1944
Was sentenced to five years in prison	_____
_____	1964
Government moved him to main land	_____
_____	1990
Became a leader of ANC	_____
_____	1993
Became a president	_____

**Instruction-3: Put the following sentences in logical order based on the passage.**

- a. Nelson Mandela spent his golden age in prison for 27 years.
- b. The Nelson was given at school, and then he earned degree in law.
- c. He elected and became the first black president.
- d. He joined ANC to end the apartheid rule.
- e. Mr. Mandela was born in a small village in Transki region.

**Instruction-4: Vocabulary: The following words are taken from the reading passage. Find their meaning using the context and cross-check your answers using dictionary.**

- a. Apartheid\_\_\_\_\_
- b. Segregation\_\_\_\_\_
- c. Sentenced\_\_\_\_\_
- d. Retired \_\_\_\_\_
- e. Ban \_\_\_\_\_
- f. Protested \_\_\_\_\_
- g. Jail \_\_\_\_\_

**Instruction-5: The following words are taken from the reading passage. Fill the blank spaces with the appropriate words to complete the meaning of the paragraph below.**

**Released          touched          sentenced          arrested**  
**Apartheid          made          moved**

Segregation in South Africa made Mr. Mandela to join African National Congress in order to end the 1 \_\_\_\_\_rule because this group believes South Africa belongs to everyone, whatever color of their skin. Due to this movement, government 2 - \_\_\_\_\_ the ANC illegal and 3 \_\_\_\_\_ the leader Mandela for several times. At the end he was 4\_\_\_\_\_ to life in prison. Even if he 5\_\_\_\_\_ from prison to prison, his struggle 6 \_\_\_\_\_ the heart of most of the nations. Therefore, the government 7\_\_\_\_\_ him from the prison and eventually, he became the first black South African President by election in 1994.

**Instruction-6: The following vocabularies under column “A” are words commonly used in autobiography writing. Match the words with their possible meanings given under column “B”.**

<u>“A”</u>	<u>“B”</u>
1. Accomplishment	a) a quality or property of someone or something
2. Achievement	b) a feature or quality that makes someone (or something) recognizable
3. Adoption	c) the event of a person being deliberately targeted and killed
4. Adversity	d) the event of a person being awarded educational diplomas or degrees
5. Ambition	e) a particular evaluation of something
6. Assassination	f) the event of creating of a legal parent-child relationship that doesn't exist biologically
6. Attribute	g) the completion or fulfillment of something
7. Characteristic	h) something you succeeded in doing; usually with effort
8. Conflict	i) the event of a person ending an occupational relationship with an employer
9. Contribution	j) desire for success; a goal or objective
10. Graduation	k) able to have a powerful affect on people or events
11. Impact	l) hardship and suffering
12. Influential	m) a role played in achieving something
13. Perspective	n) the powerful or dramatic effect someone has
14. Retirement	o) a problem, clash, or struggle

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**MINA GAVELL** United States

### **Task-Based Reading**

#### **Activities Using Authentic**

#### **Materials and Skills**

One of the biggest challenges that I, a seasoned English language teacher, have faced in the classroom is how to

liven up reading classes. Of course, there are pre-discussions and post-discussions, as well as multiple ways to make accompanying tasks

related to comprehension and vocabulary more fun, but reading itself is inherently a quiet and solo task. Furthermore, the standard skills we are trying to build in our students—skimming, scanning, making predictions and inferences, guessing vocabulary meaning from context—require practice, practice, practice. While useful and necessary, such practice can easily come to feel repetitive, redundant, and downright boring.

One solution I came up with while teaching university students in Uzbekistan combines the use of authentic materials, task-based learning, and stations. This article discusses this activity and how it evolved into two separate stages, both of which can easily be adapted for a variety of needs, levels, and age groups.

## **RATIONALE FOR A TASK-BASED**

### **READING ACTIVITY**

Importantly, this activity makes use of authentic materials. While there is a plethora of quality teaching texts that focus on reading skills, these materials were created for the purpose of being accessible to learners and are consequently not authentic. This is not

to say that such texts are not useful. They serve an important purpose in terms of providing accessible reading material and explicitly teaching reading skills. However, they have their limitations. Introducing authentic materials into the classroom can serve as an extension of or supplement to educational texts. Using materials not specifically designed for learners has numerous benefits, including greater interest (Martinez 2002) and motivation (Buzarna-Tihenea and Nadrag 2018; Guariento and Morley 2001).

Moreover, authentic texts provide a necessary challenge, as a “main reason for using authentic materials in the classroom is once outside the ‘safe’, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used” (Berardo 2006, 67). Authentic materials offer a way to scaffold students from classroom reading and related tasks to texts they will encounter and skills they will need to use once they are out of the classroom.

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**The questions that accompany my reading activity are intended to promote top-down processing both by way of the types of questions asked and particularly in the second stage of the activity, by replicating a real-life scenario.**

classroom. Authentic materials—including old receipts, tickets, brochures, and notes that are lying around most people’s homes or classrooms—are also handy for teaching contexts that may not be well-supplied with teaching materials.

This task-based reading activity also allows students to negotiate on their own terms rather than with a teacher navigating them through each step. This lends itself to a student-centered class with many opportunities for communication. Larsen Freeman and Anderson (2011, 193) consider task-based teaching to be an “example of the ‘strong version’ of the communicative approach, where language is acquired through use. In other words, students acquire the language they need when they need it in order to accomplish the task that has been set before them.” Such tasks not only promote authentic communication, but also lead to consciousness raising (Ellis 2009). As

will be seen below, both stages of this activity support these goals. The first stage involves the more traditional completion of a worksheet, as students search for and discuss answers to the questions, while the second part involves more of a problem-solving strategy.

As students are working in pairs, they offer support to one another and negotiate answers. Simultaneously, they are incidentally learning and noticing the features of different types of texts.

As this is a task-based activity, students are encouraged to focus on the meaning and function of language rather than specific forms. This is important because when learners are reading in a non-native language, the skills applied in first-language (L1) reading are often abandoned in second-language (L2) reading. Even proficient readers tend to approach the task in a bottom-up approach as they try to construct meaning in a language other than their own (Koda 1990; Prichard and Atkins 2018). The questions that accompany my reading activity are intended to promote top-down processing both by way of the types of questions asked and particularly in the second stage of the activity, by replicating a real-life

scenario. The task of problem solving is intended to encourage students to engage their L1 reading strategies rather than dissecting the text word by word.

This activity is also motivating. Reading, like many skills, is best improved through frequent application of the skill. And as with many other things in life, motivation is a key factor in how often one practices a particular skill.

This is also the case with reading, whether in one's first language or a new language (Grabe 1991; Wang and Guthrie 2004).

Motivation can be of an extrinsic nature (grades, fear of punishment) or an intrinsic nature (interest, satisfaction, joy) (Brown 1994; Ng and Ng 2015). This activity provides the extrinsic push—after all, it is a class assignment—but also sets up an environment for intrinsic motivation in the form of a fun and interactive activity.

Moreover, motivation is fed by success and a sense of capability. Through the use of stations, learners have freedom to make choices, thereby setting themselves up for greater success and a sense of accomplishment.

The variety of questions in both activities also allows students at a

range of levels to complete all or most of the tasks.

Finally, this activity is based on the use of stations. For my purposes, I am defining a 202 1

[americanenglish.state.gov/english-teaching-forum](http://americanenglish.state.gov/english-teaching-forum) station as a distinct physical work area within a classroom.

The distinction of the work area

could be made through physical separation like using individual desks or tables—each being a separate station. Or, if this is not possible, all the stations could be set up on one or two tables, with each station having enough physical space from the next to make it recognizable as separate.

Working in stations is somewhat common for students in the West, especially in elementary school. For example, if the students are learning about animals, the teacher might set up stations that each feature one type of animal with an image, some sort of text, and possibly a task. The students move from station to station, learning about the different animals. Think of a museum. The exhibits are set up in distinct areas, and people move around the space to view the exhibits, spending a short time on some and a longer time on others.

The purpose of using stations is that the materials don't move, the students

do. This keeps the materials organized, forces the students to move around, and allows them to choose what order to do things in. According to Diller (2003, 2), such stations provide “hands-on learning that engages students,” while also promoting autonomy as learners are required to make their own choices.

The freedom to make choices increases engagement and motivation; in addition, physically changing locations is a sure way to activate the brain (Jensen 2005; Kuczala 2019). And at a more basic level, workstations offer students a break from the usual routine of sitting at desks, eyes and ears focused on the teacher or the text. Furthermore, as the work is done in teams, there is more opportunity for cooperation and authentic communication as the learners negotiate the task and how best to achieve it.

### **TASK-BASED READING ACTIVITY**

This activity takes place in two separate stages.

The first stage entails completing a worksheet and discussing answers to questions, while the second stage engages students in problem solving tasks.

#### **Stage 1**

#### ***Procedure***

In the class I originally designed this activity for, I had 16 students, so I created nine stations and paired students into eight groups; I had one extra station for purposes of flexibility and timing. I later made an easy adaptation to accommodate larger groups.

When demonstrating this activity for a group of 60 teachers, I divided them into large groups and set up 12 stations; the group members took turns going to the stations and reporting back to their larger groups.

For my nine stations, I collected nine varied texts: a travel guide, a novel, a menu, a museum brochure, a map, a newspaper, a grammar book, the instructions from a card game, and an issue of *English Teaching Forum*. I set these out on desks around the classroom and labeled the desks 1 through 9. I then created a worksheet with eight questions and made a copy for each station (see Table 1 for three examples). (An alternative would be to post a set of questions at each station and have students write down answers in their notebooks, thereby avoiding the need for so many photocopies.) Questions 1 to 6 were the same for all the stations and included general questions regarding

the type of text, its purpose, the intended audience, and whether the student would want to read the text. Questions 7 and 8 were detail or inference questions specific to the material.

At the start of class, I paired up students, distributed the worksheets, and gave instructions about the task. Students began at whichever station they wanted to and filled out the corresponding questions about the corresponding text. I set no time limit, and students could visit each station in whatever order they chose. They were encouraged to try to answer all the questions but also given permission to move on or ask for help if they got stuck.

Near the conclusion of class, I asked the students to answer two final questions, identifying the skills used during the task and 2021

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### **Station #1**

1. Title:
2. What is it?
3. Is it fiction or nonfiction?
4. Who is the intended audience?
5. Why would someone read this?
6. Would you read this? Why or why not?

7. On what page can we read about the Aral Sea?

8. The author, Alex Ulko, was the first person to do something. What was it?

### **Station #2**

1. Title:
2. What is it?
3. Is it fiction or nonfiction?
4. Who is the intended audience?
5. Why would someone read this?
6. Would you read this? Why or why not?
7. On what pages can we read about sports?
8. Fourteen were hurt in an accident on Saturday (pg. 5). What was the cause of the accident?

### **Station #3**

1. Title:
2. What is it?
3. Is it fiction or nonfiction?
4. Who is the intended audience?
5. Why would someone read this?
6. Would you read this? Why or why not?
7. Who drew the pictures?
8. Who or what is Charlotte?

### **Table 1. Three worksheet examples for Stage 1202 1**

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[americanenglish.state.gov/english-teaching-forum](http://americanenglish.state.gov/english-teaching-forum) saying whether they enjoyed it. We then had a short class

discussion about which materials were most interesting or confusing.

I then collected the worksheets to identify common strengths and weaknesses in the class. While those particular students were all pre-service teachers, this task and its accompanying skills are relevant to all general-reading classes.

## **Stage 2**

### ***Procedure***

For Stage 2 of the activity, I used the materials from the first stage and supplemented them with similar types of texts (more novels, grammar books, maps, brochures, game rules from websites). I created two substations on opposite sides of the room and filled them with texts loosely grouped together. Each substation had a specific scenario.

Scenario #1 involved an English teacher looking to do professional development and self improvement (as most of my students were future English teachers) and corresponded to a substation stocked with teaching materials and related information.

Scenario #2 referred

to a woman preparing to travel abroad, so this substation included travel guides, maps, brochures, and the like. I created this scenario based on my students' interest in travel. For

both scenarios, irrelevant texts were mixed in with the relevant ones.

For each scenario, I created realistic questions a person in that situation might have.

For example, a question for Scenario #1 would be, "Tim wants to become a better grammar teacher. Please suggest a book that will help him to do this. Explain why you suggested this book."

Or, "Tim is looking for a fun game to play in class to encourage his students to speak. Suggest a game that will be good for this. Why are you recommending this game?" (See Table 2 for example questions for Scenario #2.) I then cut up the questions and placed them into two envelopes corresponding to the scenario and substation set up with relevant (and irrelevant) materials.

Again, students partnered up and then decided which scenario was more appealing to them (luckily, I got a fairly even split).

Those who chose Scenario #1 were asked to take a question from an envelope taped to the wall, go to Substation #1 and find the best materials to answer the question, and write their answers down. Once they were finished, they returned the question to the envelope and took a new question. Those who chose

Scenario #2 did the same with the different set of questions in the second envelope, using the materials from Substation #2. This part of the activity served as a relay to keep the students moving and focused only on the task at hand.

The challenge for the students was to first identify the most useful texts to answer the question. For some questions, there were multiple texts with appropriate answers; for others, I had purposely set out unrelated materials intended to act as distractors.

Once the most suitable texts had been identified, students had to narrow them down to the best one (as at least two of

<p style="text-align: center;"><u>Maria</u></p> <p>Maria is getting ready to begin a one-month trip. She will travel to Portland (Oregon), Turkey, Uzbekistan, and Kathmandu. She is doing some research to prepare for her trip.</p>	<p>1. In Portland, Maria wants to stay in a neighborhood with good food, bookstores, and convenient public transportation. She also prefers to stay in a hostel. What neighborhood do you recommend, and why?</p>	<p>2. Maria has only two days to spend in Istanbul, Turkey. She is most interested in seeing mosques, palaces, and bazaars. Should she stay on the European or Asian side of Istanbul? Why? What will she be able to see?</p>	<p>3. While in Antalya, Turkey, Maria has one day for an excursion. She is interested in history and nature. Suggest a trip for her. What will she see?</p>
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**Table 2. Example questions for Scenario #2**

2021 each type of text had been set out). For the example question above regarding Tim and his desire to be a better grammar teacher, there were two grammar books on the table: Betty Azar’s *Fundamentals of English Grammar* and Penny Ur’s *Grammar Practice Activities*. Either choice was appropriate, as long as the students explained their choice rationally. To wrap up the lesson, students combined into two larger groups corresponding to the two substations and discussed their answers. Then, as a whole class, we discussed questions that had

resulted in varied answers, and students justified their choices.

I was fortunate that my students were mostly pre-service English teachers and as an English teacher I had plenty of materials relevant to their interests. For those who do not have such access to authentic materials, printed pages from online resources, photocopies of handouts or quizzes, and even student-generated work could be used.

For example, the teacher could set out some paragraphs written by students (with the names removed) for the following question:

“Tim wants to use one of his students’ paragraphs as a model for a descriptive paragraph. Which one should he use, and why?” A single computer in the classroom or even students’ own cell phones can also be used to search or survey specific online sources. One such example could be as follows: “Tim needs a discussion activity for his intermediate students. Go to <https://americanenglish.state.gov/resources/activate-board-games> and find an activity for Tim’s class. Why do you think this is a good choice for his class?”

This stage is adaptable to the context of more-general, lower-level, or younger learners. A general task would be to create stations using relevant authentic materials

and have students look through them and make recommendations for various people. It might look something like this:

1. You have a friend who likes stories about animals. Which book will you recommend to her/him? Why?
2. Your younger brother wants to learn more about astronomy. Find an article that might be interesting to him. Why did you choose it?
3. Your teacher asked you to choose a news story to share with the class. Go to <https://www.voanews.com/> and skim the headlines. Which story will you choose? Why?

The questions can be adapted to suit the materials on hand as well as the level and interest of the learners. If you are using texts printed off the Internet, in most cases it is feasible to use a sample text (the cover page, the table of contents, or a paragraph or two) rather than printing out an entire work.

When I tried my original version, both stages of the activity went over well. When my students walked in the room, they immediately headed to the stations, drawn by the materials on display. In my teaching context, original English materials were rare and often kept in locked cases. My biggest challenge was getting the students to sit down so I could explain the task, and then later getting them to finish up and leave. They wanted more time to look over all the materials, and many asked to borrow items. From their discussion and written comments, I found that they were excited to practice their usual skills on authentic materials and in an authentic way. They were also excited about their ability to successfully interact with real-life texts.

I was pleased that they were able to identify the necessary skills and were hungry to apply them.

Interestingly, I also found an even split in terms of which stage of the activity—1 or 2—was preferred. Some liked the survey nature of the first stage because they were able to explore multiple types of texts.

Others preferred the simulation of a real-life problem-solving experience.

### **FURTHER APPLICATIONS**

I used this two-stage activity to introduce the reading segment of our syllabus to the class, allowing them to practice a multitude of skills on various types of texts and genres. The activity also allowed me to do a needs-based analysis of their skills as well as their interests.

I used the activity as a guide to determine the course for subsequent classes; however, there are additional teaching applications, including the following:

### **Beginner Reading Class**

Being able to identify the type of text (book, newspaper, magazine, etc.), genre, title, and author are key skills we can begin teaching even before our learners become adept readers. A simplified version of Stage 1 asks students to identify the most basic components of a text.

1. What is it? (It might be a book, newspaper, email, etc.)
2. What is the title?
3. Who wrote it?
4. When was it written?
5. Do you want to read this? Why or why not?

If the stations are all composed of books, students could also be asked to identify the number of pages or chapters, whether the text is fiction or nonfiction, and the genre.

### **Extensive Reading**

Another use for this activity is to expose a class to options for extensive reading. Rather than just looking at book covers and halfheartedly skimming the summary, readers would have to take a closer look at their options and make choices about their reading, leading to a greater chance that they will actually read and finish the books they choose.

### **Introduction to Research Writing**

Originally, I got the idea for the reading stations from a workshop I attended about academic writing (Mulder, Spitzer, and Beck 2012). The presenters set out stations of different types of academic texts—journals, books, magazines—and had the participants identify information relevant to a reference page such as author, publishing date, and publisher. It is a great way for students to survey the variety of secondary sources available for research writing and practice locating key information. Additionally, the teacher could make stations using different articles or even sections from articles and ask students to find and cite evidence that supports or contradicts various statements.

### **Media Literacy**

A variation of this activity is useful to employ strategies used in media literacy. This could be done with stations where each device (computer, tablet, mobile phone) is

open to a different website, video, or other digital text or—if multiple devices are not available—with paper printouts of articles, advertisements, or images of websites. The tasks could involve identifying sources, perspective, and bias as well as evaluating the trustworthiness of various sources.

### **Resource Exploration**

When the English Department in my university received a donation of a large number of resource books, I conducted a similar activity with the staff. I set up stations of books grouped by topic and created imaginary classes and syllabi situations. The teachers then sorted through the materials to find those most suitable to each situation. As a result, an overwhelming number of resources became familiar and accessible. And of course, during this activity, the teachers identified books that were useful to the actual classes and teaching contexts they were engaged in. Rather than remaining on the shelf or being hoarded by a few, almost all of the books were checked out and used in appropriate classes. This activity could be adapted for any situation where the goal is to make a large cache of resources available for use.<sup>2021</sup>

## ENGLISH TEACHING FORUM 9

[americanenglish.state.gov/english-teaching-forum](http://americanenglish.state.gov/english-teaching-forum)

**What remains constant is that the strategy encourages learners to explore, make their own choices, and apply critical thinking, all while changing their physical space.**

### **CONCLUSION**

This activity illustrates just some of the possibilities for using stations with authentic materials in a task-based lesson. The types of stations, materials, and tasks can be manipulated in a myriad of ways for numerous purposes and skill levels. What remains constant is that the strategy encourages learners to explore, make their own choices, and apply critical thinking, all while changing their physical space. It is a strategy that can be used once in a semester or on a more regular basis. The result will be a reading class that is active, engaging, and effective.

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**Mina Gavell** was an English Language Fellow in Uzbekistan from 2018 to 2020 and has returned there for 2021 to train and retrain secondary-school teachers as part of American Councils' English Speaking Nation: Coaches Program.

## **Appendix 10: Reading texts used for assessment**

### **Reading texts used for test**

#### **Reading Skills (EnLa 216)      Test Two**

**Date: January 18, 2023      Maximum Weight: 15 %      Time Given: 50'**

Student's Name: \_\_\_\_\_ Id. No. \_\_\_\_\_ Sign. \_\_\_\_\_

**Instruction: Read the following text and answer all the questions that follow it.**

Our world is at a turning point. We already know that knowledge and learning are the basis for renewal and transformation. But global disparities – and a pressing need to reimagine why, how, what, where, and when we learn – mean that education is not yet fulfilling its promise to help us shape peaceful, just, and sustainable futures.

In our quest for growth and development, we humans have overwhelmed our natural environment, threatening our own existence. Today, high living standards coexist with gaping inequalities. More and more people are engaged in public life, but the fabric of civil society and democracy is fraying in many places around the world. Rapid technological changes are transforming many aspects of our lives. Yet, these innovations are not adequately directed at equity, inclusion and democratic participation.

Everyone today has a heavy obligation to both current and future generations – to ensure that our world is one of abundance not scarcity, and that everyone enjoys the same human rights to the fullest. Despite the urgency of action, and in conditions of great uncertainty, we have reason to be full of hope. As a species, we are at the point in our collective history where we have the greatest access ever to knowledge and to tools that enable us to collaborate. The potential for engaging humanity in creating better futures together has never been greater.

This global Report from the International Commission on the Futures of Education asks what role education can play in shaping our common world and shared future as we look to 2050 and beyond. The proposals presented arise out of a two-year global engagement and construction process which showed that vast numbers of people – children, youth and adults – are keenly aware that we are connected on this shared planet and that it is imperative that we work together.

Many people are already engaged in bringing about these changes themselves. This report is infused with their contributions on everything from how to reimagine learning spaces to the decolonization of curricula and the importance of social and emotional learning and taps into their real and growing fears about climate change, crises like COVID-19, fake news and the digital divide.

Education – the way we organize teaching and learning throughout life – has long played a foundational role in the transformation of human societies. It connects us with the world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action. But to shape peaceful, just, and sustainable futures, education itself must be transformed.

Education can be seen in terms of a social contract – an implicit agreement among members of a society to cooperate for shared benefit. A social contract is more than a transaction as it reflects norms, commitments and principles that are formally legislated as well as culturally embedded. The starting point is a shared vision of the public purposes of education. This contract consists of the foundational and organizational principles that structure education systems, as well as the distributed work done to build, maintain and refine them.

During the twentieth century, public education was essentially aimed at supporting national citizenship and development efforts through the form of compulsory schooling for children and youth. Today, however, as we face grave risks to the future of humanity and the living planet itself, we must urgently reinvent education to help us address common challenges.

This act of reimagining means working together to create futures that are shared and interdependent. The new social contract for education must unite us around collective endeavors and provide the knowledge and innovation needed to shape sustainable and peaceful futures for all anchored in social, economic and environmental justice. It must, as this report does, champion the role played by teachers.

There are three essential questions to ask of education as we look to 2050: What should we continue doing? What should we abandon? What needs to be creatively invented afresh?

Source: <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

## Questions

### Section One: Multiple Choice

**Instruction One:** Answer the following four questions by choosing a letter that contains the correct answer.

1. According to the passage, one of the following is TRUE. \_\_\_\_\_  
A. The writer is pessimist about the future of education

- B. The writer believes that education has attained its goals to the fullest
- C. Change is inevitable.
- D. We have not recognized the fact that there is need to stand together since the world highly connected.

2. The reading text is \_\_\_\_\_

- A. A call for action on the subject
- B. An account of an action or event
- C. An explanation of a topic
- D. A story of an event

3. The intended audience of the reading text could be \_\_\_\_\_

- A. The global community
- B. Education stakeholders
- C. Governments
- D. Humanity in general
- E. All are correct answers

4. In paragraph 1, the writer implies all of the following except \_\_\_\_\_

- A. Education has multiple roles
- B. Redefining the meaning and roles of education is needed now
- C. Things are going in a predictable and expected way
- D. None

### **Part Two: Word Meanings**

**Instruction Two: Find out the contextual meanings of the following words.**

- 5. Turning point (paragraph 1, line 1) \_\_\_\_\_
- 6. Grave risks (paragraph 8, line 6) \_\_\_\_\_

### **Part Three: Reference**

**Instruction Three: What do the following words/phrases refer in the reading passage?**

7. This act (par 9, line 1) \_\_\_\_\_
8. We (paragraph 1, line 1) \_\_\_\_\_
9. We (par 3 line 3: \_\_\_\_\_
10. Quest (par 2, line 1): \_\_\_\_\_
11. These changes (par 5): \_\_\_\_\_

**Part Four: Matching**

**Instruction Four: Match the paragraph numbers with their central ideas as discussed in the reading passage.**

Paragraph 1	C. Paragraph 3	Paragraph 8
Paragraph 2	D. Paragraph 6	

- The importance of education \_\_\_\_\_
12. Differences exist in the goals of education over time \_\_\_\_\_
  13. The goals of education have not been attained so far \_\_\_\_\_
  14. Despite some positive progress that is achieved so far, the issue of engaging and benefiting all is not materialled to date \_\_\_\_\_
  15. We are in an era in which access to information and knowledge is relatively better than before \_\_\_\_\_

The End.

## Appendix F2: Reading text used for Mid-exam

Hawassa University, Department of English Language and Literature

Mid-exam of Reading skills      Maxi. Value 30%,      Time : 1:20

### Part -One True /False

Write TRUE if the sentences are correct and FALSE if they are not ( Each 0.5 pt)

1. We scan a reading text to catch the gist.
2. Rereading enhances your comprehension level.
3. Selecting what we read influences our reading skills.
4. We skim a written text for general meaning.
5. The technique we use to read can be determined by the purpose we read.

### Part -Two Matching

**Instruction: Match the techniques we use to engage with the text under column “B” with their clues under column “A” ( 4 pts)**

“A”	“B”
_____1.to pick out what seem to you the most central or important words and phrases.	A. Summaries
_____2. to record the main headings as you read.	B. Keywords
_____3 to encourage you to take an active approach to your reading	C. Questions
_____4. to check you have understood what you have read	D. Highlighting

### Part –Three Reading text

**Read the following passage thoroughly and then answer the questions that follow it ( Each 0.5 pt)**

#### How Kassa saved his Brother’s House

- (1) Kassa is an orphan, so he was spending the holiday with his elder brother Michael who lives near 'Masha'. Michael's house is a small one, built on a slope, with a row of trees towering above it. Michael and his wife have one small son. Alex, and old unmarried aunt lives with them.
- (2) One afternoon, there was a tremendous storm. At four o'clock, **they** noticed the lightning flashing in the south, and the storm took only half an hour to extend over the whole valley. By five o'clock, the water was flowing in a torrent down the hill side, and the noise of thunder and rain was deafening. The old aunt, who was very **superstitious**, swore they would all be struck by lightning as punishment of their wrong-doings. Little Alex was always terrified by the thunder and hide his face in his mother's lap. Michael was worried about the possibility of the house being struck by lightning, but in the end, it was not the lightning but the wind which caused the trouble. It had come in great gusts with the first rain, sweeping among the houses and shaking the trees about violently. Suddenly, the family heard a crash on roof, and then a strange grinding noise. Michael and Kassa at once **rushed out** in to the rain.
- (3) What had happened was this. One of the trees standing above the house had been **torn up** by the win and half fallen over on to the house so that branches were knocking noisily against the tin roof. The house was reasonably strong, but if the tree collapsed completely, it would be surely crushed.
- (4) While Michael was shouting and cursing, Kassa searched desperately for a solution. Three men had run out from neighboring houses, and the first idea that Kassa thought of was for all of them to push the tree off the house. But another look showed that this was not even worth trying; they simply had not the strength to lift the tree against the slope.

(5) So then Kassa thought: “instead of just pushing, could we use something to increase our strength and lift the tree. Clear?” Suddenly **he** remembered the principle which he had learnt in General Science: the lever, the screw, the pulley. Yes, the pulley! With a long rope and pulley, perhaps they could do it! But where would they find them?

(6) One of Michael’s neighbors worked in garage. Perhaps he would be able to help. At first the **man was** surprised at Kassa’s request, but after Kassa had explained his idea, **the mechanic** ran with him to the garage. Luckily, they soon found a long rope made of nylon, and a pulley on a chain, used for lifting engines out of cars. They hurried back through the storm with them, and Kassa put his plan into action. Under his direction, the pulley was tied securely to a rock above the fallen tree. Kassa, being the lightest, climbed up and fastened the rope around the trunk. Then the other end was run through the pulley, and the five men took hold of it as a team. “Heave!” shouted Kassa, and they all heaved “Heave!” he shouted again, and the branches lifted a few inches off the roof. “One, two three, Heave!”

(7) The plan worked. With the pulley’s help, the strength of the five men pulling down the hill was just enough. With that final heave, as the storm still thundered around the hills, they got the tree upright again, and tied the rope firmly to **another** tree.

(8) As the men sat back exhausted, they congratulated Kassa in turn. “ I am very impressed by your ingenuity,” said the mechanic. “A very clever idea,” said another. “I could never have thought of **it**” said the third. As for Michael, he could hardly find the words to express his thanks. His wife, the old aunt and Alex said nothing, but their looks showed how highly they thought of Kassa. And Kassa felt very proud of his **achievement**.

1. The house of Kassa’s brother was: (**recall**)

A/ Build below the slope.

B/ Situated below some trees.

C/ Struck by lightning.

D. Very weakly constructed

1. The storm came with(**recall**)

- A. Rain  
B. Great wind
- C. Thunder and lightning.  
D. All of them.
2. The danger to the house was that(**comprehension**)
- A. The water would wash it away.  
B. The tree would collapse and crush it.
- C. It would be struck by lightning.  
D. The thunder would shake it down.
3. Why couldn't they get the tree upright just by pushing?(**comprehension**)
- A. It wasn't worth trying, according to Michael.  
B. Michael was shouting and cursing.  
C. They weren't strong enough on their own.  
D. Kassa tried desperately to find a solution.
4. Kassa got his idea from(**recall**)
- A. Some of his lesson at school.  
B. All of Michael's neighbors.
- C. The man who worked in a garage.  
D. What he thought of first.
5. They were very fortunate because(**comprehension**)
- A. The storm put the house in danger.  
B. They all happened to be very strong.
- C. They found the equipment required.  
D. Kassa shouted "heave!"
6. Why Kassa climbed the tree?(**comprehension**)
- A. He was the lightest of the men.  
B. He had thought of the idea.
- C. He was Michael's brother.  
D. the tree had convenient branches.
7. They succeeded in pulling the tree off the house because of the pulley and because(**comprehension**)
- A. The house was not quite a strong one.  
B. It was still raining heavily.  
C. The mechanic was a very skillful man.  
D. The slope of the hill now helped them.
8. After their success, Michael and the other men(**comprehension**)
- A. Continued shouting.  
B. Praised Kassa.
- C. Mended the roof.  
D. said nothing at all.
9. From the story, it is possible to understand that(**interpretation**)
- A. There is no connection between knowledge gained at school and home life.  
B. Sometime there can be a very close connection between knowledge gained at school and home life.

- C. Kassa was a clever student at school.
- D. Kassa lives with his brother

**Choose the meaning of each of the following words or phrases based on the context in which it appears in the passage you read.**

**10. Superstitious** ( paragraph-2)

- A. Who believes irrationally
- B. Who believe in education
- C. Who believe in science
- D. Who believes rationally

**11. rushed out**( paragraph-2)

- A. moved out
- B. send to
- C. gave attention
- D. run a way

**12. torn up**( paragraph-3)

- A. knocked out
- B. destroy something
- C. unable to decide
- D. split

**13. exhausted** ( paragraph-8)

- A. heavily smoked
- B. very tired
- C. very debilitated
- D. very excited

**14. achievement** ( paragraph-8)

- A. Financial gains
- B. profit earning
- C. duty accomplishment
- D. extra income

**Choose the best, from the following alternatives, that refers to in the above passage**

**16.....they** (paragraph-2) refers to\_\_\_\_\_

- A. Tremendous
- B. afternoon of the days
- C. the family of Michael
- D. lightning

**17.....he** (paragraph-5) refers to\_\_\_\_\_

- A. The mechanic
- B. Kassa.
- C. Michael
- D. Kassa’s teacher

**18.....the man** (paragraph-6) refers to\_\_\_\_\_

- A. the father of Michael
- B. Kassa’s brother
- C. Michael
- D. the mechanic

**19.....the mechanic** (paragraph-6) refers to\_\_\_\_\_

- A. The one who found solution
- B. The man helped Kassa
- C. The brother of Michael
- D. The brother of Kassa

**20.....it** (paragraph-8) refers to\_\_\_\_\_

- A. The achievement
- B. The mechanic

- C. using pulley
- D. exhaustiveness

**Part –Four . Write short Answer**

- 1. Write three things that you can do to enhance your level comprehension in each of the following process of reading. ( 3 pt)**

**II. Pre-reading**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**II. While reading**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**III. Post reading**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

- 1/ What will be your reading purpose if you read to understand ideas or theories? ( 2 pt)**

\_\_\_\_\_

**Answer Sheet**

True/ False	Matching	Choosing	
1. _____	1. _____	1. _____	11. _____
2. _____	2. _____	2. _____	12. _____
3. _____	3. _____	3. _____	13. _____
4. _____	4. _____	4. _____	14. _____
5. _____		5. _____	15. _____
		6. _____	16. _____
		7. _____	17. _____
		8. _____	18. _____
		9. _____	19. _____
		10. _____	20. _____

**Reading texts used for Final Exams**  
**Hawassa University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**  
**BEd. In English Regular Program**  
**Final Examination for the Course Reading Skills (EnLa 216)**

**Date: 1 February, 2023    Maximum Weight: 50%    Time Given: 1:45'**

**General Direction**

Read the following information related to this particular examination.

- Make sure that the examination paper contains **9 pages** (including the cover page) and **7 parts**;
- The examination contains question items based on two reading passages and an essay type question;
- Write your answers on the **Answer Sheet**. Write the summary and essay type questions answers on the spaces provided within the exam paper;
- Try to make your writing: clear, organized, neat and legible;

## SECTION ONE

Instruction I: Read the following passage and answer the questions that follow it.

The Secret to a Prosperous Longer Life

January 19, 2023

As 2023 begins, there are many global issues that remain uncertain: climate change, geopolitical tensions, and an unpredictable economy, just to name a few. However, there is one phenomenon that is occurring with statistical certainty, and most individuals are not preparing for it – living longer.

The world’s population is living longer than ever before. Global life expectancy has risen from 34 years in 1913 to 72 years in 2022 and is expected to continue along that trajectory, according to the International Monetary Fund (IMF).

On average, people have gained an additional 20 years of life expectancy since 1960. To put it another way, society is almost gaining an additional day every week. However, instead of celebrating this remarkable achievement, many describe it as a ‘silver tsunami’ or ‘demographic time bomb’. But this unfortunate word play is a dangerous and counterproductive way to frame this significant advancement.

Living longer is not only an achievement to be celebrated, but an opportunity to improve and make advances to the way society has lived, worked, studied and saved for the past 100 years.

The World Economic Forum, in collaboration with Mercer, has been bringing key stakeholders together to advance new thinking in the retirement and longevity ecosystem through an initiative called the longevity economy.

This initiative has been focused on helping all individuals navigate this longer life: young and old, in the Global North and South, those with pension plans and especially those who have not begun to think about what saving for a longer life looks like – through the concept of longevity literacy.

Longevity literacy empowers individuals to live a healthy and sustainable life with dignity and purpose, while building resilience to address the challenges of an evolving world.

As 2023 begins with many of the same uncertainties from the past year, there is one thing that is certain: humanity is living decades longer than ever before. What would you do with your extra years?

Source: World Forum, Davos (2023)

**Part One: True False (3 points)**

Instruction One: Decide the following statements (1 to 3) as True or False.

The writer is pessimist about the reality of living longer and its consequences. comp

The reading passage may possibly be an article based on scientific facts. interpret

In Paragraph 4, the writer implied that though there is the chance of living longer now and in the future for humanity, the life style of human beings continue to remain the same. False inference

**Part Two: Multiple Choice Items (4 points)**

Instruction Two: Read the following questions (4-7) and choose the correct answers from the alternatives given under each question.

In paragraph 3, the writer used a discourse marker: “To put it another way.” What is the function of this discourse marker in the text?(inference)

explanation/clarification

C. Giving examples

showing contrast

D. Providing evidence

What is the function of the word “*However*” (Par 3) as a discourse marker used in the text?(recall)

Addition of idea

C. Contrasting the two ideas

Emphasizing the point

D. Showing the similarity between the two ideas

In paragraph 3, the writer states: “.... *this significant achievement*.”. Which achievement is he/she referring?(comprehension)the world people being able to live longer life the opportunity of having additional 20 years of life expectancy since 1960 gaining an additional day every week

All are correct answers

“*This initiative...*”, in Par 6 stands for \_\_\_\_\_(comprehension)

The initiative to advance new thinking in the retirement and longevity ecosystem,

Longevity ecosystem

The initiative taken by The World Economic Forum, in collaboration with Mercer,

All are correct answers

**Part Three: Short Answers (2 points)**

Instruction III. Find out the contextual meanings of the following words as used in the reading text.

Uncertain (par 1) \_\_\_\_\_Comprehension

Evolving (par 6): \_\_\_\_\_comprehension

Part IV. Matching (10 points)

Instruction IV. Match the paragraphs numbers with their corresponding main ideas stated below. Chose only the letter of your choice to match the items (questions 10-14)(analysis).

Paragraph 1	E. Paragraph 5
Paragraph 2	F. Paragraph 6
Paragraph 3	G. Paragraph 7
Paragraph 4	

Despite the unprecedented challenges the world is facing there is a chance of living longer now and in the future.

Living longer became a reality these days

it needs more things to be done when there is a possibility of people living longer lives

stakeholders are working to address the gaps that may be seen on the later lives of old age people economic initiatives to improve the living conditions of living longer

there is a need to think of what to do during our later age of the new phenomena- living longer

Section Two

Part V: Reading Skills Task II

Instruction V. Read the following text and answer all the questions that follow it accordingly.

As the digitalization of society progresses, its influence on the education sector increases (Bottino, 2020). Students must prepare for this digital world by acquiring the appropriate competences (Willis et al., 2019). This is a significant responsibility for their (prospective) teachers, who must mediate and promote the students' competences. Demands on teachers have consequently not only changed but also increased (Musmann et al., 2021). Teachers' role needs a redefinition (Bottino, 2020). The challenges associated with the recent COVID-19 pandemic in particular have highlighted these concerns worldwide (Yazgan, 2022).

To meet increased demands, relevant content must be incorporated into teacher training and further education. This requires the systematic clarification of key terms and concepts (Spante et al., 2018), including the term 'digital resource'. It frequently

appears in the literature, has been deployed in various ways and has its own area of competence in educational policy documents, such as the European Framework for the Digital Competence of Educators (DigCompEdu) (Redecker, 2017). However, a first screening of the literature reveals that very different aspects are addressed partially with the same term. As Kempe and Gronlund (2019) summarized, ‘The terminology used in research literature when addressing digital learning resources is not consistent or well defined’. To the best of our knowledge, the term has not been systematically addressed since.

Consistent understanding is crucial for teacher training and further education so that teachers’ necessary competencies in this area can be defined and promoted in a targeted manner. Empirical approaches to corresponding measuring and testing must also be able to draw on a consistent definition of the construct.

Against this background, we performed a systematic literature search using the term ‘digital resources’ in relation to teachers and their professional digital competence. The final corpus for this review includes 23 articles that present definitions for the conceptual construct of ‘digital resources’ in current educational research. To systematically capture the different aspects and facets, we have coded the articles according to their use of the conceptual construct. We subsequently converted the results of the coding into a generally valid definition. This definition should be used to define the area in which teachers’ professional digital competence in dealing with digital resources should be promoted in the future.

#### Questions

#### Multiple Choice Items (15 points)

The following multiple-choice items (question 15-24) are based on reading passage 2. Chose the best answer among the alternatives given under each question below.

15. In paragraph 2, it says: “*To the best of our knowledge...*” Who are they?

#### Comprehension

- |                       |                            |
|-----------------------|----------------------------|
| A. The writers        | C. Our knowledge           |
| B. Kempe and Gronlund | D. The readers of the text |

16. The writer/s of the reading text is/are \_\_\_\_\_recall

- |                  |                           |
|------------------|---------------------------|
| A. Researcher/s  | C. Journalist/s/reporters |
| B. Policy makers | D. Teachers               |

The text could be \_\_\_\_\_comprehension

- |               |                              |
|---------------|------------------------------|
| A news report | C. A research article/report |
|---------------|------------------------------|

A policy document

D. A research proposal

One of the following word/phrases best describes the main idea of the whole text.

Analysis

Teachers

Digital competency of teachers

The need to prepare teachers to respond to the needs of the current trends

Education

What is the dominant method of *text development* employed in the reading text?

Interpretation

A. Cause and effect

C. Problem and solution

B. Compare and contrast

D. Process analysis/description

As it is clearly stated in paragraph one, teachers' role needs a redefinition. Why? It is because \_\_\_\_\_ comprehension

there should be a change in the teachers' roles

Teachers have got additional roles as professionals due to the changes happening in the education sector and beyond

There is a need to prepare learners for today's world which requires digital skills

There is a change in the society's way of life

All are correct answers

In paragraph 1, it says: "...*these concerns*..." Which concerns? Find out its reference from the text, comprehension

The need for changes in the teachers' roles

Teachers being required to have additional roles as professionals due to the changes happening in the education sector and beyond

The need to prepare learners for today's world which requires digital skills

All are correct answers

The word "*we*" in paragraph 5 refers \_\_\_\_\_ comprehension

writers of the text

C. the people of the world

the readers

D. human beings

What is the authors' purpose of writing the text? analysis

Reporting research findings to the scientific community

A call for action on the possible solutions towards the stated problem

An essay written by a student

A news report on a magazine



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Post-reading stage

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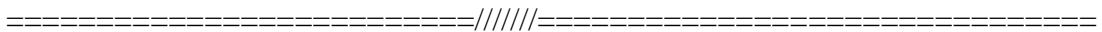
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**Answer Sheet**

Item Type	Answers to Questions
Part One: True/False	1_____ 2_____ 3_____
Part Two: Multiple Choice Items I	4_____ 5_____ 6_____ 7_____
Part Three: Short Answers	8_____ 9_____
Part IV. Matching	10_____ 11_____ 12_____ 13_____ 14_____
Part V: Reading Skills Task II(Multiple-choice items II)	15_____ 16_____ 17_____ 18_____ 19_____ 20_____ 21_____ 22_____ 23_____ 24_____



## **Appendix 11: Syllabus of reading skills (EnLa 216)**

### ***1. Reading Skills***

#### **Course Information**

Course Title: Reading Skills

Course Code: EnLa 216

Credit Hours: 3 (5 ECTS)

Semester: II

Year: II

Pre-requisite: No

Eligibility: All 2<sup>nd</sup> year English Major B.Ed students

#### **Course Description**

Reading Skills is one of the courses specifically offered to English major University students aiming at developing their reading comprehension. The course is intended to provide basic reading approaches and strategies. Moreover, it equips trainees with different skills of reading in order to help them comprehend English texts. Hence, this course dwells on the theoretical and practical aspects of reading. Theoretically, the course focuses on the definitions of reading, concepts of reading, and different levels of reading. The practical part also focuses on tasks that help learners to identify the main message, predict, make inference, recognize links, identify the target audience and guess meaning of vocabulary words from context.

#### **Course Objectives**

Upon the completion of the course, students will be able to:

- Define reading skills / reading comprehension
- understand the different theories of reading;
- Improve their reading comprehension
- Interpret information from a chart or map in the text

- Read a text quickly to pick out specific information
- Read a text quickly to get a general idea of what it is about
- Decide how a writer feels about something from the way that they write rather than the words they use.
- Guess the meaning of unfamiliar words in a passage using the context (surrounding sentences) clues.
- Deduce the meaning and use of unfamiliar lexical terms;
- Infer information that is implied, but not directly stated, in the passage.
- Identify the words to which they refer in the reading texts.
- recognize a range of skills for effective reading.

## **SYLLABUS COMPONENTS**

### **Unit 1: Introduction to Reading Skills (Week 1-2)**

#### **1.1 Learning Outcomes**

**By the end of this unit, students will be able to:**

- Define the reading skills
- Comprehend the meaning of reading suggested by different scholars
- Identify the difference between reading skills and reading comprehension
- Detect common students reading problems

#### **1.2 Study Topics**

##### **1.2.1 Definitions of Reading**

##### **1.2.2 Reading comprehension**

##### **1.2.3 Reading comprehension Strategies**

##### **1.2.4 Factors that affect reading comprehension**

### **Unit 2: Theories/ models of Reading (Week 3-4)**

#### **2.1 Learning Outcomes**

**By the end of this unit, students will be able to:**

- Realize the different theories of reading
- Compare and contrast the three models of reading
- identify the difference between traditional and modern ways of teaching reading

## **2.2 Study Topics**

**2.2.1** The traditional view (Bottom-up model)

**2.2.2** The Cognitive View (Top-down model)

**2.2.3** The meta-cognitive view (Interactive model)

## **Unit 3: Levels of Understanding Reading (week 5-7)**

### **3.1. Learning Outcomes**

**By the end of this unit, students will be able to:**

- Comprehend directly and explicitly available in the text.
- obtain literal information from various parts of the text and put it together or reinterpret it
- Make judgment about a text in terms of what the writer is trying to convey.
- Re-arrange the ideas or topics discussed in the text.
- Explain the author's purpose of writing the text.
- Summarize the main idea when this is not explicitly stated in the text.
- Select conclusions which can be deduced from the text they have read.

### **3.2 Study Topics**

3.2.1 Literal Understanding

3.2.2 Interpretive/Critical Understanding

3.2.3 Affective Understanding / Reading for Applied Meaning

## **Unit 4: Reading Strategies (Week8-9)**

### **4.1. Learning Outcomes**

**By the end of this unit, students will be able to:**

- Scan a text for specific details.

- Guess the meaning of words from the context.
- Predict the content of a text.
- Skim a text for the main ideas.
- Summarize a reading text
- Identify a text type and the purpose for reading.
- Establish the context for a reading text.
- Infer information that is implied, but not directly stated, in the passage.
- Identify the words to which they refer in the reading texts.

## 4.2 Study Topics

### 4.2.1 Predicting

### 4.2.2 Skimming

### 4.2.3 Scanning

### 4.2.4 Guessing

### 4.2.5 Recognizing links (Reference)

### 4.2.6 Inferring

### 4.2.7 Summarizing

### 4.2.8 Other Strategies

- Intensive reading
- Extensive reading

## Unit 5: Word and text attack skills (week 10-11)

### 5.1. Learning Outcomes

**By the end of this unit, students will be able to:**

- identify lexical items by establishing structural clues
- Look for Chunks in the Word
- decode, pronounce, and understand unfamiliar words
- Ignore the meanings of difficult words and infer from context
- identify discourse markers and cohesive devices to recognize the sequence of a text and to compare and contrast ideas
- Interpret references, substitution, elliptical expressions and lexical cohesion

## 5.2 Study Topics

### 5.2.1 Word-attack skills

#### 5.2.1.1 Structural clues

#### 5.2.1.2 Inferring

#### 5.2.1.3 Using the dictionary

### 5.2.2 Text-attack skills

#### 5.2.2.1 Understanding sentence syntax

- Nominalization

- Co-ordination

- Subordination

- Proportional phrases

#### 5.2.2.2 Recognizing and interpreting cohesive devices

- Coherence and Cohesion

- Interpreting reference and substitution

- Interpreting elliptical expressions

- Interpreting lexical cohesion

#### 5.2.2.3 Interpretation discourse markers

## **Unit 6: Teaching and selecting Reading Tasks (Week 12-16)**

### **6.1. Learning Outcomes**

#### **By the end of this unit, students will be able to:**

- Incorporate a variety of instructional strategies into the reading comprehension lessons.
- Improve their skill in teaching reading using the Principles of teaching reading
- Use the appropriate phases of teaching reading
- Use appropriate task in different stages of teaching reading
- Identify the purposes of different stages of teaching reading

### **6.2 Study Topics**

#### 6.2.1 Principles of teaching reading

#### 6.2.2 Procedures of teaching reading

##### 6.2.2.1 Pre-reading stage

##### 6.2.2.2 While-reading stage

##### 6.2.2.3 Post-reading Stage

### 6.2.3 Selecting reading tasks

#### 6.2.3.1 Pre-reading tasks

#### 6.2.3.2 While-reading tasks

#### 4.2.3.3 Post-reading tasks

## **Instructional Methods and Strategies**

Think-pair-share, Individual work, Group work, lecture, discussion, project work pair work, group work, presentation, Brainstorming questions etc,

## **Students' Activities**

- Read various sources on the concept of reading and present to their group
- Discuss with group
- Share their ideas
- Take notes
- Reflect what they have comprehended
- Skim for main and supporting points from a text
- Guess contextual meanings of words
- Determine their own reading level

## **Assessment Strategies and Techniques**

Test 1	10%
Mid- Exam	20%
Test 2	10%
Assignment	10%
Final Exam	50%

## **Instructional Resources (Materials and Equipment)**

## **References**

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## **Appendix 12: Results Flesch's Kincaid Readability Ease**

Results of Readability of "saving"

Flesh-Kincaid Grade Level = 10.5      Total Sentences = 57

Total Words = 1054

Flesch Reading Ease Score = 52.7

Reading Level = 10th to 12th grade(Fairly difficult to read)

Average Syllables per Word = 1.6

Average Words per Sentence = 18.5

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### Flesch-Kincaid Grade Level

The Flesch-Kincaid grade level was created by Rudolf Flesch as a way to interpret a United States grade level from his Reading Ease formula. He originally created it for the US Navy to analyze their technical material. Since then, it is become a widely respected formula suitable for use with many types of text.

Flesch readability tests work by taking into account sentence and word counts. The mathematical formula underlying the two tests look like this:

The Flesch Reading Ease score is arrived at by using this equation :

$$\text{Flesch Reading Ease Score} = 206.835 - 1.015 \times (\text{Total Words} / \text{Total Sentences}) - 84.6 \times (\text{Total Syllables} / \text{Total Words})$$

The Flesch-Kincaid Grade Level is arrived at by using this equation:

$$\text{Flesch-Kincaid Grade Level} = 0.39 \times (\text{Total Words} / \text{Total Sentences}) + 11.8 \times (\text{Total Syllables} / \text{Total Words}) - 15.59$$

### Reading Grade Level Chart :

Score	Est. Reading Grade Level	Description
= 90 to 100	5 <sup>th</sup> Grade	Very easy to read
= 80 to 90	6 <sup>th</sup> Grade	Easy to read
= 70 to 80	7 <sup>th</sup> Grade	Fairly easy to read
= 60 to 70	8 <sup>th</sup> and 9 <sup>th</sup> Grade	Plain English
= 50 to 60	10 <sup>th</sup> to 12 <sup>th</sup> Grade	Fairly difficult to read
= 30 to 50	College (13 <sup>th</sup> to 14 <sup>th</sup> )	Difficult to read
= 0 to 30	College Graduate (16 <sup>th</sup> to 18 <sup>th</sup> )	Very difficult to read

## Results Hero of Africa

Flesh-Kincaid Grade Level = 7 Total Sentences = 65

Total Words = 620 Flesch Reading Ease Score = 61.8

Reading Level = 8th & 9th grade(Plain English)

Average Syllables per Word = 1.6

Average Words per Sentence = 9.5

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## Flesch-Kincaid Grade Level

The Flesch-Kincaid grade level was created by Rudolf Flesch as a way to interpret a United States grade level from his Reading Ease formula. He originally created it for the US Navy to analyze their technical material. Since then, it is become a widely respected formula suitable for use with many types of text.

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$$\text{Flesch-Kincaid Grade Level} = 0.39 \times (\text{Total Words} / \text{Total Sentences}) + 11.8 \times (\text{Total Syllables} / \text{Total Words}) - 15.59$$

## Reading Grade Level Chart :

Score	Est. Reading Grade Level	Description
= 90 to 100	5thGrade	Very easy to read
= 80 to 90	6thGrade	Easy to read

= 70 to 80	7thGrade	Fairly easy to read
= 60 to 70	8th and 9th Grade	Plain English
= 50 to 60	10th to 12th Grade	Fairly difficult to read
= 30 to 50	College(13th to 14th)	Difficult to read
= 0 to 30	College Graduate(16th to 18th)	Very difficult to read

**Final Exam text 2**

Results

Flesh-Kincaid Grade Level = 13.3      Total Sentences = 22

Total Words = 367      Flesch Reading Ease Score = 29.1

Reading Level =      College graduate(Very difficult to read)

Average Syllables per Word = 1.9      Average Words per Sentence = 16.7

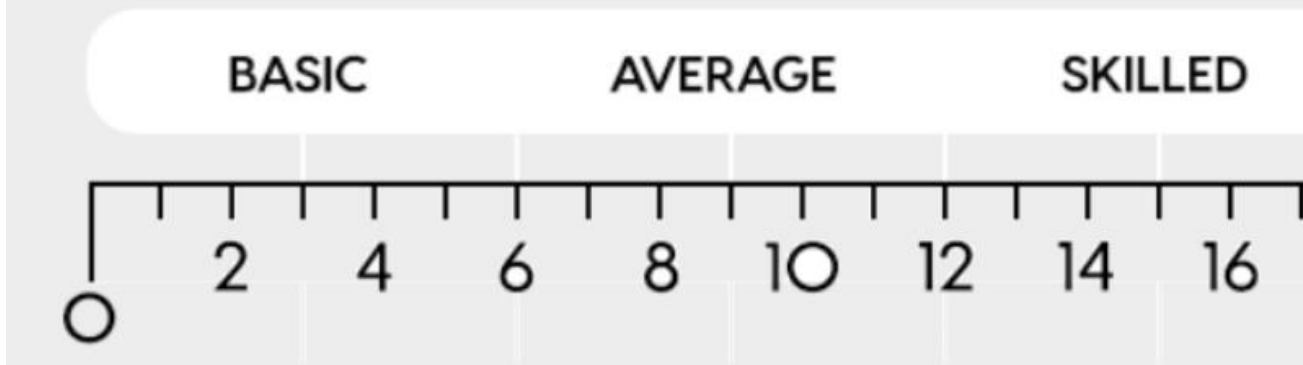
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Flesch-Kincaid Grade Level

The Flesch-Kincaid grade level was created by Rudolf Flesch as a way to interpret a United States grade level from his Reading Ease formula. He originally created it for the US Navy to analyze their technical material. Since then, it is become a widely respected formula suitable for use with many types of text.

# Flesch-Kincaid Grade Level



Flesch readability tests work by taking into account sentence and word counts. The mathematical formula underlying the two tests look like this:

The Flesch Reading Ease score is arrived at by using this equation :

$$\text{Flesch Reading Ease Score} = 206.835 - 1.015 \times (\text{Total Words} / \text{Total Sentences}) - 84.6 \times (\text{Total Syllables} / \text{Total Words})$$

The Flesch-Kincaid Grade Level is arrived at by using this equation:

$$\text{Flesch-Kincaid Grade Level} = 0.39 \times (\text{Total Words} / \text{Total Sentences}) + 11.8 \times (\text{Total Syllables} / \text{Total Words}) - 15.59$$

## Reading Grade Level Chart :

Score	Est. Reading Grade Level	Description
= 90 to 100	5 <sup>th</sup> Grade	Very easy to read
= 80 to 90	6 <sup>th</sup> Grade	Easy to read
= 70 to 80	7 <sup>th</sup> Grade	Fairly easy to read
= 60 to 70	8 <sup>th</sup> and 9 <sup>th</sup> Grade	Plain English
= 50 to 60	10 <sup>th</sup> to 12 <sup>th</sup> Grade	Fairly difficult to read
= 30 to 50	College (13 <sup>th</sup> to 14 <sup>th</sup> )	Difficult to read

= 0 to 30

College Graduate(16<sup>th</sup> to 18<sup>th</sup>)

Very difficult to read

## Results text One

Flesh-Kincaid Grade Level = 14.6

Total Sentences = 14

Total Words = 322

Flesch Reading Ease Score = 31.2      Reading Level = College(Difficult to read)

Average Syllables per Word = 1.8      Average Words per Sentence = 23

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Flesch-Kincaid Grade Level

The Flesch-Kincaid grade level was created by Rudolf Flesch as a way to interpret a United States grade level from his Reading Ease formula. He originally created it for the US Navy to analyze their technical material. Since then, it is become a widely respected formula suitable for use with many types of text.

Flesch readability tests work by taking into account sentence and word counts. The mathematical formula underlying the two tests look like this:

The Flesch Reading Ease score is arrived at by using this equation :

$$\text{Flesch Reading Ease Score} = 206.835 - 1.015 \times \left( \frac{\text{Total Words}}{\text{Total Sentences}} \right) - 84.6 \times \left( \frac{\text{Total Syllables}}{\text{Total Words}} \right)$$

The Flesch-Kincaid Grade Level is arrived at by using this equation:

$$\text{Flesch-Kincaid Grade Level} = 0.39 \times \left( \frac{\text{Total Words}}{\text{Total Sentences}} \right) + 11.8 \times \left( \frac{\text{Total Syllables}}{\text{Total Words}} \right) - 15.59$$

## Reading Grade Level Chart :

Score	Est. Reading Grade Level	Description
-------	--------------------------	-------------

= 90 to 100	5thGrade	Very easy to read
= 80 to 90	6thGrade	Easy to read
= 70 to 80	7thGrade	Fairly easy to read
= 60 to 70	8th and 9th Grade	Plain English
= 50 to 60	10th to 12th Grade	Fairly difficult to read
= 30 to 50	College (13th to 14th)	Difficult to read
= 0 to 30	College Graduate (16th to 18th)	Very difficult to read

**Results**

Flesh-Kincaid Grade Level: **13.3**

Flesch Reading Ease Score: **29.1**

Reading Level: **College graduate** ( Very difficult to read )

Average Words per Sentence: 16.7

Average Syllables per Word: 1.9

Sentences: 22

Words: 367

Score	Estimated Reading Grade Level
90 to 100	5th grade
80 to 90	6th grade
70 to 80	7th grade
60 to 70	8th and 9th grade
50 to 60	10th to 12th grade (high school)

30 to 50	College
<b>0 to 30</b>	<b>College graduate</b>

#### Flesch Reading Ease Score

The Flesch Reading Ease Score was first used in 1948 to show how readable a text is. The score lets you know the approximate educational level a person will need to be able to read a particular text easily.

How comprehensible a document is will be indicated on the Flesch Reading Ease Score by a number between 0 and 100. Scores around 100 mean the document is extremely easy to read, while scores around 0 mean that it is highly complex and difficult to understand. Conversion tables can be used to translate the score into educational levels, e.g., if the score is around 70 to 80 that equates to the text being appropriate for around school grade level 7, i.e., the average adult should find it reasonably simple to read.

The Flesch Reading Ease score is arrived at by using this equation:

$$\text{Flesch Reading Ease Score} = 206.835 - 1.015 \times \left( \frac{\text{Total Words}}{\text{Total Sentences}} \right) - 84.6 \times \left( \frac{\text{Total Syllables}}{\text{Total Words}} \right)$$

These scores are used by policy writers, research communicators, and digital marketers in order to find how easily a target audience will be able to understand and engage with a particular text.

#### Flesch-Kincaid Grade Level

The Flesch-Kincaid Grade Level shows what educational level a person will need in order to understand a particular text.

The scores created by the Flesch-Kincaid Grade Level match up to the US grade levels of education readers will need to be able to comprehend a particular text, e.g., if the text has a Flesch-Kincaid Grade Level of 9, to be able to understand the document easily the reader would have had to have undergone around nine years of education (i.e., reached around 9th grade).

The Flesch-Kincaid Grade Level is assessed by examining how many words, sentences, and syllables a document contains, employing the equation below:

$$\text{Flesch-Kincaid Grade Level} = 0.39 \times (\text{Total Words} / \text{Total Sentences}) + 11.8 \times (\text{Total Syllables} / \text{Total Words}) - 15.59$$

<https://goodcalculators.com/flesch-kincaid-calculator/>

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### Appendix 13: Checklist for Text selection

	<b>Authenticity</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
1	The language use in the passages are similar to that are used in real world.						
2	The passages contain real-life issues that challenge students to think about their worldview.						
3	The passages are precise and up to-date.						
	<b>Readability</b>						
4	The passages teachers used in reading classes are very difficult.						
5	The new words are worth learning at this stage.						
6	The new words are not too many.						
7	The new words are introduced from simple to complex words.						
8	The sentence length is reasonable for students.						
9	The sentence structures gradually increase in complexity						
	<b>Exploitability</b>						
10	The passage introduces students to new ideas that make think about things they have not thought of before.						
11	The passage helps students understand the way others feel or think (e.g. people with different backgrounds, problems or attitudes from their own).						
12	Meaning of new words can be identified from context.						
13	The meanings of some of the new words can be found out without the help of a dictionary.						
14	Some of the new words can be replaced by simpler words.						
15	The new words found in the subsequent chapters						

T= text