



Effects of Critical Reading Instruction on Students' Reading Awareness in EFL Class: Grade 11 Kaso Ghimbi High School in Focus

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Abstract

This study aims to examine the effects of critical reading instruction on students' reading awareness in an EFL classroom. The design of this study is quasi experimental especially non randomized control group design. For gathering data pre-test and post-test questionnaires were used. The setting of the research was Kaso secondary school grade 11 Gimbi Town, Oromiya region Ethiopia. Questionnaire was used as a tool to collect data for the study. The researcher tested the validity and reliability of the tool before using it for data collection. The data obtained are then tested using a t-test. The result of the research shows that the awareness of the experimental group students who were leaning by critical reading instruction approach is higher than those students who did not learn by critical reading instruction approach. Therefore, it could be recommended that subject area teachers should give their students additional chance of practicing the critical reading strategies instead of using only limited strategies to develop their reading awareness. Further, it is desirable to recommend some areas that need investigation.

Keywords: *Critical Reading; Reading Instruction; Reading Awareness; Strategies*

1. Introduction

Critical reading helps to facilitate the development of critical language awareness. Reading (critical literacy) has become a top priority for many educators in recent years as they believe they are essential to an effective educational system (Shao X 2018). The usage of the term critical reading has grown in popularity, since it was introduced in the 1970s and witnessed the occurrence of the term critical reading. The concept was first initiated in the early 1970s, when the findings of an educational survey called for more emphasis on critical thinking in America. In 1979, the landmark book *Language and Control* was published by Fowler and Kress, which marks the first time for the importance of critical reading to resort concepts and theories in critical discourse analysis (Haoyue2021).

The concept of critical reading is growing into very important issue in education especially in world of modern technology. According to Maltepe, (2016) critical reading permits students to think further than accepting a book as it is and to evaluate points of view in book and any written genre CR is essential to effective learning in today's world, where learners are faced with a massive flow of data from multiple sources (Stupple et al., 2017). Learners should in critical analysis weighing opposing ideas assessing assumption and challenging opinions expressed in a text. In order to address this issue and address the fundamental causes of the shortcomings in the acquisition and instruction of critical literacy skills, a number of arguments and points of view have been put forth in the literature. This part clarifies the definition and history of reading critically as main important for thinking critically. Additionally, the importance of CR is fundamental part in the process of learning and its integration in to academic success. Furthermore, this section describes several perspectives and opinions about CR. Moreover, it depicts how it is practiced by ESL/EFL learners all over the place and Ghimbi town in particular.

Critical reading assists readers in recognizing, understanding, responding to, and establishing links between the author's chosen words with ideological undertones, and the specific circumstances in which they are employed. Wallace (2010) states that critical reading has three purposes: linguistic, critical conceptual and cultural understanding. Looking at it from a linguistic viewpoint, critical reading aims to actively involve readers with texts, enabling them to identify the ideological messages that these texts communicate. From a standpoint that emphasizes the examination and analysis of ideas, reading critically provides readers with the opportunity to develop persuasive arguments, connect their existing knowledge to the broader social environment or culture, and question the text in order to acquire fresh insights. Critical reading instruction stimulates metacognitive awareness by encouraging students to reflect on their own thinking process while reading (Abiyu 2007).

The focus of language teaching in Grades 11 and 12 is differ slightly from that of primary and junior school since the majority of students will be aiming for higher education, where English will still be the medium of instruction in our country. First and foremost, in order to succeed in later coursework, students must possess a greater variety of grammatical and lexical skills. Second, in order to prepare students for higher education, reading and writing (critical literacy) are given more attention, particularly in Grades 11 and 12. Thirdly, speaking and listening exercises also mirror the emphasis on lengthier and more scholarly texts. Current events that are connected to other academic subjects are frequently the topic of discussions and debates. Lastly, as has already been shown, high school students are receiving more attention and working on their learning strategies (Curriculum of schools designed by FDREMOE, 2009).

Therefore, this research was designed to establish a foundation for enhancing and providing essential critical reading guidance that provides the students with diverse attitudes and awareness for strategy use. By understanding the attitudes and awareness of students', educators can develop targeted interventions and instructional approaches that effectively support their reading development. This research involved a comprehensive exploration of various critical reading strategies and their effectiveness in improving students' reading comprehension. Furthermore, this research examined the impact of the implemented critical reading guidance on students' reading achievements. By measuring students' progress over time, researcher determined the effectiveness of the provided strategies and interventions. This data helped educators make informed decisions about which reading guidance approaches are most beneficial for students. Ultimately, the goal of this research is to contribute to the development of evidence-based practices that enhance reading instruction and support students' critical reading strategies. By understanding how to effectively guide students in their reading journey, educators can empower them to become confident and proficient readers, leading to improved academic achievements and overall success.

The main objective of this study was to investigate the effects of critical reading on students', awareness in EFL class, at Gimbi town Kaso high school Grade eleven in focus. Specifically, the study attempted to find out if using critical reading instruction increases students' awareness in reading. In this study the researcher aspired to reveal how critical reading affects students' reading awareness toward

reading; the findings covered a number of educational ramifications for learning and teaching participants. It is contributed the following.

First, this study provided academic solution in alleviating the critical reading problems of students at secondary schools, especially with those who are taking similar subject at similar level of education. In addition, students can get opportunities to express their innate potentials and talents. Addressing the desires of learners in a classroom is important to motivate students which have a strong implication in the outside school. Second, the study can help teachers of English as a second and foreign language (ESL/EFL) at high school understand the potential importance of employing critical reading strategies and acquaint teachers with techniques for applying to their teachings.

The other significance of this study is the solution might also have applied to different high schools in the town or around. Moreover, it may use for the insights that is derived out of the study can help in the development of curriculum and in preparation of reading materials for high school levels in our country. Lastly, it provides useful information on comparative study to both researchers in the field and ESL/EFL instructors, particularly in providing base line information for framing research, theory and application in the area of reading. It is also hoped that after the study, the students and teachers of the high school; particularly, Kaso high school where this study conducted can determine and realize the significance of critical reading ability in English and be helpful to those who want to improve their critical reading ability in English.

2.Statement of the Problem

The researcher recognized that the problem of critical reading exists in Kaso high school was exceedingly observed on his informal and practical understanding, in which he developed as a teacher from this high school for a number of years. Most of students strive to read and understand the message of the text and try to analyse the genre given, but most of the students still could not understand the main idea of a text. This shows most of the learners in this high school have a problem of critical reading awareness which is important in learning process. The following research question was derived from the existing analyzed problem:

- Is there statistically significant between the pre test and post test of experimental and non-experimental group in reading awareness?

3. Review Literature

An awareness of critical reading can encourage readers through critical reading skills that help to understand ideological domination and the messages that act in language usage. Language awareness has become a significant component in life especially in critical reading skill (Anderew Bauld 2019). The advancement of technology leads people to use language not only for communication tool but also for a means to implement hegemony functions. Farahian, M. &Rezaee, M. (2015), illustrated that there has been a connotation change implemented in the language experience in a people, which is marked by the presence of dominant action in a clearer approach. The control of society has shifted from intimidation to hegemony through language (Farahian, M. &Rezaee, M. 2015). Therefore, to dominate or control the direction of various professional relationships such as, between a teacher and his/her students, journalists and respondents, and doctors and patients the use of language arrangement is a great opportunity for people to make communication. Thus, awareness of critical language plays a significant role in assisting language users in revealing hidden language experiences that represents influential actions (Albeckay 2013).

The critical language awareness shows a language competence and proficiency that is required to help people use language effectively and efficiently. Fairclough (1989) offered two options for learning a

language; improving communication skills and promoting critical awareness. To make learners able to enforce the use of language in order to fulfill their desires, the development of communication skills should be planned. In this study promoting students' critical reading awareness means developing learners' capability to reflect on the use of power in language. Farahian, M. & Rezaee, M. (2015) argue that learning a language that is only focused on the improvement of language skills and overlooks critical language awareness has not fulfilled its responsibility.

One aspect of critical reading that deserves attention is the lack of mindfulness awareness of students' while reading. If the students do not read with full attention their metacognitions do not perform effectively or consciously; because metacognition which the capacity to monitor and regulate one's own cognitive processes is become inactive. Individuals who lack metacognitive skills may struggle to recognize when they do not comprehend a text, fail to employ effective reading strategies, and may not realize the importance of engaging critically with the material (Guthrie et al., 2012). Being aware of critical reading entails students recognizing their own biases, assumptions, and perspectives that can influence their interpretation of a text. Failing to acknowledge these factors can result in misinterpretation or misunderstanding of the text, which seems to be a prevalent issue among our students. Moreover, learners often overlook the author's purpose, tone, or underlying messages, which can hinder their ability to engage critically with the text. Students who actively practice critical reading are more aware of the context in which the text was written, the intended audience, and the potential biases or agendas that may be present. This awareness empowers the reader to approach the text with a more discerning and analytical mindset, questioning the information and considering alternative viewpoints (Abdelhalim 2011).

Engaging in critical reading plays a crucial role in a student's academic journey. The ability to effectively comprehend and analyze English texts is a key factor that can determine a student's success or failure in high school and college (Wallace, 2010). It is important to note that in many countries, educational materials at the secondary level are primarily in English (Grabe, 1991). Therefore, developing the skill of critically reading English text is fundamental for students to excel academically in both high school and college. By developing strong critical reading skills, students can improve their comprehension, analysis, writing, and test scores, ultimately leading to greater academic success and preparation for lifelong learning. Secondary school students use reading knowledge as one of the important skills to acquire the expected academic knowledge of all subjects. Therefore, it is possible to argue that the purpose of critical reading deserves more concern at high school level to achieve their learning objectives (Maltepe, 2016).

However, it is now obvious that most of the students in secondary school are found to be incompetent in critical reading to manage with their academic achievement and analyzing the writer's idea (Anderew2022). Also it has been asserted by teachers constantly complaining about their students' lack of adequate capability in reading to answer comprehension questions that need to read critically.

Yenus (2017) pointed out; that a significant issue contributing to the poor academic performance of high school students in CR is their limited exposure to advanced reading comprehension and engagement in basic activities; however, Yenus didn't design and implement the CR instruction to see whether it can bring a change in the students' reading performance. The tasks and questions related to comprehension mainly focus on fundamental skills like decoding, matching, and information recall (Wang 2019). These activities often involve isolated components that do not require analysis at a higher discourse level, leading to a lack of critical reading skills. Essentially, reading comprehension is viewed as a tool for practicing language skills such as vocabulary, grammar rules, and discourse elements, rather than emphasizing the development of students' ability to critically analyze texts. However, at the high school level, students require tasks that stimulate their cognitive abilities and foster critical reading skills (Wallace 2010).

Particularly, students' critical reading proficiency is low because of the poor language experience and inactive to read critically that they acquired from primary and high schools (Yenus 2017). Many

students struggle to move beyond a surface-level understanding of the text and fail to analyze, interpret, and evaluate the information critically. They have difficulty in distinguishing the main ideas from the supporting details, which is crucial for critical analysis. Critical reading requires the ability to analyze the author's purpose, assumptions, biases, and the overall logic and reasoning of the text, but students lack these analytical skills in many cases. Students may struggle to make inferences, draw conclusions, and interpret the deeper meaning and implications of the text (Wallace 2010). Critical reading involves the ability to evaluate the validity, reliability, and credibility of the information presented, however Students have difficulty with this aspect of critical reading. Therefore, these problems can be addressed through targeted instruction, practice, and the development of critical reading strategies. Educators can help students improve their critical reading and critical analysis skills to enhance their academic performance and lifelong learning abilities.

Similarly, Maria (2016) conducted a research on Critical reading strategies reading comprehension and writing performance of ESL college students by correlational research method at University of Santo Tomas, in Philippines. The finding shows that there is a moderate positive correlation between critical reading and analytical writing performance, and between reading comprehension and writing performance. He concluded learners become better readers, writers and academic performers through the utilization of critical reading strategies. In this study the researcher focus on correlation between critical reading and reading comprehension, but the effect of CR on reading performance was not investigated by pre posttest in intervention and how the learners become to better reader through critical reader is also not addressed. Also he did not focused whether the correlations among the variables under study exist among respondents across capacity levels that means the proficiency level of the learners needs other investigation.

Generally, critical reading strategies develop metacognition, which refers to the awareness of one's own thought processes. When students engage in monitoring their comprehension and reflecting on their reading habits, they gain insight into their strengths and weaknesses as readers. Another crucial aspect of this awareness is the recognition of textual elements. Critical reading entails the analysis of various components of the texts, including structure, purpose, and audience. This analysis enables students to cultivate a more profound understanding of how texts operate, thereby facilitating their ability to navigate diverse genres and formats with greater efficacy.

4. Methodology

The study examines a quasi-experimental research design; especially non randomized control group pretest and posttest design whereby the uncontrolled group receives a treatment. This design includes choosing groups, upon which variables are examined, and without any random pre selection procedures are involved (Cothari 2004). Cothari also, states that quasi-experimental design is very important in producing statistically significant outcomes for wide-ranging tendencies. Especially, pre-selection and randomization of groups are often challenging and getting in-depth insight or information about the problem. Questionnaires were used as instrument to assess the students' awareness towards reading.

Questionnaires are widely used and important instruments for gathering survey data and providing numerical data. According to Dornyei (2007), the main advantage of questionnaire is that it can be distributed to a large population of subjects at the same time and when anonymity is proved subjects tend to share information of a sensitive nature more easily. For the reason that a great number of respondents fill out the request at the same time, the collected data become more accurate (ibid). The main purpose of the questionnaire for this study is to find out students' awareness, and attitudes toward reading. It is believed that one of the strengths of the questionnaire is respondents are able to express their views freely and more simply through a questionnaire than when they are interviewed to give answers to the same questions. Therefore, the researcher considered the point wisely while designing the data gathering methodology of the research study. Consequently, the researcher developed a questionnaire, i.e.

CRSU, to determine students' awareness and attitude towards their critical reading strategies use. That was because CRSU is one of the most commonly used techniques to gather data in strategy use since they can be accurately scored and analyzed (Oxford 1990).

4.1 Questionnaires

Questionnaire is a tool used to perform a series of inquiries that help to collect useful information from respondents. Additionally, it is widely implemented in research, because they compromise efficient, fast, respondent comfort and inexpensive means of collecting large amounts of data from great sample volumes. This instrument is mainly effective for assessing subjective behavior, preferences, intentions, attitudes and opinions (Bhandari, 2022). Their usage of open and closed research questions allows researchers to achieve both quantitative data, resulting in more comprehensive outcomes. Questionnaires can be effective in gathering accurate data. When designed well, with clear and understandable questions, they permit individuals to express their thoughts, attitudes, opinions and experiences. Therefore, the instrument that was selected to be used to collect for this study is the questionnaire, because the nature of information required to attain the objective of the research (reading awareness) is a kind of data that can easily be gathered through questionnaire.

Furthermore, as mentioned above, many data that do not obviously appear in quantitative form such as the present ones, i.e., awareness towards critical reading and strategy preferences can be gathered in quantitative way (Muijs, 2004). This is believed to be done by designing research tools aimed, especially at transforming such phenomena that do not obviously occur in quantitative data that can easily be analyzed statistically (Karabay 2012). Therefore, in this study, the questionnaire focused on identifying students' critical reading strategies and checking their awareness of their critical reading knowledge. It also emphasizes whether performance changes as a result of the approach, and examines if there are relationships between them. In short, the rationale for selecting these questionnaires were to find out students' conceptions about their awareness of critical reading towards the process of critical reading strategy used and to examine if it is changed after the end of the study.

5. Data Analysis /Result

A questionnaire was a research tool used to collect data from respondents for a survey or statistical analysis used in this study. It consists of a list of questions (or other types of prompts). It was to determine the students' awareness in realizing their view while they were learning and discussing the critical reading tasks together in their respective groups. Therefore, data from the questionnaire that were connected to learners and their teachers' usage of CRS were tailed and tabulated. The frequency of the responses was transferred into percentages and then quantitatively analyzed and interpreted. Moreover, the data were analyzed using descriptive and inferential statistics by associating the outcomes of the pretest and posttest CRSU questionnaire.

For the analysis of the CRSU questionnaire, independent sample t-tests and paired sample t-tests were conducted to compare the questionnaire results of the groups that were under investigation. In the end, a 'Statistical Model' was built providing systematic explanations of the relationships between independent variables, scores of pre test and posttest in critical reading.

The research hypothesis of the current study aims to investigate the impact of CRBI on Students' awareness of critical reading profiles, specifically to determine whether the use of CRBI leads to a significant increase in students' critical reading scores. Paired and independent sample t-tests were conducted on the data set, which included different categories of critical reading. Two critical reading tests were administered to measure students' awareness of their consciousness profiles, one as a pre-test and the other as a post-test. The results and interpretation of the pre-test critical reading scores are presented first, followed by the post-test results. An alpha level of .05 and a two-tailed test were used for analysis, as the hypotheses were non-directional. The detailed analyses of the critical reading

questionnaire test results are presented in next sections. Additionally, Cronbach's alpha coefficient measurement and the effect size were measured using Cohen's d index formula to determine the strength of the difference.

5.1 Reliability Test Analysis of Questionnaires

As indicated below, the questionnaires were distributed to the students of Kaso Secondary school in order to inquire them on their critical reading attitude and awareness. The questionnaires were distributed to 35 controlled group and 37 experimental group students. Generally, 35 questionnaires from the controlled group and 37 questionnaires from the experimental group totaling 72 respondents' replies were considered for data analysis.

Table; 1 Reliability Test Pre-test and post-test Questionnaires of awareness Using Cronbach's Alpha Coefficients

Dependent variable		Pre-test			Post-test	
Sub skills	Group	No of participant	No of Items	Cronbach's alpha	No of Items	Cronbach's alpha
Knowledge	Control	37	4	0.713**	4	0.662**
	Experimental	35	4	0.732**	4	0.791**
Comprehension	Control	37	5	0.883**	5	0.931**
	Experimental	35	5	0.952**	5	0.911**
Application	Control	37	4	0.687**	4	0.727**
	Experimental	35	4	0.765**	4	0.726**
Analysis	Control	37	4	0.857**	4	0.837**
	Experimental	35	4	0.746**	4	0.713**
Synthesis	Control	37	3	0.721**	3	1.000**
	Experimental	35	3	0.813**	3	0.678**
Evaluation	Control	37	5	0.762**	5	0.742**
	Experimental	35	5	0.784**	5	0.767**

*Significant at alpha level 0.05 (2-tailed)

As it can be seen from Table 1, the reading awareness in Knowledge and Comprehension row designates consistency. Cronbach's Alpha was used to compute the internal consistency of the data set (data from the pre-test intervention questionnaire). The internal consistency response on pre-test critical reading awareness in Knowledge and Comprehension by the students were found to be 0.713 and 0.883 for the control group and 0.732 and 0.952 for the experimental group respectively. It indicates that all the items had homogeneity among themselves for the coefficients are closer to 1, to put in another way, the obtained Cronbach's alpha value shown in the Table above suggested that the items in the critical reading awareness questionnaire had a very good internal consistency or reliability because the coefficient is greater than 0.7. Cronbach's alpha coefficient being ≥ 0.7 implies that all items have strong relationship and therefore, the internal consistency of the instruments was found dependable.

Similarly, the internal consistency response of the pre-test on critical reading awareness in category of the Application and Analysis by the students were found to be 0.687 and 0.857 for control group and 0.765 and 0.746 for experimental group correspondingly. It indicates that, all the items had homogeneity among themselves for the coefficients are closer or approximately nearer to 0.7. In Table 1, the critical reading awareness of Synthesis and Evaluation of the students' in the row pre-test values of Cronbach's alpha coefficients are 0.721 and 0.762 for control group and 0.813 and 0.784 for experimental group respectively. Accordingly, as the value are ≥ 0.7 the implication is that, all the items in critical

reading awareness measures the same underlying construct and have good relationship with the target variable.

As can be seen from Table 1, the post test results of the students in the Knowledge and Comprehension row, the Cronbach's alpha coefficient obtained in the control group is 0.662 and 0.931, while in the experimental group is 0.791 and 0.911. This indicates that, all the items in Knowledge and Comprehension have homogeneity among themselves, as the coefficients range around 0.7. Also we can observe the post-test results of the Application and Analysis of the students were found to be 0.727 and 0.837 for control group and 0.726 and 0.713 for experimental group correspondingly indicating that, all the items have homogeneity among themselves for the coefficients are closer to 1. The post-test in Synthesis and Evaluation row shows the values of Cronbach's alpha coefficients as 1.000; and 0.742 for the control group and 0.767 for the experimental group respectively. Therefore, as the value are ≥ 0.7 the implication is that, all the items in awareness of critical reading Synthesis and Evaluation categories measures the same underlying construct and have good quality relationship with the target variable. Consequently, it made the researcher accept the reliability of the instrument and advance for further statistical analysis.

5.2 Results and Discussion of Awareness

The analyses of awareness category (Knowledge, Comprehension, Application Analysis and evaluation) revealed which groups showed significant improvement with the introduction of CRBI. The reports of the pre-test and post-test CR awareness score results and interpretation is found below.

Table 2; Descriptive statistics in pre-test Awareness experimental and control group

Group Statistics						
	Group	N	Mean	Std. Deviation	Std. Error Mean	effect size
pre	Experimental	37	3.9189	0.86212	0.14173	0.73
	Control	35	3.7714	0.84316	0.14252	
comppre	Experimental	37	3.9289	0.85212	0.14173	0.71
	Control	35	3.7514	0.83316	0.14252	
Aplpre	Experimental	37	3.9189	0.86212	0.14173	0.74
	Control	35	3.7714	0.84316	0.14252	
Anapre	Experimental	37	3.9459	0.94122	0.15473	0.64
	Control	35	3.8	0.9941	0.16803	
Synpre	Experimental	37	3.9189	1.11501	0.18331	0.48
	Control	35	3.81	0.9941	0.16803	
Evapre	Experimental	37	4.00	0.94281	0.155	0.87
	Control	35	3.8	0.9941	0.16803	
AwTpre	Experimental	37	23.6216	4.24494	0.69786	0.94
	Control	35	22.7143	3.93754	0.66557	

In Table 2, the mean scores obtained by subjects from the control and experimental groups in the pre-test CR questionnaire for the six types of CR awareness are displayed. The table shows that all of the categories have similar mean scores between the control and experimental groups in the pre-test CR questionnaire. However, the standard deviation of the pre-test CR questionnaire results for the control group across three categories is higher compared to that of the experimental group. The main question is whether this difference is statistically significant or not.

However, the Independent Samples Test of pre-tests for control and experimental Students' CR awareness indicates that, there are no significant differences between the two groups in any CR awareness categories at the 0.05 level. When we realize the category of knowledge, comprehension and application the mean score and standard deviation for experimental group ($M = 3.9189$ $St = 0.86212$, $M = 3.9289$ $St = 0.85212$, $M = 3.9189$, $St = 0.86212$) respectively. It showed there is related results, and the result of controlled group is, ($M = 3.7714$ $St = 0.84316$, $M = 3.7514$ $St = 0.85212$, $M = 3.7714$ $St = 0.84316$) consequently showed us there is no differences between the groups in pre-test. Similarly, the result in analysis, synthesis and evaluation the mean score and standard deviation for experimental group ($M = 3.9459$ $St = 0.94122$, $M = 3.9189$ $St = 1.11501$, $M = 4.00$, $St = 0.94281$) respectively showed the comparable score results. Also the result of controlled group in similar category is, ($M = 3.8$ $St = 0.9941$, $M = 3.81$ $St = 0.9941$, $M = 3.8$, $St = 0.9941$) consequently disclosed that there is no differences between the groups in pre-test.

This suggests that students in both groups have similar awareness in the pre- test CR questionnaires for all types of CR awareness categories. The researcher included all CR categories in the independent sample analyses as they are relevant to the investigation and argument. This study involved one independent group in similar contexts, so the analyses do not assume equal pre-test scores before the intervention. Instead, the pre-test serves as a control condition to compare with the post-test for any changes over time.

Table 3, Independent sample test scores of Awareness pre-test experimental and control group

Independent Samples Test		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Lower	Upper
Kpre	Equ. Vari. Assum	0.733	70	0.466	0.14749	0.20112	-0.253	0.548
	Equ. Vari. Assum	0.734	69.918	0.466	0.14749	0.201	-0.253	0.548
Comp pre	Equ. Vari. Assum	0.733	70	0.466	0.14749	0.20112	-0.253	0.548
	Equ. Vari. Assum	0.734	69.918	0.466	0.14749	0.201	-0.253	0.548
Ap pre	Equ. Vari. Assum	0.733	70	0.466	0.14749	0.20112	-0.253	0.548
	Equ. Vari. Assum	0.734	69.918	0.466	0.14749	0.201	-0.253	0.548
Ana pre	Equ. Vari. Assum	0.641	70	0.524	0.14595	0.22807	-0.308	0.600
	Equ. Vari. Assum	0.639	69.15	0.525	0.14595	0.22843	-0.309	0.601
Syn pre	Equ. Vari. Assum	0.477	70	0.635	0.11892	0.24947	-0.378	0.616
	Equ. Vari. Assum	0.478	69.763	0.634	0.11892	0.24867	-0.377	0.614
Eva pre	Equ. Vari. Assum	0.876	70	0.314	0.2	0.22826	-0.255	0.655
	Equ. Vari. Assum	0.875	69.175	0.385	0.2	0.2286	-0.256	0.656
AwT pre	Equ. Vari. Assum	0.939	70	0.351	0.90734	0.9664	-1.020	2.834
	Equ. Vari. Assum	0.941	69.975	0.35	0.90734	0.96436	-1.016	2.830

Table 3; presents the results of an independent samples t-test comparing the mean scores of the control and experimental groups on their pre-test critical reading awareness. The table indicates that the mean scores of both groups on the pre-test critical reading awareness are not statistically significant, regardless of whether equal variances are assumed or not. However, there are some differences in the mean score values and effect size. The directions of the mean difference are the same, and the effect size appears to be balanced. In other words, a larger difference in mean values corresponds to a better effect size, and vice versa. For example, the t-value for the pre-test CR scores of knowledge, comprehension and application awareness category are ($t = 0.733$, $df = 70$, $p = 0.466$, $t = 0.733$, $df = 70$, $p = 0.466$ and $t =$

0.733, $df = 70$, $p = 0.466$) respectively disclosed that weak effect size in all category which means both groups are in similar status of CR awareness.

Similarly, in the others category like analysis, $t = 0.641$, $df = 70$, $p = 0.524$ and strong (0.64), effect size, in evaluation category $t = 0.876$, $df = 70$, $p = 0.314$ strong (0.87), effect size, and $t = 0.477$, $df = 70$, $p = 0.635$ weak (0.48) effects size in synthesis category awareness support this idea that there is no significant differences between the group.. Now, let's explore the post-test awareness profiles of these two groups.

Table 4; Descriptive statistics scores of Awareness experimental and control group post-test Result

Group Statistics						
	Group	N	Mean	Std. Deviation	Std. Error Mean	Effect size
Knopos	Experimental	37	2.1351	0.75138	0.12353	-8.502
	Conrol	35	3.6857	0.796	0.13455	
comppos	Experimental	37	2.027	0.79884	0.13133	-8.821
	Conrol	35	3.6857	0.796	0.13455	
Aplpos	Experimental	37	2.0811	0.75933	0.12483	-8.192
	Conrol	35	3.6286	0.84316	0.14252	
Anapos	Experimental	37	2.027	0.72597	0.11935	-8.677
	Conrol	35	3.8	0.9941	0.16803	
Synpos	Experimental	37	2.027	0.64492	0.10602	-9.026
	Conrol	35	3.79	0.9781	0.16803	
Evapos	Experimental	37	1.7838	0.58382	0.09598	-10.563
	Conrol	35	3.812	0.9861	0.16803	
AwTpos	Experimental	37	16.7838	3.80157	0.62497	-6.382
	Conrol	35	22.4571	3.73649	0.63158	

Table 4; presents the average scores achieved by the participants from the control and experimental groups in the post-CR questionnaire regarding their six types of CR awareness. The data in the table indicates that, with all critical reading awareness of categories, the average scores of the post-test questionnaire for the control group are higher than those of the experimental group. Nevertheless, Table 4 also shows that the standard deviation of the post-CR questionnaire results for the experimental group, except for awareness of comprehension category, is decreasing compared to that of the control group.

When we recognize the category of knowledge, comprehension and application the mean score and standard deviation for experimental group ($M = 2.1351$ $St = 0.75138$, $M = 2.027$ $St = 0.79884$, $M = 2.0811$, $St = 0.75933$) respectively disclosed that there is a big change, however the result of controlled group in the same category is, ($M = 3.6857$ $St = 0.796$, $M = 3.6857$ $St = 0.796$ $M = 3.6286$ $St = 0.75933$) consequently showed us there is no differences in their result compared to their pre-test. Similarly, in analysis, synthesis and evaluation the mean score and standard deviation for experimental group ($M = 2.027$ $St = 0.72597$, $M = 2.027$ $St = 0.64492$, $M = 1.7838$, $St = 0.58382$) respectively showed there is a change in their result. While the result of controlled group in similar category is, ($M = 3.8$ $St = 0.9941$, $M = 3.79$ $St = 0.9781$, $M = 3.812$, $St = 0.9861$) consequently disclosed us there is a big difference between the groups in post-test that experimental group results greater than that of controlled group result. This raises the question, what is the significance of these findings? The effect size index value and independent sample t-test value provided insights into the reasons behind these discrepancies.

Table 5; Independent sample test scores of experimental and control group Awareness post-test Result.

		Independent Samples Test						
		t-test for Equality of Means						
		T	Df	Sig. (2-ed)	Mean Difference	Std. Error Difference	95% Confidence Lower	Upper
Knowledge post	Equ. Vari. assum	-8.503	70	0.00	-1.55058	0.18236	-1.914	-1.186
	Equ. Vari. assum	-8.489	69.104	0.00	-1.55058	0.18265	-1.914	-1.186
Compr pos	Equ. Vari. assum	-8.821	70	0.00	-1.65869	0.18804	-2.033	-1.283
	Equ. Vari. assum	-8.822	69.805	0.00	-1.65869	0.18802	-2.033	-1.283
Applicapost	Equ. Vari. assum	-8.192	70	0.00	-1.54749	0.1889	-1.924	-1.170
	Equ. Vari. assum	-8.168	68.245	0.00	-1.54749	0.18946	-1.925	-1.169
Analysis post	Equ. Vari. assum	-8.676	70	0.00	-1.77297	0.20434	-2.180	-1.365
	Equ. Vari. assum	-8.602	62.044	0.00	-1.77297	0.2061	-2.184	-1.360
Synthesis post	Equ. Vari. assum	-9.027	70	0.00	-1.77297	0.19642	-2.164	-1.381
	Equ. Vari. assum	-8.923	57.808	0.00	-1.77297	0.19869	-2.170	-1.375
Evaluation post	Equ. Vari. assum	-10.56	70	0.00	-2.01622	0.19087	-2.396	-1.635
	Equ. Vari. assum	-10.41	54.342	0.00	-2.01622	0.19351	-2.404	-1.62
Awa. Total post	Equ. Vari. assum	-6.382	70	0.00	-5.67336	0.88896	-7.446	-3.900
	Equ. Vari. assum	-6.385	69.893	0.00	-5.67336	0.88853	-7.445	-3.901

Table 5 presents the mean score differences between the control and experimental groups in terms of their post-test critical reading awareness. The table clearly shows that there is a significant difference in the mean scores of the two groups in all categories. The post-test score of the students' for knowledge awareness category ($t = -8.503$, $df = 70$, $p = .000$) indicates a significant disparity in their awareness after the treatment. This is further supported by a strong effect size index of -8.502 .

For example, the t-value for the post-test of CR scores in knowledge, comprehension and application awareness category are ($t = -8.503$, $df = 70$, $p = .000$, $t = -8.821$, $df = 70$, $p = .000$ and $t = -8.192$, $df = 70$, $p = .000$) respectively disclosed that strong effect size in all category which means both groups are in different status of CR awareness. Similarly in the others category like analysis, $t = -8.676$, $df = 70$, $p = .000$ and, the effect size, in evaluation category $t = -10.563$, $df = 70$, $p = .000$ effect size, and $t = -9.027$, $df = 70$, $p = .000$, the effects size in synthesis category awareness support this idea that there is big significant difference between the groups.

When the post test result is compared to the effect sizes of the pre-test CR questionnaire, which measured their awareness across six categories of CR awareness, the post-test CR affect sizes highpoint the variations between these two groups at the end of the study. This raises the question of why there is such inconsistency in both the paired and independent sample tests. It reveals that the experimental group awareness increased and they enabled or decided to agree and strongly agree on various critical reading strategies. In pre -test most of the students results mean scores illustrates the notion of students on disagree and strongly disagree on the critical reading strategies awareness in which the number four (4) and three (3) was signified in Likert scale respectively. While in post-test mean scores, most of the students results show on strongly agree and agree; which is represented by number one (1) and two (2) which was given for strongly agree and agree respectively. This is the reason why the magnitude of the effect size came out negative in post-test for the experimental and controlled group.

6. Conclusion

Depending on the result of data analysis, it can be concluded that students who learn using critical reading instruction approach have higher awareness of reading skill than those learning using conventional methods of reading. Referring to the above, the learning methods can be implemented in the learning activities by the educator as a facilitator in learning oriented to critical reading integrating with other reading strategies to develop students reading awareness. The other researchers may further do study about the improvement or enhancement of students reading consciousness.

7. Recommendations

From the results indicated above, it could be recommended that subject area teachers should give their students additional chance of practicing the critical reading strategies instead of using only limited strategies to develop their reading awareness. Further, it is desirable to recommend some areas that need investigation. One of these is exploring to what extent secondary school students use critical reading strategies. It is felt that such studies can pave the way for the improvement of reading awareness. It is justifiable to recommend that a nationwide survey study is important to investigate to what extent critical reading strategies can enhance students reading awareness.

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