

THE EFFECTS OF LITERARY AND NON-LITERARY TEXTS
ON EFL STUDENTS' CRITICAL READING.

A THESIS

BY

SIRIKARN HIWANUPONG



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University

August 2017

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Sirikarn Hiwanupong. (2017). *The Effects of Literary and Non-literary Texts on EFL Students' Critical Reading*. Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisory Committee: Asst. Prof. Dr. Supaporn Yimwilai.

Critical reading skills are important to students all over the world. Teaching these skills enables students to become critical readers and also helps them to survive in the real world. However, it was found that many EFL students lack critical reading skills. The objective of this study was to enhance the critical reading skills of EFL students. It focused on a comparison between the use of literary and non-literary texts in developing critical reading. The participants included seventy eleventh-grade EFL students. They were divided into two groups: an experimental and a control group. Literary texts were used to teach the experimental group, while non-literary texts were used to teach the control group. The research instruments used in this study included: a critical reading test, lesson plans, questionnaires on the attitudes of students towards using literary and non-literary texts, and a semi-structured interview. Mean scores, standard deviations, and t-test analyses were also used to analyze the data.

The results revealed that both literary and non-literary texts had a positive effect on the critical reading skills of students. That is, the critical reading skills of students in both the experimental and control groups after the experiment were significantly higher than before the experiment. However, the scores of students in the experimental group ($M=20.74$) were significantly higher than ($p<0.05$) those of the control group ($M=18.29$). In addition, the results of the questionnaires showed that the attitudes of students in the experimental group ($M=4.14$) were significantly higher than ($p<0.05$) those of the control group ($M=3.55$). This study indicated that literary texts can be a good tool to enhance critical reading among students.

ผลของการใช้วรรณกรรมและงานเขียนประเภทอื่นที่มีต่อการอ่านเชิงคิดวิเคราะห์
ของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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สิงหาคม 2560

ศิริกานต์ หิวานุกพงศ์. (2560). ผลของการใช้วรรณกรรมและงานเขียนประเภทอื่นที่มีต่อการอ่านเชิงคิดวิเคราะห์ของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ.ปริญญาโท ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: ผู้ช่วยศาสตราจารย์ ดร. สุภาภรณ์ ยัมวิลัย.

ทักษะการอ่านเชิงคิดวิเคราะห์เป็นทักษะที่มีความสำคัญต่อนักเรียนทั่วโลก การสอนทักษะการอ่านเชิงคิดวิเคราะห์สามารถช่วยให้นักเรียนเป็นผู้อ่านเชิงคิดวิเคราะห์ นอกจากนี้ การสอนทักษะการอ่านเชิงคิดวิเคราะห์สามารถช่วยให้นักเรียนใช้ชีวิตได้ในโลกแห่งความจริง อย่างไรก็ตาม ผลการศึกษาของงานวิจัยก่อนหน้านี้แสดงให้เห็นว่า นักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศยังคงขาดทักษะการอ่านเชิงคิดวิเคราะห์ ดังนั้น งานวิจัยนี้มีวัตถุประสงค์ เพื่อพัฒนาทักษะการอ่านเชิงคิดวิเคราะห์ของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยเน้นการเปรียบเทียบการใช้วรรณกรรมและงานเขียนประเภทอื่นที่มีผลต่อการพัฒนาทักษะการอ่านเชิงคิดวิเคราะห์ของนักเรียน กลุ่มตัวอย่างของงานวิจัยนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 70 คน ซึ่งแบ่งเป็น 2 กลุ่ม คือ กลุ่มทดลองและกลุ่มควบคุม กลุ่มทดลองได้รับการสอนโดยใช้วรรณกรรม ในขณะที่กลุ่มควบคุมได้รับการสอนโดยใช้งานเขียนประเภทอื่น เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบทดสอบวัดผลสัมฤทธิ์ทางการอ่านเชิงคิดวิเคราะห์แผนการสอน แบบสอบถามทัศนคติของนักเรียนที่มีต่อการใช้วรรณคดีและงานเขียนประเภทอื่น และการสัมภาษณ์แบบกึ่งโครงสร้าง การวิเคราะห์ข้อมูลใช้ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และสถิติทดสอบที

ผลการวิจัยพบว่าการใช้วรรณกรรมและงานเขียนประเภทอื่นมีผลต่อการอ่านเชิงคิดวิเคราะห์ของนักเรียน คะแนนเฉลี่ยการอ่านเชิงคิดวิเคราะห์ของนักเรียนในกลุ่มทดลองและกลุ่มควบคุมหลังได้รับการสอนสูงกว่าก่อนการได้รับการสอนอย่างมีนัยสำคัญทางสถิติ อย่างไรก็ตาม เมื่อเปรียบเทียบระหว่างกลุ่มที่ใช้วรรณกรรมและงานเขียนประเภทอื่น ผลการวิจัยพบว่านักเรียนกลุ่มทดลองที่สอนโดยใช้วรรณกรรมมีคะแนนเฉลี่ยการอ่านเชิงคิดวิเคราะห์สูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญที่สอนโดยใช้งานเขียนประเภทอื่น นอกจากนี้ ทัศนคติของนักเรียนที่มีต่อการใช้วรรณกรรมสูงกว่ากลุ่มที่ใช้งานเขียนประเภทอื่นอย่างมีนัยสำคัญทางสถิติ ดังนั้น งานวิจัยนี้ชี้ให้เห็นว่าวรรณกรรมเป็นสื่อการสอนที่ให้ผลในการพัฒนาทักษะการอ่านเชิงคิดวิเคราะห์ของนักเรียนได้เป็นอย่างดี

The thesis titled
“The Effects of Literary and Non-literary Texts on EFL Students’ Critical Reading”
by
Sirikarn Hiwanupong

has been approved by the Graduate School as partial fulfillment of the requirements for the
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ACKNOWLEDGEMENTS

The journey of the completion of my thesis cannot be achieved without the incorporation of many people who supported me all the way through. Therefore, I would like to take this opportunity to express my sincere appreciation and heartfelt gratitude to those who enable me to complete my thesis.

First and foremost, I would like to acknowledge the Graduate School of Srinakharinworot University for the financial generosity. Because of this, I could complete my thesis smoothly.

Secondly, the deepest appreciation goes to my thesis advisor, Assistant Professor Dr. Supaporn Yimwilai always offered me supportive encouragement and understanding. Her expert comments provided me with insightful advice, suggestions, and direction along the way of my thesis. Without her patience, and assistance, I could not complete my thesis and goal of education. I would like to say that she is my best and beloved teacher ever in my life, and I have been very lucky to be her advisee.

Thirdly, I am grateful to my thesis committee members: Asst. Prof. Dr. Somsak Kaewnuch and Assoc. Prof. Dr. Nitaya Suksaeresup who gave me constructive comments, feedback, and suggestion to improve my thesis.

Finally, I am deeply grateful to my family and friends for their love, understanding, and encouragement during my thesis. Without them, I could not have come this far.

Sirikarn Hiwanupong

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CHAPTER 1

INTRODUCTION

Background of the Study

The beginning of the digital age, an era of accelerated growth in technology and the explosion of information that accompanied this growth, coincided with the start of the 21st century (Beers, 2011). According to Thoman and Jolls (2003), information about the world today is presented to people in many forms and via many methods. People have to confront a large and varied world of information, including words on both paper and on screens, and a wide array of images and sounds through multi-media culture. Turiman et al. (2012) stated that extension of knowledge is influenced by the dissemination of information and rapid technology development. The extension of knowledge impacts the culture, politics, and economy of a country. With so much information being produced and accessed, people undoubtedly encounter things that are inaccurate and contradictory. Therefore, people must be able to critically evaluate and question what they have read.

To survive in the 21st century, students need to develop the ability to utilize knowledge learned in school and apply it to the challenges they encounter in life beyond school (Turiman et al., 2012). Critical reading skills are crucial for students (Kadir et al., 2014). These skills enable students to determine accurate and reliable information, identify biases, and distinguish facts from opinions. They are applicable in all areas of life, and help students to think on their own, to survive in the real world, and to be better readers and thinkers at the tertiary education level. Thus, developing students' ability for critical reading in real life situations is crucial for teaching and learning around the world.

Despite their value both inside and outside the classroom, research has found that many students studying English as a foreign language (EFL) tend to lack critical reading skills. For example, Nasrollahi et al. (2015) claimed that students in an EFL classroom in Iran lack critical reading skills because the school curriculum does not focus on teaching critical reading and thinking. This problem is also found in Libya and Malaysia, where university students have been found to be lacking in critical reading and thinking skills (Albeckay, 2014; Zin et al., 2014).

Lack of critical reading skills is also a major problem for Thai students, stemming from three main causes: teaching methods, curriculum, and Thai culture. As Buranapatana (2006) and Chareonwongsak (2015) stated, rote learning methods have been utilized to teach Thai students for many years. Learning by rote disconnects what students learn from their lives outside school, and does not help students to confront the problems of a complex and rapidly changing world. Moreover, rote learning methods only teach students to remember the knowledge they are given, not to ask questions or take initiative to seek out further information. Thus, Thai students do not have any opportunity to think critically and express their own ideas regarding what they read.

Along with rote learning methods, Thongprasert and Cross (2008) noted that teaching and learning in Thai schools is mainly done in a teacher-centered style. As a result, students do not feel confident in asking questions or expressing their own ideas to their classmates. Khuankaew (2010) claimed that teachers are important people who dominate their classrooms, causing Thai students to be mostly passive learners.

The Thai curriculum also contributes to Thai students' lack of critical reading skills. Chareonwongsak (2015) stated that the curriculum in Thailand does not incorporate the rapid changes that are happening internationally, the advances in science

and technology, or the socio-economic and political trends shaping the world. This means that the Thai curriculum does not prepare students to keep up with internationalization, including giving them instruction in the use of computers from an early age, or helping them develop proficiency in a foreign language.

Finally, Thai students lack critical reading skills because of the culture of Thai society (Chareonwongsak, 2015). Thai culture focuses on people's seniority, and senior people have more power than young people in Thai society. As reported by Khuankaew (2010), elders in Thai society do not want their children to ask questions, so Thai children are expected to simply obey what the elders tell them to do. This is a significant factor why Thai students lack confidence in asking questions or participating in discussions.

Due to the problems mentioned above, Thai students need assistance in developing the skills of critical reading. According to Shokrolahi (2014), developing critical reading skills enables students to learn to think critically. Nasrollahi et al. (2015) claimed that critical reading is "an interactive process that uses several levels of thought simultaneously and critical readers are constantly asking questions about the text they are reading" (p. 9). From these points, it is clear that teachers need to find an effective way to help students develop the skills of critical reading. If students are equipped with critical reading skills, they will succeed in higher education and life outside school (Kadir et al., 2014).

Another consideration is Thailand's membership in the Association of South East Asian Nations (ASEAN). The ten member countries of ASEAN have a mission to open up free movement of labor among their citizens. This leads to competition in the labor market among people from different countries and educational backgrounds. To succeed in this increasingly competitive environment, workers must have critical reading and

critical thinking skills. Developing these skills in school enables people to take advantage of all of the available opportunities in ASEAN's labor market after graduation. Therefore, to obtain good jobs and succeed in life after leaving school, Thai students should develop advanced critical reading and thinking skills in the classroom.

The use of reading materials can play an important role in teaching. As discussed by Ireland (2017), reading materials are resources that a teacher employs to convey instruction. To encourage and support student learning, teachers have to select reading materials that are appropriate for their students. The appropriate reading materials enable students to be involved in creating and organizing their knowledge, and engage them in different ways. Based on previous studies, the selection of reading materials is very important for teaching the skills of critical reading in an EFL classroom (Mokhtari, 2014; Shokrolahi, 2014). Therefore, teachers should be cautious when selecting reading materials for EFL students because teaching materials will enhance their critical reading skills.

Whether to use literary texts in an EFL classroom is an ongoing debate. Some scholars disagree with using literary texts. McKay (1982) argued that literary texts should not be used in an EFL classroom due to their complexity, cultural context, and lack of application to non-academic contexts. In terms of complexity, both the structure and the unique use of language presented in literary texts can present difficulties for EFL students: literary texts are often written in language that is too complicated for students to understand, even if their language level is otherwise on par with the text. Literary texts also reflect a particular cultural perspective, which students can find quite difficult to understand. Finally, some scholars claim that studying literary texts cannot assist students to succeed in academic and occupational goals. Savvidou (2004) stated that

using literary texts is inappropriate for teaching in the language classroom for two reasons. First, the creative use of language in literary texts deviates from standard language use, which will not help students develop proficiency in English. Also, in order to read literary texts, students must spend a great deal of time interpreting them, time which Savvidou says is not well spent, since the meaning presented in literary texts is detached from students' social context.

On the other hand, many scholars (e.g. Van, 2009; Babae and Yahya, 2014; Kohzadi et al., 2014; Roe and Ross, 2015) have also argued for various advantages of utilizing literary texts in an EFL classroom. They assert that literary texts provide valuable language models such as sentence structure, standard story structure, and new vocabulary to students. Through studying literary texts, students can improve all four language skills (reading, writing, listening, and speaking). Furthermore, in addition to language models, students can learn a wide range of grammar, vocabulary, and pronunciation from literary texts that they might not learn in traditional language textbooks because the literary texts use authentic language, imitating the way native speakers speak.

Literary texts also help students to activate their imagination and develop emotion. The use of literary texts can motivate students' attention while reading because there is an interaction between students and literary texts (Khuankaew, 2010). They want to find out what happens in the story, so that they can share different and similar emotions with the characters from what they have read (Elkilic, 2011). This means students have the capability to enjoy literary texts while reading.

In addition, students can gain new perceptions of other cultures and societies through literary texts. To read literary texts, students learn to understand the people who

produced the texts, and/or who are described in the texts—people who are from different cultures and different societies. In line with Vural (2013), literary texts can therefore be employed to teach students about other countries or historical periods because literary texts can directly transcend both time and culture to students. Thus, literary texts can be used as a way to introduce other cultures to students (Tasneen, 2010).

Finally, literary texts can be taught to promote students' critical reading and thinking skills in the EFL classroom. The method of reading literary texts is different from reading other kinds of text. Thus, through literary texts, students can learn to be more attentive and more reflective (Hall, 2005). Students can also think beyond the texts regarding what they have read, and relate the texts to their own experiences. In these ways, students can become critical readers and thinkers and learn to apply these skills in the classroom and beyond.

From the above discussion, this study aimed to investigate the effect of literary and non-literary texts on the development of EFL students' critical reading skills. In this study, the researcher also compared the effect of literary and non-literary texts on critical reading skills. Besides, the researcher examined students' attitudes towards teaching critical reading by using literary and non-literary texts.

Objectives of the Study

The objectives of the research are the following.

1. To investigate the effect of literary and non-literary texts on developing EFL students' critical reading.
2. To compare the effect of the use of literary texts and the use of non literary texts on developing EFL students' critical reading.

3. To study EFL students' attitudes towards teaching critical reading by using literary and non-literary texts.

Research Questions

The research questions guiding this study are the following.

1. Do literary and non-literary texts have an effect on developing students' critical reading skills?
2. Are there any differences in the critical reading skills of EFL students taught by using literary texts and those taught by using non-literary texts?
3. What are students' attitudes towards learning critical reading by using literary and non-literary texts?

Significance of the Study

The findings obtained from this study will highlight an alternative instruction method that English teachers can adopt when teaching critical reading. Furthermore, this study will help readers and educators realize the advantages and disadvantages of using literary and non-literary texts on developing EFL students' critical reading abilities. Lastly, the results of this study will provide a guideline for other studies on developing EFL students' critical reading skills.

Definition of Terms

The terms used specifically in this study are defined as follows:

Critical reading refers to a high-level reading process which requires readers to comprehend, evaluate, analyze, interpret, and question what they have read.

Literary texts refer to works of art which present the world of the mind and the world of imagination to readers in a creative manner. The primary function of literary texts is usually aesthetic, but they may also contain political messages or beliefs. Literary texts can be divided into many kinds of written works, namely short stories, novels, poetry, plays and dramas.

Non-literary texts refer to texts which present facts, truth, events, information, and issues to readers who have read the texts. Non-literary texts include things such as articles, news reports, scientific texts, biographies and autobiographies, film reviews, instruction manuals, and so on.

Scope of the Study

This study was limited to 11th-grade students in the Science-Math Program at Phuketwittayalai School in Phuket province. They were divided into an experimental group and a control group. Literary and non-literary texts were used as reading materials in this study. The literary texts included short stories, poems, plays, and folklores. The non-literary texts were articles, news reports, instructions, and documents. Moreover, instruction based on critical reading activities was the teaching method utilized for this study, and critical reading skills used in this study consisted of distinguishing facts and opinions, making inferences, drawing conclusions, and recognizing an author's purpose.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief review of the following topics: critical reading, teaching critical reading (including critical reading activities), the importance of teaching materials, literary texts, non-literary texts, and related research.

Critical Reading

There is a relationship between critical reading and critical thinking in the field of teaching reading to EFL students. According to Halim (2011), critical reading and critical thinking are related to each other because critical reading entails the same process of thinking in terms of topic, subject, or problem. Junining (2013) also claimed that critical reading is a part of critical thinking because using critical reading skills requires critical thinking in their process of understanding. Furthermore, teaching critical reading in the EFL classrooms enables students to be critical thinkers in life because when students gain critical reading skills, these skills will encourage students to develop their skills in critical thinking as well (Kadir et al., 2014).

Critical reading can be defined by researchers and educators in many ways. For example, Huijie (2010) defines critical reading as “a high-level reading process which entails the ability to read with analysis and judgment” (p. 40). Schnell (1987) stated that critical reading is the ability which relies on past experiences, criteria for evaluation, and drawing of conclusions. Halim (2011) claimed that critical reading is a process of interpreting, analyzing, and evaluating of reading texts. Furthermore, Pardede (2011) identified critical reading as “an active and purposeful process of comprehending,

questioning, and evaluating printed material in order to react intelligently to the writer's ideas" (p. 2). Therefore, critical reading can be understood as a high-level reading process which requires readers to comprehend, evaluate, analyze, interpret, and question what they have read.

Critical reading is an important skill for students around the world. This skill enables students to evaluate what they have read in their life. EFL students confront many kinds of text (e.g., editorials, advertisements, propaganda bulletins, opinion columns, and political statements) in their daily life. These texts endeavor to influence students' thinking and behavior (Pardede, 2011). Mastering critical reading in the EFL classroom is an important skill for preparing students to become critical readers in their lives. Also, critical reading enables students to think outside the box, and promotes them to become better readers and thinkers at the tertiary-education level (Kadir et al., 2014).

There are many characteristics of being an effective critical reader that apply to students in the EFL classroom. Many educators have described the characteristics of critical reading skills; for example, Schumn and Post (as cited in Iakovas, 2011) stated that there are four features of critical reading: basing evaluation on evidence, asking comprehensive questions and judging ideas, distinguishing between opinions and facts, and reflecting on ideas. Adam and Patterson (as cited in Chalaysap, 2012) also note that critical readers should have a level of understanding that entails distinguishing fact from opinion; the recognition of an author's intent (the real purpose behind a piece of writing), attitude, or bias; the drawing of inferences; and the making of critical judgments. Jasim (2007) also presented some skills which can be used to characterize critical reading. The characteristics of critical reading can be divided into four skills: distinguishing facts from

opinions, detecting bias and prejudice, making inferences and drawing conclusions, and recognizing propaganda.

Critical reading skills include distinguishing facts and opinions, making inferences, drawing conclusions, and recognizing an author's purpose. To help students become critical readers, the skills of critical reading should be taught in the EFL classrooms.

Distinguishing facts and opinions.

This skill enables students to identify facts and opinions from a text they have read. There are some differences between facts and opinions. Facts can be used to explain about people, places, states or events. Also, facts are presented through numbers, statistics, dates, and measurements. For a given text, students can determine whether facts are true or untrue from reading the text, and they can confirm the precision of facts by checking them or referring to other written data. On the other hand, opinions are matters of personal belief that reflect an individual's personal reaction. Students cannot justify opinions that are true or untrue because they cannot be explained through appealing to reason, examples, statistics, or relevant facts (Jasim, 2007).

Making inferences.

Making inferences refers to identifying subtexts and implied meanings, things that are not said directly, based on what is actually said. This means critical readers need to read not only the direct meaning of a text but also need to infer indirect meanings from what they have read. Also, critical readers need to have prior knowledge and experience as a foundation for thinking in depth (Chomchuen, 2014).

Drawing conclusions.

This skill refers to those tasks which require readers to make rational judgments based on information or facts the author provides (Chomchuen, 2014). Besides, critical readers need to build their conclusions based on evidence which they can find relating to what they have read (Jasim, 2007).

Recognizing an author's purpose.

Purpose is the reason that motivates an author to present a topic. An author writes for the purpose of sharing an idea about a certain topic with readers. There are three types of purposes in writing: to inform, to entertain, and to persuade. To inform simply means to present information about a subject; the author provides facts to illustrate something to readers. Entertaining writing is used to amuse and delight readers. The author engages readers' imagination and senses to capture their interest. Persuasive writing is used to convince readers to agree with the author's point of view on a subject (Chalaysap, 2012).

Teaching Critical Reading

Teaching method is a key to enhance students' critical reading skills. According to Wallace (1992), critical reading activities can be applied to teach critical reading in EFL classrooms. The critical reading activities should be divided into three stages: pre-reading stage, while-reading stage, and post-reading stage.

The pre reading stage aims to encourage students to form their own questions, statements, and hypotheses from texts which they will read. This stage enables students to think about texts rather than to answer the given questions that control the way of reading a text. Students can be asked to make their own statements for supporting or refusing what a text is talking about before reading. Also, the pre-reading stage can

encourage students to make hypotheses for predicting a text. For example, teacher can ask students to form questionings that texts might answer.

The while-reading stage offers students to have alternative ways for reading a text. Teachers should prepare many kinds of while-reading activities which can help students to understand writers' ideas and notions. The ideas and notions of writers are presented in the different time and culture for students because both of them do not live at the same time. Therefore, the activities in the while-reading stage should help students to aware of time and culture perspectives in a text. Teachers can place a text in its historical, biographical, and cultural context.

In the post-reading stage, teachers help students to think critically. For example, teachers can assign two texts which have the same topic to students, and then ask them to find the difference of features between both texts. Comparing and contrasting related texts enables students to explore similarities and differences and effectively help students to understand the way of authors' writing.

Using Wallace's framework, Varaprasad (1997) suggests the following activities to teach critical reading. Pre-reading stage helps to prepare students to read texts. The activities which can be used to enhance students' critical reading skills in pre-reading stage include previewing and questioning. Previewing helps students to understand what a text talks about. It enables students to know about its organization of a text before reading it. Previewing activity includes seeing what one can learn from head notes or other introductory material, skimming to get an overview of the content, and identifying the rhetorical context. Teachers can ask students to preview a text by reading a title, an abstract, heading and subheading, and so on. Questioning can be employed to set purpose for reading. In this activity, students are asked to form questions that students think the

text might answer. In addition, teachers can present one sentence from the text or summary of texts, and then ask students to make questions.

While-reading stage enables students to read and react about a content and language regarding what they read. The while-reading activities comprise of annotating and analyzing. In annotating activity, students are asked to underline difficult words and phrases. They are asked to read the text again and form questions about the content of texts. The students' questions should concentrate on the main idea of texts, and each question should be written with their own words. However, teachers can check students' understanding and remembering about the content of their reading from the questions students form. Analyzing activities can be done verbally, in writing or together. Teachers ask students to work in groups and identify the claims that they can make from the texts and write supports to back up the claims. Claims show a conclusion (e.g., ideas, opinions, judgments, and points of view) which the writer wants readers to accept it. Supports involve reasons (e.g., beliefs, assumptions, and values) and evidences (e.g., facts, examples, statistics, and authorities) that give readers to accept the conclusion. The activities in the while-reading stage enable student to make connections between readers and a text.

Post-reading stage is used to extend students' understanding from the pre-reading stage and the while-reading stage by writing tasks. The post reading activities which can be employed in this stage include summarizing, reflecting, commenting, and evaluating. Summarizing can help students to understand the content and structure of a text. The goal of summarizing is distinguishing between the main ideas and supporting ideas and examples from a text. A reflecting activity enables students to challenge for attitudes, beliefs, and values what they have read. Teachers ask students to write their ideas or their

feeling. Students have to write a brief note on the margin of the texts; for example, what question do they have? What they agree or disagree? All these activities can help students understand and be able to interpret texts.

Similarly, according to Beers (2009), teaching critical reading should be divided into three stages: pre-reading stage, while-reading stage, and post-reading stage. The suggested activities are:

Anticipation guide is a pre-reading activity which enables students to think about a whole picture of a text before reading. Teachers have to prepare an excerpt of an anticipation guide for their students. The anticipation guide is an activity which is used to activate students' prior knowledge and build curiosity about the passage. This excerpt can be used to introduce a text through answering agree or disagree regarding the main idea of the text. Moreover, this activity can be employed to encourage students to do a personal connection with a text.

Double-entry journal is a while-reading activity which enables students to focus on what they are thinking about a text. On a paper with two columns students write a passage or a word from the text in the left-hand column, and then students write their comments about that entry on the right side.

Scales is a post-reading activity which can be employed to help students for drawing a conclusion. This activity enables students to make better sense after reading a text. Teachers can prepare some statements for checking students' understanding. Then, students have to make a decision how much they agree or disagree with the provided statements. Therefore, this activity encourages students to draw conclusions, to utilize a text as support, and to make relationships to their own lives.

According to Taglieber et al (1988), the pre-reading activities that can be used to develop critical reading are pictorial context and vocabulary pre-teaching. Pictorial context is an activity which teachers prepare pictures related to the topic of reading passages. This activity can be used to lead students at pre-reading stage through pictures related to a content of a text. Then, teachers encourage their students to guess about the reading. Vocabulary pre-teaching is one of the important activities in pre-reading stage because limitation of vocabulary knowledge can obstruct the process of reading for students. Teachers can select difficult or important words from texts and teach students the meaning of these words. Then, students will have some vocabulary knowledge to predict the meaning of words which are presented in a text.

In sum, there are many theorists who suggest many activities to teach critical reading. The above discussion will be employed to design lesson plans to teach critical reading by using literary and non-literary texts.

The Importance of Teaching Materials

Materials are important tools for teaching and learning in a classroom. According to Tomlinson (2011), teaching materials are defined as anything used to help students to learn: a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, and so forth. Moreover, materials are anything presented and to students, any information students are given about the language being studied. Đurđanović (2015) stated that materials are didactically shaped objects and products of human work which are employed as sources of learning in the process of teaching. Allwright (1990) demonstrated that materials are used to teach students for learning. Materials should provide students ideas and activities for instruction and

learning. Materials should also give teachers ideas and support for what they do. Therefore, using appropriate reading materials can help students to succeed inside and outside the school.

The appropriateness of materials selected for teaching is a crucial factor for teachers. According to Kitao and Kitao, S. (1997), it is important for teachers to know how to choose the best materials for instruction, how to make supplementary materials for the classrooms, and how to adapt materials. Arias (2007) stated that selecting reading materials for any particular ESL/EFL classroom must be a thoughtful process for teachers. Students must be actively involved in this process if teachers want to adopt appropriate reading materials for the classroom. From the work of several scholars (Collie and Slater, 1994; Hill, 1995; Maley, 2001; Tasneen, 2010) six main criteria for the selection of appropriate teaching materials have been identified: students' cultural background, students' linguistic proficiency, students' literacy background, data of composition, availability and suitability of the text, and interesting texts.

In a classroom, students often have different levels of language proficiency, background knowledge, interest and so on. There are also usually many students with special needs, language differences and with different learning styles (Parab, 2015). To select reading materials, teachers should focus on the motivations, interests, needs, language levels, and cultural backgrounds of students (Hismanoglu, 2005; Karuna, 2016). Teachers who are successful in selecting a variety of appropriate texts can help students to perceive reading as an interesting and valuable activity (Arias, 2007).

Literary Texts

There have been many different definitions of what literary texts are, and theorists have defined literary texts in different ways. According to *Oxford Advanced Learner's Dictionary* (2005), literary texts are defined as “pieces of writing that are valued as works of art, especially novels, plays, and poems” (p. 863). Nurrohmah (2015) stated that literary texts are texts from works of literature such as poetry, short stories, plays or dramas. In contrast, Newmark (2004) identified literary texts as those that are written to present the world of imagination and the mind to readers. Furthermore, Lombardi (as cited in Elhabiri, 2014) claimed that literary texts are written works which present thoughts and ideas through creative thinking. Therefore, the term of literary texts can be used to refer to works of art which present the world of mind and the world of imagination to readers in a creative manner. The primary function of literary texts is usually aesthetic, but they may also contain political messages or beliefs.

The genres or types of literary texts can be categorized in many ways. The major genre classifications of literary texts can be divided into three groups: poetry, prose, and drama (Kohzadi et al., 2014; and Hirschberg, 2009).

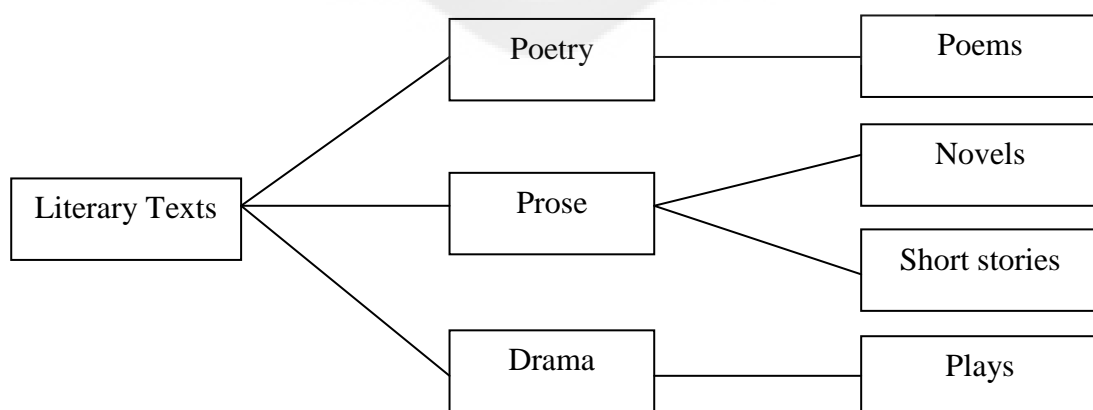


Figure 1 Literary Genres

The above diagram explains the literary genres. Poetry is a form of literary text which is written using verse, rhythmic patterns and lines. Prose is a form of spoken or written language which comprises both fiction (e.g. myths and legends, fables, parables, and short stories) and nonfiction (e.g., essays, biographies, and autobiographies). Drama is the text of plays or anything meant to be performed using dialogue or a monologue. Drama includes tragedies, comedies, and tragic comedies. Therefore, literary texts can be divided into many kinds of written works, namely short stories, novels, poetry, plays and dramas.

Many scholars have described the characteristics of literary texts. For example, Elhabiri (2014) noted that authors utilize some artistic devices—rhyme, meter, and certain forms of sound and repetition—in literary texts. According to Kohzadi et al. (2014), literary texts present aesthetic value through inventive or creative writing. This aesthetic value can help readers enjoy reading literary texts. Newmark (2004) claimed that the gist of literary texts enables readers to enter the world of imagination and can help readers enjoy what they have read. Furthermore, literary texts can be written by using words in the form of allegory for teaching moral truths to readers, and they can be written for readers to read in their mind, to enjoy, to read the texts sensibly and repeatedly, and to gain more appreciation of texts through repeated readings.

Literary texts are very useful reading materials for teaching students in the EFL classroom. Firstly, using literary texts in the EFL classroom enables students to acquire different forms of a language. According to Roe and Ross (2010), literary texts provide language models to the students. Students can learn sentence structure, standard story structure, and new vocabulary. Then, the four skills of English (e.g., writing, speaking, listening, and reading) can be taught through literary texts. Also, students can learn

language sub-skills—such as vocabulary, grammar, and pronunciation—through literary texts. Therefore, using literary texts in the EFL classroom can considerably promote the students' language acquisition because literary texts are beneficial reading materials for enhancing the English proficiency of students.

Secondly, students' motivation and imagination can be enhanced by studying literary texts. Even though there are differences among students in the EFL classroom, literary texts can engage students' motivations and imaginations. Moreover, each student can enjoy and have fun reading literary texts on his/her own outside the classroom. The use of literary texts in the EFL classroom can help students to activate imagination and develop their emotion (Babae and Yahya, 2014). This means that the use of literary texts lead students to have a high level of motivation. Similarly, Khatib et al. (2011) claim that reading literary texts can foster the students' emotional intelligence (EQ). They also add that literary texts can help students to expand their motivation and imagination for learning new knowledge.

Thirdly, students can gain new perceptions of other cultures and societies through literary texts. As discussed by Babae and Yahya (2014), literary texts can be used to present varying perceptions of other cultures and societies. Reading a literary text enables students to understand the particular cultural perspective of the society that produced the text, which can be quite difficult for the students who live in other societies to understand via other media. This means that students can learn about other cultures and societies by reading literary texts. Then, they will develop a deeper understanding of the differences among people from different races, ethnic groups, and cultures.

Lastly, literary texts can be utilized to promote students' critical reading and thinking skills in the EFL classroom. There is a relationship between critical reading and

critical thinking with regard to reading literary texts, because critical reading is reading that applies critical thinking skills in the process of understanding (Junining, 2013). Literary texts are beneficial materials for developing students' critical thinking in the EFL classroom. The method of reading literary texts differs from the methods used for reading other texts because the method of reading literary texts enables students to be more attentive to and more reflective about what they have read. Furthermore, literary texts require readers to read and understand something beyond the subject matter which is presented in the text. Literary texts assist students to consider the capability of their own future development, which enables students to develop their critical and analytic thinking (Kohzadi et al., 2014).

In conclusion, the use of literary texts can enhance students' ability to use English. Many factors (e.g., language acquisition, motivation and imagination, perception of other cultures and societies, and critical reading improvement) lead to a higher level of English fluency. Consequently, using literary texts in the EFL classroom is one of the ways used to promote critical reading skills.

Non-Literary Texts

Many researchers have defined the term "non-literary texts" in many different ways. According to Gibbova (as cited in Elhabiri, 2014), non-literary texts are different types of texts which are used to present events and issues, and to explain, analyze, argue, and persuade readers to understand what they read. Newmark (2004) claims that non-literary texts are written to present the world of events and facts and the world of reality for readers. Nurrohmah et al. (2015) stated that non-literary texts are facts, information, and reality, and which simple language. Therefore, non-literary texts can be said to refer

to texts which present facts, truth, events, information, and issues to readers who have read the texts.

Many scholars have attempted to classify the genre of non-literary texts. Nurrohmah et al. (2015) described non-literary texts as documents, articles, scientific texts, issues, etc. Mahdi and Ibraheem (2013) explain that non-literary texts are “a wide range of texts from administrative, legal and other official documents, via economic and business texts, scientific, technical [and] up to publicist texts” (p. 282-283). Thus, non-literary texts include things such as articles, news reports, scientific texts, biographies and autobiographies, film reviews, instruction manuals, and so on.

The characteristics of non-literary texts have been identified by many researchers. Newmark (2004) described non-literary texts as focusing on the world of facts for readers. He says that these texts are written using ordinary language to present information, generally in the third person. He also claims that the sounds of non-literary texts are often read rapidly, and the language is easy to understand. Khosravishakib (2012) also observed that non-literary texts are written texts using ordinary language, or language that is easy to understand. Ordinary language, as it appears in non-literary texts, helps readers to conceive of the subject matter rapidly. From this point, we can say that reading non-literary texts is different from reading literary texts because “literary texts [transform] and [intensify] ordinary language, [and deviate] systematically from everyday speech” (Khosravishakib, 2012, p. 11). According to Mahdi and Ibraheem (2013), non-literary texts are written using accuracy and reason, and these texts are often written for skimming or scanning. Non-literary texts can also present more or less of an argumentative progression to readers as well.

Non-literary texts are very beneficial reading materials for EFL students. For example, Mokhtari (2014) claimed that there are no cultural differences in the non-literary texts. For reading non-literary texts, students do not need to interpret what they have read regarding cultural differences because the aim of non-literary texts focuses on facts, truth, events, information, and issues. Students can understand non-literary texts clearly if they are compared to literary texts which require students to interpret differences of culture. Mokhtari (2014) claimed that using non-literary texts also enables students to acquire vocabulary and grammatical knowledge. For instance, students can acquire the knowledge about grammar and vocabulary from non-literary texts easily because the grammar and vocabulary are precise to facilitate comprehension of texts. Students can get some ideas from a text directly, and then they do not interpret the meaning of what they have read.

Literary texts can be employed to promote students' critical reading skills. Mahdi and Ibraheem (2013) state that "non-literary texts are based on precision [and] reason and can be characterized by more or less logical argumentative progression" (p. 24). From this point, students can develop their critical reading skills through non-literary texts because these texts encourage them to think logically. Logical thinking enables students to be critical readers in life and to help them to be better readers and thinkers in tertiary education level. Furthermore, reading non-literary texts can help students evaluate authors' biases. This means that students have to use critical reading skills to make judgments regarding what they have read.

Related Research

It is found that many scholars tried to use many teaching methods to develop EFL students' critical reading. For example, Rashidi and Asgharzadeh (2009) studied the effect of teaching critical reading on high school EFL learners' reading comprehension through critical discourse analysis. The participants were fifty female high school students who were at an intermediate level of English proficiency in Kermanshah, Iran. The fifty participants were divided into two groups: an experimental group and a control group. The experimental group was taught using a critical reading approach based on the model provided by Cots, whereas the control group was taught using the traditional approach. The data were collected through two reading comprehension tests. These tests then were analyzed by *t*-test analysis. The findings revealed that the experimental group scored significantly higher than the control group.

Albeckay (2014) also studied developing reading skills through a critical reading program amongst undergraduate EFL students in Libya. The participants of this study were selected randomly from Sebha University. The participants were again divided into groups: a research group and a control group. The research group was taught through the critical reading program, while the control group was taught reading comprehension through a teacher-centered approach and a grammar translation method. Qualitative and quantitative methods were adopted to analyze the collected data. The result showed that developing critical reading skills is vital for increasing EFL students' proficiency in reading comprehension.

In addition, Narollahi et al. (2015) studied the process of implementing critical reading strategies in an Iranian EFL classroom. This study aimed to investigate the critical reading strategies employed by Iranian EFL student. To achieve the aim of the

study, the Stringer's Action Research Model, a cyclical and repetitive process of inquiry i.e. Look, Think, and Act was utilized. The result showed that teaching critical reading strategies to struggling readers helped them to improve critical reading, critical thinking, and higher order thinking ability.

Darch and Kameenui (1987) studied teaching LD students' critical reading skills. The participants of this study were elementary-level LD students who were taught three critical reading skills using two approaches. One group of participants was taught via direct instruction, while participants in the other group were taught using a discussion/workbook approach. Both groups of participants received 40 minute lessons every day for 12 consecutive school days. The findings showed that participants in the direct instruction group significantly outperformed their counterparts in the discussion/workbook group.

In addition, Shokrpour et al. (2013) studied the effect of summary writing as a critical reading strategy on the reading comprehension of Iranian EFL learners. Sixty female students at the Kish Language School in Fasa, Iran, who were at an intermediate level of language proficiency, participated in this study. They were divided into two groups, an experimental group and a control group. The participants in the experimental group learned and practiced summary writing, whereas the participants in the control group practiced reading texts in the traditional ways. Then, data was collected for conducting a comparison between the two groups through a reading comprehension proficiency test. Consequently, the findings showed that the experimental group, which was taught using summary writing, had a significant improvement in their reading comprehension level.

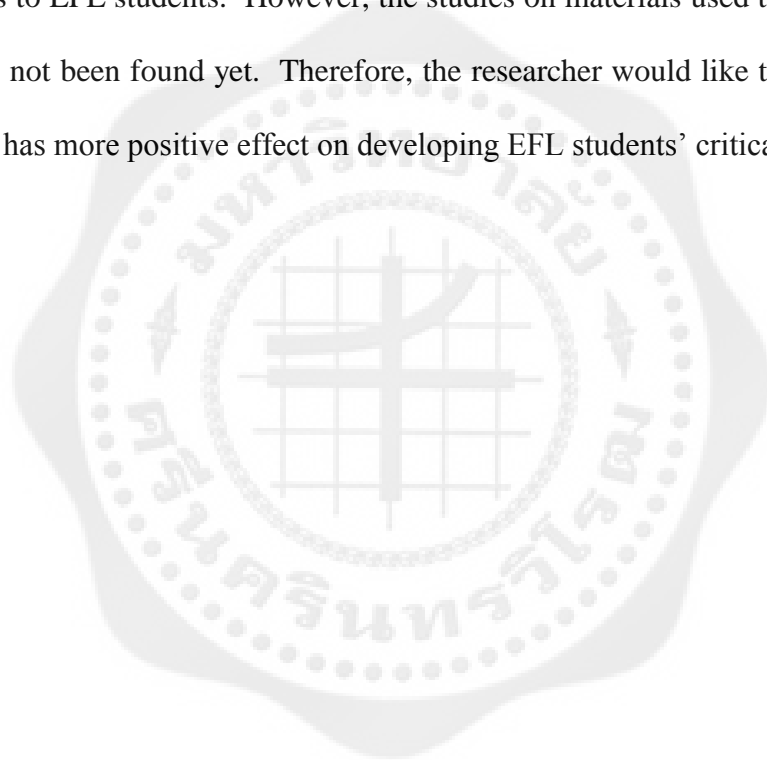
There have been a number of studies on the development of Thai students' critical reading skills. For instance, Buranapatana (2006) studied efforts to enhance the critical thinking skills of undergraduate Thai students through dialogic inquiry. In Buranapatana's study, the dialogic model of learning was used as a methodology for teaching critical thinking in reading and writing to undergraduate students in Thailand. The participants of this study were 21 undergraduate Thai students at KhonKaen University, Thailand. The assessment of the results focused on the forms of evidence resulting directly from this pedagogic framework. The study concluded with a discussion of considerations for future research in critical thinking which our project helped us to identify.

In addition, Chomchuen (2014) studied the effect of instruction based in the reader-response approach on Thai students' critical reading skills. The participants were 31 eleventh grade students in the English-math program at Chomsurang Upathum School, Ayutthaya, Thailand. This study was a single group, pretest-posttest experimental research study that used mean scores, standard deviations, and dependent *t*-test analyses to analyze the data. The results of the study revealed that students' critical reading skills were significantly improved after the experiment. That is, the instruction based on the reader-response approach had marked positive effects on Thai students.

Khuankaew (2010) studied the use of literary texts to enhance EFL university students' critical writing. This study compared the effects of literary and non-literary texts on the development of students' writing and critical thinking abilities. The participants were 60 senior students majoring in tourism and hotel management at Mahasarakham University. The participants were divided into an experimental group and a control group. The experimental group read the literary texts (short stories), while the

control group read the non-literary texts. There was no significance difference between the groups in terms of quantitative results. In addition to the qualitative results, the participants from both groups said they enjoyed reading literary and non-literary texts, but they did not like writing because of their perceived lack of grammar and usage competence.

From the above discussion, there are many research studies on teaching critical reading skills to EFL students. However, the studies on materials used to develop critical reading have not been found yet. Therefore, the researcher would like to compare which kind of texts has more positive effect on developing EFL students' critical reading skills.



CHAPTER III

METHODOLOGY

The purpose of this chapter is to discuss, in detail, the research methodology employed in this study. It begins by presenting research design, the participants, the research instruments, the data collection, and the data analysis. In addition, it addresses the confidentiality of the participants.

Research Design

This study was a pretest-posttest experimental research design investigating the effect of literary and non-literary texts on EFL students' critical reading. This study was designed through a method triangulation which is used to increase the validity of a study. According to Bekhet and Zauszniewski (2012), methodological triangulation or mixed-methods research includes using more than one kind of method in the study. This method is useful in terms of providing confirmation of findings, more comprehensive data, increased validity and enhanced understanding of studied phenomena. The method triangulation consists of a mixture of qualitative and quantitative techniques. Thus, this study combined quantitative and qualitative data collection. The quantitative data consisted of students' pretest and posttest scores from critical reading test and scores obtained from questionnaires. The qualitative data included an open-ended part of the questionnaires and the semi-structured interview. Figure 2 explains the design of this study.

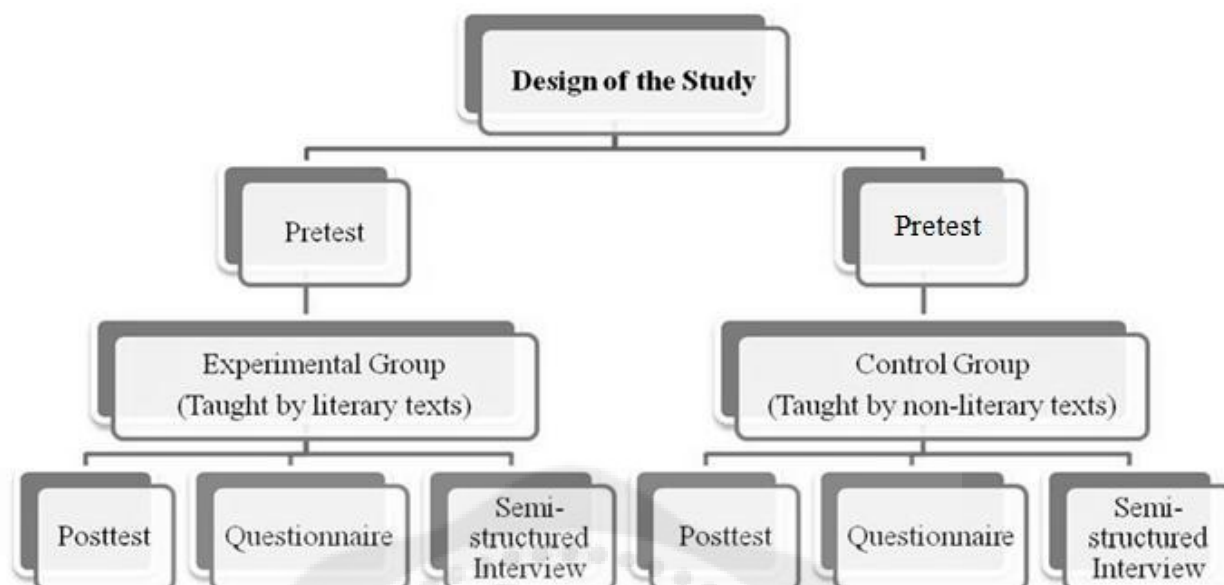


Figure 2 The Design of the Study

Participants

The populations of this study consisted of 534 students enrolled in the 11th-grade during the first semester of the 2016 academic year at Phuketwittayalai School in Phuket province. The reason for choosing this school was to prepare students for being critical readers and to enhance them for being readers and thinkers at the tertiary education. Also, the researcher was an English teacher at Phuketwittayalai School, where the researcher was granted to conduct the research by the director of this school. Thus, the results of this study would be beneficial to the students of Phuketwittayalai School in the future.

In order to select samples of the study, convenience sampling was used in this study. The samples of the study were 70 students enrolled in the 11th-grade in the Science-Math program. They were divided into two groups: an experimental group and a control group. The experimental group consisted of 35 students, and the control group consisted of 35 students. The experimental group was taught by using literary texts,

whereas the control group was taught by using non-literary texts. Before the experiment, to measure whether the students in both groups had the same level of critical reading skills, students in both groups were asked to do the pretest. Mean scores, standard deviations, and the t-test analysis were used to analyze the data from the pretest. The results were presented in Table 1.

Table 1

Comparison of the Critical Reading Scores of the Experimental Group and those of the Control Group

Time	Group	N	Mean	S.D.	T	Sig.
Before the experiment	Experimental	35	14.77	4.088	.119	.906
	Control	35	14.66	4.158		

*Significance at the 0.05 level ($p < 0.05$)

Table 1 reveals that before the experiment, there was no statistically significant difference between the mean score of students in the experimental group ($M = 14.77$) and that of the control group ($M = 14.66$). This suggests that before the experiment, students in the experimental group had critical reading skills at the same level as students in the control group.

Instruments

The instruments used in this study were described as follows:

1. Lesson plans to teach critical reading skills by using literary and non-literary texts.

Two set of lesson plans were developed to teach critical reading skills: one set taught critical reading skills by using literary, another set taught critical reading skills by using non-literary texts. The method of teaching of both sets of lesson plans was the same; the method of teaching was adapted from a framework of Wallace (1992). This teaching method was divided into three stages: pre reading stage, while-reading stage, and post-reading stage.

In the pre-reading stage, the teacher introduced students to the topic of reading in order to activate their background knowledge and to prepare students for reading texts. The critical reading activities included anticipation guides, pictorial context, pre-reading questioning, and previewing.

In the while-reading stage, the teacher helped students to understand writers' ideas and notions. Students were asked to do while-reading activities. The critical reading activities included annotating, analyzing, directed reading-thinking activity, and double-entry journal. Students were asked to answer comprehensive questions to check their understanding. The teacher encouraged students to discuss and share their opinions about the passage they read. The teacher introduced one critical reading skill to students. Students were asked to practice a critical reading skill to check their understanding.

In the post-reading stage, the teacher helped students to extend their understanding from the pre-reading stage and while-reading stages. Students were asked to do post

reading tasks such as summarizing, reflecting, synthesizing, commenting, and evaluating what they read. The teaching critical reading process of both groups is shown in Figure 3.

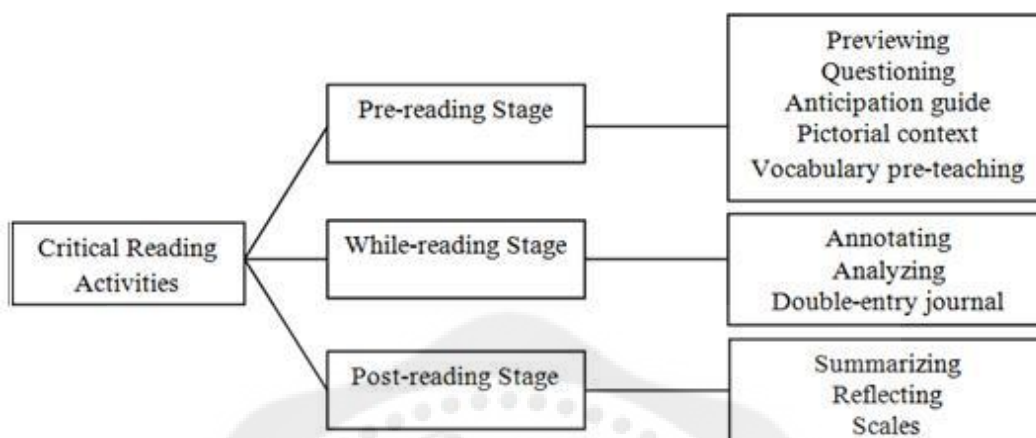


Figure 3 The Teaching Methods of the Study

In designing the lesson plans, the researcher selected passages appropriate for students' age and interests. Each lesson plan was to develop one element of critical reading skills. Table 2 presents the details of the lesson plans.

Table 2

The Details of Lesson Plans

Experimental Group (Literary Texts)	Control Group (Non-literary Texts)	Critical Reading Skills
The Wisdom of Solomon	Alexander the Great	Distinguishing facts from opinions
The Titanic and the Temple of Doom	Superstitions	Distinguishing facts from opinions
Red Carnations	Tingle dating app aims to make online dating a safer experience	Making inferences

Experimental Group (Literary Texts)	Control Group (Non-literary Texts)	Critical Reading Skills
The Cactus Flower	Longest married couple' still happy since eloping in 1932	Making inferences
The Daffodils	Daffodil Planting Care Tips: How to Plant Daffodils in Your Garden	Drawing conclusions
The Ants	Ant Power Animal Symbol of Team Work Oneness and Patience	Drawing conclusions
Diana, Queen of the Moon	Full Moon Names and Meanings	Recognizing an author's purpose
The Four Dragons	Return to River Town	Recognizing an author's purpose

2. A critical reading test.

A critical reading test was developed for pretest and posttest to measure students' critical reading skills in the experimental group and the control group before and after the experiment. The test was divided into two parts: multiple choices questions, and open-ended questions.

The multiple choices part consisted of 20 questions (20 scores). The test was designed to test four main elements of critical reading skills: distinguishing facts from opinions, making inferences, drawing conclusions, and recognizing an author's purpose. Table 3 presents the details of the critical reading test.

Table 3

The Details of Critical Reading Test

Critical Reading Skills	Numbers of Questions	Item in the Critical Reading Test
Distinguishing facts from opinions	8	1, 4, 7, 10, 11,14, 17, 19
Making inferences	4	3, 8, 15, 18
Drawing conclusions	4	2, 9, 12, 20
Recognizing an author's purpose	4	5, 6, 13, 16
Total	20	

In addition to the multiple-choice items, the critical reading tests consisted of two open-ended questions (10 scores). The purpose of the open-ended questions part was designed to ask students for sharing their opinions regarding the passages they read.

3. Questionnaires on students' attitudes towards using literary and non-literary texts to enhance critical reading skills.

Questionnaires on students' attitudes towards using literary and non-literary texts was prepared to study attitudes towards using literary and non-literary texts to enhance critical reading skills of students in the experimental group and in the control group. The first part contained fifteen statements (eight positive and seven negative items). The questionnaires were divided into three parts: opinions, feelings, and inclination to action. It was also designed as a 5 point Likert Scale (1 = strongly agree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). The details were presented in Table 4.

Table 4

The Details of Questionnaires to Examine Students' Attitudes towards Using Literary and Non-literary Texts to Enhance Critical Reading Skills

Students' Attitudes Component	Number of Statements	Items in the Questionnaires
Opinions component		
Positive statements	3	1, 3, 4
Negative statements	2	2, 5
Feelings component		
Positive statements	2	7, 10
Negative statements	3	6, 8, 9
Inclination component		
Positive statements	3	11, 13, 14
Negative statements	2	12, 15
Total	15	

Additionally, the second part was an open-ended question that gave students the opportunity to leave comments or any further suggestions regarding using literary and non-literary texts. The aim of the open-ended question was to study students' opinions and suggestions, as well as any problems found during the instruction.

4. A Semi-structured interview.

A semi-structured interview was employed to investigate students' attitudes in the experimental and the control group towards using literary and non-literary texts and to assure the accurate results from the questionnaires. This method of interview was chosen because questions could be prepared ahead of time. It also allowed students to feel free for expressing their views in their own terms.

Five open-ended questions were prepared by the researcher. After the experiment, the researcher asked ten students to volunteer to be interviewed.

In order to determine the validity, the researcher asked three specialists to review the instruments, lesson plans to teach critical reading skills by using literary and non-literary texts, a critical reading test, and a set of questionnaires on students' attitudes towards using literary and non-literary texts, in order to determine their validity. Each specialist determined whether each instrument was valid and also commented on the language use. The reliability and item facility were determined in the pilot phase study.

Pilot Study

To determine the reliability, all research instruments were tested with 20 students who were not the participants in this study. The instruments were analyzed using the reliability coefficient Cronbach's alpha. The reliability of the critical reading test and the questionnaires on students' attitudes towards using literary and non-literary texts was 0.78 and 0.89 respectively. Since Cronbach's alpha value was higher than 0.7, the research instruments of this study were strong enough to evaluate students' critical reading skills and attitudes towards using literary and non-literary texts.

Additionally, the pilot study revealed some problems about the lesson plans that should be improved. That is, students took a lot of time to read their assigned literary and non-literary texts. Furthermore, students mentioned that some words presented in the literary and non-literary texts were too difficult. The non-literary text used in the pilot study was dull for students. These problems found in the pilot study brought about some changes to the lesson plans. These changes included selecting literary and non-literary texts which were appropriate for students' linguistic proficiency and students' interest.

Data Collection Procedures

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection.

The quantitative data was collected in response to four research questions:

1) Does using literary texts have an effect on students' critical reading skills? 2) Does using non-literary texts have an effect on students' critical reading skills? 3) Are there any differences in the critical reading skills of EFL students taught using literary texts and those taught via non-literary texts? And 4) What are students' attitudes towards learning critical reading by using literary and non-literary texts? The data was collected as in the following collection procedures.

In the first week of the first semester of 2016 academic year, the students were asked to participate in the study. In the second week, the students were asked to do the pretest. Soon after the pretest, the students were taught critical reading skills. Each session continued for 100 minutes. Students in the experimental group were taught using literary texts while students in the control group were taught using non-literary texts. After teaching eight sessions, the students in both groups were asked to do the posttest. In week ten, students in the experimental group and in the control group were asked to answer questionnaires.

Qualitative data collection.

Qualitative data was collected to support the data from the questionnaires. The researcher asked students in both groups to volunteer in the interview. The interview was conducted after students' completing the questionnaires.

Data Analysis

1. The data from the pretest and posttest was analyzed by mean scores, standard deviations, and the t-test analysis. The t-test analysis was used to determine whether there were any differences between the critical reading mean score of students in the experimental group and that of the control group.

2. When students finished answering the questionnaires, the response was scored as follows.

For the positive statements,

Opinion	Score
Strongly Agree	= 5
Agree	= 4
Neutral	= 3
Disagree	= 2
Strongly Disagree	= 1

For the negative statements, in order to measure the level of students' attitudes in the same way as the positive statements the scores were reversed as follows.

Opinion	Score
Strongly Agree	= 1
Agree	= 2
Neutral	= 3
Disagree	= 4
Strongly Disagree	= 5

Then they were analyzed by mean scores and standard deviations. The level of students' attitudes was determined by using the following criteria.

Mean scores	Level
0-.99	highly negative
1.00-1.99	negative
2.00-2.99	average
3.00-3.99	positive
4.00-4.99	highly positive

3. The data from the interview was analyzed by content analysis.

Confidentiality of the Participants

The participants were informed that their names and personal data would not appear in the study or would be included in the data analysis. All information was destroyed immediately after the study was completed.

CHAPTER IV

FINDINGS

This study was conducted to examine the effects of literary and non-literary texts on EFL students' critical reading skills. Additionally, this study aimed to examine EFL students' attitudes towards using literary and non-literary texts to enhance critical reading skills. This chapter focuses on the results of the data analysis on the critical reading scores of the experimental and control groups, the comparison of critical reading scores of the experimental group to the control group, and students' attitudes towards using literary and non-literary texts to enhance critical reading skills. After the statistical analysis, an explanation and interpretation of the data are provided in the following sections:

4.1 The Effect of Literary and Non-literary Texts on Developing EFL Students' Critical Reading

4.2 The Comparison of the Effect of the Use of Literary Texts and the Use of Non-literary Texts on Developing EFL Students' Critical Reading

4.3 The Students' Attitudes towards Using Literary and Non-literary Texts to Enhance Critical Reading Skills

4.1 The Effect of Literary and Non-literary Texts on Developing EFL Students' Critical Reading.

To determine the students' critical reading skills, the data from the students' scores on the pretest and posttest were analyzed using mean scores, standard deviations, and a dependent t-test analysis. The results are presented in Table 5, and Table 6.

Table 5

Descriptive Statistic of Critical Reading Skills

Group	Before the Experiment		After the Experiment	
	M	SD	M	SD
Experimental	14.77	4.088	20.74	4.252
Control	14.66	4.158	18.29	3.168

Table 5 reveals that before the experiment, there was no statistically significant difference between the mean score of students in the experimental group (M = 14.77) and that of the control group (M = 14.66). This suggests that before the experiment, students in the experimental group had critical reading skills at the same level as students in the control group.

In addition, the table presented that before the experiment, the mean scores of the experimental group were 14.77, and the mean scores of the control group were 14.66. After the experiment, the mean score of the experimental group were 20.74, and the mean scores of the control group were 18.29.

Table 6

Comparison of the Mean Scores of the Pretest and the Posttest

Group	Time	N	Mean	S.D.	T
Experimental	After the Experiment	35	20.74	4.252	7.371*
	Before the Experiment	35	14.77	4.088	
Control	After the Experiment	35	18.29	3.168	7.107*
	Before the Experiment	35	14.66	4.158	

*Significance at the 0.05 level ($p < 0.05$)

Table 6 showed that both literary and non-literary texts had a positive effect on students' critical reading skills. The mean scores of the students in both groups were significantly different from the pretest at .05 level. In the experimental group, the pretest mean score was 14.77, and the posttest mean score was 20.74. This means that after the experiment, the critical reading skills were significantly higher than before the experiment. In the control group, the pretest mean score was 14.66, and the posttest mean score was 18.29. It can be concluded that after the experiment, the critical reading skills were significantly higher than before the experiment. It can be interpreted that students in both groups developed their critical reading skills after the instruction. The results can be shown in figure 4.

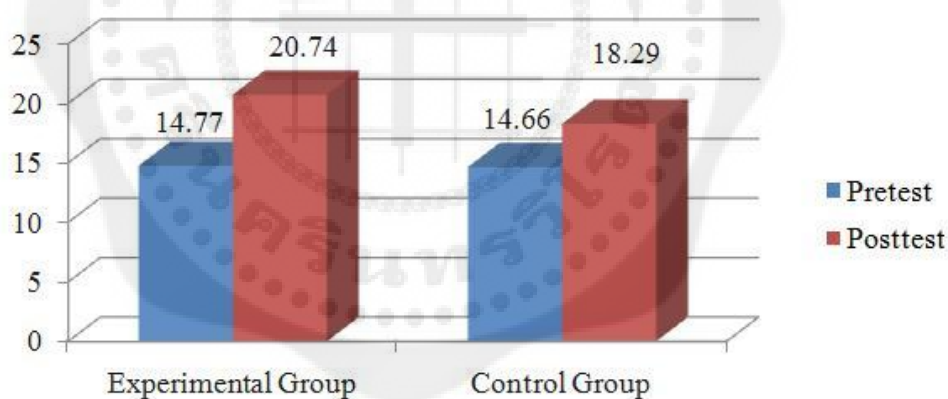


Figure 4 The Mean Scores of the Experimental Group and the Control Group.

4.2 The Comparison of the Effect of the Use of Literary Texts and the Use of Non-literary Texts on Developing EFL Students' Critical Reading.

To compare the critical reading score after instruction of the experimental group to that of the control group, an independent t-test analysis was used. The results of this analysis are presented in Table 7.

Table 7

Comparison of the Critical Reading Skills Scores of the Experimental Group and those of the Control Group

Time	Group	N	Mean	S.D.	t	Sig
Before the experiment	Experiment	35	14.77	4.088	.119	.906
	Control	35	14.66	4.252		
After the experiment	Experiment	35	20.74	4.158	7.107*	.005
	Control	35	18.29	3.168		

*Significance at the 0.05 level ($p < 0.05$)

Table 7 revealed that using literary texts was more effective than using non-literary texts in developing critical reading skills. That is, the critical reading skills scores of the students in the experimental group were significantly different from that of the control group at 0.05 level. The mean score of the students in the experimental group was 20.74, and that of the control group was 18.29. This can be concluded that the scores of the students in the experimental group were significantly higher than the control group.

4.3 The Students' Attitudes towards Using Literary and Non-literary Texts to Enhance Critical Reading Skills.

To study students' attitudes towards using literary and non-literary texts to enhance critical reading skills of the experimental and control groups, the data were collected and merged from the questionnaire and semi-structured interview. The results are presented in Table 8 and Table 9.

Table 8

Students' Attitudes towards Using Literary Texts to Enhance Critical Reading Skills

Item	Statement	N	Mean	SD	Level
Part 1: Students' perception towards using literary texts to enhance critical reading Skills					
1.	Literary texts help me think and read more critically.	35	4.57	.557	Highly Positive
2.	Reading literary texts wastes my time.	35	4.14*	.648	Highly Positive
3.	I think using literary texts in class is effective in developing my critical reading skills.	35	4.34	.725	Highly Positive
4.	Reading literary texts helps me think more creatively after attending this class.	35	4.11	.676	Highly Positive
5.	Reading literary texts does not broaden my knowledge of life.	35	4.20*	.677	Highly Positive
Item	Statement	N	Mean	SD	Level
Part 2: Students' feeling towards using literary texts to enhance critical reading skills					
6.	I feel that reading literary texts is boring.	35	3.97*	.618	Positive
7.	Learning through literary texts is fun.	35	4.06	.639	Highly Positive
8.	I think reading literary texts is too difficult for me.	35	3.66*	.968	Positive
9.	I am stressed when I read literary texts.	35	3.94*	.764	Positive
10.	I feel comfortable reading literary texts.	35	3.80	.901	Positive
Part 3: Students' inclination to action towards using literary texts to enhance critical reading skills					
11.	After reading literary texts, I can communicate my ideas clearly.	35	4.11	.758	Highly Positive
12.	Reading literary texts in class is a burdensome experience.	35	4.14*	.772	Highly Positive
13.	After reading literary texts, I can support my ideas with reasons more logically.	35	4.20	.677	Highly Positive
14.	Reading literary texts expands my idea and helps me think critically.	35	4.40	.553	Highly Positive
15.	I cannot apply critical reading skills to my daily life.	35	4.43*	.698	Highly Positive
Average		35	4.14	.462	Highly Positive

* Negative statements

Table 8 reveals that students had highly positive attitudes towards using literary texts to enhance critical reading skills ($M = 4.14$). Students favored teaching critical reading skills by using literary texts. The statements of the highest agreement were: (1) "Literary texts help me think and read more critically," ($M=4.57$); and (2) "I cannot apply critical reading skills to my daily life," and (3) "Reading literary texts expands my idea and helps me think critically," and (4) "I think using literary texts in class is effective in developing my critical reading skills," ($M=4.34$). The results from the interviewed students in the experimental group supported the results from the questionnaire. That is, students favored reading literary texts to enhance their critical reading skills. It was found that all ten interviewed students (100%) said that using literary texts could help them to think critically and to improve their critical reading skills. For example, one student said that when he read literary texts, these texts encouraged him to think more logically because the method of reading literary texts enabled him to be more attentive and more reflective about what he read. Thus, reading literary texts helped him to be a critical reader. Another student said that the characters presented in literary texts encouraged her to predict what will happen to the characters in a story. While reading the play named "Red Carnations", the characters from this play showed students how to think and predict what will happen in a story. From this point, she was able to promote her critical reading skills through reading literary texts.

In addition, students also thought that they could apply what they learned from a story to their daily lives. The mean score of the statement "I cannot apply critical reading skills to my daily life" was 4.43*. The results from the interview also supported this finding. One student found that he could apply what he learned from the story to his daily life by utilizing the moral of literary texts to his daily life. Another student responded

that she liked reading literary text named “The Wisdom of Solomon” because this story was very famous, and it also taught her many good morals which she could apply to her real life situation. She also added that literary texts enhanced her to express ideas with reasons more logically.

All interviewees responded that learning through literary texts in a classroom was interesting. They liked and enjoyed reading literary texts. As shown in table 7, the statement “Learning through literary texts is fun” ($M= 4.06$) was rated at a highly positive level. Similarly, all interviewees (100%) responded that they liked and enjoyed reading literary texts in a classroom. For instance, one student stated, “I like reading literary texts because the themes and plots of these texts are very gripping.” She also added, “The literature components – plot, character, setting, point of view, and theme – could motivate her attention during reading.” Another student said that reading literary texts made her feel relaxed and enjoyable, especially when reading a poem named “The Daffodils” by William Wordsworth. While reading the poem, she could imagine the beauty of a flower named “daffodils”, and she felt very comfortable with the rhyme of the poem.

However, a few interviewees felt that reading literary texts was too difficult for them. As shown in table 8, the statement “I think reading literary texts is too difficult for me.” ($M= 3.66^*$) was rated at a positive level. The results from the interviewed students also supported this result from the questionnaire. For example, three students (30%) commented that literary texts assigned for them to read in the classroom were too difficult for them. One student said that the vocabulary in literary texts was difficult, especially the vocabulary used in a poem. Also, this student said that the structure used in a poem was too complicated to comprehend because a reader could not imply the poem’s

meaning directly. Another student stated, “A language used in literary texts was difficult to understand.”

From the above interview, there is an interesting suggestion from one interviewing student. This suggestion can be applied to teach critical reading skills through literary texts in an EFL classroom. This student suggested, “A teacher should give students an opportunity to select literary texts which they would like to read.” This means that if students could read literary texts which are interesting, they would feel more enjoyable in reading.

Table 9

Students' Attitudes towards Using Non-literary Texts to Enhance Critical Reading Skills

Item	Statement	N	Mean	SD	Level
Part 1: Students' perception towards using non-literary texts to enhance critical reading Skills					
1.	Non-literary texts help me think and read more critically.	35	3.86	.733	Positive
2.	Reading non-literary texts wastes my time.	35	3.51*	.781	Positive
3.	I think using non-literary texts in class is effective in developing my critical reading skills.	35	3.66	.838	Positive
4.	Reading non-literary texts helps me think more creatively after attending this class.	35	3.60	.881	Positive
5.	Reading non-literary texts does not broaden my knowledge of life.	35	3.80*	.833	Positive
Part 2: Students' feeling towards using non-literary texts to enhance critical reading Skills					
6.	I feel that reading non-literary texts is boring.	35	3.29*	.957	Positive
7.	Learning through non-literary texts is fun.	35	3.37	.808	Positive
8.	I think reading non-literary texts is too difficult for me.	35	3.43*	.850	Positive
9.	I am stressed when I read non-literary texts.	35	3.63*	.877	Positive
10.	I feel comfortable reading non-literary texts.	35	3.09	.702	Positive

Part 3: Students' inclination to action towards using non-literary texts to enhance critical reading skills					
11.	After reading non-literary texts, I can communicate my ideas clearly.	35	3.46	.886	Positive
12.	Reading non-literary texts in class is a burdensome experience.	35	3.69*	.867	Positive
13.	After reading non-literary texts, I can support my ideas with reasons more logically.	35	3.49	.951	Positive
14.	Reading non-literary texts expands my idea and helps me think critically.	35	3.54	.886	Positive
15.	I cannot apply critical reading skills to my daily life.	35	3.86*	.698	Positive
average		35	3.55	.602	Positive

* Negative statements

Table 9 presented that on the average, students had positive attitudes towards using non-literary texts to enhance critical reading skills (M=3.55). The statements of the highest agreement were: (1) "Non-literary texts help me think and read more critically," and "I cannot apply critical reading skills to my daily life," (M=3.86); and (2) "Reading non-literary texts does not broaden my knowledge of life," (3) "Reading non-literary texts in class is a burdensome experience," and (4) "I think using non-literary texts in class is effective in developing my critical reading skills," (M=3.66). The results from the interviewed students in the control group supported these results from the questionnaire. Therefore, students favored reading non-literary texts to enhance their critical reading skills. It was found that all ten interviewed students (100%) said that reading non-literary texts in the classroom could help them to think and read more critically. For instance, one student said that when she read news reports, she could distinguish between facts and opinions from these texts. To distinguish between facts and opinions in the news report enabled her to develop a reading process because she had to make judgments regarding what she read. It can be concluded that learning through non-literary texts could assist

students to enhance their reading process which was beyond just the understanding level. Another student commented “reading non-literary texts encouraged a reader on how to expand ideas and think critically.” This student also added, “Using the skills of critical reading; distinguishing between facts and opinions while reading non-literary texts could help the reader to become an active reader.”

Students also thought that after reading non-literary texts, they could apply critical reading skills to their daily life. The mean score of the statement “I cannot apply critical reading skills to my daily life” was 3.86*. The results from the interview also supported this finding. For example, one student said that critical reading activities used in a classroom helped him to be a critical reader in daily life because the teacher always encouraged him to think and ask questions before reading non-literary texts. For asking questions before reading could assist him to activate prior knowledge and fill in gaps in background knowledge. Another student said that for reading non-literary texts in a group could enhance her to share and discuss some ideas with friends. In addition, she could apply critical reading activities which the teacher utilized in a classroom in her daily life and tertiary education.

In addition, students also thought that reading non-literary texts was easy. The mean score of the statement “I think reading non-literary texts is too difficult for me” was 3.43*. The results from the interview also supported this finding. For example, one student found that the structure presented through non-literary texts; such as news reports, truth, instruction and article were not difficult for her. According to the article named “Superstition” the language used in this article was simple and easy to understand, and then it was not required to interpret what she read. Similarly, two students (20%)

claimed, “They could predict and guess about the texts very easy even though they had limited vocabularies.”

However, all interviewees responded that reading non-literary texts in a classroom was boring. For example, five students (50%) commented that they did not enjoy reading non-literary texts because the texts assigned to read in the classroom were not fun and interesting. One student said that the structure of non-literary texts did not present a reader with the more complex dimensions of a story. Thus, a reader cannot think beyond the text or think outside the box. Another student responded that she was stressed when she read non-literary texts in the classroom because the texts focused on facts, truth, events, and information. Thus, learning through non-literary texts made her feel bored and wasted her time.

The interview data showed that students had highly positive opinions on the teaching of critical reading skills by using literary texts, whereas the students had positive opinions on the teaching of critical reading skills by using non-literary texts. From the students’ judgments above, they felt more enjoyable and interested in reading literary texts than reading non-literary texts. However, students in the experimental and control group could develop the critical reading skills through reading literary and non-literary texts in a classroom.

To compare the students’ attitudes towards using literary and non-literary texts to enhance critical reading skills after the instruction of the experimental group and that of the control group, mean scores and standard deviation were used. The results are presented in Table 10.

Table 10

Comparison of Students' Attitudes towards Using Literary and Non-literary Texts to Enhance Critical Reading Skills of the Experimental Group and the Control Group

Group	N	Mean	S.D.	t	Sig.
Experiment	35	4.14	.462	7.371*	.000
Control	35	3.55	.602		

*Significance at the 0.05 level ($p < 0.05$)

Table 10 revealed the students' attitudes towards using literary and non-literary texts to enhance critical reading skills. That is, the attitudes of the students in the experimental group were significantly different from those of the control group at 0.05 level. The mean score of the students in the experimental group was 4.14, and that of the control group was 3.55. This can be concluded that the attitudes of the students in the experimental group were significantly higher than those of the control group.

In conclusion, the results of this study showed that the effects of literary and non-literary texts on EFL students' critical reading skills was significantly higher than students in the control group at a 0.05 level. The mean scores of the critical reading posttest of the experimental group ($M=20.74$) was higher than that of the control group ($M=18.29$). The result strongly supported that using literary texts to enhance critical reading skills had highly positive effects on students' critical reading skills, while the students' attitudes towards using non-literary texts to enhance critical reading skills were positive. In addition, the results from the interviewing students in the experimental group and control group also supported the results from the questionnaires.

CHAPTER V

CONCLUSION AND DISCUSSION

This study was designed to investigate the effects of using literary vs. non-literary texts on EFL students' critical reading skills. It also examined students' attitudes towards using literary and non-literary texts to enhance critical reading skills. This chapter presents the conclusions of the research, as well as the findings regarding the use of literary and non-literary texts in developing students' critical reading skills, a comparison of the effects of literary and non-literary texts on the development of critical reading skills, and students' attitudes towards using literary and non-literary texts. The limitations of the study, its implications, and recommendations for future research are also discussed.

Conclusion

This study was conducted to achieve several key objectives. The primary objective of this study was to investigate and compare the effects of using literary and non-literary texts on the development of EFL students' critical reading skills. In addition, this study explored EFL students' attitudes towards learning critical reading via literary and non-literary texts.

The participants in this study consisted of 70 students enrolled in the 11th grade at Phuketwittayalai School in Phuket Province, Thailand, during the first semester of the 2016 academic year. They were divided into two groups: an experimental group and a control group. The experimental group was taught by using literary texts, whereas the control group was taught with non-literary texts. The research instruments used in this

study included a critical reading test, a set of lesson plans to teach critical reading skills using literary and non-literary texts, questionnaires to study students' attitudes towards using literary and non-literary texts, and a semi-structured interview guide. The means, standard deviations, and t-test analyses of students' scores were used to analyze the data.

Before the experiment began, participants in both groups were asked to take a pretest to measure their critical reading skills. After the pretest, the students were taught critical reading skills for eight sessions. Each session lasted 100 minutes. Following the experiment, the students in both groups were asked to do the posttest and to complete a questionnaire, and ten volunteers from the experimental group and ten volunteers from the control group were interviewed.

The findings of the study were as follows:

1. Literary texts had a positive effect on students' critical reading skills. The mean score for the posttest ($M=20.74$) was significantly ($p<0.05$) higher than that of the pretest ($M=14.77$).

2. Non-literary texts also had a positive effect on students' critical reading skills. The mean score for the posttest ($M=18.29$) was significantly ($p<0.05$) higher than that of the pretest ($M=14.66$).

3. When the effectiveness of literary and non-literary texts was compared, the results revealed that using literary texts was more effective. That is, the mean posttest score for students in the experimental (literary) group ($M=20.74$) was significantly ($p<0.05$) higher than that of the control (non-literary) group ($M=18.29$).

4. This study also found that the attitudes of students in the experimental group were significantly ($p < 0.05$) higher than those in the control group. The attitudes of all students were positive, but the students in the experimental group expressed much more strongly positive ($M = 4.14$), attitudes than those of the control group ($M = 3.55$).

Discussion

It is clear that all of the students who participated in this study—those who read both literary and non-literary texts—developed their critical reading skills. However, the results showed that the posttest scores of the experimental group were significantly higher than those of the control group. The findings of this study correspond with those of previous research (i.e. Khatip, 2012; Kohzadi et al., 2014; Mokhtari, 2014; Shokrolahi, 2014; Nurrohmah, 2015) that also succeeded in increasing students' critical reading proficiency through the use of literary texts. In this study, instruction focused on reading literary texts helped students to read more critically and to think more logically. In the semi-structured interviews, students in the experimental group said that by reading literary texts, they had chances to practice predicting what will happen next, making decisions, and exercising their judgment. After reading literary texts, students were able to communicate their ideas more clearly, and also were better at supporting their ideas with reasons and logic. This shows that literary texts can be an effective means of teaching critical reading and critical thinking.

Hall (2005) and Kohzadi et al. (2014) both noted that the method for reading literary texts differs from how people read other texts, because literary texts enable students to be more attentive to and more reflective about what they have read. Kohzadi

et al. (2014) also stated that literary texts require readers to read and understand something beyond the subject matter which is presented in the text.

Through literary texts, students also learn to apply critical reading skills to situations beyond the classroom. According to Kohzadi et al. (2014), literary texts assist students to consider their own future development, because these texts promote critical thinking. Based on the results from the questionnaires and the semi-structured interviews, students believed that they could integrate what they learned from literary texts to their daily lives. In line with Karuna (2016), reading literary texts encourages students to think critically about the problems and solutions they encounter within those texts, and how they can adapt and apply those solutions in their own lives. This can help students develop problem-solving skills applicable to the various contexts they will encounter after leaving school.

One such example of learning problem-solving skills through a study of literary texts comes from a group that was assigned to read “The Wisdom of Solomon.” Before revealing Solomon’s solution to the problem of the two prostitutes who both claimed the same baby, the instructor led the group in a discussion of the problem, possible solutions, and the important factors Solomon should think about as he tried to find a solution to the problem. After this discussion, Solomon’s decision was shared with the students; a teacher then gave them an assignment that required them to apply what they had learned about judgment from the story and Solomon’s solution to a situation in their own lives.

Another prominent finding of this study was that the attitudes of students using literary texts were significantly more positive than those in the non-literary group. According to the questionnaire and interview results, students in the experimental group enjoyed reading the literary texts much more than the students of the control group

enjoyed the non-literary texts. This is attributed to the elements of literary texts that engage students' attention and imagination, such as the plot, characters, settings, points of view, and themes.

In interviews, students in the experimental group stated that they enjoyed the reading. For example, while reading the poem "Daffodils," they enjoyed the rhythm of the poem and they felt relaxed and comfortable. While reading the play "Red Carnations," the plots and characters grabbed students' attention because they were curious to know what would happen next. This developed their ability to make inferences. The plots and characters in the play also motivated students to pay attention to the story while reading. In this way, students were engaged with the text, because the sequence of events in the play was compelling for them. Moreover, the play also introduced them to interesting, complex, and memorable characters. Consequently, the use of literary texts in the classroom helped students to be much more eager to read, and much more creative and productive.

This agrees with the findings of Newmark (2014), who contended that literary texts are written to read in the mind and enjoyed, in the hopes that readers will read the texts sensibly and repeatedly, and thus gain more appreciation of texts. Reading literary texts also enables readers to enter the world of imagination and can help them enjoy what they have read. In addition, Kohzadi et al. (2014) stated that literary texts are of value aesthetically because they present inventive or creative writing. This aesthetic value can also contribute to readers' enjoyment.

On the other hand, students in the control group said that reading the non-literary texts was boring. They did not enjoy their reading; they felt that the texts were not fun and not interesting because of the language used in the non-literary texts. The chosen

non-literary texts were focused on presenting facts and information. One such text was a news item, “Longest married couple’ still happy since eloping in 1932,” which students found boring. The information in this article was presented to readers via a timeline, which did not motivate students to engage with the text or read more. Students were not curious about what would happen next, and the language used in the text was dull. As noted by Newmark (2004), non-literary texts are usually written using plain words. With non-literary texts, students cannot appreciate the aesthetics of the language: the straightforwardness of the writing facilitates rapid reading, and creativity in terms of vocabulary, sentence structure, and so forth is not encouraged in non-literary writing. Newmark (2004) also claimed that non-literary texts are ignored by readers because the style of writing in these texts does not capable motivate students to recognize the details of the text.

The use of literary texts in this study played a significant role in developing students’ motivation. This is especially important because students’ motivation is closely connected to their academic success. According to Broussard (2002), high motivation and engagement in learning have consistently been linked to decreased failure rates and increased levels of achievement. From the discussion above, it appears that the components of literary texts can contribute significantly to students’ motivation.

Students in the experimental group were interested in and enjoyed reading literary texts. These students enthusiastically and curiously read the selected texts. Although there were some differences among students in the classroom, the literary texts engaged most of the students in classroom activities and reading. Increased motivation helped students in the experimental group expand their reading capabilities, which in turn can contribute to improving students’ achievement. These findings fall in line with the results

of previous studies such as Khatip and Daftarifard (2013), Vural (2013), Thiyagarajan (2014), and Nurrohmah et al. (2015). These studies showed that using literary texts encouraged students to have develop a level of motivation. This motivation also helped students to increase their reading scores.

However, this study also found some concerns regarding using literary texts in the classroom. As the interviews revealed, the literary texts assigned to be read in the classroom were too difficult for many students. The language used, including the vocabulary, grammatical structure and syntax, was too complicated for them to comprehend. And this can leave students unable to directly understand the meaning of the text. Interpreting the meaning of literary texts proved to be one of the most difficult parts of the experimental sessions. This agrees with a study by McKay (1982), who found that the complexity of structure and the unique use of language presented in literary texts is a problem for teaching in the EFL classroom. Furthermore, Tasneen (2010) found that the settings and characters presented in literary texts were very difficult to understand. Most literary texts used in a classroom were set in English contexts that affected students' understanding.

Relatedly, students experienced some difficulties in terms of the cultural differences displayed in the selected literary texts. As observed by Tasneen (2010), the difficulty of using literary texts in a classroom is the culture. Similarly, Vural (2013) stated that literary texts reflect a particular cultural perspective, which can be quite difficult for students from different cultures to understand. When reading literary texts, students need to interpret what they have read because of the cultural differences presented in the texts. Interview findings confirmed that students did not understand some culture-related aspects of the literary texts, due to differences between their own

culture and those depicted in the chosen texts, and because the cultural settings presented in literary texts were too complicated for them to understand clearly from the texts themselves.

This study also turned up some interesting points regarding the selection of reading materials. In interviews, students suggested that the teacher should give students an opportunity to select which text which they would like to read. That is, students said that if they could read literary texts that they found interesting, they would feel more enjoyment while improving their reading skills. From reading interesting literary texts, students can expand their motivation and imagination and learn to be better critical readers and thinkers in the world outside school. Students in both the experimental and control groups did not like texts that were too long and complex, because found then too difficult to comprehend and analyze.

These responses echo Khatip et al.'s (2012) findings that the use and choice of reading materials can play a pivotal role in teaching. According to Shokrolahi (2014), the selection appropriate reading materials for teaching critical reading skills in an EFL classroom is very important for teachers because they must consider students' interests and needs. This finding is also in agreement with Hismanoglu (2005) and Karuna (2016), who both argued that in selecting texts for EFL students, teachers should focus on the motivations, interests, needs, language levels, and cultural backgrounds of EFL students.

In addition, the findings of this study showed that both types of texts helped students in developing their critical reading skills through critical reading activities. These activities enhanced students' abilities to read logically and think critically. Students in the experimental group emphasized in interviews that the pre-reading activities such as previewing, questioning and guided anticipation prepared them for

reading the texts successfully, and also encouraged them to make hypotheses about the contents of the text. The pre-reading activities employed in this study activated students' prior knowledge, built curiosity about the passage, and encouraged them to find a personal connection with a text. This matches Shokrolahi's (2014) study, which found that the pre-reading activities used in her study were valuable aids in preparing EFL student for critical reading and reading comprehension.

This study also found that group activities and discussions had a strong impact on students' learning. Students in both groups were assigned to do group activities and engage in group discussions. In interviews, students in both the experimental and the control group highlighted how group discussions and activities, both during and after reading, were effective. By doing group activities, students increased their confidence while studying in the classroom. Students became more comfortable and confident in talking in class and expressing their thoughts to all group members. In addition, a group discussion enabled students to feel free to share ideas or opinions with each other. All group members had to talk about the information obtained by exploring and exchanging ideas. Therefore, using group activities and discussions encouraged students to become active rather than passive learners. These discussions and activities also helped students to promote their social skills; if used regularly, these activities could support the development of lifelong skills for students. This finding is consistent with the findings of Chomchuen (2014), who found that a classroom discussion activity enabled students to develop their critical reading skills. The classroom discussion used in her study encouraged students to share opinions among their friends. Thus, a more student-centered teaching method is a key in facilitating development of EFL students' critical reading skills.

The results of this study demonstrate that developing EFL students' critical reading skills using either literary and non-literary texts is still challenging in the Thai education system. The teaching methods that are currently used in Thailand are problematic, and do not adequately support the enhancement of students' critical reading skills. In Thai classrooms, students are taught via rote learning to remember only the knowledge they are given. Thai students are not given any opportunities to think critically and show their own ideas regarding what they have read. This study also found that while students could understand the text in terms of pure comprehension of vocabulary, grammar, etc., they could not think beyond the texts. As argued by Khuankaew (2010), Thai students' critical thinking skills were inhibited because teaching and learning in Thailand is focused on a teacher-centered approach. Thai students were passive learners because they were not allowed ask questions or present what they think. In addition, Hyland (2003) claimed that many Asian students tend to maintain the existing knowledge and employ the strategies of memorizing and imitation even while reading a text. It therefore can be concluded that teaching critical reading skills is still challenging for Thai instructors.

Limitations of the Study

This study included only 11th-grade students at a single school, which was a very specific and limited group of students. Therefore, the findings might not be representative of students in other grade levels and might not generalize to other students in different contexts. In addition, this study was limited to four kinds of literary texts (i.e., short stories, poems, plays, and folklore) and four kinds of non-literary texts (i.e.,

articles, news reports, instructions, and documents). Consequently, the results may not be consistent with those obtained using other types of reading materials in EFL classrooms.

Implications of the Study

Based on the findings of the present study, it can be seen that teaching critical reading using literary texts is helpful in promoting students' skills. Therefore, this study lends significant support to the argument that literary texts can be a valuable tool in EFL classrooms. First, it shows that literary texts can be used as an alternative instructional material for educators and instructors to enhance students' critical reading skills. Therefore, this study proposes that literary texts should be considered as a valid option for teaching critical reading skills to EFL students, on par with the use of non-literary texts. Second, developers of teaching materials should integrate literary texts into reading textbooks, while taking care to select texts that engage and motivate students. Developers can help students and teachers achieve better reading proficiency and critical reading and thinking skills if they select appropriate literary texts for students. Third, selecting appropriate reading materials for teaching and learning in an EFL classroom is very important for teachers. Teachers should choose reading materials by focusing on EFL students' motivations, interests, needs, language levels, and cultural backgrounds. Finally, group work and discussions should be integrated into the teaching of critical reading skills. Students will learn to feel confident and relaxed in class, ask questions and express their thoughts, and develop stronger social skills through regularly engaging in group activities.

Recommendations for Future Studies

Based on the findings of the present study, the following recommendations can be offered for future studies:

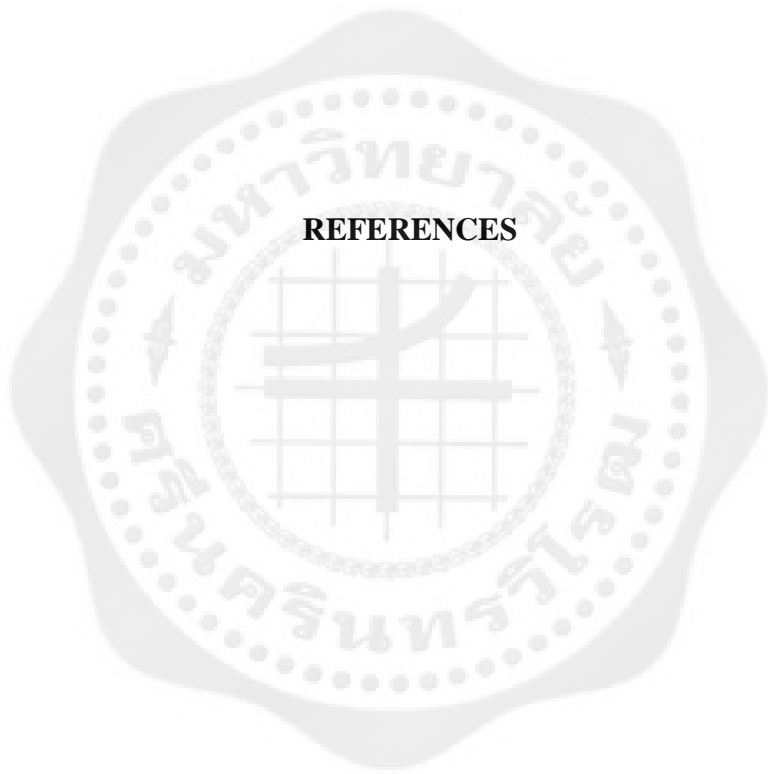
1. This study utilized literary and non-literary texts to enhance students' critical reading skills. It would be interesting to investigate the effects of literary and non-literary texts on the development of other language skills, i.e., listening, speaking, and writing.

2. This study examined the effect of using literary and non-literary texts with students at the secondary school level. It would thus be useful to study the effects of both types of texts with students at other levels.

3. This study was conducted with 11th-grade students in an English-Math program. Therefore, it would be interesting to study the effects of these texts with other students in other programs such as science-math, English-social studies, and other language arts programs.

4. This study only investigated secondary school students' critical reading skills in relation to distinguishing facts and opinions, making inferences, recognizing author's purposes, and drawing conclusions. Another study should be conducted to identify the effectiveness of literary and non-literary texts in enhancing the skills relevant to other types of critical reading and thinking.

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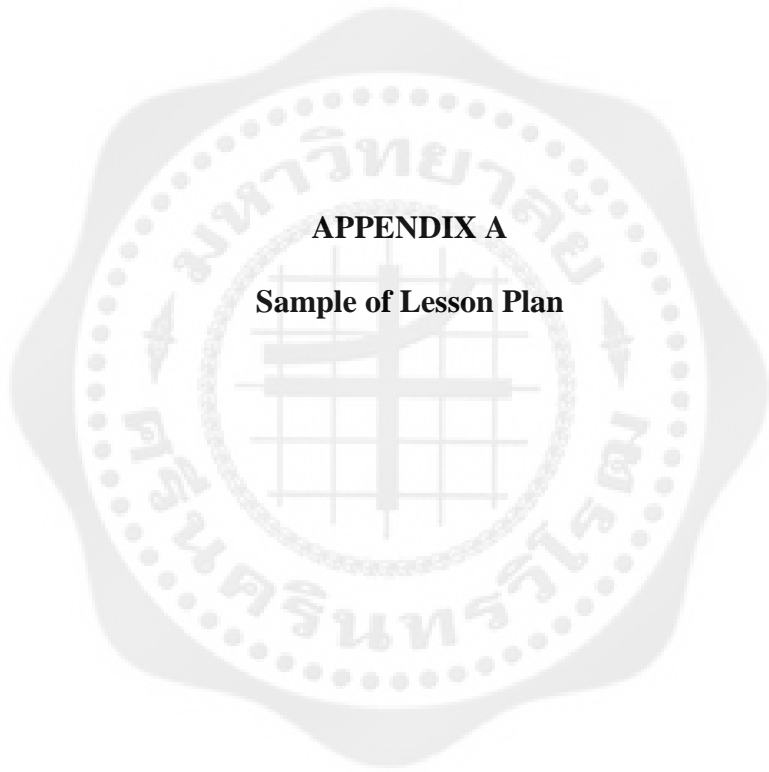
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APPENDICES





APPENDIX A

Sample of Lesson Plan

Lesson Plan 1 (Literary Texts)**“The Wisdom of Solomon”****Level: Grade 11th Students****Date:** _____**Time: 100 minutes****Topic: Distinguishing Facts from Opinions**

Objectives:

1. Students will be able to analyze and distinguish facts from opinions in a text based on the information given.
2. Students will be able to express ideas logically.
3. Students will be able to develop their critical reading skills.

Material Needed:

1. Handout 1: Anticipation Guides
2. Handout 2: Short Story “The Wisdom of Solomon”
3. Handout 3: Distinguishing Facts and Opinions
4. Handout 4: Outline “The Wisdom of Solomon”
5. Pictures

Teaching Procedure**Pre-reading Activities**

1. Show a map of Israel to the class and ask them about this country.
 - a. Do you know the country named Israel?
 - b. Where is Israel? Which continent is Israel in?
 - c. Do you know why Israel is one of important countries in the world?

2. Show a picture of King Solomon to the class and briefly give students background knowledge about King Solomon.
3. Give Handout 1 to activate students' prior knowledge. The statements in this handout can help students to predict what the whole picture of the text refers to.
4. Ask students the questions below;
 - a. What is the topic/title of a text?
 - b. What do you think about this text?
5. Teach students some difficult words through flash cards before reading.

While-reading Activities

1. Ask students to work in groups of five and give Handout 2 to students.
2. Ask students to write interesting topics about what they have read in the margin of the passage.
3. Ask students to check their understanding from Handout 1.
4. Ask students to discuss these questions in groups;
 - a. What does the story talk about?
 - b. What were the two women fighting over?
 - c. Why did both women claim to be the mother of the living child?
 - d. Do you think King Solomon was really going to slice the child in two?
 - e. How did King Solomon discover which one was the true mother?
 - f. How did Solomon know which mother was telling the truth?
 - g. How did Solomon's wisdom help him discover the real mother?
 - h. If you had been King Solomon would you have thought of this solution?

- i. Why do you think the second mother switched babies? Do you think she should have been punished? Why?
 - j. What do you think the author is trying to tell us in this story?
5. Students from each group present their thoughts to the class.
 6. Introduce students to facts and opinions. Define the differences between facts and opinions to students on the whiteboard.

- **Facts** can be all or some of the following: can be proven, real for all people and places, can be duplicated, can be observed, historical, or 100 percent true.
- Something you know.

For example: Abraham Lincoln was a United States president.

- **Opinions** refer to a particular person's (or group's) feeling, thought, judgment, belief, estimate, and/or anything that is not 100 percent true and can't be proven.
- Something you think.

For example: Pizza tastes great.

7. Have students to find some examples of facts and opinions from the text.

Statements	Fact / opinion	Why?
1.		
2.		
3.		

8. Give Handout 3 for checking students' understanding about distinguishing between facts and opinions.

Post-reading Activities

1. Give Handout 4 to students for making an outline of the story.
2. Assign students to make a poster for a synopsis and a moral of the text



Handout 1

Anticipation Guides

“The Wisdom of Solomon”

Directions: Put a ‘Yes’ in the blank if you believe the statement and a ‘No’ if you don’t.

After the reading, you will revisit your answers.

Before Reading	Statements	After Reading
	1. Solomon was a brainless king.	
	2. The baby died in the night because the first woman accidentally lay on it as she slept.	
	3. The two women came to King Solomon.	
	4. King Solomon commanded his soldier to divide the child in two parts and give half to one and half to the other.	
	5. King Solomon looked intently at the child and then at each of woman as though he was trying to determine by appearance whose child it was.	
	6. The second mother was the baby’s mother.	
	7. Two women argued back and forth about the child in front of King Solomon.	
	8. The second woman killed the baby of the first woman while she was sleeping on the bed.	

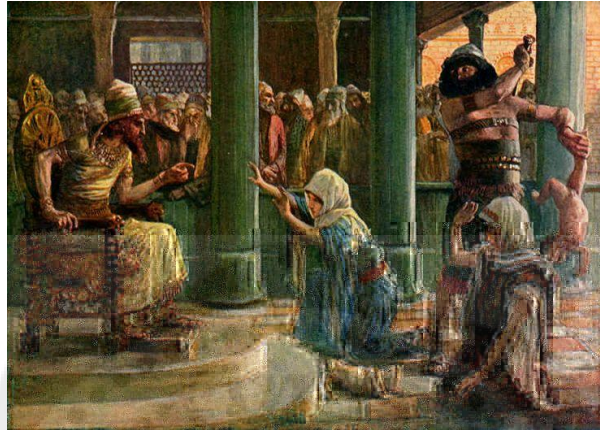
Before Reading	Statements	After Reading
	9. The first woman told a lie about her baby to King Solomon.	
	10. The two women lived in the same house.	



Handout 2

Short Story

“The Wisdom of Solomon”



As the two women came to King Solomon to plead their case, one of them spoke first. “I plead with you, Sire, to hear what I have to say!”

“Speak!” said the King. “What is your problem?”

She pointed to another woman who was standing near her with a tiny baby in her arm. “Sire, this woman and I live in the same house. About two weeks ago I gave birth to a son. She helped me. She and I were the only ones there.” As she spoke, tears came to her eyes.

“Go on, my daughter,” said the King.

“Three days later, my lord, this woman also had a baby. And it, too, was a son. I helped her birth. There were still only two of us in the house.” Tears streamed from her eyes as she continued.

“A few days later, her baby died in the night because she accidentally lay on it as she slept. And then she took my son from my bed while I was sleeping and put her dead child beside me.” She continued to weep as she spoke. “When I got up in the morning to nurse my son, I found that it was dead; but when I examined it, I discovered that it was

not my child.”

“That’s not the way it was!” the other woman interrupted. “That is not the way it was at all! She’s just making up an emotional story for you, Sire, and she has produced some tears to go with it! This is my son; the dead child is hers!”

“You’re lying!” said the other woman. “And you know it! The living son is mine and is mine and the other is hers!”

“Oh no it isn’t!” said the other woman, as she held the child close to her. “It’s the other way around! This is my son!”

And in this way they argued back and forth in front of the King. Solomon had listened and observed carefully and it seemed as though he had made up his mind. However, he asked the woman to lay the child down in front of him. He looked intently at the child and then at each of woman as though he was trying to determine by appearance whose child it was. Then, to the great came with a sword in his hands.

“Divide the child in two parts!” he said coldly. “Give half to one and half to the other!”

As the guard raised the sword to obey the King, the first woman cried out, “Don’t kill the child, my lord! Please don’t do it! Let him live and give him to her.”

The other woman, however, thought Solomon’s idea was a good one. “Cut it in two!” she shouted. “Then neither one of us will have it!”

Then the King raised his hand and spoke. “Don’t kill the child! Give it to the first woman! He commanded, pointing out her. “She is the mother!”

Handout 3**Distinguishing Facts from Opinions**

Directions: Read each statement and then circle whether it is a fact or opinion.

Explain your answer.

1. The fastest land dwelling creature is the Cheetah.

Fact or Opinion Explain: _____

2. George Washington was the first President of the United States under the Constitution.

Fact or Opinion Explain: _____

3. Prison is one of the worst places on the planet.

Fact or Opinion Explain: _____

4. It is wrong for people under the age of 21 to drink alcohol.

Fact or Opinion Explain: _____

5. Oranges contain both calcium and vitamin C.

Fact or Opinion Explain: _____

6. Lord of the Rings: Return of the King won eleven Oscars (Academy Awards).

Fact or Opinion Explain: _____

7. Diamonds are the hardest substance on Earth.

Fact or Opinion Explain: _____

8. People should not be allowed to talk on cell phones in a movie theater.

Fact or Opinion Explain: _____

9. Horse manure smells awful.

Fact or Opinion Explain: _____

10. Michael Jordan is the greatest basketball player of all time.

Fact or Opinion Explain: _____

“The Wisdom of Solomon”

Directions: *Identify which of the following statements are facts, and which are opinions.*

How can you find out this information?

Statements	Fact / Opinion	Why?
1. The two women came to King Solomon to plead their case.		
2. The first woman spoke to the king with tears in her eyes.		
3. The second woman thought Solomon’s judgment was a good one.		
4. King Solomon asked the woman to lay the child down in front of him.		
5. The soldier came with a sword in his hands for killing the child.		
6. The first woman believed that the other woman told a lie to King Solomon.		
7. The first woman spoke sadly to the king.		
8. The first woman was the son’s mother because she cried out when King Solomon ordered his soldier to kill her child.		
9. Solomon was an intelligent king.		
10. The second woman is greedy and foolish.		

Handout 4

Outline

“The Wisdom of Solomon”

Location

Best Known For:

Time Period

Leader of



How He Shaped History

Greatest Challenges

Lesson Plan 1 (Non-literary Texts)**“Alexander the Great”****Level: Grade 11th Students****Date:** _____**Time: 100 minutes****Topic: Distinguishing Facts from Opinions**

Objectives:

1. Students will be able to analyze and distinguish facts from opinions in a text based on the information given.
2. Students will be able to express ideas logically.
3. Students will be able to develop their critical reading skills.

Material Needed:

1. Handout 1: Anticipation Guides
2. Handout 2: Article “Alexander the Great”
3. Handout 3: Distinguishing Facts from Opinions
4. Handout 4: Outline “Alexander the Great”
5. Pictures

Teaching Procedure**Pre-reading Activities**

1. Review with students the nature of the Greek city states, especially that they were divided.
2. Show a picture of Alexander the Great to the class and briefly give students background knowledge about Alexander the Great.

3. Give Handout 1 to activate students' prior knowledge. The statements in this handout can help students to predict what the whole picture of the text refers to.
4. Ask students the questions below;
 - a. What is the topic/title of a text?
 - b. What do you think about this text?
5. Teach students some difficult words through flash cards before reading.

While-reading Activities

1. Ask students to work in group of five and give Handout 2 to students.
2. Ask students to write interesting topics about what they have read in the margins of the passage.
3. Ask students to check their understanding from Handout 1.
4. Ask students to discuss these questions in groups;
 - a. What does the story talk about?
 - b. When was Alexander the Great born?
 - c. Where was Alexander the Great born?
 - d. How did Alexander the Great die?
 - e. What happened to the Greek Empire after Alexander the Great's death?
 - f. Why Alexander is the Great remembered as such a significant historical figure?
 - g. What accomplishments is Alexander proud of?
 - h. What do you think the author is trying to tell us in this story?

5. Students from each group present their thoughts to the class.
6. Introduce students to facts and opinions. On the whiteboard, define the differences between facts and opinions to students.

- **Facts** can be all or some of the following: can be proven, real for all people and places, can be duplicated, can be observed, historical, or 100 percent true.
- Something you know.

For example: Abraham Lincoln was a United States president.

- **Opinions** refer to a particular person's (or group's) feeling, thought, judgment, belief, estimate, and/or anything that is not 100 percent true and can't be proven.
- Something you think.

For example: Pizza tastes great.

7. Have students to find some examples of facts and opinions from the text.

Statements	Facts / opinions	Why?
1.		
2.		
3.		

8. Give Handout 3 for checking students' understanding about distinguishing between facts and opinions.

Post-reading Activities

1. Give Handout 4 to students for making an outline of the story.
2. Assign students to make a poster for the synopsis of Alexander the Great with their own words.



Handout 1

Anticipation Guides

“Alexander the Great”

Directions: Put a ‘Yes’ in the blank if you believe the statement and a ‘No’ if you don’t.

After the reading, you will revisit your answers.

Before Reading	Statements	After Reading
	1. Alexander was born in 356 B.C. and died thirty years later, in 323 B.C.	
	2. Alexander was born in Pella, Macedonia, a region bordering the Aegean Sea and comprising parts of what are now Greece, Yugoslavia, and Bulgaria.	
	3. When Alexander was ten years old, he became the pupil of the great Greek philosopher, Aristotle.	
	4. Alexander was welcomed by the Egyptians because they hated their Persian rulers.	
	5. Alexander’s goal was to unite Asia and Africa into one country.	
	6. Alexander established a uniform money system throughout his empire and promoted trade and commerce between the provinces.	
	7. Alexander built a road to an island city named Tyre.	
	8. The father of Alexander was Phillip of Macedonia.	
	9. The city of Babylon became the capital city of Alexander’s empire.	
	10. Alexander became king of Macedonia at age twenty-five.	

Handout 2

Article

“Alexander the Great”



It is fairly common to say of someone that he or she was “out to conquer the world.” There is one historical figure however, who actually did conquer the world – or at least all that he knew of it. That person is Alexander the Great, who was born in 356 B.C. and died thirty-three years later, in 323 B.C.

Alexander was born in Pella, Macedonia, a region bordering the Aegean Sea and comprising parts of what are now Greece, Yugoslavia, and Bulgaria. Alexander’s father was Phillip of Macedonia, a superb general and organizer. His mother, Olympias, was brilliant and had a fiery temper. Alexander, who inherited and enlarged upon the qualities of both of his parents, was strong, fearless, and extraordinarily ambitious.

When Alexander was thirteen years old, he became the pupil of the great Greek philosopher, Aristotle. Although the boy was naturally talented, much of the credit for what Alexander later became can be given to Aristotle. For a practical education, young Alexander was introduced to ambassadors from foreign countries and visitors from all lands to his father’s court. He even acted as his father’s ambassador to Athens.

When Alexander became king of Macedonia at age twenty, he was immediately faced with a rebellion of the Greek states. In putting down the rebellion, he completely

leveled the city of Thebes. Next, Alexander took up his father's unfinished plan to conquer Persia. In 334 B.C., with an army of 35,000 soldiers, he began the Persian campaign. A year later, in 333 B.C., he **defeated** Darius III, the king of Persia, and moved south to Phoenicia, where he captured and destroyed the city of Tyre after a seven-month siege. Tyre was an island city, but Alexander built a bridge to it. That bridge still stands.

Alexander next moved into Egypt. There he was welcomed by the Egyptians, who hated their Persian rulers. While in Egypt, Alexander founded the city of Alexandria. Returning from Egypt, Alexander again battled King Darius, in 331 B.C. Their clash at the Battle of Arbela is known as one of the **decisive** battles in history. Darius was defeated and died. Alexander was then the king of that entire part of Asia. He next moved north and then east into what is now Afghanistan. By 326 B.C., Alexander had arrived in northern India. He sailed down the Indus River to the Persian Gulf and led a **fleet** back along the coast, eventually settling in the city of Babylon, which he chose as the capital city of his empire.

Alexander's goal was to **unite** Asia and Europe into one country. He married a Persian princess and encouraged the governors of his provinces to do the same. He filled his armies with soldiers of all nations; he **established** a uniform money system throughout his empire and promoted trade and **commerce** between the provinces. Sadly, Alexander's vast plans were cut short by his early death from malaria. His only son was born after his death, and there was no one to **take over** his throne. By 311 B.C., his empire had split into numerous independent states and **monarchies**. Despite the shortness of his rule, Alexander's influence on his world was extraordinary. He had established Greek ideas and Greek culture in the lands he conquered. A single, highly advanced culture then existed across all the lands Alexander had known.

(Essential English Reading Skills for Intermediate Students)

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Handout 3**Distinguishing Facts from Opinions**

Directions: Read each statement and then circle whether it is a fact or opinion.

Explain your answer.

3. The fastest land dwelling creature is the Cheetah.

Fact or Opinion Explain: _____

4. George Washington was the first President of the United States under the Constitution. Fact or Opinion Explain:

5. Prison is one of the worst places on the planet.

Fact or Opinion Explain: _____

6. It is wrong for people under the age of 21 to drink alcohol.

Fact or Opinion Explain: _____

7. Oranges contain both calcium and vitamin C.

Fact or Opinion Explain: _____

8. Lord of the Rings: Return of the King won eleven Oscars (Academy Awards).

Fact or Opinion Explain: _____

9. Diamonds are the hardest substance on Earth.

Fact or Opinion Explain: _____

10. People should not be allowed to talk on cell phones in a movie theater.

Fact or Opinion Explain: _____

11. Horse manure smells awful.

Fact or Opinion Explain: _____

12. Michael Jordan is the greatest basketball player of all time.

Fact or Opinion Explain: _____

“Alexander the Great”

Directions: *Identify which of the following statements are facts, and which are opinions.*

How can you find out this information?

Statements	Facts / Opinions	Why?
1. Alexander was born in 356 B.C. and died in 323 B.C.		
2. Alexander married a beautiful Persian princess.		
3. After Alexander defeated King Darius at the Battle of Arbela, he was the king of that part of Asia.		
4. Alexander’s father was a superb general and organizer.		
5. Aristotle was known as a great Greek philosopher.		
6. Alexander became the king of Macedonia at age twenty.		
7. In 33 B.C., Alexander defeated Darius III who was the king of Persia.		
8. Many people believed that Alexander was a strong, fearless, and extraordinarily ambitious king.		
9. Alexander was introduced to ambassadors from foreign countries and visitors from all lands to his father’s court when he was young.		
10. Alexander’s mother, Olympias, was a brilliant woman.		



APPENDIX B

Critical Reading Test

Critical Reading Test**Time: 90 minutes****Mark: 30 marks****Name:** _____ **Class:** _____ **No.** _____**Part 1: Multiple-Choices (20 marks)****Directions:** Read the story “The Tortoise and the Ducks,” and answer the questions.**(Items 1-5)****The Tortoise and the Ducks**

The Tortoise, you know, carries his house on his back. No matter how hard he tries, he cannot leave home. They say that Jupiter punished him so, because he was such a lazy stay-at-home that he would not go to Jupiter's wedding, even when especially invited.

After many years, Tortoise began to wish he had gone to that wedding. When he saw how gaily the birds flew about and how the Hare and the Chipmunk and all the other animals ran nimbly by, always eager to see everything there was to be seen, the Tortoise felt very sad and discontented. He wanted to see the world too, and there he was with a house on his back and little short legs that could hardly drag him along.

One day he met a pair of Ducks and told them all his trouble.

"We can help you to see the world," said the Ducks. "Take hold of this stick with your teeth and we will carry you far up in the air where you can see the whole countryside. But keep quiet or you will be sorry."

The Tortoise was very glad indeed. He seized the stick firmly with his teeth, the two Ducks took hold of it one at each end, and away they sailed up toward the clouds.

Just then a Crow flew by. He was very much astonished at the strange sight and cried:

"This must surely be the King of Tortoises!"

"Why certainly——" began the Tortoise.

But as he opened his mouth to say these foolish words he lost his hold on the stick, and down he fell to the ground, where he was dashed to pieces on a rock.

.....

1. Which of the following statements is an opinion? (Distinguishing facts from opinions)
 - a. A pair of Ducks helped the Tortoise to see the world.
 - b. The Tortoise met the Crow when the Ducks carried him to the sky.
 - c. The Crow thought the Tortoise was the king of tortoises.
 - d. The tortoise opened his mouth and fell down to the ground.
2. What is the lesson of the story? (Drawing conclusions)
 - a. It is best to prepare for days of necessity.
 - b. There are two sides to every story.
 - c. Slow and steady wins the race.
 - d. Foolish curiosity and vanity often lead to misfortune.
3. According to the story, why did the Ducks tell the tortoise to keep quiet when he was in the air? (Making inferences)
 - a. The Ducks did not want to speak with the Tortoise.
 - b. The Ducks did not like when the Tortoise made a loud noise.
 - c. The Ducks taught the Tortoise to be a good listener.
 - d. The Ducks wanted to protect the Tortoise from an accident.

4. All of the following statements are opinions EXCEPT_____. (Distinguishing facts from opinions)
- The Tortoise talked with the Ducks about his problem.
 - It was a good idea if the Tortoise could see the whole countryside.
 - The tortoise thought the pair of Ducks was generous animals.
 - The tortoise believed that he was an unlucky animal.
5. What is the author’s purpose to write this story? (Recognizing author’s purposes)
- to show the world of animals to readers
 - to teach readers to think before they speak
 - to describe the appearance of the Tortoise and other animals
 - to motivate readers to be friends with animals

Directions: Read the text “The Cherry Trees of Washington, D.C.,” and answer the questions. (Items 6-10)

The Cherry Trees of Washington, D.C.

When you think about the things that attract millions of visitors to Washington, D.C., each year, you probably think about the monuments, the White House, the Capitol, the Library of Congress. But have you ever thought about the living things that are also a major tourist attraction?

Many Americans and international tourists make a special visit to Washington, D.C., in the spring to see the blooming pink and white Japanese cherry trees that circle the Tidal Basin and the Jefferson Memorial. The trees were originally planted as a gift from the people of Tokyo, Japan, in 1912. In 1910, a previous donation of 2,000 cherry trees had to be destroyed after they were infested with insects. Each spring, the National

Cherry Blossom Festival, a two-week-long celebration, attracts tens of thousands of visitors from around the world to see the magnificent trees in full bloom.

Have you ever seen these magnificent blossoms?

.....

6. The author's purpose in writing this passage is _____. (Recognizing author's purposes)
- To persuade tourists to go and visit the National Cherry Blossom Festival.
 - To entertain the readers how beautiful the National Cherry Blossom Festival is.
 - To teach the history of the famous tourist places in Washington, D.C.
 - To inform the importance of the cherry trees of Washington, D.C.
7. Which of the following statement is an opinion? (Distinguishing facts from opinions)
- There is a two-week-long celebration of the National Cherry Blossom Festival every spring.
 - Many people from around the world think the cherry blossoms are beautiful so they come to visit Washington, D.C.
 - 2,000 cherry trees were destroyed by insects after Japan sent them to the U.S. in 1910.
 - In Washington D.C., the cherry trees bloom around the Tidal Basin and the Jefferson Memorial.

8. According to the text, most people do not think about _____ when they hear Washington D.C.? (Making inferences)
- a. the monuments
 - b. the Library of Congress
 - c. the Capitol
 - d. the cherry blossoms
9. This text would most likely to be found in _____. (Drawing conclusions)
- a. a scientific textbook
 - b. a history book
 - c. a travel book
 - d. a plant book
10. According to the text, which sentence is a fact? (Distinguishing facts and opinions)
- a. The tourists like the blooming pink and white Japanese cherry trees in Washington, D.C.
 - b. The capital city of America has splendid cherry blossoms.
 - c. In 1912, the cherry trees were planted after being gifted by the people of Tokyo.
 - d. People think the Jefferson Memorial is the best tourist attraction of Washington, D.C.

Directions: Read the story “The Nightingale,” and answer the questions.

(Items 11-15)

The Nightingale

By Hans Christian Andersen

The Emperor of China has a wonderful porcelain palace with a truly enormous garden, stretching into the distance.

The garden leads to a great forest, in which a nightingale lives. The nightingale sings so beautifully that visiting travelers are moved to write about her song.

One day the Emperor reads one of these written accounts and is surprised, for he has not heard the nightingale himself. He orders that the nightingale is brought to him, and a kitchen maid leads the Emperor’s servants to where the bird can be found.

They are surprised that the bird is so small and grey, but when she sings for the Emperor he is moved to tears. The nightingale is to live in a cage at the palace so that the Emperor can continue hearing her song.

One day the Emperor receives a clockwork, jeweled nightingale as a gift. It also sings well, but only one rather mechanical tune. The real nightingale escapes and flies back to the wood. The Emperor thinks this does not matter now that he has the mechanical nightingale, but he listens to it so much that it breaks down and can only be played once a year.

Soon the Emperor falls ill and is dying. He calls out for music, but there is nobody to wind the clockwork nightingale. The real nightingale returns to the trees outside and her song revives the Emperor. She sings to him about the people in the empire that he never meets and so he becomes a more informed and better Emperor.

11. All of the following statements are facts, which sentence is an opinion.

(Distinguishing facts from opinions)

- a. The Nightingale was an intelligent bird.
- b. The real nightingale escaped and flew back to the wood.
- c. The Emperor was sick after the Nightingale left.
- d. The nightingale lived in a cage at the palace.

12. What do we learn from this story? (Drawing conclusions)

- a. Nothing strengthens authority so much as silence.
- b. Do not abandon what we have and be appreciative of it.
- c. Intelligence without ambition is a bird without wings.
- d. Being happy with every step of your life.

13. The author's purpose in writing this story is _____. (Recognizing author's purposes)

- a. to show the power of the Emperor of China
- b. to describe how beautiful a Chinese palace is
- c. to entertain readers about the life of birds
- d. to teach readers about the value of natural beauty

14. According to this story, which sentence is a fact? (Distinguishing facts from opinions)

- a. The Emperor was a good king for the people in the empire.
- b. The Emperor thought the mechanical nightingale was better than the real Nightingale.
- c. The Emperor learned about his people through the Nightingale's song.
- d. The Nightingale was a beautiful bird in the empire.

15. What kind of person do you think the Emperor is? (Making inferences)

- a. self-centered
- b. witty
- c. cowardly
- d. arrogant

Directions: Read the news “Strange village in Argentina,” and answer the questions.

(Items 16-20)

Strange village in Argentina (20-11-2015)

It may look like a scene from a zombie apocalypse film, but this is Argentina's newest tourist attraction. Epecuen, which is 341 miles (549 kilometres) southwest of Buenos Aires, has been attracting tourists with its ghostly atmosphere, after a flood submerged it in salt water for more than two decades.

Originally a busy lakeside village in the 1920s, famous for its saltwater baths, Epecuen came to a sudden end in November 1985 when the town's lake overflowed and water surged into the town. Residents and tourists were forced to evacuate and just days later their homes and buildings were covered by almost 10 metres of salt water.

Now, 30 years on, the water has evaporated and former residents can walk through the ruins of what was once their town.

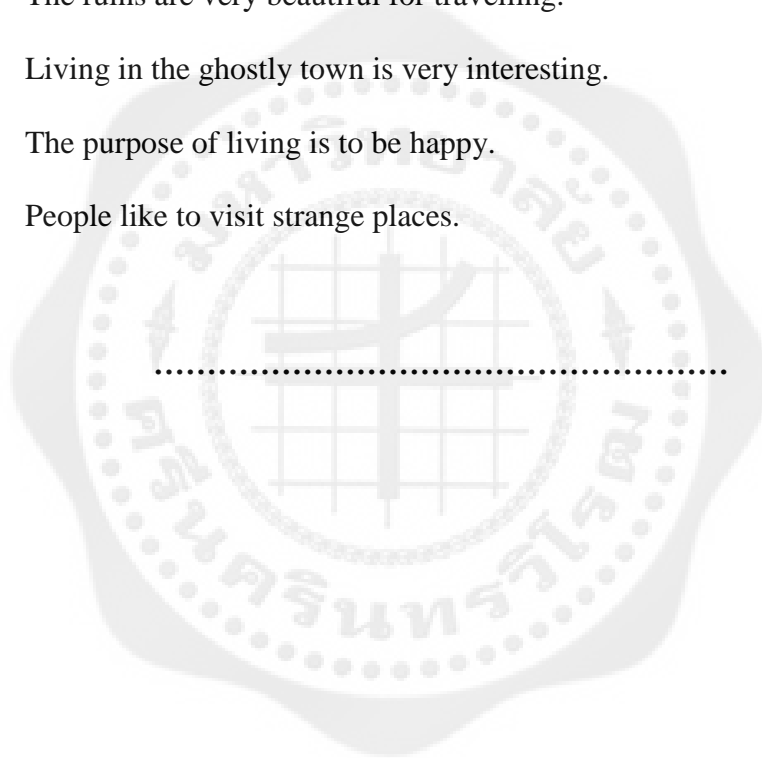
"It's really difficult to define how I feel. I miss the place with the noises, with its smells, its feelings... One misses the people, friends, the warmth of the big family that we were – these things I do miss, but you lose your identity, your roots, your belongings, you lose a lot of things that only now you can start defining because up until now, and after 30 years, you couldn't define it."

The ghost town, which now attracts curious tourists for its bizarre landscapes instead of its thermal waters, really is deserted these days with 85 year-old Pablo the town's only inhabitant.

.....

16. The author's purpose in writing this news is _____. (Recognizing author's purposes)
- To entertain readers about a ghost story of Epecuen
 - To persuade tourists to visit the strange village in Argentina
 - To help a man named Pablo in the ghostly town
 - To describe to readers how ghostly the strange village is
17. Which sentence is an opinion? (Distinguishing facts from opinions)
- The buildings in Epecuen were submerged by almost 10 metres of salt water.
 - Epecuen in Argentina was a lakeside village.
 - A strange village looks like a scene from a zombie apocalypse film.
 - In November 1985, Epecuen came to a sudden end.
18. According to the news, who was interviewed by the news reporter? (Making inferences)
- | | |
|----------------------|----------------------|
| a. A curious tourist | b. A former resident |
| c. A historian | d. An archeologist |

19. Which of the following statement is a fact? (Distinguishing facts from opinions)
- a. Epecuen was under the salt water for more than 20 years.
 - b. The tourists think Epecuen is a ghost town in Argentina.
 - c. 85 year-old Pablo is a weird Epecuen's original resident.
 - d. The curious tourists like the ghostly atmosphere of Epecuen.
20. What do we learn from this news? (Drawing conclusions)
- a. The ruins are very beautiful for travelling.
 - b. Living in the ghostly town is very interesting.
 - c. The purpose of living is to be happy.
 - d. People like to visit strange places.



Part two: Open-ended Questions (10 marks)

Directions: Read “The Nightingale” and answer the question. (5 marks)

21. If you were a real nightingale, would you return to see the sick Emperor again?

Explain. (Express ideas logically)

Directions: Read “Strange village in Argentina” and answer the question. (5 marks)

22. Why do you think 85 Pablo is the only resident still there? Explain. (Express ideas logically)



APPENDIX C

**Students' Attitudes towards Using Literary and Non-literary Texts to Enhance
Critical Reading Skills**

QUESTIONNAIRE

Students' attitudes towards using literary texts to enhance critical reading

skills

Directions: The questionnaire is about using literary texts to enhance critical reading skills. Please read the statements and check how much you agree or disagree with the statement.

Items	Statements	Rating Scale				
		Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Part 1: Students' perception towards using literary texts to enhance critical reading skills						
1.	Literary texts help me think and read more critically. (+)					
2.	Reading literary texts wastes my time. (-)					
3.	I think using literary texts in class is effective in developing my critical reading skills. (+)					
4.	Reading literary texts helps me think more creatively after attending this class. (+)					
5.	Reading literary texts does not broaden my knowledge of life. (-)					
Part 2: Students' feeling towards using literary texts to enhance critical reading skills						
6.	I feel that reading literary texts is boring. (-)					
7.	Learning through literary texts is fun. (+)					
8.	I think reading literary texts is too difficult for me. (-)					
9.	I am stressed when I read literary texts. (-)					
10.	I feel comfortable reading literary texts. (+)					

Items Statements	Rating Scale					
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
Part 3: Students' inclination to action towards using literary texts to enhance critical reading skills						
11.	After reading literary texts, I can communicate my ideas clearly. (+)					
12.	Reading literary texts in class is a burdensome experience. (-)					
13.	After reading literary texts, I can support my ideas with reasons more logically. (+)					
14.	Reading literary texts expands my idea and helps me think critically. (+)					
15.	I cannot apply critical reading skills to my daily life. (-)					

Comments and suggestions:

QUESTIONNAIRE

Students' attitudes towards using literary texts to enhance critical reading skills (Thai version)

แบบสอบถาม

ทัศนคติของนักเรียนที่มีต่อการใช้วรรณกรรมเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์

คำชี้แจง: แบบสอบถามนี้เป็นแบบสอบถามวัดทัศนคติของนักเรียนที่มีต่อการใช้วรรณกรรมเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์ จงอ่านข้อความแล้วเลือกช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็น ด้วย 2	ไม่เห็นด้วย อย่างยิ่ง1
ส่วนที่ 1: ด้านความรู้ความเข้าใจของนักเรียนที่มีต่อการใช้วรรณกรรมเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
1.	วรรณกรรมช่วยให้ฉันคิดและอ่านในเชิงคิดวิเคราะห์ได้มากขึ้น					
2.	การอ่านวรรณกรรมเป็นการสิ้นเปลืองเวลา					
3.	ฉันคิดว่าการใช้วรรณกรรมในชั้นเรียนมีประสิทธิผลต่อการพัฒนาทักษะการอ่านเชิงคิดวิเคราะห์					
4.	การอ่านวรรณกรรมช่วยให้ฉันคิดสร้างสรรค์มากขึ้นหลังจากเข้าเรียนชั้นเรียนนี้					
5.	การอ่านวรรณกรรมไม่สามารถเพิ่มความรู้ทั่วไปเกี่ยวกับชีวิตของฉันได้					
ส่วนที่ 2: ด้านความรู้สึกของนักเรียนที่มีต่อการใช้วรรณกรรมเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
6.	ฉันรู้สึกว่าการอ่านวรรณกรรมนี้เป็นสิ่งที่น่าเบื่อ					
7.	การเรียนผ่านวรรณกรรมเป็นสิ่งที่สนุก					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็น ด้วย 2	ไม่เห็นด้วย อย่างยิ่ง1
8.	ฉันคิดว่าการอ่านวรรณกรรมนี้ยากเกินไป					
9.	ฉันรู้สึกเครียดเมื่อฉันอ่านวรรณกรรม					
10.	ฉันรู้สึกสบายใจเมื่ออ่านวรรณกรรม					
ส่วนที่ 3: ด้านความชอบของนักเรียนที่มีต่อการใช้วรรณกรรมเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
11.	หลังจากอ่านวรรณกรรม ฉันสามารถ เสนอความคิดได้ชัดเจนมากขึ้น					
12.	การอ่านวรรณกรรมในชั้นเรียนเป็น ประสบการณ์ที่เป็นภาระ					
13.	หลังจากอ่านวรรณกรรม ฉันสามารถ สนับสนุนความคิดของฉันด้วยเหตุผล อย่างเป็นเหตุเป็นผลมากขึ้น					
14.	การอ่านวรรณกรรมขยายขอบเขต ความคิดของฉันและช่วยให้ฉันคิดอย่างมี วิจารณญาณ					
15.	ฉันไม่สามารถนำทักษะการอ่านเชิงคิด วิเคราะห์ไปใช้ในชีวิตประจำวันได้					

ข้อคิดเห็นและคำแนะนำ:

QUESTIONNAIRE

Students' attitudes towards using non-literary texts to enhance critical reading skills

Directions: The questionnaire is about using literary texts to enhance critical reading skills. Please read the statements and check how much you agree or disagree with the statement.

Items Statements		Rating Scale				
		Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Part 1: Students' perception towards using non-literary texts to enhance critical reading skills						
1.	Non-literary texts help me think and read more critically. (+)					
2.	Reading non-literary texts wastes my time. (-)					
3.	I think using non-literary texts in class is effective in developing my critical reading skills. (+)					
4.	Reading non-literary texts helps me think more creatively after attending this class. (+)					
5.	Reading non-literary texts does not broaden my knowledge of life. (-)					
Part 2: Students' feeling towards using non-literary texts to enhance critical reading skills						
6.	I feel that reading non-literary texts is boring. (-)					
7.	Learning through non-literary texts is fun. (+)					
8.	I think reading non-literary texts is too difficult for me. (-)					
9.	I am stressed when I read non-literary texts. (-)					
10.	I feel comfortable reading non-literary texts. (+)					

Items Statements	Rating Scale					
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
Part 3: Students' inclination to action towards using non-literary texts to enhance critical reading skills						
11.	After reading non-literary texts, I can communicate my ideas clearly. (+)					
12.	Reading non-literary texts in class is a burdensome experience. (-)					
13.	After reading non-literary texts, I can support my ideas with reasons more logically. (+)					
14.	Reading non-literary texts expands my idea and helps me think critically. (+)					
15.	I cannot apply critical reading skills to my daily life. (-)					

Comments and suggestions:

QUESTIONNAIRE

Students' attitudes towards using non-literary texts to enhance critical reading skills (Thai version)

แบบสอบถาม

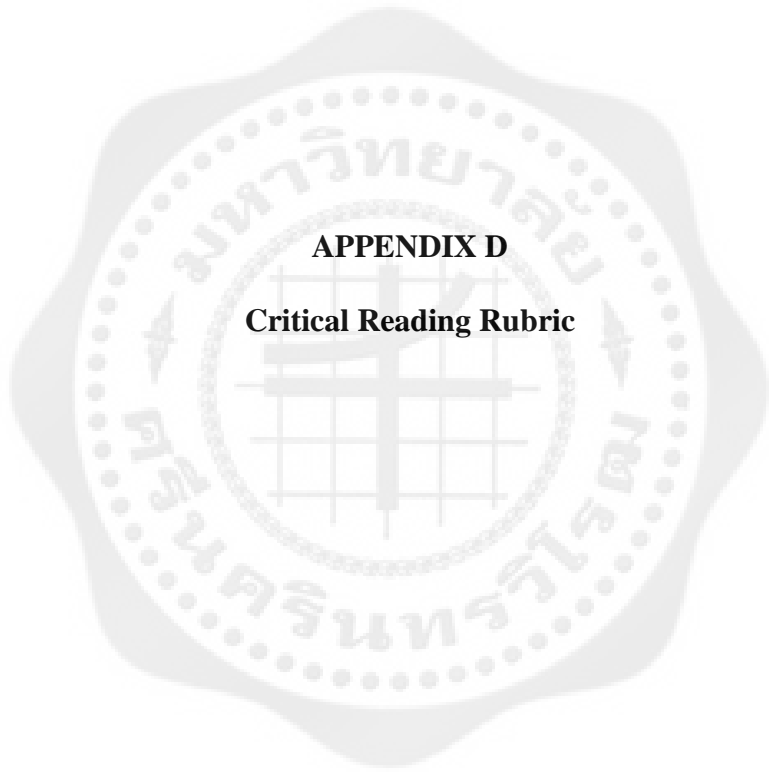
ทัศนคติของนักเรียนที่มีต่อการใช้งานเขียนประเภทอื่นเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์

คำชี้แจง: แบบสอบถามนี้เป็นแบบสอบถามวัดทัศนคติของนักเรียนที่มีต่อการใช้งานเขียนประเภทอื่นเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์ จงอ่านข้อความแล้วเลือกช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
ส่วนที่ 1: ด้านความรู้ความเข้าใจของนักเรียนที่มีต่อการใช้งานเขียนประเภทอื่นเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
1.	งานเขียนประเภทอื่นช่วยให้ฉันคิดและอ่านในเชิงคิดวิเคราะห์ได้มากขึ้น					
2.	การอ่านงานเขียนประเภทอื่นเป็นการสิ้นเปลืองเวลา					
3.	ฉันคิดว่าการใช้งานเขียนประเภทอื่นในชั้นเรียนมีประสิทธิผลต่อการพัฒนาทักษะการอ่านเชิงคิดวิเคราะห์					
4.	การอ่านงานเขียนประเภทอื่นช่วยให้ฉันคิดสร้างสรรค์มากขึ้นหลังจากเข้าเรียนชั้นเรียนนี้					
5.	การอ่านงานเขียนประเภทอื่นไม่สามารถเพิ่มความรู้ทั่วไปเกี่ยวกับชีวิตของฉันได้					
ส่วนที่ 2: ด้านความรู้สึกของนักเรียนที่มีต่อการใช้งานเขียนประเภทอื่นเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
6.	ฉันรู้สึกว่าการอ่านงานเขียนประเภทอื่นนี้เป็นสิ่งที่น่าเบื่อ					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
7.	การเรียนรู้ผ่านงานเขียนประเภทอื่นเป็นสิ่งที่สนุก					
8.	ฉันคิดว่าการทำงานเขียนประเภทอื่นนี้ยากเกินไป					
9.	ฉันรู้สึกเครียดเมื่อฉันอ่านงานเขียนประเภทอื่น					
10.	ฉันรู้สึกสบายใจเมื่ออ่านงานเขียนประเภทอื่น					
ส่วนที่ 3: ด้านความชอบของนักเรียนที่มีต่อการใช้งานเขียนประเภทอื่นเพื่อเพิ่มทักษะการอ่านเชิงคิดวิเคราะห์						
11.	หลังจากอ่านงานเขียนประเภทอื่น ฉันสามารถเสนอความคิดได้ชัดเจนมากขึ้น					
12.	การอ่านงานเขียนประเภทอื่นในชั้นเรียนเป็นประสบการณ์ที่เป็นภาระ					
13.	หลังจากอ่านงานเขียนประเภทอื่น ฉันสามารถสนับสนุนความคิดของฉันด้วยเหตุผลอย่างเป็นเหตุเป็นผลมากขึ้น					
14.	การอ่านงานเขียนประเภทอื่นขยายขอบเขตความคิดของฉันและช่วยให้ฉันคิดอย่างมีวิจารณญาณ					
15.	ฉันไม่สามารถนำทักษะการอ่านเชิงคิดวิเคราะห์ไปใช้ในชีวิตประจำวันได้					

ข้อคิดเห็นและคำแนะนำ:



APPENDIX D

Critical Reading Rubric

Critical Reading Rubric

Adapted from CRHS and MISD (2007)

Questions	Distinguished (5)	Proficient (4)	Fair (3)	Developing (2)	Unacceptable (1)
-If you were a real nightingale, would you return to see the sick Emperor again? Explain. (Express ideas logically)	- Answer is significant and relevant with supporting many details, examples and evidence to the ideas. - Answer reveals making excellent and meaningful connection with students' traits, personality, world viewpoint, or knowledge.	- Answer is significant, and relevant with providing some adequate details, examples and evidence to develop the ideas. - Answer reveals good connection with students' traits, personality, world viewpoint, or knowledge.	- Answer is relevant but has few details to support the answer. - Answer reveals some limited connections with students' traits, personality, world viewpoint, or knowledge	- Answer reveals minimal comprehension of the question and supports minimal details, examples and evidence. - Make limited connection with students' traits, personality, world view point, or knowledge	- Answer is inaccurate or presents a misinterpretation with no relevance to the questions. Ideas are not developed with details. - Answer reveals no connection to the students' traits, personality, world view point, or knowledge.
- Why do you think 85 Pablo is the only resident still there? Explain. (Express ideas logically)	- Answer is significant and relevant with supporting many details, examples and evidence to the ideas. - Answer reveals making excellent and meaningful connection with students' traits, personality, world viewpoint, or knowledge.	- Answer is significant, and relevant with providing some adequate details, examples and evidence to develop the ideas. - Answer reveals good connection with students' traits, personality, world viewpoint, or knowledge.	- Answer is relevant but has few details to support the answer. - Answer reveals some limited connections with students' traits, personality, world viewpoint, or knowledge	- Answer reveals minimal comprehension of the question and supports minimal details, examples and evidence. - Make limited connection with students' traits, personality, world view point, or knowledge	- Answer is inaccurate or presents a misinterpretation with no relevance to the questions. Ideas are not developed with details. - Answer reveals no connection to the students' traits, personality, world view point, or knowledge.



VITAE

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