

Exploring Critical Reading in the English Textbooks  
for Thai Students



An Independent Study Submitted in Partial Fulfillment of the  
Requirements  
for the Degree of Master of Arts in English as an International Language  
Inter-Department of English as an International Language  
Graduate School  
Chulalongkorn University  
Academic Year 2019  
Copyright of Chulalongkorn University

การสำรวจการอ่านอย่างมีวิจารณ์ญาณในแบบเรียนภาษาอังกฤษ  
ของนักเรียนไทย



สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตร

มหาบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2562

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Independent Study Title      Exploring Critical Reading in the English Textbooks for  
Thai Students  
By                                      Miss Mintra Suratha  
Field of Study                      English as an International Language  
Thesis Advisor                      Assistant Professor PORNPIMOL SUKAVATEE, Ph.D.

---

Accepted by the Graduate School, Chulalongkorn University in Partial  
Fulfillment of the Requirement for the Master of Arts

INDEPENDENT STUDY COMMITTEE

..... Chairman  
(Assistant Professor APASARA CHINWONNO, Ph.D.)

..... Advisor  
(Assistant Professor PORNPIMOL SUKAVATEE,  
Ph.D.)

..... Examiner  
(Assistant Professor MANEERAT EKKAYOKKAYA,  
Ph.D.)



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

มินตรา สุระธา : การสำรวจการอ่านอย่างมีวิจารณญาณในแบบเรียนภาษาอังกฤษ  
ของนักเรียนไทย. ( Exploring Critical Reading in the English Textbooks for  
Thai Students) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล ศุขะวาที

งานวิจัยฉบับนี้มีจุดมุ่งหมายเพื่อที่จะสำรวจองค์ประกอบของทักษะการอ่านอย่างมีวิ  
จารณญาณที่ช่วยในการส่งเสริมการพัฒนาความสามารถทางด้านการอ่านอย่างมีวิ  
จารณญาณในหนังสือแบบเรียนภาษาอังกฤษของนักเรียนไทย แบบเรียนภาษาอังกฤษจำนวน 14 ฉบับ  
ได้ถูกรวบรวมเพื่อนำมาใช้ในงานวิจัยครั้งนี้ เครื่องมือที่ใช้ในงานวิจัยคือรายการตรวจสอบอง  
ค์ประกอบทักษะการอ่านอย่างมีวิจารณญาณในหนังสือแบบเรียนภาษาอังกฤษของนักเรียน  
ระดับชั้นมัธยมศึกษาตอนปลาย การวิเคราะห์เนื้อหาและสถิติเชิงบรรยายได้ถูกใช้เพื่อวิเคราะห์ผลที่ได้รับจากรายการตรวจสอบ  
ผลของการวิจัยแสดงให้เห็นว่าหนังสือแบบเรียนในกลุ่มตัวอย่างงานวิจัยฉบับนี้มีองค์ประกอบท  
ักษะการอ่านอย่างมีวิ  
จารณญาณที่แตกต่างกัน  
องค์ประกอบการอ่านอย่างมีวิ  
จารณญาณบางองค์ประกอบสามารถพบได้ในหนังสือแบบเรียน  
เกือบทุกเล่ม แต่บางองค์ประกอบก็ไม่พบในหนังสือแบบเรียนเล่มใดเลย นอกจากนี้  
ลำดับของทักษะที่พบในกลุ่มตัวอย่างงานวิจัยก็แตกต่างจากลำดับที่ได้จากการสังเคราะห์งานวิ  
จัยที่เกี่ยวข้องตั้งแต่ปี ค.ศ. 1980 จนถึงปี ค.ศ. 2015  
งานวิจัยฉบับนี้ยังได้อภิปรายลักษณะจำเพาะของแบบฝึกหัด  
และตัวอย่างแบบฝึกหัดขององค์ประกอบการอ่านอย่างมีวิ  
จารณญาณต่าง ๆ  
สำหรับนักเรียนไว้อีกด้วย

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานา	ลายมือชื่อนิสิต
	ชาติ	.....
ปีการศึกษา	2562	ลายมือชื่อ อ.ที่ปรึกษาหลัก
๗		.....

## 6187542020 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORD critical reading, critical thinking, textbooks

D:

Mintra Suratha : Exploring Critical Reading in the English Textbooks for Thai Students. Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

The study aims to explore components of critical reading skills in which support the development of critical reading ability in textbooks used by Thai students. 14 textbooks were gathered and used in this research. The instrument used was core critical reading skills checklist for upper secondary school English textbooks. Content analysis and descriptive statistics were employed to analyze result derived from the checklist. The result showed that textbook sample composed of different degrees of critical reading components. Some skills can be found in almost every textbook, while some skills can hardly be found. Moreover, the order of skills presented in textbooks yield differently from the synthesis of literature review of critical reading skills from the year 1980 to 2015. Tasks' characteristics and sample tasks of each critical reading skills are also displayed in the study.



Field of Study:	English as an International Language	Student's Signature
Academic Year:	2019	.....
		Advisor's Signature
		.....

## ACKNOWLEDGEMENTS

I would like to take this opportunity to express my sincere gratitude to people whose contribution, and support have made to the success completion of this study.

First and foremost, I would like to express my deepest appreciation and sincere gratitude to my advisor Assistant Professor Dr. Pornpimol Sukavatee for her professionalism, support, kindness and guidance throughout this study. My study would not have been accomplished without her support and assistance.

My gratitude is also extended to my committee members, Assistant Professor Dr. Apasara Chinwonno and Assistant Professor Dr. Maneerat Ekkayokkaya for their insightful comments and suggestions in which very much help enhance the quality of my research study.

Also, my heartfelt thanks go to Associate Professor Dr. Punchalee Wasanasomsithi, Assistant Professor Dr. Ruedeerath Chusanachoti, and Assistant Professor Dr. Kittitouch Soontornwipas for their contribution on validating my research instrument. Moreover, I also would to express my genuine thanks to Dr. Sasithorn Lingomolvilas and Ajarn Nipa Brosnan for their time and contribution on analyzing my research sample. Without their support, this study would not have succeeded.

Last but not least, I would like to extend my gratefulness to my family for their unconditional love, understanding, encouragement and endless support since the beginning of my academic journey in EIL. Part of my success in my academic journey is because of them.

Mintra Suratha

## TABLE OF CONTENTS

	<b>Page</b>
.....	iii
ABSTRACT (THAI) .....	iii
.....	iv
ABSTRACT (ENGLISH).....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
Introduction.....	1
Research Questions.....	2
Research Objectives.....	2
Significance of the Study.....	2
Definition of Terms .....	3
Literature Review.....	3
Critical Reading .....	3
Critical Thinking.....	5
Roles of Materials in English Language Teaching and Learning.....	6
Methodology .....	6
Sample .....	6
Participants .....	7
Instrument.....	7
Data Collection .....	8
Data Analysis.....	8
Results.....	9
Discussion.....	14
Conclusion .....	15

Recommendations for Further Studies.....	15
REFERENCES .....	16
Appendices.....	19
Appendix A: Result of core components of critical reading skills checklist for upper secondary English textbooks by 3 experts .....	20
Appendix B: Core components of critical reading skills checklist.....	27
Appendix C: The validation of critical reading checklist .....	30
Appendix D: List of experts validating the instrument .....	32
Appendix E: List of raters evaluating the sample.....	33
Appendix F: Inter-rater reliability Correlations.....	34
VITA.....	35





## LIST OF TABLES

	<b>Page</b>
Table 1: Core critical reading skills and its tasks characteristics in textbooks.....	9
Table 2: Percentage of textbooks found with critical reading components .....	13
Table 3: Quantity of critical reading skills found in textbooks .....	13



## Introduction

Critical reading skills are considered to be essential skills everyone should possess due to abundant of information available and its complexity in this 21<sup>st</sup> century. English language has been a dominating language of the world for a long period of time, resulting in more English language sources of information, educational resources, news, quotes, signs, for instances. Therefore, strong critical reading skills are crucial for readers to be able to selectively read, evaluate, and make judgement on the credibility of information they are reading (Morgan & Shermis, 1989; Sanacore, 1994).

The development of critical reading skills corresponds to the development of critical thinking skills since they are interrelated in terms of its elements, and how parallelly it works together (Kurland, 2000). Thistlethwaite (1990) claimed that the skills listed in textbooks to teach these two skills, critical reading skills and critical thinking skills, are alike. Moreover, As stated in Taglieber (2003)'s research, Newton (1985) mentioned that "...to read critically is to think critically. Critical thinking is a manner of assimilating and processing information and evaluating ideas. Our concerns as a teacher of reading, is to encourage critical thinking with respect to the written word." Therefore, to develop critical reading skills, critical thinking skills must be developed first.

Critical reading is regarded as the top highest three higher thinking skills in Bloom's taxonomy which includes the process of analysis, synthesis, and evaluation (Kennedy, Fisher, & Ennis, 1991). Its significance is acknowledged worldwide as an essential skill student in a modern era should have (Barnett, 1997). As well as in Thailand, the National Education Act 1999 and the Basic Core Curriculum 2008 endorsed critical reading skills and critical thinking skills as one of required skills. In critical reading process, readers are required to break down, analyze, synthesize, and evaluate what they read to understand the meaning embedded beyond literal meaning of the text. Day (1980) depicted that explicit teaching and learning on critical reading is necessary and beneficial especially to lower level students. Thus, English language teachers have been trying to foster their students to read critically by applying different types of meaningful instructional materials and teaching methodologies to facilitate critical reading development in their classroom.

Instructional materials have been given an imperative role in English language classroom, since it helps concretizing ideas, stimulating students' imagination (Esu, Erukoha, & Umoren, 2004). Nowadays, there are many instructional materials used in classroom, whether it is mobile applications, videos, blogs. However, textbooks are the most widely used (Cruz Rondón & Velasco Vera, 2016). Textbooks are vital essence to successful critical reading teaching and learning because it is the main source where students can expose themselves to.

Regarding the aforementioned situation, numerous research have been conducted to investigate textbooks that are used in the classroom internationally (Zabihi & Pordel, 2011). As well as in Thailand, several studies were conducted to investigate textbooks used in classrooms, however, limited textbooks investigations had been done on critical reading skills. According to the importance of critical reading mentioned in both P21 framework and Thai national curriculum, it would be useful to explore the components of critical reading, in which help enhance critical reading skills, presented in textbooks used among Thais since it has a vital role in the

development of critical reading and critical thinking skills. Both teachers and students rely on them during teaching and learning process. In addition, textbooks are the main source of language exposure for students apart from their teacher's input (Richards, 2001). The benefits of textbooks are not only on students but also for teachers since it helps them to conduct the class logically (Ikerionwu, 2000), and teachers rely on them during the class too. Therefore, the insight understanding of textbooks and selection of appropriate textbook for the classroom are essential. In order to reveal the insight of current textbooks used in school, this study investigates the critical reading components embedded in textbooks that support the development of critical reading skills development.

### **Research Questions**

1. What are the critical reading components and characteristics of critical reading tasks in textbooks?
2. To what extent do the English textbooks contain the elements to enhance critical reading skills of upper secondary school students?

### **Research Objectives**

1. To explore the critical reading components and characteristics of critical reading task in textbook.
2. To investigate to what extent the English textbooks contain the components to enhance critical reading skills of upper secondary school students.

### **Significance of the Study**

The result of the study offers the insight into the components of critical reading presented in textbooks used in schools to promote the development of students' critical reading abilities in three aspects; pedagogy, teachers and learners. First, in the pedagogical aspect, the insight of critical reading components can reveal curriculum contents that are embedded in textbooks. Moreover, it also affirms teaching approach since textbooks influence teacher's pedagogy (Mathai, 2014), in addition, it could raise teacher's awareness of critical reading skills that could be taught by the use of certain textbook. Second, in the teacher's aspect, teachers are aware to what extent of critical reading skills to be taught and covered in class, and aware of extent of critical reading skills could be taught by the use of certain textbook. Third, learners can choose suitable textbook to practice certain critical reading skills they desired based on the components presented. Furthermore, the characteristics of task such as questions types and sample of tasks can help them familiarized themselves to the questions and activities of the skills and can improve their test performance. In addition, the insight found may facilitate teachers, schools, and other stakeholders to choose the appropriate textbook to be used in reading classroom to support the develop their students' critical reading skills.

## Definition of Terms

- 5.1 *Critical reading components*: 10 core critical reading components presented in textbooks that help support the development of critical reading skills which are 1. ability to make inferences, 2.ability to evaluate arguments and evidence, 3.ability to distinguish facts and opinions, 4.ability to identify author's tone and purpose, 5.ability to identify author's point of view, 6.ability to identify main idea, 7.ability to identify bias, 8.ability to recognize organization, 9.ability to identify assumption, and 10.ability to evaluate credibility of the author.
- 5.2 *Textbooks*: commercial textbooks and compiled sheet by schools under Secondary Education Service Area Office (SESAO) 6 in Chachoengsao province.
- 5.3 *Thai students*: EFL learners in Matthayom 6 from 27 schools in Chachoengsao province under Secondary Education Service Area Office (SESAO) 6.

## Literature Review

### Critical Reading

It is mentioned by R. W. Paul (1993) that critical reading is an “active, intellectually engaged process in which the reader participates in an inner dialogue with the writer” (p.461). He believes that critical reading is the process of reading in which the reader links the author's ideas, point of view, information together with their own experiences or problems by employing process that include analysis, synthesis, and evaluation that is correspond to Bloom's taxonomy, critical thinking theory.

Various researchers confirm that critical reading ability is not a stand-alone ability. It interrelates and works collaboratively with other skills, especially critical thinking skills. Commeyaras (1990) who is supported by Collin, Brown, and Larking (1980) portray “the claim that critical thinking is closely related to reading comprehension is similar to the view that reasoning is an integral part of reading.” It is further stated that “critical thinking which in involves reasoning, is the process the reader uses to determine which interpretations are consistent with textual evidence and background knowledge” (p.201). Based on Miller (1981)'s finding, there is a positive relationship between gains in critical thinking achievement and gains in reading proficiency achievement. Therefore, it is obvious that critical thinking skills and critical reading skills support each other.

To read critically is not just understand the literal meaning of the text being read. However, it is much beyond that. Numerous researchers, scholars, and authors have identified diverse critical reading subskills in which they think a critical reader should have. From the literature review of critical reading published between 1980 to 2015, 10 most frequent mentioned subskills of critical reading that are essential to critical reading abilities are found. The skills that researchers agree it is important are

1. Ability to *make inferences* refers to the ability to connect pieces of information provided in the passage to fully understand or conclude the hidden meaning of the text (Abdullah, 1994; "Element of Thoughts," 2007; Garrigus, 2002; Goldfarb & Johnson, 2007; Manarin, Carey, Rathburn, &

- Ryland, 2015; Pardede, 2007; R. Paul & Elder, 2006; Rosenshine, 1980; Talebi & Talebi, 2015; Wassman & Paye, 1985)
2. Ability to *evaluate arguments and evidence* refers to ability to evaluate and make judgement on the credibility of arguments and evidences presented (Abdullah, 1994; "Element of Thoughts," 2007; Garrigus, 2002; Goldfarb & Johnson, 2007; Manarin et al., 2015; Talebi & Talebi, 2015; Wassman & Paye, 1985)
  3. Ability to *distinguish facts and opinions* cites the reader's ability to distinguish between statements of facts and statements of opinions that are mixed in the text (Garrigus, 2002; Goldfarb & Johnson, 2007; Pardede, 2007; Talebi & Talebi, 2015; Wassman & Paye, 1985)
  4. Ability to *identify author's tone and purpose* indicate the ability to recognize purpose and tone of text's and author's by using both explicitly and implicitly stated cues in the text (Abdullah, 1994; "Element of Thoughts," 2007; Goldfarb & Johnson, 2007; R. Paul & Elder, 2006; Wassman & Paye, 1985)
  5. Ability to *identify point of view* refers the ability to identify writer's and passage's point of view controlling the overall thought of the passage ("Element of Thoughts," 2007; Pardede, 2007; R. Paul & Elder, 2006; Wassman & Paye, 1985)
  6. Ability to *identify main idea* refers to the ability to identify and locate the main idea of the passage with the ability to distinguish between main idea and subordinate ideas of the text (Garrigus, 2002; Manarin et al., 2015; Rosenshine, 1980)
  7. Ability to *identify bias* refers to ability to recognize and identify bias statements presented in the passage gain the same recognition (Abdullah, 1994; Goldfarb & Johnson, 2007; Talebi & Talebi, 2015)
  8. Ability to *recognize organization* cites the ability to identify the idea of organization, ability to locate where certain ideas should be by looking at the text's organization (Abdullah, 1994; Goldfarb & Johnson, 2007; Manarin et al., 2015)
  9. Ability to *identify assumption* refers to the ability to identify author's primary assumption which is hidden in author's viewpoint and thinking (Abdullah, 1994; "Element of Thoughts," 2007; R. Paul & Elder, 2006)
  10. Ability to *evaluate the credibility of the author* refers to the ability to evaluate the author's qualities or credentials that affect the credibility of the passage ("Element of Thoughts," 2007; Pardede, 2007; Talebi & Talebi, 2015)

These subskills are considered to be necessary in critical reading skills development, since many researchers and authors agreed upon. Therefore, 10 core critical reading subskills are also adopted in this research's instrument development to explore textbooks.

Moreover, as critical reading skills is interrelated to critical thinking skills, these two skills should be taught and develop in harmony. The importance of critical reading skills is endorsed nationally and internationally. Thailand Basic Core Curriculum expects students to be skillful in all four skills namely; reading, writing, speaking, and listening. In reading, students are expected to be able to identify main

idea, analyze the essence of reading, interpret and express opinions from reading, provide justification and example for illustration, for example. To be able to perform the aforementioned skills, students need to have critical reading skills, therefore, critical reading development classes are conducted in schools over Thailand to fulfill the national standard learner's quality.

### **Critical Thinking**

Critical thinking has been developed and mentioned for a long period of time and it is considered as a foundation for critical reading skills. Tracing back the literature of critical thinking, there are two primary disciplines that critical thinking was discussed, philosophy and psychology (Lewis & Smith, 1993). Later on, Sternberg (1986) depicts the additional discipline which is educational field. The definition of critical thinking differs among the beliefs in each discipline. In educational aspect, critical thinking is regarded as a self-directed, self-disciplined, self-monitored, and self-corrective type of thinking (R. Paul & Elder, 2006). Moreover, critical thinking skills is considered to be a higher order of thinking as cited in Bloom's taxonomy. Kennedy et al. (1991) mentioned that the highest three levels of the taxonomy which are evaluation, synthesis, and analysis, are usually appraised to represent critical thinking skills.

Despite the researchers' disagreement in approach and thought to define critical thinking, they had agreed on some specific abilities that should be under the term. To have critical thinking skills, one needs to possess skills below:

- Analyzing arguments, claims and evidence (Diane, 1998; Ennis, 1985; Facione, 1990; R. W. Paul, 1992);
- Making inferences by using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; R. W. Paul, 1992; Willingham, 2007);
- Judging or evaluating (Case, 2005; Ennis, 1985; Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995);
- Making decisions and solving problems (Diane, 1998; Ennis, 1985; Willingham, 2007).

Critical thinking skills has been the emphasis in English language teaching and learning classroom both in Thailand and worldwide. P21 framework for 21<sup>st</sup> century mentioned critical thinking and problem solving as one of the essential 21<sup>st</sup> student outcome under Learning and Innovation skills. Thai national education policy focused on student's critical thinking skills development. The objective of the educational reform is to capacitate students to become a critical thinker, problem-solvers and life-long learners.

To have critical thinking skills, not only critical thinking abilities that matter, but critical thinking dispositions and background knowledge are also important. Critical thinking disposition is defined as "consistent internal motivations to act towards or respond to persons, events, or circumstances in habitual, yet potentially malleable ways" (Facione, 2000, p. 64). If a person possesses positive dispositions such as open minded, propensity to seek reason, desire to be will-informed, they are more likely to be able to perform a better critical thinking. As well as the need of background knowledge, a person relies on their background knowledge to reflect or respond, since they need something to think about first (McPeck, 1990). Therefore, if they have no background knowledge, the possibilities that critical thinking will occur is very low.

Critical thinking is also regarded as a significant aspect of critical reading skills. To be able to read critically, a person needs to think critically too. Consequently, it is difficult to teach one of them separately.

### **Roles of Materials in English Language Teaching and Learning**

Instructional materials have been employed in English language teaching and learning classroom for years. They are the key components in language classroom. They serve as the basis and the core in language classes because both teachers and students rely on them during their teaching and learning process. Wide variety of materials are used in the class namely; instructional chart, flashcard, presentation slides, cartoon, news, but the most widely used among all of them is textbook.

According to Richards (2001), textbook is a major source of language exposure for students apart from the input they got from teachers. It is also a trainer and guideline for inexperienced teachers by providing them ideas to the lesson plans and content to be taught. It is undeniable that most language classes rely on textbooks since they are simple, and require no technology, therefore, anyone can access to it.

The importance of textbooks has always been recognized. Ahmed (2017) stated that “a learner can become more independent with the help of good textbooks, in spite of bad or non-existent teaching. One of the first roles or functions of materials is that they provide opportunities for learning”. In addition, Rubin (1975) mentioned that textbooks include opportunity to learn language since it gives students to the use and practice of language. Thereby, textbooks are not just an exercise of content, but the key factor in supporting language teaching and learning process (Bonilla Medina, 2008; Charalambous, 2011; Chou, 2010; Issa, 2007).

Textbooks used in English language teaching and learning in Thailand varied depend upon school's selection. There are any commercial textbooks claimed to be corresponded to the Basic Core Curriculum available in the market, and it is common that one textbook is used with students in one level in a school. Therefore, textbooks chosen often consist of different chapters to develop all the four skills in English language. None of the textbooks that are normally chosen is specially support the development of critical reading. A preliminary study was conducted in Chachoengsao province, and the result found was none of the textbooks used in schools are customized for critical reading development. It comprises with the support to all four English language skills. Nonetheless, there are still some critical reading skills embedded within these books.

## **Methodology**

### **Sample**

The sample are textbooks used in mandatory English courses for Matthayom 6 (Grade 12) students in main school program from 27 schools under Secondary Education Service Area Office (SESAO) 6 in Chachoengsao province. Due to permission to textbooks used in two schools and some overlapping textbooks used among schools, resulting in the total of 11 commercial textbooks and 3 compiled sheets for the study

## Participants

The participants in this study are 3 raters participating in textbook analysis process. The raters are the researcher, a Ph.D. English language teacher, and an English language teacher who has more than 21 years of English language teaching experiences. The 3 raters were trained, so they could have mutual understanding on how to use the critical reading checklist.

## Instrument

To achieve the objectives of this research, A critical reading skills checklist was developed from 4 stages of summary, analysis, synthesis, and validation of critical reading skills.

Stage 1: Review of literature about critical reading to find out the critical reading components, skills, and characteristics

Stage 2: The skills found are put into table in year of publication order.

Stage 3: Repeated skills by different researchers and authors are sorted and put into frequency order (from most to least)

The checklist derived from the most repeated components of critical reading with the frequency from 9 to 3. The checklist consisted of 10 core critical reading skills and total of 30 sub critical reading skills.

Stage 4: After the Item-Objective Congruence validation of the instrument from 3 experts, the IOC results revealed 2 invalid items. Consequently, the two items were eliminated, and other items was revised. Due to that, the checklist is now consisted of 10 core skills, and 28 subskills which result in 28 item checklists to be used in the study. Core critical reading skills and its subskills included in the checklists are as follows;

- 7.2.1 The ability to make inferences
  - use what you know (experiences/ prior knowledge) to make a guess about what you do not know
  - use clues in the text along with what you know (experience/ prior knowledge) to figure out what is not directly said
  - use what you know (experience/ prior knowledge) to draw conclusion
- 7.2.2 The ability to evaluate arguments and evidence
  - identify the coherence of the arguments
  - evaluate whether the arguments are valid/ justifiable
  - evaluate whether the evidence is strong and reasonable
- 7.2.3 The ability to identify facts and opinions
  - recognize statements of facts
  - recognize statements of opinions
  - practice using signal clues to distinguish facts from opinions
- 7.2.4 the ability to identify author's purpose and tone
  - recognize author's purpose (e.g. to inform, entertain, persuade)
  - recognize author's tone through words and details
- 7.2.5 the ability to identify point of view of the author
  - identify author's point of view/ position on the issue
  - identify whether the author agree/disagree with the issue



- identify author's belief on the issue
- 7.2.6 The ability to identify main idea and supporting details
  - locate the state main idea being presented
  - identify implied main idea (if any)
  - recognize supporting details supporting the main idea
- 7.2.7 Identify bias
  - look for opposing view presented
  - look for author's preferences (which side/ issue is preferred)
  - analyze connotative meaning
- 7.2.8 Recognize organizations of the passage
  - recognize type of passage (e.g. fiction/non-fiction)
  - determine the order of the text (e.g. chronological order, compare and contrast, cause and effect).
  - recognize the transitions used in the text.
- 7.2.9 Identify assumption
  - identify premises
  - identify the conclusion(s)
  - use unstated link between premise and conclusion to draw assumption
- 7.2.10 Evaluate credibility of the author
  - evaluate whether sufficient evidence is used by the author to convince readers.
  - check for a list of sources at the end of the article (if any).

### **Data Collection**

In August 2019, the materials used are collected from 29 schools under Secondary Education Service Area Office (SESAO) 6 in Chachoengsao province by asking from English language teachers who teach English for Matthayom 6 students of each schools on the phone. The result derived was 24 schools use commercial textbooks while 5 schools use learning sheets compiled by teachers in the schools. However, only 3 set of compiled sheets were gathered from three schools. The other 2 schools compilation sheets are excluded since the permission to school compilation sheets were not granted. Among 24 schools where commercial textbooks are used, some textbooks are overlapping, resulting in 11 different textbooks and 3 compiled learning sheets for data analysis process.

After the sample is collected, 3 experts took part in the textbook sample analysis process by using the core critical reading components checklist. The present of the critical reading skills is confirmed by the agreement of at least 2 out of 3 raters.

### **Data Analysis**

The data analysis involved both qualitative and quantitative analysis. The qualitative data obtained from the content analysis of textbooks by summarize and synthesize characteristics of each critical reading skills tasks that are presented in textbooks. The quantitative result derived from the checklist were analyze using descriptive statistics to find the percentage. Pearson Correlation Statistics were also

employed to estimate the reliability between 3 raters. Data analysis according to research questions are as follows.

**RQ1:** what are the critical reading components and characteristics of critical reading tasks in textbook?

To answer this research question, the checklists is used to find out critical reading components in textbooks used in different schools in Chachoengsao province. Lists of critical reading components embedded in textbooks derived from the finding in this stage. In addition, content analysis was performed to explore the characteristics of critical reading tasks and examples of tasks for each critical reading components.

**RQ2:** to what extent do the English textbooks contain the elements to enhance critical reading skills of upper secondary school students?

To answer this question, descriptive analysis is employed to find out the percentage of each critical reading components presented in textbooks. The results of each components are then rearranged in order from most to least. Moreover, this study uses 3 raters to evaluate critical reading components presented in textbooks, therefore, Pearson correlation statistics which is used to estimate inter-rater reliability coefficient is calculated by using SPSS.

## Results

Research question 1: what are the critical reading components and characteristics of critical reading tasks in textbook?

This research question aimed to investigate the critical reading components embedded in textbooks, and to explore tasks' characteristics of each critical reading components. The instrument used to answer this research question was the checklist of core critical reading skills. In order to answer this question, the analysis of critical reading components in 14 textbooks were carried out. Table 1 showed the findings of the core critical reading skills checklist and its task characteristics in frequency order.

*Table 1: Core critical reading skills and its tasks characteristics in textbooks.*

Core Critical Reading Skills	Task Type	Sample of tasks (students should...)
1. identify facts and opinions	Selected response, statements identification	-identify whether statements are true, false, or not given based on facts presented in the passage. Correct the false statements. -identify statements of facts. -identify statements of opinions.
	Short response	choose the best answer according to the facts in the text
	Sentence and chart completion	complete sentences or chart using facts from the passage.
2. identify main idea and supporting details	Matching	-match headings which is considered to be an implied main idea with extracts. -match advertisement with statements giving details about each advertisement. -match topic with its supporting details.

Core Critical Reading Skills	Task Type	Sample of tasks (students should...)
2. identify main idea and supporting details (continue)	main idea and supporting details identification, selected response	<ul style="list-style-type: none"> <li>-identify the main idea of the reading and supporting details by write M (main idea) and S (supporting detail).</li> <li>-mark X in front of the main idea.</li> <li>-identify the best title (implied main idea) for the text.</li> <li>-locate paragraph where details are presented</li> <li>-underline different supporting details mentioned in the text.</li> <li>-answer what the main idea of the reading is about.</li> </ul>
	summary selection	-choose the best summary which in other word the implied main idea for the passage.
3. recognize organizations of the passage	identification of the components of a story, selected response	<ul style="list-style-type: none"> <li>-categorize text into text categories.</li> <li>-identify which event happened last.</li> <li>-identify how the passage organization is developed.</li> </ul>
	sequencing	<ul style="list-style-type: none"> <li>-Put the events in orders they happened using numbers or alphabets.</li> <li>-order paragraphs according to its chronological order.</li> <li>-order sentences into correct organization sequences</li> </ul>
	text type selection	recognize type of the text
	timeline completion, gap filling	<ul style="list-style-type: none"> <li>- choose sentence to fit the gap in relevant to text organizations.</li> <li>-fill in timeline according to text organizations.</li> </ul>
4. make inferences	Selected response	<ul style="list-style-type: none"> <li>-choose the correct inferred statements</li> <li>Ex. 1. It can be inferred from the passage...</li> <li>2. From the information given, it is implied that...</li> <li>3. We can assume from the passage that...</li> </ul>
	open-ended questions	<ul style="list-style-type: none"> <li>-answer the questions by inferring from the passage.</li> <li>Ex.1. what do you think happens at the end?</li> <li>2. based on your personal experiences, does the information in the reading seem correct?</li> <li>3. Why does the author use <i>interestingly</i> in line 12?</li> <li>4. What kind of terrorist attacks will probably happen one day?</li> </ul>

Core Critical Reading Skills	Task Type	Sample of tasks (students should...)
5. evaluate arguments and evidence	Identify the coherence of arguments	-identify the missing sentences/paragraph in the passage based on its coherence and put the sentences back to the correct place.
	matching	-match possible coherent causes and effects
6. identify author's purpose and tone	Selected response	-identify author's purpose presented in the text Ex. 1. what is the purpose of the text? 2. The main purpose of the passage is to... 3. What is the real purpose of the announcement? 3. The tone of the passage can be best described as...
7. identify point of view of the author	Selected response, short response	-identify whether the author point of view whether the author agree/partially agree/disagree with the statements. -answer questions about author's point of view. Ex. 1. What does the writer think of the future of mobile? 2. According to the author, books are important because... 3. Which of the following best described author's main point?
8. identify bias	Selected response	-identify author's disfavor Ex. What does the writer not like about...?
9. identify assumption	Selected response, open-ended questions	-draw conclusion of the passage Ex. We can conclude from the passage that... -choose the best conclusion for the passage.

As illustrated, Table 1 displays core critical reading skills, its questions type, and sample tasks discovered from textbooks listed in frequency order. The most encountered critical reading skills in textbooks is *the ability to identify facts and opinions* where learners should identify which statements are true and which statements are false, identify statements of facts and opinions, choose the best answer according to the text, complete sentences and chart using information from the passage based on the facts presented in the passage. Characteristics of tasks that students have to deal with are selected response, statement identification, short response, and sentence and chart completion.

The second frequently found skill is *the ability to identify main idea and supporting details*. In order to identify main idea and supporting details, students should, for example, match headings which is considered as an implied main idea

with extracts, match topic with supporting details, mark X in front of the main idea, locate paragraph where details are presented, choose the best summary of the text through selected response, matching, main idea and supporting details identification, and summary selection activities.

Third is *the ability to recognize organizations of the passage*. To perform the skills, a learner should order the events according to the time they occurred by using numbers or alphabets, order sentences into correct order, categorize text into categories, recognize text type, choose sentence to fit the gap, and fill timelines with information from the text.

Forth, activities frequently used for *the ability to make inferences* are selected response and open-ended questions where students are asked to choose the correct inferred statements and answer the questions by inferring from the passage. The questions are, “what do you think happens at the end?”, “it can be inferred from the passage that...”, for example.

Fifth, *the ability to evaluate arguments and evidence*, in this skill, learner should identify the missing sentences or paragraph in the passage and put them back in the correct place to form a coherent passage. Moreover, matching activities are also employed for students to match causes and effects.

Sixth, the *ability to identify author’s purpose and tone* was found in this study. To stimulate students to identify author’s purpose and tone, selected response where students have to select the statement which is best described author’s purpose in writing the article, author’s tone of the passage are employed.

The seventh skill is the skill to *identify point of view of the author*. By responding to the selected response and open-ended questions, students should identify whether the author agree, partially agree, or disagree with the statements, and identify the author’s thought toward a certain topic.

Eighth is the *ability to identify bias*. As displayed among textbooks, students are asked to identify author’s disfavours by responding to the selected response.

The last skill found is the *ability to identify assumption*. To identify assumption, students should be to choose the best conclusion correspond to the reading since the activity uses statements like “we can conclude from the passage that...” to urge students to draw conclusion.

Research question 2: to what extent do the English textbooks contain the elements to enhance critical reading skills of upper secondary school students?

This research question aimed to investigate the percentage of each critical reading components found among 14 textbooks and quantity of critical reading components found in a textbook. The results are as follows;

Table 2: Percentage of textbooks found with critical reading components

Skills (Percentage)	Identify facts and opinions	Identify main idea and supporting details	Recognize organization of the passage	Making inferences	Evaluate arguments and evidence	Identify author's purpose and tone	Identify author's point of view	Identify bias	Identify assumption	Evaluate credibility of the author
textbooks	92.86	78.57	71.43	57.14	50	42.86	21.43	7.14	7.14	0

Table 2 presents the percentage of each critical reading skills found among 14 textbooks ranking from the highest percentage which means the most encountered critical reading components in the sample to the least percentage which is the least encountered critical reading components in textbooks. As shown in table 2, the skill with highest percentage is *identifying facts and opinions* with the percentage of 92.86 means that 92.86% of the 14 textbooks composed the components follows by 78.57% of *identify main idea and supporting details*, 71.43% of *recognize organization of the passage*, 57.14% of *making inferences*, 50% of *evaluate arguments and evidence* meaning half of the sample consists the activities stimulating students to perform the ability. In addition, 42.86% of *identifying author's purpose and tone* which means that less than half of the sample composed activities to develop the skill to identify author's purpose and tone. 21.43% of *identifying author's point of view*, 7.14% of *identifying bias and identifying assumption* and 0% of *evaluating credibility of the author* indicating that the activity promoting the developing of the skill are not presented in any textbook.

Table 3: Quantity of critical reading skills found in textbooks

Textbooks	Success 3	Reading Adventure	Upload 6	Sheet Compilation 1	Upstream6	Sheet Compilation 2	Bridge 6	Eyes Open 3	Flash on English	Focus 3	Impact 3	Sheet Compilation 3	My World 6	New World 6
No. of skills	8	7	6	6	5	5	4	4	4	4	3	2	1	1

Table 3 shows the number of critical reading skills found in textbooks ranged from textbook that contain the greatest number of skills to the least number. As displayed in Table 3, The highest number of 8 skills were found in *Success 3*, which is high comparing to the total of 10 skills in the instrument used. The second book found with 7 skills is *Reading Adventure*. In addition, 2 textbooks were discovered with 6 critical reading skills. The two textbooks are *Upload 6* and *Sheet Compilation 1*. On the contrary, *Upstream 6* and *Sheet Compilation 2* displays 5 skills which is only half of the core critical skills in the research instrument while *Bridge 6*, *Eyes Open 3*, *Flash on English* and *Focus 3* were formed with 4 critical reading skills. Furthermore, *Impact 3*, *Sheet Compilation 3* consisted of 3, 2 skills respectively. On the contrary, two textbooks were embedded with only 1 core critical reading skill. The two textbooks are *New World 6* and *My World 6*. The skill found in the textbook is the

skill to distinguish facts and opinions which is the most frequently found critical reading skill among textbook sample. The result shows that different textbooks used by various schools under SESA0 6 composed of various degree of core critical reading components to support the development of critical reading skills, since textbooks are not exclusively used for reading skills development but rather the development of the four English Skills.

To ensure the reliability of the result, Pearson Correlation Statistics was employed to estimate the reliability of 3 raters in this study. The result obtained shows that rater 1 and rater 2 correlation is at 0.819 while rater 2 and rater 3 correlation is at 0.704, both results indicating high level of agreement. However, rater1 and rater3 correlation is at 0.493 which mean low correlation between their agreement. In this study, 3 raters were evaluating critical reading skills in textbooks, the present of critical reading skills is confirmed by the agreement of 2 out of 3 raters, therefore, 3 raters may agree on different skills resulting in low correlation between rater 1 and 3.

## **Discussion**

According to the result, the ability to identify facts and opinion was found the most among textbooks while the ability to evaluate credibility of the author was not explored in any of the textbook indicating that the skill to identify which statements are statements of facts and which statements are statements of opinion is considered an important skills to have nowadays. It may due to that people unconsciously think and react to circumstances so quickly and that the border dividing facts and opinions are unclear (Gibbs, 2016). Therefore, to support the development of the skill, textbooks was equipped with more activities and tasks for students. Due to the importance of the skill to identify statements of facts and statements of opinion, the role of teachers also impacts the development of the skill. Authentic sources, for instance, online posts, news, and posts from social media platforms could be used as exercises for students to practice their distinguishing facts and opinion skills, since passages and exercises in textbooks may not be authentic enough and hard for students to relate it to their real lives. Providing extra exercises for students could benefit their skill development.

In addition, the results obtained are in contrary to the result from literature review. The frequency order of critical reading skills among 10 researchers from the year 1980 to 2015 in literature review depicted that making inferences was the most important skill for students to have, followed by the ability to evaluate arguments and evidence, identify facts and opinions. identify author's purpose and tone, identify point of view of the author, identify main idea and supporting details, identify bias, recognize organizations of the passage, identify assumption, and evaluate credibility of the author. In contrast to the literature review, the findings from textbooks showed different order of skills found. As mentioned, that the ability to identify facts and opinion was found the most followed by the ability to identify main idea and supporting details, recognize organizations of the passage, making inferences, evaluate arguments and evidence, identify author's purpose and tone, identify author's point of view, and identify assumption. The differences in the result obtained may represent the changes of the society and the importance of each skills to people in the society.

Moreover, the ability to identify statements of facts and opinions which was found the most among other skills is considered to be in the fourth level of Bloom taxonomy, analysis (Watson, 2019). In this level, readers start to understand the underlying structure of knowledge and are able to differentiate between statements of facts and statements of opinions, therefore, it may indicate the aim to practice foundation of critical reading skill development by the use of textbooks.

The ability to make inferences, which was mentioned by researchers as an important skill to have in the literature review, is a step higher in higher order of thinking according to Bloom pyramid. It is a synthesis level where readers are required to infer relationship between sources of information and link them together (Bloom, 1956). The reason why it was explored with fewer number than the lower order skills may due to the fact that Thai student ability to read critically and think critically is at low level, according to Ploysangwal (2018).

Nevertheless, the ability to evaluate credibility of the author was not discovered in any textbooks may be because the textbooks used in the study are for upper secondary schools' students and they do not have to conduct any research requiring them to explore text written by numerous researchers yet.

## **Conclusion**

This study aims at exploring components of critical reading embedded in textbooks used by Thai students. The findings show that critical reading component was composed in every textbook but in different degree. therefore, it can be ensured that students in schools under SESAO 6 in Chachoengsao province have the opportunities to expose to some degree of critical reading components that support their critical reading skills development. However, further revision and research on instructional used by teachers in schools are needed to strength the result obtained.

## **Recommendations for Further Studies**

Further studies can be developed in the following aspects.

- 9.1 The sample in the study should include more variety of textbooks used in schools in different areas to provide a better insight and understanding of textbooks used by Thai students.
- 9.2 The textbooks used by different schooling programs, for instance, English Program, should also be explored, and the comparison of the textbooks used between different programs could also be indicated.
- 9.3 The research instrument is recommended to comprise more critical reading components to cover all aspects that support the development of critical reading skills.



## REFERENCES

- Abdullah, K. (1994). *The critical Reading and Thinking Abilities of Malay Secondary Schools Pupils in Singapore*. (Ph.D. Thesis). University of London, Retrieved from <https://discovery.ucl.ac.uk/id/eprint/10018982/>
- Ahmed, S. (2017). Authentic ELT Materials in the Language Classroom: An Overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181-202.
- Barnett, R. (1997). *Higher Education: A Critical Business*: Open University Press.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
- Bonilla Medina, X. (2008). Evaluating English Textbooks: A Cultural Matter. *How Journal*, 15(1), 167-191. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/93>
- Case, R. (2005). Moving critical thinking to the main stage. *Education Canada*, 4(2), 45-49.
- Charalambous, A. C. (2011). *The Role and Use of Course Books in EFL*. Retrieved from ERIC databases. (ED524247)
- Chou, P. (2010). Advantages and disadvantages of ESL course book. *The Internet TESL Journal*, 16(11). Retrieved from <http://iteslj.org/Articles/Chou-CourseBooks.html>
- Collin, A., Brown, J. S., & Larking, K. M. (1980). *Inference in text understanding*. Hillsdale, NJ: Lawrence Earlbaum Associates, Inc.
- Commeyaras, M. (1990). Analyzing a critical-thinking reading lesson. *Teaching and Teacher Education*, 6(3), 201-214.
- Cruz Rondón, E. J., & Velasco Vera, L. F. (2016). Understanding the Role of Teaching Materials in a Beginners' Level English as a Foreign Language Course: A Case Study. *PROFILE Issues in Teachers' Professional Development*, 18(2), 125-137. doi:10.15446/profile.v18n252813
- Day, J. D. (1980). *Training summarization skills: A comparison of teaching methods*. (Ph.D. Thesis). University of Illinois, Urbana- Champaign, Retrieved from <http://hdl.handle.net/2142/66580>
- Diane, F. H. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449-455.
- Element of Thoughts. (2007). *The Foundation for Critical Thinking Website*. Retrieved from <https://www.criticalthinking.org/ctmodel/logic-model1.htm>
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44-48.
- Esu, A. E. O., Enufoha, O. I., & Umoren, G. U. (2004). *Curriculum development in Nigeria for colleges and universities*. Owerri: Whyte and Whyte Publishers.
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Millbrae, CA: The California Academic Press.
- Facione, P. A. (2000). The Disposition Toward Critical Thinking: Its Character, Measurement, and Relationship to Critical Thinking Skill. *Informal Logic*, 20(1), 61-84. doi:10.22329/il.v20i1.2254
- Garrigus, R. (2002). *Designing in Reading: An Introduction to Critical Reading*. New

- York: Longman.
- Gibbs, K. (2016). Opinion: The importance of distinguishing facts and opinion. Retrieved from [http://www.texhnicianonline.com/opinion/article\\_f497596a-6e54-11e6-9b5d-e74dd846f02b.html](http://www.texhnicianonline.com/opinion/article_f497596a-6e54-11e6-9b5d-e74dd846f02b.html)
- Goldfarb, & Johnson. (2007). The College Level Academic Skills Test (CLAST) website.
- Ikerionwu, J. C. (2000). *Importance of aids and resources in classroom teaching*. In A.M. Oyeneyin (Ed.), *Perspective of classroom teaching*. Abuja: Martmonic Investment, Ltd.
- Issa, S. T. (2007). How to Successfully Introduce the Textbook to Your Students. *The Internet TESL Journal*, 13(7). Retrieved from <http://iteslj.org/Techniques/Issa-Textbooks.html>
- Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). *Critical thinking: Literature review and needed research*. Hillsdale, New Jersey: Lawrence Erlbaum & Associates.
- Kurland, D. J. (2000). How the language really works: The fundamentals of critical reading and effective writing. Retrieved from [http://www.criticalreading.com/critical\\_reading\\_thinking.htm](http://www.criticalreading.com/critical_reading_thinking.htm)
- Lewis, A., & Smith, D. (1993). Defining Higher Order Thinking. *Theory into Practice*, 32(3), 131-137.
- Lipman, M. (1988). Critical Thinking- what can it be? *Educational Leadership*, 46(1), 38-43.
- Manarin, K., Carey, M., Rathburn, M., & Ryland, G. (2015). *Critical reading in higher education: Academic goals and social engagement*. Bloomington, IN: Indiana University Press.
- Mathai, S. (2014). The role of science textbooks in influencing pedagogical practices: Implications for teacher education. *In Focus 2.0*.
- McPeck, J. E. (1990). Critical Thinking and Subject Specificity: A Reply to Ennis. *Educational Researcher*, 19(4), 10-12.
- Miller, S. L. (1981). *The impact of a program of critical thinking of middle and high school students*. (Ph.D. Thesis). United States International University,
- Ministry of Education. (2008). *Basic Education Curriculum B.E. 2551*. Department of Curriculum and Instruction Development. Bangkok: Government Printing Office.
- Morgan, M., & Shermis, M. (1989). *Critical thinking, reading and writing*. Bloomington, IW: ERIC Clearing House on Reading and Communication Skills.
- Office of Prime Minister, & Office of the National Education Council. (1999). *National Education Act 1999*. Bangkok: Printing Press of Express Transportation Organization of Thailand (E.T.O.).
- P21. (2009). *P21 Framework Definitions: Partnership for 21st Century Skills (P21)*.
- Pardede, P. (2007). *Developing Critical Reading in EFL Classroom*. Paper presented at the FKIP-UKI English Department Bimonthly Collegiate Forum.
- Paul, R., & Elder, L. (2006). *Critical Thinking: Concepts and Tools: The Foundation for Critical Thinking*.
- Paul, R. W. (1992). Critical thinking: What, why and how? *New Directions for Community College*(77), 3-24.
- Paul, R. W. (1993). The Logic of Creative and Critical Thinking. *The American Behavioral Scientist*, 37(1), 21-39.

- Ploysangwal, W. (2018). An Assessment of Critical Thinking Skills of Thai Undergraduate Students in Private Universities in Bangkok through an Analytical and Critical Reading Test. *University of the Thai Chamber of Commerce Journal, Humanities and Social Sciences*, 38(3), 75-91.
- Richards, J. C. (2001). *The Role of Textbooks in a Language Program*. Cambridge, UK: Cambridge University Press.
- Rosenshine, B. V. (1980). 'Skills hierarchies in reading comprehension' in *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence, and education*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Rubin, J. (1975). What the "Good Language Learner" Can Teach Us. *TESOL Quarterly*, 9(1), 41-51.
- Sanacore, J. (1994). Treat at-risk Learners as we Treat all Learners. *Journal of Reading*, 38(3), 238-242.
- Sternberg, R. J. (1986). *Critical thinking: its nature, measurement, and improvement*. Washington, DC: National government of publication.
- Taglieber, L. K. (2003). Critical reading and critical thinking: The-State-of-Art. *Ilha do Desterro*, 141-163.
- Talebi, M., & Talebi, M. (2015). The Effect of Teaching Critical Reading Strategies on Making Advanced Iranian EFL Learners the Critical Readers. *Cumhuriyet University Faculty of Science Journal (CSJ)*, 36.
- Thistlethwaite, L. L. (1990). Critical reading for at-risk students. *Journal of Reading*, 33(8), 586-593.
- Tindal, G., & Nolet, V. (1995). Curriculum-based measurement in middle and high schools: Critical thinking skills in content areas. *Focus on Exceptional Children*, 27(1), 1-22.
- Wassman, R., & Paye, A. (1985). *A Reader's Handbook*. New York: HarperCollins Publishers.
- Watson, S. (2019, September 27). Higher-Order Thinking Skills (HOTS) in Education. Retrieved from <https://www.thoughtco.com/higher-order-thinking-skills-hots-education-3111297>
- Willingham, D. T. (2007). Critical Thinking: Why is it so hard to teach? *American Educator*, 8-19.
- Zabihi, R., & Pordel, M. (2011). An Investiagtion of Critical Reading in Reading Textbooks: A Qualitative Analysis. *International Education Studies*, 4(3), 80-87.



**Appendices**

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

**Appendix A: Result of core components of critical reading skills checklist for upper secondary English textbooks by 3 experts**

Book name: Success 3

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	✓	✓	✓
3. <i>identify facts and opinions.</i>	✓	✓	✓
4. <i>identify author's purpose and tone.</i>	✓	✓	✓
5. <i>identify point of view of the author</i>	✓	✓	✓
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	✓	✓
8. <i>recognize organizations of the passage</i>	✓	✓	✓
9. <i>Identify assumption</i>	x	x	✓
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Reading Adventure

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	✓	✓	✓
3. <i>identify facts and opinions.</i>	✓	✓	✓
4. <i>identify author's purpose and tone.</i>	✓	✓	x
5. <i>identify point of view of the author</i>	✓	✓	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	✓
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Upload 6

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	x	✓
2. <i>evaluate arguments and evidence</i>	✓	x	✓
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	✓	✓	✓
5. <i>identify point of view of the author</i>	x	x	✓
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Sheet Compilation 1

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	✓	✓	✓
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	✓
9. <i>Identify assumption</i>	✓	x	✓
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Upstream 6

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	✓	x	✓
3. <i>identify facts and opinions.</i>	x	✓	✓
4. <i>identify author's purpose and tone.</i>	x	x	✓
5. <i>identify point of view of the author</i>	✓	x	x
6. <i>identify main idea and supporting details</i>	✓	x	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	x	✓	✓
9. <i>Identify assumption</i>	x	x	✓
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Sheet Compilation 2

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	✓	✓	✓
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	x	✓
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Bridge 6

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	✓	x	✓
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	x	✓
5. <i>identify point of view of the author</i>	✓	x	✓
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	✓	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	x
9. <i>Identify assumption</i>	✓	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Eye Open 3

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	✓	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	✓
4. <i>identify author's purpose and tone.</i>	x	x	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	✓
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x



Book name: Flash on English 3

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	✓	x	✓
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	✓	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Focus 3

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	✓	x	✓
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	✓	✓
5. <i>identify point of view of the author</i>	✓	x	✓
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	x	✓	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Impact 3

<b>Core Components of Critical Reading Skills</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Rater 3</b>
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	✓	x	x
3. <i>identify facts and opinions.</i>	✓	x	x
4. <i>identify author's purpose and tone.</i>	x	x	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	✓	✓	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	✓	✓	✓
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: Sheet Compilation 3

<b>Core Components of Critical Reading Skills</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Rater 3</b>
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	✓	✓	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	x	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	x	x	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	x	x	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: My World 6

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	x	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	x	x	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	x	x	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

Book name: New World 6

Core Components of Critical Reading Skills	Rater 1	Rater 2	Rater 3
	Yes (✓) / No(x)	Yes (✓) / No(x)	Yes (✓) / No(x)
1. <i>make inferences</i>	x	x	✓
2. <i>evaluate arguments and evidence</i>	x	x	x
3. <i>identify facts and opinions.</i>	✓	✓	x
4. <i>identify author's purpose and tone.</i>	x	x	x
5. <i>identify point of view of the author</i>	x	x	x
6. <i>identify main idea and supporting details</i>	x	x	✓
7. <i>identify bias</i>	x	x	x
8. <i>recognize organizations of the passage</i>	x	x	x
9. <i>Identify assumption</i>	x	x	x
10. <i>evaluate credibility of the author</i>	x	x	x

---

## Appendix B: Core components of critical reading skills checklist

### Core Components of Critical Reading Skills Checklist for Upper Secondary English Textbooks

School name: \_\_\_\_\_

Book name: \_\_\_\_\_

**Instruction:** Evaluate whether the textbook has the following components that support learners' critical reading development.

Core Components of Critical Reading Skills	Yes (✓)	No (✗)	Example of the text/ Page No./ Example of task
<b>1. <i>make inferences</i></b>			
1.1 use what you know (experiences/ prior knowledge) to make a guess about what you do not know.			
1.2 use clues in the text along with what you know (experiences/ prior knowledge) to figure out what is not directly said.			
1.3 use what you know (experiences/ prior knowledge) to draw conclusion.			
<b>2. <i>evaluate arguments and evidence</i></b>			
2.1 identify the coherence of the arguments			
2.2 evaluate whether the arguments are valid/justifiable.			
2.3 evaluate whether the evidence is strong and reasonable.			
<b>3. <i>identify facts and opinions.</i></b>			
3.1 recognize statement of facts			
3.2 recognize statement of opinion.			
3.3 practice using signal clues to distinguish facts from opinions.			
<b>4. <i>identify author's purpose and tone.</i></b>			
4.1 recognize author's purpose (e.g. to inform, to entertain, to persuade).			

<b>Core Components of Critical Reading Skills</b>	<b>Yes (✓)</b>	<b>No (✗)</b>	<b>Example of the text/ Page No./ Example of task</b>
4.2 recognize author's tones through words and details.			
<b>5. identify point of view of the author</b>			
5.1 identify author's point of view/ position on the issue.			
5.2 identify whether the author agree / disagree with the issue.			
5.3 identify author's belief on the issue.			
<b>6. identify main idea and supporting details</b>			
6.1 locate the state main idea being presented.			
6.2 identify implied main idea (if any).			
6.3 recognize supporting details supporting the main idea.			
<b>7. identify bias</b>			
7.1 look for opposing view presented.			
7.2 look for the author's preferences (which side/ issue is preferred)			
7.4 analyze connotative meaning.			
<b>8. recognize organizations of the passage</b>			
8.1 recognize type of passage (e.g. fiction, non-fiction).			
8.2 determine the order of the text. (e.g. chronological order, compare and contrast, cause and effect)			
8.3 recognize the transitions used in the text.			
<b>9. Identify assumption</b>			
9.1 identify the premises.			
9.2 identify the conclusion(s).			
9.3 use unstated link between the premises and conclusion to draw the assumption.			

<b>Core Components of Critical Reading Skills</b>	<b>Yes (✓)</b>	<b>No (✗)</b>	<b>Example of the text/ Page No./ Example of task</b>
<i>10. evaluate credibility of the author</i>			
10.1 evaluate whether sufficient evidence is used by the author to convince the readers.			
10.2 check for a list of sources at the end of the article (if any).			



### Appendix C: The validation of critical reading checklist

Items	Analysis of IOC from Experts			IOC Score	Results
	1	2	3		
<i>1. make inferences</i>					
1.1 use what you know to make a guess about what you do not know.	+1	+1	0	0.67	Valid
1.2 use clues in the text along with experiences to figure out what is not directly said.	+1	+1	0	0.67	Valid
1.3 use prior knowledge to draw conclusion and form interpretation.	+1	+1	0	0.67	Valid
<i>2. evaluate arguments and evidences</i>					
2.1 identify the coherence of the arguments	+1	+1	0	0.67	Valid
2.2 evaluate whether the arguments are valid/justifiable.	+1	+1	0	0.67	Valid
2.3 evaluate evidences presented to establish its worth	+1	+1	0	0.67	Valid
<i>3. identify facts and opinions</i>					
3.1 recognize statement of facts	+1	+1	0	0.67	Valid
3.2 recognize statement of opinion.	+1	+1	0	0.67	Valid
3.3 use signal clues to distinguish facts from opinions.	+1	+1	0	0.67	Valid
<i>4. identify author's purpose and tone.</i>					
4.1 recognize author's purpose (whether to inform, entertain, persuade).	+1	+1	0	0.67	Valid
4.2 recognize author's tones through words and details.	+1	+1	0	0.67	Valid
<i>5. identify point of view of the author</i>					
5.1 identify author's point of view/ position on the issue.	+1	+1	0	0.67	Valid
5.2 identify author's opinion regarding the issue.	+1	+1	0	0.67	Valid
5.3 identify author's belief on the issue.	+1	+1	0	0.67	Valid
<i>6. identify main idea and supporting details</i>					
6.1 locate the central idea being presented.	+1	+1	0	0.67	Valid
6.2 recognize supporting details supporting the main idea.	0	+1	0	0.34	Invalid
6.3 identify implied main idea (if any).	0	+1	0	0.34	Invalid

Items	Analysis of IOC from Experts			IOC Score	Results
	1	2	3		
6.4 identify inferred main idea (if any)	0	+1	0	0.34	Invalid
<i>7. identify bias</i>					
7.1 look for opposing view presented.	+1	+1	0	0.67	Valid
7.2 notice descriptive language used.	0	0	0	0	Invalid
7.3 analyze connotative meaning.	+1	+1	0	0.67	Valid
<i>8. recognize organizations of the passage</i>					
8.1 recognize type of passage (fiction/non-fiction).	+1	+1	0	0.67	Valid
8.2 determine the chronological order of the text.	+1	+1	0	0.67	Valid
8.3 recognize the transitions used in the text.	+1	+1	0	0.67	Valid
<i>9. Identify assumption</i>					
9.1 identify the premises	+1	+1	0	0.67	Valid
9.2 identify the conclusion(s).	+1	+1	0	0.67	Valid
9.3 use unstated link between the premises and conclusion to draw the assumption.	+1	+1	0	0.67	Valid
<i>10. evaluate credibility of the author</i>					
10.1 evaluate the article and decide if the author's ideas have merit.	+1	0	0	0.34	Invalid
10.2 determine if the author stands to gain financially from the conclusions.	0	0	0	0	Invalid
10.3 check for a list of sources at the end of the article (if any).	+1	+1	0	0.67	Valid



**Appendix D: List of experts validating the instrument**

1. Assoc. Prof. Punchalee Wasanasomsithi, Ph.D.  
Chulalongkorn University Language Institute
2. Asst. Prof. Ruedeerath Chusanachoti, Ph.D.  
Faculty of Education, Chulalongkorn University
3. Asst. Prof. Kittitouch Soontornwipas, Ed.D.  
Language Institute Thammasat University



**Appendix E: List of raters evaluating the sample**

1. Mintra Suratha

Researcher

2. Sasithorn Limgomvilas, Ph.D.

Chulalongkorn University Language Institute

3. Nipa Brosnan

Benchamaratrungrasit 2 School



## Appendix F: Inter-rater reliability Correlations

### Correlations

		Rater 1	Rater 2	Rater 3
Rater 1	Pearson Correlation	1	.819**	.493
	N	14	14	14
Rater 2	Pearson Correlation	.819**	1	.704**
	N	14	14	14
Rater 3	Pearson Correlation	.493	.704**	1
	N	14	14	14

\*\* . Correlation is significant at the 0.01 level



## VITA

<b>NAME</b>	Mintra Suratha
<b>DATE OF BIRTH</b>	9 June 1994
<b>PLACE OF BIRTH</b>	Chonburi
<b>INSTITUTIONS ATTENDED</b>	B.A. (English, Second Class Honours), Silpakorn University
<b>HOME ADDRESS</b>	36/3 Moo.5 Wangyen Plaengyao Chachoengsao



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY