FOSTERING OF CRITICAL THINKING SKILLS THROUGH READING TEXT

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A thesis submitted to the Department of English & Humanities in partial fulfillment of the requirements for the degree of
Bachelor of Arts in English (ELT)

Department of English & Humanities
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

All the participants signed a consent form who took participate in the study which is attached to Appendix.

Abstract:

This study explored how the strategies of critical thinking skills have been implemented by the participants while reading an English reading text. This strategy of the implementation of critical thinking skills can be used to foster critical thinking skills in English academic reading classes in ESOL contexts such as Bangladesh. This is the qualitative multiple case study approach where the researcher chose four students of the secondary level school for the purposive sampling technique of the reading session. All of the participants came from the mainstream Bengali school where the critical thinking skills of students are not much focused on. The think-aloud is one of the important part of the study where the main sources of data is about the reading strategies of the participants. In this process, the students verbalize their thoughts rather reading that silently. Students were instructed to have one piece of paper beside their reading text, so that while after reading each line where they have paused, they could note down their own thinking point of view that what they have understood from each line of the text. It explains the procedure of the strategies briefly which is used in taking reading comprehension texts (Jesson, 2011).In this study , at first there was two training sessions for the students as they were not familiar with the critical thinking strategies of reading texts through think –aloud protocol. The training sessions were held so that they can participate in a proper way in the final session of reading. The reading sessions and interviews were taken through zoom learning platform which took a total of four days to complete. The findings of the study revealed that the students used interpretation strategies of critical thinking skills more rather than other five strategies as it seemed that, they find it easier to do. The next strategies which were used by most of the students were analyzing, self-regulating respectively. It was seen that the inference skill was least used by the students. This study is significant for English language teachers of Bangladesh and any ESOL country because it will encourage teachers to use the think –aloud protocol to teach students how to think while reading. The reliability of the study wills other researchers implement the same methodology for future study. After completing the session of reading, the major issues that came out is that students feel difficulty in case of evaluation strategy, no matter whether he/she used to read English text or not, they find it more difficult to implement for which they need more practice. Besides, in case of other strategy such as analysis and explanation, it has also to be noted that they try to generate their ideas but they could not understand that how and from where they formed a new sentences through their ideas for presenting it. Though, all four of them used inferences and self-

regulation. Therefore, they need more practice for having a smooth skill of the strategies of critical thinking skills for implementing that in the reading text.

Keywords: Critical thinking, Reading, Ideas.

Dedication:

I wanted to declare this thesis to my parents for showering me with all the love and desire that a child could ever ask for. I am forever thankful to you Baba and Ma for fulfilling my all demands and rights and show me the right path, you both have been struggled through to get me here where I am today.

And I dedicate this thesis to my father MD. Habibur Rahman

Baba, this one is for you specially!

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Firstly, by the grace of Almighty Allah (SWT) I have fulfilled my dream that I had wished in my life. Then, I would like to thank my supervisor Dr. Sabreena Ahmed who had supported and guided me by keeping patience throughout my journey. Whenever I needed her help, she was always there for me. It was not easy to complete my thesis in six months without her help.

I would also like to thank and shows my gratitude to those who provided their time, effort and support me throughout my study. Also thanks to my all participants who gave much effort and shows interest to participate and completed my study in a proper way in four days “Critical Thinking through Reading” session.

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List of Acronyms

ESOL	English Speakers of Other Languages
CT	Critical Thinking
ELT	English Language Teaching

Chapter 1

Introduction

1.1 Background of the study

At present, in our everyday life peoples need to deal with different issues, make decisions and come out with solutions. To deal with different problematic issues in their everyday life, citizens must have the option to assess critically what they see, hear and read. However, in this age of "information explosion" (p.18)it is easy to access a pool of online materials which can help to come out with the solutions. Though that information are piled up in their minds which will have no further use in next problems that they will arrive at because they know how to use that solutions with the help of the books but fail to think critically, discuss the subject and come out with better solutions. Once more, to do so strong critical reading and critical thinking abilities are valuable skills to have (Lunn, 2010; Nilson& Turner, 2008).

Concerning the significance of critical thinking, Levine (2002) states that experience might be an incredible, yet it cannot show us much, simply some restate encounters and happenings. We learn just when we use our innovative ideas and it happens when we consider our encounters more than just encountering them. At the end of the day, believing is significant and has control each part of our life. In much a similar vein, Weiler(2004) recognises that critical thinking is significant to the learning procedure, psychological turn of events and successful data track down. John&Kesler (2010) hold the view that creating critical thinking is a dynamic procedure which requires difficult work, and turning into a great scholar is absurd by simply taking a starting course.From this point of view of John&Kesler(2010),it has been understood that if people starts their practicing task by taking simple courses then gradually they will become the mastermind of that task by solving difficult problems with a durable time of improvement. Moreover, John &Kesler (2011) give four reasons why critical thinking is turning out to be increasingly significant: "quickening change, heightening multifaceted nature, raising relationship and expanding risk"(p.12).Also, Portmann (2011)states that critical thinking can enter each part of human life on the off chance that it is considerably imagined and locked in. He emphasises the significance of basic educational training and claims that critical thinking and education are between related and indivisible.

Reading is a purposeful process started in human connection to lessen uncertainty doubt about meaning which expresses through a reading text, it likewise incorporates the connection of open and hidden importance between the content and its reader. Reading is a psychological procedure for deciphering images (Liang, 2014).As per Anderson (2013), "reading is a functioning, familiar procedure which includes the reader and the reading material in building meaning" (p.654).Filipino (2007), similarly, calls attention to that reading "urgently includes valuing the feeling of which is written that we read for importance. Reading perception refers to the conclusions of our decisions after the exchanges of importance between a text and the reader and includes the assimilation and understanding of both existing and outer knowledge (Rayner, Foorman, Perfetti, Pesetsky&Seidenberg, 2001).

The process of reading the text by analysing it critically without depending on other and also when the students begin to think critically without depending on others instruction then they gradually have that potentiality to take the risk of their analytical ability skill, no matter whether the result is right or wrong. Critical reading refers to an attention to the way that all writings have created objects, composed by people with specific objects, or directions to the data, paying little heed to how genuine or impartial the items might be (Alvermann& Luke, 2009).Critical reading is considered as dynamic reading, requiring a movement with respect to the student (Schwegler, 2004).Actually, critical thinking processes the idea in a creative way rather just applying the bookish ideas. Furthermore, it includes application, assessment and creative mind.

According to Flynn (2011), critical reading includes an intelligent procedure that uses a few degrees of thought all the while as for example, the explanation of data by inspecting the parts, joining of important parts into a meaningful level includes setting up benchmarks and afterward making a decision about thoughts against the guidelines to confirm their sensibility. A few authors do not actually define specifically about critical reading, but describe the mode or perspective of a critical reader or what they accept critical reading focus on (Sarangi, 2001; Johnson & Kesler, 2010).Moreover, Lila (2011) states, "critical thinking is firmly identified through reading perception is the view that demonstrates thinking as vital piece of reading. Critical thinking which includes thinking is the procedure the reader uses to figure out which understandings are reliable with printed proof and foundation knowledge" (p.202).

1.2 Importance of Critical Thinking

Since the time of ancient Greece the critical thinking has been the most important issue. Student who have the potentiality to think critically on their own and come out with a better solutions get success everywhere such as in job, studies. The critical thinking skill has a major role in everywhere such as academics, everyday life activities, jobs and other fields. Moreover, those who have that skill can take the risk on their own without depending on others and also come out with a better solutions. However, it has also been observed that some take time to think and come out with better solutions but some did that easily within a few minutes. Thinking ability varies from person to person .Besides, in academic life teachers also have a major role in that skill for the students to imply because if the teachers do not guide in a right way than the students will not be able to learn how to imply that skill in their reading text. Additionally, teachers always need to motivate their students, no matter if the student is right or wrong. If the students need time to think then they should extend the time for those students rather discouraging them.

Critical thinking has been a significant issue in teaching instruction for some years. After the 1956 Convention of the American Psychological Association, Benjamin Bloom started to lead the pack in creating “the objectives of the instructive process”, including knowledge, comprehension, application, analysis, synthesis and evaluation. Since then, critical thinking has been prominently used in the education sector. The meaning of critical thinking has changed to some degree over the past decade. Experts on critical thinking clarify that students feel their work picks up as a highly important when it is in international land(Elder& Paul,2009).When students are approached to address a reason and come up with a solution, they really start to identify, analyses and tackle issues through critical thinking. The inquiry is the means by which to best train students in critical thinking skills. In the 2010’s there was a development to bring the improved educating system into the classroom, which stimulated the making of a choice of unique courses, programs and materials. Today the examination showsthat the exchange of thinking skills into significant scholastic branches of knowledge is not programmed (Swartz, 2011).

1.3 Critical Thinking and Reading Skills

For classrooms, reading is one of the important skills to succeed in the academic life and also in professional life in future. It is a multilevel intelligent procedure that results from the

arrangement of importance between the essayist and the reader's individual experience and information (Daniel, 2013)It is additionally a psychological procedure by which ESOL students attempt to think and comprehend the author's contemplations by deciphering and breaking down the images and thoughts given on the online page (Daniel, 2013).Critical reading and thinking aptitudes are likewise required for studying. For instance, to compose a satisfactory outline of understanding entry students must have the option to incorporate enough data, to choose the most significant thoughts, and to be adequately explicit or general. Moreover, they need the capacity to monitor the procedure, by which they read the entry, in one of the psychological context researches, it has been shown that students check it with the source content, and read the text outline and at last check the reading text against with the source content. It is additionally important to think about the reader's and the motivation behind the outline since both influences what will be read (Jamil, 2013).

Students while they enter at the time of school level, they do not have the basic skill of the critical thinking and also do not know how to relate that with their reading text. Gradually, they started to learn that by following their teacher's instruction and do their task. Moreover, in school environment they mix up with people from various backgrounds from whom they get to learn many new ways of its uses of critical thinking, experience new things, learn to take the risk by themselves. Hence, when they started to grow up gradually their skills of critical thinking into expand and they grow the potentiality to use critical thinking further more when it is needed beside their career or study life. Spencer& Bartle (2016) state that, "there is significant proof that a sizable minority of school learners when they experience school, the military or the working environment come up short on the abilities of the insightful beginner"(p.7).Bartle (2016)is alluding to students' absence of critical thinking aptitudes. There is various proofs of negative outcomes of different endeavors in the literature of the reading text to clarify this statement. One explanation is students just read the text without understanding the deep meaning of it. Second, in schools that embrace the chain of command approach for the teaching of reading, teachers scarcely have time to commit to the teaching of critical thinking abilities (Thistlethwaite, 2010).

1.4 Reading and critical thinking skills in Bangladeshi Context

Students of our country mostly dependently on memorisation rather than understanding the deep meaning of the text. Mostly, students try to avoid those contexts of the reading text where they face difficulty as they are lagging behind in their analytical ability. In L2 reading

classrooms, students frequently struggle to comprehend a text for a variety of reasons, including absence of engagement, fluency skills, background knowledge and inadequate vocabulary and also ineffective(Carol & Laura , 2009; Lonovan , 2010).

In Bangladesh there is a lack of proper guidelines for critical thinking skills implementation in reading text in the educational institution. Individual investigations and the perceptions by individuals intrigued in the subject and worried about creation the expertise in instruction mindful of the issue, recommend that the general image of the nation with respect to region is an extremely ruined one (Parvin, 2010; Naila, 2011and others).Clearly, critical reading and critical thinking instruction has been totally disregarded in a large portion of our elementary and secondary schools. All thoroughly, EFL instructors observed in a formal and in a casual manner, that a significant number of students enter university unprepared regarding critical reading and thinking aptitudes, and accept consequently an uninvolved disposition towards their own learning. Numerous of them are confused when they are approached to clarify or legitimise their thoughts and translations of a book and their reactions show pretty much nothing proof of critical thinking techniques or critical thinking. And saddest part is incapable to stay aware of the reading and writing work required at school, a considerable many of them surrender in university (Tagliebar, 2011).

The reasons why these students leave secondary school unprepared for school works are changed and complex .Despite what the reasons are, the essential issue is that our students do not have the right stuff that is fundamental for viable university work also forever. It is at that point teacher's task is to assist students with turning out to be autonomous readers and masterminds through exercises that will prompt the advancement of the capacities to think critically. However those researcher who battle that guidance of critical reading and critical thinking abilities ought to saturate elementary and secondary school; be that as it may, Besides, in any event for our situation the improvement of these abilities should proceed all through school. It ought to be an element of the college to unite the way toward getting ready people who can think and act freely and self-confidently.

Since the beginning of 2001,much has been expounded on the combination of reading and writing exercises in the language study hall as a way to create both reading and writing abilities (Trotsky &Wood,2002;Rubin& Hansen,2003;Sintara ,Gemake&Morgan, 2007).In the light of research ,models which delineate reading and writing as equal procedures were advanced(Tierney,Shanahan&Lomax,2008).These models accept that the two readers and

authors uses similar strides to get meaning and that both reading and writing will be forming forms(Petrosky,2008;Squire ,2010).However, more as of late, analysts have additionally gotten inspired by the reading writing association as a way to build up students critical thinking aptitudes
(Simpson,2002;Browning,2004,Tierney,Sotter'OFlahavan&McGinley,2002;Kurt&Farris,2003;Thistlethwaite,2006),a few scientists have recommended the incorporation of one more component right now,(Flynn ,2001;Alvermann & Commeyras, 2006).Thuslythere (2011)has been a solid exertion towards creating compelling methods and model exercises to encourage critical reading and critical thinking skills.

1.5 Problem Statement

Critical thinking is a center scholarly aptitude that shows students to address or reflect their own insight and data introduced to them .This skill is fundamental for students completing their tasks and performing research. It is likewise an important aptitude in numerous working environment students. Moreover, critical thinking is the essential connection between student's retention and success. Being willing and ready to think well, captivating in significant issues and settling key issues, is crucial for students' academic success. Critical thinking aptitudes are progressively fundamental for achievement in proficient human service professions(Harvey & Wallmann,2012,p.93-96).However, in the changes of the contemporary human services framework in worldwide seemingly make the critical thinking abilities more significant than they have ever been, as clinicians are required consistently to assess numerous bits of data about patients with different foundational wellbeing concerns and settle on suitable treatment choices dependent on this data (Donald,2012).

Elder (2009) contends that traditional education is not sustaining the scholarly abilities required for individual and academic achievement. Moreover, he also said that students are only approached to record realities instead of to address or reflect on their readings and thus they are incapable of drawing conclusions and of taking part in complex discussions about the text they read. After completing the graduation when the students enter into the job market then they realise that they are lagging behind in their analytical ability to think. Moreover, nowadays we can see around the world that the employers require people who are able to think critically and independently in any context (Spencer, 2016; Bartle, 2017).As a result, many fresh graduates remain unemployed even after getting a higher grade.

In reading classrooms, students should critically analyse a text while reading and know the deep meaning of the text. Paul (2005) believes that "just through an unequivocal move to a critical conception of education, with an express evaluate and dismissed of the suspicions of teacher's instruction would be able to accomplish changes" (p.278).Through analysing it critically, students will become independent and also have the potentiality of critical thinking skill. Grader (2008) says that critical thinking is the capacity to examine facts, generate and composed ideas, defend opinions, make comparisons, draw inferences, evaluate contentions and solve problems. Moreover, Filipino (2006) calls it "a method which needs support from others to be persuaded for ones convictions and reluctance to be achieved except if support is forthcoming" (p.3).A solid critical thinking teaching method empowers students' critical knowledge. However, students usually memorise the text without understanding the deep meaning that shows their incompetence to think critically in the reading text.

In Bangladeshi context, it is observed that students prefer to concentrate on just to passing the examination by memorising the text. Nadira (2010) mentioned that a few students experience problems when reading the text. They read the sections in the content however are as yet unconscious of what they have read. Naila, Zamia & Parveen (2009) indicate that reading is a significant wellspring of information, notwithstanding, it is additionally a difficult way to implement the action for the students of Bangladesh. They forget everything after passing each class they forget the previous class lessons.

In present years, a lot of research in L1 and ESOL field has been directed on strategy preparing, procedure of strategy originates from the supposition that achievement in adapting for the most part relies upon suitable technique uses and the fruitless students can improve their skills by being prepared to use compelling methodologies (Denser, 2008; Weinstain & Underwood, 2008).Usually, national evaluation of students accomplishment very regularly centers on lower order thinking and learning. Such learning does not allow the students to be critical thinkers who can solve any problem independently and become resourceful citizens. Similar reflection for not having sufficient critical thinking aspects in the English reading classroom raises the question why Bangladeshi students are not able to think critically. To know the reasons why critical thinking is not being emphasies in English reading classes, it is imperative to find out what the students think about critical thinking and reading. The study aims at finding out students' perceptions regarding critical thinking and reading. The study is significant in exploring why students cannot think critically in English reading classrooms which may lead to ways of improving critical reading skills in those classrooms because the curriculum which

is set for our country is based on memorization even maximum teachers do not know, the techniques of fostering critical thinking skills in reading classrooms. Moreover, they do not feel necessity of critical thinking skill in reading because how students will memories and pass the examination and in future based on that grade they will get good jobs. However, while not implying critical thinking skill in the reading text there is also one of the major issues which is students are dependent on suggestions taking while before the exam from the teachers and as a result due to that they are lagging behind in analytical ability and memorizes those context based on the suggestion and pass the exam. Many talented students were kicked out from the board of job interview as they have the zero skill of critical thinking and as a result they face difficulties when they seat for the job interview with analytical questions (Wilson, 2015). When L2 readers read second language writings, they attempt to disentangle new contents, composing framework, and social materials. In the event that experiencing trouble in handling them, they may get disappointed with reading, and experience uneasiness. Freese (2017) calls attention to that a few students experience issues when reading. They read the passages in the content however are as yet unconscious of what they have read. Saito, Horwitz, &Garza (2011) indicated that reading is a significant wellspring of information; nonetheless, it is likewise a tension inciting action.

We need to examine student's perception regarding the problems that they are facing in fostering critical thinking in the reading classrooms. However, if we do not analyze the perception of the problems then we will not be able to work further on it and develop the skill of critical thinking of the students, then this lack will remain with the students forever. Therefore, this study will help to find out by exploring the students perception, the way how they are doing and implementing the skills in reading text and come out with a better solutions how to develop their critical thinking skills.

1.6 Purposes of the Study

The primary purpose of the study is to find out if the ESOL student's ideas generated while implementing critical thinking skills into their reading text, and if that transference is absent, then what possible factors hinder students from doing so. The study will also explore to what extent this critical thinking skills help the students to think and read the text analyzing it critically, and what do the student readers think about the skills of critical thinking as they relate it to the text reading.

1.7 Research Questions

The following research questions have been formulated to achieve the purposes of the research

1. How do the secondary students of the Bangladeshi main stream school think while reading an English text?
2. To what extent do the students use core critical thinking skill while reading?
3. How do they feel after completing the reading session?

1.8 Nature of the Study

The study is completely qualitative in nature and have not further used quantitative measures for analyzing data because the students actions taken while completing the Critical Thinking tasks, their critical thinking skills reflected in the reading text, and their comments on the problems they faced while transferring their ideas from the Critical Thinking tasks to reading suited the qualitative method of analysis rather than the quantitative. It was important to see if the participants were able to build main ideas of their own in their reading text, based on the ideas generated at the pre-reading stage which did not require any statistical data. In addition, it is believed that including a greater number of ideas in the reading text does not display student's development of critical thinking skills in reading. Instead, the quality of critical thinking in a text of reading is assessed by checking whether the reader can draw the connection with the text through a series well-reasoned arguments and evidence, which is best examined with a qualitative approach of analysis.

1.9 Scope of the Study

The study explores how the students respond to the Critical Thinking tasks at the pre-reading stage in a reading class and whether they are able to use those ideas in their reading text. There has been limited study on this aspect of academic English reading that the current study intends to investigate. The Critical Thinking tasks designed for this study can be used in any academic reading course in both non-naïve and native English speaking countries. Even though the study

is set for the ESOL students, its scope is broader because the research design can be implemented in any academic English reading course.

The setting of the study was Bangla medium students. It is important to see what happens if non-native English speaking teachers implement Critical Thinking tasks to promote critical thinking through reading among ESOL students.

1.10 Limitations of the Study

The study did not have certain limitations which tried at best to address as a researcher. The interviews were taken in their own residence through video and audio call and also it took one week for the interview sessions as the student participants could not give an appointment due to pandemic. It would have been better if the interviews were taken face to face after the text reading session. Moreover, it took some time to analyze their reading text sessions so that which could refer to their performance in the interview session which delayed the interviews .However, at the beginning of each interview session, it has been summarized that what could have been done in the text reading session series and showed them their text and video recordings of the reading text sessions so that they could recall the information.

The second limitation was that some tasks had been excluded from the reading text sessions as it was quite difficult for them to understand that what should they do and what needs to be done. However, some even could not understand how to read and also how to understand the deep meaning of the text and these problems took so long to resolve and it took so long to complete each and every task of the reading session.

1.11 Significance of the Study

At best of knowledge, very little research has been conducted to explore if ESOL student readers are able to transfer generated ideas to their reading text in a non-native English speaking context. This study fills this gap of knowledge by finding out the reasons why students are not able to transfer generated ideas to their reading text. All the participants of the study were speakers of Bangla language; this study is useful for English reading classes in ESOL countries and also other country. The study looks at the possibility of revisiting Bloom's (1956) framework for creating critical thinking questions a new, together with the combination of other Critical Thinking activities to be implemented in the reading class. The Critical Thinking

strategies employed in this study have a replicable quality that can be implemented in other English reading courses with various students.

The strategies of fostering critical thinking skills, previous studies have focused on pair work and discussions whereas a student should also be given individual time for refining ideas. The teaching strategy used in the current study accommodates both pair work and individual thinking tasks to foster critical thinking in reading classrooms. This strategy of teaching critical thinking to students is new in the sense that in places both pair works and individual tasks together.

In addition, this study make learners active critical thinkers as it is valuable in the field of teaching and learning of critical thinking skills. Implementing Critical Thinking tasks in the reading class not only allows the students to include critical thinking in their text but also opens their minds to analyses it critically anything which they observe surrounding them in real life. The findings of the study will provide a guideline for further studies in the field of critical thinking and English reading for ESOL teachers, material designers, authors and educational researchers around the world.

Finally, the research design proposes that reading sessions can be used as a qualitative research approach in the field of educational research. This research approach can be explored further in future studies by others.

Chapter 2

Literature Review

2.1 Introduction

In our country, ESOL students of secondary school of Bengali mainstream background are based on following the old curriculum of reading English text. Moreover, they even do not have interest to read the text for to understand that what the author tried to express through his text, as the students read the text just by memorizing it for passing their exam. As a result, they are lagging behind in case of interpreting, analyzing, evaluating, inference, and explaining and self- regulation. However, they will not face difficulties till now but when they will go for further higher studies and in job sectors then they will face difficulties as their most of the work will be done through analytical skill rather not being memorising it. The main objective of this study is to see if the students were able to implement the strategies of critical thinking in reading text for to generate their own ideas. This chapter will discusses relevant theories and scholarly works related to critical thinking skills and the teaching ways of a teacher for stimulating critical thinking in reading text. This wills also likewise targets finding a gap in the reading with respect to highlight this study as significant for filling this gap.

2.2 The Concept of Critical Thinking

It is a thinking process which defines a person skill of knowledge where it shows that whether a person is being able to think critically and generate their own ideas through interpreting, analysing, evaluation, inference, explanation and self –regulation, by relating that through their previous knowledge with the current situation. Chaffe (2013) the author of critical thinking defines critical thinking as his part of life. He also mentioned that it represents that he himself was and also stated that it also significantly represents a person's belief that whether he was able to stand the test of himself through the skill of analytic. More often than not, the terms

basic problem solving skills are used mutually with the term critical thinking (CT). Skills are often used by scholars mutually. For the discussion of this content, this study discusses critical thinking skills. It is also one of the important aspect in case of education sector where it shows that whether students were able to understand the significant meaning of the author's text by reading critically.

Jackson (2010) defines critical thinking as "the revision, expansion and the review of previous concepts" (p.11), while Halpern (2003) state this skill that as the use of a person's cognitive skills or strategies that increase the probability of an outcome" (p.6).An explanation of critical thinking as a skill represents a specific goal to be achieved by "solving problems, formulating inferences, calculating like hoods and making decisions" (p.6) within specific contexts. This explanation mentioned that critical thinking helps us to justify our supporting points through assessing available information or an evidence (Moreno,2015).The much cited meaning of critical thinking provided by Ennis (2011) points, critical thinking as a "reflective and sensible reasoning that is centered around choosing what to accept or do"(p.46).According to Nazala, Farin, Parvin(2017) expanded the idea more by saying that critical thinking is a blend of an individual's information, attitude and expertise (p.127) that permits him to distinguish an issue pick the proper data or methodology to solve the problem, build significant hypotheses and test results before finalising his judgment or decision.

In this aspect, Facoine (2012) discussed six core critical thinking skills are "interpretation, analysis, evaluation, inference, explanation and self-regulation" (Facione, 2013, p.74).Davies and Barnett (2015) have separated points of view on critical thinking into three classification, in particular abilities viewpoint, critical point of view and critical pedagogy perspective (p.p 1-27).The first point refers to an individual's skills of building up based on logical reasoning and analysis. Then again, the critical viewpoint asks instructor to build a critical conception in students. This disposition makes students to make questions in their mind about new concept and look for justifiable answer which should be accepted. The students should take others opinion and show argument based on others opinion. Lastly, critical pedagogy inspires students to analyses critically about various social issues and find out the solutions and make them perfect citizens.

Barnett (2005) focused on critical thinking rather than critical maker. He accepts that a critical person can consider a specific issue of the world, think about their own acknowledgement and make a move as needs to be. He further cautions against the "critical thinking industry" that

compels students in discipline of specific study skills and rather introduces a new motion "critically" and makes a person think about himself as a part of the wider society and for new society through his action(as cited in Hilsdon,2008,p.4)Tazhikeyeve (2016) states that mostly in college and universities it has to be seen that the students are independent because they are given freedom to choose topics of their own interests and use reflective inquiry to know more about it and consequently become critical thinkers.

Till now, the most counseled rundown of characteristics of critical thinkers has been formed by the APA master accord Delphi Report under Facione's (2002) initiative. The report considers critical thinkers as people who raises problems with questions in mind then work with the complex issues in view of clear inquires, at that point work with the appropriate evidence or information that fit their answers. Over the previous decades, scholars have been debating on the issue of critical thinking process being set for specific spaces or fields of study rather than being conventional in nature. Despite the fact that Facoine (2011) made the California Critical Thinking Skills Test as a method for estimating critical thinking skills, he believes that it is significant for a basic scholar to know the particular standards of a space or fields of study before employing the abilities. Paul (1995) his second view and opines that critical thinking is an approach to figure out how an individual might have the option to think inside the standards of his order. He further emphasizes the way how instructors can foster to both general and space explicit critical thinking skills.

2.3 Prominent theories related to teaching critical thinking

2.3.1 Socratic

The Socratic teaching method is one of the renowned used of teaching approaches in the field of instruction that urges students to communicate their perspectives are then contrasted with reason which one may suit the present issue being talked about (Tofade,Elsner & Haines,2013).As indicated by Paul and Elder (2008), an instructor must know the method of approaching three sorts of inquires which help to survey how much earlier information the students have. Secondly, asking random questions that will help students to give rises of their curiosity and correct their thoughts themselves through reflection. Lastly, questioning which guides the students towards specific topics which are important to focus on for the students. The questions help them to illustrate their thoughts and discover the gap of knowledge they have. Paul and Elder (1997) further point out that the teacher in a Socratic classroom plays the

role of a Socratic questioner who help students to think in a disciplined and focused manner. For example, such an examiner must make sure to keep the discussion intellectually stimulating and to the point. He should ask more problem based questions so that students get engaged to the topic through discussion and summaries the overall context from each and every time for everyone to remember and comprehend the content. As indicated by Bunyi (2010),instructing through Socratic workshop mode causes students to be higher order thinkers as they have the degree to explore the various different aspects of given text and ask questions among each other. The student should not oppose to others opinions rather they should be reliable and what more, let go off their biases through rehearsing their thinking abilities all through the discussion.

2.3.2 Facione method of teaching

Facione(2015)model has been chosen as it is suitable and comprehensive in terms of the critical reading strategies which is based on the work of an expert who had worked together to findout how critical thinking needs to be defined. Moreover, the experts joined in the research project which is about ”Critical Thinking on Educational Assessment and Instruction” which was conducted for two years. From Facione’s (2015) own point of view, six core critical thinking skills are being present in the critical thinking processes which are interpretation, analysis, evaluation, inferences, explanation and self regulation. From the perspective of Facione in the interpretation where it comprehends and expresses the meaning of different data, situations, events, experiences, beliefs and conventions or procedure. It represents the decoding significance, sub-skills of different categories and also clarifies the meaning. As for an example: finding out a problem and describing that in their own way without any complexities. Another can be like after reading any text, from the subordinate idea main idea comes out. Though it is paraphrasing other’s idea into their own way, clarifying them, explaining the author’s purpose, theme, or point of view, these all are the examples of using interpretation skill.

Analysis is the identification of the intended and actual inferential relationships among statements, conceptual content, questions, explanation or expressing belief, judgments, experiences information. The sub-point which come across through this skill are counter arguments, analysing arguments, verifying ideas. The examples of analysis skill are: firstly, compare and contrast between two contents, forming a procedure for to represent the main conclusion by noticing the various reasons which is been given to it or to criticize it, finding

the relationship of the similar sentences in the passage and to find out the main summarise of the passage. Facione defined evaluation by stating that it is the explanation of a person's point of view, experiences, circumstances, judgments, faith or perception, description, statements, questions or other form of representation. Besides, the sub-point which are included in evaluation are finding out the factors through which a person becomes credible, judging if a contention's decision follows either with sureness or with an elevated level of certainty from its premises, making a decision about the legitimate quality of contention's dependent on speculative circumstances, and judging if a given contention is significant or appropriate or has suggestions for the current circumstances.

Facione characterises inferences as a signifies to distinguish and make sure about components expected to make sensible determinations, to frame guesses and theories, to think about important data and to elicit the results spilling out of information,articulations,producers,proof,decisions,convictions,suppositions,ideas,depiction, questions or different types of portrayal. The sub-point of inference recorded by Facione are questioning proof, guessing choices, and making inferences. A few instances of derivation resemble seeing the standard of a position somebody is upholding, drawing out or building significance from the components in a reading or distinguishing and making sure about the data expected to figure a synthesis from numerous assets. From the perspective of Facione explanation means to state the reasoning and also to justify that with evidential proof, conceptual analysis, and methodological, logical contemplations where upon one's outcomes were based, and to introduce one's thinking as fitting contentions. The sub-skills identified with clarification are expressing results, supporting techniques and introducing contentions. One of the example of explanation would be to state research results and depict the techniques and models used to accomplish those outcomes, and to speak to set up measures as a method of demonstrating the sensibility of a given judgments. Planning a realistic showcase which precisely speaks to the subordinate and super-ordinate relationship among ideas or thoughts is additionally a model.

Self-regulation which is defined that for to monitor the activities by self-confidently, the materials which are used in those activities and the outcomes which comes, specially by implementing the skill of analysis and also evaluation for to judge with a view towards questioning, validation, confirming or clarifying the explanations or the outcomes. The sub-point of self-regulation incorporates self-assessment and self-remedy. There are numerous models on self-regulation which was introduced by Facione. One is to look at our own

perspectives on a various issues with affectability to some potential impacts on our own inclinations or personal circumstances. The second is to screen how well we appear to be understanding or appreciating something. Separating our closely held convictions and suppositions from those of the author of a book, twofold taking a look at ourselves by recalculating figures given, just as fluctuating our understanding rate and strategy as per the kind of material and reason for reading are additionally instances of self-regulation.

2.3.3 Reader Response Theory

Reader response theory is core of understanding literary text. The advocates of reader response theory guarantee that content can't be read objectively. It is obvious that reader response is basic in understanding importance of a text indicated to readers individual reaction (Chruch,Rosemblatt,2012,2013).In Rosemblatt's (2012,2013) words, "there is nothing of the sort as a non-exclusive reader or a conventional artistic work, there are just the potential a huge number of individual reader of the potential millions of individual abstract works because content remains simply ink spots on paper until a reader transforms them into a set of meaningful symbols." Rosenblatt(2012,2013) said that a content has diverse importance to various reader and various readers analyses a text from their own point of view. Qamar (2016) discussed that a student led a main role in reader response theory. They informed understanding of text and meaning should lead to teachers focusing on both the learner's neuromotor stance and the aesthetic stance in reading activities. It promotes the love for reading. Hence, the reader plays an active role in a reading experience as much as they read the text. Teachers rather correcting their wrong answers, they should be more receptive to different responses from their students which are worth while helping students explore their reasons for their interpretation of a text.

Every individual may peruse a similar book contrastingly dependent on the uniqueness of that reader, "indeed, reader reaction scholars accept that even a similar reader reading a similar book on two distinct events will most likely deliver various implications in light of the fact that such a large number of factors add to our earpiece of the content" (p. 154). Scholars differ about how our reactions are shaped and what job, assuming any; the content plays in making them, "assessment extend from the conviction that the abstract content is dynamic as the reader in making significance to the conviction that the content doesn't exist at all as it is made by readers (p. 157). In that capacity, five headings are approximately sorted out so we can all the more likely comprehend this thought; they incorporate 1) value-based reader reaction

hypothesis, 2) full of feeling stylistics, 3) emotional reader reaction hypothesis, 4) mental reader reaction hypothesis, and 5) social reader reaction hypothesis. Value-based reader reaction hypothesis breaks down the exchange among content and reader. As we read content, it goes about as a questioner: upgrade to which we reasons in our very own manner. Emotions, affiliations, and recollections happen as we read, and these reactions impact the manner by which we comprehend the content as we move through it. There are two distinct modes that we approach message, the first being efferent mode, which centers around the data contained in the content, as though it were a storage facility of realities and thoughts that we divert with us. The second is stylish mode, which we experience as an individual relationship to the content. We center on the nuances of its language and urge us to make decisions.

Full of feeling stylistics is the examination of content that appears as it is read and is analysed intently, frequently line by line or even word by word so as to see how (stylistics) it influences (emotional) the reader during the time spent reading. This reaction is then used to show that the significance of the content doesn't comprise of the determination we make about what the content says; rather, the importance of the content comprises of our experience of what the content does to us as we read it.

In emotional reader reaction hypothesis, the attention isn't on the content; rather, readers' reactions are the content and importance is made by readers' translations. Right now, genuine items (for example tables, seats, vehicles, books) are changed into representative articles, since it happens not in the physical world yet in the reasonable world, that is, in the psyche of the reader. "Hence, when we decipher the importance of the content we are very our own symbolization: we are deciphering the significance of the applied experience we made in light of the content" (p. 164).Mental reader reaction hypothesis takes a gander at the intentions and what understanding uncovers about the readers themselves. Our reactions to characters depend on our translations, which are results of our own apprehensions, guards, needs, and wants we anticipate onto the content. Social reader reaction hypothesis is related with the significance a book is given by a gathering procedure, suppositions built up, for instance, in secondary schools, places of worship, and universities by winning social mentalities and ways of thinking.

2.3.4 Solo Taxonomy

In this model will shows that how rate of complexities increases by students for understanding the text. Questioning is one of the important aspect in this model where teacher plays an

important role for the students understanding. This model consists of five stages, such as :pre structural, uni structural, multi structural, rational and extended abstract (Kuddos, 2016).Moreover, this asking question part by the teachers engage students in higher level learning to develop their critical thinking .At first, teachers ask them simple questions related to the text jus to boost up them for preparing for the next level of questioning and in this questioning session ,students do not need to think enough for answering. For example the simple can be ask from the text that what do you know about this Covid 19? For which they can easily answer this type of question from the facts or by recalling the situations. SOLO taxonomy focuses on the event of surface understanding to deep understanding which emphasises the continuum of complexity of ideas across the hierarchy of its levels of understanding. Thus, the acquisition and development of understanding should be consistent, interrelated, organised and **it's** progressive from concreteness to abstraction with increasing cognitive capacity of scholars (Zeneba & Gomes, 2013).

In the next level of higher order thinking questions where students need to think much and relate that with both their previous knowledge and experiences and connect that with the text and this shows that whether students were able to understand the basic concept of the text. For example: they can be ask that what do you think that why the poor people's treatment are lagging behind rather than the rich at the time of this pandemic Covid 19? From the text of reading session. However, some students were not able to do that, even though if they get much time then also they were not able to generate their own ideas. This model also stated that students need to solve the problems alone or come out with the better solutions without taking help from others which will help them to develop their analytical skill.

2.4 Fostering Critical Thinking through Reading

They were shown various instances of promoting critical thinking in ESOL reading text to show a gap of knowledge in the scholarly literature regarding fostering critical thinking in the academic reading text. It additionally examines the difficulties instructors face while encouraging for critical thinking skills in reading text. Whenever the students read, they read to understand "how"," why", and "What". They look for the elements of reasoning, purpose, question at issue, point of view, information concepts, implications, assumptions, conclusions, context and alternatives(Dick,2011).There are numerous positive and helpful uses of critical thinking such as, detailing a functional answer for complex issues, deliberating as a group about what action to take, and analysing assumptions. Critical thinking adds to more details for

understanding and testing acknowledges intelligences with solid contentions and takes into considering and allows for more completely developed thoughts. Besides, they need to read with open thoughts. Challenge the currency and validity of the information with aim towards deeper clarification and understanding. Then they need to find answers to “What”? “Why”? "Where?" “Who?” “How”? And “So what?” questions. After that, they need to assume that procedures and methodology are deficient until they have tried themselves. If the learners apply these guidelines to their reading, they will see the simplicity by which they acquire from what they read. They probably would not find the responses to all inquiries, however they will be better arranges to counsel with the teachers to answer some of them.

Jackson (2012) mentioned that they need to decide to read for significance just as for knowledge. This requires the reader to make associations as often a possible by relating the story to their own experiences or to the world around them. At the point when the reader has made an individual connection with the story, they will usually be able to understand it on an advanced level. Schneider (2012) said that teachers should make the task complex, so that students get time to think and analyses it. However, if students do not come out with the answer rather helping them teacher’s needs to extend the time for them to think what would be the exact answer. Let the student come up with their own solutions, even if it may not look perfect, students are usually proud of their attempts to fix it themselves.

2.4.1 Strategies of Critical Thinking in Reading

It is a significant obligation of teachers to create critical thinking capacity among students (Chittaoran, 2015).A teacher will be considered as “cheating his students on the off chance that he asks them just to review information from the past exercise and does not give them the chance to think all alone (Williams,2004,p.3).As per Murawski (2014),demonstrating different perspectives fundamentally encourages students to assume strategies for their learning and uses the systems in future life. Such Meta cognitive techniques of learning now and then assist students to work on using their critical thinking abilities. On this note, Santrock (2014) states that to encourage critical thinking in class, an instructor must let go off the traditional way of pushing students to come up with a solitary right response for an issue and inspire them to search for different new thoughts identified with an issue. Collins (2014) makes reference to that teachers can show learners the language that may speak to a particular thinking skill. For instance, “appear” or “anticipate “may give them prompt to use their knowledge. Likewise, students must understand the significance of practicing higher order thinking abilities with the

goal that they stay occupied with the exercise. He further underlines an arranging the class exercises with the goal that the instructor realizes which questioning to pose so as to upgrade students thinking power (Para 18-19).

Various examinations have featured the significance of appropriate questioning in the classroom that can improve students thinking capabilities. In a qualitative research based data it has been noted that on the scrutinizing strategies used by the ESOL students of a Nigerian Secondary School, Muhaimen, Mubasher & Pariven (2017) observed four English classes to take note of the kinds of question used by the instructors. They found that all the teachers used various sorts of questioning all through the exercise. Among these, they used open/close or display questions frequently and the referential and review questions a couple of times while the last questions is basic to make students uses their earlier information and comprehend the exercise well. Open ended questions and referential questions help students to think deeply to make meaning out of the lesson. In this point, Pearson (1985) proposes four stages of exhibiting how students can make an association among inferences and the supporting proof.

In the third step, the instructor may search for models from the content to help the inference and in conclusion, give the explanation how the models validate the claims. Instructors may likewise uses higher order thinking questions, noted by Bloom (Lemons 2013) and Socratic addressing strategy in classrooms. Fahim &Bagheri (2012) stated that language students must be instructed how to know about the various types of questioning and actualize or implement them in the class conversation. In fact, if they know the capacity of different higher order thinking questions, they will have the option to request about the correct information about content and uses their thinking skills. A teacher must give the students enough practice tasks for inferring and drawing a conclusion to scaffold their learning throughout a particular course. Moreover, they must urge student to answer why and how they had picked specific answers so they can reason themselves. Jenkins (2011) mentioned that, these open-ended questions will help the students to think about a recent contextual fact of the society.

2.5 Challenges of critical thinking while reading

Previously no study has been conducted yet about the student's way of reading English text and also the way of teaching English reading text. Moreover, students of our country are lagging behind in case of reading English text rather than students of other countries, because it is not only about students way of reading but at the same time it is important to note that

what methods teachers are using while teaching them. However, the ways of teachers are not well improved method in case of teaching English reading text and as a result students are facing more difficulties. No matter how much effort students are giving for reading English text but if the teachers are not giving proper instruction then it would not be so easy for the students to learn to read English text as teachers are the door key of enlighten knowledge who provides proper guidelines for the students. This study has been conducted to show the proper guidelines for the students that how they will improve their reading skill of English text by implementing strategies of core skill model, which not only it will help them in secondary school but also in further higher studies and in job sectors. At first, in this study it talked about the importance of critical thinking and then after that how critical thinking skills implemented through reading text and while doing so what are the challenges that students face.

Dick (2011) stated that," Critical thinking in reading does not always mean to be critical while at the time of reading. It means to get engage with the reading text by asking their own questions such as, "What is the author trying to say?" Or, "What is the main argument being presented?" In an academic sense it means advancing their understanding what they read rather not dismissing and therefore closing off learning. They need to use comprehension strategies while reading. Critical thinkers review texts and make predictions about the plot, characters and action. They additionally pose inquires and make derivations inside while they read. Subsequent to reading, formulate an opinion about the author's viewpoints as expressed through the characters and activity. Pose inquires, for example, was the author ready to stay fair-minded or did the author pass on his emotions and character in the text? Were there specific places in the text that impacted their interpretation? This method of critical reading will guide them toward advanced comprehension of the text.

Additionally, the also faced difficulties in case of understanding the grammatical structural sentence of reading text for which they would not understand what the author tried to say in his text and even then also if they can understand the text grammatical structural sentence then also they failed to form their own grammatical structural sentences of their own generating ideas of what they have understood from the text, but it could be easy for them if the text was in Bangla as they were used to do with that forming grammatical structural sentences. Tanjila (2013,p.288) stated that students have habit to skip that part of the paragraph which they failed to understand while reading the English text, even they feel shy and hesitate to ask their teacher in front of everyone as they think if they ask then other's will laugh at them and through this way their lag still left behind. Similarly, in case of vocabulary also students never showed their

interest to know the meaning of the unknown vocabulary of English reading text, they skip that and started to read after that and share their own ideas of what they have understood from it.

Chapter 3

Methodology

3.1 Introduction

This chapter discusses the research methodology of the study. The main purposes of this study are to know whether students implement critical thinking skills through reading a text. The chapter further discusses the basis of choosing a qualitative different contextual case study approach, the way towards choosing the participants and gathering information, the system of data analysis and the means taken to set up the dependability of the study.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

Qualitative research puts together its methodological plan with respect to philosophical suspicions and a specific exploration worldview. For the study, among all other research paradigms, the pragmatist perspective has been chosen to perceive how Critical Thinking (CT) tasks in an English reading class influence student's skills .In this regard, pragmatists believe to put stock in an outer world autonomous of the brain just as those held up in the psyche. They accept that we have to quite inquiring inquiries regarding reality and the laws of nature (Cherryholmes,1992).In fact, pragmatists do not consider the world as an absolute solidarity. Along these lines, specialists look to numerous ways to deal with collecting and analyzing information as opposed to subscribing in only one way. Moreover, the basic meaning of "pragmatism" formed through its tasks or practical experience arranged methodology. However, a research paradigm can be either absolutely qualitative or quantitative or even have a blend of both the systems (Creswell,2007;Wilson,2010). Besides, a pragmatist specialist may embrace different information collection techniques and pragmatic points of view to respond to his examination questions (Cossemon, 2007).Among these forms of perspectives, the study matches with the experimentalism type of pragmatist view that verifies data through tests. It is determined to the conviction that each activity has relevant outcomes. Students were given reading prompts and engaged them in Critical Thinking (CT) tasks that framework their thinking procedure .So, on as a specialist, the step of giving a task to the students is the activity and students reactions to the task in conversation session and reading session are the activity's results.

The philosophical presumptions of the examination depicted in the table on the following page are adjusted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.17).

Table 3.1: The Philosophical Assumptions of the Study

Research paradigm	Philosophical Assumptions				
Pragmatism	Ontological Different subjective views of participants	Epistemological Participatory methodology of the specialist to invest time with the members in the field	Axiological Specialist qualities and predispositions will be talked about alongside member's understanding	Phenomenological Researchers value to understand the meaning participants place on their examination. And also they rely on the participants to provide insight to their motivations.	Methodological Qualitative Study Approach Multiple Cases

Ontological assumption issues identifies with the idea of the real world and its characteristics. When specialists lead subjective research, they are grasping the possibility of different realities (Creswell,2007).For instance, as a specialist, it has been examined the video chronicles and field notes to find out the students reactions to Critical Thinking (CT)tasks. The extracts from the students works as well as meeting interpretations filled in as a way to show their abstract assessments about the critical Thinking (CT)tasks and their impact on their reading and what challenges they looked in placing the produced thoughts into their text. A nearby glance at their articles showed that if the Critical Thinking (CT) thoughts were moved to papers and if the students could use the thoughts while reading the text by analysing it critically. Moreover, their expositions composed when the Critical Thinking (CT) indicated their individual aptitudes of reading fundamentally with or without the Critical Thinking (CT) tasks.

Secondly, epistemological assumptions where it gets significant for the researcher to lead concentrates in the "field"(Wolcott,2008,p.18)where the participants live and work which are significant setting for understanding what the participants are stating. The third assumption is an axiological assumption that assists with deciding the positional of a researcher in the study and acknowledges that their qualities or predispositions may come out through the analyzed data. Afterward, in this section, it has been clarified the positional or job as a researcher who

have endeavored to limit the impact of any personal bias or worthwhile portraying the discoveries (Denzin,1989).The phenomenology assumption of the qualitative study inspired to promote a narrative reading style that has the manner of finding out the main gist point of the text and a mode of reader's expression and tone of voice while presenting the reading text(Samiul&Crimpson,2009).Finally, the methodological premise of the research study follows an inductive perspective on gathered information and thinking of a hypothesis rather than attempting to apply a current hypothesis on the information. For the most part, the researcher of such a study goes to and fro between the exploration questions and the information examination process continually (Creswell, 2007) to build up his point of view. The accompanying segments will expound on the techniques received in leading the study.

3.3 Research Design

The research design for this study has been set by considering literature review and the research questions. The study followed the pragmatic research paradigm that centers on activities taken by a researcher and its suggestions on a quick issue. Here, the reading prompts and the discussion sessions were the activities taken by the researcher and the responses of the participants were finalised in the discussion session and their way of reading the text were the implications of that action. The main target of the research is to study how critical thinking activities influence critical reading ability of ESOL students in an English reading class in a non-local context and to address the issue, as a researcher to pick a qualitative multiple case study approach.

A study revolves around discovering "individual's demeanor, practices, esteem framework, concerns, inspirations, yearnings, culture or ways of life"(Nick,2016,p.514) and it is exceptionally valuable for a teacher to know why a student cannot think critically in a reading class which can be accomplished through qualitative information collection approaches, for example, verbal meetings, perceptions, centered gathering conversations(Bohimian&Mikel,2011)or by dissecting students contents for common patterns of reading. The research structure of this study is given in detail in the following segments of the chapter.

3.4 Multiple Case Study Approach

A case study is an “in-depth exploration” of “a solitary individual, a few people independently or in a gathering, a program, occasions or exercises”(Creswell,2012,p.66). Rosseman(2002)accepts that the case study approach is required at whatever point an ongoing wonder in a real life setting should be inspired through exact inquiry(Rosseman,2002).In fact, such research design function admirably in breaking down “contemporary occasions when the significant conduct cannot be controlled “by the researcher (Jack,2003,p.18)and are planned for answering “how” and “why” questions(Yin ,2002 , p.14).Nowadays, researcher realise that all research methods have explicit focal points relying upon the kind of inquires they are replying (George & Bennett, 2004,p.17).As indicated by Naumes (2014)the main advantage of case study research is that it allows the researcher to observe a specific circumstance in a real life circumstance. It has a unique kind of replicable trademark that can be applied to other comparable studies. The authors have pointed out some portion of the inconveniences of this sort of research, for example its inability to be summed up from a solitary case to a “larger context”. Thus, the researcher now and again cannot be considered as solid as the “conditions “of the exploration might be “hard to recreate” (p.73).

A researcher can build validity of such a study by gathering information from more than one source(p.39).According to Creswell(2007),which proposes that a researcher can pick “representative cases” for the study that can take care of this issue of not having the nature of generalisability (p.74).In addition, contextual study expect to build” hypothetical premises which as a device to make assertions about circumstances liked to the one considered”(Alismail, 2020).This study’s findings will contribute to understanding comparative ESOL students reading class taking place in non-local contexts.

There are various kinds of case studis that a researcher may choose from. First of all, the case which is outstanding from different instances of its sort is called natural case. Then again, the case or cases which take a look at a fixed issue is called an instrumental case. The third kind of contextual case is known as an aggregate contextual-analysis which includes numerous analyses that are analysed by the researcher with respect to a particular issue (Stake, 1997).Yin divides contextual case study into two parts, for example, single case plan and different case study. This research study embraced an instrumental, various contextual analysis plan that centers around looking further into a specific phenomenon in a several unique cases

(Yin,1981).For this research study five students have been taken of a tertiary level in a English reading course in Bangladesh as individual cases for the study.

Additionally, for this study the various contextual case study approach has been chosen as it may be “holistic”, ”observational”, ”interpretative” and “emphatic”(Stake,2001).This research embraced a “holistic” point of view of exploration as it attempted to find the connection between the critical thinking assignments students reactions to those tasks and students critical thinking output in their articles. Besides, the study was “interpretative as it has been connected with the participants in the discussion sessions and attempted to make importance of their reactions. Likewise, the study has satisfied the prerequisite of being mostly “decided” it had an etic perspective on the classroom experience reference to the emic perspective on research where the researcher turns into a piece of setting. As indicated by Jack (2002), researcher relies upon various sources of proof to help a specific contextual study. In this research study, the interview and observation during the critical thinking (CT) tasks, students pieces of reading text and interviews as different sources of information that likewise contribute in accomplishing the triangulation of information (Denzin, 1979; Penny, 2001).

3.5 The Researcher’s Role

As a student of English major of Brac University, among all the courses that have been studied, English Composition is favorite where it’s been love to study the text by critically analysing it and find out the gist point of the reading text. Moreover, through reading it every time, many new words has been known which are to unknown as a researcher. And also based on reading on different topic English composition many new data has been collected of the world such as it can be about sports, entertainment, culture, festival and so on. However, in our country the majority of the students only follow the reading structures and do not try to think about various issues related to the topic prior to reading academic text. Moreover, the supervisor told that when she teaches the students a few of the core literature courses, she finds that the students reading skills do not meet the academic standards in terms of arguing locally in their reading assignments.

Being a student and having a background of a non-native English learning context rightly placed in this research to communicate with the non-native ESOL students of academic reading. As a researcher it’s been known that to use the Critical Thinking (CT) tasks to keep the students engaged in the reading classroom series which was an added advantage for

conducting the research. Additionally, in the interviews they shared their perceptions on their Critical Thinking (CT) tasks and critical reading skills easily because as a researcher but not being a direct teacher and the text were not being graded for any assessment. Throughout the reading sessions, as a researcher the role that has been played as a role of a facilitator and did not impose any opinion on the participants. Throughout the reading session as a researcher the role that has been played did not pressurized or made burden to participate or to give each and every answer of the interview questions. It has also been informed to them that there will be no marks for that, but after the session they will get surprised gift from the researcher .Through giving gifts participants will feel more eager to join the session and also as a researcher,it is the duty to give some special gifts to the students as the participants were present in the session not for their own benefits rather for the purposes of the researcher's study.

3.6 Setting

Due to the pandemic situation of COVID-19, it was not possible to set the study in real-life classrooms. The study was been set at home through Tele communication and observation through video call. All the students were ESOL students whose background was from non-native English speaking countries. As the main purpose of this study is to find out whether Critical Thinking (CT) implementation helps in critical reading ESOL students and also the study's participants were convenient while giving the interview.

3.7 Selecting the Participants

For this study, random person cannot be chosen from anywhere then it won't be applicable for the study. Before starting the study, it should be plan and analyse with the research topic that which level of participants are suitable for conducting this study. Moreover, another most important thing is that which curriculum student's face more difficult and from which source the participants can be selected in an easy way. And whether they will be able to participate and answer all the Interview questions which will be given to them. Additionally, it should also be taken as an important point that all the participants should be from same level and have same educational background. However, if they do not have same educational background or same level of proficiency then it will create massacre for conducting the study properly.

In the case of different case study designs, there is no clear number of cases that a researcher must choose. The numerous case studies must be replicable so it turns into a solid strategy and

a researcher must choose the cases cautiously so they show “Comparable outcomes (exacting replication)”or “differentiating results for predictable reasons (hypothetical replication)”(Rowley,2002,p.21).Rowley further notices that literal replication develops inside six to ten cases though hypothetical replication may require more (or less) cases to rise. To accomplish hypothetical replication, a researcher must search for matches of results with his/her underlying suppositions. In the event that the outcomes do not coordinate the recommendations, the researcher needs to incorporate more cases to contemplate or return to his research question (Rowley, 2002).

The aim of a researcher was to reach for as many participants which are willing to be a part of this study. All in all, researchers propose to collect information until immersion happens, which is considered as the moment that a researcher finds repeating subjects are rising up out of his information and the same old thing can be discovered (Miles &Huberman, 1994).Immersion of information or repetition of subjects affirms that the researcher has gathered adequate and relevant information. On this note, Glaser&Strauses(1967) encourage the researcher to settle on the quantity of members simply subsequent to counseling past hypothetical systems, a current hypothesis or the information themselves, for example, Glavin(2015) states that immersion of information for the most part happens after twelve interviews. The participants who were chosen for this study are students of secondary level of Bangla medium schools. The students were taken from classes such as 9 and 10. The main motive of this study is to observe that how students take critical thinking skills and how they use it on the English reading text and also about their perceptions regarding that .Besides, it is also important to see that whether the teachers are being able to teach them the fostering of critical thinking on reading text.

3.8 Data Collection Procedures

Data collection is one of the important aspect in qualitative research. Its been conducted into three phases. The first and second is about questionnaire and the interview and the last and final phase is about the think-aloud protocol. The different procedures have been conducted for to pictures the participants reading strategies and specifically it is about the critical reading strategies.

3.8.1 Gaining Access to Participants

The total numbers of participants were four and all belonged to Secondary Bangla medium school's in Dhaka. One participant invited other participants to be a part of the study. The session took total 1 and half hour .The study was conducted in three days .At first, the training session took place then after reading session lastly the interview session held.

3.8.2 Conducting the Think-aloud Protocol

This phase is one of the important part of the study where the main sources of data is about the reading strategies of the participants. Here, through this process the students verbalize their thoughts rather reading that silently. The Think aloud protocol session was conducted through video call for recording convenience. It was relatively calm and quiet environment as while at the time of observing through video call there, no outsider was allowed to enter both the participants and the researcher's room as the door was locked inside. Moreover, students were instructed to have one piece of paper beside their reading text, so that while after reading each line where they have paused ,they could note down their own thinking point of view that what they have understood from each line of the text. And also not only that, if they do not know any vocabulary which were unknown to them, they could create the meaning of that unknown word by reading the text again and again from which they could guess the meaning and write down that in the paper. After completing the reading, they could join the each line of the Para which they have understood and form new sentences which creates a new meaning from their own thinking point of view.

3.8.2.1 The Training Session

This session is one of the important aspects of the study because the participants were trained in think aloud. Extra care was taken for briefing them on what they need to carry out throughout the task. It has been monitored throughout the entire session what the participants are doing. However, some participants may be well known with this verbalisation session as they did that earlier while other's find the process difficult. As the Interview is being conducted within three days. On the first day, they were being trained and then next day the important session was conducted. All the participants gone through the think-aloud practice. Besides, it has also been explained to them that what is the main task of think-aloud and how they will implement that

in reading text. This training session has two sessions; one is the think aloud-protocol and verbal protocol analysis.

1. The Think-Aloud Protocol: In the training session, it was also the important part of the study because through this main source of data, the participants reading strategies were able to be understood. The think aloud is a technique where the participants' thoughts were verbalised while completing the given tasks, rather reading the text silently. This Think –Aloud protocol session was conducted on the participant's room through video call on Zoom App. Both the rooms of the participants and the researcher were relatively quiet and calm as no outsiders were allowed to enter. They were briefly instructed what they need to do for the think-aloud task. Firstly, they were to read normally in their own which they used to do. The guidelines which were given for this task is to voicing aloud their thoughts or feelings while at the time of being paused when they felt to do while reading the text, instead of reading it silently. Besides, they were also instructed to record in the tapes which they verbalise audibly. They were free to communicate both in L1 or L2 as there was no burden for the participants because their verbalise thoughts or feelings should not face any obstacles for that.

2. Verbal Protocol Analysis: In the training session, the four participants were need to rehearsal for the verbal protocol analysis so that in the final reading session stage, they do not face any difficulties. They have completed the think-aloud on one text for the training session, the data of which one were later transcribed. Through listening the tapes and transcribing it step by step everything which was heard. Though it was convenient for the researcher to transcribe with the supervisor as she was an expert transcriber and typing that verbal protocol for the study. Then the researcher discuss with the supervisor how to transcribe and in which way for the study. Moreover, she was also being instructed not to add or deduct anything from that verbalisation, even errors need to be remaining same as it is. However, this adapt transcription was the most lengthy part which consume a lot of time. The tapes had to be repeatedly played over and over again for checking that every word was transcribed or not.

3.8.2.2 Training Session

After the first training session another training session held as the participants were not much adult for which they will not able to understand the main session through one training session and this the reason they need more practice for the final session. The main purpose for taking the second training session is for to rehearsal them so that they can do the main reading session

properly by following the strategies which were being taught in the previous training session. However, in this session no video clips related to the topics were shown, neither any video clips related to the strategies were shown. The task were completely relies upon the

Participant's that how they will complete the task, how they generate their ideas through their background knowledge or experiences.

Moreover, in this training session the task of the researcher is just to observe that whatever they were being told and showed the instructions in the previous training session, whether they were being able to implement that in the reading text. And also it is to be noted by the researcher that in a piece of paper whether they have noted down the key words while after reading each line of the text. In this training session, such topics have been given which they can relate with their real life experiences for the discussion sessions after completing the reading. For the second training session, the topic which has been given to them is "Electronic gadget" and they were also being told if they do not understand any word meaning then they can seek help from the researcher. Throughout the entire discussion sessions of this study, participants were given free will to discuss their own ideas by using both L1 and L2 as they were from Bangla medium and also do not have that much potentiality to speak in English like English medium students. Besides, no burden pressures were given to speak in L2, if they like to speak in L2 then it is the plus point for analysing this through a new vision and also it has been told to them that no matter whether they speak right or wrong sentences, without any hesitation if they wanted to speak in L2 then they can do that.

3.8.2.3 Conducting the Interviews

The interviews of students were taken after the reading sessions. This session do not took lengthy because as the participants were not adult, they might forgot what has been briefed to them for the purpose of this research. All the Interview session of the participants were took through Zoom App and after one day break of the reading session it was held. At first the session was started by asking the participants about their culture, festive, foods that they like most, dresses and also about the family background before starting the important session. This was done to encourage them for to participate and also to refresh their mind so that they could not feel bored to join the session.

According to Gay & Patton (2008) as cited by Romera & Iruela (2011) it is the interview which is like a conversation with the purpose of the study. Semi-structured Interviews has been chosen

for this research. This Semi-structured Interview is done through face to face, but unfortunately this could not be possible this time due to Pandemic. However, it has been conducted through video call and audio call. In video call, it is quite similar with the face to face Interview session as it is being seen all the time what the participants are doing. An interview is uses generally as a device for gathering information in research. Interview are essentially of five kinds, for example, organised interviews, semi-organised interviews, in-depth interviews, center gathering interviews and oral history (Muratovshi,2016).Among these sorts of interviews, the semi-organised interviews has been chosen because it gives more extension for the analyst to make a friendly environment for the interviewees. Despite the fact that the questioner has some set inquiries as a top priority, he does not attempt to impact the interviewees with his own predisposition. This procedure of non-noisy and casual discussion loosens up participants to contemplate their sentiments and position with respect to an issue (Coghlan & Coughlan,2019,p.503) and reproduces abstract hypotheses (Scheele &Groeben,2001).The emotional hypotheses speaks to the procedure through which an interviewee uses his insight and presumptions on a specific point that he communicates in a split second in the interview session.

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3.8.3.1 Designing the Interview protocol

The process of Fine Tuning Interview Protocol system-organised inquiries for this study. Fine Tuning Interview Protocol comprises of four stages as the accompanying:

Step 1: Aligning Interview question with research question

Step2: Constructing an inquiry-based conversation

Step 3: Receiving feedback from interview protocol

Step4: Piloting the interview protocol (Coghlan&Coughlan, 2019, p.47-61).

In step one, a researcher plans inquiries based on each research question .Each inquiry question will yield data from the participant that addresses the expansive research question it is identified with. It has been decided to use a grid for setting up the inquiries questions.

In the second step of the Fine Tuning Interview Protocol Structure, the researcher ensures that the inquiries questions are composed uniquely in contrast to the exploration questions, arranges the sequence of inquiries so that it follows the typical progression of social discussion, decoration of the inquiry framework with a collection of inquiries and prepares an extra note of development or brief inquiries to make the interview however much conversational as could be expected.

The third step requires input from different researcher through a nearby reading of the inquiries (Coghlan&Coughlan,2019,p.47-61).In such manner, Patton(2015) states that input on the interview session permits a researcher to know how much participants appreciate the inquiry and encourages him to gather legitimate information by asking suitable inquiries.

The final step of the Fine Tuning Interview Protocol system broadens the scholar's criticism of step 3 towards functional usage or directing. These stages helped in making final finishing to the inquiries questions, to observe if the sequence of the inquiries is smooth, the specific time of the session and if some other prompts can be added to move the discussion forward (Vargas,2015).The Fine Tuning Interview Protocol structures four steps contributed in picking up believability and reliability for the interview protocol being used in this study.

3.9 The Data Analysis Framework

The framework for analysis was formed right before the data were analaysed. As the critical reading task is based on the concept of thinking critically while reading. The critical thinking strategies which was used for the study is being derived from the Critical Thinking module by Facione (2015) as a basis form of analysis. For this research study,Facione(2015)model has been chosen as it is suitable and comprehensive in terms of the critical reading strategies which is based on the work of an expert who had worked together to findout how critical thinking needs to be defined. Moreover, the experts joined in the research project which is about "Critical Thinking on Educational Assessment and Instruction" which was conducted for two years. From Facione's (2015) own point of view, six core critical thinking skills are being present in the critical thinking processes which are interpretation, analysis, evaluation, inferences, explanation and self regulation.

Diagram: Six Core Skills Model of Critical Thinking skill by (Facione,2015,p.28)

3.9.1 Interpretation

From the perspective of Facione in the interpretation where it comprehends and expresses the meaning of different data, situations, events, experiences, beliefs and conventions or procedure. It represents the decoding significance, sub-skills of different categories and also clarifies the meaning. As for an example: finding out a problem and describing that in their own way without any complexities. Another can be like after reading any text, from the subordinate idea main idea comes out. Though it is paraphrasing other's idea into their own way, clarifying them, explaining the author's purpose, theme, or point of view, these all are the examples of using interpretation skill.

3.9.2 Analysis

According to Facione perspective analysis is the identification of the intended and actual inferential relationships among statements, conceptual content, questions, explanation or expressing belief, judgments and experiences information. The sub-point which come across through this skill are counter arguments, analysing arguments, verifying ideas. The examples of analysis skill are: firstly, compare and contrast between two contents, forming a procedure for to represent the main conclusion by noticing the various reasons which is been given to it or to criticize it, finding the relationship of the similar sentences in the passage and to find out the main summaries of the passage.

3.9.3 Evaluation

Facione defined evaluation by stating that it is the explanation of a person's point of view, experiences, circumstances, judgments, faith or perception, description, statements, questions or other form of representation. Besides, the sub-point which are included in evaluation are finding out the factors through which a person becomes credible, judging if a contention's decision follows either with sureness or with an elevated level of certainty from its premises, making a decision about the legitimate quality of contention's dependent on speculative circumstances, and judging if a given contention is significant or appropriate or has suggestions for the current circumstances.

3.9.4 Inference

Facione characterizes inferences as a signifies to distinguish and make sure about components expected to make sensible determinations, to frame guesses and theories, to think about important data and to elicit the results spilling out of information,articulations,producers,proof,decisions,convictions,suppositions,ideas,depiction, questions or different types of portrayal. The sub-point of inference recorded by Facione are questioning proof, guessing choices, and making inferences. A few instances of derivation resemble seeing the standard of a position somebody is upholding, drawing out or building significance from the components in a reading or distinguishing and making sure about the data expected to figure a synthesis from numerous assets.

3.9.5 Explanation

From the perspective of Facione explanation means to state the reasoning and also to justify that with evidential proof, conceptual analysis, and methodological, logical contemplations where upon one's outcomes were based, and to introduce one's thinking as fitting contentions. The sub-skills identified with clarification are expressing results, supporting techniques and introducing contentions. One of the example of explanation would be to state research results and depict the techniques and models used to accomplish those outcomes, and to speak to set up measures as a method of demonstrating the sensibility of a given judgments. Planning a realistic showcase which precisely speaks to the subordinate and super-ordinate relationship among ideas or thoughts is additionally a model.

3.9.6 Self-regulation

Self-regulation which is defined that for to monitor the activities by self-confidently, the materials which are used in those activities and the outcomes which comes specially by implementing the skill of analysis and also evaluation for to judge with a view towards questioning, validation, confirming or clarifying the explanations or the outcomes. The sub-point of self-regulation incorporates self-assessment and self-remedy. There are numerous models on self-regulation which was introduced by Facione. One is to look at our own perspectives on a various issues with affectability to some potential impacts on our own inclinations or personal circumstances. The second is to screen how well we appear to be understanding or appreciating something. Separating our closely held convictions and

suppositions from those of the author of a book, twofold taking a look at ourselves by recalculating figures given, just as fluctuating our understanding rate and strategy as per the kind of material and reason for reading are additionally instances of self-regulation.

Applying this skill is like helping to improve the analytical skill of a critical thinkers stated by Facione. As it is known as a Meta-cognition. Self-regulation steps back for to look at all the dimensions of critical thinking and recheck itself for to reformulate, to reexamine and also to check and monitor for understanding.

3.10 The Materials and Critical Thinking tasks used in the Reading Session Series

Materials:

3.10.1 The Reading Materials

The Reading Materials were selected based on secondary school students as all the participants are from secondary school. For the researcher the criteria for to choose the text was based on the level of students to make it possible to use their reading strategies, mainly the critical reading strategies which is the main purpose of this research. For to choose the reading materials for the purpose of this study was based on various aspects.

Firstly, the topic which was selected should be relevant to the participants based on Academic texts. Besides there Academic textbook they can read from other authors' book or can download some article related to their topic from Internet and can read that. Through this way beside their Academic text students can read extensively from other sources for adding existing knowledge to their field of study. The two texts which has been selected for the participants were relevant and helpful for the secondary school.

Secondly, as a researcher it has been researched a bit further that what are the texts or topics since they have studied so far. For the purpose of this research, the text which has been provided to the students should be new to them. However, if it has been seen that students are little bit familiar with the content of the text then it should be understand that it is because for their background knowledge of the subject.

The reading text which was used based on several categorization such as the participants should be well known to various topics from different sources in the area of English language reading text. Then, the text should provide accurate images of the strategies which were used by the students. Moreover, two texts were being used which the researcher thought that could bring the actual image of the strategies that has been used. If the text were more than two then it would be overburdened for the participants.

The text that has been provided to the participants were based on the time limitation, so that within that exact participants would be able to finish the reading by using strategies. However, there was no lengthy or shortcut has been taken to the text, for the participants as if the texts were adjusted than it would not be possible to analyse their way of reading the text by critically analysing it. Besides, the length of the texts was normal which were used to be given to them by their teachers for their class works or homework's.

3.10.2 The Reading Materials

In the training session the material that has been assigned for the reading text is "Charlie Chaplin", as the time is limited for which only one text has been selected for the training session of the reading text. Before providing the text of "The Little Tramp" to the participants, one video clip will be shown to them just for having the general idea of the text. And after seeing the video they were instructed to proceed for the training session reading. Moreover, in the video clip many difficult words has been used for which they were given instructions for to ask to the instructor whenever they faced difficulties. And for the final reading sessions, the materials that has been used for the participants for the think aloud was taken from the website "Electronic gadgets" and "Covid 19 in Bangladesh". The text was quite short and was divided into parts for the practice session for at least two main sub points.

3.10.3 The Think –Aloud Protocol Materials the Think –Aloud Protocol

In the Think-aloud readers expresses their thoughts while reading the text, therefore it is better for the researchers to view the mental processes of the readers when they are engaged .However, reading the text in foreign language is quite tough for which the students needs to give much effort for understanding the text. It is the method which helps the teachers to collect the data of unseen processes of the students such as inferences or the use of prior knowledge of a learner. Moreover, at the time of during the research it should be decided by the researcher

that what language should be used by the participants. For example: if the text is in L2 and they represent their own point of view in L1 then it will get mixed up.

However, as we all know that students feel scared to present their own point of view in L2 ,for to avoid that problem it should be instructed to verbalize in mother tongue (Rankin,1998).And as the research is conducted in L2 for which participants also need to present that in L2.Furthermore,if they required more time then researcher will give the time to translate their own point from L1 to L2.Additionally,the think-aloud process shows a numerous solution where to place stops and which was started by Rankin as cited by Jacobson(2011).First the whole subjects can be verbalize at all. Next, there can be pause signal to stop and make students think and lastly, the whole subjects of their own thinking point of view needs to be verbalize sentence by sentence. One of the disadvantage for having pause signals to stop was that the thoughts of the students in might between would be lost. Therefore by keeping that in mind, the middle way has been taken where there was paused and the participants had way to verbalize their own thoughts.

Though, in the pausing process of think-aloud process, the students of secondary school stops when there was one complete idea or if they face any difficulty. Similarly, it has also to be noted that verbalization by the students were not issued any problems to pause as the pause were only used for the guides. They are at free will to stop and verbalize wherever and whenever they wish to do. This is one of the important aspects as it triggers the mind to react which should not be stops by any means.

3.11 Data Analysis Procedures

This content will discuss about the process of organising and analysing the data which has being collected. The various methods has been used to collect the data which was the purpose of data triangulation for to address the issues of reliability and validity. From the questionnaires to interview and the think-aloud data and also the retrospective interview which are being followed were organised for analysis purposes. The sections will describe about the procedure of data collection were joined with the research questions.

3.11.1 Verbal Protocol Analysis

Once the four participants were completed the think-aloud on the two texts, all the data which has been collected being transcribed. This part involves listening to the recorder and transcribing it step by step. For this study the help has been taken from my supervisor for to transcribe who is being expert in this task. The supervisor were well known about the think aloud texts as it was important for her to be clear in making sense of the words that they were transcribing from the context, Briefing has also been given to her about the process of transcription for this study, who and in which process it is to be done. The supervisor has been instructed not to add or deduct any words from it while transcribing. If there were any errors in the language then that one even should be left without correcting that.

The data transcription is the lengthy procedure part in the study as it consume time and also tedious. The recorder should be played over and over again until everything should be written and also it should be checked along with the notes or the main idea which has been taken while interviewing the participants. At the final stage, the copies of transcription were checked and proofreading before finalising it for the translation.

It is one of the advantages for getting the help of an experienced translator who was the supervisor of the researcher .It's an essential for the translation method as two of the participants had automatically thought out aloud using their mother tongue which is Bangla. Moreover, it has been recheck the copy of translated versions with the copy of the original non-translated versions whether the meaning remained the same. Capital letters has been used in the transcripts for the identification of the translated portions.

3.11.2 Retrospective Interview Analysis

The same method were applied for the think-aloud data which was used in the analysis of the retrospective interviews .Though, the data has been transcribed and translated simultaneously with the think aloud data.

3.11.3 Interview Data Analysis

Interviews data were transcribed and translated before starting the analysing. The way toward analysing the data included choosing, consolidating, changing and sorting out (Herrero&Gonzailez,2003) so as to comprehend the data accumulated .Content analysis was

done just for data on technique use and the challenges in reading in ESL, yet additionally to locate data on procedure use from the verbally process and the survey. A significant motivation behind the session was to get other applicable data, for example, their instructive foundation, and their views of reading scholarly text in English, and their learning encounters that could reveal some insight into the variables that may impact their decision of strategy use.

Data of each participant were analysed based on topics and keywords. The Interview data were labeled, sorted and classified appropriately. Similarities and differences were made between comparisons in strategy which is being used in relation to their background and learning experiences. The following procedure summaries the steps which is being taken in analysing the interview data.

1. Transcribing

2. Translating

3. Categorising and arranging responses using keywords and subjects dependent on discernments and perspectives towards reading in English and academic reading, procedures used, issues, and the students' suppositions, considerations and sentiments.

4. Findings were then used to enhance, think about and locate data from the verbal protocol.

3.12 Theoretical Framework

For this study, Core Skill Model (2015) introduced by Facione has been adapted. It is one of the renowned theories which are used for critical thinking in English reading text. Additionally, this specific framework has been used by various prominent researchers for implying on the critical thinking in English reading texts, as such as Diaz & Bonzo(2017),Coghlam & Coughlan(2019).Facione has the same theory for using the strategies for the effectiveness of English reading text. However, as the study is about fostering critical thinking in English reading text where the theory of Facione has been applied here.

Facione's Theory:

In this theory of Facione, there are five core of critical thinking are mentioned such as reasoning, identifying, evaluating, analysis and reflecting which are the strategies for students to use for the effectiveness of English reading text as per the theory and also these core skills consists of sub-skills.

Diagram: The Model(Facione,2015,p.24),collected from "Critical Thinking on Educational Assessment and Instruction for English Language Reading Text

Core Skill 01: Reasoning:

In this core skill of this theory, Facione (2015) highlights the briefing session where students where briefed about how to maintain a text reading organisation ,understanding a piece of writing where it signifies about the way to skim while reading ,re-read with greater focus, make notes of the main idea while reading, look up words and ideas that are unknown and also understanding a bigger picture where it signifies about background research on the writing, carefully examine the words the author has chosen to use .The first session consisted of a revision of the basic concepts of the different types of reading text such as survey, question, read, recall and review which had been taught previously in the general reading class. The second session of reading elaborated on Critical Thinking skills, Bloom's taxonomy and a couple of tips on the best way to incorporate critical thinking skills in reading. The students

were shown two initial sessions of the reading session's were it dedicated to briefing students about how to maintain a text reading organisation, understanding a piece of writing and also understanding a bigger picture of it. The students were shown a session where the researcher had not used any critical thinking tasks to see whether the students were able to think critically about a topic without any influence of the critical thinking tasks. As for an example: a person uses their own words of expression for to find an example of their own which creates new meaning for explaining it to other's after reading the text.

Core Skill 02: Identifying:

In this core skill they will work in pair for this core skill session. Besides, in this skill they have given the task to identify the unknown vocabularly,or the sentences which are unknown to them by using annotation context, such as: through circle or underline they can highlight important vocabulary then arrows shows how the ideas of the same text are related ,question mark through which it will be known that they do not understand the sentence and exclamation mark which identify new ideas that are important and also by taking marginal notes after finishing reading each Para. Lastly, double-sided arrows where it represents the alternative perspectives, contradictory ideas or opposing view points are represented. These tasks worked as the means of scaffolding participants critical thinking skills. Along with the pair tasks, the participants were also provided the opportunity for forming their concepts or ideas for reading the text individually. An example of identifying is an argument which attempt in support of one's opinion, judging the background knowledge, that whether it will be useful for the development of a plan through which a clear answer will be present, in the wake of judging that specific missing data would be fitting in deciding whether an offered input is pretty much sensible than a contending point of view, to design a search which will represents if that data is accessible.

Core Skill 03: Evaluating:

In this core skill, students will assess claims or arguments against the reading text after finishing reading. Basically a person's statements has been accounted where it represents of a person's perception, experience, logical explanation with evidence that why they think that the author can write a better versions or whatever is written in the text that why student is not agreeing with it, instead of author's point what should be written down. As this stage, represents a person's situation, judgments, belief or opinion, questions or other forms of representation. An

example is identifying a factors through which a person's valid reasons with respect to a given circumstances on a given content, to decide whether a given guideline of direct is material to choosing what to do in an offered circumstances, to decide whether a given case is probably going to be valid or false based on what one knows or can sensibly discover.

Core Skill 04: Analysis:

Incase of analysis core skill, the student's identifying the expected and actual inferential relations between statements, queries, definitions, explanations or other representational forms which aimed at sharing thoughts ,observations, perceptions, explanations, knowledge or outlooks. An example would be giving an argument with proper logical statement, to oppose author's statement; the schema knowledge helps to stand on their logical reasons and also giving various reasons in support of a specific claim.

Core Skill 05: Reflecting:

Lastly, to state the conclusions of one's reasoning, to explain the claim as to facts, conceptuality, methodology, criteriology and contextually. Considerations on which to base one's results and to present one's own arguments in the context of cogent reasoning. As for an example: a methodological mistake or real inadequacy in one's work is given, rechecking that work so as to address the issue and afterward to decide whether the update warrant changes in any position, findings or opinion based subsequently.

Facione's Core Critical Thinking Skills

Skill	Experts Consensus for Purposes of Educational Assessment and Instruction	Sub skill
Interpretation	"To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria."	Categorise Decode significance Clarify Meaning
Analysis	"To identify the intended and actual inferential relationships among statement, questions, concepts, descriptions or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions."	Examine ideas Identify arguments Identify reasons and claims

Inference	"To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation".	Query evidence Conjecture alternatives Draw logically valid or justified conclusions
Evaluation	"To assess the credibility of statements or other representations that are accounts or descriptions of a person's perceptions, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statement, descriptions, questions, or other forms of representation."	Assess the credibility of claims Assess the quality of arguments that were made using inductive or deductive reasoning
Explanation	"To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments."	State results Justify procedures Present arguments
Self-Regulation	"Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, questioning, confirming, validating, or correcting either one's reasoning or one's results."	Self-monitor Self-correct

3.13 Ethical Issues

There are various steps which were taken to ensure the ethical issues which were pertaining to the research were being conducted.

3.14 Obtaining Approval

Required permissions from the participant's parents and also from the participants even for the purposes of assigning to the project. Permission has been approved from their parents and also at the same time consent was also sought from them.

3.15 Informed consent

At first, students were briefed on the purpose of the research, and what was required for them that whether they should agree for to participate in the study. Besides, consent forms were distributed to the respected parents of the participants for to fill in their particulars. This was mainly done to ensure that whether they were well-informed about the research and the outcomes of the research. It is one of the important aspect as it is stated by Cruisine as cited in Alshenqueeti(2016),that there ought to be total honesty of the research to the persons who are being observed. The four of the participant's parent's put their signatures for agreeing to the terms that it was stipulated. Moreover, it has also been mentioned that the study is being conducted through participants for educational purposes. Additionally, it has also been informed to the participants that their interview and the think-aloud protocol sessions would be recorded. However, the identities of the participants were kept anonymous and all data provided would be confidential.

3.16 Establishing Trustworthiness and Credibility of Data

The establishing trustworthiness and credibility of data is one of the important aspect and also the approaches which are being used in case of qualitative data, as for example, it

Took some following necessary procedures for to avoid or reduce the lacking that could arise.

Both the inter-coder and intra-coder credibility procedures has been adopted for establishing the credibility of segmenting and also coding in the think-aloud protocol. Incase of inter-coder credibility measure beside researcher, another person is involved as an independent coder. This is a proportion of understanding between each of them, the individual rater and also researcher while coding. It is additionally an approach to ensure that the planning of contribution to coding categories is reliable and does not fluctuate among coders. The independent coder engaged was a teacher of like English and also the supervisor of this research study beside, she is working as a translator for more than seven years.

Summary:

This is the multiple case studies where different forms of data collection were used. The qualitative data gathered from the verbal protocol as the fundamental data source is enhanced

and triangulated by data from the Strategies Questionnaire and the Tele-communication interviews.

Chapter 4

Findings & Analysis

4.1 Introduction

The aim of this study was to explore whether critical thinking tasks can foster critical thinking skills among ESOL students of reading courses. Additionally, as a researcher the attempt was taken to find out whether the learners were able to transfer the ideas of reasoning core skill into their reading comprehension through adopting process of a descriptive multiple case study approach and considering each of the participant as a single case study approach.

4.2 A Brief Introduction of the Cases

There were four participants for the study, for the cases their educational backgrounds, their level of proficiency in English, their interest in English, their interest in English textbooks of both academic or not related with academic text has been analysed.from the perspective of researcher, it is an important aspect which do have an impact on the performance of the participants while doing critical thinking tasks on reading texts.

Thinking Process While Reading

4.2.1 Case 01: Shefali

Shefali came from a background of working parents who were government officers. Her father's job posting is not fixed into one area, for which she along with her family needs to move from one district to another. Recently, she has been shifted to Dhaka from Jessore with her parents. She also mentioned that her family is very much pious for which they did not allow their daughter to get admission in an English medium school where there is co-education. And for which she got admitted into Girl's Bengali medium school. Like most Bangla medium students, she had gone through about 12 years of learning English from junior to secondary school.

Shefali likes to read various books beside her textbooks, such as: comic, storybooks but not have much interest on reading English books. From her perspective, through reading we get to collect much new information and know what the author wanted to say .She has also mentioned that reading helps her to refresh her mind when she felt bored or monotonous to read her

academic texts. She has also even mentioned that reading help a lot in writing purposes. It gave her ideas how to rephrase her thoughts to write down by organising it. Moreover, much new word's meaning she got to learn which would also help her in writing and also further useful for future even. She took it as a hobby to read various books from childhood.

Additionally, she never shows the same interest for to read English books. From her point of view, she said that "Our school even did not give much emphasis to read English books, which they give to the students to read Bangla academic text. Moreover, she also said that her family also never focuses on her English skill of reading courses. They always told her to give emphasis on Bangla as they think that "We are Bengali for which it is our first priority to have well skill and proficiency level in Bangla language". Besides, whenever her parents watch Bengali News channel, tell her to watch them to know about our country's situation. And this is the main reason for which her mind got diverted from English language and focused more to improve in Bangla language. Even she also mentioned that, it is her parents' dream that one day she will become a professor of Bangla language.

Shefali's Perceptions on RQ1 (How do the secondary students of the Bangladeshi main stream school think while reading an English text):

Shefali likes to read books but not English books. From her perspective, through reading we get to collect new information to know what the author wanted to say. intact, she also mentioned that reading helps her in case of writing even as it helps to give ideas how to organise the texts .And she gets to know many new vocabulary while reading. It is her hobby to read as much books as she can beside her academic texts. If she found any materials more interesting to read then she repeatedly read that again and again. In case of academic texts, she only reads for the purposes of the course just before the examination or if there is any pending homework.

The Critical Reading Strategies Used by Shefali

The analysis presented that Shefali's uses of critical reading strategies is in an average range. As it can be seen that in the second text she did not use any critical reading strategies and for the final reading session even she just used few of the strategies for the reading text. It is to be noted that Shefali did not implement all the six critical strategies while reading the text, such as: strategies like inference were not being used at all, while evaluation used only once at a time. The most frequent strategy was 23 times interpretation, self-regulating 4 times, explaining 5 times and analysis 2 times were used more than once. The think aloud protocol identified that

the frequent use of the strategy had probably assisted Shefali trying hard to understand the text better. Shefali read the text thoroughly and try to relate with her knowledge for to understand the best she could by implementing certain strategies .The first think aloud excerpt signifies the use of self-regulating as a way of observing and correcting mistakes

Thinking Process While Reading

Starvation,,,They want to starve a sense,,,They try to starving ,,,uhm,,,

During the retrospective interview, she explained her perception. As she did not know about the situation for which she cannot relate through her knowledge and therefore went through the paragraph to read again and again and to look for possible links. Other examples of strategies adopted by Shefali were evaluation. The use of these strategies could be seen in the think aloud analysis of the text.

Thinking Process While Reading

Seems to fit,, There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record as testing positive does not reflect the real situation,

However, in the 6th para in the querying evidence she was actually trying to find the reason, for to help her understand the statement. She understood that what the writer was trying to explain. And also she faced problem to find the reason that why the government still have not taken any steps. The statement in the text she tried to relate with her knowledge and explain that. For the explaining about the impact of Covid 19 in Bangladesh, she stated that.

Thinking Process While Reading

Well, it is stated through different social media that the current situation is not dangerous due to Covid 19 which is the false news spread. They are spreading the false news for which peoples are not taking safety and precautions as they think it is not necessary to do.

Here, Shefali was analysing the text to explain the current situation in Bangladesh. She found the text quite easy as the topic is related with the current situation and also the way it was presented. Mostly, it was well organized and explained properly. Few vocabularies not that much did not arise problems for the reading.

Table 4.1

Shefali's Use of Critical Reading Strategies (CRS)

Intp	Analy	Eval	Infr	Expln	SReg	Total CRS	Total Strat
23	2	1	-	5	4	35	35

Note: Intp – Interpreting; Analy – Analyzing; Eval - Evaluating; Infr – Inferring;

Expln - Explaining; SReg – Self-regulating

Shefali has used 23 times interpretation rather than other 5 strategies of critical thinking skills. The least amount of strategy which she has been used while reading the text is evaluation which is quite difficult for not only Shefali but also for others. After interpretation she used 5 times explanation strategy throughout the text and then after that she used 4 times self-regulation and then analysis. However, it is to be noted that she has not used inferences not a single time as she failed to do that .From this observation, it can be understood that she is well good in case of using interpretation than other strategy.

Chronology of the findings according to the Research Question of Shefali Responses

During the interview session it has been seen that Shefali seemed that she was not confident on her reading skill. She was often could not tell that whether she had understood each paragraph well or not. Though, she made use of the reading strategies such as self-regulating, explaining and analysing. However, it is to be noted that if she finds any word difficult, she takes help from dictionary for knowing the meaning and for difficult sentence she took help from other's rather generating ideas from her own, no matter whether it is right or wrong. Her effort for analysing is average as she did not find English text reading interesting.

4.2.2 Case 02: Arisha

Arisha who is 13 and half years old. She belonged to a middle class family. Recently, she is studying in “Kamrunessa Balika Bidaloy”. When it was asked to her that why have not you get admitted in an English medium school? In return she has replied that her parent’s do not feel necessary to get her admitted in an English medium school and she also mentioned that her parents think that it is just wastage of money to get their daughter admitted to an English medium school. As they think that they will not shifted to any foreign country that for communication purposes their daughter‘s needs to have well communication skill in English. The medium of instruction in her school is Bangla. She claimed the reason that she began learning English lately and for which she is motivated herself to learn English on her own by watching National Geography channel, try to hear English music, English news and note down the unknown words from that and search the meaning of that in Internet after hearing the music or news.

Additionally, she tried to read different English story books and poems. She has mentioned that, she used to watch English comedy, series and movies. Beside, one notebook has been organized by her where she notes down the unknown word meaning which she tried to learn every day. Moreover, she even mentioned that she tried to improve her skill of communication in English through listening different video clips based on comedy as she likes to watch comedy more. When it was asked to her that why she give much emphasis in English language as her family told her to focus on Bangla language .She replied that after completing her junior and secondary schools, it was her dream to go abroad for higher studies and she is well aware that in abroad her mother tongue will be useless, where she needs to have well proficiency in English. Therefore, this is the reason why she keeps herself practicing English language for improving the proficiency level.

Arisha’s Perceptions on RQ1: (How do the Secondary students of the Bangladeshi main stream school think while reading an English text?)

Reading various books beside academic texts is one of her hobby. Beside Bangla, she tried to read different English storybooks and poems. She mentioned that before starting the reading, she at first read the title and try to think deeply about what it could be explained in the text. If she finds any new information from anywhere in the text, she tried to note down that point. After comparing both previous and present readings to what she read which can be called as

strategies. Moreover, she also mentioned that previously she just read the text without knowing what it tries to say and do not shows any interest while reading. But nowadays her interest grows up, especially in case of English text reading, she thinks that it is important for a reader to know who the author was? Which is one of the main aspect of reading text, as if the text was written by well renowned author then it can be easily understood that the text quality was good and has deep contextual meaning.

The Critical Reading Strategies used by Arisha

Arisha's think aloud statements showed that she used critical reading strategies .Frequently used strategies which has been used by her interpretation, inference, explanation and self-regulation. An examination of Arisha's think-aloud statements will serve to illustrate how she employed some of these critical reading strategies in her reading text. Firstly, the text was not difficult for her which was given as it is one of the latest topic in current situation, so if she did not read before at least she can relate with the current situation after reading. After reading the text, she has mentioned that in the article it has only discussed about the current situation and its effects, but there is no discussion that the author has mentioned that whether the government has taken any necessary steps or what can be the suitable outcomes to get rid of this virus. Moreover, she has also stated that the language and the organisation did not create any problems for her to read .The think-aloud protocol of Arisha showed that she was analysing the situation by trying to relate with some possible related knowledge that she has on that topic and also she focused on what she had learnt.

The second statement indicated that Arisha checked her concepts by reread and ensure that. The retrospective interview also confirmed her success in understanding the following statement which was mentioned by the author on that issue.

Thinking Process While Reading

> *Since from when the Covid 19 has started, it not only changes the environment of the world, but also changes the living style of the people.*

After reading relentlessly she tried to analyse her ideas of the current circumstances

Thinking Process While Reading

Uh,,hm,,there is a lack of medical treatment facilities in our country and for which many peoples lost their life after battling with it Specially, the poor peoples died most, as at a time they donot get a medical treatment.

Next, in case of self-conscious strategy of observing and understanding by questioning was also important aspect in the following instance.

Thinking Process While Reading

Stimulus,,,They wanted to say,,,hm,,

She has been realized by herself that this is the problem of vocabulary as her stock of vocabulary is limited for which she faced difficulty for understanding the meaning which she has explained in the retrospective interview.

Though the text was quite formative, her general view of the text was that the author has clearly stated about the current situation which is being going on continuously in this virus period. This text was read with the least number of strategies. One strategy used that could be cited as an example on think aloud statement in 9th Para of the text,

Thinking Process While Reading

Well, it is stated here that, the additional pressure of the coronavirus pandemic has made things inevitable. There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record,,,which was necessary to find out the source of this information which was clearly mentioned by author. Hence,it is been clearly showed in the analysis that Arisha did not use as many strategies ,which did not show that there were any problem encountered.

Table 4.2

Arisha's Use of Critical Reading Strategies (CRS)

Intp	Analy	Eval	Infr	Expln	SReg	Total CRS
27	3	-	-	1	2	33

Note : Intp – Interpreting; Analy – Analyzing; Eval - Evaluating; Infr – Inferring; Expln - Explaining; SReg – Self-regulating

Arisha has used 27 times interpretation throughout the text and then analysis she has used well after interpretation which is 3 times and then used 2 times self –regulation.However, the least amount she has used explanation which is only 1 time as she do not understand how to represent her ideas in front of everyone through well explanation but 2 other strategies which are inference and evaluation has not been used not a single time.

Chronology of the findings according to the Research Question of Arisha's Responses

She showed a positive attitude towards reading as she was excited to learn. From the responses of the questionnaire it is to be understood that she kept on reading. When she faced any difficulties while at the time of reading, she took help from her parents or elder siblings and if any word meaning is unknown to her then she took the help from dictionary. But she has also one bad habit which is she gives up when she finds no other alternative to take help from. However, she also mentioned that most of the time while reads alone, she reads without questioning anyone and was also never showed interest about the author. From her responses on the questionnaire it has been understood that, she knows how to read strategically but she was not known to get employ to all those strategies. The most important point which is to be noted here is that she did use the critical strategies in her think aloud protocol, even though she used most of them poorly. Her ability to analyse by identifying the main points can be taken as her think aloud statement, the example is given below.

Thinking Process While Reading

Challenging to balance studying,sleeping and eating all in the same country.

From here, we can see that she has mentioned her own situation during the time of pandemic where she tries to relate her own situation with the current situation. the strategies which she chose to adopt when responding to the texts, like interpretation, explanation, inference and self-regulation through which it can be said that she is some extent a critical reader.

4.3.2 Case 03: Adit

Throughout the reading session, only Adit was present on time. He was 13 years old and studying in Dhanmondi Boys School in Bangla version. He was one of the talented Child as far as it was known. He had fascination and dedication also towards many things and which was really praiseworthy, such as: he loves to dance, sing, reading books, even it was also been heard that he was passionate for learning cooking inter-continental foods from his childhood. Beside these, he was also much eager to learn different language such as: English, French, Spanish, and Hindi. However, his English speech was not fluent and clear but he tried to give answer of the Interview questions in English and also tried to participate in the reading session communication part in English.

Moreover, he was so much eager to improve his English language skills. His junior and secondary years were spent in a Bengali medium school in Dhaka, where Bangla was the main medium of instruction and English was introduced formally to him when he was in grade five.

The school teacher never inspires him to study English properly. And even he was never known to critical academic reading in his school. However, it has been heard that his parents always encourage him to read beyond his academic texts. He tries to read magazines, story books and sometimes watch movies. For understanding the incidents in the movie, he sometimes take help from his parents or elder siblings to understand or subtitles he had to rely sometimes

Adit's Perceptions on RQ 1: (How do the Secondary students of the Bangladeshi main stream school think while reading an English text?)

He liked to read different story books, magazines, and comic as he was much eager to improve his proficiency in English. On him this awareness and the interest in reading occurs as he understand the necessary of this language and also his parents even motivate him for learning English. As he knew that reading skill is for both knowledge and study purposes. He also mentioned that if any of his friend or anyone asked him to read and if he cannot then he will be left behind, which he never wants to be. Also he has mentioned that he was not at all a good reader but try to give much effort for improving that.

Moreover, he does not want to be a fast reader rather he wants to learn the technique and wants to implement that for becoming a good reader. From taking the experience from study's reading session, he has mentioned that it took enough time to read critically which was not all the time

possible to get much time in hand for reading. From his perspective what he has understood about critical reading was that it gives details about the author's perceptions through the text, understanding clearly and focusing on what was being read.

Additionally, he also stated about the process of reading session in the classroom of their school. First of all, he said that as the time is limited for per class for which their teacher's rather analyzing the text and making them understand how to analyse it, they just explain the brief fact of the topic or little bit discussion on the main issues which has been mentioned in the text. In this case study, it has also been observed that he read the text word by word without skipping any word. It is very much normal thing to him that to read the text more than once.

It has also been asked to him that what he would do if a new topic were given in front of him for reading, the topic which is totally unknown to him. Then in return he replied that he would ask questions to the instructors .He also said in response to the instructor's questions that he would often try to expect what can be there next, and also try to understand the main points of the text. However, if there is any unknown word in the text then he try to guess the meaning by reading before and after line of that word for to rejoin the meaning and connect that with the sentences.

The Critical Reading Strategies Used by Adit

The think- aloud protocol which was being used by Adit in the final reading session seemed that he tried to use the strategies of critical thinking while reading the text and also tried to relate that with his experiences and knowledge of that situation. From the final reading session, we can see that, in one instance Adit attempted to use interpretation to decode the significance of the given text. The statement below was his interpretation of what the author intended to explain:

Thinking Process While Reading

> *I think interpretation of the impact of Covid 19,,,I think the situation of Covid 19 in Bangladesh is critical for two reasons.Uh,,,the exact numbers of coronavirus patients in Bangladesh is still unclear because the numbers being tested in Bangladesh are very low.Ah,,Um,,the number of beds in intensive care units for coronavirus patients is extremely low.*

In the second excerpt, Adit was trying to clarify the meaning in understanding the present situation of this virus in our country. What was inferred was further clarified during the retrospective interview.

Thinking Process While Reading

Specially, the poor peoples suffer most rather than rich in this Covid 19.

Adit considered text 3 quite easy and interesting as he tried to relate the points with his knowledge that what he saw through news channel and already what he knew about this virus. He also mentioned it was easy to read the text because the way it was organized is quite clear. However, there were some lines in the text which he find difficult to read for his weakness in understanding the language. What shows that the excerpts of his think aloud protocol which examined for the uses of his analysing and self-regulating.

Thinking Process While Reading

The number of patients is larger than the number of seats in hospitals and for which many patients died every day without getting proper treatment of Covid 19 and also doctors refused for to provide treatment.

In his analysis part,he tried to examine the situation ,According to the Bangladesh Bureau of Statistics. On the other hand, the self-regulating part which was employed by him revealed that how he observed and corrected his mistakes by himself, when he faced difficulties.

Table 4.3

Adit's Use of Critical Reading Strategies (CRS)

Intp	Analy	Eval	Infr	Expln	SReg	Total CRS
4	3	-	3	-	2	12

Note : Intp – Interpreting; Analy – Analyzing; Eval - Evaluating; Infr – Inferring;

Expln - Explaining; SReg – Self-regulating

From here, it has noted that Adit used 4 times interpretation and then after that he used 3 times analysis and inferences but failed to use evaluation and explanation. As a result, from which it has to be understood that he knew well about the strategy of interpretation how to use it and after that how to analyse it and also how to infer the text. However, he was weak in case of using explanation and evolution, this can be occur if he did not know the procedure how to use it and have less knowledge regarding that strategy and for which he needs to give more emphasis on that. One of the important aspect which has been observed through Adit's data is that he has used sub category of analysis which is examining ideas, which he did through his own ideas and through relating that with the text.

Chronology of the findings according to the Research Question of Adit's Responses

He enjoyed the reading session, he was in a full positive mood to learn something new. He gave his effort to read over the text. From the reading of Adit, a clear perspective theme which showed that his reading process based on think aloud protocols, were analysed through two different sources of data, the questionnaire and semi-structured interview. On the previous reading session, it was seen that he reads silently without analysing it as he was not known to the strategies which were being used. But later in the final session, he knows whatever the strategies which were being practiced earlier he tried to implement that in the final reading session. All the strategies of the critical reading were being used, such as: interpreting, analysing, evaluating, inferring, explaining and self-regulating.

4.3.4 Case 04: Anusha

Anusha study in an institution named Vikarunessa School and College in the district of Dhaka. She is 12 years old and belonged from a middle class family. In her school Bangla is the medium of instruction, English was given priority as a subject in the institution. Though she reads in Bangla medium school but her curriculum are teaches in English as she is in the English version. English subject has been introduced to her from the play group to secondary school. Everyday in her school, they had 40 minutes for English class. Though she had passion for learning English for which she gave credit to her father. Her father used to inspire her to

follow the footsteps of her grandfather who was the English teacher of that time in Dhaka University.

She used to read English books outside the academic texts .She also mentioned that she loves to watch cartoon such as Tom & Jerry, Doremon in English. Besides, in weakened she used to watch two to three English movies with her siblings and parents and also tries to read the English newspaper or even books, if she do not understand the meaning of any words or sentences, she takes help from dictionary or from parents. From her perspective, reading English books or newspaper helps her not only to improve the proficiency level but also to know about western culture that how they would speak or enjoyed their daily life. Though, she mentioned that her school never has focuses on how to read the text by critically analysing it, for which it is not known to her

Anusha's Perceptions on RQ 1: (How do the Secondary students of the Bangladeshi main stream school think while reading an English text?)

Reading is kind of entertainment part of her because it refreshes her mind whenever she felt bored. It is also her hobby to read books on any topics, especially if it is comic book then she feels more interest to read. Reading to Anusha, it means to improve the proficiency level of English and also to know about the living style of western people through reading books. While before starting reading, she at first would briefly look at the topic, for ideas which can be entailed for the detail discussion of the reading. She also note down the points and the words which she faced difficulty to understand. She tried to guess the meaning by reading that line again and again rather using the dictionary more and also note down her question beside the Para of the given text if she has any question to ask.

The Critical Reading Strategies Used by Anusha

Anusha's think-aloud statements showed that the three most strategies were frequently used, such as: interpretation, inference and self-regulating. An examination of Anusha's think-aloud statements will serve to demonstrate that how she employed some of these critical reading strategies in her reading text. The text was not difficult for Anusha to understand. Though she had never read the article before but could relate the situation from her both knowledge and experience and for which the issues which were being presented in the article were not that much difficult for her to read. The critical reading strategies of both interpretation and

inferences were being frequently used rather than other critical reading strategies of explanation, evaluation and analysis.

The following two excerpts are examples of Anusha's use of two of such strategies.

Thinking Process While Reading

> *In short, sense of isolation, being affected due to no access to educational technology and unable to use it.*

Anusha strategy of explanation involved connecting her own ideas that what she has understood. In another instance, her analyzing strategy led her to analyse the fact what had happened through this virus. She thus came up with the following ideas from her own perceptions.

Thinking Process While Reading

> *According to the Bangladesh Bureau of Statistics, of the 25 million workers who work, 10 million workers families depend on their income.*

In analyzing the situation, she explained her experience in this situation.

Thinking Process While Reading

> *Online learning has been a success. The important feature is that the lesson are recorded , so any student who has troubles with internet connection may watch lesson later.*

In the 5th Para of the text,she tried to evaluate the statement by generating her own experience.She stated that:

Thinking Process While Reading

> *One of his father's friend died from Covid 19.He got infected by treating Covid 19 patients give treatment by risking his life and lastly he died.*

But she failed to compare the strength of the statement that the author has stated in the text .However, she tried to relate the querying evidence with the current situation, where she had mentioned that:

Thinking Process While Reading

> *It is mentioned in the text, that Bangladesh economy is being significantly impacted by the Covid 19 pandemic, which has led to decline in national and global demand for manufactured goods, particularly in the garment sectors.*

Anusha tried to made use of the interpreting strategy which has been explained earlier which is the part of the decoding significance and after which it clarifies the meaning of that. The following think-aloud excerpt shows how Anusha implement this strategy of interpreting.

Thinking Process While Reading

> *I think the impact of Covid 19 in Bangladesh. I think that as the coronavirus outbreak quickly surges worldwide, many countries are adopting non-therapeutic preventive measures ,which include travel bans, remote office activities, social distancing.*

Then, in case of self-regulating it has also been seen that she has observed and corrected her own mistakes, in 3rd Para one word's meaning which failed to understand but still try to guess the meaning through re-reading. However, in case of explanation where arguments need to be presented there she failed to regenerate the ideas through her concept about the purposes and reasons behind the situation for which she did not analyse it as she has no idea in that, for which while explaining she mentioned the exact sentences what the author said.

Table 4.4

Anusha's Use of Critical Reading Strategies (CRS)

Intp	Analy	Eval	Infr	Expln	SReg	Total CRS	Total Strat
11	1	1	9	4	2	28	28

Note : Intp – Interpreting; Analy – Analyzing; Eval - Evaluating; Infr – Inferring;

Expln - Explaining; SReg – Self-regulating

From here, it has been seen that Anusha used 11 times interpretation rather than other 5 critical reading strategies and the least amount which she used in case of reading is analyzing and evaluation as she faced difficulties while doing so. After, highest times of using interpretation, next which she used is inferences which is 9 times she used. From this perspective, it has to be understood she is good at using both interpretation and inferences and average in case of explanation where she used that 4 times and self-regulation 2 times. However, she knows what she will analyse but do not know how to analyse it by generating her own ideas and after that, from which it will be evaluated.

Chronology of the findings according to the Research Question of Anusha's Responses

Anusha is confident on her potentiality for enriching her skill to read in English. She mentioned that it is difficult for her to identify main gist of each Para, but when she faced that problems she used to reread that each and every line of that Para. And for unknown words she often used dictionary for to find out the meaning of that word. Infact when the word is too difficult to understand its meaning, instead of being stopped there right away she used to guess the meaning .From the responses of the interview and the questionnaire of Anusha, it is to be indicated that she tried to use her past learning experiences, her background knowledge and also tried to make sense by herself what she has read without taking help from others. Anusha's responses to the academic text therefore strongly indicate that she is kind of a critical reader.

Discussion

THE CRITICAL READING STRATEGIES

Interpretation

It is one of the most frequently used strategy which is being used by the students during think-aloud protocol. Total 65% were the amount of interpretation strategy used.Most frequently students used to paraphrase the content while after reading each para for to clarify its meanings,where it creates new words through new form of structural sentences through sequence of information without changing the exact meaning of the text.This shows direction that it is one of the easiest strategy among all other strategies, as it is done automatically without thinking and especially if the text is quite easy then through instant it can be done.However,if

the text is quite difficult then students failed to paraphrase or clarify its meaning.Even though it also can not be understand that when it is easy to paraphrase for the students if the text are easy then also as it is different for Anusha and Adit.They found it easy but they could not paraphrase it in a proper way but its been seen that Shefali and Arisha made frequent use of interpretation without facing any difficulty.The habit of using ton of understanding as a technique was like wise confirmed in the study by Anderson (2013), where one of the discoveries was that the fundamental critical reading methodology used by the participants when reading was to decipher thoughts in the texts.

The paraphrasing has been done both in native and non-native languages, a strategy used by Shefali and Adit in text are very frequently .They have both accepted that they are lagging behind in English proficiency. The think-aloud protocol of both Shefali and Adit has been noted that they have frequently used native language for due to lack of proficiency in English. Even though it has also been observed that they read one word after another of each line of the Paragraph and pause after that ,then translate that word into native language .Even though this cannot be the way to understand that students are good in case of critical reading.

Analysis

This is one of the strategies which signify the ideas of the students that whether they were able to generate their own ideas stands against the author's view and gives specific logical analysation of that argument. It's been used total 9% over all. Moreover, this is the most used strategy where students were examining their ideas and analyzing arguments also. All four of them were able to use this strategy perfectly.

Evaluation

This is one of the difficult strategies for the students to imply.Total 2% were used. It could likewise be the motivation why Beckett(2003),places assessment at the head of the hierarchy all critical strategies, inspite of the fact that Facione (2013) did not rank it. As it is difficult to use for which it is been used less by all the participants.Few were implemented by Anusha and Shefali but in case of Adit and Arisha it is being noted that they did not use it at all.All four of them has said in the interview that as they have less interest in this subject for which they do not want to think deeply about what the author tried to express.

Inferences

Inferences were being used 12% through out the text and also it was most frequently used rather than evaluation and analysis.This was quite easy for the participants to use because for the background knowledge that they had or personal experience or any observation which they relate through the reading text.Those who are book lovers, like Shefali, Arisha and Anusha they would find it easier and they would also be benefited as they relate their own information through out the text for better understanding. The book –lovers are more benefited then others as they know how to relate their information from their own ideas through out the text, they donot need to start learning the process of generating their own ideas with the text from primary stage like other's who are book lover's (Zayn,2013). Adit regenerated his ideas in the texts with what he knows from his own life experiences.Besides, Adit in the analysis site also showed that Anusha also used inference strategies. Tow of them regenerated their ideas and connected from their own life experiences or through observation for to make it more sensible of what they have read about.However, Shefali and Arisha could not use it at all.Making associations and affiliations dependent on foundation information is a lot of a piece of critical reading.This is the thing that Denser (2008) implied when he focused on that content schemata is a significant part of being a critical reader.However, if one donot have enough knowledge or have well experience on that particular issues then he/she wont be able to regenerate their own ideas through out the text.from the think –aloud statements it can be witnessed that Anusha, Shefali and Arisha are critical readers, they know what they are looking for and how they can relate their own life experience view point through the text.

Explanation

The total critical strategies were 10 % on explanations. The students understand the content and also have given effort to generate their own ideas through relate that with the text but they could not explain it in a proper way.As they have the point to explain but they do not know how to do, from where to start the explanation and where to ends and as a result due to that students hesitate and sometimes felt nervous while explaining in front of everyone as they are not used with this way. Even though participants had not enough knowledge on the topic of the given text, they tried to present arguments based on the text they have read which indicates that they are to an external critical readers.

Self-Regulation

This strategy was being used mostly at all instances in the text. It is also known as meta – cognition because it signifies about the participants self- conscious examination of one's own thinking or their activities (Facione,2014),it is one of the useful strategy for the students, where 23% of the total critical reading strategy used was on self- regulation.In this text ,both the sub-strategies of self-regulation was mostly used.Moreover, this also indicates the students problems of word or phrases or any sentences and even sometimes the whole Para while reading the text.After facing difficulties, students feel rather being paused or gave up at that moment,they step forward such as by guessing the meanings of the word or checking from their reading.However, when the topic is unknown to them, or any word is unknown then they failed to regenerate through their own background knowledge. The total 10% of critical reading strategies of self- regulation were being used.These showed that it is useful is case of monitoring their way of understanding the text which came from the concept of the think – aloud statements.

The Reasons of Using Certain Strategy more or used less

In this study ,it has to be noted that among four students that they had all used interpretation more than any other strategy because they knew the situations of the current conditions of the world and also they have experiences the situation and for which through verbal protocol they have expressed the meaning of that symptoms and also its affects of what has been known to them already and what are the situational problems that they are facing while at the time of Pandemic of Covid 19.Besides, it was also easy for them to express the meaning or situations well because they were free to use both native and non-native language ,there was no pressure for that as the study motive was not to see their language proficiency rather to observe that whether they were being able to critically analyse the text.After,interpretation the strategy which was mostly used is explanation because the text was well known to them and it was easy for them to relate their own ideas with that as they are currently facing that problems for which they have well conceptual analysis and were able to justify their points ,argumentative points with evidential proof.

Then after explanation, they used self- regulation in their reading text, where it has been observed that students did not pause or skip through any sentences or words if it is unknown to them, instead of doing that they try to guess the meaning or to reconnect their sentence meaning

through their own ideas. They have well understood the overall text as the topic was known to them. However, it is to be noted that the evaluation strategy was being used least amount as all four of them faced difficulties while doing so, because they have their own generating ideas or perceptions or experiences relating with that situation but they did not understand that how to evaluate their own perceptions or ideas with the author's perception which the author has expressed or mentioned in the text and when they failed to do that they tried to skip that part and move forward as they have not showed much interest to give effort for evaluating that.

Lastly, analysis strategy in the reading text was used average amount because they have the point of analysing or arguing against the author's point but did not understand that how they will do that, how to make the analysis part more interesting so that audience feel to listen and where to end the part of analysis discussion. However, it has been seen that when they started to analyse the part they mixed up the points of analysis and explanation as they are not used to with this effective strategy because from childhood they were being only instructed to memorise the text without understanding.

Reader Response Theory

The Reader- Response theory has also been implemented by the participants beside the core skill model of Facione. It is one of the important theories because the reader plays an important role for to construct their own ideas through their knowledge or experiences from the text reading which creates a new meaning to them. However, it not only allows them to create new form of ideas but also encourage them to analyse it critically that how these meanings changes from each and individual reader to read the same text but generate new form each other. This theory mainly formed a relationship between the reader and author's text for to generate their meaning of what they have understood from the text. Additionally, the reader understands the way of communication of the writer that they try to communicate through their text with the reader, and also whether the reader agree or disagree with the writer's perception of their text and also the critic analyses is not presented through the literary work rather how the reader responded to the written text and those who are used to with the reading book habit ,they can easily interpret that. They interpret the text through his/her own symbolization,if the text is known to them then no matter to them as they can interpret that easily.Among the four participants ,Shefali, Arisha ,Anusha did that well as they are used to with the book reading and also the topic is known to them but Adit faced little bit problem while doing interpretation.

Summary

To sum up, it is important to understand that whether the readers are active and control throughout the reading process, whether they are showing interest and also their perceptions and attitudes and the language ability that they have for understanding on the reading process. Though there can create a difference between perceptions, attitudes and awareness, that it they could able to read critically. There is one of the negative impact for reading the text lightly which is due to lack of English proficiency .However, it cannot be the major issue for critical reading but it could take more time for the critical readers to response as this problem occurs because the readers have lack of understanding the English Language Structures. If the students are able to understand and also if they are aware of what they are reading not only in case of academic texts but also other materials, then they can be a critical readers. They need to keep practicing then they can be a good reader and will be able to use the strategies effectively while reading the text.

Chapter 5

Conclusion

5.1 Pedagogical Implications

The skills of critical thinking are one of the important aspects of our daily lives. In case of educational sector, it is also important as the students use it for the educational purposes. However, the teachers of ESOL classroom, need to be expert in case of teaching the implementation of the strategies of critical thinking skills in the reading text, otherwise they won't be able to teach students how to implement that on the English textbook and also to know about the proper uses of critical thinking skills in the reading text. Though, many different strategies have been formed of critical thinking for helping students to think critically and also to read by critically analysing it, but in case of literature review where it has been stated that there is no specific single definition for critical thinking as it is quite difficult and creates complexity for most of the students, especially those who are from Bangla medium school. One of the major problems in case of teaching critical thinking is that maximum teachers do not have any idea or concept regarding critical thinking and also how to implement that on reading text and for which they fail to teach students effectively. Despite having lack of knowledge about critical thinking, maximum teachers try to skip that strategies and teach students to memorise the text and give the exam and due to that students are lagging behind,for not feeling interest to read due to facing various difficulties for understanding the text, teachers never showed them the necessity of reading the text by implementing the strategies of critical thinking skills and also their parents never encourage them to read the English text more outside their academic texts and lastly they are following the old curriculum text decade after decade where the text gives more emphasis on memorisation rather on understanding the deep meaning of the context of what the author tried to express.

It has been seen that, when students go for higher studies or in job sectors, they face difficulties as there most of the tasks are based on critical analysing rather memorising. The teachers are the enlighten keys of the knowledge doors for the students, once if the key is lost or if the failed to open the door then students will never be able to open the door .Teachers need to be trained at first before teaching students, as they need to learn about the implementation of the strategies of critical thinking on reading text and also the uses of it. After giving training teachers also need to sit for the exam whatever they have learnt from the training session, they need to show

their performance by giving exams based on that particular topic, and if any teacher failed to give proper answer or get poor marks on that exam then he/she should be eliminated from the teaching job as if he/she do not know about it in a proper way then how will they teach students .Until learning properly he/she should be rely on the training session for learning. Once, they learn the process and also get to know about its importance then they will easily teach the students regarding that.

5.2 Practical Implications

In our country, a massive change in a educational curriculum has to be brought. Year after year, students are following the old tradition method of education, for which they are lag behind in further future studies and in job interviews. This being the situation, at that point there is a need likewise to build the educational programs for proficient and instructional turn of events, just as evaluation procedures, with the end goal that the students and instructors would get benefit. From this study, the findings which has came out was that students know the following strategies of the critical thinking skills but they do not know when and how to implement and why is it necessary to implement the following strategies of critical thinking skills in the reading text. Old curriculum in case of educational sector are being used decade after decade, where the curriculum textbooks were organised with memorisation textbook, there are no curriculum textbooks and also not there been syllabus where any single topic were included for the students to think critically while before doing the task. As a result, a student never shows interest to think critically while before doing any task.

There are two major problems for students for showing interest to analyse the text through critical thinking. Firstly, they are used to read the text from the childhood by memorising it without understanding the deep meaning of the context and even no one encourage them for implying the strategies of critical thinking while reading the English text .Secondly, as they are being used with memorisation and for which they do not want to give much effort for reading the western cultures textbooks through implementation of the strategies of critical thinking. As a result, it is been seen that students understand the text but fail to express it by generating with their own ideas as they are having a lack of practice on the implementation of the strategies of critical thinking in the English reading text.

To sum up, from this study it has come out that students are lagging behind for the implementation of the strategies of critical thinking skills in the English Reading text. They know the strategies but still fail to implement when it is needed as always they feel nervous as it western culture ,what is they make mistake then other's might laugh at them. These critical thinking skills should be included in curriculum English text reading books so that students will keep continuing their practice on analytical skills that in future for which they do not face any difficulties in higher studies or in job sectors. Students should have those texts where the whole task will be depended on them, that how they read the text and how they generate their own ideas by relating with their own life experiences with those specific. The teachers will just instruct them and students task will be to follow that instructions and imply those strategies while reading the text. However, they should not only rely on their teachers, they should also keep practicing so that they can develop themselves on the implementation of critical thinking skills in the English reading text. It has also been noted that not all the students have same level of potentiality and also they could not capture the instruction of the teachers at the same time and for which those who needs time, teachers should extend time for those students so that at least they could learn properly. And gradually through practicing when their skill will develop then that time teachers can reduce the time as the students are much developed then before.

Recommendations

According to the findings of the study, which provide a numerous recommendation are given below:

1. First of all, the curriculum text and the syllabus needs to be changed for the non-native English speaking countries students as it has been noted that the students decade after decade using the same old curriculum syllabus and the text where there is no single critical thinking aspect for the students to develop their analytical skill and as a result they are being lacked behind. If the old curriculum syllabus is continue to be use then the students will face difficulty in future both in higher studies and job sectors.

2. Reading teachers are strictly advised not to instruct students to only depend on memorise of the text without understanding the deep meaning of the text of what the author has tried to express. They should instruct students to use the effective strategies of critical thinking skills while reading the text.

3. Beside the text,if there is any interesting video clips related to the topic then that can be also shown in the class so that students do not feel bored to read.

4. They need to give extended time to the students and think-aloud questions should be added in the Critical Thinking tasks so that students get time to think critically.

5. This Critical thinking tasks should be combined through pair work and individual task which gives students to generate their own ideas for reading.

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Appendix A.

Letter of consent For Participants

Dear participants,

My name is Zarin Tasnim. I am a student of English Language Teaching Method in a Brac University. Currently, I am doing my thesis in Educational sector in the Department of English & Humanities in Brac University (Bracu).

The title of my research is "Fostering of Critical Thinking Skills in Reading Text". The purpose of this study is to explore how the strategies of critical thinking skills are effectively used by students for implementing in the reading text. For the part of being in the study, students must complete the session four days "Critical Thinking through Reading Session".

The details of the Reading Session are given below:

Critical Thinking through Reading Session

Serial No	Reading Sessions	Topic Announcement	Visual Aid	Text Reading
1	Reading Sessions 1	Brief description about the importance of reading text with understanding.	Showing the video clips of the strategies of critical thinking skills implementation in threading text.	N/A

2	Reading Sessions core skill 1	Electronic Gadgets Charlie Chaplin	Reading interpreting their experience and ideas with the context. Watching the video clips and try to relate that with the text. Finding out whether they know any other similar character like Charlie Chaplin	Generating their own ideas and present that.
3	Reading Sessions 2	Impact of Covid 19 in Bangladesh	Reading the text and generating their own ideas from the text.	Relating their own experience through the text and sharing each other's perception on the Pandemic issues.

Interview Session:

After completed the session of reading, you will be cordially invited to attend on interview session with me talk and share your experiences or perceptions about reading the text in English during the reading session. The discussion sessions and your interview will be recorded through zoom app and used

for the study purposes, and not be share with anyone. Additionally, your identity will also kept confidential.

If you feel interested for to participate in the study, please read the following details in the consent form and signing it will be highly appreciated if you would cooperate in the study.

Thank You

Zarin Tasnim

Honors Student in (ELT)

Department of English & Humanities, Brac University, Mohakhali

Phone No:01765442134,Email:zarintasnim225@gmail.com

Research Participation Consent Form:

Please read the following statements and tick in the box:

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken.

2. My participation is voluntary and I feel free to withdraw at any time.

3. I agree to take part in all of the four reading sessions and interview sessions of the study.

4. I agree to be view and audio taped for my voice and face.

5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection.

…… .....

Name Signature

Appendix B.

Interview Questions for participants

Data for answering research questions 2 and 3(b) were collected by interviewing the

Participants after completion of the reading sessions.

Interview Questions(IQs)	Background Info	RQ2	RQ3 (b)
1. Please share your educational background. What was the medium of instruction in your school?	X		
2. When was English introduced as subject in your school?	X		
3. How many hours did you study English every week in school?	X		
4. Is there any teacher/person who inspired you to learn English at school? Did she/he encourage you to read out of your syllabus?	X		
5. Do you have a special habit of reading English books, watching English movies, listening to English songs?	X		
6. In which language you are comfortable to read the text, whether it is English or Bangla?			
7. How was English reading teaching in your English class in the school? Do you read academic text?	X		

8. What new aspects of reading have you learnt in the current English class?	X		
9. Did any of your teachers introduce the term Critical thinking when you are in school English class?	X		
10. What problems do you face in reading class in the school?	X		
11. We will concentrate on the reading session. Were the discussion sessions of the reading session clear to you?		X	
12. Were the tasks and questions asked in the discussion sessions helpful for you in reading the text?		X	
13. How do feel about the final reading session? To what extent, the tasks helped you to organize your ideas in the comprehension text?		X	
15. Your 3rd text did not have any of the ideas generated in the core reasoning skill? Can you explain why?			X

Appendix C.

Final Reading Session

Read the following passage carefully: (Impact of Covid 19 in Bangladesh)

Bangladesh is a densely populated country with 170 million people. The majority (85%) of the 60.83 million employed workers in the country work in the informal sector. Out of this number, an overwhelming 92% are women. The Bangladeshi economy is being significantly impacted by the Covid-19 pandemic, which has led to a decline in national and global demand for manufactured goods, particularly in the garment sector. This will increase unemployment and deepen poverty. The urban poor will be hardest hit. More than 20 million people live in the capital city, Dhaka, which is now under lockdown.

Starvation defies lockdown

Like elsewhere, people in the lower income groups have been the most affected by the coronavirus pandemic and the lockdown. According to the Bangladesh Bureau of Statistics, of the 25 million workers who work on wages and salary, at least 10 million are dependent on their daily incomes. Despite the unavailability of transport after the lockdown was declared, thousands of desperate garment workers walked for miles to save their jobs. Many others just went out, driven by hunger and starvation, looking for food. The state-driven emergency food relief activities are limited. And it has become extremely difficult for many activist organizations to continue with their relief activities, starting from the second week of the lockdown.

Starvation among a very large portion of the population shows that a decade-long period of economic growth has failed to reach the Bangladesh's most vulnerable people. The government has declared an $8 billion stimulus package (£6.36bn) or about 2.5% of the country's gross domestic product (GDP). This will primarily go to industries, particularly export-oriented ones, and it is not clear how this will benefit the low-income groups, who are severely affected by the lockdown situation. Garment factory owners will receive $590 million (£468.7m) in low-interest loans.

Overwhelmed health system

There was no preparedness in the Bangladeshi health system despite the 2-month period since Covid-19 began spreading in Asia.

The additional pressure of the coronavirus pandemic has made things inevitable. There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record as testing positive doesn't reflect the real situation. It seems that the government is also trying to hide the real numbers. Activists are calling the government policy a 'No test-No Corona" policy.

Many doctors and nurses do not have personal protective equipment (PPE). A large number of doctors do not feel safe and secure to work in hospitals. Some doctors are being forced to treat

suspected corona patients without any safety measures. An increasing number of nurses have already been found infected with Covid-19.

The government has ordered hospitals around the country to prepare Isolation units for corona patients. However, Bangladesh only has 500 ventilators and a few hundred ICU beds, which are now mostly already occupied. Many hospitals are turning away patients with Covid-19 symptoms.

Concerns for Rohingya refugees

To prevent the spread of coronavirus, Bangladesh has imposed a strict lockdown on Cox's Bazaar, the southern district that is home to refugee camps housing more than a million Rohingya Muslims fleeing from Myanmar. No one is allowed to enter or leave.

Aid agencies are concerned that an outbreak there could overwhelm the poor medical facilities. Almost 750,000 Rohingyas arrived in the camps following a military crackdown in the neighboring state in 2017.

Social movement responses and initiatives

The lockdown situation is making it difficult for social movements and NGOs to arrange meetings or other important events. Despite the difficulty of coordinating efforts, past experience of collective responses and organizing has made it possible for groups to mobilize resources and do incredible relief activities. Volunteers can be seen in the streets, with proper safety attire and observing distancing measures. Many volunteers are from different youth organizations. Fundraising activities are held every day for food relief for poor people living in the capital city. The need is increasing, with more than a million garment workers losing their jobs in the first week of the lockdown alone.

Building international solidarity

Though the current circumstances are extremely uncertain and frightening to many, those who responded to the interview believe that the post-coronavirus pandemic world could provide opportunities to strengthen social movements and campaign groups in Bangladesh and their counterparts all over the world that are working for a greener and cleaner earth. It is exactly the right time to regenerate a different kind of politics for a socially just and ecologically sound future.

It is also the right time to re-connect with the critical academia and research organizations around the world to comprehensively problematic the structural flaws of the dominant growth-based development models, as well as to systematically identify the limits to economic growth. It is the right time for NGOs and civil society groups to build solid pressure on governments to adopt the alternative energy agenda being pushed by movements into the forefront of national planning. As part of this, we need to reconnect with both national and international activist networks to create coordinated efforts to build pressure on regional banks to withdraw finance from dirty energy that destroys forests and natural habitats, and results in health problems and pandemics.

Appendix C.1

Oral Instruction for the Final Reading Session Impact of Covid 19 in Bangladesh

Stage 1

1. Please look through the reading text carefully and try to guess the main idea of the author's which has been mentioned in the text.

2. After look through the text, try to generate your thoughts which come into your mind after seeing the text which is known topic to you.

Stage 2

1. The thoughts which came into your mind try to share within pair or group if you want to.

2. After completing that, start to read by implementing the following strategies which were being instructed throughout the training session.

Reminder

1. Put one piece of paper with you beside your reading text and write those unknown words or sentences in that paper which you face difficulties.

2. Try to generate your own ideas with the given topic.

3. Be careful in case of proper pronunciation of vocabulary and also pay attention to the grammatical sentences throughout the text.

Appendix D

Sample Interviews of participants

Notation	Meaning
1. DU	Discourse Unit
2. I	Interview
3. Eh/Uh	Hedging in Speech
4…….	Long pause
5….	Small pause
	Incomplete
	Sentences left by the participants

Appendix E

Training Session Reading Materials:

Overview of His Life

Childhood

Charles Spencer Chaplin was born in London, England, on April 16th, 1889. His father was a versatile vocalist and actor; and his mother, known under the stage name of Lily Harley, was an attractive actress and singer, who gained a reputation for her work in the light opera field.

Charlie was thrown on his own resources before he reached the age of ten as the early death of his father and the subsequent illness of his mother made it necessary for Charlie and his brother, Sydney, to fend for themselves.

Chaplin aged 9 or 10, at the time he toured with the Eight Lancashire Lads

Having inherited natural talents from their parents, the youngsters took to the stage as the best opportunity for a career. Charlie made his professional debut as a member of a juvenile group called “The Eight Lancashire Lads” and rapidly won popular favor as an outstanding tap dancer.

Beginning of his career

When he was about twelve, he got his first chance to act in a legitimate stage show, and appeared as “Billy” the page boy, in support of first H. A. Saintsbury and then William Gillette in different productions of “Sherlock Holmes”. At the close of this engagement, Charlie started a career as a comedian in vaudeville, which eventually took him to the United States in 1910 as a featured player with the Fred Karno Repertoire Company.

Alf and Amy Reeves, Muriel Palmer & Chaplin on the boat to America for the 1910 Karno tour

He scored an immediate hit with American audiences, particularly with his characterization in a sketch entitled “A Night in an English Music Hall”. When the Fred Karno troupe returned to the United States in the fall of 1912 for a repeat tour, Chaplin was offered a motion picture contract.

He finally agreed to appear before the cameras at the expiration of his vaudeville commitments in November 1913; and his entrance in the cinema world took place that month when he joined Mack Sennett and the Keystone Film Company. His initial salary was $150 a week, but his overnight success on the screen spurred other producers to start negotiations for his services.

Kid Auto Races at Venice (1914), the first film released in which Chaplin wore the Tramp costume

At the completion of his Sennett contract, Chaplin moved on to the Essanay Company (1915) at a large increase. Sydney Chaplin had then arrived from England, and took his brother's place with Keystone as their leading comedian.

The following year Charlie was even more in demand and signed with the Mutual Film Corporation for a much larger sum to make 12 two-reel comedies. These include "The Floorwalker", "The Fireman", "The Vagabond", "One A.M." (a production in which he was the only character for the entire two reels with the exception of the entrance of a cab driver in the opening scene), "The Count", "The Pawnshop", "Behind the Screen", "The Rink", "Easy Street" (heralded as his greatest production up to that time), "The Cure", "The Immigrant" and "The Adventurer".

Charlie Chaplin, Edna Purviance and Charlie's brother Sydney on the set of The Immigrant (1917)

Gaining independence

When his contract with Mutual expired in 1917, Chaplin decided to become an independent producer in a desire for more freedom and greater leisure in making his movies. To that end, he busied himself with the construction of his own studios. This plant was situated in the heart of the residential section of Hollywood at La Brea Avenue.

Chaplin ready to build his studios at the corner of La Brea Avenue and De Longpre Avenue

Early in 1918, Chaplin entered into an agreement with First National Exhibitors' Circuit, a new organization specially formed to exploit his pictures. His first film under this new deal was "A Dog's Life". After this production, he turned his attention to a national tour on behalf of the war effort, following which he made a film the US government used to popularize the Liberty Loan drive: "The Bond".

His next commercial venture was the production of a comedy dealing with the war. "Shoulder Arms", released in 1918 at a most opportune time, proved a veritable mirth quake at the box office and added enormously to Chaplin's popularity.

Sunnyside, 1919

He followed “Shoulder Arms” with “Sunnyside” and “A Day’s Pleasure”, both released in 1919. In April of that year, Chaplin joined with Mary Pickford, Douglas Fairbanks and D.W. Griffith to found the United Artists Corporation. B.B. Hampton, in his “History of the Movies” says:

“The corporation was organized as a distributor, each of the artists retaining entire control of his or her respective producing activities, delivering to United Artists the completed pictures for distribution on the same general plan they would have followed with a distributing organization which they did not own. The stock of United Artists was divided equally among the founders. This arrangement introduced a new method into the industry. Heretofore, producers and distributors had been the employers, paying salaries and sometimes a share of the profits to the stars. Under the United Artists system, the stars became their own employers. They had to do their own financing, but they received the producer profits that had formerly gone to their employers and each received his share of the profits of the distributing organization.”
(Note: The comments on each film outlined below are taken from articles by David Robinson. We strongly recommend you read the full articles by following our links, since they provide many more insights on Chaplin’s life and work.)

The Kid (1921)

Jackie Coogan and Charlie Chaplin on the set of The Kid

However, before he could assume his responsibilities with United Artists, Chaplin had to complete his contract with First National. So early in 1921, he came out with a six-reel masterpiece: The Kid, in which he introduced to the screen one of the greatest child actors the world has ever known - Jackie Coogan.

Later in 1921, he released “The Idle Class”, in which he portrayed a dual character. Then, feeling the need for a complete rest from his motion picture activities, Chaplin sailed for Europe in September 1921. London, Paris, Berlin and other capitals on the continent gave him tumultuous receptions.

A crowd welcomes Chaplin in London, 1921

After an extended vacation, Chaplin returned to Hollywood to resume his picture work and start his active association with United Artists. Under his arrangement with U.A., Chaplin made eight pictures, each of feature length, in the following order:

The Masterpiece Features

A Woman of Paris (1923)

A Woman of Paris was a courageous step in the career of Charles Chaplin. After seventy films in which he himself had appeared in every scene, he now directed a picture in which he merely walked on for a few seconds as an unbilled and unrecognizable extra – a porter at a railroad station. Until this time, every film had been a comedy. A Woman of Paris was a romantic drama. This was not a sudden impulse. For a long time Chaplin had wanted to try his hand at directing a serious film.

Chaplin signs a poster for A Woman of Paris

The Gold Rush (1925)

Chaplin generally strove to separate his work from his private life; but in this case the two became inextricably and painfully mixed. Searching for a new leading lady, he rediscovered Lillita MacMurray, whom he had employed, as a pretty 12-year-old, in The Kid. Still not yet sixteen, Lillita was put under contract and re-named Lita Grey.

Chaplin and Lita Grey sign the contract for The Gold Rush

Chaplin quickly embarked on a clandestine affair with her; and when the film was six months into shooting, Lita discovered she was pregnant. Chaplin found himself forced into a marriage which brought misery to both partners, though it produced two sons, Charles Jr and Sydney Chaplin.

The Circus (1928)

The Circus won Charles Chaplin his first Academy Award – it was still not yet called the 'Oscar' – he was given it at the first presentations ceremony, in 1929. But as late as 1964, it seemed, this was a film he preferred to forget. The reason was not the film itself, but the deeply fraught circumstances surrounding its making.

Chaplin on the set of The Circus after a fire raged through the studio during the ninth month of shooting, destroying sets and props.

Chaplin was in the throes of the break-up of his marriage with Lita Grey; and production of The Circus coincided with one of the most unseemly and sensational divorces of twenties Hollywood, as Lita's lawyers sought every means to ruin Chaplin's career by smearing his reputation. As if his domestic troubles were not enough, the film seemed fated to catastrophe of every kind.

In the late 1960s, after the years spent trying to forget it, Chaplin returned to The Circus to re-release it with a new musical score of his own composition. It seemed to symbolize his reconciliation to the film which cost him so much stress.

Read the following passage carefully: (Electronic gadgets)
These days, it is not unusual to see people listening to music or using their electronic gadgets while crossing busy roads or traveling on public transports, regardless of the risks involved. I have often wondered why they take such risks, because they want to exude a sense of independence, or is it that they want to tell the world to stop bothering them? Or is it that they just want to show how cool they are? Whether it is a workman or an executive, earphones have become an inseparable part of our lives, sometimes even leading to tragicomic situations.

The other day, an electrician had come to our house to fix something. We told him in detail what needed to be done. But after he left, I found that the man had done almost nothing. It later turned out that he could not hear our directions clearly because he had an earphone on. Hundreds of such earphones addicts commute by the Delhi Metro every day. While one should not begrudge anyone their moments of privacy or their love for music, the fact is 'iPod oblivion' can sometimes be very dangerous.

Recently, I was travelling with my wife on the Delhi Metro. Since the train was approaching the last station, there weren't too many passengers. In our compartment, other than us, there were only two women sitting cm the other side of the aisle. And then suddenly, I spotted a duffel bag. The bomb scare lasted for several minutes. Then suddenly, a youth emerged from nowhere and picked up the bag. When we tried to stop him, he looked at us, surprised. Then he took off his earpieces, lifted the bag, and told us that the bag belonged to him and that he was going to get off at the next station.

We were stunned but recovered in time to ask him where he was all this while. His answer: he was in the compartment, leaning against the door totally immersed in the music. He had no clue about what was going on around him. When he got off, earplugs in his hand, we could hear strains of the song.

Appendix F

The Coding Scheme

Categories	Strategies	Code
Interpretation	Categorization	Intp 1
	Decoding significance	Intp 2
	Clarifying meaning	Intp 3
Analysis	Examining ideas	An 1
	Detecting arguments	An 2
	Analysing arguments	An 3

Table 3.3 – Continued

Evaluation	Judging an author's credibility	Ev 1
	Comparing strengths and weaknesses of interpretations	Ev 2
	Determining the credibility of a source	Ev 3
	Judging if statements contradict each other	Ev 4
	Judging if evidence supports conclusion	Ev 5
Inference	Querying evidence	Inf 1
	Conjecturing alternatives	Inf 2
	Drawing conclusions	Inf 3
Explanation	Presenting arguments	Exp 3
Self-regulation	Self-examination	SR 1
	Self-correction	SR 2

Categories of Strategies and Examples.

Shefali Coding

Categories of Strategies and Examples

Serial no	Categories code-strategies	Sentence in the article	Examples of Think-Aloud Statements	Retrospective Interview
1.	Interpretation Intp 1-Categorisation		The subtopic is about the impact of covid 19 in Bangladesh	Subtopic? Organise in mind
	Intp2-Decoding Significance		Keywords:physical and mental stress . i think interpretation of covid 19..I think that it is the part of the worldwide pandemic of covid 19 disease caused of severe acute respiratory syndrome. It started to spread from March. This Covid 19 creates negative impact not in Bangladesh but also among the whole world.	

	Intp3-Clarifying Meaning			Increase of the risk of obesity of children for being detached from the physical activity for a long period of time. Having depression, anxiety, stress of both mental and physical
2.	Analysis An1-Examining Ideas An2-Detecting Arguments	2nd para	/..according to Bangladesh Bureau of Statistics..25million workers are...this cause financial crisis in a family. /So the question now whether the government is helping the unemployed workers/ Keywords: Economics problems of families who are unable to work	aa...oo..according to certain view

	An3-Analysing Arguments			Explain? During the time of Covid 19, many workers lost their job and as a result they became unemployed for which they failed to bear the expenditure of their families. As it is seen that in our country maximum families are dependent on male head member and as they could not provide money for which there is financial crisis.
3.	Evaluation Ev1-Judging an author's credibility	4th para	/Seems to fit There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record as testing positive does not reflect the real situation/.	What were you thinking? IT HAS CRITICAL THINKING. MANY TIMES THIS TYPE OF INCIDENTS HAPPENED WITH MY COUSIN THAT, ONCE HE FEELS SICK AND WENT FOR CHECK UP OF COVID19, BUT IT TESTED NEGATIVE

				AND THEN AGAIN HE DID THAT, SAME RESULTS CAME.THEN HE DECIDED TO GET HIMSELF ADMITTED INTO THE HOSPITAL AS HE DIDNOT BELEIVE THE SYSTEM OF MEDICAL TREATMENT IN BD, BECAUSE HE THINKS THAT HE HAS ALL THE SYMPTOMS OF COVID 19 BUT WHY IT SHOWS NEGATIVE.
			Keywords: Unconscious and lack of awareness The doctors and nurses do not have personal protective equipment .A large number of doctors do not feel safe and secure to work in hospitals.	

	Ev2-Comparing the strategies Ev3- Determining the credibility of a source	5th para	/Robius Sany../ Keywords: Lack of medical treatment This happens in the text that the government has ordered hospitals around the country to prepare Isolation units for coronavirus patients. However, Bangladesh only has 200 ventilators and a few hundred ICU beds, which are now mostly already occupied. Many hospitals are turning away patients with covid19. /Oh..it says here that it is the right time to reconnect with the critical academic and research organisations around the world to comprehensively problematise the structural flaws of the dominant growth based development models, as well as to systematically identify the limits to economic growth.	Why the question? Because there is no conclusive answer based on that evidence that why the government is not providing well medical treatment.

4.	Inference Infl-querying Evidence	6th para	/This means that as the current circumstances extremely uncertain and frightening to many, the post covid 19 pandemic world could provide opportunities to strengthen social movements and campaign groups in Bangladesh	Is that your ideas or are you just reading what you read? A..suggestion, it is important

	Inf2- Conjecturing alternatives	8th para		

	Inf3-Drawing conclusions			
5.	Explanation Exp3-Presenting Arguments		/Well, it is stated through different social media that the current situation is not dangerous due to covid19 which is the false news spread. They are spreading the false news for which peoples are not taking safety and precautions as they think it is not necessary to do, as the situation is not that much worst.	

6.	Self-Regulation SR1-self examination		/Starvation They want to starve a sense of...Don't know	Don't know? Starvation. Do not know the meaning. It's also not important for to stop there right away.

Arisha Coding

Categories of Strategies and Examples

Serial no	Categories code-strategies	Sentence in the article	Examples of Think-Aloud Statements	Retrospective Interview
1.	Interpretation Intp 1-Categorisation		The subtopic is about the impact of covid 19 in Bangladesh	Subtopic? Organize in mind
	Intp2-Decoding Significance		Keywords: physical and mental stress. Since from when the covid 19 has started, it not only changes the environment of the world, but also changes the living style of the people.	

	Intp3-Clarifying Meaning		Peoples are becoming isolated from the society. Economics problems of families who are unable to work.	In this pandemic it's been said from the WHO that peoples should not gather in a crowded places, if they did then the virus will spread rapidly. Then, everyone should of course maintain social distance for the betterment of their health while at the time of pandemic .Second, economic crisis occurs because many lost their jobs.
2.	Analysis An1-Examining Ideas	2nd para	/...uh..hm..there is a lack of medical treatment facilities in our country and for which many peoples lost their life after battling with it. Specially, the poor peoples died most, as at a time they do not get a medical treatment.	aa...oo..according to certain view

	An2-Detecting Arguments		/So the question is now that why the government is still not providing proper medical treatment, despite of giving that, they are spreading false news that the situation is under control/ /Challenging to balance studying, sleeping and eating all in the same room/.	

	An3-Analysing Arguments			Explain? Students are struggling to get the proper motivation to study and focus when our bed is just inches away.
3.	Evaluation Ev1-Judging an author's credibility	7th para	/Seems to fit Uh...to prevent the spread of coronavirus, Bangladesh has imposed a strict lockdown on Cox's Bazar, the southern district that is home to refuge lockdown on Cox's Bazar, the district.....hmm.. /Sharmila Akhter..../	

4.	Ev3-Determining the credibility of a source Inference Inf1-querying Evidence	2nd para	Keywords: Lack of transport system. Despite the unavailability of transport after the lockdown was declared, thousands of desperate garment workers walked for miles to save their jobs. /Ah..it says here that many others just went out, driven by hunger and starvation, looking for food. The state-driven emergency food relief activities are limited. /This means covid19 creates negative impact on education system but also in job and other sectors also, which virus no one knows when it will be end and when everyone can lead their normal life.	

	Inf2-Conjecturing alternatives Inf3-Drawing conclusions	2nd para		Is that your ideas or are you just reading what you read? A..Suggestion, it is important

5.	Explanation Exp3-Presenting Arguments	9th para	/Well, it is stated here that, the additional pressure of the coronavirus pandemic has made things inevitable. There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record as testing positive does not reflects the real situation.	Just questioning? If you utilize the sources of impact of covid 19 in Bangladesh for presenting you arguments, then it is far better. Beside this, it has also many negative impacts such as facing problems related to poor Internet connectivity, suffering from depression& anxiety.
6.	Self-Regulation SR1-self examination	3rd para	/Stimulus They wanted to say...Don't know	Don't know? Stimulus. Do not know the meaning. It's also not important for to stop there right away.

Anusha Coding

Categories of Strategies and Examples

Serial no	Categories code-strategies	Sentence in the article	Examples of Think-Aloud Statements	Retrospective Interview
1.	Interpretation Intp 1-Categorisation		The subtopic is about the impact of covid 19 in Bangladesh	Subtopic? Organize in mind

	Intp2-Decoding Significance		Keywords: Sense of Isolation, being affected due to no access to educational technology and unable to use it. I think interpretation of the impact of covid 19 in Bangladesh ..I think that as the coronavirus outbreak quickly surges worldwide, many countries are adopting non-therapeutic preventive measures, which include travel bans, remote office activities, social distancing. Keyword: Damaged eyesight for staying in front of the computer for long duration for online classes. Distance learning may have increased communication difficulties, still then able to ask questions both during lesson time and after schools as well as to get feedback on homework.	

	Intp3-Clarifying Meaning			Students spend a lot of time doing homework. It helps to improve writing skills..
2.	Analysis An1-Examining Ideas		/...uh..hm..according to the Bangladesh Bureau of Statistics, of the 25 million workers who work...,10 million dependent ..hmm..	aa...oo..according to certain view

	An3-Analysing Arguments		Keyword: Online learning has been a success	Explain? The important feature is that the lesson are recorded, so any student who has troubles with internet connection may watch the lesson later.
3.	Evaluation Ev1-Judging an author's credibility	5th para	/Seems to fit ooo....hm..many doctors and nurses do not have personal protective equipment(PPE).A large number of doctors do not feel safe and secure to work in hospitals. Some are forced give treatment without safety measures.	What were you thinking? It was critical thinking as this type of incident happened with my father's friend and due to that he got infected and still then he was forced to give treatment .After

				passing some days he died from covid 19.
			Economic problem of families who are unable to work. The rate of poor peoples have been increased as many lost their job. /Nazeebullah Basher../	
	Ev2-Comparing the strength		/It is mentioned in the text that Bangladesh economy is being significantly impacted by the covid 19 pandemic, which has led to decline in national and global demand for manufactured goods, particularly in the garment sectors.	

4.	Ev3- Determining the credibility of a source Inference Inf1-querying Evidence	1st para	/Oh..it says here that among 25 million workers,10 million are dependent on their daily incomes. After lockdown due to lack of transport system, thousands of desperate garment workers walked for miles to save their jobs. /That means peoples are not much aware and less conscious about the current situation. The main reason for this can be false news spread through media. When read this text, I just remember that both my parents told to decrease the expenditure of the household as due to pandemic, there is a risk of losing the job at any time	

	Inf2- Conjecturing alternatives	2nd para		Is that your ideas or are you just reading what you read?

	Inf3-Drawing conclusions			A..Suggestion, it is important

	Inf4-Associating			
5.	Explanation Exp3-Presenting Arguments	8th para	/Well, it is stated here that, aid agencies are concerned that an outbreak there could overwhelm the poor medical facilities.	

6.	Self-Regulation SR1-self examination	3rd para	/Stimulus They stated the a.. hmm...Don't know	Don't know? Overwhelm. Do not know the meaning. It's also not important for to stop there right away.

Adit Coding

Categories of Strategies and Examples

Serial no	Categories code-strategies	Sentence in the article	Examples of Think-Aloud Statements	Retrospective Interview
1.	Interpretation Intp 1-Categorisation		The subtopic is about the impact of covid 19 in Bangladesh	Subtopic? Organize in mind
	Intp2-Decoding Significance		Keywords: Sense of Isolation, causing interrupted learning. I think interpretation of the impact of Covid 19..I think the situation of Covid 19 in Bangladesh is critical for two reasons. Uh...the exact number of coronavirus patients in Bangladesh is still unclear	

			because the numbers being tested in Bangladesh are very low..Ah..Um..the number of beds in intensive care units for coronavirus patients is extremely low. The number of patients is larger than the number of seats in hospitals and for which many patients died every day without getting proper treatment of covid 19 and also doctors refused for to provide treatment.	

	Intp3-Clarifying Meaning			Specially, the poor people suffer most rather than rich.
2.	Analysis An1-Examining Ideas An2-Detecting Arguments		/According to the Bangladesh Bureau of Statistics..uh..hm..the rate of poor peoples have increased for which.. So the question now is that whether government are providing any free medical checkup and shelter for the poor and needy peoples or not?	aa...oo..according to certain view

3.	Evaluation Ev1-Judging an author's credibility	4th para	/Seems to fit ooo....hm..the lockdown situation is making it difficult for social movement and NGOs to arrange meetings or other important events.	What were you thinking? It was critical thinking many times this type of things solution comes out through an alternative way. Such as: Instead of having face to face meetings, now every meetings is conducted through different Apps

	Ev2-Comparing the strength	4th para	Having difficulty of coordinating efforts, past experience of collective responses and organizing has made it possible for groups to mobilize resources and do incredible relief activities. Jabeda Akter /This happens in the additional pressure of the coronavirus pandemic has made things inevitable. There is a lack of sufficient numbers of tests. Due to lack of testing the number of people on record as testing positive does not reflect the real situation.	

4.	Ev3- Determining the credibility of a source Inference Inf1-querying Evidence		Oh… It says here that many doctors and nurses do not have personal protective equipment .A large number of doctors do not feel safe and secure in hospitals. That means as there is no proper precautions for the doctors for which doctors do not feel safe to do any kinds of treatment. As they think that they need safety at first before patients as because patients are being treated by them. If they do not feel safe then how will they be able to do their treatment? And for which government at first need to take necessary steps for the safety of the doctors. When read this text, I remember how my aunt died from covid 19.She was also a doctor and she also did not get proper safety and also her (PPE) was not good quality one but still she was forced to give treatment to the patients and after sometimes she got infected and died from that.	Is that your ideas or are you just restating what you read?

	Inf2- Conjecturing alternatives	5th para		A suggestions, it's important.

	Inf3-Drawing conclusions			

	Inf4-Associating	6th para		
5.	Explanation Exp3-Presenting Arguments	8th para	Well, it is stated here only about doctors and the workers who are being effected from covid 19.Besides them, students are also the part of it who are also being effected. Such as: causing interrupted learning, suffering from depression, anxiety, facing problems related to poor internet connectivity.	
6.	Self-Regulation SR1-self examination	8th para	/Inevitable This is inevitably.. a..hm.....Don't know	Don't know? Inevitable. Do not know the meaning. It's also not important for to stop there right away.

Appendix F.1

Sample of Coding Template by The Researcher

RQ 1:How do the secondary students of the Bangladeshi main stream school students think while reading English text?

Coding of Anusha's Interview

Interview Question(1)	Subordinate key word of question(2)	Subordinate main point from conversation(3)	Elaboration examples from verbal protocol to support the subordinate(4)	Occurrence main idea transferred into the forms key words (5)	Frequency occurrence(6)	Ordering of discourse unit(7)
In the reading session were the discussion sessions and the questions that had been asked is clear to you?	Clarity of Questions and Instructions	Instructions were clear	Yes, the instructions were clear	Reading session instructions were clear		DU ANU ( )
Did the questions and discussion sessions that we had in the reading session help to generate ideas for	Critical Thinking strategies Useful Progress from training to last reading session	Core skill was helpful for reading. Regenerating ideas. As it is new term	Of course, specially the think-aloud protocol helped much.	Reading session questions and strategies helped to read the text		DU ANU ()

your reading?		for which could not think critically by using the strategies .				
(Probing) If you were asked few problems that you faced while doing the reading session and coming out with critical thinking? What would be the problems?			Yes, as it is new term for us and for which need more practice. The most difficult part which I faced is if there is any unknown words. I do not know how to guess the meaning and connect that with the sentences to create new form of meaning.			DU ANU ()
(Probing) Do you think that you have improved through the training session to			Yes, of course,because it creates a new way of thinking and reading the text by using the strategies .It helps to understand the deep meaning of		1	DU ANU ( )

the final reading session through practicing?			the text of what the author has tried to express in the text			
In the previous session, you were known to some form of strategies ,but in the final session you were not given any specific instructions how to implement that you have the topic and told to read .Do you face difficulties while reading?	Strategies Strategies free reading		Well,as it is new for me for which I have faced problems while implementing strategies through reading text.But then also at the time of final reading session ,I tried to think about the procedures of what I have learnt in the training session and try to generate that and this is the reason for which it took so long for me to complete the reading session.			DU ANU ( )

Appendix G

Sample Theme Generation Template

Research question	Were the reading session questions and the discussions clear to you?				
Interview question	How do they feel after completing the reading session?				
Shefali (C1)	Arisha (C2)	Adit (C3)	Anusha (C4)	Subthemes	Themes
Instructions were clear	Instructions were clear	Instructions were clear	Instructions were clear		Reading session instructions were clear

Interview Question:	Did the reading session's questions and discussions helpful for your generating ideas of your reading?			
The session helped in generating ideas	Generating ideas	Helped in developing analytical skill	Generating new form of ideas	Generating ideas for reading. Strategies of critical thinking skills helped in reading. Helped in reading freely by taking time to connect the ideas with the context to create new ideas. Known to new term of critical thinking skills. Improved reading.

Appendix H

Rating for Students Interview by Rater 1

Fostering Critical Thinking Skills through Reading Text

Please respond to the following themes by choosing "Agree" or "Disagree" You can also suggest new themes on the comments column:

RQ: How do they feel after completing the reading session?

Theme	Main Ideas	Discourse Unit	Verbal Protocol	Inter Rater	Comments	
				Agree	Disagree	
Effective Strategies implementation helped in generating ideas for reading	Critical thinking skills helped to generate ideas	Shef Arh	Well,….Um..It helped to improve my reading skill. Because,um..eh..I can connect myself through the content of the text bu sharing my experiences or knowledge related to that. For which it helped me much. Yes, it helped me to get the main idea of the content of the text and also to support or sometimes disagree with the author's perceptions.	 A	D	

Implementation of specific strategy of critical thinking skills in reading	Choosing one of the strategies of critical thinking while reading independently	Adi Anu	Of course, Specially the think-aloud protocol helped me so much to find out the main ideas and generate that with my own ideas. Yes, today I failed to understand the meaning of Bureaucratic while reading but still then I did not pause there rather I have continued my reading.		D D	
Improvement of thinking through reading	Improvement of thinking skills through reading	Shef Arh	Yes, It is improving and needs more and more practice to do so. Of course, it helped me to know new terms of critical thinking skills and through the steps of which, when I started to implement that my brain started to work like that. Yes, I started to learn how to generate my own ideas through reading text and also which took less time to complete the reading through the implementation of the strategy.	A A		

		Adi				
Improved reading	Improvement of reading skills	Shef Anu	Yes, it helped to improve the proficiency of reading English text. Yes, it helped to improve reading skills.	A A		

Dr. Sabreena Ahmed

Inter-Rater Reliability Calculation for Students Interviews

Percentage of agreement /Total number of agreement (Total number of responses)x100	
Inter-rater 1:	(5/8)x100=62.5%

Appendix I.

Audit Trial of the Study

Date	Activities	Records
20th January 2020	Approval of topic by supervisor Dr. Sabreena Ahmed at Brac University	
12th March 2020	Literature Review successfully submitted to the supervisor	Email
10 th June 2020	Contacting students and parents for the purposes of the Interview and reading sessions	Email
17th to 23rd July 2020	Conducting the Reading session	Students reading text through video recordings and audio call
25 th to 28 th July 2020	Interview of participants	Transcripts
9th August to 12th August 2020	Transcribing Interview	Transcribed audio files

22nd to 27th August 2020	Analyzing the note which has been taken from the observation of reading session and checking that with the transcription of audio and video recording files	Emails, Zoom app
1st to 10th Sep 2020	Coding of Interviews	Zoom app, Emails
20th to 26th Sep 2020	Discussing interviews for rating with supervisor and receiving inter rater feedback	What's app, Email

Appendix J

DU	Participants	Questions and Answers
1.	I	Thank you for being a part of this reading session. So, the first question is to you, which medium of instruction was there in your school in both junior and secondary. Whether it is English or mother tongue?
2.	Shefali	Uh.. uh.. um.. Asslamualaikum. In junior and secondary school it was Bangla, not English
3.	I	And in Secondary school?
4.	Shefali	In Secondary school, the lectures of all courses were provided in Bangla
5.	I	Recently, in which school you are studying?
6.	Shefali	Mohammadpur Preparatory Higher and Secondary school
7.	I	When was English introduced as a subject to you in school? In which grade?
8.	Shefali	Ah...from 5th grade
9.	I	5th grade?
10.	Shefali	Yes.
11.	I	Are you in Bangla version or in English version?
12.	Shefali	Sorry?
13.	I	In which version you are studying?
14.	Shefali	Bangla version
15.	I	Do they teach face to face communication in English

16.	Shefali	Well, not yet.
17.	I	Well, is there any teacher who inspired you always to learn English in your school?
18.	Shefali	No
19.	I	Do any members of your family encouraged you to learn English?
20.	Shefali	Uh. .No
21.	I	Why you're parents do not feel necessary to teach you English language
22.	Shefali	Uhm...because they think that as being a Bengali girl, it is my first priority to have proper and well skills of learning Bangla language. And they think that in our country use of Bangla language is more than an English language.
23.	I	Do you have any special interest for reading English books, or listening English songs or watching English movies
24.	Shefali	No.
25.	I	What is the reason behind not showing the same interest in English, which you used to do for Bangla reading books, or songs or any other things related with Bangla language?
26.	Shefali	It is quite difficult for me to understand what they try to say .I can watch the scene just, which won't help me to understand that what they try to express through the scene to the audience.
27.	I	hmm.. did you learn any new things about implementation of critical reading strategies, new aspects of reading, for example: in a comprehension text through annotating you can read each para .Right? Is it new to you which you have learnt in this session?
28.	Shefali	Yes. Before participating in the session, I just knew how to read without understanding the deep meaning of the context.
29.	I	Have you enjoyed the session?
30.	Shefali	Yes.

1.	I	Okay. Thank you for coming and thank you for being with the reading session till the end. We end our session with the interview session today. So, my first question is which medium specifically your school is? English or Bangla? Was it both the English and Bangla medium school which has two shifts?
2.	Adit	It is both English and Bangla version school, which has two shifts. First Bangla is done in morning and English in evening shift. And these both versions are structured under same Dhaka Board curriculum. I would like to mention one important point which is, it is Bangla medium school which has two versions. Here, English is just a version where the same curriculum book is being teaches through English language.
3.	I	When was English introduced to you as a subject?
4.	Adit	In class 5
5.	I	Everyday how many hours did you study English courses at home?
6.	Adit	Uh...well not as much which i do for other courses. I spent 1 and half hour for this course just before exam or if there is any homework.
7.	I	Is there any emphasis on the field of reading?
8.	Adit	No, not yet
9.	I	Your school was a government school. Right?
10.	Adit	Hm...yes
11.	I	Did any of your teacher's in both junior and secondary school have ever inspired you for learning English?
12.	Adit	Yes, some teachers does but not all teachers.
13.	I	Do you have a habit of reading English books, watching English series and movies?
14.	Adit	Uhh....Frequently I used to watch when it is free time.

15.	I	Do you think it helps in a way to improve your English?
16.	Adit	Yes, it do help me .I have enrich my vocabularly stock, improve my fluency skills.
17.	I	Do you feel any interest in learning English? or it is boring for you?
18.	Adit	Ah...yes I do..I am really enjoying learning something new.
19.	I	Ok. What new aspects did you learn in reading class in the classroom?
20.	Adit	Well. Nothing new at all.I have learnt in the reading class. They are following the old method for teaching the students as a result student's donot show their interest in reading text.
21.	I	Did the teacher's introduces the term "Critical Thinking?"
22.	Adit	Uh...No
23.	I	What problems do you face now while reading English text?
24.	Adit	Do not understand the deep meaning of the context. After completing the reading, I do not know how to organize my own ideas which I have understood and present that. Sometimes, difficult words meaning which are unknown to me which I cannot relate with the text.
25.	I	Ok. We will concentrate on the reading session now. So, were the discussion sessions and the questions that was been asked in the session is clear to you?
26.	Adit	Yes,it is clear
27.	I	Now, will it help you to generate your ideas?
28.	Adit	Yes..Hmm...
29.	I	Thank you for your time..Hm...thank you for being with me in the session. And if I need any information, i will contact with you.
30.	Adit	Ok.Thank you.

1.	I	Share your educational background from which you belonged to?
2.	Anusha	Uh...I am from Bangla medium background
3.	I	Does your school have both Bangla and English version?
4.	Anusha	Hm..yes
5.	I	Do the English teacher conducted the classes in English?
6.	Anusha	No
7.	I	That means you wanted to tell that the teacher donot speak in English
8.	Anusha	Yes
9.	I	Can you please tell me the name of your school?
10.	Anusha	My school name is Vikarunessa Noon School & College
11.	I	Ok. When was English introduced to you as a subject
12.	Anusha	From playgroup
13.	I	As per weeks, how many hours' English classes were taken in your school?
14.	Anusha	Hmm.40 minutes
15.	I	Is any of your teacher's inspired you to read English and encourage you to read other books outside the syllabus?
16.	Anusha	Yes. very few teacher's told to do so.
17.	I	Ok..outside your school, do any member of your family encourage you for learning English?
18.	Anusha	Yes..my father
19.	I	Ok. Do you have a special habit of reading English books, watching English movies, listening to English songs..anything related to English

20.	Anusha	Yes, I like to watch movies, cartoons, listening music sometimes. Besides, I try to read magazines, newspaper.
21.	I	Can you name the latest movie that you have watched?
22.	Anusha	Yes, The Black Panther
23.	I	Do you think that reading newspaper, magazines helps you to improve your English? If so..Tell me the reason?
24.	Anusha	Yes, of course. It improves my fluency, enriches my vocabulary and knowledge to know what is going on around the world.
25.	I	When you do not understand any word meaning or any sentences on whom you relies on?
26.	Anusha	For meaning, most of the time I used to take help from dictionary and for difficult sentences i take help from parents or elder siblings.
27.	I	Oh..Ok..Did any of your teacher's introduce the term "critical thinking" in the classroom?
28.	Anusha	No
29.	I	What problems did you face while reading the text?
30.	Anusha	After reading the text, how to analyze it in my own way and how to generate my ideas for presenting?
31.	I	Uh..Ok..I will be talking about the reading session that you have been part of. Were the discussion sessions clear to you?
32.	ANUSHA	Hmm...Yes...Actually I really enjoyed the session.
33.	I	Ok, we are ending the session of the interview. Thank you for giving time. I will be contacting soon if needed.
34.	Anusha	Thank you.

1.	I	First of all, let me ask you that from which background you belonged to. Which medium of instruction is being used in your school?
2.	Arisha	Hm....I am from Bangla medium school.
3.	I	Can you tell the name of your school?
4.	Arisha	Yes, Kamrunessa Balika Bidaloy which is located in Dhanmondi 32.
5.	I	Um..In your school, how many hours of English classes were taken per week?
6.	Arisha	Total we have six days class and English classes were taken 45 minutes.
7.	I	Everyday 45 minutes class?
8.	Arisha	Hmm. Yes
9.	I	So, among six days. How many days were taken for grammar and how many days for literature?
10.	Arisha	Ah. .Hm. .First 3days they take for grammar and last 3days they take literature class.
11.	I	Well. Is it the same curriculum syllabus which is being used years after years?
12.	Arisha	Yes
13.	I	Did you find any changes in the syllabus by comparing it with the old tradition syllabus?
14.	Arisha	Well, not yet.
15.	I	Ok. Do any teacher of your school inspired you for learning English?
16.	Arisha	No.
17.	I	Does your parents ever encouraged you for learning English?
18.	Arisha	Hm..Uh..No
19.	I	Then how have you take the challenges by yourself for learning English?
20.	Arisha	Through motivation and encouragement by myself.

21.	I	What makes you think for learning English?
22.	Arisha	I know English is an international language. In the world, any country if i wanted to visit, i can communicate fluently if i know that language, where my mother has no uses. And also it is my dream to study abroad for which i am preparing myself from now on.
23.	I	Tell me, some of the way that how you are preparing yourself for improving English language learning skills.
24.	Arisha	Reading English newspaper, storybooks or magazines. Sometimes watching English cartoons or National Geography or Animal planet channel and also watching English movies. Not only that, I used to watch different comedy videos on U tube which has subtitle for understanding.
25.	I	Recently, which movie you have watched?
26.	Arisha	Due to excessive pressure of online classes, I have not get any chance to watch movies.
27.	I	Which process you like most to watch movies? Downloading it or watching in cinema hall?
28.	Arisha	I used to watch movies at home with my parents and siblings, as it is not always possible to go outside. Especially in this pandemic situation it is impossible.
29.	I	You have told that, you also listened to English songs. Who is your favorite singer?
30.	Arisha	Charlie Puth, Zayan malik
31.	I	In your School, did any if the teacher introduces the idea of critical thinking strategies implementation in reading text?
32.	Arisha	OH! No. They never said that to do so. They always instruct us just to read the text by seeing it, and never explained to us or analyze it. After reading the text, they told us to answer those specific questions which were below the comprehension text by seeing it.
33.	I	In reading class?
34.	Arisha	Yes

35.	I	So, from today's session, were the discussions and the questions that have been provided during the session, do you think it is helpful for you to think while at the time of reading?
36.	Arisha	Yes. It was helpful.
37.	I	Was it clear to you now?
38.	Arisha	Yes, It was clear.
39.	I	Do you think it should be included in the reading course to enhance student's critical thinking?
40.	Arisha	Yes, of course.
41.	I	Thanks for your time. If needed, i will contact you again.