

Developing English L2 Critical Reading and Thinking Skills through the PISA Reading Literacy Assessment Framework: A Case Study of EFL Learners in a Thai University

Authors : Surasak Khamkhong

Abstract : This study aimed to investigate the use of the PISA reading literacy assessment framework (PRF) to improve EFL learners' critical reading and thinking skills. The sample group, selected by the purposive sampling technique, included 36 EFL learners from a university in Northeastern Thailand. The instruments consisted of 8 PRF-based reading lessons, a 27-item-PRF-based reading test which was used as a pre-test and a post-test, and an attitude questionnaire toward the designed lessons. The statistics used for data analysis were percentage, mean, standard deviation, and the Wilcoxon signed-rank test. The results revealed that before the intervention, the students' English reading proficiency were low as is evident from their low pre-test scores (M=14.00). They did fairly well for the access-and-retrieve questions (M=6.11), but poorly for the integrate-and-interpret questions (M=4.89) and the reflect-and-evaluate questions (M=3.00), respectively. This means that the students could comprehend the texts but they could hardly interpret or evaluate them. However, after the intervention, they could do better as their post-test scores were higher (M=18.01). They could comprehend (M=6.78), interpret (M=6.00) and evaluate (M=5.25) well. This means that after the intervention, their critical reading skills had improved. In terms of their attitude towards the designed lessons and instruction, most students were satisfied with the lessons and the instruction. It may thus be concluded that the designed lessons can help improve students' English critical reading proficiency and may be used as a teaching model for improving EFL learners' critical reading skills.

Keywords : second language reading, critical reading and thinking skills, PISA reading literacy framework, English L2 reading development

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