

Critical Reflection as a Means in Teaching and Learning Critical Reading: Perceptions and Practices of EFL Teachers and Students

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Abstract: Critical reading is an essential skill in interpreting, analyzing, synthesizing and evaluating written texts read. This critical skill of reading needs dynamic and plausible classroom strategies. Critical reflection was proposed as a strategy to facilitate critical reading among EFL teachers and students in reading classes. To this end, the main objective of the study was to assess how EFL teachers and students perceived in practicing critical reflection in enhancing students' critical reading skills. To collect data via questionnaire and interview, random sampling method was used. $P=0.005$ sig (level of significance) which is less than 0.05 sig shows that the null hypothesis that EFL teachers and students perceived positively in practicing critical reflection in scaffolding teaching and learning critical reading was not supported; rather EFL teachers and students had less positive perceptions in practicing critical reflection in teaching and learning critical reading. The result of the study proved that EFL teachers had better perceptions than students on the practice of critical reflection to enhance students' critical reading skills. In addition, the collected data from interview gave witness that EFL teachers and students practiced critical reflection in a less extent although it has paramount effects in enhancing students' critical reading skills.

Keywords: critical reflection, critical reading skills, critical reading teaching and learning in reading classes

I. INTRODUCTION

In view of constructivism, critical reflection as a strategy has been practiced in EFL classes to enhance students' performance in every aspects of English language teaching and learning (Murphy, 2009). In a similar vein, critical reflection as a strategy is assumed in enhancing students' critical reading skills in reading classes. This was the reason that the researcher proposes a study on the effects of critical reflection in enhancing students' critical reading skills in reading classes. Therefore, the researcher provides overview on critical reflection and critical reading as follow.

Some scholars and educators use the terms reflection and critical reflection interchangeably. Among those, Freire (1972, 1974) convinces that the term critical reflection can be stated with critical reflection in order to deal socio-cultural factors and subjectivities teachers and students face. Brookfield (1995) again announced that becoming aware of EFL teachers and students' assumptions about what they do and how they do is via critical reflection. Reflection becomes critical

reflection for a matter of emphasis. Brookfield (1995) draws a conclusion that no matter how reflection can be changed into critical reflection as follows:

Reflection becomes critical when its purpose shifts to firstly understanding how considerations of power under grid, frame, and distort educational processes and interactions, and secondly, to unearthing and questioning the assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests: for example, assumptions about our work, our life, university life, students, learning and teaching, working in groups, society, knowledge, discourse, and power (P. 8).

Richards (1990) uses the terms 'reflection' and 'critical reflection' interchangeably in English language teaching. Richards and Lockhart (1994) defined critical reflection in language teaching as an approach that teachers 'can use to collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices' (P.1). Moon (1999) defined that critical reflection is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex, and difficult situations. It means that the process of thinking back after something has happened is said to be critical reflection. Critical reflection needs asking questions like how it happened, why it happened, what could be improved by considering socio-historical views of classes.

Since Dewey (1910) theorized reflective teaching, students as well as teachers have led teaching and learning by thinking about what they were doing and why they were doing in that way. That is, reflection has helped to test what was expected to be applied in real classes in terms of different teaching and learning dimensions (Dewey, 1916). This situation makes teaching and learning an active process. The active process of teaching via critical reflection scaffolds teaching and learning critical reading.

Critical Reading means analyzing and evaluating somebody's ideas and arguments from the written texts (El-Maleh, 2006; Hudson, 2007). Critical reading means applying critical thinking to a written text, by analyzing and evaluating what the students read (Student Learning Support, 2016). Critical in this context does not mean looking for mistakes and weaknesses. Turning knowledge into wisdom is through critical reading: the ability to learn from text, to think analytically and critically and to develop an ethical and reasoned position as a result (Wilson et.al, 2004). Critical

reading can be defined as engaging in dialogue with texts—both listening to the voices of the text and responding to them.

Higher order reading or critical reading process involves analysis, interpretation and evaluation (El-Maleh, 2006; Hudson, 2007). Each of these processes helps readers to interact with the text in different ways: brainstorming, outlining, describing aspects of the text or argument, reflecting on the students' own reading and thinking, sometimes raising objections to the ideas or evidence presented (Kadir, et.al, 2014; Mezirow, 1990). A Critical reading leads to critical thinking is very foundation of true learning which enhances active citizenship (Fullan, 2003; Mezirow, 1990). What we mean is critical-reading-some prefer the term close-reading or deep-reading (Hudson, 2007). Whatever term is used, what is meant is reading as a set of strategies to engage, interpret, analyze and evaluate a text is needed (Student learning support, 2016).

Critical reading provides readers the ability to be conscious in the construction of meaning of a text what is read and to use that meaning for learning and self-fulfillment (Academic Skills, nd). "In critical reading, readers need to interact with what they read, asking questions of the author, testing every assertion, fact, or idea, and extending the text by adding their own understanding of the subject and their own personal experiences to their reading" (Mezirow, 1990; Academic Skills, nd: P.1). Critical reading is not a process of passive consumption, but one of interaction and engagement between the reader and the text. One of the generic skills provides opportunities for university students is the ability to read critically (Wilson, 1999). These and other benefits of critical reading make the researcher very eager to have a research project.

Although critical reading plays paramount roles in understanding, interpreting, and evaluating the text written, teachers and students did not give emphasis at their reading classes. And, to show the gaps of the issue of the research, White et al. (2006) stated that there is lack of research on critical reflection, the outcomes of critical reflection, and on the methods and processes critical reflection in English classes. We aspire for our students to read with a critical eye in order to develop their own reasoned and ethical position. However, the reality is that students often read as passive consumers of information (Wilson, 1999).

Teaching reading is complex in its nature in the 21st century. Bartlett (1990) explains reading classes need critical reflection to think beyond to improve critical reading instructional atmosphere. To this end, critical reflection answers the question of intellectual, social, moral, emotional and other issues of students in teaching critical reading (Fullan, 2003). Critical reflection supports teachers and students to be attentive for their critical reading teaching and learning respectively. It directs students to do problem solving activities and reduces misconceptions about learning (Mezirow, 1990). Critical reflection refers to critical

interpretation of the meaning of experience. The way students interpret experiences affects what they perceive and what they think in teaching and learning process (Bartlett, 1990). Critical reflection raises students' ability to reflect genuine information, to link ideas of re-learning, find and evaluate various solutions or alternative ways of treating problems (Norris, 1985 cited in ERIC, 1988). Therefore, critical reflection can be used to optimize teaching and learning in reading classes for critical reading.

In view of Dewey (1933), rote learning can be replaced with deep level of learning through critical reflection. Critical reflection develops the qualities of students' open-mindedness, responsibility, and wholeheartedness (Dewey, 1933). He added that to run the main aims of education, students are expected to draw meaning out of experience through critical reflection. Critical reflection is the process of looking back on the experiences for new learning opportunities. In the process of critical reflection, analyzing, rethinking, and questioning experiences are good skills to create new opportunity of learning for further improvement in reading classes for critical reading (Dewey, 1933). Boud, Keogh and Walker (1985) also argued that critical reflection is crucial to help teachers and students 'to re-capture, re-live, make sense of, think about, contextualize and evaluate an experience in order to make decisions and choices about what we have experienced, how we have experienced, and what we will or will not do next' (P. 44).

Regarding multidimensional benefits of critical reflection in teaching and learning critical reading, the present study needs to identify perceptions of EFL teachers and students in practicing critical reflection in enhancing students' critical reading skills. Therefore, the study entitled with "Perceptions of EFL Teachers and Students in Practicing Critical Reflection in Teaching and learning critical Reading" has proposed the following research questions:

- How is critical reflection perceived with EFL teachers and students in teaching and learning critical reading in reading classes?
- Are perceptions of EFL teachers different from students in practicing critical reflection in teaching and learning critical reading?
- How actual is critical reflection practiced in reading classes in enhancing students' critical reading skills?

II. REVIEW OF LITERATURE

2.1. *The Importance of Critical Reflection for Teachers*

In the early stage of teaching careers, teachers can develop their classroom skills through critical reflection (Richards, nd). Teachers' stressful teaching situations can be in a position of good experience with the help of critical reflection strategy. Teachers can have high level of awareness how they teach, the kinds of decisions they make, and the value and consequences of particular instructional decisions in practical application of critical reflection. Critical reflection has a role

for teachers to think about their teaching to have continuous improvement. It also encourages teachers to examine themselves and real classroom atmosphere. It is true that critical reflection makes teachers think about the positive and negative sides of teaching environment that worries for the quality of students' learning (Roberts, 1998).

Critical reflection assists teachers to stabilize inconsistencies and to bring change about teaching. It encourages teachers to be decision-maker in teaching situations (Ghaye, 2010). It gives direction how teachers proceed teaching in EFL classes (Brookfield, 1999). It is true that critical reflection enhances teachers' professional development (Schon, 1987). It enables teachers to see the learning experience of students whose reflection is assumed to improve the learning process. Teachers as professionals are responsible to think and make intellectual decisions in learning environments and teaching contexts through the process of critical reflection (Brookfield, 1999). He announces that teachers should know teaching and learning visible lenses: autobiographies of teachers and students, students' eyes, colleagues' experiences, and literature on teaching and learning. It means that critical reflection contributes a lot for teachers to solve problems in classes, to bring assumptions for a better teaching and learning, to understand the overall context of teaching and to seek professional development opportunities.

As a result of critical reflection, teachers can develop deeper understanding of teaching, better pedagogical reasoning skills, better at improvisation in the classroom, and decision makers in the classroom because they know what can influence learning outcomes. Teachers can grow, expand, and open a room for smooth classroom situations and students' behaviors at critical reading classroom via critical reflection (Larrivee, 2000). Changing the classroom situation to a better way is not an easy task, but it needs critically examining assumptions and expectations. Keith and Nancy (2015) also stated that critical reflection makes teachers autonomous professional to ensure high standard of teaching reading, particularly critical reading. Kolb (1984) in his book "Experiential Learning" stated that critical reflection is a key teaching skill that teachers analyze the problem to use alternative strategies of teaching critical reading. To strengthen this idea, Schon (1987) forwarded that critical reflection has had an indispensable characteristics of effective teaching that facilitates teachers' ability to reflect sophisticated way of teaching and learning in reading classes.

Other scholars again stated that critical reflection promotes the skill and positive perception of teachers to be autonomous professionals. It shows the direction to teachers how they carry out their work in reading classes (Keith and Nancy, 2015). Therefore, teachers are responsible to apply critical reflection to run teaching critical reading in an effective way. It is advisable that teachers are required to critically reflect on the lessons they taught, to keep a learning journal and to discuss their successes, problems and feelings with colleagues, students, mentors and tutors (P. 10). Moreover,

Pollard (2008) stated that critical reflection encourages teachers to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own and low achiever students' needs to practice actively in critical reading classes.

Critical reflection magnifies teachers' deeper understanding on:

- Variations among students in a number of angles
- Challenging and dealing with real life critical reading teaching and learning classroom including students and learning environment
- Identifying teaching and learning context and enabling teaching and learning environment which challenge students to think critically
- Encouraging lifelong and transformative learning

Brookfield (1995) also clarified that critical reflection provides awareness for teachers how their teaching was going on for further improvement or leading a good teaching observed in a similar way. It means that teachers can critically reflect the experience of critical reading classes. However, experience is not an end by itself, but critically reflect on experience is possible (Dewey, 1933). Critical reflection is used as a tool for ongoing personal and professional development in teaching and learning environment. Similarly, Boud, Keogh and Walker (1985) announced that critical reflection provides opportunity for teachers to have smooth relationship with the students and the school communities.

Farrel (1998) assumes that critical reflection encourages teachers to be free in running teaching and learning in a good manner in critical reading classes. By giving meaning of the real critical reading classroom experience through critical reflection, teachers can update their effectiveness (Ferraro, 2000). He critically emphasizes his idea is that 'the question of whether or not reflection is useful is related to the question of what effective teaching is'. Effective teaching can be determined via the quality of critical reflection (Moran and Dallat, 1995). Dewey (1933) magnifies that critical reflection leads teachers to go ahead to teaching and learning in a deliberate and in an intentional way instead of presenting teaching in unclear way. The way how teachers critically reflect upon prior experience can affect on the next activities of critical reading classes (Williams, 1998). It means that critical reflection is crucial to make teachers effective in a complex classroom situation which needs particular attention rather than general. Diversified students in the classes need particular socio-cultural treatment (Day, 2001).

Teachers are not challenge free in EFL classes. They may meet unexpected situations in critical reading classes. Therefore, challenges which are not pre-determined by teachers can be directed via critical reflection (Carson, 1995). He added that teachers need to be creative, imaginative, sensitive, and knowledgeable to the diverse motives of students via critical reflection. 'Any path a teacher chooses must involve a willingness to be an active participant in a

perpetual growth process requiring ongoing critical reflection on classroom practices' (Larrivee, 2000: P. 306). He added that 'Critical reflection is not only a way of approaching teaching - it is a way of life. The more teachers explore, the more they discover. The more they question, the more they access new realms of possibility' (P. 306). In a brilliant manner of saying, Larrivee (2000) strengthens his view that how much critical reflection supports teachers to present really teaching in classrooms. His own speeches are presented as follow:

Meeting the challenge calls for a teacher to resist establishing a classroom culture of control and become a reflective practitioner, continuously engaging in critical reflection, consequently remaining fluid in the dynamic environment of the classroom (P. 306).

2.2. The Importance of Critical Reflection for Students

Critical reflection in education, particularly in reading classes, as a teaching and learning strategy, enhances analyzing skills and improvement in students' ability to interpret, analyze, synthesize and evaluate what is read for the need of personal change. Johnson (2004) clarified that learning is the process of creating new knowledge and understandings through the transformation of experience. Critical reflection is used to improve students' critical reading skills as a bridge in the process of transforming learning. Boud et al. (1985) announced that critical reflection in the context of learning critical reading explores the experience of reading classes in order to help students to read critically.

Walker (1985) argued that critical reflection helps students to integrate new and old knowledge. It means that students use their background knowledge to understand the new issues of reading texts through critical reflection. Hartman (2010) forwarded that critical reflection in EFL classroom needs to be multidimensional, complex and critical. To reflect critically, students need to be logical and critical. Students in critical reflection should be open to consider viewpoints different from their own and to reach in a reasonable decision. Students are expected to provide convincing evidence-based position. In a similar manner, critical reflection can help students to be logical and reflective for the sake of improving their further practicing on critical reading.

Critical reflection encourages students to have awareness about learning how to learn; through reflective teaching, these students can develop the skills and attitudes to become better learners (Pollard, 2008). In the process of critical reflection, the habit of talking about learning and teaching and how to improve it can be established. In addition, critical reflection helps students to have a shared understanding of learning goals and how to achieve them (P. 2-7). To this end, critical reflection goes for teaching students to make them critically reflective. It is believed that critical reflection motivates students' independency and active learning and stimulates 'analytical, logical, and creative thinking and increases both their desire and capacity for future learning' (Hopkins, 1999, P. 19)

In a similar sense, Epstein (2003) clarified that students are capable of making thoughtful decisions about their behavior and keen observations about their teaching and learning environment via critical reflection. And, these students have insight into their desires from the past experience of critical reading classroom to suggest for the future further improvement, and attempt to explain their behavior and others in the help of critical reflection. These students can also make decisions, regulate their own behavior, meet complex challenges, and take responsibility for their actions via critical reflection. It also makes students to make things happen and create meaning for themselves and others (Epstein, 2003).

2.3. Feedback as Critical Reflection

For lifelong learning, feedback is used as a component of critical reflection to assess and manage one's own performance and the overall atmosphere of the classroom (Atkins, 1994 cited in Hinett and Weeden, 2000). To make judgments about the situation of the classroom, teachers can use feedback as systematic critical reflection for further improvement. Through feedback as critical reflection, teachers are eager to appreciate the information they receive, take actions, and implement appropriate strategies for re-learning. This reflection process through feedback assists teachers and students to support future teaching and learning in reading classroom (Glendenning and Cartwright, 2011 cited in Zalipour, 2015).

Feedback as critical reflection from the sides of teachers and students can help to see things happened in teaching reading class that the previous class could not see. Experience, feedback, and the use of a framework to guide the reflective process can enhance critical reflective skills (Duffy, 2009). He strengthens his idea by saying 'Feedback regarding performance can assist the development of reflection skills'. If there are no feedback and open-dialogue strategy in reading classes, critical reflection will not successfully be led for further improvement (Cunliffe, 2002). He strongly emphasizes that teachers are expected to encourage students 'to engage in open reflective dialogue with their peers' or with their teachers about the previous experience of critical reading in reading classes (P. 49).

2.4. The Importance of Critical Reading

To see the world through the author's eyes, a highly dominant critical reading plays a role in an active process (Bakhtin, 1994). In critical reading "the students ask questions; they relate the text to other sources, they think of examples to corroborate or challenge the text; they play with the ideas, extending or elaborating on them; they relate the text to their own purposes or experience" (Bakhtin, 1994: P.5). Patankar, et.al (2016) clarify the importance of critical reading as follow:

The objectives of present paper are to find out the importance of critical reading skills for active citizenship and to find out constructivist activities for critical reading skills with constructivism. Constructivists suggest that learning is more effective when a student

is actively engaged in the learning process rather than attempting to receive knowledge passively. So critical reading makes the learner to understand the text, reflect on the text through critical thinking. This also helps to engage the learner in social activities (P.46).

In addition, Patankar et.al (2016) showed their statement about the importance of critical reading. Critical reading is a way of presenting justifiable argument to evaluate and analyze the text. Exposing students to critical reading make them to see the cause and effect or comparing relationships in the text. To strengthen the idea in relation with the importance of critical reading, Pakankar, et.al (2016) stated that “most of the students can read but major purpose behind critical reading is to understand the text critically like, ‘reading between the lines’ or ‘reading for a deeper meaning.’ Critical reading means scrutinizing the style and structure of the meaning” (P.47).

III. METHODOLOGY

Research Design: In the study, quantitative -qualitative research dichotomy was employed. Data of the questionnaire showed that quantitative research design was conducted in the study, while data from the interview was qualitative type of research. In view of constructivists, critical reflection has played a great role in teaching and learning. In a similar sense, the study emphasized on practicing critical reflection to facilitate teaching and learning critical reading in view of constructivists. At a time of critical reflection, there is exchanging of ideas among EFL teachers and students cooperatively, which can help students to enhance their critical reading skills. To have critical judgment on what happened, critical reflection, which facilitates the idea of constructivists, can play a great role in enhancing students’ critical reading skills. To assess EFL teachers’ and students’ perceptions in practicing critical reflection to enhance students’ critical reading skills, quantitative-qualitative survey research design was conducted in the study. To gather data, questionnaire and interview were employed to see how EFL teachers’ and students’ perceive in practicing critical reflection to teach and learn critical reading and how much critical reflection was applicable in a real life reading classes for critical reading.

Subjects of the study: EFL teachers and students at grade 9 were taken as subjects of the study at Tekle Haimanot Secondary School. From 8 sections of grade 9, there were 415 students (238 females and 177 males) and 3 EFL teachers (2 females and 1 male). In addition, EFL teachers at grade 10 were involved as samples to collect data from the questionnaire and the interview.

Sampling Techniques and Sample Size: The study area was selected deliberately via convenient non random sampling method because the selected secondary school was available to the researcher to collect data easily. Furthermore, 3 EFL teachers, two females and 1 male from grade 9 were selected by using comprehensive non random sampling method because the number was manageable, while 4 EFL teachers, three females and 1 male from grade 10 were via simple

random sampling method to make them involved in the questionnaire. EFL teachers from grade 9 and 10 were purposely selected to see whether or not EFL teachers and students at grade 9 perceived positively in practicing critical reflection in teaching and learning critical reading. 15 students at grade 9, 8 females and 7 males were again involved in forwarding their views based on the questionnaire to see how they differ in their perceptions from EFL instructors in practicing critical reflection as scaffolding teaching and learning critical reading.

In addition, one male and one female EFL teachers from grade ten were interviewed to collect data whether or not critical reflection was practiced to scaffold teaching and learning critical reading in reading classes. These EFL teachers were not involved in responding the questionnaire. From EFL teachers who did not participate as samples of the questionnaire at grade 10, 1 female and 1 male EFL teachers were selected through simple random sampling method. This random sampling method gave equal chance for the subjects of the study to be involved on the interview. And, to collect data from grade 9 students on whether or not they practiced critical reflection in teaching and learning critical reading, interview was conducted. Data from these interviewees were assumed to show the real happenings of reading classes in relation with a practice of critical reflection to enhance students’ critical reading skills. Four student interviewees were selected as samples from section F at grade 9 through simple random sampling method. From 8 sections of grade 9, section F was again selected by using the method of simple random sampling.

Data Gathering Tools: To collect data for the study, the researcher used questionnaire and interview. Questionnaire was used to collect data about perceptions of EFL teachers and students in practicing critical reflection in reading classes to teach and learn critical reading. 10 questions were presented to samples of the questionnaire to view about which rank orders were their choices. In the rank order questionnaire, respondents were invited to fill the gaps by using tick mark by deciding where their perceptions were. Interview was also used to collect data whether or not critical reflection was practiced in reading classes to teach and learn critical reading.

Data Gathering Procedures: Having prepared the questionnaire, the researcher dispatched for respondents hand to hand. The researcher told respondents to give back the paper hand to hand after responding. On the same day, papers were collected from respondents. 22 papers from EFL teachers and students were collected without missing any one. In addition, open-ended interview questions were set and the interviewer interviewed two EFL teachers turn by turn whether or not critical reflection was practiced to enhance students’ critical reading skills. In a similar manner, interview was also conducted to 4 students to collect data about the practice of critical reflection in reading classes to teach and to

learn critical reading. Finally, data of the interview were collected and documented for further analysis.

Data Analysis: The collected data from EFL teachers and students on the questionnaire were analyzed through Mann-Whitney independent T-test. The questionnaire had five ordinal levels. These data were collected from two independent samples: EFL teachers and students at Tekle Haimanot secondary school. And the data were analyzed via Mann-Whitney Independent T-test to see which rank of the ordinal level was highly dominant in the study. To see how different the perceptions of EFL teachers and students in practicing critical reflection to teach and learn critical reading, Mann-Whitney test of data analysis was used.

In addition, data from the interview were analyzed through word description. Open-ended interview was interviewed for EFL teachers and students in relation with a practice of critical reflection in enhancing students' critical reading skills. What was interviewed was organized in different themes of the data. The main themes of the interview were a) motivation of EFL teachers and students in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes b) level of awareness in practicing critical reflection with EFL teachers and students in reading classes to teach and learn critical reading.

IV. RESULTS

In this chapter of the study, data from the questionnaire and the interviews were analyzed respectively.

4.1. Results of EFL teachers and students' questionnaire

Data from EFL teachers' and students' questionnaire were analyzed by using Mann-Whitney test of data analysis as a non parametric test. This test of data analysis provides opportunity to analyze the differences of EFL teachers' and students' perceptions in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes.

This Mann-Whitney non parametric test of data analysis helps to analyze which independent sample has better perceptions in relation with a practice of critical reflection as scaffolding teaching and learning critical reading.

To calculate Mann-Whitney's test of data analysis, SPSS was used to show the result of the study clearly. Furthermore, the data could show whether or not EFL teachers and students had positive perceptions in practicing critical reflection as scaffolding teaching and learning critical reading. The proposed null hypothesis of the study was that EFL teachers and students had similarly positive perceptions in practicing critical reflection in teaching and learning critical reading in reading classes. It was calculated through SPSS.

SPSS output on rankings for the Mann-Whitney U test

		Ranks		
education status		N	Mean Rank	Sum of Ranks
Ratings	-EFL teachers	7	14.72	132.50
	Students	15	11.17	167.50
	Total	22		

Figure 1: Descriptive Statistics of Mann-Whitney U test

		Rating
Mann-Whitney U		25.000
Wilcoxon W		161.000
Z		-2.810
Asymp. Sig. (2-tailed)		.005
Exact Sig. [2*(1-tailed Sig.)]		.007

a. Not corrected for ties.

b. Grouping Variable: education status

Figure 2: Test Statistics of Mann-Whitney U test

Because of 0.05 or less than 0.05, we can conclude that the null hypothesis ('there is no statistically significant difference between the response by the different groups according to their educational status is not supported, and that the results vary according to the educational status of samples in relation with perceptions of EFL teachers and students in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes at Tekle Haimanot Secondary School.

The response by EFL teachers and students is statistically significantly different and that the null hypothesis is not supported. The data of SPSS showed that EFL teachers have to somewhat better positive perceptions than students about the practice of critical reflection as scaffolding teaching and learning critical reading. From this, it can be concluded that the null hypothesis-EFL teachers and students have completely positive perceptions in practicing critical reflection in reading classes to teach and lean critical reading is not supported. Therefore, on the contrary of the null hypothesis, the result, less or equal to sig. 0.05 showed that EFL teachers and students have not had similar perceptions in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes.

When the Mann-Whitney Wallis statistic was calculated to determine whether there was any statistically significant difference in the response of the two groups (U = 25.000, $\rho = 0.005$), a statistically significant difference was found between EFL teachers and students about their perceptions in

practicing critical reflection in reading classes for critical reading. A cross tabulation found that EFL teachers have better positive perceptions than students about the practice of critical reflection to enhance students' critical reading skills.

4.2. Results of the interview from EFL teachers

Two different main issues of the study were the focus areas of semi structured interview: motivation EFL teachers and students in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes and level of awareness in practicing critical reflection with EFL teachers and students in reading classes to teach and learn critical reading. To analyze the data clearly, EFL teacher interviewees were given code numbers: T 01 and T 02.

Are EFL teachers and students motivated in practicing critical reflection as scaffolding teaching and learning critical reading in reading classes?

In relation with EFL teachers' motivation in practicing critical reflection to scaffold teaching and learning critical reading, semi structured interview was conducted. These teachers were coded with T 01 as (Teacher 1) and T 02 (teacher 2) and they forwarded their thoughts as follow:

T 01: *"As far as I am concerned, I am not interested in practicing critical reflection as scaffolding teaching and learning critical reading because I do not think reflective teaching is applicable in reading classes in our situation."* And, the interviewee was invited to forward her view on students' motivation in practicing critical reflection in reading classes to learn critical reading. *"Students in my reading classes do not have a habit of forwarding what they feel about previous or ongoing reading classes."*

T 02: *"Critical reflection is time taking. Therefore, I do not have interest implementing critical reflection as scaffolding teaching and learning critical reading."* And, this interviewee was interviewed to view on the initiations of students in practicing critical reflection to support reading classes for a special attention of critical reading. *"Students in reading classes do not have a habit of practicing critical reflection to support their learning of critical reading."* Furthermore, the interviewer interviewed T 02 to suggest his view about the knowledge gap of the terms critical reflection and critical reading. *"Even, the terms critical reflection and critical reading are not familiar with EFL teachers and students to practice. Therefore, totally I can say critical reflection has not had a room to be practiced in reading classes for a special attention of critical reading."*

The second main issue of the interview presented to EFL teachers was about EFL teachers' and students' awareness on the practice of critical reflection to present the lessons in a better way. Therefore, the following issue of the interview was presented to interviewees:

To what extent do EFL teachers and students have awareness in practicing critical reflection to scaffold teaching and learning critical reading?

T 01: *"I cannot say EFL teachers and students have more awareness about how to practice critical reflection in reading classes to teach and to learn critical reading."* And, she was interviewed to view to what extent EFL teachers and students know the terms critical reflection and critical reading. *"Still, the terms critical reflection and critical reading are unfamiliar to EFL teachers as well as students. That was why critical reflection is not practiced in reading classes to teach and to learn critical reading."*

T 02: *"EFL teachers and students including me do not have clear awareness about the terms critical reflection and critical reading. Practicing comes after having awareness about the issues."*

4.3. Data Analysis of the interview from Students

In a similar manner, the researcher collected and analyzed data from student interviewees from issues in relation with a practice of critical reflection to scaffold teaching and learning critical reading. Student interviewees were interviewed to view on the practice of critical reflection in reading classes to teach and to learn critical reading in a better way. Students were represented with the codes S 01, S 02, S 03 and S 04.

The first issue of the interview was about how they practice critical reflection in teaching and learning critical reading.

How do EFL Teachers and students practice critical reflection in scaffolding teaching and learning critical reading?

S 01: *"I participate in answering questions when the teacher asks. It can be taken as critical reflection."* And, S 02 was interviewed to forward the view on this issue of the interview. S 02: *"I do not know critical reflection and critical reading to forward my view."* Knowing this, the interviewer gave overviews to create awareness to them about critical reflection and critical reading. S 02: *"The process of critical reflection is not applicable in reading classes; rather literal comprehension questions are given to us familiarly rather than giving focuses on critical reading."* The turn of the interview was to S 03. S 03: *"I participate in answering pre reading, while reading, and post reading questions."* The interviewer again clarified about the terms to interviewee S 03. Then, S 03 stated that *"what I have understood from the given explanation about critical reflection is not practiced in reading classes to teach and to learn critical reading."* S 04: *"I do not know the terms critical reflection and critical reading."* The interviewer again tried to give highlight information about critical reflection and critical reading. Then S 04 forwarded her view that *"In this context of critical reflection, it is not applicable in reading classes to support teaching and learning critical reading to go ahead in a better way."*

V. FINDINGS AND DISCUSSION

From the questionnaire data it is proved that $p=0.005$ sig shows EFL teachers and students have less positive perceptions in practicing critical reflection to scaffold teaching and learning critical reading in reading classes. This situation weakens the process of teaching and learning critical reading. In addition, the findings of the interview proved critical reflection was practiced in a less extent as scaffolding teaching and learning critical reading. There were different reasons that EFL teachers and students did not practice critical reflection to support reading classes to teach and to learn critical reading:

- lack of motivation from EFL teachers and students to practice critical reflection in enhancing students' critical reading skills,
- awareness gaps about the terms of critical reflection and critical reading and how to practice critical reflection in reading classes,
- misperceptions about the importance of critical reflection to scaffold teaching and learning critical reading.

However, critical reflection has numerous roles to scaffold teaching and learning critical reading in reading classes. In view of Dewey (1933:4), "if teachers did not operate reflectively, they risked basing their practice on prejudice and uninformed or outdated thinking." He strengthens his idea to motivate EFL teachers and students that "If teachers critically reflected on their practice, this should improve, provided that they used such skills as observation and reasoning, working within a framework of responsibility for their students, open-mindedness to better ways of operating and passion for their work (P. 4)."

EFL teachers and students have awareness gaps how to practice critical reflection in reading classes for critical reading. However, students need to have awareness to practice critical reflections in the following ways in reading classes to teach and to learn critical reading in a better way: written forms such as diaries, post-it notes on lesson plans, journals, portfolio materials; oral forms like open dialogues and mini conference between EFL teachers and students (McWilliam, 1994).

According to Cunningham (2001), lack of relationship among colleagues and collaborative teaching and learning critical reading impede practicing critical reflection in reading classes. However, EFL teachers and students can practice critical reflection in reading classes to teach and to learn critical reading via discussing and analyzing problems they face in classes. This situation analysis leads them to improve their classroom encounters (Cunningham, 2001).

VI. CONCLUSIONS

The main focus of the study was to assess perceptions of EFL teachers and students in practicing critical reflection as

scaffolding teaching and learning critical reading. To this end, the results of the study proved that EFL teachers and students perceived critical reflection is not applicable in the context of the study. In addition, they perceived less positively in practicing critical reflection in reading classes regarding the result of Mann-Whitney test of data analysis result 0.005 sig (level of significance), which is less than 0.05 sig.

In addition, the result of the study showed that critical reflection is practiced in a less extent to scaffold teaching and learning critical reading. There are different reasons why critical reflection is less applicable in reading classes: lack of motivation from EFL teachers and students, awareness gaps about the terms critical reflection and critical reading and how to practice it in scaffolding teaching and learning critical reading, and misperceptions of EFL teachers and students in practicing critical reflection in reading classes for critical reading.

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