



Research Report

Unveiling Critical Reading Strategies Employed by EFL Learners at a Thai University: A Mixed-Method Study

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ABSTRACT

EFL education widely acknowledges the importance of critical reading strategies in fostering individual scholarship. This research focuses on the critical reading strategies employed by 75 third-year students majoring in English at a university in Songkhla Province, Thailand, as well as the challenges they faced while reading academic English texts. Utilizing data collected through surveys and interviews, the revised Bloom's Taxonomy serves as a framework for interpreting and exploring these issues. Descriptive statistics and exploratory factor analysis were used to analyze quantitative data, and thematic analysis was used in qualitative data analysis. The findings revealed not only the inadequacy of students' application of critical reading strategies but also their lack of confidence in their English proficiency, particularly regarding vocabulary knowledge. Students tended to rely on basic strategies, primarily those associated with lower-order thinking skills (e.g., highlighting key words and rereading for context comprehension), while neglecting higher-order strategies (e.g., evaluating credibility or synthesizing ideas). Limited vocabulary knowledge hinders students' critical reading abilities, as indicated by their reports of struggling with complex texts or lengthy passages. The research recommends that curriculum designers, educators, and policymakers in higher education should consider this issue to create supportive learning environments that enhance critical literacy within EFL contexts, especially in Thailand.

Keywords: English critical reading; higher education; the revised Bloom's taxonomy; Thai undergraduate students

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CHAPTER 1 INTRODUCTION

The ability to read critically in a foreign language is an essential skill for English as a Foreign Language (EFL) learners, particularly at the university level. Critical reading involves not only the comprehension of text but also the ability to analyze, evaluate, and interpret the material thoughtfully (Khamkhong, 2018), including questioning and reflecting on challenges to beliefs and values of readers (Begunova, 2018). However, the strategies employed by EFL learners to engage in critical reading have not been extensively explored, especially in the context of Thailand (Ratanaruamkarn et al., 2023). Several studies across Asian countries, including Thailand, indicated that EFL learners encountered difficulties in critical reading although they showed positive attitudes and perceptions of critical reading (Apairach, 2023; Din, 2020; Ha Van Le et al., 2024; Rungswang & Kosashunhanan, 2021; Shamida et al., 2023). Even though the critical reading strategies, considering the Bloom's Taxonomy have been increasingly experimented, most students employed fundamental reading strategies (Apairach, 2023; Namsaeng & Sukying, 2021; Wichanee & Thongrin, 2024). Morsi and Rezk (2025) asserted that improved critical reading and literary analysis skills strengthen students' capacity to express their ideas and promote sustainable practices and equality. Moreover, it involves students' ability to assess the reliability of sources, cross-reference data from several sources, and assess the bias and language employed in the information's presenting (Maulida, 2025). Understanding how EFL learners employ critical reading strategies can help educators design more effective reading instruction that enhances students' analytical abilities and academic performance.

Resource limitations and insufficient exposure to native English-speaking contexts frequently impede English competency in Thailand's educational systems, especially in public schools located in rural regions, despite English being a mandatory subject at all educational levels (Emilia et al. 2025). This lack of resources and immersive experiences often leads to a gap in practical language skills--reading skills, in particular (Rosano et al,

2025), leaving students unprepared for real-world communication. As a result, many learners struggle to achieve proficiency, which hampers their academic and professional opportunities in an increasingly globalized world. In Thailand universities, the students continue to struggle with English reading although English critical reading has been found one of compulsory courses (Ratanaruamkarn et al., 2023). When students are required to engage with an English text critically, they failed to apply critical reading strategies. For example, Apairach (2023) and Rungswang and Kosashunhanan (2021) found that Thai undergraduate students had trouble reading, including skipping unknown words during the first reading, varying reading speed rates according to the reading passage, guessing the meanings of unknown words using context clues, and using different reading strategies.

Significantly, this study aims to investigate the critical reading strategies used by third-year English major students at a university in Songkhla, Thailand. By using a mixed-methods approach that combines questionnaires and interviews, this research explored students' self-reported strategies and challenges students encountered in utilizing English critical reading strategies. This study can contribute to the field of English as a Foreign Language (EFL) by expanding the knowledge base on critical reading strategies and their role in the academic success of EFL learners. Moreover, this study can offer practical recommendations for educators in designing effective reading instruction that fosters critical thinking and metacognitive awareness.

Research Objectives

The objectives of this study are threefold: 1) to identify the critical reading strategies employed by EFL learners at the university level, 2) to examine the frequency of the critical reading strategies as reported by students, and 3) to explore the challenges of using the critical reading strategies students encountered.

Research Questions

The research will address the following questions:

RQ1: What critical reading strategies do students use while reading academic texts in English?

RQ2: How frequently do students employ the critical reading strategies?

RQ3: What challenges do students encounter when using critical reading strategies?

Definition of Terms

Critical reading means a higher-order cognitive process that requires readers to engage actively with the text, questioning its assumptions, identifying arguments, evaluating evidence, and synthesizing information from multiple sources.

Critical reading strategies means strategies used when reading such as predicting, scanning, skimming, inferencing, summarizing, integrating vocabulary and the reader's background knowledge while reading, recognizing the authors' intention in the texts and discovering new experiences through interpretation, exploration, and comprehension, acknowledging the biases, assumptions, and motivations of both the author and the audience.

A mixed-method study means incorporating both quantitative and qualitative data collection methods (a survey and a semi-structured interview).

The revised Bloom's Taxonomy means the Bloom's Taxonomy revised by Krathwohl (2002) includes Remember, Understand, Apply, Analyze, Evaluate, and Create.

CHAPTER 2 LITERATURE REVIEW

2.1 The Concept of Critical Reading

Critical reading is widely recognized as a higher-order cognitive process that is not only comprehend the text but also evaluate how well authors justify the claims they make and the credibility of the source use in the text. This process involves the ability to analyze, evaluate, interpret, and reflect on written discourse (Khamkhong, 2018). This evaluation relies not only on the information provided by the authors but also on a reader's relevant knowledge, experience, and the inferences the reader can draw from them (Wallace & Wray, 2011).

In the EFL context, Goatly (2000) stated that reading English texts could be challenging for those who are from non-native speaking countries. To read critically, a reader needs to consider vocabulary, grammar, and sentence structures including cultural relation. Therefore, the reader will understand what the authors are trying to convey in a text. Punksirikul (2020) asserted that the first steps in the reading process are vocabulary development and sentence pattern awareness. This foundational step is followed by the application of critical reading strategies like as scanning, skimming, identifying organizational patterns, and forming conclusions. As Nguyen and Nguyen (2024) stated, students can significantly improve their comprehension by employing sequential strategies such as summarizing, inferencing, scanning, predicting, and skimming. Fraser (2024) points out that critical thinking is grounded in logic, evidence, and an open attitude, acknowledging the biases, assumptions, and motivations of both the author and the audience. Unlike surface-level reading, critical reading requires readers to engage actively with the text, questioning its assumptions, identifying arguments, evaluating evidence, and synthesizing information from multiple sources. As Begunova (2018) emphasizes, critical reading strategies include reviewing a text before reading it, understanding its background and context, asking questions to help remember

and understand the content, contemplating how it challenges the reader's beliefs, identifying and restating the main ideas, judging the strength and trustworthiness of an argument, and comparing different texts to see how they are alike or different to improve understanding.

The concept of critical reading has its roots in the broader field of critical thinking. Ennis (1985) describes critical thinking as “reasonable reflective thinking focused on deciding what to believe or do,” a definition that aligns closely with the intellectual demands of critical reading. In this sense, critical reading is not simply about what a text says, but also about how and why it says it—and whether it should be believed. It encourages readers to look beneath the surface of the text, uncover underlying ideologies, detect bias, and evaluate the strength of arguments (Butterfuss et al., 2020; Kazazoglu, 2022). Many times, readers are required to connect their past experiences with their prior knowledge while reading (Juliana & Anggraini, 2024). While critical reading is a key component of academic literacy in first-language contexts, its importance in second and foreign language education has become increasingly recognized. In EFL settings, the integration of critical reading is essential for fostering learners’ academic skills, particularly in environments where English has become a powerful tool in communication. However, critical reading constitutes unique challenges for EFL learners, who may lack not only the language competence to decode complex texts but also the cultural knowledge and background schemas necessary to critically interpret them (Butterfuss et al., 2020; Kazazoglu, 2022; Khamkhong, 2018). Critical reading is also situated within a broader literacy framework that includes both cognitive and sociocultural dimensions. From a cognitive perspective, it requires metacognitive awareness—readers must plan, monitor, and evaluate their understanding of the text (Juliana & Anggraini, 2024), often engaging in strategies such as questioning the author’s purpose, identifying logical fallacies, or making inferences (Khamkhong, 2018; Wichanee & Thongrin, 2024). From a sociocultural standpoint, critical reading is influenced by the reader’s context, values, and prior experiences (Begunova, 2018; Butterfuss et al., 2020).

As Paul and Walsh (1988, cited in Kazazoglu, 2022, p.1) stated, this skill does not develop on its own. As a result, critical reading involves guided support, interpretation, inquiry, and an evaluation of power dynamics to understand the different schemas that hidden in the text.

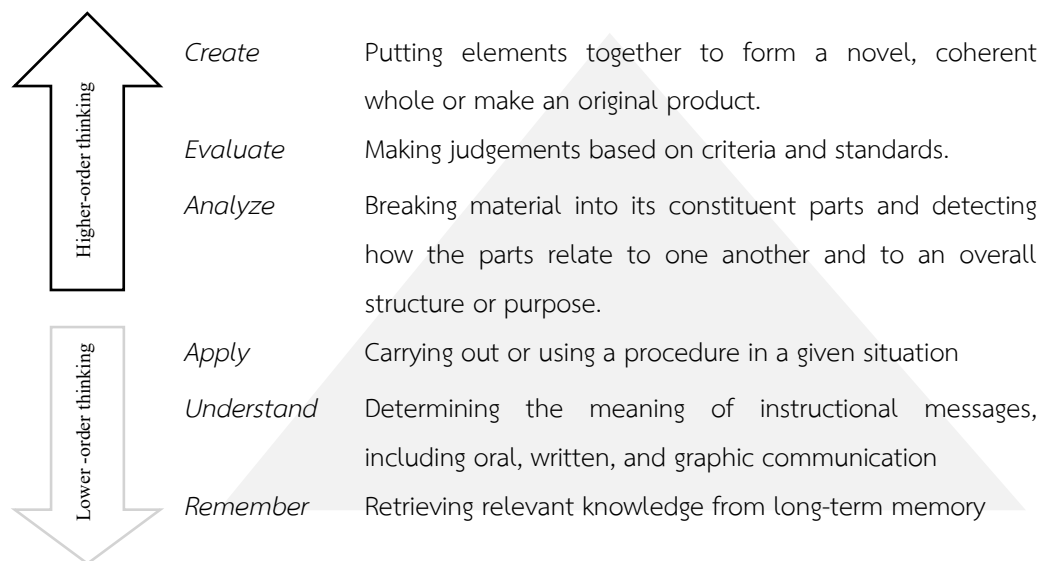
Recent developments in educational policy and curriculum design have underscored the need to integrate critical literacy practices into EFL teaching. National curricula in various countries, including Thailand, now emphasize the importance of developing learners' critical thinking and analytical skills since a lack of critical thinking skills of students have been found (Chaitrong, 2019; Sirisitthimahachon, 2018). However, despite its theoretical appeal, the actual implementation of critical reading instruction in EFL classrooms remains inconsistent and under-researched (Ratanaruamkarn et al., 2023). To anchor this issue, investigating the strategies that students used while they are reading could be beneficial for teachers to seek an appropriate way to help students develop their English critical reading skills.

2.2 The Revised Bloom's Taxonomy and Critical Reading

Bloom's taxonomy has been widely known in educational contexts, especially in English language teaching. Bloom's taxonomy proposed a hierarchy of cognitive learning objectives comprising six levels, starting with the basic recall and advancing through progressively complex and abstract cognitive processes, with evaluation representing the highest level. Bloom's taxonomy comprises six categories, namely Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Krathwohl, 2002). In EFL classroom, Bloom's taxonomy has been applied especially in English reading classroom since it can be used to categorize cognitive levels of students in reading tasks. While reading, Butterfuss et al. (2020) stated that prior knowledge plays a critical role in comprehension, as it has the potential to both enhance and hinder the cognitive processes involved in understanding. Mayer (2002) suggested that the original taxonomy mostly focused on retention, but the revised taxonomy emphasizes the concept of transfer, highlighting the importance of students applying their acquired knowledge in

conjunction with prior knowledge to make informed judgments when confronted with novel situations. Krathwohl (2002) developed the revised taxonomy which more focused on cognitive processes, meaning that Analyze, Evaluate, and Create are grouped in the higher-order thinking level, whereas Remember, Understand, and Apply are grouped in the lower-order thinking level. The Revised Bloom's Taxonomy by Krathwohl (2002) has been presented in Figure 1.

Figure 1 The Revised Bloom's Taxonomy by Krathwohl (2002)



2.3 Strategies Used in Critical Reading

Critical reading is beyond reading for comprehension. It requires integrated skills of reading comprehension skills and critical thinking (Khamkhong, 2018). Kazazoğlu (2022) argued that literature serves as a tool for critical thinking, enabling students to engage with authors' perspectives in texts and gain new insights through interpretation, analysis, and understanding. Before reading, the readers need to know what they are going to read and their purpose of reading that text. Goatly (2000) recommended that recognizing the structure of paragraph or a text helps readers understand and follow the content of

a text easier. Goatly also suggested four structures of Nash's categories paragraph types, which help readers understand the purpose of reading texts better, namely the Step (explaining sequential approach), the Stack (exposition or argument), the Chain (linking one sentence to the next) and the Balance (weighing up of descriptive facts, or arguments for and against a proposition). Drew (2023) suggested that that to be critical readers, recognizing the purpose of a text is necessary, whether it be to inform, to entertain, to persuade, to describe, to explain, to analyze, to teach, to argue, to inspire, to reflect, to share, to record, to provoke thought, to criticize, to express emotion, to explore, to satirize, to commemorate, to plead, and to celebrate. Patrica (2023) offers a general framework with five steps to follow in order to unravel an author's intentions and reveal hidden themes in their literature, namely identifying the author's main goal, looking for evidence of the author's intent, analyzing the character motivations, analysis of the historical background of the work, re-reading the text with a new perspective, respectively. Wallace and Wray (2011) suggested ten elements of becoming a critical reader: "working out what the authors are aiming to achieve, identifying the main claim made, adopting a sceptical stance towards the authors' claims, checking that they are supported by appropriate evidence, assessing the backing for any generalizations made, checking how the authors define their key terms and whether they are consistent in using them, considering what underlying values may be guiding the authors and influencing their claims, keeping an open mind, willing to be convinced, looking out for instances of irrelevant or distracting material, and for the absence of necessary material, and identifying any literature sources to which the authors refer, that a reader may need to follow up" (pp.12-13).

Many scholars have attempted to explore the critical reading strategies that suite EFL learners and their sociocultural background. Although various strategies found effectively enhanced students' critical reading skills, it is still questionable about the application of those strategies they learned in their daily life since most strategies have

been explicitly taught and tested only in the classrooms. Various problems of critical reading skills of EFL learners have been found and debated for several decades (Ha Van Le et al., 2024; Ratanaruamkarn et al., 2023) such as students' limited understanding of critical reading, which affected students' attitudes and their proficiency in critical reading (Din, 2020; Ha Van Le et al., 2024; Rosano et al., 2025; Shamida et al., 2023). In Thailand, Apairach (2023) and Rungswang and Kosashunhanan (2021) discovered that Thai undergraduates faced difficulties when reading, such as skipping unknown words during the first reading, varying reading speed rates according to the type of the reading passage, guessing the meanings of unknown words by using the context clues, using different reading strategies according to the types of the reading passage, guessing the meanings of the unknown words through word roots and affixes, and reading between the lines. Reading between the lines often required students to infer deeper meanings and themes that were not explicitly stated. The ability to comprehend and analyze academic texts critically requires this skill, despite the fact that it is challenging but essential. As Fraser (2024) asserted, critical reading skills require skills of engaging to the ideas of the texts and being able to analyze the reliability of the sources used in the text that the authors used to claim their arguments. To evaluate or analyze what the readers read critically, the readers past experience and their prior knowledge also play crucial role in critical reading (Butterfuss et al., 2020; Rungswang & Kosashunhanan, 2021).

Numerous studies have clarified reading processes from fundamental reading to critical reading strategies, including predicting, scanning, skimming, inferencing, and summarizing (Nguyen & Nguyen, 2024), and three-phase strategies, which include planning (activating prior knowledge with key vocabulary, making predictions, surveying information, and organizing reading objectives), monitoring (thinking aloud, skimming, and noting key information), and evaluating (summarizing a text) (Juliana & Anggraini, 2024). Other strategies involve integrating vocabulary and the reader's background knowledge during reading (Cromley & Azevedo, cited in Butterfuss et al., 2020), recognizing authors'

intentions and uncovering new insights through interpretation, exploration, and comprehension (Kazazoglu, 2022), acknowledging biases, assumptions, and motivations of both authors and audiences (Fraser, 2024), and engaging in interpretation, integration, reflection, and evaluation while addressing critical questions (Khamkhong, 2018). Namsaeng and Sukying (2021) proposed the Group Reading Strategy (GRS) as a method of peer-assisted learning. Wichanee and Thongrin (2024) utilized critical dialogue-oriented reading teaching, which entails employing critical questions to cultivate students' critical consciousness: critical awareness, critical reflection, and critical action. Morsi and Rezk (2025) adopted Stylistics approach, merging linguistic analysis with literary interpretive skills, to enhance EFL students' critical reading abilities and provide them with vital cognitive tools for more profound engagement with language. Nusivera et al. (2025) investigated whether using artificial intelligence (AI), Chat-GPT, in the scientific debate sessions could raise students' argumentation skills, complex comprehension skills, and critical thinking skills, which affected students' skills of critical reading, and they found that Chat-GPT could encourage students to analyze, evaluate, and synthesize information.

To find appropriate approaches to enhance EFL critical reading in a context that critical thinking and critical reading have been insufficiently emphasized, an exploration of the strategies that students usually use while they are reading is necessary and challenging for this research. This could distribute to the knowledge of critical reading in EFL context, including Thailand.

CHAPTER 3 METHODOLOGY

This study exploited a mixed-methods design, incorporating both quantitative and qualitative data collection methods. This method helps understand the reading strategies used by EFL learners by combining the general trends found in the questionnaire with the detailed information obtained from interviews. This comprehensive approach allows for a more nuanced analysis of the participants' experiences and perspectives, ultimately leading to more effective instructional strategies tailored to their needs. By triangulating the data, researchers can gain more profound insights into how these strategies impact language acquisition and reading proficiency.

3.1 Population and Participants

The population of the study was 86 third-year English-major students who enrolled in the first semester of academic year 2025¹ at a university in Songkhla province, Thailand. The students were chosen through purposive sampling since they needed to complete their research course on their fourth year of study. All participants also needed to pass at least one English reading course, which is a compulsory course, and they were required to have grade point average (GPA) higher than 2.00. According to the registration office of the university, 84 students passed the requirements, so they were initially selected to participate in the study. However, 75 students, which are accounted for 89.29%, voluntarily took part in a survey, and 13 students participated in an interview. Therefore, exploring their critical reading strategies was necessary as the results of the study can be beneficial for the program to further develop the curriculum.

3.2 Data Collection

3.2.1 Questionnaire

¹ data from registration office on 23th June 2025

A structured questionnaire was designed based on the previous studies on critical reading strategies and the revised Bloom's Taxonomy by Krathwohl (2002) to investigate students' use of critical reading strategies. It was distributed via Google Form using QR code. The questionnaire includes multiple-choice items, 5-point Likert-scale items, and an open-ended question to gather both quantitative and qualitative data. This tool was designed to investigate the critical reading strategies employed by students and challenges faced in using critical reading strategies. It was divided into three parts with 57 items in total. Part 1 was designed as multiple choices (6 items). This part includes general information of the respondents: gender, age, grade of the principle of English reading course, their confidence about English reading comprehension skills, frequency of reading academic English texts outside of class, and their opinion about the importance of critical reading for future career. Part 2 was designed using 5-point Likert Scale, which includes two sections: critical reading strategies employed by students (40 items) and challenges faced in using critical reading strategies (10 items). Part 3 is an open-ended question (1 item), which includes suggestions or comments on employing critical reading strategies or challenges students faced when they read a text.

3.2.2 Interviews

A semi-structured interview was conducted with voluntary participants who completed the survey. The interview could provide deeper insights into the students' experiences and perceptions regarding critical reading strategies and challenges students faced when using critical reading strategies. The interview questions were designed to explore how students approach reading tasks, which strategies they prioritize, and their self-reflection on using critical reading strategies.

Prior to data collection, the research instruments were validated by applying the Index of Item Objective Congruence (IOC) to find out if their content was correlated to the objective of the study. They were checked by three experts who have been teaching English in higher education institutions for more than 10 years. The results

showed the average score of the IOC of the questionnaire was 0.98, and the reliability of Cronbach's alpha coefficient indicates a high value (0.933). The alpha value above 0.7 is considered sufficient reliability, and values above 0.80 indicate high reliability across all items (Maab et al., 2024). Additionally, the IOC result of the interview questions was 0.97. Given that the mean score exceeds 0.5, we can use the research instruments for data collection.

3.3 Data Analysis

3.3.1 Quantitative Analysis

Data from the questionnaire were analyzed using descriptive statistics to identify the critical reading strategies students employed, as well as frequency of strategy use. A descriptive statistic is used to calculate the mean, the standard deviation, and the percentage. The exploratory factor analysis was explored to explain the relationships among factors affecting the students' employment of English critical reading strategies. Criteria for interpreting measured values of Likert rating scales are: 4.20-5.00 = strongly agree, 3.40-4.19 = agree, 2.60-3.39 = neither agree nor disagree, 1.80-2.59 = disagree, and 1.00-1.79 = strongly disagree. Prior to analysis, students' grades on an English reading subject were measured in the test of normality. The skewness z-score and kurtosis z-score were assessed, and the results revealed the normal distribution since the z-score of skewness ($0.064/0.277 = 0.23$) and the z-score of kurtosis ($-0.807/0.548 = -1.47$) are between -1.96 and 1.96, as suggested by Field (2018).

3.3.2 Qualitative Analysis

An open-ended question in the questionnaire and the interview data were transcribed and analyzed using thematic analysis. This approach involves identifying recurring themes and patterns in the responses to uncover deeper insights into the learners' experiences and perceptions of critical reading. The transcribed data from the interview were approved by the interviewees before analysis. As Torrance (2012)

suggested, respondent validation could prevent bias or distortion that might occur while translating or transcribing data.

3.4 Ethical Considerations

Participation in this study was voluntary. Ethical approval for the study was granted by the ethic committee from the Institutional Review Board for Human Subject Research at Sirindhorn College of Public Health, Yala. Certificate of Approval No. SCPHYLIRB-2568/405 was issued on June 19, 2025, and all participants were thoroughly informed about the study's objectives, procedures, and their right to withdraw from the study before providing their consent form. Additionally, the participants were explained that their personal data would be kept confidentially and were only used for research purposes.

CHAPTER 4 RESEARCH FINDINGS

4.1 General Information of the Respondents

This study explored the critical reading strategies employed by EFL learners, the frequent use of the critical reading strategies as reported by students, and the challenges of using the critical reading strategies students encountered. General information of the participants is presented in Table 1.

Table 1: Participants' General Information

Information of the Participants	No. of participants	Percentage
Gender		
Male	16	21.4
Female	57	76.0
Other	1	1.3
Prefer not to answer	1	1.3
Age		
Under 18	0	0
18–21	67	89.3
22–25	8	10.7
26 or older	0	0
Student' grade of the Principle of English reading course		
A	5	6.7
B+	8	10.7
B	13	17.3
C+	15	20.0
C	16	21.3
D+	8	10.7
D	10	13.3
Student's confidence about English reading comprehension skills		
Very low	4	5.3

Information of the Participants	No. of participants	Percentage
Low	24	32
Moderate	41	54.7
High	6	8
Very high	0	0
Frequency of reading academic English texts outside of class		
Never	13	17.3
Rarely	25	33.3
Sometimes	31	41.4
Often	5	6.7
Always	1	1.3
Student's opinion about the importance of critical reading for future career.		
Not important	1	1.3
Somewhat important	5	6.7
Moderately important	13	17.3
Very important	32	42.7
Extremely important	24	32

Among 75 students, the majority of participants were female (n=57, 76%) and predominantly aged between 18 and 21 (n=67, 89.3%). The majority received grades ranging from C to B in the Principles of English Reading course (n=44, 58.6%). The majority of students exhibited moderate confidence in their English reading comprehension skills (n=41, 54.7%), although a significant number (n=24, 32%) reported low trust in these abilities. Concerning the frequency of reading academic English writings beyond the classroom, the majority of students (n=69, 92%) are unlikely to engage with such texts outside of class, while six students (8%) read academic English literature frequently in their own time.

A statistical analysis of the questionnaires was conducted to investigate critical reading strategies and challenges students faced in using critical reading strategies.

4.2 Critical Reading Strategies Use among EFL Learners

The following tables disseminated the results of overall scales of critical reading strategies use based on the revised Bloom's taxonomy (Krathwohl, 2002).

Table 2: The mean score of EFL learners' lower-order thinking skills

Items	Mean	S.D.	Level of Agreement
Remembering			
1. I read English academic texts more than once to understand them.	3.65	1.020	Agree
11. I underline or highlight key points while reading.	3.73	1.166	Agree
21. I look for unfamiliar words and try to understand them from context.	3.69	1.127	Agree
23. I read introductions and conclusions carefully to understand the main message.	3.24	1.063	Neither agree nor disagree
24. I take time to reread difficult parts of the text.	3.76	1.076	Agree
Overall mean	3.61	1.090	Agree
Understanding			
3. I identify the main arguments in academic texts.	2.51	.935	Disagree
6. I use background knowledge to interpret the text.	3.65	.966	Agree
12. I identify the author's purpose in the text.	2.84	1.001	Neither agree nor disagree
13. I ask myself questions while reading.	3.32	1.199	Neither agree nor disagree
14. I summarize what I've read in my own words.	3.16	1.091	Neither agree nor disagree
22. I distinguish between facts and opinions in the text.	3.41	1.067	Agree
25. I identify the tone or attitude of the author.	3.08	1.050	Neither agree nor disagree
29. I relate the reading content to my field of study.	3.04	.892	Neither agree nor disagree

Items	Mean	S.D.	Level of Agreement
30. I read English texts with a specific purpose or goal in mind.	3.33	1.057	Neither agree nor disagree
Overall mean	3.15	1.029	Neither agree nor disagree
Applying			
8. I take notes or highlight while reading academic texts.	3.36	1.098	Neither agree nor disagree
10. I discuss what I read in English with classmates or friends.	2.97	1.162	Neither agree nor disagree
27. I use graphic organizers (e.g., mind maps, outlines) to structure what I've read.	2.28	.980	Disagree
Overall mean	2.87	1.080	Neither agree nor disagree

Table 2 shows the different levels of how students engage with reading strategies, indicating that Remembering, which is the simplest level in the revised Bloom's taxonomy, has the highest mean score ($x=3.61$, S.D. 1.090), while Applying, the most advanced level of lower-order thinking skills, has the lowest mean score ($x=2.87$, S.D. 1.080). The results indicated that students mostly used foundation reading strategies, such as rereading ($x=3.76$, S.D. 1.076), underlining or highlighting important points ($x=3.73$, S.D. 1.166), finding unfamiliar words and trying to understand them in context ($x=3.69$, S.D. 1.127), and reading English academic texts multiple times for better understanding ($x=3.65$, S.D. 1.020). These strategies were at an agreement level in the Remembering phase. The analysis showed that students were not likely to use critical reading strategies when trying to understand ($x=3.15$, S.D. 1.029) and apply ($x=2.87$, S.D. 1.080) what they read, as their answers suggested they were neutral about using these strategies. In the Understanding category, students agreed that they used background knowledge to comprehend the text ($x=3.65$, S.D. 0.966) and differentiated between facts

and opinions within the text ($x=3.41$, S.D. 1.067) during reading. The students expressed disagreement on the utilization of a method for recognizing main arguments in academic texts ($x=2.51$, S.D. 0.935) and the application of graphic organizers to structure their readings ($x=2.28$, S.D. 0.980).

Table 3: The mean score of EFL learners' higher-order thinking skills

Items	Mean (x)	S.D.	Level of Agreement
Analyzing			
2. I question the author's opinion when reading English texts.	2.99	1.007	Neither agree nor disagree
4. I compare different authors' viewpoints when reading.	2.88	1.078	Neither agree nor disagree
7. I look for bias or assumptions in what I read.	3.00	.944	Neither agree nor disagree
15. I look for evidence that supports or contradicts the author's claims.	2.72	1.047	Neither agree nor disagree
16. I analyze how the argument is organized.	2.69	.972	Neither agree nor disagree
17. I make connections between the text and other readings.	3.08	1.024	Neither agree nor disagree
26. I check other sources to verify the claims in the text.	2.76	.942	Neither agree nor disagree
31. I examine the author's reasoning to decide if their argument is valid.	2.91	.857	Neither agree nor disagree
32. I look for logical fallacies (e.g., false cause, generalization) in the author's argument.	2.63	.882	Neither agree nor disagree
36. I identify emotional or persuasive language and assess its impact on the argument.	2.83	.950	Neither agree nor disagree
37. I differentiate between the author's opinions and facts presented.	3.35	.951	Neither agree nor disagree
38. I ask myself how the author's background or context might influence their perspective.	2.93	.991	Neither agree nor disagree

Items	Mean (x)	S.D.	Level of Agreement
39. I look for gaps or missing information in the author's explanation or argument.	2.75	1.079	Neither agree nor disagree
Overall mean	2.89	0.979	Neither agree nor disagree
Evaluating			
5. I check the credibility of sources when reading online articles.	3.31	1.090	Neither agree nor disagree
9. I reflect on how the reading connects to real-life situations.	3.57	1.029	Agree
18. I evaluate whether the author's arguments are logical.	3.00	.959	Neither agree nor disagree
19. I read critically to form my own opinion on the topic.	3.24	1.051	Neither agree nor disagree
28. I reflect on how the reading changes or influences my opinion.	2.89	.953	Neither agree nor disagree
34. I check the author's use of evidence (e.g., data, sources) for accuracy and credibility.	2.79	1.056	Neither agree nor disagree
35. I reflect on the author's assumptions and whether they are justified.	2.77	.953	Neither agree nor disagree
Overall mean	3.08	1.013	Neither agree nor disagree
Creating			
20. I revise my understanding of a topic after reading new materials.	3.21	1.069	Neither agree nor disagree
33. I combine ideas from different texts to develop my own arguments or conclusions.	3.04	1.058	Neither agree nor disagree
40. I synthesize ideas from multiple readings to form my own critical perspective.	2.93	1.155	Neither agree nor disagree
Overall mean	3.06	1.094	Neither agree nor disagree

Table 3 indicates that Evaluating has the highest mean ($x=3.08$, S.D. 1.013), whereas Analyzing has the lowest mean ($x=2.89$, S.D. 0.979). Students exhibited engagement in employing reading techniques associated with higher-order thinking skills at a neutral level, indicating infrequent usage of these methods while reading English academic texts. The predominant technique deployed by the students was reflecting on how the reading connects to real-life situations ($x=3.57$, S.D. 1.029) at an agreement level, while the identification of logical fallacies (e.g., false causation, generalization) in the author's argument was the least commonly applied strategy ($x=2.63$, S.D. 0.882).

In an effort to ascertain the minimum number of factors necessary to explain the relationships among factors that influence students' use of critical reading strategies, an exploratory factor analysis was implemented to examine the dimensionality of the dataset, which comprises numerous indicators in part 2. In an initial estimation, ten components were found to have eigenvalues exceeding one. Any items exhibiting repetition and lacking connections with other items were removed. The final results indicated that six factors had eigenvalues greater than 1, which accounted for 66.43% of the total variance. The KMO test yielded a value of 0.879, with $p < 0.01$. The six factors of critical reading strategies employed by the EFL learners (Table 4) can be labelled: Critical engagement with academic sources (CR1), understanding and analyzing academic texts (CR2), constructing meaning across texts (CR3), strategic reading behavior with critical thinking (CR4), purposeful and reflective academic reading (CR5), and connecting texts to context and discipline (CR6).

Table 4: The Factor Structure of the Critical Reading Strategies Employed by the Participants

	Factor					
	CR1	CR2	CR3	CR4	CR5	CR6
Critical Engagement with Academic Sources (CR1)						
34. I check the author's use of evidence (e.g., data, sources) for accuracy and credibility.	.740					
35. I reflect on the author's assumptions and whether they	.721					

	Factor					
	CR1	CR2	CR3	CR4	CR5	CR6
are justified.						
38. I ask myself how the author's background or context might influence their perspective.	.679					
36. I identify emotional or persuasive language and assess its impact on the argument.	.661					
32. I look for logical fallacies (e.g., false cause, generalization) in the author's argument.	.659					
39. I look for gaps or missing information in the author's explanation or argument.	.657					
31. I examine the author's reasoning to decide if their argument is valid.	.579					
25. I identify the tone or attitude of the author.	.484					
17. I make connections between the text and other readings.	.416					
Understanding and Analyzing Academic Texts (CR2)						
15. I look for evidence that supports or contradicts the author's claims.		.678				
14. I summarize what I've read in my own words.		.661				
4. I compare different authors' viewpoints when reading.		.647				
3. I identify the main arguments in academic texts.		.625				
16. I analyze how the argument is organized.		.555				
12. I identify the author's purpose in the text.		.517				
Constructing Meaning across Texts (CR3)						
24. I take time to reread difficult parts of the text.			.758			
20. I revise my understanding of a topic after reading new materials.			.730			
40. I synthesize ideas from multiple readings to form my own critical perspective.			.640			
33. I combine ideas from different texts to develop my own arguments or conclusions.			.480			
Strategic Reading Behavior with Critical Thinking (CR4)						
6. I use background knowledge to interpret the text.				.788		
13. I ask myself questions while reading.				.570		
18. I evaluate whether the author's arguments are logical.				.551		
19. I read critically to form my own opinion on the topic.				.452		
Purposeful and Reflective Academic Reading (CR5)						
30. I read English texts with a specific purpose or goal in					.723	

	Factor					
	CR1	CR2	CR3	CR4	CR5	CR6
mind.						
28. I reflect on how the reading changes or influences my opinion.					.662	
9. I reflect on how the reading connects to real-life situations.					.609	
22. I distinguish between facts and opinions in the text.					.440	
Connecting Texts to Context and Discipline (CR6)						
37. I differentiate between the author's opinions and facts presented.						.737
29. I relate the reading content to my field of study.						.462

Table 4 demonstrated that the critical reading strategies students employed were mostly higher-order thinking skills, namely Analyzing and Evaluating. According to the results, CR1 presented all higher-order thinking strategies, which reflect critical engagement with texts. It includes items related to evaluating evidence and credibility, questioning, detecting gaps, recognizing attitudes, and connecting ideas across texts. CR2 includes items related to using foundation reading comprehension with critical reading strategies. CR3 includes items that highlighted reflection and self-regulation, as well as the integration and synthesis of multiple readings and viewpoints to develop new ideas. CR4 emphasizes the importance of asking questions and applying prior knowledge to form arguments. CR5 relates to strategy, analysis, and personal engagement, which emphasizes intentionality, critical engagement, and self-reflection. CR6 includes items about analytical reading with disciplinary relevance.

When considering the challenges faced in using critical reading strategies, the results was presented in Table 5.

Table 5: The mean score of the challenges EFL learners faced in using critical reading strategies

Items	Mean (x)	S.D.	Level
41. I find it hard to understand complex vocabulary in academic texts.	4.11	.938	Agree
42. I struggle to identify the author's argument.	2.92	1.062	Neither agree nor disagree
43. I find it difficult to evaluate the evidence provided.	3.28	1.085	Neither agree nor disagree
44. I lack confidence in expressing disagreement with authors.	3.28	1.134	Neither agree nor disagree
45. I have trouble recognizing bias in texts.	3.04	1.084	Neither agree nor disagree
46. I feel limited by my English proficiency when trying to think critically.	3.60	1.013	Agree
47. I do not know how to analyze an author's reasoning.	3.03	.930	Neither agree nor disagree
48. I find it hard to connect what I read to others' knowledge.	3.11	1.169	Neither agree nor disagree
49. I rarely receive guidance on how to read critically in English.	3.00	.973	Neither agree nor disagree
50. I get overwhelmed by the amount of reading required in English courses.	3.33	1.044	Neither agree nor disagree
Overall	3.27	1.043	Neither agree nor disagree

Table 5 indicates that the students did not perceive difficulty in employing critical reading skills, as the mean score aligns with a neutral stance. Only one answer is distinguished at an agreement level (item 46), indicating that their weak English ability constrained their critical thinking abilities.

4.3 Qualitative Data Insights

The qualitative data from the interview (n=13) revealed that the strategies students frequently employed were focus on main idea and overall meaning, repeated reading for deeper understanding, and vocabulary and translation strategies.

Six participants (46.15%) emphasized the focus on main idea and overall meaning of a passage. The methods employed included underlining key points, analyzing sentence-by-sentence meaning, and rereading multiple times to comprehend the overall concept of a text. Some also participated in reflective practices, such as questioning the text or analyzing sentence connections, to reinforce understanding.

I focus on understanding the main idea and review the content. (ST2)

...I identify the main ideas, consider possible meanings, look at how the sentences are connected, and sometimes ask questions or gather information from multiple sources to help me understand better. (ST9)

Six students (46.15%) mentioned repeated reading for developing a better understanding of texts. They described that before reading more slowly to identify important details, the strategy they used most frequently was scanning or reading rapidly to grasp the gist. Some students infer the meanings of unfamiliar words and relate well-known words to context. Some of them mentioned that many times translation, prediction, and sentence simplification were applied with additional resources, such as dictionaries and internet research, to enhance comprehension when repeated reading alone was not sufficient.

I usually read repeatedly to truly understand. I identify the main point of the passage, focus on it, and work to understand it clearly. (ST1)

I read repeatedly and take time to understand the text. I start by identifying the vocabulary I already know and try to connect it with the situation in the

passage. At first, I read through the entire text and translate as much as I can based on what I already understand. Then, I guess or predict the meanings of unfamiliar words by the context of the situation to help me figure them out.

(ST5)

I usually start by reading quickly to get a general idea, then go back and read slowly to identify the key points. It's important to look at the overall meaning of each sentence. If the sentence is really difficult, I might try removing some words to help me better understand the core message. (ST11)

Five students (38.46%) reported that they often used translation tools, i.e. Google Translate, and dictionaries to aid understanding.

...If I don't know the words, I often use a dictionary or translating application.

(ST3)

... I try to read and translate the parts I understand, highlight unfamiliar words or sentences I can't translate, and then use websites or English dictionaries to help me find their meanings....(ST9)

... I read to understand the content first, then use the internet to translate it again for more confidence. Most of the time, I use Google and online translation tools, and if the teacher is available, I ask them for clarification as well. (ST10)

Moreover, out of 13 students, most of them (n=5, 38.46%) mentioned distinguishing facts from opinions was the most helpful reading strategy, followed by identifying the author's purpose (n=3, 23.08%), asking questions to deepen understanding (n=2, 15.38%), analytical reading with critical thinking (n=1, 7.69%), considering sources of information (n=1, 7.69%), and identifying main ideas (n=1, 7.69%).

Regarding the challenges students faced when trying to read critically in English, the participants reported that limited vocabulary knowledge was the most problematic (n=10, 76.92%), followed by identifying main idea (n=6, 46.15%), and a lack of understanding of the overall meaning of the text (n=2, 15.38%). Additionally, one student (ST8) stated that she often lost concentration when reading a long passage.

Difficult vocabulary and complex sentences are a big challenge for me because they make it hard for me to fully understand what I'm reading. (ST1)

When I don't understand the context and come across difficult vocabulary throughout the whole passage, I also get stuck and don't know how to move forward. (ST7)

Many times, when I come across a difficult word, I can't continue translating and end up not understanding the whole passage. (ST13)

CHAPTER 5 DISCUSSION

This study aimed to investigate the critical reading strategies employed by EFL learners at the university level, focusing on commonly used strategies, their frequency, and the challenges students face in applying them. The findings highlight several important aspects of how EFL learners engage with texts critically and the factors influencing their reading behavior.

The results showed that EFL students often used various critical reading strategies, such as underlining or highlighting important points, figuring out new words and trying to understand them in context, rereading English academic texts to get a better understanding, using what they already knew to make sense of the text, telling the difference between facts and opinions while reading, and finding how the reading relates to real-life situations. The factor analysis also demonstrated elements that are associated with students' use of critical reading strategies, such as judging the reliability and validity of the evidence, asking questions, identifying gaps, identifying the bias of the authors, connecting ideas across texts, combining and synthesizing different readings and points of view to come up with new ideas, using their past experiences to make arguments, being critical, and reflecting on themselves. However, the students disagreed about using a strategy to determine the main arguments in academic books and using visual organizers to help them organize their readings. In the evaluation phase, students primarily employed critical reading strategies associated with higher-order thinking skills. These findings suggest that students are aware of the importance of reading beyond the literal level and are making deliberate efforts to interact with the text analytically. As Fraser (2024) noted, critical reading skills involve engaging with the ideas presented in texts and analyzing the reliability of the sources that authors use to support their arguments.

The study indicated that learners frequently use certain strategies while seldom employing others or only applying them in response to academic tasks. For example, learners often reported that they reread texts to highlight important content; however, they employed higher-order thinking strategies in reading—such as recognizing fallacies, evaluating source credibility, or synthesizing information from multiple sources—less often. Many researchers (e.g., Butterfuss et al., 2020; Rungswang & Kosashunhanan, 2021) also stated that students' critical reading skills could be affected by their prior knowledge or past experiences. The difference could be due to the way the students' language studies were taught, their level of critical thinking skills, or their reading skills. The study may be attributed to students' levels of reading competence, their academic experience in critical thinking, or the pedagogical methods used in their language classes. Frequently, these problems arise from a lack of understanding the materials, insufficient background knowledge, or inadequate practice in applying analytical skills. As a result, students may struggle to engage deeply with materials, hindering their overall academic performance. The participants said that a lack of vocabulary and language skills hindered their ability to engage in critical thinking regarding the material, especially in comprehending challenging academic subjects. The gap could be due to the way the students' language studies were taught, their level of critical thinking skills, or their reading skills. The study may be attributed to students' levels of reading competence, their academic experience in critical thinking, or the pedagogical methods used in their language classes. These challenges frequently arise from a lack of understanding the materials, insufficient background knowledge, or inadequate practice in applying analytical skills. As a result, students may struggle to engage deeply with materials, hindering their overall academic performance. The participants reported that a lack of vocabulary and language skills hindered their ability to engage in critical thinking regarding the material, especially in comprehending challenging academic texts. Furthermore, the findings from both quantitative and qualitative data show similar

results in students' confidence of their English reading comprehension skills. The students reported insufficient exposure to critical reading strategies, hindering their ability to identify argument structures or critically evaluate texts in English, as evidenced in the research conducted by Apairach's (2023) and Rosano et al. (2025). Vocabulary knowledge limitations were found significant challenging for students in the application of more reflective and analytical reading strategies. Similar findings were reported in the studies by Shamida et al. (2023) that the lack of confidence in their interpretations is one of notable challenges. Many learners expressed uncertainty about whether their critical evaluations were valid, especially when their perspectives differed from those presented in the text or from those of their instructors. This suggests that more than cognitive and linguistic skills, affective factors such as self-efficacy and academic environment play a crucial role in the development and application of critical reading strategies.

In conclusion, the study underscores the need for more explicit instruction in critical reading strategies within EFL curricula at the university level, especially in the Thai context. Teachers should provide guided practice in analyzing texts critically, offer models of effective strategy use, and create a supportive environment that encourages students to engage with texts confidently and independently. Integrating critical reading instruction with language development and content learning can empower EFL learners to become more effective readers, thinkers, and communicators in academic contexts.

CHAPTER 6

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This study could contribute to the field of EFL education by examining the critical reading skills utilized by university-level EFL students. It illustrates both common reading strategies and those that were used inadequately. The primary findings indicate that students frequently employ basic strategies like rereading, underlining, and understanding words in context, and sometimes they use higher-order strategies like judging credibility, identifying bias, or combining ideas, but not often. These are all important skills for academic engagement. The study also shows that understanding the meaning of words is the most essential factor for reading critically because students often struggle when they read complex text, and sometimes they do not understand what is presented in the texts because of limited vocabulary. Although the students linked their prior knowledge and past experiences to their understanding of the texts, this approach might not be sufficient. This affects their confidence in utilizing critical reading strategies. According to the research results, it could be suggested that the university in the EFL context should focus more on critical reading instruction, including English language development, reflective practice, and supportive learning environments. This study provides beneficial information to curriculum designers, teachers, and policymakers who aim to improve critical literacy in EFL settings, especially in Thai higher education. It also contributes to researchers understanding of how to help EFL learners become better at critical reading strategies and employment.

This study cannot be generalized to other contexts. The data of this study were collected through self-reported questionnaires and interviews, which may be influenced by participants' perceptions, memory, or bias rather than their actual reading behavior. The recommendation is that future research should include EFL learners from diverse academic institutions and cultural backgrounds to increase the generalizability and

comparative value of the findings. Supplementing self-reported data with classroom observations or reading performance assessments could provide a more comprehensive picture of learners' actual strategy use. Since this study did not categorize students based on their English proficiency, this study recommends categorizing learners based on their English proficiency to better understand how language competence influences the application of critical reading strategies. Last but not least, researchers and educators should design, implement, and assess explicit critical reading strategy instruction—integrated with vocabulary development and critical thinking training—to evaluate its effectiveness in enhancing EFL students' academic reading skills.

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APPENDIX I

Unveiling Critical Reading Strategies Employed by EFL Learners at a Thai University: A Mixed-Method Study

Critical Reading Strategies Questionnaire for EFL Learners

Instructions:

This questionnaire aims to understand your use of critical reading strategies in English. Please answer each item honestly. Your responses will be kept confidential and used for research purposes only.

Part 1 General information of the respondents

1. What is your gender?

☐ Male ☐ Female ☐ Other ☐ Prefer not to answer

2. What is your age group?

☐ Under 18 ☐ 18–21 ☐ 22–25 ☐ 26 or older

3. Have you passed the Principle of English reading course?

☐ Yes ☐ No

If yes, what is your grade of the Principle of English reading course?

☐ A ☐ B+ ☐ B ☐ C+ ☐ C ☐ D+ ☐ D ☐ F

4. How confident do you feel about your English reading comprehension skills?

☐ Very low ☐ Low ☐ Moderate ☐ High ☐

Very high

5. Do you frequently read academic English texts (e.g., research articles, journals, books) outside of class?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

6. In your opinion, how important is critical reading for your future career as an English major?

- ☐ Not important
 ☐ Somewhat important
 ☐ Moderately important
 ☐ Very important
 ☐ Extremely important

Part 2

Section A: Critical Strategies and Frequency of Strategy Use

How often do you use the following strategies when reading academic English texts?

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

No.	Item	1	2	3	4	5
1	I read English academic texts more than once to understand them.					
2	I question the author's opinion when reading English texts.					
3	I identify the main arguments in academic texts.					
4	I compare different authors' viewpoints when reading.					
5	I check the credibility of sources when reading online articles.					
6	I use background knowledge to interpret the text.					
7	I look for bias or assumptions in what I read.					
8	I take notes or highlight while reading academic texts.					
9	I reflect on how the reading connects to real-life situations.					
10	I discuss what I read in English with classmates or friends.					
11	I underline or highlight key points while reading.					
12	I identify the author's purpose in the text.					
13	I ask myself questions while reading.					
14	I summarize what I've read in my own words.					
15	I look for evidence that supports or contradicts the author's claims.					
16	I analyze how the argument is organized.					

No.	Item	1	2	3	4	5
17	I make connections between the text and other readings.					
18	I evaluate whether the author's arguments are logical.					
19	I read critically to form my own opinion on the topic.					
20	I revise my understanding of a topic after reading new materials.					
21	I look for unfamiliar words and try to understand them from context.					
22	I distinguish between facts and opinions in the text.					
23	I read introductions and conclusions carefully to understand the main message.					
24	I take time to reread difficult parts of the text.					
25	I identify the tone or attitude of the author.					
26	I check other sources to verify the claims in the text.					
27	I use graphic organizers (e.g., mind maps, outlines) to structure what I've read.					
28	I reflect on how the reading changes or influences my opinion.					
29	I relate the reading content to my field of study.					
30	I read English texts with a specific purpose or goal in mind.					
31	I examine the author's reasoning to decide if their argument is valid.					
32	I look for logical fallacies (e.g., false cause, generalization) in the author's argument.					
33	I combine ideas from different texts to develop my own arguments or conclusions.					
34	I check the author's use of evidence (e.g., data, sources) for accuracy and credibility.					
35	I reflect on the author's assumptions and whether they are justified.					

No.	Item	1	2	3	4	5
36	I identify emotional or persuasive language and assess its impact on the argument.					
37	I differentiate between the author's opinions and facts presented.					
38	I ask myself how the author's background or context might influence their perspective.					
39	I look for gaps or missing information in the author's explanation or argument.					
40	I synthesize ideas from multiple readings to form my own critical perspective.					

Section B: Challenges Faced in Using Critical Reading Strategies (5-point Likert Scale)

To what extent do you agree or disagree with the following statements about the difficulties you experience when reading critically in English?

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

No.	Item	1	2	3	4	5
41	I find it hard to understand complex vocabulary in academic texts.					
42	I struggle to identify the author's argument.					
43	I find it difficult to evaluate the evidence provided.					
44	I lack confidence in expressing disagreement with authors.					
45	I have trouble recognizing bias in texts.					
46	I feel limited by my English proficiency when trying to think critically.					
47	I do not know how to analyze an author's reasoning.					
48	I find it hard to connect what I read to other knowledge.					
49	I rarely receive guidance on how to read critically in English.					

No.	Item	1	2	3	4	5
50	I get overwhelmed by the amount of reading required in English courses.					

Part 3: Suggestions or comments on employing critical reading strategies or challenges you faced when you read a text.

APPENDIX II

Interview questions

Unveiling Critical Reading Strategies Employed by EFL Learners at a Thai University: A Mixed-Method Study

Interview Questions: Exploring Critical Reading Strategies

1. Can you describe your usual approach when you are assigned an academic reading task in English?
2. What strategies do you use to help you understand difficult or complex texts?
3. How do you determine which parts of a text are most important or worth focusing on?
4. When reading, do you think about the author's purpose or point of view? Can you give an example?
5. How often do you question or challenge the ideas you read in academic texts? Why or why not?
6. Do you compare information or arguments from different sources? How does this influence your understanding?
7. Have you ever changed your opinion about a topic after reading something critically? What happened?

8. Which critical reading strategies do you find most helpful, and why do you prioritize them?
9. What challenges do you face when trying to read critically in English?
10. Looking back, how do you think your critical reading skills have developed since your first year as an English major?

APPENDIX III



AF 04-03

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ วิทยาลัยการสาธารณสุขสิรินธร จังหวัดยะลา
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หนังสือรับรองจริยธรรมการวิจัยในมนุษย์

ชื่อโครงการวิจัย	การเปิดเผยกลยุทธ์การอ่านเชิงวิจารณ์อ่านที่ผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศใช้ในมหาวิทยาลัยไทย: การวิจัยแบบผสมผสาน		
รหัสจริยธรรมการวิจัย	SCPHYLIB-2568/405		
ผู้วิจัยหลัก	นางสาวพัลลภ ภาณุพร		
สังกัด	คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย		
วิธีการพิจารณา	Expedited		
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วันที่รับรอง	19 มิถุนายน 2568	วันหมดอายุ	19 มิถุนายน 2569

เอกสารที่รับรอง

1. โครงการวิจัยเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในมนุษย์
2. เครื่องมือที่ใช้ในการวิจัย
3. เอกสารชี้แจงข้อมูลอาสาสมัครวิจัย
4. เอกสารแสดงความยินยอมโดยได้รับการบอกกล่าว
5. ประวัตินักวิจัย/คณะนักวิจัย

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ วิทยาลัยการสาธารณสุขสิรินธร จังหวัดยะลา ได้พิจารณาโครงการวิจัยแล้ว ตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นมาตรฐานสากล ตามระเบียบแนวทาง และกฎหมายที่เกี่ยวข้อง

หมายเหตุ:

1. กำหนดส่งรายงานความก้าวหน้า 19 ธันวาคม 2568 แบบฟอร์ม AF 03-19
2. กำหนดส่งรายงานสิ้นสุดโครงการ 19 กรกฎาคม 2569 แบบฟอร์ม AF 03-20
3. หากมีการเปลี่ยนแปลงการดำเนินการวิจัยหลังได้รับการรับรอง ให้นักวิจัยขออนุมัติปรับรายละเอียด และ AF 07-02
4. หากดำเนินการวิจัยไม่แล้วเสร็จภายในระยะเวลารับรอง ให้นักวิจัยขออนุมัติขยายระยะเวลา แบบฟอร์ม AF 03-18

(นายวิฑูรย์ สิงห์กุล) (นายภักดิ์ วีระจร)
เลขาธิการคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ ประธานคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์
(หนังสือรับรองฉบับนี้มอบตราสัญลักษณ์วิทยาลัยการสาธารณสุขสิรินธร จังหวัดยะลา)