

**The Effectiveness of Collaborative Strategic Reading
Approach in Developing English Critical Reading Skills
among the Students of the Arab Academy for Sciences,
Technology and Maritime Transport**

A Research in Curriculum & EFL Instruction.

By

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Abstract

The present research explored the effectiveness of a collaborative strategic reading approach in developing English critical reading skills for Arab Academy for Sciences, Technology and Maritime Transport students. To achieve this aim, a quasi-experimental design was used. The research participants consisted of 60 1st year College of Engineering and Technology students from the Arab Academy for Science, Technology & Maritime Transport, Sheraton branch, Egypt. The researcher prepared a critical reading skills checklist and a pre-post critical reading test. The pre-posttest was administered to the research participants before and after the experiment. Results revealed that the experimental group outperformed the control in the post-administration of the critical reading test due to the use of the collaborative strategic reading approach in their teaching. They also showed that the collaborative strategic reading approach effectively developed the critical reading skills among Arab Academy for Sciences, Technology and Maritime Transport students as it greatly affected their development.

Key words: Collaborative Strategic Reading Approach, Critical Reading Skills

فاعلية مدخل القراءة الاستراتيجية التشاركية في تنمية مهارات القراءة الناقدة باللغة الإنجليزية لدى طلاب الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري

إعزاز

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المستخلص

هدفت الدراسة الحالية إلى تعرف فاعلية مدخل القراءة الإستراتيجية التشاركية في تنمية مهارات القراءة الناقدة باللغة الانجليزية لدى طلاب الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري، وبلغت عينة الدراسة ٦٠ طالبا وطالبة من الصف الاول، كلية الهندسة والتكنولوجيا بالأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري في محافظة القاهرة- فرع مصر الجديدة، تم تقسيمهم إلى مجموعتين مجموعة تجريبية ومجموعة ضابطة بواقع ثلاثين طالبا وطالبة لكل مجموعة، وتمثلت أدوات الدراسة وموادها التعليمية إلى قائمة مهارات القراءة الناقدة واختبار مهارات القراءة الناقدة في اللغة الانجليزية من اعداد الباحثة للمجموعتين التجريبية و الضابطة، طلاب المجموعة التجريبية تم تدريبهم من خلال استخدام مدخل القراءة الإستراتيجية التشاركية ، بينما تم استخدام الطريقة التقليدية مع المجموعة الضابطة، وتم استخدام المنهج الوصفي والمنهج شبه التجريبي، ووضحت نتائج تحليل البيانات الى تفوق المجموعة التجريبية على طلاب المجموعة الضابطة في التطبيق البعدي لمهارات القراءة الناقدة. في ضوء هذه النتائج الايجابية يوصي باستخدام مدخل القراءة الإستراتيجية التشاركية في تنمية مهارات القراءة الناقدة باللغة الانجليزية، بالإضافة الى تطبيق مدخل القراءة الإستراتيجية التشاركية في تنمية مهارات الكتابة والتفكير النقدي.

1. Introduction

The English language now holds a significant role in various areas and on numerous levels. It serves as the official language within the realms of science, technology, tourism, and global scientific publications. Additionally, English dominates the business and trade sectors and is the recognized language in international organizations. Consequently, acquiring English as a foreign language has become essential for effective global communication in contemporary times.

Teaching English as a Foreign Language (EFL) aims to foster mastery of four key linguistic competencies: listening, speaking, reading, and writing. Particular emphasis is placed on the receptive skill of reading owing to its critical role in facilitating language acquisition and enhancing students' understanding of the target language. This focus on reading is crucial for effective language learning and Egypt's educational priorities, where reading skills are given significant attention in evaluating EFL proficiency through achievement exams.

Understanding texts at college and in social settings goes beyond mere word recognition, encompassing the ability to grasp an author's intent and the deeper ideas presented. Many students, while able to understand the literal content of a text,

find it challenging to interpret its underlying meanings, underlining the necessity of teaching critical reading skills at different educational levels. This is vital for enabling students to not only decode words but also to comprehend and appreciate the broader implications and messages conveyed, thereby enhancing their academic and social proficiency.

According to Richards and Schmidt (2010), critical reading is conceptualized as the reader's critical engagement with the text. This encompasses the infusion of the reader's personal values, standards, attitudes, or beliefs into the interpretation of the text, extending beyond the explicit content presented within the reading material.

Par (2018: 79) defined critical reading as “an active process of constructing meaning from the texts by involving interpretation, making inference, analysis, giving judgment, and evaluation”.

Critical reading aims to enable evaluative judgments about texts involving interpretation, analysis, and evaluation, focusing on patterns, assumptions, and meanings. As Diman et al. (2020) note, fostering these skills is crucial for enhancing information literacy, equipping students with the ability to find, organize, use, and communicate information in diverse formats. This process not only aids in academic development

but also in the broader understanding and engagement with textual content.

Rosdiana (2015) and Diman et al. (2020) highlight the importance of integrating critical reading into educational practices to enhance students' literacy skills, including comprehension, decoding, and vocabulary. This approach fosters a deeper understanding of texts and cultivates the affective aspect of learning, which is often neglected in classrooms. Critical reading equips students with the ability to identify main ideas and understand the structure of texts, thus improving their analytical and interpretive skills. The collective insights from these researchers emphasize critical reading as an essential component in improving reading proficiency and enriching the educational experience.

This means that critical reading skills are still difficult for students. Therefore, students need an approach that can help them comprehend, identify, and understand critical reading skills. One of the current approaches is collaborative strategic reading.

Klingner and Vaughn (1998), as cited in Zagoto and Impiani (2016) and Rahayu (2018), stated that CSR is an excellent approach for teaching students critical reading by working cooperatively. Furthermore, Lee (2016) defines CSR

as an approach to reading comprehension strategy instruction combined with cooperative learning; teachers provide students with meta-cognitive knowledge of reading strategies through explicit instruction”.

CSR is an approach that encourages students to work cooperatively on a reading assignment which aims to promote better comprehension (Bermillo & Merto, 2022; Gede & Pratama, 2020; Jafre & Abidin, 2012). It is used to help students keep track of learning during the collaboration process and enhance content area learning. Moreover, CSR is considered the several multicomponent reading comprehension strategy models, including strategies for summarizing information, asking questions, answering questions, comprehending monitoring, and peer discussion (Lisandy & Adijaya, 2019; Zagoto, 2016). It engages students of various reading tasks and achievement levels to work in a small group cooperatively to facilitate reading comprehension for students.

Susanti et al. (2020) also state that CSR enhances reading skills through strategies to overcome reading problems, such as low cognitive ability in processing written information, critical thinking, and logical reasoning to generate meaning or conclusions. CSR provides reading strategies to lead students to do some reading skills, including brainstorming and

predicting, monitoring skills, analyzing main information, and generating their questions to ensure comprehension and summarizing (Sudibyo & Wahid, 2021). Reading strategies in CSR engage the student to think critically, especially in analyzing a text as a problem-solving process, which indicates a high-order skill process to overcome failures in reading (Susanti et al., 2020).

Klingner et al. (2012), as quoted by Gani et al. (2016), divided CSR into pre-reading (Preview), during reading (Click and Clunk and Gist strategies), and post-reading (Wrap up). The stages of CSR are as follows:

1. **Preview:**

During the Preview stage, students activate their prior knowledge by discussing the title, topic, or images related to the text. This step encourages students to share their ideas with classmates to make predictions about the text.

2. **Click and Clunk:**

In the Click and Clunk stage, students identify words or concepts they find difficult to understand. By using fix-up strategies such as rereading sentences, breaking down words, or identifying cognates, students learn to comprehend challenging vocabulary independently while being guided by the teacher.

3. Get the Gist:

After resolving their comprehension difficulties, students reach the Get the Gist stage. Here, they determine the text's main ideas by answering questions like "Who or what is it about?" and focusing on conveying essential information in ten words or less.

4. Wrap Up:

The final stage, Wrap Up, involves students generating questions and reflecting on the text's main ideas. By summarizing the key points and reviewing the content, students reinforce their understanding of the material and aid in long-term retention.

Klingner and Vaugh (1996), cited in Riyawi (2018:71), emphasize that CSR aims to improve reading comprehension and conceptual learning, promote student participation, enhance reading skills recognition for students with learning disabilities, and generate positive academic outcomes for students at all achievement levels. This emphasis on positive outcomes should instill a sense of hope and optimism in educators. Essentially, CSR seeks to boost reader engagement and assist students at risk of reading difficulties in enhancing their critical reading skills.

In the CSR approach, the teacher assigns students specific roles to facilitate effective cooperative learning. Regular rotation of roles ensures that all students can experience and lead in various capacities. The roles include Leader, Clunk Expert, Announcer, Encourager, Reporter, and Timekeeper (Klinger & Vaughn, 1999, as cited in Alqarni, 2015:164). The students' roles are as follows:

- **Leader:** Guides group on reading and strategies; can ask the teacher for help.
- **Clunk Expert:** Clarifies difficult words or phrases using clunk cards.
- **Announcer:** Facilitates discussions and ensures equal participation.
- **Encourager:** Promotes participation, praises teamwork, and offers suggestions.
- **Gist Expert:** Shares main ideas and group questions with the class.
- **Timekeeper:** Manages time for each stage and signals transitions.

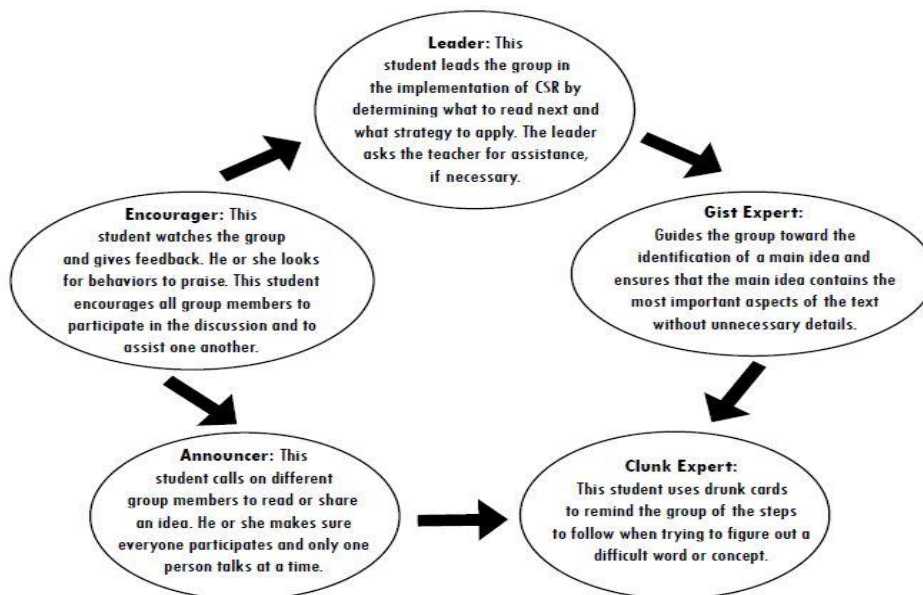


Figure 5. CSR students' roles (Adapted from Klingner & Vaughn, 1998).

According to Abidin (2012), the advantages of CSR approach can be articulated as follows:

1. Facilitating student academic achievement
2. Improving student retention rates
3. Enhancing the development of students' skills through the learning process
4. Cultivating students' oral communication skills
5. Fostering the development of students' social skills
6. Boosting students' self-esteem
7. Contributing to the promotion of positive race relations

Based on what has been mentioned above, the researcher of the current study finds it beneficial to use the CSR approach in developing English critical reading skills among AASTMT

students. They believe this approach can offer students diverse collaborative opportunities to engage with the English language, thereby fostering critical reading abilities.

3. Context of the Problem

The existence of the problem of the present study was emphasized through several steps as follows:

- A. The researcher's experience as an assistant lecturer at the Arab Academy for Science, Technology, and Maritime Transport (AASTMT) highlights a concerning trend in higher education, particularly in the Egyptian context. Students entering AASTMT often lack foundational critical reading skills, hindering their ability to engage with academic texts effectively. This deficiency manifests as difficulties in analyzing, evaluating, and synthesizing information, impacting their overall academic performance and potentially their future professional success.
- B. A pilot study was conducted at the Arab Academy for Sciences, Technology, and Maritime Transport in the second semester of the 2022–2023 academic year. The research aimed to investigate the emphasis placed on critical reading skills in the context of EFL education.
- C. This study involved semi-structured interviews with seven EFL instructors and a critical reading skills assessment

administered to twenty AASTMT students. The researcher asked them the following questions:

1. What is the importance of developing critical reading skills for the AASTMT students?
2. What are the teaching strategies that can be used to develop the critical reading skills for AASTMT students?
3. What are the difficulties that the students may face in their critical reading process?

The results of the interview showed that seven of the instructors want to develop their students' critical reading skills, but they don't know how; they are not aware of such approaches that can develop their students' critical reading skills.

To solve the above problem, the present study researcher suggested a CSR approach for developing the critical reading skills of AASTMT students.

4. Statement of the Problem

The present research problem was manifested in the weakness of the AASTMT students in critical reading skills. So, the present study attempted to develop critical reading skills for those students by using the CSR approach in teaching the proposed modules.

5. Questions of the Research

The present study attempted to answer the following question:

What is the effectiveness of the CSR approach in developing AASTMT students' critical reading skills?

From this main question, the following two sub-questions were emerged:

1. What are the required critical reading skills for the AASTMT students?
2. What is the suggested framework for the CSR approach to develop critical reading skills for the AASTMT students?

6. Aims of the Research

The present study aimed at:

- Identifying the effectiveness of the CSR approach in developing AASTMT students' critical reading skills.

7. Hypotheses of the Research

In order to investigate the research problem, The study tested the following hypotheses:

- 1) There is a statistically significant difference between the mean scores of the study participants on the pre and post-test concerning the development of the English critical reading skills test as a total score in favour of the post-test scores.

- 2) There is a statistically significant difference between the mean scores of the study participants on the pre-and post-test of the English critical reading skills test as a total score and sub-skills in favour of the post-test.

8. Delimitations of the Research

- This study was confined to two groups of 60 1st year Engineering and Technology students randomly assigned to the control group (N=30) and the experimental group (N=30). It was randomly selected from one of the Colleges of the Arab Academy of Science, Technology and Maritime Transport in Cairo Governorate, College of Engineering and Technology (Sheraton Branch), in the first semester of the academic year 2023/2024.
- The experimentation started on November 25, 2023, and ended on January 10, 2024. Therefore, the research results can be confined only to that population.

9. Significance of the Research

The present study is expected to help in the following areas:

1. **Students:** It helps develop their EFL critical reading skills.
2. **Instructors:** It helps provide them with a CSR approach that might help develop students' EFL critical reading skills.

3. **Curriculum planners:** It draws their attention to the effectiveness of using a CSR approach in EFL critical reading skills and incorporating it into the Academic English curriculum.

10. Methodology of the Research

The current study used the following:

- 1) The descriptive-analytical method: to review the previous literature and studies on critical reading and CSR approach.
- 2) The quasi-experimental design: to measure the effectiveness of using the CSR approach in developing the required critical reading skills for the AASTMT students.

11. Variables of the Research

The present research had the following two variables:

- 1) **The Independent Variable:** Using CSR approach.
- 2) **The Dependent Variable:** Developing critical reading skills for the AASTMT students.

12. Participants of the Research

The study participants were randomly selected from College of Engineering and Technology students at the Arab Academy for Science, Technology and Maritime Transport, Sheraton branch, in the academic year 2023/2024. This college was selected because it gave the researcher all the time needed for the experiment.

The participants used in this study were (60) students divided into two groups, (30) as experimental and (30) as control. All students have been learning English as their first foreign language for ten years. Students' ages ranged from 18 to 19 years during the academic year 2023/2024. It is worth mentioning that students usually have two weekly Academic English sessions. Each session continued for 60 minutes.

13 Instruments of the Research

The researcher designed the study instruments, namely the pre-post-test critical reading skills test for the AASTMT students. Before this pre-posttest, the checklist was designed to include the required critical reading skills that should be developed for the AASTMT students.

13.1 The Critical Reading Skills Checklist

The required critical reading skills should have been determined before designing the study instrument. Therefore, the study's researcher set the critical reading skills checklist in its initial form for the required skills to be developed for the AASTMT students.

13.1.1 Aim of the Critical Reading Skills Checklist

The researcher of the current study prepared the critical reading skills checklist to identify the most important critical reading skills for AASTMT students.

13.1.2 Sources of the Critical Reading Skills Checklist

The critical reading skills in the checklist were determined through reviewing:

- Previous literature and related studies on developing critical reading skills, such as: Abdel-Khalek (2018), El-Garawany (2018), Helwa (2019), Mahfouz (2019), Masoud et.al. (2020), Muhammad, et.al. (2020)

The researcher could design the checklist of critical reading skills for the AASTMT students in its initial form from the previous source.

13.1.3 Content of the Checklist

After reviewing the related literature on developing students' critical reading skills, the researcher designed a critical reading skills checklist. They submitted it to specialized jury members in English Language Teaching (ELT) to determine the importance of each skill on the checklist, consisting of seven skills.

13.1.4 Validity of the Critical Reading Skills Checklist

The checklist was submitted to a jury composed of 7 members specialized in TEFL to determine the degree of importance of each skill. The modifications suggested by the jury members were made.

The checklist was modified and finalized considering the jury members' valuable remarks. The final form of the critical reading skills checklist was as follows:

The Final Version of the Required Critical Reading Skills Checklist

A. Literal Comprehension

1. Identifying main ideas and supporting details.
2. Distinguishing between facts and opinions
3. Summarizing the text

B. Inferential Comprehension

4. Inferring information from the text.
5. Identifying implied meanings and author's intent

C. Analyzing the Text

6. Interpreting the author's purpose
7. Identifying the overall organization of the text (e.g., cause-and-effect, compare-and-contrast)

13.2 The Pre-Post Critical Reading Skills Test

Having identified the required critical reading skills, the researcher designed a critical reading pre-posttest for the AASTMT students. After reviewing the related studies about critical reading, the pre-posttest was constructed. The pre-posttest aimed to measure students' critical reading skills. The

final form of the test includes three passages with 25 multiple-choice items.

13.2.1 Aim of the Test

The test aimed to measure the students' level of the experimental and control groups regarding the required critical reading skills. Being used as a pretest, it aimed to show that both groups were equivalent in terms of critical reading skills. Then, being used as a posttest, it aimed at identifying the progress in the achievement of both groups in critical reading skills and investigating the effectiveness of CSR approach in developing critical reading skills.

13.2.2 Validity of the Test

To ensure the test's validity, the researchers submitted it in its first form to seven specialized jury members. The test became valid when modified according to the jury members' comments and suggestions.

13.2.3 The Reliability of the Test

To establish the reliability of the test, it was administered to a randomly selected group of (20) AASTMT students other than the sample of the study's experiment. Then, the same test was administered to the same group under nearly similar conditions after two weeks. The reliability coefficient of the test was estimated using Pearson's correlation coefficient. The

obtained estimated value (0.92) was considered reliable for the purpose of the present study.

14. Sessions based on the CSR Approach

14.1 Aim of the Sessions

The suggested framework aims to develop the required Critical reading skills for the AASTMT students using the CSR approach.

14.2 Descriptions of the Sessions

- The proposed modules were administered to the experimental group of students during the first semester of the academic year 2023/2024.
- The framework encompasses student handouts, a comprehensive booklet, and an instructor's guide. The instructor's guide is a valuable resource for both the researcher (as an instructor) and other instructors. It offers detailed guidance on effectively applying the CSR approach to enhance English critical reading skills. It includes instructions for navigating the tasks and maximizing the benefits of the CSR strategy.

15. The Two Suggested Modules of Using CSR approach for Developing Critical Reading skills

15.1 The Aim of the Two Suggested Modules

The main aim of the two suggested modules was to develop the AASTMT Students' critical reading skills using a collaborative strategic reading approach. So, by the end of the suggested modules, students ought to be capable of:

1. Identifying main ideas and supporting details.
2. Distinguishing between facts and opinions
3. Summarizing the text
4. Inferring information from the text.
5. Identifying implied meanings and author's intent
6. Interpreting the author's purpose
7. Identifying the overall organization of the text (e.g., cause-and-effect, compare-and-contrast)

15.2 Duration

The two suggested modules were taught for six weeks. Each module consisted of four lessons, each taking two classroom sessions. The application started on November 25, 2023, and ended on January 10, 2024. So, all modules and their orientation sessions were taught in 18 periods, six weeks, and three periods a week for the experimental group.

16. Design of the Study:

The current study adopted a quasi-experimental design using experimental and control groups. The experimental group

was instructed using CSR approach, whereas the control group was instructed traditionally.

17. Results of the Research:

On displaying the results of the present study, verifying its hypotheses and answering its questions dealt with;

1) Results Verifying First hypothesis:

The first null hypothesis states that " **there is no statistically significant difference between the mean scores of the experimental and control group students in the post-administration of the English critical reading skills test, both as whole and each sub-skill separately.** To verify this hypothesis, an Independent Samples t-test was used to determine the significance of differences between the two groups, along with Levene's Test for Equality of Variances, which is a prerequisite for the t-test for two independent groups. This is shown in table (1):

Table (1)

The differences between the mean scores of the experimental and control groups in the post-administration of the English critical reading skills test as a whole score and each sub-skill separately

Component	Group	mean	Std. Deviation	Levenes,s Test for Equality of Variances		t		(η ²)																																						
				F	Sig.	t-test value	Sig.																																							
Literal Comprehension	Experime	9.1	1.03	2.51	0.11	11.180	0.000	0.683																																						
	control	5.23	1.59	2	8				Inferential Comprehension	Experime	7.27	0.78	6.89	0.01	13.659	0.000	0.763	control	3.47	1.31	6	1	Analyzing the Text	Experime	4.83	1.02	0.02	0.88	8.785	0.000	0.571	control	2.53	1.01	2	2	Critical Reading of the overall	Experime	21.2	2.06	.021	.886	19.211	0.000	0.864	control
Inferential Comprehension	Experime	7.27	0.78	6.89	0.01	13.659	0.000	0.763																																						
	control	3.47	1.31	6	1				Analyzing the Text	Experime	4.83	1.02	0.02	0.88	8.785	0.000	0.571	control	2.53	1.01	2	2	Critical Reading of the overall	Experime	21.2	2.06	.021	.886	19.211	0.000	0.864	control	11.23	1.96	0	0										
Analyzing the Text	Experime	4.83	1.02	0.02	0.88	8.785	0.000	0.571																																						
	control	2.53	1.01	2	2				Critical Reading of the overall	Experime	21.2	2.06	.021	.886	19.211	0.000	0.864	control	11.23	1.96	0	0																								
Critical Reading of the overall	Experime	21.2	2.06	.021	.886	19.211	0.000	0.864																																						
	control	11.23	1.96	0	0																																									

(n1=n2=30) (and degrees of freedom = 58).

This means accepting the first hypothesis of the research, which indicates a difference at the level of (0.05) between the experimental and control groups in the post-test of the Critical Reading Skills test in favour of the experimental group.

To measure the effect size, Eta-squared test was used (Abdel Hamid, 2016, pp. 273-284). The effect size is calculated using the following formula:

$$\text{Effect size } (\eta^2) = t^2 / (t^2 + df)$$

Where: df = degrees of freedom

t = calculated t-value

η² is interpreted as follows:

If $\eta^2 < 0.010$, it indicates a weak relationship or a small effect size.

If $0.010 \leq \eta^2 < 0.059$, it indicates a small effect size.

If $0.059 \leq \eta^2 < 0.138$, it indicates a medium effect size.

If $0.138 \leq \eta^2 < 0.232$, it indicates a large effect size.

If $\eta^2 \geq 0.232$, it indicates a very large effect size.

Table (1) shows that all the effect size values expressed by Eta-squared are greater than 0.232, which denotes a very large effect size. This implies that using the CSR approach significantly impacts the development of English critical reading as a whole score and each sub-skill.

2) Results Verifying Second Hypothesis:

The second null hypothesis states that "**there is a statistically significant difference between the mean scores of the experimental group students in the pre-and post-administration of the critical reading skills test as a whole score and each sub-skill separately, in favour of the post-administration.**" A paired sample t-test was used to verify the validity of this hypothesis and detect the significance of the differences between the two administrations. This is shown in table (2.).

Table (2)

The difference between the mean scores of the experimental group in the pre-test and post-test of critical reading as a whole score and sub-skill separately

Performance	mean		Std. Deviation		t value	Sig.
	pre	post	pre	post		
Literal Comprehension	3.17	9.1	1.74	1.03	15.853	0.000
Inferential Comprehension	2.6	7.27	1.38	0.78	17.672	0.000
Analyzing the Text	2.2	4.83	1.27	1.02	8.426	0.000
Critical Reading of the overall score	7.97	21.2	2.59	2.06	19.730	0.000

(n = 30), (and degrees of freedom = 29)

Table (2) reveals that the mean score of the experimental group in the post-test is higher than the mean score in the pre-test for the critical reading skills test, as a whole score and each sub-skill separately. This indicates an improvement in the level of the students in the experimental group concerning critical reading skills as a whole score and each sub-skill after teaching CSR approach. Moreover, the standard deviation of the post-test scores is lower than that of the pre-test scores for the English critical reading skills test, as a whole score and for sub-skills, which indicates a convergence in the levels of the students in the experimental group on critical reading skills as a

whole score and each sub-skill separately. Additionally, the significance level for the t-test in critical reading skills, both as a whole score and each sub-skill, is less than 0.01, which indicates a statistically significant difference between the mean scores of the experimental group students in both the pre-and post-administration for the English critical reading skills test, in favour of the post-test (which has the higher mean) at the 0.01 level. This reflects that the null hypothesis is rejected. Thus, the alternative hypothesis states, "**there is a statistically significant difference between the mean scores of the experimental group students in the pre-and post-administration of the critical reading skills test as a whole score and each sub-skill separately, in favour of the post-administration.**" is supported.

18. Discussion of the Results:

After implementation, the scores of the study groups in the pre-posttest were analyzed and compared. The results indicated the following:

- 1) There is a statistically significant difference between the mean scores of the study participants on the pre and post-test regarding the development of English critical reading skills as a total score in favour of the post-test scores.

- 2) There is a statistically significant difference between the mean scores of the study participants on the pre and post-test of the English critical reading skills as a total score in favour of the post-test.
- 3) The study findings highlight the substantial improvement in first-year students' engagement levels when instructors employ the CSR approach in the classroom, leading to enhanced interpersonal communication skills crucial for information comprehension, organization, and retention.
- 4) CSR approach also promotes peer learning, encouraging active participation in discussions, task completion, and overall involvement in the learning process. In contrast, classrooms without this approach exhibited lower levels of interaction and motivation, underscoring the benefits of implementing the CSR approach. These results are consistent with previous studies by Lisandy et al. (2019), Gede et al. (2020), and Koşar (2023).
- 5) CSR approach improved the quality and appropriateness of students' answers, allowed them to share their ideas cooperatively, and engaged them actively in classroom discussions. This was consistent with the findings of other related studies, such as Rahayu (2018).
- 6) The study findings can also benefit other researchers' future research, especially those who deal with obstacles to critical

reading skills or are eager to use the CSR approach to develop students' critical reading skills.

19. Conclusion

According to the results of this study, it was concluded that:

1. The CSR approach positively affected the development of AASTMT students' critical reading skills.
2. Employing critical reading strategies is an effective method for enhancing the reading comprehension of AASTMT students.
3. Using collaborative learning approaches helped AASTMT students improve their critical reading skills.

20. Recommendations

Based on the results obtained throughout the current study, it can be concluded that CSR approach:

- English language instructors should participate in training workshops to enhance proficiency in employing the collaborative strategic reading approach when teaching various texts.
- EFL instructors should integrate instructional strategies in critical reading lessons.
- Students need to be trained on various critical reading strategies for efficient reading

- English instructors should encourage students to read diverse texts like books, articles, and stories.
- English instructors should engage students in high-level academic discussions for language acquisition through academic discourse with peers.
- English language instructors should attend training workshops to develop expertise in applying the collaborative strategic reading approach to teaching various texts.
- Facilitated connections using students' background knowledge and experiences should be enhanced.
- It increased students' ability to summarize texts effectively
- It cultivated a motivating, cooperative learning environment without pressure
- Varied techniques suitable for all ages to reduce boredom should be implemented.

21. Suggestions for Further Research

Based on the findings of the present study, the following suggestions for further research were recommended:

- The Effect of Collaborative Strategic Reading Approach on Developing AASTMT Students' Speaking and/or Writing in English for Specific Purposes Course.

-Using Innovative Approaches for Developing AASTMT
Students' Critical Reading Skills in English Course.

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