

## Developing Educational Media Students

Asmaa Shaban Mohammed bauomy  
ALECSO Institute of Arab Research & Studies  
Cairo – Egypt

### Abstract :

The main purpose of this study was to develop EFL Educational Media students' writing skills through using project-based learning (PBL). The study adopted the quasi experimental design. Two intact classes from 4<sup>th</sup> year, Tanta University Faculty of Specific Education Educational Media Department, were randomly assigned to the experimental group (N=42), and the control group (N=42). The experimental treatment started early September 2018, and lasted until late January 2019. The experimental group was engaged in conducting a project as well as studying the syllabus prescribed in the text book. Five issues of a monthly journal were produced as a culminating product of the project. On the other hand, the control group was taught only the prescribed syllabus. The two groups were pre-tested and post-tested on writing skills using two tests prepared by the researcher. A *t*-test was employed to measure the difference between the two groups. Besides, ( $\eta^2$ ) was applied to measure the effect size of the experiment treatment on participants' performance in writing skills. Results have indicated that the performance of the experimental group in writing skills improved significantly. This implied that project-based learning proved successful in developing students' writing skills. It is concluded that engaging students in authentic and constructive learning environment, helps students use English for real purposes, explore more with the language, apply concepts and construct knowledge. It is recommended that great emphasis should be given to using PBL in EFL classes.

## 1.1. Introduction

Language is the most important feature for developing nations. It's a means of communication between individuals all over the world. It is hard to imagine how human social life could exist without some kind of language. The emergence of language, long ago in the prehistory of human species, made possible the kind of social existence which men take for granted today. On the other hand, movement to the information age has focused attention on good thinking as an important element of success in life.

English language is considered as the first international language which is used in all fields as; politics, technology, economy, formal conferences, industry, commerce, tourism, journalism and education. Baron (2001; 36) confirms that over the past two decades there has been a significant increase in the number of people around the world who speak English as a second language. In the same respect, Harmer (2001;14) argues that various countries are placing more importance on learning English as a second or other languages and it becomes the "lingua Franca" for business transactions between countries. Clearly, English is recognized international as the major worldwide language, with over 300 million native speakers and 1.5 billion second or fluent foreign language speakers. Its preeminence in the affairs of the global community, its role as the most common international medium of communication, and its value in accessing the economic machinery of a large number of regions and countries are also recognized.

We live in a century which has been described as "Information Era". This refers to the age in which information is rapidly changing and developing day to day. To be able to keep up with such increasing changes and developments, not only should individuals be able to send and receive messages effectively and negotiate meaning, but they should also be able to read what happens around them. In addition to that, knowledge revolution and the rapid technological changes of today's world necessitate a shift in how students learn. Success in today's competitive world requires the ability to access, synthesize, and communicate information. Students need to work collaboratively to solve complex problems and to create new knowledge through the innovative use of multiple technologies. Therefore, education must be upgraded for learners in order to succeed in the new global community. In the age of globalization, reading in second or foreign language settings continues to have an increasingly important role. The

ability to read in an L2 is one of the most important skills required of people in international settings (Grabe, 2002). In an L2 setting, reading may function as a major source of comprehensible input and thus be a means to the end of acquiring the language. The acquisition of reading skills in an L2 is a priority for millions of learners around the world. As Eskey (2005) has pointed out, many EFL students rarely need to speak the language in their day-to-day lives but may need to read it in order to "access the wealth of information" (p. 563), recorded exclusively in English.

At the same time, reading is an end itself, as the skill that many serious learners most need to employ. The importance of academic reading has been well recognized by many researchers. Levine, Ferenz, and Reves (2000) stated that the ability to read academic texts is considered one of the most important skills that university students of ESL or EFL need to acquire. Thus, reading is an integral component of being a competent language learner. It is an act of inquiry and a search for meaning. Further, it serves best all activities students undertake (Briskin, 2005)). In Wallace's view (2003, p.4), "reading is a social, critical, and interpretive process rather than a skill or a set of skills." In this area, McCaw (2008, p.4) maintains the value of having the ability to absorb the underlying theory of the text, and to interpret and critique what is read deeply rather than being a passive recipient and consumer of language and ideas.

As it is known, English has main four skills namely: Listening, Reading, Speaking and writing. Reading is a skill that is one of the most difficult to develop to a high level of proficiency (Grabe, 2002). Many students have difficulty understanding what they read, in particular, comprehending academic texts (Snow, 2002). As Dreyer and Nel (2003) pointed out, many students enter higher education underprepared for the reading demands that are placed upon them.

Clearly, reading is a pivotal skill for students which enables them to acquire knowledge and develop their academic areas. Reading is necessary to know the answer to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English. This being the reality of the present world, teaching of the reading skills of English is very important for Bangladesh, and it has no alternative. The essential goal of teaching reading is to train students to read efficiently and quickly so as to get information and meaning from the

written material rapidly with full understanding and enjoyment.

Thus, reading is an integral component of being a competent language learner. It is an act of inquiry and a search for meaning. Further, it serves best all activities students undertake (Briskin, 2005). In Wallace's view (2003, p.4), "reading is a social, critical, and interpretive process rather than a skill or a set of skills." In this area, McCaw (2008, p.4) maintains the value of having the ability to absorb the underlying theory of the text, and to interpret and critique what is read deeply rather than being a passive recipient and consumer of language and ideas.

The readers are constantly dealing with a complex interaction between text, setting ,reader ,reader background, reading strategies, the L1 and L2 and reader decision-making . It necessitates them to be able to evaluate the text critically. In other words, in order to understand the text and facilitate this complex interaction, they need to be critical readers; that is, to learn to value their own reading, to compare their reading and interpretations with others, to reexamine or reject the parts of the process in which they value their reading and interpretations and to compare them with others when it is necessary.

In essence, to read well, students must be able to bring ideas from a text into their thinking and arrange those ideas in clear and logical sequence. More specifically, critical reading represents disciplined thought. It requires deep reasoning from multiple perspectives (Elder and Paul, 2006). One of the most influential tools anyone can always have is the ability to think. Critical thinking skills are strategies people use to consider and evaluate new ideas. Renandya (2002, p. 273) postulates that reading receives a special focus in many second or foreign language teaching situations. There are a number of reasons for this issue. For example, many foreign language learners want to be able to read for information, pleasure, their career, and studying purposes.

Celce-Murcia (2001, p.154) stipulates that various models and theories explain what is involved when we read. She also postulates that current researches generally view reading as an interactive and socio cognitive process. A synthesis of current research in reading suggest that reading is a process of constructing meaning through the dynamic interaction of the reader, text, and the context of reading situation that results in the acquisition of knowledge, experience or information.

The topic of teaching students to think while reading—critical reading--should be central to any discussion of thinking skills. Critical reading has been defined as learning to evaluate, draw inferences and arrive at conclusions based on the evidence (Zintz and Maggart, 1984). One method that promotes critical reading involves the use of news media in the class. Newspapers, magazines, television, and radio can motivate students to develop critical listening and reading skills. Differing accounts and editorials can be compared as a way of helping students read with a questioning attitude. Students can construct their arguments for discussion or publication in student newspapers. In the process, they become more discriminating consumers of news media, advertising, and entertainment.

Reading critically precedes thinking critically. Readers discover information and ideas when they analyze and reflect on the ideas they read. However, when they later evaluate these ideas by questioning their validity (based on their own previously accumulated background knowledge), then and only then are they thinking critically. Critical reading is based on textual analysis, which depends on knowing what to look for when reading any text. Critical thinking, on the other hand, is based on making inferences from texts based on prior evidence. One can distinguish between critical reading and critical thinking in the following way:

- Critical reading is a technique for discovering information and ideas within a text.
- Critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe.
- Critical reading refers to careful, active, reflective and analytic reading. Critical thinking involves reflecting on the validity of what people have read in light of their prior knowledge and understanding of the world.

In general, it can be said that critical thinking plays a central role in academic instruction because it is what students need to succeed both in an academic environment and real-life situations. In the educational domain, theorists and educators assure the interrelatedness between language proficiency and both the experience of literacy (Riley, 2006) and thinking (Ling Liaw, 2007). Therefore, thinking critically when using the target language helps the learner to be proficient in a language.

Also, reading critically does not mean memorization of information and decoding what is between lines, but it is also the ability to judge the ideas of others, filter knowledge through deep thinking, and to get logical interpretations for any piece of written texts.

To improve reading critically, there are various approaches in TEFL. As English language teachers, only by understanding what the different approaches are, what positive or negative role each approach contains, and how the appropriate approach may be related to the teaching practice, can better teaching and learning effect be achieved.

Over the last part of the twentieth century, ELT (English Language Teaching) methodology has developed very rapidly and has been subject to changes and controversies. Communicative approach to teaching and learning English has been a significant development; at present, it is used worldwide in teaching and learning English, especially, in EFL and ESL situations. Instead of grammar-based approach, practice-based learning is considered important in recent theoretical approaches. This practice covers training of all four basic skills: listening, speaking, reading, and writing. Success of the teaching of English through communicative approach depends entirely on the practice of these skills.

Among the major skills, teaching of reading has a significant place as it is still very important for higher education (Haque, 2006).

Among the strategy teaching models in language learning, the Cognitive Academic Language Learning Approach (CALLA) was originally developed in 1986 to improve not only language success of students learning English as a second language in the United States, but also their academic achievement in general through use of strategies. Subsequently, revision and renewal studies of the model were conducted at various schools (Allen, 2003, p. 331-332; Chamot & O'Malley, 1994, p. 4; Chamot & O'Malley, 1996, p. 259).

Theoretically based on cognitive learning theory, CALLA focuses more on learning rather than teaching. It is clearly underscored that teachers can learn how to teach better by understanding how students learn (Chamot & O'Malley, 1994, p. 19). The model consists of three salient elements (Chamot & O'Malley, 1994, pp. 10-12): content topics, improving academic language skills, and teaching of language learning strategies. Depending on the level of students, content subjects can be chosen among mathematics, science, social

studies, and literature. This model does not aim to teach all the topics of a specific course, but rather teaching several topics in detail (Chamot & O'Malley, 1994, p. 10). Content provides not only the opportunity to use functions of language and skills that students need in order to understand, discuss, read and write about it, but also it creates the setting necessary to teach strategies to students (Chamot & O'Malley, 1994, p. 26). These three salient elements forming CALLA build the setting needed to train students about strategies in accordance with their needs. For instance, the content of a program based on CALLA and tailored to needs of literature students may be chosen among literary texts. Since the learning task determines the strategies to be practiced in such a program, it would be easy to focus on the strategies that students would employ to understand literary texts. Therefore, a program based on CALLA makes it possible to teach language learning strategies to students in a way that appeals to their needs and interests. With such a feature, this model seems as an appropriate one especially for those students studying at higher education level and learning a language for academic purposes. However, there is still a need to test and improve the model by designing further studies across varying conditions such as native language, foreign language, field of study, and educational level.

### **Background and problem**

The core of effective teaching is highly based on understanding the nature of learning. Thus, figuring out the components included in an effective reading process, the behaviors displayed by an effective reader during this process, and how individuals learn a foreign language plays a crucial role for teaching reading in a foreign language. Being an action carried out quite often on a daily basis but not questioned that frequently, reading not only requires efficient and congruous use of many processes such as attention, perception, and comprehension, but also it covers both cognitive and meta-cognitive processes (Block & Pressley, 2002, p. 3; Grabe & Stoller, 2002, pp. 4-10; Kern, 1989, p. 135). In a world that demands competency with printed texts, the ability to read in an L2 is one of the most important skills required of people in international settings (Grabe, 2002). Indeed, reading comprehension skill has come to be the “essence of reading”, essential not only to academic learning in all subject areas but also to professional success and, indeed, to lifelong learning. . The importance of academic reading has been well recognized by many

researchers. Levine, Ferenz, and Reves (2000) stated that the ability to read academic texts is considered one of the most important skills that university students of ESL or EFL need to acquire. In fact, the ability to read the written language at a reasonable rate and with good comprehension has been recognized to be as important as oral skills, if not more important. According to Grabe (2009, p. 14), reading is a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, and linguistic process including learning. The interactive nature of reading is especially underlined by interactive models that explain reading comprehensively. Within the interactive models, both interaction between the reader and the text and the one between bottom-up and top-down reading processes are highlighted. Therefore, it wouldn't be wrong to state that an individual should apply both bottom-up and top-down processes for an active reading; in other words, s/he should employ strategies that would help not only decode the knowledge in the text but also relate his/her background knowledge to the text and interpret the text.

This is an age of Internet, and it is the best and swiftest medium of getting information and being acquainted with the world. As the language of Internet is English, a fair level of reading skill in English is necessary to use or browse Internet. Reading is, therefore, a very important English language skill that we need in this present competitive world. Critical reading skills of English are very important for higher education. Moreover, today's world is becoming increasingly globalized; a graduate is produced today not only for the local, but for the global market. So, graduates should have education of an international standard which is not at all possible without the reading skills of English.

Paul (2004) believes students, in most educational systems, gain lower order learning which is associative, and rote memorization resulting in misunderstanding, prejudice, and discouragement in which students develop techniques for short term memorization and performance. These techniques block the students' thinking seriously about what they learn. Critical reading, needs special attention from the experts and professionals for a meaningful higher education. As a vast majority of world's library resources are in English, and the biggest publishing industries of the world publish books in English. Therefore, it has become quite impossible to pursue meaningful higher education without the critical reading skills of English. In an



L2 setting, critical reading may function as a major source of comprehensible input and thus be a means to the end of acquiring the language.

The issue of incorporating critical reading skills in education has raised many contradictory ideas about whether critical reading can be taught or not. A variety of approaches and models to teaching, measuring and assessing critical reading skills and abilities have been developed. In addition, teaching critical reading skills has raised many issues such as culture, emotion, transferability and generalizability of the taught skills which are discussed and answered by the experts.

The majority of educational media students lack the critical reading skills. They lack the ability to differentiate among evidence, argument, claims, and purposes. Also, they are unable to accurately construct and internalize what is conveyed in the text resulting in having both difficulty formulating clear concepts and unwillingness to be engaged in class discussion. Because they read only for the purpose of passing the final exam. This, in turn, leads them to consider that the objective of their reading is to remember everything they have read and write down it in the exam paper. For them, all ideas and sentences have the same meaning. Students cannot develop deeper understanding of ideas and concepts. Their focus is tended to small parts of words rather than reading large chunks (Amanda, et.al,2007). Hence, they are unable to construct sound viewpoints; to give meaningful understandable English; to assess the validity of something; and to make reasonable judgments.

### **Pilot Study**

Out of her observation, the researcher could feel that the majority of educational media students have difficulties with the critical reading skills, such as (analyzing, synthesizing, and evaluation). In order to verify this point of view the researcher conducted a pilot-study on an intact class of 30 3rd year, Educational Media students in Tanta University, Faculty of Specific Education during the first term of the academic year 2015/2016. A three critical reading passages test (political, literal, and social) was administered to the students sample. The table below represents the obtained results.

**Table (1) The Frequency and Percentage of the Educational Media Students on the Critical Reading Skills Tes**

Percentage	Freq.	Critical Reading Skills N= 30	
33%	10	<b>A- Analyzing:</b>	1- The ability to identify the main idea.
26%	8		2- The ability to refer to the cause and effect.
33%	10		3- The ability to make comparison.
26%	8		4- The ability to state the author's motives, feelings, and attitude.
30%	9		5- The ability to grasp varied figures of speech (literary forms).
23%	7	<b>B- Synthesizing</b>	6- The ability to draw conclusion.
26%	8		7- The ability to make inferences.
30%	9		8- The ability to predict consequences.
23%	7		9- The ability to make generalization.
26%	8	<b>C- Evaluation</b>	10- The ability to assess the credibility of something.
36%	9		11- The ability to judge the value of material.
33%	10		12- The ability to distinguish between facts and opinions.
26%	8		13- The ability to distinguish accurate and relevant information from false and irrelevant information.

The results obtained showed that the majority of percentages were low. This implied that most educational media students were poor critical readers. They lacked the ability to recognize and analyze evidence within the text as well as make sense of what they read. Also, they exhibited weakness to infer information, assess the validity of something, make judgments based on reasoning or construct sound viewpoints. They were not in the habit of reflecting deeply and utilizing their critical thinking skills when reading. This implied that the students needed to be both conscious of reading

behaviors of disciplined reading and knowledgeable of how the language works to communicate ideas. Thus, it's clear that, educational media students face a serious problem in reading, grasping knowledge properly in their classes in general and in critical reading in particular. Helping students to read critically entails more interaction with the world around them. This implies that students need to be taught through an instructional methodology that helps foster deep learning experiences and to connect them with issues and questions that are relevant to their lives. Students need to practice English in authentic learning environment following inquiry learning approach , Wegdan 2013.

To better promote students' critical reading, Briskin (2005), suggest that students should work in small group where they can analyze a text, and create a series of appropriate questions applying an effective disciplinary approach to the text. Within the context of reading in problem-based learning classroom, learning becomes much more than the process of mere knowledge seeking. Students develop higher order thinking skills by constantly relating what they read to what they want to do with the information. Students question the writer's assumptions and analyze information presented (Karen and Yoon-San, 2001).

Thinking about how critical reading can be mastered progressively, it was assumed that engaging students in a constructivist learning environment might serve best in developing students' performance in critical reading skills Wegdan 2013. Reviewing the literature showed that project- based learning is a constructivist paradigm that is based on challenging questions or problems that involve students in design ,problem-solving, decisions making and investigative activities (Thomas, 2000).

#### **Need of the study:**

Reading serves multifaceted purposes. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc. Thus, a same text may be a source of diverse interests depending on the person concerned. Also, The reasons and purposes of reading a text differ from person to person because of their different opinions,

backgrounds and experiences and schemata.

Educational media students need to practice the language in purposeful, authentic, dynamic, and meaningful contexts. In other words, students needed to go into a deeper level of inquiry and study and to be led beyond the limits of traditional contexts. There was a need to practice higher order thinking in meaningful and purposeful reading contexts. Teaching practices do not allow students to activate and expand their background knowledge. Students needed to have great exposure to varied community texts and extra sources of information and to be provided with direct instruction, modeling, coaching, and scaffolding while reading (Hollingsworth, Sherman and Zauqra, 2007).

Actually, educational media students needed to learn how to learn. The emphasis should be on the processes involved and not only on the final performance. In essence, there was a need to teach students through a promising learning paradigm that helps develop students' language skills in light of the standards specified by Ministry of Education [MOE] and those that are included in EFL Content Standard Document stated by National Authority for Quality Assurance and Accreditation of Education [NAQAAE] (2009). This made clear that it might be fruitful to conduct a study for developing simultaneously critical reading and writing skills through project work.

#### **Statement of the problem :**

Reading plays a crucial role in our lives. It is so much a part of everyday living that one can hardly imagine life without it. Reading is also uniquely individual and flexible. In the age of the Internet and information revolution, reading retains its importance as an essential skill for learners of any language. According to Alderson (2000), L2 reading could be somewhat slower and less successful than L1 reading because of the levels of readers' proficiency, types of text, text difficulty, and task demands. Research on L2 reading has considered various variables involved in the reading process, and most of this kind of research has consisted of participants from the beginning and intermediate levels of language instruction (e.g. Brantmeier, 2003; Carrell, 1988a; Hudson, 1982; Johnson, 1981; Young & Oxford, 1997; Schueller, 2004). However, little empirical research (e.g. Brantmeier, 2001; Young, 2003) has been done to investigate readers at the advanced levels of language instruction, and

it is at this stage of acquisition where more L2 reading research is needed. As researchers attempt to learn more about advanced L2 readers, it has been noticed that students' gender (Brantmeier, 2003; Pae, 2003; Young and Oxford, 1997) and text types (Alderson, 2000; Brantmerer 2005; Grabe, 1988; Olson, 2003; Perfetti,1997) should be explored.

Many researchers point out that successful L2 readers use similar strategies. For example, successful readers do not use strategies hierarchically or linearly, but interactively in reading (Carrell, 1983a; Zamel, 1992). In contrast, according to Leki (1997), less successful readers seem to do the same thing. They access the text on the page rather than the meaning potential of that text, the forms of the letters and words rather than the overarching connections between them. However, up to now, language skills are still mostly taught as distinct skills, which is a dilemma in L2 reading instruction (Lee, 2008).

Importance of the critical reading skills of English has reached new heights in the present context of the globalized world. But the question is: how far are the educational media students prepared for it?

A large majority of educational media students at the undergraduate level cannot access English textbooks prescribed in their syllabus for their lack of required proficiency of reading skills in English. They depend only on books, memorizing things— words from dictionaries, sentences from various books, and rules of grammar from different grammar books, understanding word meaning and answering specific questions which they mostly get done by private tutors or at coaching centers. They inspired by friends or guided by teachers sometimes try to read a book but soon they lose the eagerness and interest with which they start reading the text. In every paragraph, or even in every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning. Sometimes, they do not understand long sentences, and they miss the links between parts of a text. As a result, they lose their patience and their interest, and they give up reading. Sometimes they may feel inspired to look up the words in the dictionaries, but checking the dictionary too many times proves boring, and at last, their enthusiasm for reading the text dies down. They fail to understand the syntax, especially when the sentence structures are long. They also have problems with understanding text organization. Some ELT

researches in Bangladesh found that students' proficiency in reading is very poor.

Based on the researcher's experience, pilot study results, and review of the related studies the problem of this research can be stated as Educational Media students don't master the critical reading skills necessary for reading and translation. Based on the EFL students' problems in critical reading on the one hand, and the strong connections between critical reading and the students of educational media students on the other hand, one way to improve the students' critical reading skills might be to practice well. This present study was motivated by concerns over difficulties that educational media students appeared to encounter in EFL critical reading skills. The problem Can further be stated as follows :

Educational media students seem to lack the ability to interpret and critique when reading a text. They cannot grasp the underlying meaning that helps them construct sound viewpoints and reasonable judgments. Hence, the present study attempted to investigate the extent to which CALLA training – Based program can develop educational media students' critical reading .

More specifically, the present study addresses the following major question:

**- To what extent can CALLA training – based program develop educational media students' critical reading skills?**

To answer the above main question, the following sub-questions were drawn to be answered:

- 1- What are the critical reading skills needed for educational media students?
- 3- What are the characteristics of CALLA training – based program ?
- 4- What are the features of the proposed program that helps develop critical reading skills of the target group?
- 5- To what extent can CALLA training – based program be effective in developing educational media students' critical reading skills in Political texts, Literary texts, and Social texts of the target group?

### **Hypotheses of the Study:**

Based on the questions of the study, the following hypotheses are formulated:

There is a statistically significant difference, at .05 level, between the

mean score of the experimental group students and those of the control group on the post critical reading skills test ( Political texts, Literary texts, and Social texts ) in favor of the experimental group.

There is a statistically significant difference, at .05 level, between mean score of the experimental group students on the pre- and post-critical reading skills test ( Political texts, Literary texts, and Social texts ) in favor of the post-administration.

### **Purpose of the Study**

#### **This study aimed at:-**

- 1- Specifying EFL critical reading skills that educational media students should develop to be critical readers.
- 2- Identifying the characteristics of CALLA training – based program .
- 3- Assessing the actual performance of the participants on critical reading skills before and after the experiment.
- 4- Conducting the suggested program.
- 5- Examining the effect of CALLA training – based program on developing educational media students' critical reading skills.

### **Significance of the Study**

#### **The study attempted to:**

This study is expected to:

- 1- Provide Educational Media students with the skills that enable them to read critically.
- 2- Provide teachers with a teaching guide on how to teach the critical reading skills using the CALLA.
- 3- Provide a number of recommendations for teachers and researchers concerning the use of critical reading skills.

### **Delimitations of the study**

The present study was delimited to:

- Two intact classes from the third year, educational media students , faculty of specific education , Tanta university .
- Relatively short period of administering the experiment. It was administered in three months only.
- Developing critical reading skills classified in accordance with A CALLA-based training program to equip educational media students with a number of critical reading skills.

### **Methodology**

#### **Instruments:**

The following instruments were prepared by the researcher and used throughout the research:

- A Critical Reading Test (used as a pre-posttest).
- A Critical Reading Skills Questionnaire (used to specify a list of critical reading skills needed to be developed by third year of educational media students).

### **Sample of the Study**

Participants in this study were sixty third –year educational media students, Faculty of Specific Education , Tanta University .

### **Design:**

The study adopted quasi-experimental design. Two intact classes were assigned to the experimental and control groups .The two groups were pretested to determine the actual performance in critical reading skills. Then, experimental group was taught through the syllabus prescribed in the text book as well as conducting the proposed program. On the other hand, the control group was taught only through the syllabus of the textbook. Both groups were post- tested in critical reading skills to measure any possible improvement.

### **Procedures:**

The procedures followed by the researcher in conducting the study could be summarized as follows:

- Reviewing the literature related to Cognitive Academic Language Learning Approach, and critical reading skills.
- Designing a questionnaire to specify a list of critical reading skills needed for educational media students to be developed through the program work.
- Preparing critical reading skills test and validating it by the jury.
- Submitting the units of the program to the jury to decide its applicability, suitability, and validity.
- Assigning two intact classes from the third year educational media students, Faculty of Specific Education , Tanta University , to an experimental group and a control group.
- Pre-testing the experimental and control groups on critical reading skills tests to decide the actual performance before the experiment.
- Teaching critical reading skills while engaging the experimental group in program work.
- Post-testing the experimental and control groups on critical reading and skills to determine the amount of improvement (if any).
- The scores each group obtained were statistically analyzed to verify the hypotheses.



- Discussing the results of the pre-post tests.
- Providing summary, conclusion, recommendations, and suggestions for further research.

## **Definition of Terms**

### **Critical Reading**

Paul (1993) (cited in Surjosuseno and Watts, 1999) defines Critical Reading as "an intellectual process in which a reader participates and has a dialogue with the writer, looks for assumptions, identifies key concepts and ideas, considers justification, provides supporting examples, parallel experiences, consequences, and assesses it accurately". Critical reading is the ability to evaluate the credibility of writing; it is the process of applying critical thinking to texts. You must zoom in and out, ask questions, and make decisions as you read texts. Critical readers become conscious of and deliberately engage in these activities. Wallace 2011, Critical reading involves understanding the content of a text as well as how the subject matter is developed. Critical reading takes in the facts, but goes further.

Critical reading can be defined as the ability to grasp accurately the underlying meaning of any text as well as filter knowledge and information through deep reasoning to accept what is logical and avoid what is vague reflecting this in a piece of writing Wegdan Al-Hanafy 2013.

Out of the previous definitions of CR, the researcher could reach the conclusion that all these definitions agreed on the fact that CR is the process of extracting and constructing meaning through interaction and involvement with written text. In addition, it's the ability to make sense of the author's message and an ability that the EFL or ESL learner should zoom in and out, ask questions, and make decisions as he read text. Generally, critical reading has been considered more practical and significant in the process of reading for EFL learners nowadays. It is an act of reading in which a critical attitude, logical analysis and inference are used to judge the worth of what is read according to an established standard.

### **Critical Reading Skills (C R S s):**

Critical reading skills are steps in a goal-driven process where the reader interacts with the text before, during and after reading. These skills are important in the updated Bloom's taxonomy, where

remembering and understanding form the base of the student's education, and applying, analyzing, evaluating and creating demonstrate higher orders of thinking.

:[http://www.ehow.com/info\\_8288599\\_critical-reading-skills.html#ixzz2kxRAep8n](http://www.ehow.com/info_8288599_critical-reading-skills.html#ixzz2kxRAep8n)&<http://homeworktips.about.com/od/home-workhelp/a/criticalreding.htm>

In this study critical reading skills are the ability to recognize what the author needs, and the ability to see relationships of ideas .Emphasis is on analysis, description, interpretation, and inference of meaning and ideas portrayed in the passage.

#### **Cognitive Academic Language Learning Approach (CALLA):**

The Cognitive Academic Language Learning Approach (CALLA) is an instructional approach for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks (Chamot & Robbins, 2006, p. 6)

The present study researcher defines CALLA as an instructional approach that incorporates learning strategy instruction presented through five phases (preparation, presentation, practice, evaluation, and expansion) for helping students learn conscious processes for facilitate the acquisition of new skills.

#### **Educational Media Students:**

Students who learn to think critically, research topics, conduct interviews, write clearly for an audience and work together as a team , they also learn how a free and responsible press can improve their society by informing, entertaining and influencing their audience.

Operationally, educational media students can be defined as lack the critical reading skills. They lack the ability to differentiate among evidence, argument, claims, and purposes. Also, they are unable to accurately construct and internalize what is conveyed in the text resulting in having both difficulty formulating clear concepts and unwillingness to be engaged in class discussion .Because they read only for the purpose of passing the final exam.

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