

IMPROVING STUDENTS' CRITICAL READING SKILLS

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Abstract

In this literature review I first quoted the views of reading comprehension, then I quoted the opinions of several scholars on critical reading, and in the last paragraph I quoted the opinions of scholars whose critical reading instructions were controversial, and I tried to synthesize them all and besides, I will try to find supports on the ideas of the critical importance of the English classroom approach that can greatly contribute to the achievement of learning objectives.

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Introduction

Critical reading skills are considered to have been acquired in higher education and in academic speech, which is of vital importance (Davidson, 1998; Connolly, 2000). It is therefore necessary to teach critical reading and thinking skills in an orderly manner so that they can acquire their knowledge and form their own ideology independently of the content of their immediate experiences. Asghar (2013), who evaluated the same textbook, confirms that the traditional teaching of texts in this textbook did not achieve its goals. Traditional reading of texts can limit students' attitudes toward texts.

Asghar Such a situation reflects teacher's ignorance of textbook potential, pedagogical treatment conditions that lead to the dissemination of incomplete or misunderstood information for students, so Morgan (1997) calls false or naive consciousness. When Morgan students are in a state of false consciousness, the strategies that teachers believe in through them can bring their students to a level where students can 'name their own world' declares it differently, not according to ideologies, institutions, and speeches, but according to their experience. In this literature review I first quoted the views of reading comprehension, then I quoted the opinions of several scholars on critical reading, and in the last paragraph I quoted the opinions of scholars whose critical reading instructions were controversial, and I tried to synthesize them all and besides, I will try to find supports on the ideas of the critical importance of the English classroom approach that can greatly contribute to the achievement of learning objectives.

Critical reading

Teaching students to think while reading is critical reading. According to Paul (1993), critical reading is 'an active, intellectual process in which the reader participates in an internal dialogue with the writer'. In contrast to Paul, Rubin (1982) noted, 'Active reading is considered that a higher level of reading and comprehension than literal interpretation because it involves assessment, the creation of a personal opinion about the clarity, value, and truth of what one has done.'. Flynn (1989) argues that the critical development of students' ability to read is the main goal of the reading guide and that the teacher should provide students with 'opportunities to analyze, synthesize and evaluate ideas through cooperative problem solving'. Therefore, both Flynn (1989) and Paul (1993) focus on knowledge critical analysis of the included analysis, synthesis, and evaluation processes

Teaching critical reading

Dr. Allan says, 'The approach to critical reading teaching described here is mainly inductive, derived from specific features and leading to generalization'. In his view, the general teaching method of the approach is: (1) to teach students a person, event, or situation; (2) increase cognitive dissonance by identifying explanations and evidence from students who support each side of the conflict; (3) demonstrate or model a critical reading of the same calculations; and (4) the degree of resolution of extended course dissonance through subsequent reading (additional calculations) and the ability to manage these critical readings and previously modeled thinking skills. The approach to teaching critical reading described above is not new; it has been called teaching through problem situations in turn (Dewey, 1933), using class debate (Lunstrum, 1981) and teaching dialectical thinking (Paul, 1984). In addition to the above understanding, below it can be seen a comparison of the controversial views of several scholars regarding the critical reading instruction and development of these instructions. According to Asghar. Et al. (2014) a linguistically, conceptually, and culturally oriented text not only helps the reader to perceive the world in a schematic background, but also provides them with the skills to be autonomous thinkers. Unlike Asghar, Allan, R. (1989) continues his views on the independent reader as follows: by allowing readers to be involved in learning process, by providing effective contexts for reading, by creating a supportive atmosphere for learners, they should be provided with such chances and demonstrations that will give students the opportunity to be independent thinkers, readers and learners. Another researchers, Cequena, Song, Joeseph M., Hannah et. al. (2016) argue that contextualization is another common critical reading strategy that requires the student to place text in historical, biographical, and cultural contexts where students may not have enough information to implement contextualization while reading. Contrary to the above views, according to Nichols W.D. (2000), critical reading instructions should be intended to provide students with the right direction, taking into account their background culture, their first language accent, and their cultural values, and he adds that much of the current successful methods are largely based on the European American paradigms

Conclusion

In this literature review, I have looked at different approaches and theories of critical reading guidelines. This ability to give clear guidelines for critical reading is essential to students' academic success. EFL and ESL teachers are trying to adapt themselves to these educational goals, trying to insure that students use critical reading for their own implementation of courses, especially in the reading course. Many strategies are available to help students teach critical reading, but a literature review found that there is no single, common definition for critical reading instruction. In fact, teaching critical reading is complex and difficult to identify. The obvious problem with this issue is the concept of critical reading that most teachers themselves do not fully understand. So they are not able to teach it effectively. I can say I got several notions from the examined articles such as named "Teaching of Critical reading skills ESL and EFL Context...". Personally, I would like to thank Asgar, Allan, R. (1989) for their idea about involvement in the learning process, the creation of effective conditions for

reading, the creation of a favorable environment for students . Because it is difficult to achieve the desired result if the student does not carry out the process of critical reading in a comfortable environment for himself. Moreover in the article named "Teachers Role in Providing Culturally Responsive Literacy Instruction" a scientist who raised a question for me was Nichols W.D. (2000) states that the guidelines for critical reading should be chosen taking into account the culture of origin, first language pronunciation, and cultural values of students, and that most of the current successful methods are based on European-American paradigms. It was at this point that I developed a question on what is European American paradigms and a desire to do some small research in my future courses on European American Paradigms. So I would like to summarize what I have learned from the review of the above literature: the ability to read is one of the most important of the remaining abilities, and simply reading any information is lacking. The student is able to think critically in the reading process, making critical reading by asking himself questions. The ability to carry out this process is entrusted to experienced instructors. At the same time, they are required to conduct new research, if necessary, to constantly increase new and old knowledge on this topic.

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