

## **Teaching critical reading in schools and associate with education**

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**Abstract:** In this study, increase student's success level in education and emphasize the importance of critical reading in order to create positive developing in viewpoint with increase their level of consciousness. Also requirement about gain this ability and habit in education process is explain. In this context, reading habit, critical reading education and effect critical reading to education life are examined. This study's subject is about, contribution of critical reading ability's to students education life. In this study thought that, when student gain the critical reading habit and using it in everyday life, their education's effect are increase. In this context, to attract attention; critical reading's importance in education and teaching it with education.

### **1. Introduction**

Critical reading skill is a skill that provide to develop skills such as scientific and critical thinking. In this context, importance of individual who have critical reading skill isn't ignore for build up a society where reading, thinking, critic, questioner and writing people are exist.

It seems requirement for study about loack of work in this issue , because it is so important for being scientific and development. Especially when we think about primary school life effect our our life, the fact that emerges, skills that primary school years bring us are abiding. In this context, this study is realized for both while flash to study that realized in future to create aliveness and setle responsibilities for schools.

Saving critical reading skills is important for thinking, critic, questiner, writing and crious individuals are exist. Bot only teaching critical reading skills but also provide this skills should use continuous and regular, that is important for being qualified reader. For explanation critical reading transparently, firstly reading definton and than critical reading definition was explained.

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Reading is reading ability in general meaning. Spink make a definition for reading; writer use signs and code a message, reader decode this message and understand it (Spink, 1989, p.1.). When a person learn reading with signs, reading process is starts. In this process, reader decode message and perceive it. Reading is doing for different purpose and effect individuals differently. Ogunrombi and Adio (1995, p. 50) support Onwubiko's ideas and show reading purpose in 4 topic;

- 1- For evaluate leisure time and for relax,
- 2- For information,
- 3- For informaiton about Professional,
- 4- For combination of 3 other purposes.

Every person provide different advantages from reading. In general meaning, Ministry of education and Selçuk University study together and research reading in 6 topics; reading and invention, reading and success, reading and socialization, reading and main language, reading and education, reading and personality. For providing this topics, not only reading only read but also reading with critical. In this context, critical reading is exist. For provide and advantage, individuals reading with using critical reading skills.

## **2. Critical Reading**

In today's society many individuals read book and suggest that they had reading habit. It is emphasis that reading should do continious and regular in reading habit's definition. In critical reading, while readers read text continious and tidy, they should read critical. In critical reading habits individuals who have this habits, read critical continious and tidy.

Critical reading is defined by Özdemir (2002, p.19); individuals think about what they read, evaluate what they read and it become habit to use their own value judgments while they are reading. Carvetti, Pardales and Domico explained the critical reading is an evluate process the text while reading in the way of trueness and validity.

In critical reading process reader should think and comment about writer's message's and why writer about this subject. Inthis context, reader evaluate the text while reaading, view the text about own knowledge. If individuals realise reading behavior like this, we can say they have critical reading habit. Critical reading is important for both critical thinking and provide most pleasure from reading. Reader who dont read critical generally accept the ideas in text incontestable and memorize, reader who read critical watch out the text what it tell about, which idea support them and how the ideas descripe. (Aşılıoğlu,2008, p. 7). In Aşılıoğlu's study, cognitive learning's comprehension level is formed by information, purchase, practice, syntheses, consideration and normal reader only stay at information level bu critical reader while reading use all these levels. (Aşılıoğlu,2008, p. 7).

While doing critical reading, reader should ask yourself some questions. These questions;

1. Why am I reading that?
2. Who write this text?
3. Can I understand what they tell?
4. Before I read should I think about it?
5. Information which I read in text should I search other source to check them?
6. Truth in this text, how is different from my environment's truth?
7. Can I discuss the ideas with other people? (Yalçın, 2002; aktaran Ünal, 2006, p.44)

In addition Adalı (2010 , p.13.), for realize the critical reading positively clasified the texts. Fort his clasified story (fable, short story, novel, science fiction), drama, poem species are fiction text. Non fiction texts are narrative texts (biography, autobiography, memory, travel writing, interview), information texts (source text, textbooks, scientific article) and persuasion texts (journal and newspaper article, column, politic texts).

To Adalı's opinion while reader evaluate the text, text's species is important. A novel don't read how the scientific article read. For Adalı's clasified fiction and non fiction text read different technics.

Reader while reading fiction texts;

- 1- Determine the species of the text
- 2- Guess the text
- 3- Illustrate the events in mind
- 4- Investigate the text
- 5- Lay bare of the closed events
- 6- Induction
- 7- Educing

Consider these steps. (Adalı, 2010, pp. 22-23).

Before reader guess about why he/she want to read, what he/she provide from the text how is event can be develop, purpose of reading, illustrate the events in minds, examine the information which he/she hesitate, even continue to read when he/she dont understand lay bare of teh event, question to text and while educing show up the text message. A reader while reading non fiction text, ask yourself 5wlh questions. (Adalı, 2010, 117.s.).

In details reader who read nonfiction text should use these technics;

- 1- Designation purpose
- 2- Designation purpose of writer
- 3- Designation of writer's tendency
- 4- Designation of writer's main idea
- 5- Seperation of event from the thought

- 6- Designation of writer use promotive details
- 7- Designation of text fiction
- 8- Evaluate the text (Adalı, 2010, p. 144)

Before reader start to read, designate his/her reading purpose, then evaluate what the writer's purpose of writing this text; for information or for fun? Why writer write text? What's the writer's opinion about this subject? What's the truth and thought in the text, reader realize them? Also, for evaluate the text reader ask these questions; are the events senseful sequence? Is the text organize clearly? Is the writer's opinion support an information? Is the writer experienced? Which perspective writer show up in the text?(Adalı, 2010, pp. 143-144).

Besides the readers use all these technics, knowledge that is exist in her/his mind, should use while reading process and information that in the text compsrison them. When he/she behave like this, he/she read critical. To tecah critical reading, continuous and regular education can be give in the schools. Before teaching critical reading education activities can do for student's comprehension level development. (Aşılıoğlu, 2008. p. 8) For critical reading a person must have comprehension skill. And then learn to compare the information in the text and knowledge in his/her mind. In teaching critical reading, some steps must have teach to students;

- 1- Have vriefing about the text
- 2- Design the issue of the text that he/she is reading
- 3- To provide student ask about text to yourselves
- 4- To compare the opinions in the text and in his/her mind
- 5- While analyze the each paragraph in the text show up the text2s main idea and text's structure
- 6- Comment to the opinions in the text
- 7- Compare with text that read before (Ünal, 2006, p. 53-54)

### **3. Education and Critical Reading**

In our country when we look at our education system, we look an education system based on rote-learning. In this system, we can say students reading skills dont develop. Education system based on rote-learning bring up students who dont inquiring mind.(Açıkgöz Ün, 2005: 4). Another negative situation which education system based on rote-learning bring up is students who dont have reading habit and cant critical reading and thinking. Reading not only interpretation process but also using the critical reading process to be helpful in education. If a person only read, he/she give less advantages from the reading, but if a person read critical both education life and all life his/her advantages are increase. Bloom (1998, pp. 59-60), have reading habits in primary school life effects both reading skills, comprehension skills and success in education life. Because of the learning tools are predicted on language.

For learning tools promote students and develop thinking skills, before students must throw off rote learning and learn to think and critical thinking. In today's, only read a text, don't fall short of information and culture level, on the contrary it is defined as waste of time. Solve what the text means, come up with new ideas, evaluate the text, increase the advantages from the text. To realize all these individuals have critical reading skills (Aşiloğlu, 2008, p. 2). Readers who don't have critical reading skills accept the information true in the texts. Readers who have critical reading skills how the subject tells, is the diegetic thought based on a source, found these questions important when he/she is reading? (Aşiloğlu, 2008, p. 2). If we look at the difference between two readers; first, only do the reading act, but the other (critical reader), think about said in the text, think about it is true or false, search if he/she don't know anything, try to learn true information. In Ausubel's studies about learning, for realize learning literally (meaningful learning) can use the information that individuals pre-owned in different situation (Açıkgöz and Un, 2005, p. 76). In this context we can say meaningful learning process is cumulative process. When we add new information to our knowledge, it is a base for new knowledge. While the readers are reading, when they have skills that use pre-owned knowledge, use the information not only for saving it, but also use it for a tool. (Aşiloğlu, 2008, p. 8). In other words they combine the new information with the pre-owned knowledge and use it to produce new ideas. When they produce new ideas, start to search this idea, read about it and develop it. This process is repeated and continued, at the end of this process individuals increase their own knowledge. In applied linguistic search results the students who know about how they read, understand, when they compare with coeval, have better school performances. Individuals what they understand from the text, it is the message. To understand this message, individual should develop own techniques. To give an example these techniques, use of the pre-own knowledge, questions about text, summary and illustrate in mind (Jubani, Lama, Gjokutaj, 2012, p. 50). In addition critical reading.

To conclude, school is an institution that teaches information and skills. Skills about reading should develop in schools. Because reading skills, opening learning doors to students (Jubani, Lama, Gjokutaj, 2012, p. 50). Reading skills include; personal skills, social skills goals and values. To realize the education's purpose, there is no better methods. Because education makes positive behavioral change for lifelong process. In this context if effective and critical reading techniques should be taught in primary school, make positive behavioral change for individuals.

#### **4. Conclusion**

In today's society which develops modern education and information has a big value, it isn't important informed and sophisticated people. For being that qualified people, they should have critical reading and thinking skills. For getting these skills and to have habits, critical reading education should give tender age. Primary schools have a big role for this situation in primary schools when teach

sufficient reading methods, effective reading methods can be use lifelong process. While a student give a reading education, should teach them how is the text reading? So student have reading conscious and have reading habit. At the end of this habits, students are finished the rote learning and they learn thinking. In this context teachers and school librarians that effective for students life, they cooperation for tecah critical reading and critical thinking technics. At this point that shouldnt forget that effective school libraries and school librarians qalifications.In our country a lot of public school doesnt have school librarian. For this reason there isnt any person who have reading guidance services.

In this context,

- 1- Provide school libraries effective services
- 2- Provide all school have school librarian,
- 3- Provide school librarian work with teachers
- 4- Provide school librarians do their responsibilities about reading
- 5- Provide to lessons about the critical reading and thinking add school programme.

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