

# Critical Reading: Why and What?

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# Background

- Some surveys (PISA and International Reading Literacy) indicating that our reading capacity is on the lower ground.
- Sudden change from agricultural into digital culture
- A cultural lag for the ideal academic context.

# How about ours

- We are going to write a thesis/conducting research.
- our reading tasks are demanding.
- BUT, our reading exploration is low

# How to respond the situation

Some steps we need:

1. Fostering reading activity
2. Choosing relevant text
3. Listening to our own topic of interest
4. Keeping reading journal
5. Forming group discussion

# Three types of reading

1. Literal: what the writer says
  2. Inferential: what the writer means with what he says
  3. Critical: why the writer says with what he write.
- \*We persistently need to compile different perspectives from any source

# Sources to refer

1. Journals:
  - printed
  - electronic
1. Reviews:
  - books
  - theories

# Sharpening your topic

1. Accommodating our sense of wonder/inquiry to motivate your reading exploration
2. Considering the wider context of our topic of interest to map different perspectives
3. Considering limited context to position our topic of interest
4. Formulating stable topic

# documentation

- First level: summarize any article you read in your journal.
- Second level: try to seek interconnecting sense and give mark
- Third level: contrast and compare the writers/researchers interpretation on a given topic
- Fourth level: clarify your own position



# Forming group discussion

- Form inner and outer circles of group discussion:

Inner group is to intensify your topic of interest.

Outer group is to extentsify your theories

# Construct our own epistemology

- No Single Theory/Truth but theories/truths or perspectives constructed by your reading exploration and 'academic' discussions
- The end of Grand Theory