

Critical Reading

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ABSTRACT

Student educational progress and factors related to it is considered research priorities in education and training of managers. This study does in order to learning to read critically impact on learning motivation and educational progress Islamic Azad University of Rasht, in the second semester of school year. Method of study was quasi-experimental design in two groups (experimental and control groups) by Pre-test –after of test. Sample consists of two classes (each class 15 people) were students in experimental sciences, English language, and elementary education at the discontinuous undergraduate and associate Islamic Azad University. Experimental groups were in the experimental scheme (2-hour in six sessions, totaling 12 hours, teaching critical reading) .This scheme did not implemented for the control group. For measure of learning motivation uses questionnaire with 19 questions in range of Likert degrees 5 in before and after the training program on critical reading and for academic achievement from semester average the first semester and second year students in 90-89. Formal validity of the tool was based on expert opinion and the validity of using Cronbach's alpha coefficient was calculated as 75%. Based on results research, teaching critical reading can be a good way to increase learning and achievement.

KEY WORDS: Education, critical reading, learning, motivation, academic achievement.

1 – INTRODUCTION

Today is less who is unaware reading and writing method however isn't much number of those who true study and then their true write achieve to its objectives because most people even the educated class can't take enough advantage from achieved opportunities for appropriate study and in institutions so that should not be attention to these two skills means principles of proper reading and writing. (comen ,hurze, 2001, p. 11)

People are who are the successful in the study, subject preservation and its recall. Necessarily should not be so popular with exceptional intelligence and memory. Intelligence and memory of all human beings are exceptional and when reading (Perhaps unconsciously, and somewhere without in this case read or heard) attend to these words and expression and keep them in mind then while get it back, the primary express as well as they will want. (Tosi, 1996, p133). Read, include understanding the concept and gain meaning from written words or published. The reading is composed of three main activities. First of person activity in read, to view terms and words and the second activity is recognition and pronunciation of the words. The third act is meaning the contents what be read. These three activities are complementary and depend to each other. (Sabaghian, 1998, p76). variety of read are as follows: Critical reading, reading a brief, quick reading, expression reading, reading accuracy, surveillance of reading and reading for understanding the beauty and art(naemi,1998,p120). Critical reading is in the reading center. A simple definition, critical reading is key of understanding the true content and engagement with content that necessary is to identify and value the creative writings (seyf, 1999, p209). Critical reading is systematic process and intelligent for questioning, making inferences, linking, and evaluation (seyf, 1999, p208).

The main idea of this research is based on the assumption that teaching of critical reading leads to academic achievement of students and their learning motivation.

2- Critical reading

Critical reading is judge about the accuracy, validity or worth reading materials based on correct criteria or standards. Critical reading, or an active mind and the questioner are important for correct judging. Critical reading is a way of reading that its skill requires the use of four techniques: Questioning, making

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inferences, Linking and to evaluation through questioning. Reader with the author can hold a dialogue and deals with to discover the causes of insufficient, being irrelevant and ambiguous content. Through inference, reader deals to discover the assumptions, conclusions, implications of author in writing. Through Linking, readers the relationship between the content of writing and also achieve relationships between its content, other works and their experiences. Finally the reader, through to evaluate their own decision shall about the value of work according to the specified standards (Seif, 1999, p208). The goal of critical reading ,to achieve reasonable judgments and deeper engagement with content through the analysis of meaning.

The benefits of Critical reading include:

- A) A deeper understanding of content and engage with the content as a result analysis of their importance
- B) Lengthen of contents maintenance term in the memory by identifying the relationships between different topics and relationships between topics and other texts to read and personal experiences
- C) Gain confidence about the submit feedback critical of the reasonable ideas.

3 - Motivation and Learning

Interest and motivation is based on many issues that humans are successful in it. Motivation gives force and direction to behavior and people will mobilize to achieve its goals. Learning requires to interest. Many times students do not learn subject because it has no interest. Interest will be cause movement of choice in individual. Individual is a selective and so they decide to study and learn. Decision is cause to the intentions and plans in operation and this cause to keep goal in mind and also give coherence to all existential forces for achieve to it. Among the mind tools or mechanisms that are used in the study and moving force that this mechanism operate, can be made useful distinction. It means that mechanisms are elements that provide perception, thinking and remembering and driving forces are the forces that activates The process of observing, remembering and thinking .(mace, C. M,1976)

4 - Academic achievement

Student's academic status refers to the progress or decline in academic and the various tools used to measure such average, term of probation and the number of units rejected or accepted. Mac Kambz and Merzano (1990) achievement is function of the joint of effect two features "skills" and "volition ", means motivation. Their research has shown that existence volition or motivation, lack of skills or vice versa does not lead to progress (penit & et al,1992) About large number of studies have been done indicate that results value of the student activities influences on the amount of motivation and this effect causes the learner to reach the goal of most efforts. Research conducted by Penit & Grout (1990) has shown that following five factors can predict an important part of students' academic progress changes:

Self-efficiency, intrinsic value, exam anxiety, learning strategies, self – regulation or self-determination. Regardless of mentioned factors, motivate students for academic achievement is one of the concerns of teachers, researchers, education professionals and families .So one of the major challenges of the twenty-first century schools that students prompt for further education and skills up to date and grow the ability to solve problems associated with rapid developments in contemporary in them.

5- Hypotheses

5-1) *the main hypothesis*

Teaching critical reading is effective in extending the learning motivation and academic achievement of students.

5-2) *Sub hypothesis*

Sub hypothesis 1: Teaching critical reading is effective in extending students' learning motivation.

Sub-hypothesis 2: Teaching critical reading is effective inn extending students' academic achievement.

6- RESEARCH METHODOLOGY

This study discusses about the effect of education critical reading on the academic achievement of students and motivated to learn, the aim of the research is applied. Also, depending on how data collection is a quasi-experimental research .Statistical society of study is all students of Azad University (Iran, Rasht) that were enrolled.

In the second semester of the academic of year 89-90 that they are studying discontinuous bachelor and associate degree in experimental sciences, English language and elementary education. Society frequency is 848 students. The study sample size was calculated using the following formula:

$$R = \frac{N \cdot t^2 \cdot S^2}{N \cdot d^2 + t^2 \cdot S^2} = \frac{(848)(1.96)^2(5)}{(848)(0.5)^2 + (1.96)^2} \cong 70$$

Table (1) of the sample

students	experimental sciences	English language	elementary education
<i>Female</i>	15	17	22
<i>Male</i>	2	3	11

In This study for analyzed data is used from the SPSS software. Thus, for data analysis used the mean and standard deviation and Manova test.

7- RESULTS AND RESEARCH FINDINGS

The first hypothesis: Teaching critical reading, effective on extending students' academic achievement and learning motivation. According to the results of teaching critical reading in a combination variable with has had a significant effect Partial $\eta^2 = 0/58$, wilk' s $\Lambda = 0/416$ $P < 0/0001$, $F(25,2) = 17/53$. Means that teaching of critical reading has been effective on increase learning motivation and academic achievement. The results are consistent with findings Hashemi(2008),salehi & et al(2009),Mohamadi&et al(2006),Ashrafi & et al(2010), Salimi (1998), Eslami(2003), Aminiyan(1994), Glasser(1984),Shin(1998), Ucho(1997), Grander & et al (2003). In explaining results obtained can say that learning requires existence of interest. Many times students do not learn something because they have no interest. Interest cause stimulation of choice, in human. When a person is highly motivated development, for learning, will be appropriate Skills and strategies necessary.

The first sub-hypothesis: Teaching critical reading effective on extending of learning motivation. According to the results of teaching critical reading has been effective on increasing learn motivation $F(1, 26) = 14/23$, $P < 0/001$. The results are consistent with findings Hashemi(2008),Salehi & et al(2009), Ashrafi & et al(2010), Salimi(1998), Eslami(2003), Glasser(1984),Shin(1998), Ucho(1997), Grander & et al (2003).

The second sub-hypothesis: Teaching critical reading effective on extending the academic achievement of students. According to the results of teaching critical reading has been effective on extending the academic achievement $F(26,1) = 8/14$, $P < 0/008$. The results are consistent with findings Hashemi(2008), mohamadi & et al(2006), aminiyan(1994), ashrafi & et al(2010), salimi(1998), glasser(1984),shin(1998), ucho(1997), grander & et al (2003). In explanation the result can be said that Research performed indicate that Academic Achievement Will be affected of the interaction between situational variables_Such programs, training methods, terms of emotional and physical environment of education, Attitudes towards educational issues and motivate learners progress. The combination of two development incentives, the motivations of internal and external motivation lead to behavior and of education activities for students. Research conducted by Akoborio & Ajoshoa in Nigeria has shown that Secondary school students' academic achievement in science can be predicted based on self-concept and attitudes of students to school activities .In this prediction, attitude plays a greater role.

Research conducted by Besi (2002) suggests that the positive attitude of students towards scholastic subjects will impact to their academic achievement in these lessons positively. In addition, student attitudes toward school, his attitude towards the ability and competence in doing their assignments often is associated with better achievement motivation and academic performance. So that extensive research, Bandura (1997) in this area evidence raises that shows ability, does raise incentives of student for effort through academic achievement. Research conducted by Witehead (2003) has shown that intrinsic motivation is better than external motivation predicts Success of the high school students. Gaty and Wang (2004) research has shown that between ability to read the students and their intrinsic motivation, positive relationship but there is a weak correlation or meaningless between the ability to read and external motivation them.

8- Conclusion

According to research findings that have been mentioned and the research results can be concluded that incentive to progress are considered, especially the inner motivations and also attitudes to education issues, including the determinants of performance and achievement. Motivation, especially intrinsic motivation, plays an important role in human life. Motivated is essential in a sense of competence and self-esteem. Negative attitude toward school and lack of progress motivation leaves a negative impact on academic performance of student and adds premature drop out of school in the various courses of study. Studies performed abroad and domestically and also the present research findings shows that education of critical thinking influence on academic achievement. Therefore proposed package is offered in the following:

- 1- Knowledge of all students of university, students of school and even faculty with the concept of critical thinking
- 2- Form training workshops for teachers in order to knowledge and teach via critical.
- 3 - Continuous control of students drop for to prevent and cognitive effective factors on of academic failure and efforts to eliminate these factors.

4 - Use of Variables associated with the critical thinking and academic achievement in the process of academic evaluation.

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