

## READING CAUSES STUDENTS TO CRYSTALIZE IDEAS FOR PRESENTING AN ASSIGNMENT TOPIC

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### Abstract

This academic article aims to share knowledge of reading teaching methodology to enhance students' reading skill. Moreover, this teaching methodology provides the students to crystalize their ideas about what they read for presenting a topic assigned. Furthermore, the students gain benefit from reading, analyzing information as well as blending with their own experiences to present information about those topics. Consequently, the writer of this article will apply the theory of reading and teaching methodology for sharing in this article.

**Keywords:** Reading, Critical Reading, Teaching Critical Reading, Presenting Assignment Topic

### Introduction

Effective speaking is important in academic and professional setting. Therefore, the teachers should train students before asking them to speak. In addition, those who aim to speak to present effectively, must consider their message or information carefully. Particularly, when students are assigned to speak or present a topic requiring speaking critically, they need to share opinions and reflections, as well as advantage and disadvantage of the topic depends on how they are assigned. To this, those who present cannot avoid to read the information and think critically in order to share idea, opinion and reflective thinking. Therefore, this academic paper provides the audiences to understand role of reader, nature of reading,

reading model: Bottom-up Model, Top-down Model and Interactive model, benefits of reading, critical reading, process of critical reading, and practical teaching application. Moreover, planning for presenting a topic assigned through applying the theories in teaching students in language classroom and suggestion for teaching for speaking and presentation of opinion from critical reading. The following theories are used by blending with the author's teaching methodology.

### Role of the Reader

Tasnimi (2017) said that when a readers gain information from a writer, the readers also act as the receivers of information. Tasnimi (2017) added that the role of relationship between writer and reader,

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it is needed to consider that the writers are producers of texts and the readers are receivers of text. Moreover, Tshering (2023) said that the readers have different roles. There are 7 roles of readers.

First role of reader is text decode, this reader likes to identify and analyses descriptive words with positive and negative meanings. Furthermore, he or she likes decoding the use of grammar and punctuation of texts.

Second role of reader, he or she is text participants. This reader likes to make himself to read and discusses the text and interfere to provide suggestion.

Third role of reader is text analysts, this reader likes to analyze and discuss the characteristics of people and situation in the text.

Fourth role of reader is text user, this reader likes to engage the text such as he or she uses translation, innovation and transformation strategies with the reading text. For example, when they read a poem, they always transform the text into description.

Fifth role of reader is text decoders and text analysts, this reader likes to emphasize on metaphors used and he/she identifies and discusses about the use of words in the text.

Sixth role of reader is text decoder and text participant, this reader likes to identify the sense related words such as the use of synonym as well as they related their feeling in the reading text.

Seventh role of reader is text analysts and users, this reader likes to engage the text.

To this, the reader acts himself or herself to be analyst and user while reading a text.

Tshering (2023) claimed that the readers act themselves in different type of readers depends on the purpose of reading activity, purpose of reading. In addition, it depends on the nature of reading; it is explained as follow.

### **Nature of Reading**

According to Liu (2021, p. 152), “Reading is a pervasive activity that we know what reading is and reading means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language”. Liu (2021) continued that reading is defined as the process of getting linguistic information. his means, it is a fairly one-way process from writer or text to readers. Consequently, the way of readers read texts depends on the nature of reading and/or the readers’ purpose. To this reading is divided into model of reading as following.

#### **1. Bottom-up Model**

According to Liu (2010, p. 154), “A bottom-up reading model is to emphasize the written or printed text. It is said that reading is driven by a process that results in meaning and that reading proceeds from part to whole”. Moreover, Kavanaugh and Mattingly (1972) supported that bottom-up reading model requires the readers to focus from letter to sound, words, sentences and meaning. Consequently, bottom-up reading model emphasizes on meaning of the text level and the readers know the meaning of the texts which they read.

Kavanaugh and Mattingly (1972) said that the characteristic of reading in which reading emphasizes on the written, words, sound, and meaning. It is similar to cognitive reading model which is based on the perception of knowledge. It is considered objective and universal and this knowledge can be understood as prior knowledge of the readers. Moreover, cognitive reading model provides the readers to process on the texts by using word processes including decoding, letter-correspondence and phonic approach. To this, it is obvious that the cognitive reading model only focuses on the information process. Dagosition and Carifio (1994) and Mckay and Hornberger (1996). supported that this model of reading includes linguistic factor such as phonological, morphological, syntactic and semantic element.

## 2. Top-down Model

Liu (2010) claimed “A top-down reading model is a reading approach, it emphasizes what the reader brings to the text and it contends that reading is driven by meaning and proceeded from whole to part. It is known as concept-driven model” Liu (2010) continued that the readers act with ty model of reading as they bring their schemata of what could be meaningful in the texts, and the readers take their previous experiences and their knowledge about language into the texts as well. Moreover, the readers are not only confined to one source of information but also have at their disposal two other important kinds of information which are available at the same tie such as meaning and grammatical or

sentence sense. Therefore, what the readers bring to the reading text separately in terms of both their prior knowledge of the topic and knowledge about the language assists them in predicting of text.

Liu (2010) added that the top-down reading model is similar to expressive reading model, it focuses on readers. It means that readers are more important than texts, they bring experience, culture and life to text. Moreover, the readers can make texts more interesting and lovely and the readers respond to texts. This means, they feel the feeling of the text and see the scenery described the texts. In addition, they hear the sound of the text. For example, when the text describes the feeling of actors, people’s feeling, they readers are able to approach to those things. Additionally, readers can put themselves in order to feel the feeling in the texts. Therefore, this reading model motivates the readers become interested in reading because it enables readers do what they like. Thus, it may be assumed that readers are allowed to reflect on what they are reading.

## 3. Interactive Model

Interactive reading model is not as similar as bottom-up and/or to-down reading model. For the reason, interactive model is integration of all of the previous models such as the readers bring various knowledge into the text they read. Therefore, interactive reading model is synthesized based on information from several knowledge sources. In contrast, interactive reading model is similar to social-Cultural reading model.

The social-Cultural reading model enables readers to develop a reading capacity. This means, the readers are not only functionally or culturally literate, but also they are critically literate (Inthapat, 2015). Moreover, it enables the readers relate the text to life, depends on the social cultural factors of the text and on the readers' personal social conditions. In contrast, the readers can not only comprehend the text but also take meanings out of the text into their lives. Consequently, the readers can have ability to make rational and informed judgments about the world. Consequently, social-cultural reading model helps to form a successful literate behavior that entails the ability not only to decode written symbols but also to interpret these symbols against a backdrop of social conventions (Mckay & Hornberger, 1996).

### Benefits of Reading

Reading models enable the readers gain benefit which it provides the readers information and enhances cognitive processes such as synthesis and critical thinking. By reading, the students or readers integrate by improving their comprehension skills and reading provides the readers encourage their critical thinking. Furthermore, the readers or students are able to learn analyzing texts critically, identifying main ideas and supporting details. This analytical skill is transferable to speaking, where the readers or students also construct logical arguments. Additionally, the readers are able to gain benefit from reading by expansion of vocabulary:

Exposure to varied texts introduces the readers or students to new words and phrases and understanding language structure (Liu 2010).

### Critical Reading

According to Larking (2017) defined "Critical reading is an investigation into, and critique of the validity of arguments expressed in reading passage and critical reading is not simply close and careful reading". To the writer, I have had experience to read critically. To this, I read an information and I take some interesting point of information to make discussion and reflection in writing or speaking with friends. This means that when the readers read, they also have their own ideas to recognize and analyze those information. Consequently, it shows that critical reading allows people to process a variety of information, to rethink and ideas before they created new information to write or speak a reflection as well. It is called that "critical thinking". Critical thinking means that the readers read information such as article, description, etc., and they gain benefit by getting idea from the information and crystalizing idea. This process provides the readers to put their previous experiences, critical thinking through share their opinion for speaking. Diman et al. (2020) supported that the characteristics of critical reading is different from general reading because critical reading aims to create judgments about how a text works. When the readers read critically, they are not only absorbing or understanding but also interpreting, analyzing an evaluating

a text. Moreover, it motivates the readers to share their assumptions, and the meaning beyond the text. To this view, critical reading also has its own process which is talked in the following topic.

### **Process of Critical Reading**

Diman et al. (2020) claimed that the critical reading process is concerned with a process of questioning and evaluating printed material and it is concerned with the readers' ability to think critically and to react to the writer's ideas. Moreover, Diman et al. (2020) continued that the process of critical reading as proposed by 1) the readers identify facts. The readers recognize what the writer is saying and the readers also reflect to the writer's idea. 2) The readers analyze the information by examining the author's opinion, assumptions and conclusion. 3) The readers detect and imply to present in the writer's diction, style, or tone, the readers actually recognize the writer's use of tricks, fallacious thinking and emotional appeals. 4) The readers compare a selection with other sources that they may present conflicting viewpoints.

With reference to nature of reading and critical reading, these mentions provide the other researchers to find answer from them. Consequently, I will refer to some researches about critical reading skill and it is concerned with speaking ability as the following.

### **Critical Reading Skills and Its Implication to Speaking Ability in Multicultural Classroom**

According to Widowati and Kurniasih (2018), his research was to discuss the implication of students' critical reading skill to their English speaking performance in classroom activity. Widowati and Kurniasih (2018) said "the study employed descriptive qualitative design to explain students' speaking ability after they read". His finding of the study was found that reading and analyzing the texts was important for students before speaking. By gaining the information before students speak, it was made them feel more comfortable and be able to deliver or speak up their ideas better. Moreover, Widowati and Kurniasih (2018) found that when the students read and they had criticizing idea before the students speak, was useful for them, when they wanted to express and / or reflect their ideas to speak. Widowati and Kurniasih (2018) concluded that critical reading aims at knowing evidences with the texts before readers/students shared assumptions to the situation. Consequently, reading activity before speaking also help to contribute the students to have self-confidence since they can based their ideas or opinions on evidences. Thus, it is seen that critical reading enables the readers or students contribute their discussed matters (Larking 2017).

### **Critical Reading Strategies in the Advanced English in Classroom**

According to Larking (2017), his study aims to inform educators about the findings into critical reading strategies. It based on a comprehensive literature review. To his research, it identified the frequency of critical reading strategy used by advanced EFL students and it was to outline a procedure by the learners. Additionally, Larking (2017) said that the study highlights the most important critical reading strategies for advanced EFL tertiary courses, synthesized from the current findings from the literature on critical reading. Particularly, it proposes reading strategies for authentic non-fiction passages. Furthermore the strategies used to academic and online media texts. Larking (2017) continued that to apply critical reading strategies, learners can navigate authentic reading texts to identify the writer's purpose. To the research, it also reported on survey finding about the frequency of the use of both critical and comprehension-based reading strategies by advanced EFL college students. Furthermore, the survey was found that comprehension which based on reading strategies were used more than critical reading strategies. However, some critical reading strategies were used autonomously by the participants. To this, the participants of the research reported that they used critical reading strategies for their university reading materials, albeit significantly less than comprehension strategies. To the result, it was confirmed that the role of readers for reading text comprehend or used

critical reading strategies depends on the texts and purpose of their reading.

Regarded the theories and the mention of researches, I (the author) also share experiences and I have the way to train students in language classroom for reading until the students crystallized, criticized through speak the assignment topic which is shared the following topic.

### **Applying Reading for Students to Crystallize Ideas to Present an Assignment Topic**

To the theories and the results from mentioned researches, have seen that I used and applied the theories of teaching to practice the students in reading English article in language classroom. Fortunately, I have opportunity to include reading activity, which is extra activity in language classroom. Before teaching reading activity for 1 week, I found an article about "Are Women Better Managers?" Then, I made copies for students and brought the article to classroom.

With reference to my teaching reading, the purpose of students' reading is to present their opinion about what they read. Therefore, I helped the students to act as the role of reader (Tshering (2023).

First of all, I asked students to work in group of 5 in order to encouraged students' discussion. In addition, they could share what they thought (Widowati & Kurniasih 2018). I motivated students to read and teach them to criticize information from article (Larking 2017). Regarded my teaching for reading the article, I divided step of teaching into 3 stage;

Pre-teaching, While-teaching, and Post-teaching.

Pre-teaching stage, I asked student to answer a question “Do you think man or woman can work better?”, “Why do you think that?”. This stage, I did not give away reading article but I only asked students to answer questions such as I elicited them to talk from their idea. To this step, I gave them for 10 minutes in order to provide the students had discussion in their group. To their answers, the students shared their ideas differently, some of them accepted only men in work, while some of them accepted both men and women. I listened to the students’ answers until they did not share any idea, and I continued to the second stage which is “While-teaching”.

To while-teaching stage, I distributed the article to each group and asked them to read for 20 minutes to comprehend the text. After they read finished, I helped students to identify and describe words meaning such as terminology or what kind of words should be explained (Tshering, 2023). Then, I requested each group to discuss again in order to answer questions.

“Do you agree with the writer?” Why?

“Please tell the different ways, attitudes and characteristics of working between men and women”.

“In your opinion, after you read this article, “What is advantage and disadvantage of men and women’s the ways, attitudes and characteristics of working?”.

When it arrived the time to share their ideas, I asked those who are the volunteers

to speak / present in front of the classroom. To this presenting, students can share their ideas freely and they can criticize what their opinions are. To students’ presenting, I accepted all ideas and told the students that no one is right or wrong but it depended on your reasons and ideas. Then, students finished their presenting, it arrived the time of post-teaching stage. I gave them feedback and/or comment in positive way. If the students’ opinions were not straight for word to the point, I added some advantage ideas for them to know about the reason. Furthermore, I did not said that whose ideas were right or wrong, I requested the students to accept and they should think about the situation positively.

### **Suggestion for Teaching Students’ Presentation of Opinion from Critical Reading**

With reference to the author’s suggestion, I am a Teacher of English, I never asked my students to present the assignment topic without training. Although, students are good proficiency of English or they have good GPA: A or B+, I have thought that they are not as good as professional presenters. In order to help them to present effectively, the teachers of English should help their students from finding information and consider that the information is suitable for them and/or the information is related with their major of study or not. Moreover, teachers should consider and spend a time since reading for comprehension, analyzing information, motivating students’ critical thinking through

writing process until practice students to present before real presentation.

### Conclusion

To teach students to practice critical reading to speak an assignment topic, the teachers should train their students before asking them to speak or present. However, it does not mean that the teachers only asked students by giving a time to read the

article but the teacher should be facilitator and should help students to rewrite what they wrote to make it easier to understand. On the other hands, when English teachers assign students to speak or present opinions and share ideas about reading texts or articles, they should teach and practice critical reading skills in the language classroom before giving presenting or speaking assignments.

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