



## TEACHING CRITICAL READING TO UNIVERSITY STUDENTS

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**Abstract:** This article looks at ways to teach critical reading to university students. Critical reading helps students not just understand texts, but also think deeply about them, analyze ideas, and evaluate arguments. The study reviews different books and articles. Paul & Elder explain the theory behind critical thinking, Wallace talks about practical classroom methods, Grabe & Stoller give reading strategies, Fairclough focuses on understanding texts in social contexts, Harmer shows how to teach reading effectively, and Bloom's taxonomy explains higher-level thinking skills. Using these ideas in classes can help students become better at analyzing, interpreting, and evaluating texts, which supports their success in university.

**Keywords:** Critical reading, higher-order thinking, reading strategies, language education, critical discourse, academic reading.

### Introduction

Critical reading is an important skill for university students. It means more than just reading the words—it helps students understand the meaning, find hidden ideas, and think about what they read. Paul & Elder say critical thinking includes analyzing, evaluating, and reflecting on ideas. Bloom's taxonomy shows that students need to apply and think about information, not just remember it. Wallace explains that teachers can help students develop these skills with



classroom activities that get them involved with the text. University students often face difficult texts, so learning critical reading helps them understand better and think independently.

## Literature Review

Paul & Elder (2014) give the basic ideas for critical reading, showing how students can think carefully about what they read. Wallace (2003) explains practical classroom methods like discussions and asking questions to encourage students to think deeply. Grabe & Stoller (2019) describe strategies such as skimming, scanning, and self-monitoring, which help students check their understanding while reading. Fairclough (1995) explains that texts are not neutral—they have social and ideological meanings, so students need to consider the context. Harmer (2007) shows ways teachers can help students interact with texts and reflect on what they read. Combining these ideas shows that critical reading involves thinking skills, strategies, and classroom activities that work together to improve understanding and evaluation of texts.

## Methodology

This article uses a literature review as its method. Different books and articles are read and compared to find the best strategies for teaching critical reading. Wallace and Grabe & Stoller provide practical ways to teach reading in class. Fairclough helps understand the social context of texts. Paul & Elder and Bloom's taxonomy explain the thinking skills involved, and Harmer suggests how to apply these strategies effectively. This method allows a clear overview of critical reading strategies without needing a new experiment or survey.

## Research Design

The research looks at multiple sources to find useful ideas for teaching critical reading. Each source is studied to see how it helps students think, analyze, and understand texts. This design helps give a full picture of strategies that work in university classrooms.

## Participants

This study does not involve real participants. The ideas are meant for university students in language or academic programs. Teachers can use these strategies to help their students improve critical reading skills.

## Conclusion

Critical reading is very important for students. It helps them analyze, evaluate, and understand texts deeply. Looking at different books and articles shows that combining theory, strategies, classroom methods, and understanding of social context helps students learn better. Using ideas from Paul & Elder, Wallace, Grabe & Stoller, Fairclough, Harmer, and Bloom's taxonomy, teachers can develop students' skills in reading, thinking, and evaluating information. Adding these strategies to university classes prepares students to handle academic texts and think independently.

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