FOSTERING THE DEVELOPMENT OF CRITICAL THINKING AND READING SKILLS USING A WEB 2.0 TOOL

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With the unrelenting trend toward globalization, which manifests itself in greater international trade, travel, Internet use, and mass entertainment, the need to be able to understand English continues to increase every. As noted by Graddol (2006), English will soon be seen in many countries as a basic communicative skill rather than as a foreign language. As part of the process of learning to communicate in English, reading becomes a skill of significant importance as learners must be able to identify the purpose of the wide variety of written material they often come across through books, the media and the web.

Yet , as is well-known, not all readers are able to comprehend texts effectively and interact with them from critical perspective.

Comprehension may also be constrained by other factors such as lack of opportunities to engage in extensive and intensive reading. That is, limited time on task, enthusiasm and enjoyment of reading strategies used to achieve deep comprehension, ad diversity of literacy practices developed in and out of school. The literature has also drawn attention to the fact that learners might be unware of what their strengths and weaknesses in reading are, or might not know how to monitor their reading process.

On adopting CSR,schools can design long term interdisciplinary CSR can also help teachers shift from a teacher –centeredto student centered classroom,as this approa ch requires encouraging students to became aware and take control of their reading process. If CSR is used across the curiculim throughout the school year,perhaps it is more likely that students develop better comprehension skills and positive attitudes towards learning. Better comprehension skills might also result in better test scores across all subject areas.

The development reading comprehension in the English classroom and has fostered the use of the reading comprehension strategies self directed. However, during the implementation there were some limitations that are related to among other things, pre ad post testing and the time allocated to the intervention.

Taking may be positively affected by the application of Web 2.0 tools within the educational context. Recently, many studies indicate that student's critical thinking abilities can be fostered through the application of Web 2.0 tools. For example, Richardson (2006, quoted in Duffy & Bruns, 2006) believes that blogs, wikis, and other Web 2.0 tools have great potentiality in terms of its use in an educational context. Discuss the potential benefits of blogs and wikis as they are gaining a growing space in the educational domain.

Blogs as a space of access to specialized information is based on research and the inventory of blogs related to topics or issues that have possible curriculum or extracurricular frameworks.

Blogs as a space to provide information by the teacher. The teacher provides information for the students; he frequently updates the blog, he is concerned to follow the approach of content in the classroom with the aid of materials available, short texts, personal comments and links to important websites.

Blogs as digital portfolio - are often used in educational settings, particularly at the level of higher education. The digital portfolio is built and explored to meet several objectives as the possibility of organize and support learning and also the possibility of constituting itself as an evaluation tool.

It was within the above framework in which the pedagogical strategies based on blogs were applied in the context of this study. [Ennis,1987]

In teaching , there are some at useful online reading resources. Look at some digital tools and ways they can be exploited in online reading lessons to help learners develop their reading skills.

1. <u>CuePrompter online teleprompter</u> – This tool allows you to display a reading text which automatically scrolls down the screen at a speed that you select. It can be fast or slow. Teachers can adapt texts to ensure they are appropriate for their students.

2. <u>Online dictionary</u> – This dictionary provides learners with information about the meaning of words, word form, pronunciation, collocations, etc. Learners can try to guess the meaning of unknown words they feel are important in context and then check if they are correct.

3. <u>Scrible</u> – This tool allows you to annotate over website texts with a highlighter or sticky note and save it in a library for future access. Learners practise skimming a text for the general idea.

4. <u>Rewordify</u> – A tool which reduces the level of complex language in a text. Teachers can point out features or pose questions to learners and share the article with them. Learners can learn to be active readers, taking notes as they read. In these tools learners use not only in the class but also out of the class use them. It is effective to improve their reading skills and critical thinking.

Interestingly, by participating in a collaborative reading classroom students not only learned how to improve their reading performance and how to deal with reading and group work problems, they are also developed an interest towards reading and taking control of the learning process carefully implementing the CSR stages, learners' ability to comprehend texts and effectively work in groups can be significantly enhanced, and this in turn might result in higher levels of motivation and engagement. As illustrated below, teaching students how to collaborate and play a specific role within their group appeared to have helped them develop positive expectations and higher levels of commitment towards their learning:

"I am scared because I may do it wrong, but I know that if I learn the new method, I can improve. I already want to know how to do it to start putting it into practice. "I liked that in my team everyone cooperated actively and performed their roles effectively"

Knowing they were responsible for specific tasks within the groups, students' confidence also seemed to have increased. Taking on a role and the charge of something motivated some students to read more and helped them construct a more positive image as language readers. A change in attitudes towards reading was promoted once recognition within groups was achieved: "I felt important because I had to find the clunks and everybody was paying attention to me."

To sum up, it can be stated that the use of collaborative Strategic reading did foster reading comprehension in English teaching and learning.

Learners who are able to identify their needs, formulate goals, identify resources implement strategies and assess their outcomes are more likely to succeed learning. Improving reading skills of the learners is main role digital tools. These tools are effective not only for teaching but also for learners develop critical and reading skills.

Resume

In this article is devoted to using CSR approach in teaching reading and learning contexts also using digital tools in teaching reading and their effectiveness in learning.

Резюме:

Эта статья посвящена использованию подхода КСО в обучении чтению и контекстам обучения, а также использованию цифровых инструментов в обучении чтению и их эффективности в обучении.

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