The Analysis of a non-Literary Text by Using the Critical Reading Strategies

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ABSTRACT

Critical reading doesn't necessarily represent the ability to critique what you've read. Reading and critical thinking together does not mean being 'critical' of many concepts, discussions, or scriptures - an allegation that they are inappropriate or somewhat blemished. Critical reading declares that engaging in what you are reading by asking yourself different questions, such as 'What is the writer trying to say?' Or 'What is the main argument made?' Critical reading is about providing a rational debate that corrects and tests what you have read. To become a critical - in the academic sense - means reinforcing your comprehension, not rejecting learning and thus ending it.

Bressler, in his forward, quotes from what Victor Hugo already said; that "to learn to read is to kindle a fire; every syllable sparkles" (2011: xi). The idea of critical reading, lately expressed as a paradigmatic tactic particularly in teaching that can be seen as an attempt to 're-read' requires addressing many concepts that affect life in direct or indirect ways with a broader viewpoint. The essential part of the literary diversity of the idea indicating many originalities is the focus on interpretation and perfect reading after the typescript.

Among all these areas, literary semiotics interests us most particularly. The literary text is a comprehension of signs that it is about to decipher: you must know how to read these signs before translating them because they can be not given as is at first glimpse. "So, semiotics provides, in the domain of literature, a tactic of reading and analysis both for the reader, the editor, the editor and the literary critic or the semiotician, therefore for all those who assure the quest for meaning from the literary text". (Öztürk Kasar, 2009: 2).

Reading is a process of examining the explicit meaning of words and sentences, while critical reading is a method of digging throughout the text to discover the deep meaning and to

understand the implicit intention of the writer. Bressler, attested on the sayings of Oscar Wilde when he pointed out that the "artist is the creator of beautiful things and that the critic is [one] who can interpreter or translate into another manner or new material of one's impression of beautiful things. "When critics disagree, the artist is in accord with him [her] self" (2011: xi). Reading is one of the skills that the reader or audience should have to see and understand what is beyond the text.

1.   Introduction

This paper is about a Three-paragraph text taking from the book *The Study of Language* by Yule. The first publication of the book was in 1985, and the analysed text in this paper is taking from its sixth edition in 2017. According to the data provided in its *preface, to the students*, the target audience of the book is the students and the leaners when he illustrates that "any mature talker of a language has a more inclusive "unconscious" knowledge of how language works than any linguist has yet been able to designate" (Yule, 2017: 23).

The book is divided into 20 chapters; each chapter has many subheadings. My text is taken from chapter "14" *Second Language Acquisition/ Learning*. It is divided into subheading; one of them is "communicative competence". When reading narrative texts, students are often asked about the significance of the story or the actions of the main characters. These ideas can be explored using the problem, solution, and cause-and-effect lens. Most narratives, textbook passages, and short readings can contain descriptions of events and nested sequences in the causes and consequences of the event. Through this study, the reader examines different key concepts of critical reading. These key concepts are positioned in the text such as; characters, voices, presupposition, metadiscourse, referring to hedging, and coherence. The writer himself is the central character in this text, whereas the reader, students, and learners represent the minor characters that the text explained. According to the technique of voices, the writer or the author has a solid ground when he plays the roles of the knower, the professor, the teacher, the advisor, and the facilitator.

According to this study, the techniques of critical reading have emerged many times. This study focused on defining each technique individually and supporting them with examples. Presupposition, metadiscourse, and coherence appear in the text (Communicative Competence), allowing the reader to understand the text from its explicit and implicit ways.

2.   Reading the text *"Communicative Competence"*:

"Communicative competence can be defined as the general ability to use language accurately, appropriately and flexibly. The first component is grammatical competence, which involves the accurate use of words and structures. Concentration on grammatical competence only, however, will not provide the learner with the ability to interpret or produce L2 expressions appropriately.

The ability to use appropriate language is the second component, called sociolinguistic competence. It enables the learner to know when to say Can I have some water? Versus give me some water! According to the social context. Much of what was discussed in terms of pragmatics has to become familiar in the cultural context of the L2 if the learner is to develop sociolinguistics competence.

The third component is called strategic competence. This is the ability to organise message effectively and to compensate, via strategies, for any difficulties. In L2 use, learners inevitably experience moments when there is a gap between communicative intent and their ability to express that intent. Some learners may just stop talking (bad idea) whereas others will try to express themselves using a communication strategy (good idea). For example. A Dutch L1 speaker wanted to refer to een hoefijzer in English but didn't know the English word. So, she used a communication strategy. She created a way of referring to the object by using vocabulary. She already knew, saying the things that horses wear under their feet, the iron things and the listener understood immediately what she meant (horseshoes). This flexibility in L2 use is a key element in communicative success. In essence, strategic competence is the ability to overcome potential communication problems in interaction". (Yule, 2017: 194).

3. Elements of the Study:

The communicative competence and the interactive competence have had a profound effect on teaching, learning and testing a second language. A basic amount of research has been done on these three skills. They were not mixed for discussion in one study.

This article explores these three skills in depth. This article had a dual purpose: (1) to provide a historical account of language, communication, and interactivity skills, and (2) to review the literature related to it in order to identify gaps, if any, with intent. To come up with new research ideas. Regarding the three types of skills in order to achieve the objectives of the study, an in-depth study of literature was conducted. Based on a review of relevant research on language, communication and interactive skills.

4. Using key concepts of Critical Reading

Reading a text is different from understanding a text. The reader or the critic looks at the text in various ways. He tries to give a text a valuable interpretation when he focuses on its positive and negative sides. According to George Yule, the goal of this study as in his section, to the reader, is to enable the students on increasing their assignation and to adoptive problem-solving and gaining critical-thinking skills. Critical reading means that the reader applies specific processes, models, questions, and theories that improve clarity and understanding. He is more involved, in both effort and comprehension, with critical reading than in a simple 'scan' of text. What is the difference? If

the reader 'browses' the text, superficial features and information are readily available to the reader. Critical reading achieves 'deep structure' (if there is such a thing outside of shallow text!), I.e. logical consistency, tone, organization, and some number of other very important terms (Trask, 1999).

Critical reading includes the use of logical and rhetorical skills. Defining an author's thesis is a great starting point, but understanding how the author intends to support it is a difficult task. Most of the time, the author makes a claim (often in the form of a thesis) and supports it in the body of the text. The author's argument is supported by the evidence presented to the effect that the author's argument is valid or reasonably acceptable. What connects these two elements is a series of logical connections that convince the reader of the coherence of the author's argument: it is the delegation. If the author's hypothesis is improbable, a critical reading reveals defects in the text that appear to be incorrect.

5.   Analysis

Communicative competence is the one's ability to act conveniently in front of their interlocutors and to know what to utter, to whom, when and how to say it, and when to keep silent. This calls for respecting a set of grammatical and linguistic rules, such as phonetics, meanings, lexicons, and rules for using language, related to the historical and cultural-social context, where the appropriate communication environment. In this paper, the author uses many strategies within the text.

In this text the writers make their ideas ambiguous, so we see many lacuna within the text that explain these spaces or hiatus through the reader's understanding of the text and put forward ideas that can be determined through the presuppositions in the text. Presumption can be described as three different ways in which modifications are stimulated in context examples.

On the basis of this description it is contended that, unlike most literature on the subject (where the proposition and the implicit appear to be incapable of coexistence without likening each other) there are reasons for considering the presumption and the implicit as two distinct phenomena. Second, Beyond Discourse formulates the concept of an exchange of characters, attitudes and assumptions for those who communicate, and Beyond Discourse refers to the concept of 'discourse within a discourse' to show the linguistic expression of the author, of a writer or speaker in the text to communicate with him. Its readers. So, when reading theoretical material, you will be confronted with the author's clarification and judgement. Many authors will, logically, have diverse inclines. The reader must continuously scrutinize what he is reading in a critical way and try to find boundaries, eliminations, discrepancies, oversights and debates in contradiction of what he is reading. In theoretical fields, whereas the apprentice should be anticipated to comprehend dissimilar perspectives and create his personal opinions depending on what he has read.

5.1. Characters in the text

The critical text contains many characters that appear throughout the context. According to the text "communicative competence" the writer, the reader, the student, the learner are the major characters involving the quality of the text. The writer or the author is considered as the one who wanted to share the information he has with his readers or listeners. His mission concluded by telling his receivers about his writing and the data he has already experienced. Sometimes, the writers write different texts that contain many ambiguous ideas to enhance the readers to think about in order to find the suitable interpretations.

From the text, the reader can realise that the writer is a literate and he also experienced or examined this information many times. The critical reading is considered as the one who looks at the text in various ways to present an argument or give questions to facilitate on understanding the text. On the other hand, the reader figures out the "fake" and "real" perspectives of the writer. The reader or receiver should not approve of what he is reading, he should have a critical thinking skill to accumulate and evaluate pieces of information that are provided by the authors. the mission of the reader to re-read the text to discover the hideous meaning of the text as well as to identify the intention of the writer.

Critical readers are those who, in addition identifying facts accurately evaluative thinking. "They create a scheme on the literal meanings against their own background of experience".

5.2. Voices in the Text

In this text, the voice represents the feelings, position, tone, and perspective of the writer or author through clever and thoughtful use of word choice and style. The voice can be expressed in various ways, formal or informal; Serious or mindless positive or negative; Convincing or controversial; Funny, depressed spiritual or simple; Objective or Subjective - Really, voice can reflect all feelings and perspectives. The sound of the work directly corresponds to its tone and mood; Help the writer create the impact he wants with his words on your readers. The sound of a piece of literature is one of its most defining and important advantages and can completely shift the way a story is read and received. For example, a writer might tell the same story in two ways; One version by Rawi is very positive, and the other by Rawi is very negative, and the results will be very, very different. Likewise, you may have two different writers or narrators on the same topic - the voices will differ depending on their emotions about the topic, which in turn will influence the way it is presented.

Voices, here, mean the roles that the writer act when he writes the text. From the text, the reader can figure out that the writer plays various roles to provide the receiver with the appropriate information about the text "Communicate Competence". On one hand, the writer plays the role of the knower when he

already knew the information about this topic and wanted to share with his receivers. The reader can call the writer an investigator because before he knew the information, he spends a lot of hours investigating them and submit to his receiver in an adequate way to be understandable and reachable. Another role, the writer acted in the role of professor through his writing, the reader understands that he is professor who examines this information through his researches and sometimes the perspective of the professor is different from the one of the knowers.

According to the text "communicative competence" the third role is the role of teacher. The writer plays this role in order to teach his learners or students the accurate and the adequate strategies of communication. He teaches them the steps and gives instruction on obtaining the ability of communication. He through his lectures, tries to deliver a massage to his students that if they want to be effective in communication, they have to read and learn the strategies one by one and not focusing on one strategy individually, because these strategies are interconnected among each other.

Through this study, the other role is the role of the advisor. The writer in this role advices his learners to be more knowledgeable with the strategies of communication. He advices them to deal with these strategies one by one and practice them in there. Study and uses them in their speech. The last role in this study that the writer plays is the role of the facilitator. He facilitates the steps and procedures on the reader, the student, and the learner. For the reader, the writer facilitates the text when he grants the reader the chance to re-read it to know what this the presuppose of writing such text? And for whom the writer writes it? And why the writer writes this text in this way and not in a different way?

The writer also facilitates the steps of this text on his students or learners to be able to practice them easily and to let them focusing on these steps in order to gain the capability of the communicative competence.

5.3. Presupposition

Presupposition means "what a speaker or writer adopts is genuine or identified by an eavesdropper or reader" (Yule, 2017: 373). What the speaker conveys to the listener and what the writer conveys to the reader. It also means something that you think is correct and that you use as the beginning of an argument, even if it has not been proven. The act of believing it is true. Through examining any text, the reader will find many assumptions that lead him to understand what perspectives the writer tends to show and these assumptions can be found in different sentences (Palmer, 1985). I, as a reader, found many presuppositions in the target text "Communicative Competence", and these presuppositions are as follow:

From the first sentence, "*Concentration on grammatical competence only, however, will not afford the learner with the capability to interpret or produce*

L2 terms suitably" (Yule, 2017: 194), the reader can understand that the writer presupposes that the learners or students should not focus on grammatical competence because this strategy will not allow them to achieve the ability of interpretation and production. The students should learn all the competences of communication, such as grammatical, sociolinguistic, and strategic in order to be able on translating and communicating in a way which allow them to deliver the information they want in an appropriate way.

Through the context the second sentence, "*It permits the learner to recognize when to say Can I have some water? Versus give me some water!*" (Yule, 2017: 194), implies that there are two types of request; the first type is polite and the second one is impolite. The reader can understand that the first part of the sentence which is "can I have some water?" shows the polite type of request because the model "can" and the question mark "?" refer to the polite type of request and they always stand for politeness. These two signs, 'can and question mark (?)', considered as the sociolinguistic competence of communication. The students or learners of English Language, should put into their consideration that the words and structure of a language are so significant and also show the educational background or level of each one.

While the second part of the sentence which is "give me some water!" shows that the writer presupposes that this type of request is impolite, because the writer through using the imperative verb which is used in this context, "give" and the exclamation mark "!", wants to inform the learner as well as the students on not using imperative verbs throughout their spoken and written contexts. These contexts usually hurt the feelings of someone and the students should always use the expression "excuse me" before asking something from any one, whether a friend or strange.

In the third sentence *"The third component is so-called strategic competence. This is the aptitude to organise message efficiently and to recompense, via tactics, for any snags"* (Yule, 2017: 194), the writer presupposes the strategic competence is the best strategy among the communicative competence strategies. The writer also assumes that the other strategies such as grammatical and sociolinguistic which concentrate on the acquired use of words, structures, and the appropriate language will not allow the learner to obtain the ability of interpretation and developing the cultural context and the message will not be organised in an effective way. Whereas the learning of strategic competence will enable the learner to deliver a message in an effective way without facing any difficulties.

The fourth sentence "*In L2 use, learners inevitably experience moments when there is a gap between communicative intent and their ability to express that intent*" (Yule, 2017: 194), the writer assumes that the learners should keep using and practicing the second language every day to be able to communicate accurately and effectively and the gap should be removed and express their intent of learning and communication.

The fifth sentence "*A Dutch L1 speaker desired to denote to een hoefijzer in English but didn't recognise the English expression. So, she used a communication strategy*" (Yule, 2017: 194). In the first part of the sentence, the writer implies that the identity of the speaker is a German when he said "a Dutch", we, as readers, realize that the speaker is from Germany, but we cannot recognise its gender, but when the writer use the pronoun "she" in the second part of the sentence, "she used a communicative strategy", we now can recognise that the gender or the identity of the speaker which is "a woman".

5.4. Negation

The term negation is considered as an intricated phenomenon that has been examined from many angles, including perception, philosophy, and linguistics. The negation involves a specific comparison between a 'real' state without a particular element and an 'imaginary' form that does not lack it. Negative sentences usually occur in the context of a specific assumption, serving to negate or counter-affirm this presumption. The standard sight that negative speeches are practically fewer favourable and take fewer information than positive data is confronted by an investigation of the intellectual, stylistic, contextual, and personal roles of negative statements.

An argument of one-word communication and the two- and three-part structures that focus on negation drives to a scrutiny of the permissive relationship, real condescension, and the tremendous power of negation in permissible explanation. The important non-intellectual roles of negation illustrate the necessity to fully consider text and context in realization negation in tangible language, and the one-sided view of modest negative contextual speeches lacks insight into such a method; The slogan 'no means no' is analyzed through comparison with the simple and frequent no's in cricket and curling (Fairclough, 1993).

Negation has proven important to study relevancy, and cognitive relevancy theory is challenged by analyzing negation in: shifting relevance, certainty, relevance of what, superposition and determination, introduction of new themes and the flow of discourse. Another definition is given in terms of the speech's influence (objective, implicit, mechanical, procedural, and discursive) towards communication.

The first sentence *"Concentration on grammatical competence only, however, will not offer the learner with the facility to construe or produce L2 expressions properly"* (Yule, 2017: 194), which contains the negative articles (not) through the context of the text to show the presupposition that the learner should focus not only on the grammatical competence and also on the other competencies to gain the ability of interpretation.

The second sentence *"For example. A Dutch L1 talker needed to state to een hoefijzer in English but didn't know the English expression"* (Yule, 2017: 194), illustrates that negative article (not) presuppose that the speaker knows the

description of the phrase or clause but he did not know the equivalent word for his vocabulary.

5.5. Hedging

Hedging is one of the ways for achieving the metadiscourse inside the text. Beyond discourse formulates the concept of exchanging attitudes and assumptions of characters from those who communicate, and Beyond Discourse refers to the idea of 'discourse within discourse' to show the linguistic appearance of the author, writer, or speaker in the text to communicate with his readers.

Academic writing, especially scholarly writing, is often thought to be factual, simply to convey facts and information. However, it is now recognized that an important feature of academic writing is the concept of accurate language, often referred to as 'hedging' or 'ambiguous language'. (Livytska, 2019). In other words, it is necessary to make decisions about your position on a particular topic or the strength of the assertions you make. Different subjects prefer to do this in different ways. From the concept of 'Hedging', the writer tries to convey the explicit meaning and keep the reader himself to search for the implicit one.

In the first sentence *"Communicative competence can be defined as the general ability to use language accurately, appropriately and flexibly"* the writer use the model "can" to show that communicative competence is not the only way to use language accurately, appropriately and flexibly. When he says "can" be defined this part of the sentence declares that the writer himself is not the one who is responsible for the accuracy of this sentence. The writer wants to tell us that this sentence belongs to another person and the author may agree or disagree with him/her ideas. According to the sentence, the model "can" shows the ability to use the language accurately. The writer uses the model "can", to show the irresponsibility of his sayings.

The second sentence, *"Some learners may just stop talking (bad idea) whereas others will try to express themselves using a communication strategy (good idea)"* contains two models 'may and will'. Hence, the writer disagrees with some learners who do not want to learn the right strategies of communications and at the same time, he tries to encourage the learners who want to communicate by using the words and vocabularies that express themselves. Through the context of this sentence, the model "may" shows the likelihood or the probability for some learners who stop practicing the language they have, while the others may not.

The third sentence, *"Some learners may just stop talking (bad idea)"* contain the adverb of degree "just" which is used by the writer to show the limitation of doing something like stop talking the language they have and may they use this language in their writings or thinking.

5.6. Coherence in the text

Coherence is the totality of formation and structure of the words and sentences. This process is not limited to trying to understand 'strange' texts. He seems to be involved in our interpretation of it all. Cohesion is sometimes referred to as cohesion, although some argue that the two terms refer to clearly related but distinctly different phenomena. We use consistency to cover both how the text relates, as it were, and the different linguistic and structural means to achieve that consistency. In cohesive text, there are logical connections between words, sentences, and paragraphs in the text.

The term comes from the Latin verb co-haerere, which means 'to stay together'. Another way to describe consistency is to say it has something to do with a good, smooth flow of text. The writer should maximize the understanding of the text by making it as clear and logical as possible. Consistency is one of the qualities that give a written or spoken text unity and purpose. The other is cohesion. Coherence refers to the general feeling that a text makes sense by organizing its content. In writing, it is ensured by a clear and understandable structure of the paragraphs and sentences in the writing. Thus, cohesion and coherence are so interrelated to each other in order to make the reader moves smoothly and joyfully in the text. The text "Communicative Competence" is compeletly connected sentence by sentence and the writer uses a statement language which is shown through the context. The writer establishes a coherent connection between the language he uses and the structure of the sentences.

6.   Conclusion

From this investigation, I understand that the critical is a process of re-reading the texts in different ways, we have to look at the both sides of texts, negative and positive sides. We also have to put into consideration that the words "criticise" and "critique" are totally different. During this study, I understand the critical reader is the one who re-read and evaluate the text according to his perspective. The critical reader, on one hand, can be able on routting out the hideous meaning that surrounds the text. According to the text "Communicative Competence" the writer enhances the learners to gain the ability to understand, produce and interpret various communication events taking into account not only their explicit meaning (which seems immediate to us), but also their effects; That is, what the speaker means, what the listener wants to understand, its relationship, social context, etc. Hence, communicative competence has to do with the social, cultural and psychological bases that define the use of a particular language in a given situation.

The critical reading, on the other hand, helps the reader to examine the text by using some key concepts and expand his knowledge when he practising them on the text. These key concepts or techniques, such as intertextuality, presupposition, negation, metadiscourse, hedging, and conherence allow the critical reader to obtain the ability of understanding the text from the first

glance. According to the analysis of the text "Communicative Competence" the reader uses the techniques of presupposition, negation, hedging, and coherence.

This term was presented by Hymes in Language Teaching in 1972, to complement Chomsky's term language proficiency which cannot account for all factors important to the goal of communication or in the case of communication. According to him, linguistic competence deals only with knowledge of grammar and linguistic forms, and communicative competence also includes knowledge that enables a person to communicate correctly and appropriately. Therefore, communicative competence is the only method we use to convert language into communication as opposed to language competence. Aptitude: refers to the ability to effectively produce speech at all its grammatical levels.

It consists of these skills: lexical, grammatical, semantic, phonemic and spelling skills. Sociolinguistic competence: It is the ability to understand and produce different sayings in various contexts of use where various factors play an significance role, such as the relationship between the participants, their status etc. Aspects to be taken into consideration here are signs of social relations, norms of literature, expressions of popular wisdom, differences in record, differences in dialects and dialects, etc. Events. It includes students' mastery of texts, discourse types, and community discourse interpretation. To master this, you need rhetorical, coherent or coherent devices to organize conversation.

Strategic competence relates to the effective use of language by an individual through his ability to use verbal and non-verbal resources to correct errors that may occur during communication due to various events that may limit the communication process. Communicative competence is the first among the eight essential skills a learner should acquire by the end of ESO, but not only that, it is also important to acquire a B1 level of communicative competence in a foreign language. Be accepted into the university as required by the Common European Framework of Reference for Languages.

Acknowledgements

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