**Тақырыбы:** Teaching reading in classroom. Development of reading subskills.

**Introduction**

**Part1**. The nature of reading

1.1 The reading process

1.2 Important aspect of teaching reading

**Part2**. Teaching reading in classroom

2.1 Reading strategies

2.2 Development of reading subskills

**Conclusion**

**List of used literature**

1. The nature of reading

Reading is a process of recognition, interpretation, and perception of written or printed material.

Comprehensionis the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding.

The process of readingdeals with language form, while comprehension, the end and product, deals with language - content.

Reading is a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension.

Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. It is a more complex psychological process and includes linguistic factors, such as phonological, morphological, syntactic, and semantic elements, in addition to cognitive and emotional factors. The reader receives information from the author through the words, sentences, paragraphs, and so forth, and tries to understand the inner feelings of the writer.

What abilities and skills are important in developing reading comprehension? Researches state six general component skills, and knowledge areas of reading as a process.

 1. Automatic recognition skills.

2. Vocabulary and structural knowledge.

3. Formal discourse structure knowledge.

4. Content/word background knowledge.

5. Synthesis and evaluation skill/strategies.

6. Metacognitive knowledge and skills monitoring (what helps comprehension e.g. To listen to and report on, or when they anticipate the information to come from the title)

  Reasons for reading

Take 5 minutes to list all different kinds of things you have read recently. Don’t forget to include things like telephone directory, tables, maps, timetable, notices, letters, instructions, etc.

Now think about the things you have listed. Why did you read each one? What did you want to get from it? Was it information only? You will find that you had a variety of reasons for reading.

How did your various reasons for reading influence the way you read? Did you read the telephone directory in the same way as the newspaper? What was the difference?

We conclude that the way you read is influenced by your purpose in reading. The quick scanning of a page in the telephone directory to find a single name is very different from the careful attention you paid to each word in a legal document. The difference in the speeds you used was no doubt very noticeable. Whatever the reasons for reading were (excluding the reading concerned with language learning), it is unlikely that you were interested in the pronunciation of what you read and it is even less likely that you were interested in the grammatical structures used. You read because you wanted to get something, a message, you communicated with the writer.

The communication process

|  |  |  |  |
| --- | --- | --- | --- |
|   |   |   |   |
|   |   | http://ok-t.ru/helpiksorg/baza2/99739696738.files/image001.gif |  |
|   | http://ok-t.ru/helpiksorg/baza2/99739696738.files/image002.gif |  |  |
|   |  |  |  |

# *Teaching Reading*

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

### *Reading Purpose and Reading Comprehension*

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively

- Integrate information in the text with existing knowledge

- Have a flexible reading style, depending on what they are reading

- Are motivated

- Rely on different skills interacting: perceptual processing, phonemic processing, recall

- Read for a purpose; reading serves a function

### *Reading as a Process*

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

- Strategic competence: the ability to use top-down strategies (see [Strategies for Developing Reading Skills](http://www.nclrc.org/essentials/reading/stratread.htm) for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

# *Goals and Techniques for Teaching Reading*

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

### *Focus: The Reading Process*

To accomplish this goal, instructors focus on the process of reading rather than on its product.

- They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

- They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.

- When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.

- They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.

- They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

- They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the   confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

### *Integrating Reading Strategies*

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for

- Decide if more linguistic or background knowledge is needed

- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses

- Decide what is and is not important to understand

- Reread to check comprehension

- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area

- Evaluate overall progress in reading and in particular types of reading tasks

- Decide if the strategies used were appropriate for the purpose and for the task

- Modify strategies if necessary

### *Using Authentic Materials and Approaches*

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

### *Reading Aloud in the Classroom*

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

- There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

- Use the "read and look up" technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

* 1. The reading process

Reading is a complex "[cognitive process](https://en.wikipedia.org/wiki/Cognitive_process)" of decoding [symbols](https://en.wikipedia.org/wiki/Symbols) in order to construct or derive meaning ([reading comprehension](https://en.wikipedia.org/wiki/Reading_comprehension)). Reading is a means of [language acquisition](https://en.wikipedia.org/wiki/Language_acquisition), communication, and of sharing [information](https://en.wikipedia.org/wiki/Information) and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.[[1]](https://en.wikipedia.org/wiki/Reading_%28process%29#cite_note-Certeau,_Michel_1984-1) Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of [speech](https://en.wikipedia.org/wiki/Speech)) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema ([schemata theory](https://en.wikipedia.org/wiki/Schemata_theory)).

Other types of reading are not speech based [writing systems](https://en.wikipedia.org/wiki/Writing_system), such as music [notation](https://en.wikipedia.org/wiki/Musical_notation) or [pictograms](https://en.wikipedia.org/wiki/Pictograms). The common link is the interpretation of [symbols](https://en.wikipedia.org/wiki/Symbols) to extract the meaning from the visual notations or tactile signals (as in the case of [Braille](https://en.wikipedia.org/wiki/Braille)).

## Overview

Currently most reading is either of the printed word from ink or [toner](https://en.wikipedia.org/wiki/Toner) on paper, such as in a [book](https://en.wikipedia.org/wiki/Book), [magazine](https://en.wikipedia.org/wiki/Magazine), [newspaper](https://en.wikipedia.org/wiki/Newspaper), [leaflet](https://en.wikipedia.org/wiki/Leaflet_%28information%29), or [notebook](https://en.wikipedia.org/wiki/Notebook), or of electronic displays, such as [computer displays](https://en.wikipedia.org/wiki/Computer_display), [television](https://en.wikipedia.org/wiki/Television), [mobile phones](https://en.wikipedia.org/wiki/Mobile_phone) or [e-readers](https://en.wikipedia.org/wiki/E-reader). [Handwritten](https://en.wikipedia.org/wiki/Handwriting) text may also be produced using a [graphite](https://en.wikipedia.org/wiki/Graphite) [pencil](https://en.wikipedia.org/wiki/Pencil) or a [pen](https://en.wikipedia.org/wiki/Pen). Short texts may be written or [painted](https://en.wikipedia.org/wiki/Paint) on an object.

Often the text relates to the object, such as an address on an envelope, product info on packaging, or text on a [traffic](https://en.wikipedia.org/wiki/Traffic_sign) or street sign. A [slogan](https://en.wikipedia.org/wiki/Slogan) may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts like these are sometimes referred to as environmental print.

Sometimes text or images are in [relief](https://en.wikipedia.org/wiki/Relief), with or without using a color contrast. Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a [home appliance](https://en.wikipedia.org/wiki/Home_appliance), or myriad other examples.

A requirement for reading is a good [contrast](https://en.wikipedia.org/wiki/Contrast_%28vision%29) between letters and background (depending on colors of letters and background, any pattern or image in the background, and [lighting](https://en.wikipedia.org/wiki/Lighting)) and a suitable font size. In the case of a computer screen, it is important to be able to see an entire line of text without [scrolling](https://en.wikipedia.org/wiki/Scrolling).

The field of visual word recognition studies how people read individual words. A key technique in studying how individuals read text is [eye tracking](https://en.wikipedia.org/wiki/Eye_tracking). This has revealed that reading is performed as a series of eye [fixations](https://en.wikipedia.org/wiki/Fixation_%28visual%29) with [saccades](https://en.wikipedia.org/wiki/Saccade) between them. Humans also do not appear to fixate on every word in a text, but instead pause on some words mentally while their eyes are moving. This is possible because human languages show certain linguistic regularities.

The process of recording information to be read later is [writing](https://en.wikipedia.org/wiki/Writing). In the case of computer and [microfiche](https://en.wikipedia.org/wiki/Microfiche) storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of [intrapersonal communication](https://en.wikipedia.org/wiki/Intrapersonal_communication): in the early 1970s has been proposed the [dual-route hypothesis to reading aloud](https://en.wikipedia.org/wiki/Dual-route_hypothesis_to_reading_aloud), accordingly to which there were two separate mental mechanisms, or cognitive routes, that are involved in this case, with output of both mechanisms contributing to the [pronunciation](https://en.wikipedia.org/wiki/Pronunciation) of a written stimulus.

Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. [Personalised books](https://en.wikipedia.org/wiki/Personalised_books) for children are recommended to improve engagement in reading by featuring the child themselves in the story.

Before the reintroduction of separated text in the late [Middle Ages](https://en.wikipedia.org/wiki/Middle_Ages), the ability to read silently was considered rather remarkable.

## *Reading skills*

[Literacy](https://en.wikipedia.org/wiki/Literacy) is the ability to use the symbols of a writing system. It is the ability to interpret what the information symbols represent, and to be able to re-create those same symbols so that others can derive the same meaning. [Illiteracy](https://en.wikipedia.org/wiki/Illiteracy) is the inability to derive meaning from the symbols used in a writing system. [Dyslexia](https://en.wikipedia.org/wiki/Dyslexia) refers to a cognitive difficulty with reading and writing. It is defined as brain-based type of learning disability that specifically impairs a person's ability to read. The term dyslexia can refer to two disorders: [developmental dyslexia](https://en.wikipedia.org/wiki/Dyslexia) which is a [learning disability](https://en.wikipedia.org/wiki/Learning_disability); [alexia (acquired dyslexia)](https://en.wikipedia.org/wiki/Alexia_%28acquired_dyslexia%29) refers to reading difficulties that occur following [brain damage](https://en.wikipedia.org/wiki/Brain_damage), [stroke](https://en.wikipedia.org/wiki/Stroke), or [progressive illness](https://en.wikipedia.org/wiki/Dementia).

Major predictors of an individual's ability to read both alphabetic and nonalphabetic scripts are [phonological awareness](https://en.wikipedia.org/wiki/Phonological_awareness), [rapid automatized naming](https://en.wikipedia.org/wiki/Rapid_automatized_naming) and [verbal IQ](https://en.wikipedia.org/wiki/Verbal_IQ). Being taught to read at an early age (such as five years old) does not ultimately result in better reading skills, and if it replaces more developmentally appropriate activities, then it may cause other harms.

### *Reading rate*



Average reading rate in *words per minute* (wpm) depending on age and measured with different tests in English, French and German

Reading speed requires a long time to reach adult levels. The table to the right shows how reading-rate varies with age, regardless of the period (1965 to 2005) and the language (English, French, German). The Taylor values probably are higher, for disregarding students who failed the comprehension test. The reading test by the French psychologist Pierre Lefavrais ("L'alouette", published in 1967) tested reading aloud, with a penalty for errors, and could, therefore, not be a rate greater than 150 wpm. According to Carver (1990), children's reading speed increases throughout the school years. On average, from grade 2 to college, reading rate increases 14 standard-length words per minute each year (where one standard-length word is defined as six characters in text, including punctuation and spaces). Note that the data from Taylor (English) and Landerl (German) are based on texts of increasing difficulty; other data were obtained when all age groups were reading the same text.

Rates of reading include reading for memorization (fewer than 100 [words per minute](https://en.wikipedia.org/wiki/Words_per_minute) [wpm]); reading for learning (100–200 wpm); reading for comprehension (200–400 wpm); and [skimming](https://en.wikipedia.org/wiki/Skimming_%28reading%29) (400–700 wpm). Reading for comprehension is the essence of the daily reading of most people. Skimming is for superficially processing large quantities of text at a low level of comprehension (below 50%).

Advice for choosing the appropriate reading-rate includes reading flexibly, slowing when concepts are closely presented and when the material is new, and increasing when the material is familiar and of thin concept. [Speed reading](https://en.wikipedia.org/wiki/Speed_reading) courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default [habit](https://en.wikipedia.org/wiki/Habit_%28psychology%29).

Scientific studies have demonstrated that reading—defined here as capturing and decoding all the words on every page—faster than 900 wpm is not feasible given the limits set by the anatomy of the eye.

Reading speed has been used as a measure in research to determine the effect of interventions on human vision. A [Cochrane Systematic Review](https://en.wikipedia.org/wiki/Cochrane_Collaboration) used reading speed in words per minute as the primary outcome in comparing different reading aids for adults with low vision.

### *Skill development*



Addy Vannasy reads aloud to children at a village "Discovery Day" in Laos. Reading aloud is a common technique for improving literacy rates. [Big Brother Mouse](https://en.wikipedia.org/wiki/Big_Brother_Mouse), which organized the event, trains its staff in read-aloud techniques: Make eye contact with the audience. Change your voice. Pause occasionally for dramatic effect.

Both lexical and sub-lexical cognitive processes contribute to how we learn to read.

Sub-lexical reading, involves teaching reading by associating characters or groups of characters with sounds or by using [phonics](https://en.wikipedia.org/wiki/Phonics) or [synthetic phonics](https://en.wikipedia.org/wiki/Synthetic_phonics) learning and teaching methodology, sometimes argued to be in competition with whole language methods.

Lexical reading involves acquiring words or phrases without attention to the characters or groups of characters that compose them or by using [whole language](https://en.wikipedia.org/wiki/Whole_language) learning and teaching methodology. Sometimes argued to be in competition with phonics and synthetic phonics methods, and that the whole language approach tends to impair learning how to spell.

Other methods of teaching and learning to read have developed, and become somewhat controversial.

Learning to read in a second language, especially in adulthood, may be a different process than learning to read a native language in childhood. There are cases of very young children learning to read without having been taught. Such was the case with [Truman Capote](https://en.wikipedia.org/wiki/Truman_Capote) who reportedly taught himself to read and write at the age of five. There are also accounts of people who taught themselves to read by comparing street signs or Biblical passages to speech. The novelist [Nicholas Delbanco](https://en.wikipedia.org/wiki/Nicholas_Delbanco) taught himself to read at age six during a transatlantic crossing by studying a book about boats.

Brain activity in young and older children can be used to predict future reading skill. Cross model mapping between the orthographic and phonologic areas in the brain are critical in reading. Thus, the amount of activation in the left dorsal inferior frontal gyrus while performing reading tasks can be used to predict later reading ability and advancement. Young children with higher phonological word characteristic processing have significantly better reading skills later on than older children who focus on whole-word orthographic representation.

### *Methods of reading*

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand [visual perception](https://en.wikipedia.org/wiki/Visual_perception) and [eye movement](https://en.wikipedia.org/wiki/Eye_movement_in_language_reading) in order to understand the reading process.

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

*-* [*Subvocalized*](https://en.wikipedia.org/wiki/Subvocalization) reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.

*-* [*Speed reading*](https://en.wikipedia.org/wiki/Speed_reading) is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the [chunking](https://en.wikipedia.org/wiki/Chunking_%28psychology%29) of words in a body of text to increase the rate of reading. It is closely connected to [speed learning](https://en.wikipedia.org/wiki/Speed_learning).

*-* [*Incremental reading*](https://en.wikipedia.org/wiki/Incremental_reading) is a software-assisted reading method designed for [long-term memorization](https://en.wikipedia.org/wiki/Long-term_memory). "Incremental reading" means "reading in portions": in each session, parts of several electronic articles are read inside a prioritized reading list. In the course of reading, important pieces of information are extracted and converted into [flashcards](https://en.wikipedia.org/wiki/Flashcard) which are then scheduled for review by a [spaced repetition](https://en.wikipedia.org/wiki/Spaced_repetition) algorithm.

*-* [*Proofreading*](https://en.wikipedia.org/wiki/Proofreading) is a kind of reading for the purpose of detecting [typographical](https://en.wikipedia.org/wiki/Typographical) errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

*- Rereading* is reading a book more than once. "One cannot read a book: one can only reread it," [Vladimir Nabokov](https://en.wikipedia.org/wiki/Vladimir_Nabokov) once said. A paper published in the *Journal of Consumer Research* (Cristel Antonia (2012)) found re-reading offers mental health benefits because it allows for a more profound emotional connection and self-reflection, versus the first reading which is more focused on the events and plot.

Many take notes while reading.

*- Structure-proposition-evaluation (SPE)* method, popularized by [Mortimer Adler](https://en.wikipedia.org/wiki/Mortimer_Adler) in [*How to Read a Book*](https://en.wikipedia.org/wiki/How_to_Read_a_Book), mainly for non-fiction treatise, in which one reads a writing in three passes: (1) for the structure of the work, which might be represented by an outline; (2) for the logical propositions made, organized into chains of inference; and (3) for evaluation of the merits of the arguments and conclusions. This method involves [suspended judgment](https://en.wikipedia.org/w/index.php?title=Suspended_judgment&action=edit&redlink=1) of the work or its arguments until they are fully understood.

*- Survey-question-read-recite-review (*[*SQ3R*](https://en.wikipedia.org/wiki/SQ3R)*)* method, often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

*-* [*Multiple intelligences*](https://en.wikipedia.org/wiki/Multiple_intelligences)-based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading, and making a habit of doing so in a more disciplined manner—i.e., constantly, or after every paragraph—can result in more vivid, memorable experience.

*-* [*Rapid serial visual presentation*](https://en.wikipedia.org/wiki/Rapid_serial_visual_presentation) *(RSVP)* reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. RSVP eliminates inter-word saccades, limits intra-word saccades, and prevents reader control of fixation times (Legge, Mansfield, & Chung, 2001). RSVP controls for differences in reader eye movement, and consequently is often used to measure reading speed in experiments.

## *Assessment*

### *Types of tests*

- Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling–sound relationships.

- Nonword reading: reading lists of pronounceable nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.

- Reading comprehension: a passage is presented to the reader, which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.

- Reading fluency: the rate with which individuals can name words.

- Reading accuracy: the ability to correctly name a word on a page.

Some tests incorporate several of the above components at once. For instance, the [Nelson-Denny Reading Test](https://en.wikipedia.org/wiki/Nelson-Denny_Reading_Test) scores readers both on the speed with which they can read a passage, and also their ability to accurately answer questions about this passage. Recent research has questioned the validity of the Nelson-Denny Reading Test, especially with regard to the identification of reading disabilities.[[34]](https://en.wikipedia.org/wiki/Reading_%28process%29#cite_note-34)

*Cognitive benefits*

Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in old age, with people who participated in more mentally stimulating activities over their lifetimes having a slower rate of decline in memory and other mental capacities.[[35]](https://en.wikipedia.org/wiki/Reading_%28process%29#cite_note-Neurology20130703-35) Reading for pleasure has been linked to increased cognitive progress in vocabulary and mathematics during adolescence. Moreover, the cognitive benefits of reading continue into mid-life and old age.

*Effects*



Night reading has benefits to calm the nerves by eliminating excess sound and vision stimulus resulting in better sleep.

### *Lighting*

Reading from paper and from some screens requires more [lighting](https://en.wikipedia.org/wiki/Lighting) than many other activities. Therefore, the possibility of doing this comfortably in [cafés](https://en.wikipedia.org/wiki/Caf%C3%A9), [restaurants](https://en.wikipedia.org/wiki/Restaurant), [buses](https://en.wikipedia.org/wiki/Bus), at [bus stops](https://en.wikipedia.org/wiki/Bus_stop) or in [parks](https://en.wikipedia.org/wiki/Park) greatly varies depending on available lighting and time of day.

Reading from screens which produce their own light is less dependent on external light, except that this may be easier with little external light. For controlling what is on the screen ([scrolling](https://en.wikipedia.org/wiki/Scrolling), turning the page, etc.), a [touch screen](https://en.wikipedia.org/wiki/Touch_screen) or [keyboard illumination](https://en.wikipedia.org/wiki/Keyboard_%28computing%29#Illumination) further reduces the dependency on external light.

## *History*



Men reading

The history of reading dates back to the [invention of writing](https://en.wikipedia.org/wiki/History_of_writing) during the 4th millennium BC. Although reading [print](https://en.wikipedia.org/wiki/Printing) text is now an important way for the general population to access information, this has not always been the case. With [some exceptions](https://en.wikipedia.org/wiki/Literacy#Ancient_and_medieval_literacy), only a small percentage of the population in many countries was considered [literate](https://en.wikipedia.org/wiki/Literacy) before the [Industrial Revolution](https://en.wikipedia.org/wiki/Industrial_revolution). Some of the pre-modern societies with generally high literacy rates included [classical Athens](https://en.wikipedia.org/wiki/Classical_Athens) and the Islamic [Caliphate](https://en.wikipedia.org/wiki/Caliphate).

Scholars assume that reading aloud (Latin *clare legere*) was the more common practice in antiquity, and that reading silently (*legere tacite* or *legere sibi*) was unusual. In his [*Confessions*](https://en.wikipedia.org/wiki/Confessions_%28St._Augustine%29), [Saint Augustine](https://en.wikipedia.org/wiki/Augustine_of_Hippo) remarks on [Saint Ambrose](https://en.wikipedia.org/wiki/Ambrose)'s unusual habit of reading silently in the 4th century AD.

During the [Age of Enlightenment](https://en.wikipedia.org/wiki/Age_of_Enlightenment), elite individuals promoted passive reading, rather than creative interpretation. Reading has no concrete laws, but rather allows readers an escape to produce their own products introspectively, promoting deep exploration of texts during interpretation. Construction, or the creation of writing and producing a product, was believed to be a sign of initiative and active participation in society, while consumption or reading, was viewed as simply taking in what constructors made.[[1]](https://en.wikipedia.org/wiki/Reading_%28process%29#cite_note-Certeau,_Michel_1984-1) Also during this era, writing was considered superior to reading in society. Readers during this time were considered passive citizens, simply because they did not produce a product. [Michel de Certeau](https://en.wikipedia.org/wiki/Michel_de_Certeau) argued that the elites of the Age of Enlightenment were responsible for this general belief. Michel de Certeau believed that reading required venturing into an author's land, but taking away what the reader wanted specifically. Writing was viewed as a superior art to reading during this period, due to the hierarchical constraints the era initiated.

In 18th-century Europe, the then new practice of reading alone in bed was for some time considered dangerous and immoral. As reading became less of a communal, oral practice and more of a private, silent one, and as [sleeping](https://en.wikipedia.org/wiki/Sleeping) likewise more often took place in individual bedrooms rather than in communal sleeping areas, concerns were raised that reading in bed could give rise to various dangers, such as fires caused by bedside candles. Modern critics have argued, however, that these concerns were based on the fear that readers – especially women – could escape their familial and communal obligations and transgress moral boundaries by losing themselves in the private fantasy worlds that books made available.

The reading process is an extremely complex one actively involving both hemispheres of the brain. Nevertheless, I will try to simplify this process by breaking it down into three major steps:

l. dentification This involves the pupil's ability to associate meaning with words as they appear in his reading. This to me, is the basis of reading, for sounding out phonemes and morphemes means nothing to the student if he cannot identify or call upon either context clues or his own experiences to bring meaning or comprehension to the word. Yet it is these very two skills which the innercity student lacks: context, because his comprehension skills have not been adequately developed; and meaningful educational experiences, either because of different cultural values or pressures or because of lack of money. These problems can be solved to a great extent by providing these experiences (field trips or by audio visual methods).

 2. Organization - This is the process whereby the reader organizes the ideas presented to produce a logical result. I am sure that you will agree that many of our students, especially in the developmental and basic levels wrestle with this problem of organization, both in understanding what they read, and in their own writing. They (the students) want to say a lot but it comes out all confused. This is especially brought out in writing, whether it be answering given comprehension questions or paragraph or essay writing.

 3. Reaction - This involves an emotional and intellectual reaction which most naturally will depend on the type of material the student reads and the reader's attitude and purpose. Thus if reading has been pleasurable because the student has been able to identify successfully (emotionally and intellectually) with the text, and to organize the material, then the student will want to read more. This desire will set off a chain reaction which will lead more reading, and the more the student reads, the better he will read. I think this is one of our goals as teachers.

Reading is often thought of as a hierarchy of skills, from the processing of individual letters and their associated sounds to word recognition to text processing competencies. Skilled comprehension requires fluid articulation of all these processes, beginning with the sounding out and recognition of individual words to the understanding of sentences in paragraphs as part of much longer texts. There is instruction at all of these levels that can be carried out so as to increase student understanding of what is read (Grellet, 1981).

Decoding. Perhaps it is a truism, but students cannot understand texts if they cannot read the words. Before they can read the words, they have to be aware of the letters and the sounds represented by letters so that sounding out and blending of sounds can occur to pronounce words. Once pronounced, the good reader notices whether the word as recognized makes sense in the sentence and the text context being read and, if it does not, takes another look at the word to check if it might have been misread (Krashen,1981). Being able to sound out a word does not guarantee that the word will be understood as the student reads. When students are first learning to sound out English words it requires real mental effort. The more effort required, the less consciousness left over for other cognitive operations, including comprehension of the words being sounded out. Thus, it is critical for students to develop fluency in word recognition.

 Fluent (i.e., automatic) word recognition consumes little cognitive capacity, freeing up the student's cognitive capacity for understanding what is read. Anyone who has ever taught beginners and witnessed round-robin reading can recall students who could sound out a story with great effort but at the end had no idea of what had been read.

1.2 Important aspect of teaching reading

Objectives of a reading lesson. Before starting to plan a reading lesson, you should decide on the objective of the reading lesson, ie. Why you want your students to read. In an ideal word you first would set your objectives and then find a text that will help you achieve them. In practice, however, we often come across something that seems interesting for the students and then decide what you can achieve from it, and in this case, the text controls the objective before you begin to plan the lesson. The following three objectives are possible to be achieved in one lesson:

To improve reading subskills: According to some teachers, the best way to teach reading is to break the reading skills down into separate sub – skills by looking at what a good reader does when he goes about reading something, teach these separately and then put them all together. The other big group is sceptical and believe that there is no chance of putting all the sub – skills together and at the end they add up to the complete picture. In my opinion, if a student is able to use his reading sub – skills in the mother tongue, then the only problem is the English language. On the other hand, if they are still read badly and with difficulties in the first language, then it takes twice as much time to perform the given task.

To study language: The teacher focuses the students’ attention on vocabulary, morphology, syntax, and discourse features. Although studying language for the sake of studying language for the sake of studying language is fairly pointless outside universities, there is little doubt that students need a very good command of language if they are going to be able to read. Moreover, by studying texts the students can see how the language is used in both a situational and a linguistic context, which is much more useful than studying them in isolated sentences.

To read for content: The students focus on the facts or ideas contained in the text. Extracting meaning is obviously essential in order to achieve this objective. This is usually why we read in real life. The first two objectives, developing reading skills and studying language, are really only tools for achieving this broader educational objective. However, many textbooks contain uninspiring texts and you should consider supplementing them with other texts.

*The Importance of Teaching Reading Skills*

Reading is a very critical skill that many can take for granted. I never thought of the difficulties being illiterate could cause until I first moved abroad. Upon arrival in China I discovered, something I had not mentally prepared myself for, that I was in fact now illiterate in terms of the local language. Many Things have changed since I first arrived. There is a lot more English writing on signage and in print (menus, newsletters, magazines, etc.) but there was next to none ten years ago and it really opened my eyes to the true gift being able to read really is. This experience has helped me a great deal in the classroom. A lot of [TEFL teachers](http://www.teflexpress.co.uk/tefl-courses) focus solely on the verbal and listening aspects of the language but I firmly believe if we are to be successful masters of our craft, teaching, then we must teach all aspects of the English language to our students. This will ensure they have the best chances of success in learning the language and will help them greatly with future lessons once they have moved on from your class.

Why is reading so important? Here are a few examples to point you in the right direction.

1: While searching for a job reading is [absolutely essential](http://teflexpress.co.uk/blog/the-proper-tool-for-all-your-needs/), as most will require it. With emails, memos, task lists, etc. you will have a hard time performing many duties without the ability to read the expected task on hand. If you do not have a good range of vocabulary and an understanding of the written word, you easily be hindered from achieving your desired accomplishments in the workplace.

2: Reading helps your overall understanding of the [language](http://teflexpress.co.uk/blog/want-to-speak-the-language-get-out-there-and-mingle/). Reading with help you identify sight words, understand spelling and give you the ability to use phonetics to speak words you have never heard spoken by simply sounding them out, and reading teaches you that ability.

3: [Education](http://teflexpress.co.uk/blog/tefl-teachers-4-must-have-books/) and information is power. If you are illiterate, you will not be able to research and answer many of your own questions. In many situations you will have to take someone else`s word for it, and that can keep a person down in many ways. Let`s say you want o apply for a new position in your company, if you can not read the application form you may have missed a specific format they wanted your CV presented in. You sent it looking very unprofessional, in terms of what they asked for, and ten other colleagues handed in exactly what they were looking for. With reading, you don`t have to rely on what others tell you, and trust them blindly, you can find all the answers out for yourself.

4: It develops the brain. The only way to strengthen you brain, keeping it sharp and fast, is by [keeping it stimulated](http://teflexpress.co.uk/blog/5-great-ways-you-can-identify-your-students-strengths-and-problem-areas/), and reading does just that! Imagine your brain working like a muscle; the bicep perhaps. If you want you bicep stronger and bigger you are going to go to the gym, and lift a lot of weights on a regular basis; curl after curl, day after day. If you want to keep your mind strong and keep it growing, just keep reading. Everyday.

5: One of the biggest attractions to reading is the way it heightens our [creativity](http://teflexpress.co.uk/blog/5-tips-to-creating-the-best-lesson-plans/). When we read, not only do we take in the content, but also we stop from time to time and really digest the matter. We ask ourselves questions about it and draw conclusions to our questions, all based on what we have read while we continue to read it. We even plan out in our heads what we would like to see next and anticipate if we are going to be correct or not. Whether the author`s intention or not, reading always gets our own creative juices flowing, and what more could you want from your students then to be a literate and creative force in the life ahead of them. After all, isn`t that why we teach?

If I were to explain all the benefits of reading, this article would rival War & Peace in size. There are figuratively millions. Do you have any not mentioned here? Let us know in the comments below!

2. Teaching reading in classroom

Knowledge of core vocabulary. Word knowledge has particular importance in literate societies. It contributes significantly to achievement in the subjects of the school curriculum, as well as in formal and informal speaking and writing. Most people feel that three is a common-sense relationship between vocabulary and comprehension – messages are composed of ideas, and are expressed in words. Most theorists and researchers in education have assumed that vocabulary knowledge are reading comprehension are closely related, and numerous studies have shown the strong correlation between the two.

From the teach point of view the issue in the classroom usually revolves around how to improve the student’s reading comprehension, whether it be in content area reading or in the languages arts. Should the teacher teach vocabulary directly or incidentally? That is, should words be targeted for the learners or should they develop naturally through reading and the learner's desire to clarify concepts? Evidence falls in both directions. It is generally accepted that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms. Thus, techniques such as webbing that involve students' own perspectives in creating interactions that gradually clarify targeted vocabulary may be a way to combine direct teaching and incidental learning in one exercise (Krashen, 1981). Teachers can use students' personal experiences to develop vocabulary in the classroom. Through informal activities such as semantic association students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list. Semantic mapping goes a step further, grouping the words on the list into categories and arranging them on the visual "map" so that relationships among the words become clearer. In semantic feature analysis, words are grouped according to certain features, usually with the aid of a chart that graphically depicts similarities and differences among features of different words. Finally, analogies are a useful way of encouraging thoughtful discussion about relationships among meanings of words. It is well established that good comprehends tend to have good vocabularies (Mackay, 1978). This correlation, however, does not mean that teaching vocabulary will increase readers’ comprehension, for that is a causal conclusion. As it turns out, however, when reading educators conducted experiments in which vocabulary was either taught to students or not, comprehension improved as a function of vocabulary instruction.

 Subsequent comprehension tests. One counterargument to this advice to teach vocabulary is that children learn vocabulary incidentally - that is, they learn the meanings of many words by experiencing those words in the actual world and in text worlds, without explicit instruction (Littlewood, 1981).’Even so, such incidental learning is filled with potential pitfalls, for the meanings learned range from richly contextualized and more than adequate to incomplete to wrong. Just the other morning, I sat in a reading class as a teacher asked students to guess the meanings of new words encountered in a story, based on text and picture clues.’ Many of the definitions offered by the students were way off. Anyone who has ever taught beginners knows that they benefit from explicit teaching of vocabulary. That children do develop knowledge of vocabulary through incidental contact with new words they read is one of the many reasons to encourage students to read extensively. Whenever researchers have looked, they have found vocabulary increases as a function of children’s reading of text rich in new words (Wallace, 1992).

Agnes was a student of mine who was frustrated because she could not read grade-level material. When I asked him how I might help, she knew exactly what she needed: "Teach me what words mean so I can understand what I read."

Guessing words from the context. In almost any text the reader will meet new words. It is too time consuming to look all of them up in a dictionary and so the reader must develop the skill of guessing from context. Besides, the translation in a bilingual dictionary can be misleading if the student cannot find the suitable meaning, which would perfectly fit in the meaning of the sentence. I believe that a text, or sentences cannot and must not be translated word by word, and sometimes it can be quite annoying when students insist on knowing the Hungarian meaning of a particular English world, which might not have a meaningful, but only a functional role. The other thing that can really improve the ability of guessing words from the context, is the students’ background knowledge. Develop a broad background: Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events. Reading comprehension can be affected by world knowledge, with many demonstrations that readers who possess rich prior knowledge about the topic of a reading often understand the reading better than classmates with low prior knowledge (Anderson & Lynch, 1984). That said, readers do not always relate their world knowledge to the content of a text, even when they possess knowledge relevant to the information it presents. Often, they do not make inferences based on prior knowledge unless the inferences are absolutely demanded to make sense of the text (Goodman, 1984). One way to accomplish this is to encourage extensive reading of high-quality, information-rich texts by young readers (Cunningham, 1990).

Typically, however, when readers process text containing new factual information, they do not automatically relate that information to their prior knowledge, even if they have a wealth of knowledge that could be related. In many cases, more is needed for prior knowledge to be beneficial in reading comprehension. A large number of experiments conducted in the late 1980s and early 1990s demonstrated the power of "Why?" questions, or "elaborative interrogation," to encourage readers to orient to their prior knowledge as they read (Martin, 1987). In these studies, readers were encouraged to ask themselves why the facts being presented in text made sense. This encouragement consistently produced a huge effect on memory of the texts, with the most compelling explanation emerging from analytical experiments because of the interrogation-oriented readers to prior knowledge that could explain the facts being encountered. The lesson that emerged from these studies is that readers should be encouraged to relate what they know to information-rich texts they are reading, with a potent mechanism for doing this being elaborative interrogation.

Predicting. Good readers tend to make predictions as they read and then check these predictions against what is actually in the text. It is thought that this is how we extract meaning from the text:

1. An explicit description of the strategy and when it should be used: "Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions."

2. Teacher and/or student modeling of the strategy in action: "I am going to make predictions while I read this story. I’ll start with just the photographs here. I see a picture some celebrities. It looks like that they are very happy and satisfied. I predict that this is going to be a very interesting story about famous people who have something in common. I predict it is going to be about their life". Or: "The title will give me more clues about the text; the title is the ’name game’ winners. So, this makes me think even more that this book is going to be about something that is characteristic of all the celebrities in the pictures. Probably it will be about their names, they may have special names…" And: "Okay, I’ve made some predictions about the text based on the pictures and the title. Now I’m going to begin reading the first passage."

3. Collaborative use of the strategy in action: "I’ve made some good predictions so far in the text. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next... Okay, now let’s hear what you think and why..."

4. Guided practice using the strategy with gradual release of responsibility: early on "I’ve called the three of you together to work on making predictions while you read this story. After every passage I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true." Later on: "Each of you has a chart that lists different passages in your text. When you finish reading the first sentence of the paragraph, stop and make a prediction. Write the prediction in the column that says "Prediction." When you get to the next page on the list, check off whether your prediction "Happened," "Will not happen," or "Still might happen." Then make another prediction and write it down."

5. Independent use of the strategy: "It’s time for silent reading. As you read today, remember what we’ve been working on-making predictions while we read. Be sure to make predictions every two or three passages. Ask yourself why you made the prediction you did - what made you think that. Check as you read to see whether or not your prediction came true."

At least some of the texts used during these different phases of comprehension instruction should be chosen to be particularly well-suited to the application of the specific strategy being learned. Just as many have recommended using texts in decoding instructions that emphasize the particular sound-letter relationships students are learning, so too do we recommend linking closely the comprehension strategy being taught and the texts to which it is initially applied and practiced. Also, as it is recommended for decoding instructions, we recommend careful attention to the level and demands of texts used in different phases of instruction, especially the early phases. When students are first learning a comprehension strategy, they should encounter texts that do not make heavy demands in other respects, such as background knowledge, vocabulary load, or decoding.

2.1 Reading strategies

Reading is a skill that is used in all subject areas and can greatly increase or decrease a student’s success in the classroom. Reading strategies can be used to vary the approach students are given of any given text. Some reading strategies are summarized below.

***Activating prior knowledge***

Activating prior knowledge is a reading strategy that occurs before the student is introduced to reading material. The teacher uses a prereading activity, which can be done in the form of a journal or class discussion. This enables the reader to make connections between something they already have knowledge of and the new knowledge from the text.

***Clarifying***

Clarifying is making the meaning of the text clear to the reader. This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehendible.

***Context Clues***

Context clues is using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary. Students should be encouraged to use context clues for an unfamiliar word while reading before immediately reaching for the dictionary.

***Drawing Conclusions***

Drawing conclusions is a reading strategy that is done after reading. To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading. Teachers can facilitate this reading strategy by creating leading questions that relate to a reading. Students then respond with their own opinions, thoughts, or ideas that is based on information from their reading material.

***Evaluating***

Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading. Teachers can create evaluative questions that will lead the student to make generalizations about and critically evaluate a text.

***Inferring***

Inferring is giving a logical guess based on facts or evidence presented using prior knowledge to help the reader understand the deeper meaning of a text. This reading strategy is conducted during reading. An activity to practice inferring with students is to take a sentence from a text. Then, have students state the explicit meaning of the sentence as well as the inferential meaning.

***Predicting***

Predicting is using the text to guess what will happen next. Then the reader confirms or rejects their prediction as they read. Predicting is a reading strategy that done before and during reading. A technique to apply to this reading strategy is to use the Think, Pair, Share method. Have the students form predictions, share with a partner, and then participate in class discussion.

***Rereading***

Rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text. For practice, have students reread a passage to check for understanding and model when rereading can be helpful.

***Restating***

Restating is a reading strategy where the reader will retell, shorten, or summarize the meaning of a passage or chapter, either orally or in written form. This reading strategy can be performed during reading.

***Setting a Purpose***

This reading strategy is started before reading. Setting a purpose provides focus for the reader. You can introduce this reading strategy by having students read directions for a reading task and list the requirements. Students then need to determine why they are being asked to read. Eventually, you can start to encourage students to set their purpose when reading independently.

***Skimming and Scanning***

Skimming and scanning are reading strategies that can assist a reader in getting specific information from the text. Students should be taught appropriate times to skim or scan, such as looking for a specific answer, and inappropriate times to use scanning or skimming, such as when reading to comprehend. Skimming is a reading technique that is used to get a quick “gist” of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information. You can first introduce skimming and scanning by brainstorming a list of textual clues that will help students, such as bold-face type, capital letters, dates, key words, etc. Practice skimming and scanning can be practiced with short passages to gain mastery.

***Visualizing***

Visualizing is a reading strategy that encourages students to use mental images that emerge from reading the text. This is done during reading to aid in understanding. This reading strategy can be introduced by reading aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they see and justify how the text supports their image.

This is in no way an exhaustive list of all reading strategies. It is up to you, the teacher, to choose appropriate techniques for your student. Varying these reading strategies will increase the student’s comprehension, retention, and command over the subject matter.

# 2.2 Development of reading subskills

#

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

### *Reading to Learn*

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

**List of literature:**

1 ANDERSON, A, & LYNCH, T. (1988): Listening in the Language Teaching: a Sheme for Teacher Education. Oxford, Oxford University Press.

2 BRUSCH, W. (1991): The role of reading in foreign language acquisition: designing an experimental project. ELT Journal 45/2.

3 CARRELL, P. & DEVINE, J. & EsKEY, D. (Eds.) (1988): Interactive Approaches to Second Language Reading. Cambridge, Cambridge University Press.

4 CLARK, M. (1976): Young fluent readers. London CUNNINGHAM, G. (1990): Listening and the Cambridge Exams. Training folder is prepared for the University of Cambridge Local Examination Syndicate. Text Linguistics. London, Longman.

5 ELLIS, G. (1989): Learning to Learn English: A Course in Learner training. Cambridge, Cambridge University Press.

6 GILL, V. (1969): Read Think and Choose. London, Duckworth.

7 GooDMAN, K. (1984): 'Unity in Reading in Becoming Readers in a Complex Society: Eighty-third Year Book fo the National Society for the Study of Education. Chicago, National Society for the Study of Education.

8 GRELLET, F. (1981): Developing reading skills. Cambridge, Cambridge University Press.

9 HARMER, J. (1991): The Practice of English Language Teaching. London, Longman.

10 KRASHEN, S. (1981): Second Language Acquisition and Second Language Learning. London, Pergamon Press.

11 LINDOP, C. F. (1988): Something to Read Cambridge, Cambridge University Press.

12 LITTLEWOOD, W. (1981): Communicative Language Teaching an Introduction. Cambridge, Cambridge University Press.

13 MACKAY, R. (1978): English For Specific Purposes. London, Longman.

14 MARTIN, J. R. (1987): 'Social processes in education: a reply to Sawyer and Watson (and others)' In: Reid, l. (Ed.): The Place of Genre in Learning: Current Debates Victoria, Australia, Deakin University Centre ofStudies n Literary Education.

15 RICHEK, M. A. & MCTAGUE, B. K. 988): The Curious George" strategy for students with reading problems The Reading Teacher 42 (3 pp. 220-226.

16 SCHUNK, D H. (1982): Effects of children's self-efficacy and achievement. Journal of Experimental Education 5 (2) 89-93 U. S. Department of Education, Office of Educational Research. 1986. What Works. Washington, D.C.: U.S. Department of Education.

17 WALLACE, C.(1992): Reading Oxford, Oxford University Press.