

Third :Teaching Reading

Comprehension:-

We distinguish between reading comprehension as a process versus a product. A product approach to comprehension requires readers to read for the purpose of answering questions when they finish. A process approach, involves

the following assumptions

- a) Comprehension requires an interaction between the reader's prior knowledge and the text.
- b) Readers start with their schemata, a conceptual system for understanding some thing and integrate the text into it.
- c) Using elaboration and the author's framework, readers deeply process the text.
- d) Reader's perspectives influence what is remembered.

★ Four assumptions underlying the process approach are as follows:-

- 1) What pupils already know affects what they will learn from reading.
- 2) Both concept-driven and data-driven processes are necessary in comprehending text.
- 3) The deeper a person processes text, the more he/she will remember and understand it.
- 4) The context in which reading occurs influence what will be recalled.

★ objectives of Teaching Reading:-

1. To orientate students with the proper coordination of eye movements in reading
2. To familiarize students with teaching methods of reading a foreign language.
3. To instruct students to read in word groups with special emphasis on their stress and intonation.
4. To familiarize students with the necessary skills for effective reading.
5. To encourage students to adopt the proper habits of fluent and rapid reading.

★ Some Comprehension processes:-

1 - learning from context:-

A useful aid in identifying words is the context in which they appear. Context is associated with meaning and it is meaning as well as visual elements that aid readers in recognizing words. Using contextual clues is one of the strategies students can use for recognizing unfamiliar words.

•This strategy consists of five steps:

- 1) Finding the part of speech of the unknown word.
- 2) Looking at the immediate context of the unknown word and simplifying this context if necessary.
- 3) Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding of unknown word.
- 4) Guessing the meaning of unknown word.
- 5) Checking that the guess is correct.

6) **Schemata** (the plural of schema) are the fundamental elements upon which all information processing depends, and in this sense we call them “building blocks of cognition”. As such, they are used in the process of “interpreting sensory data, in retrieving information from memory, in recognizing actions, in determining goals and sub goals, in guiding the flow of processing in the system.

Schemata are “packets” or “units of knowledge” that represent our beliefs about “objects, situations, events, sequences of events, actions and sequences of actions”

2 – Inferring الاستنتاج

In inferring readers use the details provided by the author plus their own prior experiences to determine information that is not stated by the author.

3-Main idea

Determining the main idea of paragraph and longer text is another process students must be taught as a part of teaching them how to comprehend. Main idea refers to the central thought or idea that is presented in a paragraph or longer text.. Many times it is necessary for the reader to infer the main idea by using the relevant details in a paragraph to determine the central thought

4 - skimming

Before actually reading a text, efficient readers quickly look over a text for the main idea or.

5-Scanning

Is to locate a particular piece of information. To scan-scanning requires careful reading and is often a form of focused re-reading.

6-Predicting – Guessing – anticipating

These three processes describe what good readers do as their eyes quickly go down a page of print, picking up meaning in bunches.

▪ On other word level the reader guesses the meaning of unfamiliar words by using the context. On the syntactic level, he/she uses what he/she knows about the form of language to extract meaning without actually reading all the words. The idea of a dialogue between author and reader is part of the process of predicting and anticipating. The reader tends to anticipate the author's words before he/she encounters them on the page .

Reading comprehension skills:

q There are some levels of comprehension.

A-Literal Comprehension:-

Includes levels like recognition of details, recognition of main ideas, recognition of a sequence, recognition of comparison and recall of all these elements.

B- Reorganization:-

Includes levels like analysis, classification, outlining, summarizing, and synthesizing the ideas involved.

C-Inferential comprehension:-

Includes levels like inferring, supporting details, inferring main ideas, inferring sequences, inferring comparison, inferring cause and effect relationship.

D-Evaluation:-

Includes levels like judgment of reality and fantasy, judgment of fact and opinion , judgment of adequacy and validity.

E-Appreciation:-

Includes levels like emotional response to the context, identification with characters and events, reaction to the use of language and imagery.

F - literal level:-

Readers understand what the author says; read the lines

G-Applied level:-

Deals with questions as (so what) reader is involved in creating new insights about the material.

H- Interpretive level:-

Readers read between the lines, make inferences, and allow conclusions. To interpret demands to recognize the relationships that exist among main ideas.

Procedures in Teaching Reading:-

1- Preparation:-

- A. The teacher can use various techniques to present the new grammatical patterns such as rules, drawings, pictures, realia, diagrams, demonstrations, and tables.
- B. The teacher should provide his students with practices after the introduction of new vocabulary and structure in order to enhance and reinforce them.

2-Comprehension questions:-

- A. teacher reads the comprehension questions about the passage aloud to his class
- B. He explains or translates them to stimulate students' understanding.

3-Silent Reading:-

- A. The language teacher asks the entire class to read the passage silently. He may emphasize that students should move their eyes very rapidly from left to right without looking back to the preceding words. He may instruct them to make no lip movement, no muttering, or murmuring. Fewer pauses may also be of great concern in silent reading.
- B. Students should try to find the appropriate answers of the comprehension questions while reading.
- C. A language teacher should monitor his class to ensure that all his class keeps reading. He should give academic help to those who have difficulty in understanding or pronouncing some words without interrupting others.

4-Renewing Students' Answers:-

- A. teacher should encourage his students to give the appropriate answers to the questions about the contents of the passage.
- B. He can give them clues to the answers such as the number of a reading line, the number of words which form the right answer.

5-Oral Reading:-

The teacher may go through the following activities:

- 1- He reads the passage aloud as a model and lets his students listen to it carefully.
- 2 He reads phrases or sentences of the passage aloud and lets his students repeat after him.
- 3 Each student reads a line or two aloud and others listen to him attentively.

Types of Reading:-

A-Silent Reading:-

Characteristics of Silent Reading:-

- A) **Eye movement** : The student should move his eyes very rapidly from left to right without looking back at the previous words.
- B. **Complete silence**: He should make no lip movement. He should produce no oral words, no muttering or murmuring.
- C. **Accurate eye fixations**: He should make fewer pauses than he does while reading orally. He should make, say, two fixations per line.
- D. **Speed**: He should increase the rate of his reading. Both speed and comprehension should be emphasized in silent reading.

B-Oral Reading:-

Characteristics of Oral Reading:-

- A) **Pronunciation**: The teacher should give adequate and clear pronunciation to each word.
- B. **Rational reading**: He should read it with reasonable speed.
- C. **Pauses**: He should make proper pauses and correct stops to help learners understand the reading passage. Unnecessary pauses create confusion in grasping the meaning of the passage.
- D. **Tone**: He should give the accurate tones of a falling or a rising voice.
- E. **Stress**: He should produce a word or a syllable with louder and longer duration using more air from the lung than the surrounding words or syllables. Wrong stress can mislead the listeners.

Rapid Reading Technique:-

1-Skimming:-

Skimming is a type rapid reading technique. A person skim-reads to grasp quickly the main idea from a passage

There are four types of skimming:

- § Skimming main ideas
- § Skimming for revising a textbook.
- § Skimming a newspaper.
- § Skimming a magazine or journal.

2-Scanning:-

. The purpose of this technique is to examine closely and rapidly a piece of printed or written material. It is used when the reader wants to locate a particular piece of information or fact without necessarily understanding the whole of a passage or script.