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Lecture (5).

## **Reading**

Every student or learner in learning either EFL/ESL must learn skills which is (listening, speaking, writing, and reading) , that helps him in starting his journey in life and the ability to read in foreign language is one of the most important basic skill people depend on it to achieve certain aims and purposes to develop to high level of proficiency and this came from depends on themselves, filtering what they read according to cognitive .

### **What is Reading :**

Goodman (1982c:63) define's reading as "a psycholinguistic process by which the reader, a language user, reconstruct, as best he can, a message which has been encoded by a writer as a graphic display" so reading is prerequisite if learners face obstacles or problems in anything they dealt with so they return to read about that thing to solve problem also in order to develop personality and to know about a universe one best recommendation is reading and reading to reach to gaining meaning and gaining knowledge.

### **Reading Theory:**

The psycholinguist Goodman (1970s), is the first who describes the reading process as "A psycholinguistic: guessing game". Thuse in 1970s,

first language reading research has been flourishing for couple of decades as a solutions are being seek why some children could not read (Brown,2001:289). He reject the old view that regard reading as a passive process. And this view back to " behaviorism claim that language learning was nothing more than the formation of habits through stimulus, response, and reinforcement (Skinner, 1957) Good has proposes his model mainly for L1, or NL reading, but later his model began to use, and have great influencing in the second half of the 1970s, and up on EFL/ESL reading.

### **Goodman's Model of Reading:**

He describes below steps that a areader must fellow it:

- 1-The reader approaches the text with the expectations based on his knowledge of the subject.
- 2-He uses only minimal sampling of the text in driving meaning by relying on his knowledge of the language...as well as background knowledge.
- 3-Based on sampling, he makes predictions as to what message he expects to get from the text.
- 4-Progressing into material, he test prediction, confirming or revising them.
- 5-By making use of minimal orthographic, syntactic, and semantic clues,..., he internally re-creates a replica of the textual message.
- 6-When reconstruction has taken place, he will test its accuracy against previous information,... as well as the store of information in his long-term memory....
- 7-The cycle of sampling begins if the reconstruction is in agreement with his previous knowledge.
- 8-He will adopt some compensatory strategies such as re-reading if accuracy or inconsistency occurs.

## **Models of Reading:**

### **1- Bottom-Up :**

The oldest model that humanity used for longtime and still work in our days in which reading is meant to be a process of decoding: identifying letters, words, phrases, and then sentences in order to get the meaning so the learner move from step to another below:

- 1.The reader first identifies each letter in a text as it is encountered.
- 2.These letters are blended together and mentally “sounded out” to enable the readers to identify the words that they make up.
- 3.Words are linked together to form sentences.
- 4.Sentences are linked together to form paragraphs.
- 5.Paragraphs are linked together to form a complete text. Holdaway (1980:91)

### **2- Top-Down:**

This model rejects the idea that letter and then word identification leads to meaningful and efficient reading rather, it assumes that effective reading requires readers to make predictions and hypotheses about the text content by relating new information to prior knowledge and using as few language clues as possible. (The Asian Conference on Technology in the Classroom, 2012: 148-168). Top-down processing which stresses that what a reader brings to the text in terms of his background knowledge of the topic and knowledge of language assists him in predicting what the upcoming words will be.

Interactive:

This is the third model which is considered important process for most specialist they pay great attention to it. According to Rumelhart (1977:730), who invented this model, reading, is thus neither a bottom-up nor a top-down process, but a synthesis of the two this model is based on the assumption that our perception of words depends not only on lower level functioning, but also on higher level contexts which include the syntactic and semantic ones and the interaction between them therefore a synthesis of patterns, calling for the application or integration of different knowledge sources, viz. the orthographic, lexical, syntactic, and semantic knowledge (Ansam,2004:39).

### **Types of Process of Reading:**

There are many process we use in our ordinary reading helps us to find what we looking for, sometimes we in hurry use skimming, but when we need to know specific information we use scanning, or when we want to fresh our memory we use review reading.

1- **Scanning** is to cover a great deal of material rapidly to locate a specific facet or piece of information. It is useful to find specific name of person, a page number, a title, date, statistic, or fact without reading the whole text. Also scanning mean looking for particular items, and taking a big chunks of meaning at time (lewis,1999:191). It is a crucial skill to scan for specific word, phrase, form, or number

### **3- Skimming:**

Is reading rabidly in order to get the general sense of what is read a text or a passage quickly to get a general idea (Nasr,1972:186). Learners do not need to read every word when skimming. However it is useful in three different situations. In the pre-reading, reviewing and in the reading process.

Urquhart and Weir (1998: 213) treat skimming as one kind of expeditious reading that the student should try to cultivate in order to study effectively and efficiently. We have come across occasions on which we are interested only in a specific piece of information without carefully reading the whole sentences. In such instances, skimming is used. Mei-Yun's (1989:13) state that "the major objective in teaching RC is improving the average of students' skimming speed and helping them develop their ability to vary their speed in different reading materials or different purposes".

### **3-Browsing :**

Urquhart and Weir(1998 :104), have conclude not all people are likely to engage in careful reading for large part of the time. And they have added browsing a sort of reading in which the reader's goals are not well defined. Also The reader uses the previewing skills to gain a bird's eye view of the text

### **4- Careful reading:**

The reader attempts to handle the majority of information in the text. This means that the process involved here is not selective. So a submissive role in that he accepts the writer's organization and what the writer appears to consider the important parts.

### **5- Review Reading:**

Is the form of reading that involves the rapid re-reading of the text to refresh the memory. Both the marginal and textual notes are quite helpful in this concern. The reader starts by re-reading the introduction and conclusion, then he skims the passages, in the body of the material, that he understands clearly. As for those parts that are more confusing, he reads them more closely. Questions or areas of doubt are put forward to this reading to clear them up by the end of the reading session .

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