

# Reading Skills for Effective Communication



# Reading Skill

Reading is the most important skill in communication. Being good in reading also makes individual skillful to communicate effectively.

Continued.....

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of number of interrelated sources of information.

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message.

# Importance of reading skills

Reading skills are the key to:

- ✧ The general knowledge, spelling, writing abilities and vocabulary.
- ✧ The passion of learning and advancing
- ✧ The success in most academic and professional fields.
- ✧ Improving grammar and spelling
- ✧ A healthy self-concept

# Pillars of reading instructions

## **Phonemic Awareness:**

Ability to hear, identify and manipulate the individual sounds

## **Phonics:**

A method of teaching people to read and pronounce words by learning the sounds of letter

## **Reading Fluency:**

The ability to read with accuracy and appropriate rate, expression and phrasing

## **Vocabulary:**

Having a proficient word power

## **Text Comprehension:**

Grasp the ideas behind the text

# TYPES OF READING

Several types of reading may occur in a classroom:

Oral

Silent

Intensive

Linguistic

Content

Extensive

skimming

scanning

# READING ACCORDING TO PURPOSE

# Reading According to Purpose

## 1. Skimming

- General understanding of the whole text
- Fastest type of reading based on purpose
- Also called ***rapid-survey reading***



# Reading According to Purpose

## 2. Scanning

- Look for specific information in the text
- It makes you “skip more than you read.”
- Also called **search reading**

# Reading According to Purpose

## 3. Intensive/Functional Reading

- Also called *word-for-word type of reading*
- Requires one to read materials related to his/her field of specialization
- The object of intensive reading demands a great deal of content-area reading.

# Reading According to Purpose

## 4. Extensive/Recreational Reading

- Also called *light-type of reading*
- Reading in spare time/free time
- You love what you read

# Reading According to Purpose

## **5. Literature Reading**

- Not mainly for pleasure... but
- Intends to familiarize readers with different classifications of literature pieces: novels, short stories, biographies, dramas, epics, etc...

# Reading According to Purpose

## 6. Detailed Study Reading

- Requires serious reading and proper note taking
- Uses the method of reading called **SQ3R** (Survey, Question, Reading, Recall, Review)
- This reading works well in research projects and academic study.

# Intensive Reading

- Intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy .

# Intensive Reading Characteristics

- Reader is *intensely* involved in **looking inside** the text
- Focus on **linguistic** of a reading
- Focus on **surface structure details** such as grammar
- Identify **key vocabulary**
- Draw pictures to aid them (such as in problem solving)
- Read carefully
- Aim is to **build more language knowledge** rather than simply practice the skill of reading

# Intensive Reading Activities

- Identify main ideas and details
- Looking at the order of information and how it effects the message
- Identifying words that connect one idea to another
- Identifying words that indicate change from one section to another .



- **When it is used**
- when the objective of reading is to achieve full understanding of:
- - logical argument
  - pattern of text
  - emotional, symbolic or social attitudes and purposes of the author
  - linguistic means to an end for study of content material that are difficult

- **Advantages**

- It provides a base to study structure, vocabulary and idioms.
- It provides a base for students to develop a greater control of language
- It provides for a check on the degree of comprehension for individual students

## • **Disadvantages**

- There is little actual practice of reading because of the small amount of text.
- In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
- The text may or may not interest the reader because it was chosen by the teacher.

- There is little chance to learn language patterns due to the small amount of text.
- Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

# Extensive Reading

Extensive reading is carried out "to achieve a general understanding of a text."

- extensive reading as "occurring when students read large amounts material usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."
- The aims of extensive reading are to build reader confidence and enjoyment.

# Extensive Reading Characteristics

- The purposes of reading are usually related to pleasure, information and general understanding.
- Reading is its own reward.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
- Reading is individual and silent.
- Reading speed is usually faster than slower.
- Teachers orient students to the goals of the program.
- The teacher is a role model of a reader for the students.

# Extensive Reading Activities

- Interview each other about their reading.
- Reading may be combined with a writing component. For example, after reading the newspaper, students may be asked to write a newspaper report.
- Class time reading
- Students may set their own goals for their next session.
- *A reading log* (recording number of pages read and at what level)
- *A reflection* on what they noticed about their own reading
- *A book report* or summary
- *A retelling of part* of the text
- Book project

# Scanning

- A quick reading, focusing on locating specific information.
- Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed.
- Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required.



# Scanning Characteristics

- Scanning is used often with technical, scientific or professional materials to locate specific information.
- Scanning is a valuable skill for second language learners to develop because often they do not require a detailed read of a text.

# Scanning Activities

- Make predictions and guesses
- Use titles and tables of contents to get an idea of what a passage is about
  - activate prior knowledge
  - anticipate what they want to learn about the topic
  - Use titles, pictures, and prior knowledge to anticipate the contents of the text
  - Use key words, that may have been given to them by the teacher, that do not appear in the text, that allude to the main idea

# Skimming

Skimming is a quick reading to get:

To know the general meaning of a passage

To know how the passage is organized, that is, the structure of the text

To get the author's purpose

# Skimming Characteristics

- Skimming is used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.
- Skimming is used as part of the SQ3R method of reading, often for speed reading. This method involves the student in **surveying, questioning, reading, reviewing and reciting.**
- **Skimming** is used to review a topic.

# Skimming Activities

- Locate facts and opinions
- Sets a time limit to the reading activity