

# TYPES OF READING SKILLS



**A. ORAL**

**B. SILENT**

**I. INTENSIVE**

**A. LINGUISTIC**

**B. CONTENT**

**II. EXTENSIVE**

**A. SKIMMING**

**B. SCANNING**

**C. GLOBAL**



## **CHARACTERISTICS OF INTENSIVE READING:**

- **Usually classroom based**
- **Reader is *intensely* involved in looking *inside* the text**
- **Students focus on linguistic or semantic details of a reading**
- **Students focus on surface structure details such as grammar and discourse markers**
- **Students identify key vocabulary**
- **Students may draw pictures to aid them (such as in problem solving)**
- **Texts are read carefully and thoroughly, again and again**
- **Aim is to build more language knowledge rather than simply practice the skill of reading**
- **Seen more commonly than extensive reading in classrooms**

## **MATERIALS:**

- . USUALLY VERY SHORT TEXTS - NOT MORE THAN 500 WORDS IN LENGTH**
- . CHOSEN FOR LEVEL OF DIFFICULTY AND USUALLY, BY THE TEACHER**
- . CHOSEN TO PROVIDE THE TYPES OF READING AND SKILLS THAT THE TEACHER WANTS TO COVER IN THE COURSE**

## **SKILLS DEVELOPED:**

- . RAPID READING PRACTICE**
- . INTERPRETING TEXT BY USING:**
  - WORD ATTACK SKILLS**
  - TEXT ATTACK SKILLS**
  - NON-TEXT INFORMATION**

## **ACTIVITIES:**

### **INTENSIVE READING EXERCISES MAY INCLUDE:**

- **LOOKING AT MAIN IDEAS VERSUS DETAILS**
- **UNDERSTANDING WHAT IS IMPLIED VERSUS STATED**
- **MAKING INFERENCES**
- **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**

## **ASSESSMENT:**

**ASSESSMENT OF INTENSIVE READING WILL TAKE THE FORM OF READING TESTS AND QUIZZES.**

**THE MOST COMMON SYSTEMS OF QUESTIONING ARE MULTIPLE-CHOICE AND FREE-RESPONSE.**

### **WHEN IT IS USED**

- **WHEN THE OBJECTIVE OF READING IS TO ACHIEVE FULL UNDERSTANDING OF:**
  - **LOGICAL ARGUMENT**
  - **EMOTIONAL, SYMBOLIC OR SOCIAL ATTITUDES AND PURPOSES OF THE AUTHOR**
  - **LINGUISTIC MEANS TO AN END**
- **FOR STUDY OF CONTENT MATERIAL THAT ARE DIFFICULT**

## ROLE OF THE TEACHER

- **THE TEACHER CHOOSES SUITABLE TEXT.**
- **THE TEACHER CHOOSES TASKS AND ACTIVITIES TO DEVELOP SKILLS.**
- **THE TEACHER GIVES DIRECTION BEFORE, DURING AND AFTER READING.**
- **THE TEACHER PREPARES STUDENTS TO WORK ON THEIR OWN. OFTEN THE MOST DIFFICULT PART IS FOR THE TEACHER TO "GET OUT OF THE WAY" .**
- **THE TEACHER ENCOURAGES STUDENTS THROUGH PROMPTS, WITHOUT GIVING ANSWERS.**



## 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



## **CHARACTERISTICS:**

- 1. STUDENTS READ AS MUCH AS POSSIBLE.**
- 2. A VARIETY OF MATERIALS ON A RANGE OF TOPICS IS AVAILABLE.**
- 3. STUDENTS SELECT WHAT THEY WANT TO READ .**
- 4. THE PURPOSES OF READING ARE USUALLY RELATED TO PLEASURE, INFORMATION AND GENERAL UNDERSTANDING.**
- 5. READING IS ITS OWN REWARD.**
- 6. READING MATERIALS ARE WELL WITHIN THE LINGUISTIC COMPETENCE OF THE STUDENTS IN TERMS OF VOCABULARY AND GRAMMAR.**
- 7. READING IS INDIVIDUAL AND SILENT.**
- 8. READING SPEED IS USUALLY FASTER THAN SLOWER.**
- 9. TEACHERS ORIENT STUDENTS TO THE GOALS OF THE PROGRAM.**
- 10. THE TEACHER IS A ROLE MODEL OF A READER FOR THE STUDENTS.**

**STORIES AND ARTICLES CHOSEN BY THE TEACHER, WITH THE FOLLOWING GUIDELINES:**

- 1. THE STYLE SHOULD INCLUDE REPETITION, WITHOUT BEING MONOTONOUS.**
- 2. NEW VOCABULARY SHOULD NOT OCCUR AT THE SAME PLACE AS DIFFICULTIES OF STRUCTURE.**
- 3. THE TEXT SHOULD BREAK IN SECTIONS THAT ARE NOT TOO LONG. THIS IS TO GIVE THE READER A FEELING OF ACCOMPLISHMENT WHEN COMPLETED.**
- 4. AUTHORS SHOULD BE CHOSEN WITH LESS COMPLEX STRUCTURE AND LESS EXTENSIVE VOCABULARY RANGE.**
- 5. THE SUBJECT MATTER SHOULD BE OF *REAL* INTEREST TO THE STUDENTS AND SUITABLE FOR THEIR AGE LEVEL.**

## **ACTIVITIES THAT MAY OCCUR:**

- READING MAY BE COMBINED WITH A SPEAKING COMPONENT. FOR EXAMPLE, THEY MAY 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 MAY BE INCLUDED FOR BOOK EXCHANGE, IF THERE IS AN IN-CLASS LIBRARY.**
- STUDENTS MAY SET THEIR OWN GOALS FOR THEIR NEXT SESSION.**
- STUDENTS MAY PROGRESS FROM READING GRADED READING MATERIAL TO AUTHENTIC TEXT. IT SHOULD BE EXPECTED THAT STUDENTS WILL "SLOW DOWN" IN THEIR READING THEN, IT BECOMES MORE CHALLENGING.**

## **ASSESSMENT:**

- . THERE ARE NO READING COMPREHENSION EXERCISES OR FORMAL ASSESSMENTS IN EXTENSIVE READING PROGRAMS.**
  
- . COURSE GRADES FOR AN EXTENSIVE READING PROGRAM MAY BE DETERMINED BY MARKS GIVEN FOR READING REPORTS, READING JOURNALS, BOOK REPORTS AND PROJECTS.**

## ROLE OF TEACHER

- **THE TEACHER GIVES RECOMMENDATIONS ON READING MATERIALS, BASED ON STUDENT'S INTERESTS.**
  - **THE TEACHER GUIDES STUDENTS IN CHOOSING APPROPRIATE LEVELS OF MATERIAL, BEGINNING WITH EASY BOOKS.**
  - **THE TEACHER GUIDES STUDENTS IN CHOOSING A VARIETY OF MATERIALS OF THEIR INTEREST. THIS MAY ESPECIALLY BE NECESSARY FOR STUDENTS THAT CHOOSE THE SAME TYPE OVER AND OVER.**
- **THE TEACHER GUIDES STUDENTS IN SETTING SPECIFIC GOALS FOR AMOUNTS READ.**
- **THE TEACHER PROVIDES MODELING. IF CLASS TIME IS GIVEN FOR READING, THE TEACHER READS AT THE SAME TIME.**
- **THE TEACHER OVERLOOKS IF STUDENTS ARE NOT AWARE OF THE EXACT MEANING OF EACH WORD. THE TEACHER SHOULD NOT JUMP IN AND EXPLAIN.**
- **THE TEACHER LEADS PRE-READING ACTIVITIES TO BUILD INTEREST IN THE TEXT, SUCH AS IN THE CHARACTERS, PLACES, THEMES, AND ACTIONS.**

## ROLE OF STUDENT

- **THE STUDENT ASSUMES TOTAL RESPONSIBILITY FOR DEVELOPING READING ABILITY .**
- **THE STUDENT READS WITHOUT THE USE OF A DICTIONARY.**

**THE STUDENT USUALLY CHOOSES THEIR OWN MATERIAL AND MOVES ALONG AT THEIR OWN PACE BUT MUST PUSH THEMSELVES IN ORDER TO SHOW GREATER PROGRESS.**



## ADVANTAGES

- **THE STUDENTS MAY:**
  - **DEVELOP A "READING HABIT"**
  - **GAIN MORE CONFIDENCE IN READING**
  - **IMPROVE THEIR ATTITUDE TOWARDS READING AND BECOME MORE MOTIVATED TO READ**
  - **FEEL MORE AUTONOMOUS OVER THEIR OWN LEARNING AND MORE LIKELY TO TAKE MORE INITIATIVE.**
  - **BECOME MORE " INDEPENDENT READERS", BEING ABLE TO READ FOR DIFFERENT PURPOSES AND BEING ABLE TO CHANGE READING STRATEGIES FOR DIFFERENT KINDS OF TEXTS**
  - **BECOME MORE AWARE OF WHAT'S AVAILABLE TO THEM TO READ AND HOW TO ACCESS MATERIALS**

**IT IS COMMON FOR BOTH APPROACHES  
TO READING TO BE USED IN THE SAME CLASS.  
FOR EXAMPLE,**

**WHERE EXTENSIVE READING IS ENCOURAGED, THE TEACHER MAY  
HAVE ALL THE STUDENTS READ THE SAME TEXT SO THEY CAN DISCUSS  
THE TOPIC TOGETHER OR LEARN A SPECIFIC SKILL SUCH AS AS WRITING  
AN OUTLINE.**

**IN A CLASS WHERE INTENSIVE READING IS MOSTLY USED, STUDENTS MAY  
BE ASKED TO READ TEXTS OF THEIR OWN CHOOSING TO REPORT BACK  
ON, IN EITHER AN ORAL OR WRITTEN FORMAT.  
IN BOTH APPROACHES, IT IS NOT THE *NATURE OF THE SKILLS* THAT ARE OF  
MOST INTEREST BUT RATHER, THE *RESULTS*.**

# SCANNING



- **SCANNING IS 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. THE READER KNOWS WHAT THE ITEM LOOKS LIKE AND SO, KNOWS WHEN HE HAS LOCATED WHAT HE WAS SEARCHING FOR. IT IS ASSUMED THEN, THAT VERY LITTLE INFORMATION IS PROCESSED INTO LONG-TERM MEMORY OR EVEN FOR IMMEDIATE UNDERSTANDING BECAUSE THE OBJECTIVE IS SIMPLY MATCHING.**

## **WHEN IT IS USED**

- 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. THERE ARE MANY EVERYDAY USES FOR SCANNING, RELEVANT TO A PURPOSE, SUCH AS READING A SCHEDULE.**

## ROLE OF TEACHER

- THE TEACHER SELECTS PASSAGES THAT DO INCLUDE SPECIFIC INFORMATION.**
- THE TEACHER MAY USE AUTHENTIC MATERIALS THAT ARE COMMONLY SCANNED IN REAL LIFE, SUCH AS THE TELEPHONE DIRECTORY, MENUS, BUS SCHEDULES.**
- THE TEACHER MAY ASK STUDENTS BEFORE THEY SCAN A TEXT TO NOTE HOW THE INFORMATION IS ORGANIZED IN THE TEXT.**
- THE TEACHER NEEDS TO REMIND STUDENTS THAT AS THEY READ CAREFULLY TO FIND THE REQUIRED INFORMATION, THEY SHOULD PAY PARTICULAR ATTENTION TO TITLES AND KEYWORDS.**

## ROLE OF THE STUDENT

- . **THE STUDENT FORMS QUESTIONS BEFORE READING. WHAT SPECIFIC INFORMATION ARE THEY LOOKING FOR?**
- . **THE STUDENT LOOKS FOR CONTEXTUAL CLUES. THE STUDENT TRIES TO ANTICIPATE WHAT THE ANSWER MIGHT LOOK LIKE AND WHAT SORTS OF CLUES WOULD BE USEFUL.**
- . **THE STUDENT IS AWARE OF THE GRAPHIC FORM THAT THE ANSWER MAY TAKE, SUCH AS A NUMERAL, A WRITTEN NUMBER, A CAPITALIZED WORD OR A SHORT PHRASE THAT INCLUDES KEY WORDS.**

## ACTIVITIES

- **STUDENTS USE SKILLS OF PREDICTION AND ANTICIPATION. STUDENTS MAY DO ANY OF THE FOLLOWING:**
- **MAKE PREDICTIONS AND GUESSES**
- **USE TITLES AND TABLES OF CONTENTS TO GET AN IDEA OF WHAT A PASSAGE IS ABOUT**
- **ACTIVATE PRIOR KNOWLEDGE ABOUT THE TOPIC OF THE PASSAGE BY ANSWERING SOME QUESTIONS OR PERFORMING A QUIZ**
- **ANTICIPATE WHAT THEY WANT TO LEARN ABOUT THE TOP**
- **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 AN IDEA OF THE INTENTION OF THE WRITER**
- **SKIMMING IS A MORE COMPLEX TASK THAN SCANNING BECAUSE IT REQUIRES THE READER TO ORGANIZE AND REMEMBER SOME OF THE INFORMATION GIVEN BY THE AUTHOR, NOT JUST TO LOCATE IT.**
- **SKIMMING IS A TOOL IN WHICH THE AUTHOR'S SEQUENCE CAN BE OBSERVED, UNLIKE SCANNING IN WHICH SOME PREDETERMINED INFORMATION IS SOUGHT AFTER.**

## WHEN IT IS USED

- **SKIMMING IS USED WHEN READING SOME GENERAL QUESTION IN MIND.**
- **SKIMMING IS USED IN MAKING DECISIONS ON HOW TO APPROACH A TEXT SUCH AS WHEN DETERMINING IF A CAREFUL READING IS DESERVING.**
- **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 OFTEN FOR SPEED READING. THIS METHOD INVOLVES THE STUDENT IN SURVEYING, QUESTIONING, READING, REVIEWING AND RECITING. SKIMMING IS USED FOR THE *INITIAL SURVEY* AND FOR *REVIEW*.**
- **SKIMMING IS A SKILL THAT A STUDENT MAY WANT TO DEVELOP IF THEY ARE PLANNING TO CONTINUE WITH ACADEMIC STUDIES. IT IS OFTEN USED IN REVIEWING FOR A TEST.**

## ROLE OF THE TEACHER

**. BEFORE THE STUDENTS START READING, THE TEACHER SHOULD GUIDE STUDENTS TO ASK THEMSELVES THE FOLLOWING QUESTIONS:**

**- WHAT KIND OF AUDIENCE WAS THE TEXT WRITTEN FOR?**

**-WHAT TYPE OF TEXT IS IT?**

**- WHAT WAS THE AUTHOR'S PURPOSE?**

**. THE TEACHER SHOULD MAKE THE FOLLOWING CLEAR TO STUDENTS BEFORE ASSIGNING A SKIMMING EXERCISE:**

**1. THE PURPOSE OF THE EXERCISE**

**1. HOW DEEPLY THE TEXT IS TO BE READ**

## ROLE OF THE STUDENT

. STUDENTS READ THROUGH THE TEXT IN THE FOLLOWING MANNER:

**1. READ THE TITLE IF ANY.**

**2. READ THE INTRODUCTION OR THE FIRST PARAGRAPH.**

**3. READ THE FIRST SENTENCE OF EACH OF THE FOLLOWING PARAGRAPHS.**

**4. READ ANY HEADINGS OR SUB-HEADINGS.**

**5. LOOK AT ANY PICTURES OR PHRASES THAT ARE IN BOLDFACE OR ITALICS**

**6. READ THE SUMMARY OR LAST PARAGRAPH.**

## ACTIVITIES

- **STUDENTS MUST LOCATE FACTS THAT ARE EXPRESSED IN SENTENCES, NOT SINGLE WORDS.**
- **ALTHOUGH SPEED IS ESSENTIAL AND THE TEACHER OFTEN SETS A TIME LIMIT TO THE ACTIVITY, SKIMMING SHOULD NOT BE DONE COMPETITIVELY. STUDENTS SHOULD BE ENCOURAGED INDIVIDUALLY TO BETTER THEMSELVES.**
- **TO IMPROVE SKIMMING, READERS SHOULD READ MORE AND MORE RAPIDLY, TO FORM APPROPRIATE QUESTIONS AND PREDICTIONS AND THEN READ QUICKLY**

**SKIMMING AND SCANNING ARE SOMETIMES REFERRED TO AS TYPES OF READING AND AT OTHER TIMES, AS SKILLS.**

**SKIMMING INVOLVES A THOROUGH OVERVIEW OF A TEXT AND IMPLIES A READING COMPETENCE.**

**SCANNING IS MORE A LIMITED ACTIVITY, ONLY RETRIEVING INFORMATION RELEVANT TO A PURPOSE.**

