

includes visualization and anticipation, and it involves high concentration and low distraction.

10. *Light reading*: the reading purpose is relaxation, positive affection, and enjoy .

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read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading." Hayashi (1999), in an empirical study on 100 EFL Japanese sophomores, concluded that, "extensive reading both in L1 and L2 is fundamentally more important than simply teaching reading strategies in EFL classes." Krashen (1982, p. 164), calling extensive reading as **pleasure reading**, consistently argues that pleasure reading is an important source of comprehensible input for acquisition. The only requirement "is that the story or *main idea* be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language." Intensive reading, as defined by Richards et al. (1992, p. 133), "is generally done at a slower speed, and requires a higher degree of understanding than extensive reading." The major objective of intensive reading, according to Paulston and Bruder (1976, p. 163).

is developing the ability to decode messages by drawing on syntactic and lexical cues, and the emphasis as in all reading is on skills for recognition rather than for production of language features... It also deals with developing strategies of expectation and guessing meaning from context, as with using dictionaries.

Another reading type is **speed reading** or **rapid reading**, which according to Richards et al. (1992), refers to "techniques used to teach people to read more quickly and achieve a greater degree of understanding of what they read" (p. 347).

Scanning and skimming are two kinds of speed reading. Richards et al. (1992, p. 322), define scanning as "a type of speed reading technique which is used when the reader wants to locate a particular piece of information

without necessarily understanding the rest of a text or passage." In defining skimming or skimming-reading they say, "it is also a speed reading which is used when the reader wants to get the main idea or ideas from a passage.

Lorch et al., (1993) have classified reading into ten types: Lorch et al., (1993) have classified reading into ten type

1. *Exam preparation*: in this type reading purposes are fully specified, they will be immediately evaluated, students read slowly, use self-testing, and they are attentive during reading.
2. *Reading for research*: the purpose of reading is specified, the reader immediately evaluates what he has read; he is not distracted, and carefully analyzes the writing style and the content, and he is more emotionally involved.
3. *Class preparation*; the purpose of reading is global, and no immediate evaluation is involved, the reader reads fast and pays less attention of details.
4. *Reading to learn*: there is a global purpose, no immediate evaluation is involved, and there is an average profile for school reading.
5. *Reading to apply*: the reader reads in order to gather information for a specific application, so that reading becomes slow, cognitive demands are high, and careful attention is required.
6. *Search*: the reader looks for specific information.
7. *Reading to self-inform*: the reading purpose is to gain knowledge in an area of interest.
8. *Intellectually challenging reading*: the reading purpose appears to be intellectual involvement rather than affective involvement.
9. *Reading for stimulation*: the reading purpose

but this time with recombinations and variations

Stage 3. Acquiring reading techniques: Student are introduced to some sustained reading under the guidance of the teacher. Material should be limited to vocabulary and structure of learner's ability.

Stage 4. Practice:

at this stage, the student's reading activities may be classified as intensive and extensive.

Stage 5. Expansion:

it is the stage of establishing independence from the teacher. Intensive reading material will be the basis for classroom activity.

Stage 6. Autonomy:

students should feel confident to pick up a book, magazine, or newspaper and read it for their amusement and enlightenment, with only occasional resort to a dictionary (pp. 256-288).

In an another perspective, stages of L1 reading development, according to Chall (1996), fall into five categories. Chall's theory of reading is based on research dating back to 1917 and is expressed in terms of five reading instructional stages. In Chall's model, stage 0 is the *pre-reading* stage. which occurs prior to the beginning of school. Stages 1 through 4- *Initial Decoding, Fluency, Reading for Meaning, Relationship and Viewpoints* - are relevant to what children should learn in elementary and high school. Stage 5, *Synthesis*, usually occurs after high-school.

Bowen, Madsen, and Hilferty (1985) consider four stages for reading acquisition:

(1) *beginning reading with emphasis on decoding graphic information to understand fully formed but simple language;* (2)

elementary reading with emphasis on reading new combination of vocabulary and sentence-level structures, developing predictive and confirming abilities; (3) *intermediate reading with emphasis on developing additional reading skills, reading advanced English passages and reading with purpose and* (4) *advanced reading with emphasis on reading authentic materials for specific purpose.* (p. 219).

Kinds of Reading

Usually, according to the readers' purpose, various types of reading are recognized. It is noteworthy that there is no all-agreed-upon definition or application of these terms, further, the general concept or application of these terms, may be, to a large extent, overlapping.

In Richards, Platt, and Platt (1992), we encounter the terms such as:

- a) **literal comprehension:** reading in order to understand, remember, or recall the information explicitly contained in a passage
- (b) **inferential comprehension:** reading in order to find information which is not explicitly stated in a passage (INFERENCING)
- (c) **critical or evaluative comprehension:** reading in order to compare information in a passage with the reader's own knowledge and values
- (d) **appreciative comprehension:** reading in order to gain an emotional or other kind of valued response from a passage (pp. 306-307).

Extensive and intensive reading are also two reading activities commonly used in teaching reading. Richards et al. (1992, p. 133) define extensive reading as "reading in quantity and in order to gain a general understanding of what is is an affective involvement, reading style

example, readers might know that Mark Twain wrote stories about life on the Mississippi River during the nineteenth century. Such content schemata help the reader to understand and recall more than do readers less familiar with text content (Carrell, Devine & Eskey, 1988). Formal schemata define reader expectations about how pieces of textual information will relate to each other and in what order details will appear (Carrell, 1987). For example, in a detective story, a reader could expect the following chain of events: A crime occurs, possible suspects are identified, evidence is uncovered, and the perpetrator is apprehended.

Jannuzi(1997), about the two mentioned types of schemata writes:

Formal schemata are described as abstract, encoded, internalized, coherent patterns of meta-linguistic, discursal, and textual organization (e.g., rhetorical patterns, story grammar, narrative scripts) that guide expectations in our attempts to understand a meaningful piece of language. Content schemata are less abstract and must presumably be about the physical world of discernible objects and actions” (cited from the Internet data).

Recently, scholars talk about a new type of schema, namely *abstract schema*. Oller (1995), breaking from the established formal - content schemata distinction, argues for making a three-part distinction amongst schemata: abstract, formal and content. Using terms from Peircean logic, he associates each type of schemata with a particular kind of inference: deduction, induction, and abduction (As used by Oller, abduction refers to perceptual inferencing). Although acknowledging that formal (derived from inductive type reasoning)

and content (stemming from abductive type reasoning) schemata are well known in the literature of applied linguistics, he argues that the relatively unknown abstract type are logically necessary for the theory to be complete. He writes:

Abstract schemata must constitute a third class, and unlike the other two this class of schemata has not been recognized previously in schema theory as a distinct category (unless grammars themselves are taken to be schemata) Abstract schemata carry the inductive integration to the completely general (abstract, nonmaterial, non-syntacticized) level of pure symbols (in Peirce’s sence of the term ‘symbol’). (pp. 286-287).

Stages of Reading Development

Not are all readers at the same level, rather, they are at different stages of reading comprehension. Resnick and Weaver (1979) provide a comprehensive examination of the issues associated with learning to read including: (1) significance of decoding, (2) the nature of reading skills, (3) the relationship between reading and language, (4) factors that interfere with learning to read, (5) and the acquisition of reading competence. The general model that emerges from many different analyses is that early stages of reading depend upon letter-sound correspondence with increasing importance upon semantic-linguistic aspects over time. Rivers (1981), regarding Audio-lingual principles, has recognized six stages as follows:

Stage 1. Introduction to reading: students become familiar with sound-symbol relationship in the new language.

Stage 2. Familiarization:

Student read material they have been using

Issues on Reading Comprehension

Part Two

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ISSUES

در شماره قبل به اهمیت خواندن از دیدگاه متخصصان، تعریفی از مهارت خواندن و معرفی تئوری‌هایی درباره خواندن و درک مطلب اشاره شد و اکنون ادامه بحث.

چکیده

سالیان مدیدی است که امر خواندن و درک مطلب مورد توجه مدرسین و محققین زبان‌های خارجی قرار دارد و از دیدگاه‌های مختلف مورد مطالعه و بررسی قرار گرفته است. خواندن و درک مطلب، جزء لاینفک تدریس و مهم‌ترین و بی‌بدیل‌ترین مهارت در یادگیری زبان‌های خارجی محسوب می‌شود. مقاله حاضر به بازنگری امر خواندن و درک مطلب از عمده‌ترین دیدگاه‌ها و بخصوص از جنبه آموزش می‌پردازد.

Abstract

For many years reading comprehension has draw the attention of second or foreign language practitioners and researchers, and it has been studied from different perspectives. Reading comprehension is the inseparable part of teaching and the most important and irreplaceable skill in learning a foreign language. The present article is a review of the literature about reading comprehension from main perspective, especially from teaching point view.

Key Words: Reading Comprehension, Bottom-Up Reading Top-down Reading, Interactive Reading-Schema Theory, Scanning, Skimming, Reading Rate

Types of Schema

Carrell (1988) distinguishes between two schemata in reading as follows: "... it is often useful to draw a distinction between formal schemata (background knowledge of the formal, rhetorical organizational structures of

different types of a text) and content schemata (background knowledge of the content area of a text)" (p. 79). Content schemata are background knowledge about the cultural orientation or content of a passage. For orally,