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Gazi University  
Institute of Social Sciences

A SUGGESTED STRATEGY FOR INTRODUCING AND  
DEVELOPING READING SKILLS WITH SPECIFIC REFERENCE  
TO THE E.L.T. PROGRAM AT GAZI.

M.A. Thesis

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## ABSTRACT

This thesis aims at reviewing educational backgrounds of teacher trainees in the English Language Teaching Department of Gazi Educational Faculty and suggesting some essential and appropriate reading skills in accordance with the whole teaching program of the department. The problem and the purpose of the study is given in the first chapter. The last part of this chapter contains the review of literature about some facts of reading. It also includes some applied linguists' ideas about certain types of reading. The first part of chapter II attempts to review the background of the students coming to the department. The second part of this chapter describes reading activities and facilities in the department. The third chapter attempts to define and explain suggested skills or approaches including some necessary assumptions and facts about reading and writing. The conclusion chapter is followed by appendices where helping exercises are given.

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## CHAPTER I

### INTRODUCTION

#### 1.1 BACKGROUND TO THE STUDY

The importance of any individual's being able to read and understand his first language is unquestionable. But observations indicate that most of the nation's high school and college graduates read no better than a first or second grade student of a secondary school.

When we have a look at the teaching of reading in the foreign language in these schools, we see that the problem is twofold. This is due to the application which is heavily based on the structural approach or the audio-lingual method most of the time. The former focuses on grammar, pays no attention to reading skills and flexibility. The latter which considers reading as its automatic by-product was found not to be followed inevitably by comparatively high levels of reading ability.

They were proved to be dissatisfactory and inefficient. But, recently a developing interest in communicative foreign language teaching has helped to provide the EFL teacher with a taxonomy for the different reader-writer relationships implicit in different



genres of texts, and the different situations in which and purposes for which they might have to be dealt with. For the foreign language teacher, efficient reading is now an important goal of EFL curriculum which also doesn't deny the importance of learning the grammatical system and systematic presentation of structural material.

The knowledge of the skills that are used in reading is very important for the teacher trainees in the foreign language departments of educational faculties for at least two reasons. First of all, they have to improve their own reading in order to be able to do reading about their profession. Second reason is the concern they will have for their students' progress in the future. In other words if teacher trainees have the knowledge of various approaches to reading and can get the chance of having necessary amount of practice, they can train themselves to read effectively. Good teachers must know their subjects very well. They should also know their students since foreign language readers may be in confusion and conflict because of the different theoretical and practical considerations of the new language.

Teaching and learning of reading skills in foreign language departments should be arranged in such a way as to enable teacher trainees to recognize their importance not only in acquiring the language but in understanding the content conveyed by the language.

## 1.2 PROBLEM

It is a universal complaint that students do not read as much as they should do. Since we do not expect the reading habit to be acquired by itself, teachers should put themselves in the position of students and try to find out what is the real problem and where it comes from. This is of great importance especially for foreign language departments, because sooner or later teacher trainees will be asked to read complicated materials in their courses. If their reading problems are not approached or solved by providing them with necessary tools of reading, most probably they will lose themselves in a sea of words and expressions they have never seen before.

First, we have to determine the attitude to reading in the society they come from. Some are likely to come from homes where little or no reading takes place. Some even do not recognize that reading is useful, others find it difficult and time consuming. If we add to these their habits acquired as a result of the traditional methods applied in secondary schools, we see that the students who enter these departments know only one way of approaching reading. It is to read everything in the same way and at the same speed as they were conditioned by so many years' practice of reading without a real purpose. In my opinion this is the case in both the native language and foreign language studies. I want to emphasize its importance again thinking that if no habits or bad reading habits have been developed in the native language, it becomes obligatory to develop better habits in the foreign language studies.

Finally, teachers' responsibility is, first, to identify both problems; the habits acquired in students secondary education, and the foreign language reading difficulties, and second, to teach them that, for the students engaged in academic work there are many specialized reading skills that may have to be specifically practised. They must know that being a reader means reading and there are some effective means of reading with understanding. They should also realize that the period of practice in reading courses is enough to form a habit that will last a lifetime.

### 1.3 PURPOSE OF THE STUDY

The goal in foreign language reading is to be able to read without feeling a conscious strain. Many psycholinguists share the belief that for substantial improvements to be made in the classroom procedure, a clearer understanding of what a successful reader does in comprehensive reading, how he struggles more or less successfully to extract meaning from connected passages or texts is necessary.

They should not be expected to comprehend every single element in the reading material but they should be able to understand its whole meaning in which the message is conveyed. In a sense, students should not be forced to remember endless lists of words.

I have mentioned that the attitude towards reading in recent years is to provide guidance for students in developing their skills in reading rather than only expecting it to develop somehow of its

own accord. Therefore, instructors of courses which include any kind of reading should be aware of the processes involved in the reading of a text in the foreign language, and plan the learning experiences for their classes accordingly.

The only purpose of this study is to define and explain various reading skills, techniques and approaches in order to help the teacher trainees of the English Language Teaching Department of Gazi Educational Faculty to achieve reading flexibility. This flexibility in reading will help them to do their daily academic work better and enjoy school. I believe some skills described in this study will be of great help in their future studies and lives if they are acquired.

In their own studies and in their future teaching, teacher trainees should recognize that a flexible reader is a person who knows why he is reading a text. Such a reader adjusts his speed, concentration, and technique of reading according to the reading purpose and the difficulty of the material as he reads. In other words, the purpose will usually determine the appropriate type of reading or reading skills to be used. The purpose could be a very general one like reading a best-seller for pleasure or a specific one like looking for a number in a telephone directory.

#### 1.4 SCOPE OF THE STUDY

This study in which various reading skills, techniques and approaches essential for the teacher trainees are explained, aims at helping the teacher trainees to achieve reading flexibility and efficiency.

The progression in learning and practicing the skills is parallel to the general stages of foreign language learning described as beginning, intermediate, and advanced. To suit the teaching program of the department, this study deals with only intermediate and advanced activities. Explanations include examples and sample exercises where necessary. The contents of the three chapters are as follows.

Chapter 1: The first part of this chapter contains the background to the study, the problem and the purpose of the study. It briefly explains that this study is carried out to teach students that there are many ways of approaching a reading material and the knowledge of the skills that are used is very important. The Review of Literature which is the second part of this chapter contains some applied linguists' ideas related to teaching reading and reading skills. It attempts to explain the importance of reading in foreign language learning. It covers intensive reading, extensive reading and reading aloud as well. Reading comprehension, approaches to beginning reading and proficiency levels of students are also discussed in this part.

Chapter 2: This chapter attempts to give a general view of the backgrounds of the students coming to the department, in order to

determine their reading levels and needs. Furthermore, it gives a description of reading activities in the department.

Chapter 3: This part which is the core of the study covers the explanations of the suggested reading skills. Some assumptions and Facts about reading and writing are also included.

## 1.5 REVIEW OF LITERATURE

### 1.5.1 Foreign Language Skills and Reading

We divide language learning skills into two main groups. The productive skills are speaking and writing, the receptive skills are listening and reading. They are all parts of a whole. Foreign language learning or teaching cannot be accomplished without any of these four skills. Of course, within these main skills there are a large number of secondary skills.

Haycraft (1978:18) says that these skills and subskills overlap and reinforce one another and the teacher must blend and present these according to the real needs of his students. These skills require very different abilities because the oral form is very different from the written form as listening is different from reading.

Learning to speak usually precedes learning to read. Downing and Thackeray (1978:65) point out that for the above reason teachers

of reading assume that students have attained a certain language competence through listening and talking. In fact, such a competence is generally regarded as a necessary prerequisite for reading instruction.

If we have a close look at secondary schools and other language teaching organizations we see that although reading exists in their syllabuses and it is tested in their examinations, enough importance is not given to it, nor is efficient practice done.

If a teacher is trained without understanding the importance and details of reading he cannot be very helpful to his students. Moreover, in most cases the reading textbook writer and the teacher are free and active in their choice and development of materials, activities, exercises and lessons, but the students are fairly passive in any of these, they have no selection. Therefore most of the students in such classrooms or situations will hardly continue studying. On this subject, Cates and Swaffar (1979:1) state that:

Foreign language courses in most colleges and universities do not teach reading comprehension explicitly. Instead, the ability to read is assumed to develop more or less automatically as a by-product of vocabulary and structural drills. At the same time, however, language teachers know that with the exception of few students, this assumption is not confirmed in practice. Even after two years of language study. Most students cannot read quickly or accurately enough to make independent use of their reading "skills".

Stevens (1977:109) also has a similar opinion on the subject

For more than a quarter of century, language teachers have been dominated by the idea that speech is the primary form of language, writing is secondary. Acting on this idea, language has tended to concentrate on teaching the ability to understand speech and to speak comprehensibly; reading and writing have been given less attention.

The ability to read in a foreign language did not develop automatically as a by-product of vocabulary, structural drills or audio visual activities as it was assumed.

Now study of reading has taken its place among other skills in many institutes. Today reading is not only a tool for understanding only great literary works but because of communicative language learning demands, it also includes very different reader-writer relationships like reading and understanding newspapers and popular magazines, personal letters, business correspondence, official documents such as entrance forms, stories, academic textbooks, and scientific and technical reports. These varieties of authentic reading materials show us clearly the necessity of taking teaching of reading in foreign language teaching programs.



### 1.5.2 Importance of Reading

Comprehension is the first aim of language learning. In order to realize this, learners are often exposed to oral discourse and written texts. Cates and Swaffar (1979:4) states that here the importance of reading for the foreign language learner is seen because written texts give optimal conditions for the learning of a new grammar and for the development of competence. In spoken language the student may have difficulty in finding the necessary time for comprehension but written texts always offer more processing time as well as orthographic clues to vocabulary and syntax. The quantity and variety of vocabulary items are always more in written texts than in speech. Since texts are portable, students have more chance and time to study them in another place and time. In this way they have opportunities to think over and solve problems.

Rivers (1968:260) says that it is not difficult to see the importance of developing reading skills because most of the students in many countries who have learned a foreign language will never have the opportunity to communicate with native speakers, but they will have to read literature, and periodicals or scientific and technical journals. Rivers points out that the importance of reading lies in the truth that once it is developed, it will be very easy to maintain at a high level by the learners themselves without any more help from teachers. When they are taught to read in the target language fluently they will approach a reading material independently and with confidence. This will also lead them to read in that language after they have completed their studies.

Norris (1975:203) points out that written forms often differentiate homophones, inflections and word junctures that are obscured in speech. Dialectal variations in spelling and syntax are few and minor. Expository writing contains a more limited range of sentence types than speech and sentence fragments, redundancies, false starts, gaps and hesitations are almost entirely lacking.

### 1.5.3 What is Reading?

Reading is a complex skill which has some subskills. These include simple and complex ones. I will deal with their complexities in chapter III. Here I want to give primary skills in order to define reading briefly. Broughton et.al. (1978:89) argue that first of these secondary skills is the ability to recognize stylised shapes, patterns and their differences. This simple low level skill becomes mechanical in students' early school years. The following skill is to correlate the patterns on the reading material with linguistic elements or language. Here the reader makes the correlation in different ways according to the types of the patterns he sees. These elements or patterns may be phonemes, words, phrases, sentences, paragraphs, chapters or books, and both of these ways are needed to build the ability to read efficiently. The next one which is a very complex and intellectual skill is correlating the patterns and sounds with the meanings they stand for.

Here a great many complexities of reading have been simplified and given in three components. The most important part that must be

practised by non native English speakers is obviously the last one since this is a foreign language. We should enable them to read with understanding so that they can deal with the study of the new language or their special aim by equipping them with the necessary abilities to establish the relationship between written words, sentences and their meanings in a normal, or desired period of time. Reading is to link the whole idea in the writer's mind to the reader's mind by the help of a written material. Shortly a foreign language learner has to master the rules of this transport as much as possible.

#### 1.5.3.1 Intensive Reading

Content study and linguistic study reading can be grouped under the name "Intensive reading". We can say intensive reading is for accuracy, in other words, it is deep and thorough understanding of the reading material. Materials of intensive reading are very short, they are not generally more than 500 words. Intensive reading is for full comprehension of all aspects in the text like logical discussions, emotional and social values, intentions and messages of the writer and theoretical patterns. Intensive reading practice also plays an important role in extensive reading since extensive reading materials are made of short texts. This detailed study requires the teacher's guidance or the guidance of a task because of the desired accuracy in comprehension.

### 1.5.3.2 Extensive Reading

The aim of extensive reading is to read the greatest possible amount of text in the shortest time possible usually for one's own pleasure. It doesn't need a high degree of understanding. Because most of the material is redundant and since it is too long, it is not easy to concentrate on and fully understand the whole text. The activities grouped under the name extensive reading are survey reading, skimming and superficial reading. As these activities also show, this type of reading is particularly for global understanding which is an important aspect of reading and foreign language learning. Nutall's slogan (1982) showing the importance of extensive reading is: the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.

Class time is always too short to have the necessary amount of reading to achieve fluency and efficiency, therefore we need extensive reading programs that will promote reading at home having in mind the fact that students will not only deal with brief extracts but books or other very long reading materials.

### 1.5.3.3 Reading Aloud

Reading aloud is an oral exercise, giving practice in pronunciation and intonation. It trains the student to identify the written forms with spoken forms of the language. Only short reading

passages, or short extracts from longer passages, should be used for reading aloud.

Greenwood (1981:81) states that reading aloud is a good pronunciation practice but it is of little value in developing reading skills because reading is a silent and individual activity giving importance to what is read rather than what is heard. The texts for reading aloud are relatively few. He says that teachers should have the ability to read aloud in order to provide students with a good model reading. Broughton et.al. (1978:91) say that reading aloud is primarily an oral matter. In foreign language teaching it is more closer to pronunciation than it is to comprehension, and it requires familiar texts whose contents and language are clearly understood. They say its usefulness is limited and importance is minimal.

#### 1.5.4 Reading Comprehension

Grellet (1981) defines reading comprehension as ability of extracting required information from a written text in an efficient way applying a variety of strategies like rejecting redundant pieces of information and finding the one searched for. Grellet gives a list of essential elements that must be taken into consideration.

Fry (1963:24) mentions the difficulty of defining reading comprehension. He says it is the link of thoughts in the writer's mind to the reader's mind. He defines this as a difficult process since the reader has to transmit an idea through several imperfect

media. In many cases although the writer and the reader speak the same language, minor but important variations occur because of interpreting the same words differently since the individuals' backgrounds are not the same.

Allen and Valette (1972:189) point out that reading skills in one language are not necessarily transferred to the foreign language, but the students who have reading comprehension difficulties in their native language will surely have difficulty in the foreign language.

The comprehension of written language involves a large number of factors: lexical, grammatical and cultural meanings, connections between sentences, paragraph structure or organization of longer selections. It involves logical relationships as well as lexical and structural ones. The reader has to bring together vision, memory and imagination to interpret what he reads.

Sometimes reading is defined as a passive skill. Rivers (1968:266) argues that it is not passive but dynamic. This can be easily observed by examining the skills needed in fluent direct reading with comprehension. She says readers are far from being passive during this activity. Comprehensive reading will be discussed in detail in chapter IV, Perceptive Reading.

### 1.5.5 Approaches to Beginning Reading

A person can read efficiently and be able to comprehend every idea in the text if he is very good in understanding, speaking and finding meanings in the spoken language. Thonis (1970:64) points out that writing is an incomplete and inadequate reflection of speech and contains many imperfections and the reader must learn to support it with correct stresses, pauses for breath, intonation, and melody of oral language. In other words, the learner must build a good speaking system to help the written part. In beginning reading the lack of agreement between the sounds and graphics of the language may cause many difficulties. Teachers should give enough attention to these discrepancies in their introductory reading practice.

There are many approaches in which learners are introduced to reading. They are language experience approach, linguistic approaches, the basal reader approach, the individualized reading approach, the programmed instruction approach etc. By displaying the advantages and disadvantages of these approaches in the second chapter of her book, Thonis states that no one approach has been found to be outstandingly superior. Teachers should combine the best parts and materials of these approaches according to the needs of their students. They should make good use of the introductory plan, of students' time, of their own energies and of course of pupils' interests and create an emotional support to increase their success. Students should also be rewarded in order to encourage them.

The aims of the approaches to beginning reading are to develop

the readers' habits to motivate them, to have them practice and over-learn in order to make their responses to written material automatic. These approaches take ideas from the principles based on theories of learning. They emphasize that teaching reading should go from the simple to the complex, from the known to the unknown and from the nonmeaningful to the meaningful.

#### 1.5.6 Proficiency Levels of Students

In teaching and learning English a large number of skills and processes are involved. Since they necessarily follow an order, they are not taught or achieved at the same time. A common idea is that developments best occur as the students read in the foreign language. Therefore, in order to work with these developing skills and processes in the most efficient way and time, proficiency is divided by most teachers into three levels; beginners, intermediate, and advanced.

We musn't forget the fact that, sooner or later, every foreign language teacher deals with some kind of reading material in his class even if it is not a reading course. So teachers must be aware of these stages in order to equip their students with the necessary skills.

Joycey (1984:28) points out that experiments show that if students are made aware of the stages, skills, and other activities which take place in the chosen process of reading, it leads to greater understanding. This shows the necessity of spending more



time on teaching the processes.

The beginners stage is out of the scope of this study, but briefly it is a stage where learners must build an interest to reading. The beginner depends heavily on the teacher, since he can comprehend only a little. The psychology of the student at this stage is very important. The responsibility of the teacher here is to encourage his students and make them feel the success which is the result of their own efforts. By this way the student is introduced to the intermediate level.

## CHAPTER II

### STUDENTS AND READING IN THE DEPARTMENT

#### 2.1 STUDENTS

This chapter aims at giving a general view of the backgrounds of the students coming to The English Language Teaching Department of Gazi University. The term secondary education schools, covers the middle schools and high schools in the Turkish education system. In the section about secondary education, a more detailed description is given in the case of state highschools than colleges (The word "college" refers to foreign language, e.g. English medium schools in the Turkish context) by considering the large number of students coming from the former.

##### 2.1.1 Secondary Schools

###### 2.1.1.1 State Schools

In order to determine the needs of the students, first of all we have to examine their backgrounds, and what they acquired during their secondary education. Students of the English Language Teaching Department of Gazi University come from different high schools all

over Turkey. The great majority of these are state high schools which do not have efficient foreign language teaching programs.

The availability of English teachers is a problem for middle schools and high schools. Despite the efforts of the Ministry of Education, the demand for English language teachers in a large number of secondary education schools cannot be satisfied. Since there were several different teacher training institutes and training programs in the past, the quality of the teachers in these schools constitutes another problem.

Most foreign language teachers consider the following aspects necessary and very important for the students' success in learning the language:

age

time

motivation

material

environment

Students come to secondary schools at the age of thirteen, which can be considered a very suitable age to start learning a foreign language.

The exposure time to the English language must have great importance in the program, but to their disadvantage, the number of language classes per week is not sufficient. It varies very little

from school to school and it is approximately four class hours per week.

The materials used are textbooks and sometimes workbooks. These books were written by a commission by the Ministry of Education. Their teacher's books are not always available everywhere. The students in secondary education schools are not supplied with language laboratories because of financial difficulties. The lack of language laboratories takes away the chance of hearing native speakers. This adds to the students' listening and pronunciation difficulties.

#### 2.1.1.2 Colleges

Colleges which give secondary education in Turkey are grouped under two names. The first group is state colleges and the other group is private colleges. Both give similar foreign language education. In these schools the medium of instruction is English except for some Turkish lessons. Unlike normal schools, more and advanced language materials are used here. They are equipped with language laboratories which give learners the opportunity to listen to the tapes of the books and authentic English. Extensive reading activities in their language programs always start with simplified versions of popular books and continues with original copies.

These colleges are considered as the best foreign language teaching institutions among secondary education schools. Their

graduates generally show better performance in the foreign language departments of universities.

### 2.1.1.3 Students' Level of English and Reading Backgrounds

The students of secondary education schools follow a series of six books in the English course. As it is mentioned above, these books were written by a commission from the Ministry of Education. They are:

1. An English Course for Turks Elementary 1
2. An English Course for Turks Elementary 2
3. An English Course for Turks Intermediate 1
4. An English Course for Turks Intermediate 2
5. An English Course for Turks Advanced 1
6. An English Course for Turks Advanced 2

According to the syllabus each book should be completed in one year. In this way the first three books have to be completed in high school.

A problem arises here because in many schools all over the country a good environment for a foreign language cannot be created. Some schools don't have English teachers or qualified ones. In some regions sociocultural problems like low level of income make people and students less interested in many school subjects and in foreign language learning. Even if students do not have any of these problems,

only four classes per week are not enough because their only foreign language environment is their language classes at school.

When we compare the amount of reading they do in the native language and the foreign language we see that almost all the reading is done in Turkish. The materials are course books of social and technical contents. Extensive reading seems to be done only in literature classes in the form of Turkish novels for the purpose of giving them the pleasure of reading outside the school or in life and it is always helpful since students have no language difficulties during the process of reading and thinking. But the situation is very different in foreign language classes. Although the coursebooks have intensive and extensive passages in every unit, students cannot deal with them successfully because of the points listed above in this chapter. They will not be discussed in this study any further.

These observations about the levels and needs of the students show that the students coming to the department are not homogenous in terms of their backgrounds. The selection system of the university entrance examination is not also any help since the marks of different sections of the exam influence each other to a certain extent. This may be logical and necessary for technical departments but it is not of any use for language departments.

Considering all the points summarised above, a sensible, functional, convenient and most of all an all-purpose stage-strategy should be followed to enable the first year students to read without too much difficulty and to equip them with the ability to solve problems instantaneously.

#### 2.1.1.4 Their Motivation to Learn English

In the past, the most popular foreign language in Turkey was French and English was of secondary importance. But with the changing world, English has become dominant foreign language since 1940. Automatically it has also become the most important language in education.

Nowadays students understand its importance in their future profession and study it hard during secondary education. As a result of their personal observations they unconsciously realize the priority of knowing a foreign language. Almost all of them choose English having in mind that it is an international language. Broughton et.al. (1978:1) give the facts about its internationality. They state that in different ways English covers one sixth of the world's population. More than 60 per cent of the world's radio programs are broadcast in English and it is the language of 70 per cent of the world's mail besides being the first language of international sports and popscene. The points above build a strong motivation to learn English. Another highly motivating reason is the opportunity of finding a good job because almost all the institutions are badly in need of good English speakers. Graduates with a good comand of English not only work in schools but are also hired by many private and government offices.

Briefly, students in secondary education and universities know that if they can learn English they will have a better chance than many of the other university graduates.

## 2.2 TEACHER TRAINERS AND READING IN THE DEPARTMENT

Gazi University Educational Faculty was a teacher training institute before 1982. With the new university law it became a faculty of education. As a natural result of this development the work and responsibilities of the English language department increased in a short time. The first change was to reorganize overcrowded classes in accordance with the new four year program. The second important change was to encourage the teaching staff to do further studies in their own fields. Another hard task for the teachers is that they often have to lecture in several different courses. If the amount of time needed for the preparation of a lecture is taken into consideration, the difficulty will be appreciated better. In addition to tackling these problems lecturers of the department participate in M.A. and Ph.D. programmes of Gazi University and other universities to get a higher academic degree.

### 2.2.1 Reading in the Department

Reading is an overall activity which takes place in every subject studied in school. In other words, it is a multi-purpose tool. Having this in mind I preferred using the title above instead of a title like "reading courses in the department" which could mean no reading is done in courses other than reading. The only aim of this part is to give a general review of the reading activities in the department in order to be able to base my suggestions on them.



### 2.2.2 Reading Courses

Initially I will review last year's and this year's reading lessons. In the academic year of 1984-85 there were two reading courses. One was in the first year and the other in the second. The books studied in the first year course were

*Authentic Reading* (Catherine Walter)

intensive reading

*What the Papers Say* (Geoffrey Land)

extensive reading

1. semester

*Inspector Thackerary Investigates*

*Oliver Twist*

*White Fang*

*Inspector Thackerary Calls*

2. semester

*Black Tulip*

*Moby Dick*

In the 1984 syllabus the program of the first year classes has been completely changed. An intensive language improvement course covering all subjects has been adopted in order to carry out a more controlled and integrated study. These first year intensive classes study the all-purpose course books *Meanings into words* and *Meanings into Words Upper Intermediate*, which include activities of four language skills. Studies are always supported by supplementary books. The simplified extensive books to be read in this program are:

*The Black Tulip*  
(I. semester) *The Adventures of Tom Sawyer*  
*A Women's Place*

A reading course like the 1984-85 one is followed only by the students who failed last years reading course.

In the second year reading classes *Advanced Reading Skills* by Clagg, Barr, and Wallace is used as a course book. It gives short explanations together with the activities presented. The extensive reading books of this program are original novels which are not simplified. They are:

*The Pearl*  
(I. semester) *A Farewell to Arms*  
*Now Read On (Stories)*

### 2.2.3 Course Descriptions

In the beginning of every teaching program syllabuses are prepared by the teachers of the department. They include a course description together with the written account of the subjects to be studied every week. I would like to explain the aims of the courses by giving their course descriptions as they appear in the syllabuses without making any change.

1984-85 first year reading course description: An intermediate level

study to provide first year teacher trainees with various reading skills to tackle new learning situations.

*Activities:* Games and problem solving activities which require teacher trainees to transfer the skills they have already acquired to various new reading material.

*1985-86 second year reading course description:* The aim of this course is to enable second year students to understand the intensive and extensive reading materials through various skills.

#### 2.2.4 Other Reading Activities

It is not easy to find a course which is not related with reading in the department. But some of them are directly and greatly related with reading. They require a good level of comprehension and speed. The titles of some of these courses and the years they are taken are

2. Year    History of English Literature  
            English History and Geography  
            Structure of English

3. Year    Teaching of English  
            Introduction to Linguistics  
            Selected Readings from English Literature  
            History of English Literature

Translation (English to Turkish)

Translation (Turkish to English)

4. Year Translation (English to Turkish)  
Translation (Turkish to English)  
Teaching of English (Applied)  
Semantics

### 2.2.5 Facilities

#### 2.2.5.1 Books and Libraries

The books to be studied in reading courses are chosen by a commission from the department and the lists of the chosen sets are given to the book companies abroad for our students. Most of the extensive reading books are also available in libraries of T.B.A. and T.A.A. free of charge. These two libraries and our departmental library are great sources to obtain any kinds of reading materials other than course books.

#### 2.2.5.2 Classes

In this part only the descriptions of reading classes are given. As it is mentioned before, first year teaching program is an intensive course covering all language skills. Therefore it would not be wrong to consider them a reading class at the same time.

There are three groups that follow these courses. The number of the students in these classes are given below

Group 101 : 40 students

Group 102 : 40 students

Group 103 : 42 students

There are two first year reading courses opened only for the students who failed last year. But many students who had left or had been dismissed from the faculty are permitted to return to the department by a new law of amnesty. As a result of this, the number of students in these classes increased considerably and it became a weighty and sensitive program. The total number of these students is over 70 and they are divided into two groups of 55 and 20.

The last reading program is in the second year and 115 students take this course. They are divided into three groups:

Group 201 : 40 students

Group 202 : 40 students

Group 203 : 35 students.

## CHAPTER III

### SUGGESTIONS

#### 3.1 INTRODUCTION

In the beginning of this chapter I want to emphasize the importance of teaching in the department whose students differ from ordinary learners. This importance comes from the aim of the department. The learners here are teacher trainees who will directly be appointed to the secondary education schools as English teachers when they graduate.

This study covers some suggestions which might have contributions to the reading courses and other reading activities in the department.

The reason for including the subjects in chapter three is to base on them my suggestions concerning the levels of the students when they enter the university. As it is known and can easily be seen from explanations given, there is a big difference between their levels of English due to the facts given in 3.1.. If the number of the students coming each year is considered, the significance of the problem becomes clearer.

The department carries out an intermediate reading study within the first year program in order to meet all the reading needs and solve the difficulties of the students as much as possible. The students who pass this intermediate level study go on to advanced reading activities.

Depending on the new ideas, my own observations and taking into account the study habits that students acquired during their secondary education, I think that the reading activities in reading courses should be based on a good theory. In my opinion this is a great necessity in teaching reading skills and other helpful aspects and these are the only friends a foreign language learner holds on tightly while reading. Another fact is that teachers sometimes ask themselves the question "Do we teach the things we ask in the examinations?" In other words, this is a matter of conscience. Teachers must be sure whether everything is covered before testing. Otherwise it would be unfair.

Strevens (1977:47) points out that the teacher knows and accepts the purpose of the learner's activity, whereas the learner himself very often does not. The consequences of this difference are frequently very important for the course of the learning and of the teaching.

In this chapter I will try to list and give explanations of the reading skills that should be practised and studied theoretically in intermediate and advanced levels. Additionally, I will try to determine the periods of time i.e. when the intermediate level

activities should conclude and when the advanced activities should start depending on the various demands of the whole teaching of the department.

### 3.2 INTERMEDIATE STAGE

This is the longest stage during which the learners acquire and produce the main points of the language. They become more independent and reduce hesitations, errors, translation time and they give less importance to redundant words. Their vocabulary, grammar and pronunciation improve in this stage. Moreover, they become more sensitive to stylistic differences which is very important in developing reading.

Students who reach this reading level need the teacher's care very much. They should supply the students with the appropriate amount of language considering their pace and they should balance this with the necessary quantity of experience with sufficient practice and correction.

#### 3.2.1 Some Assumptions

There are many assumptions about reading. I will give some of them in this part thinking that it would be appropriate to review them before doing any kind of reading activity in this stage. These assumptions can be studied in more detail in the following books;



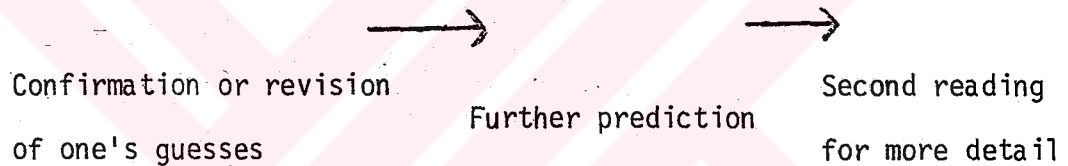
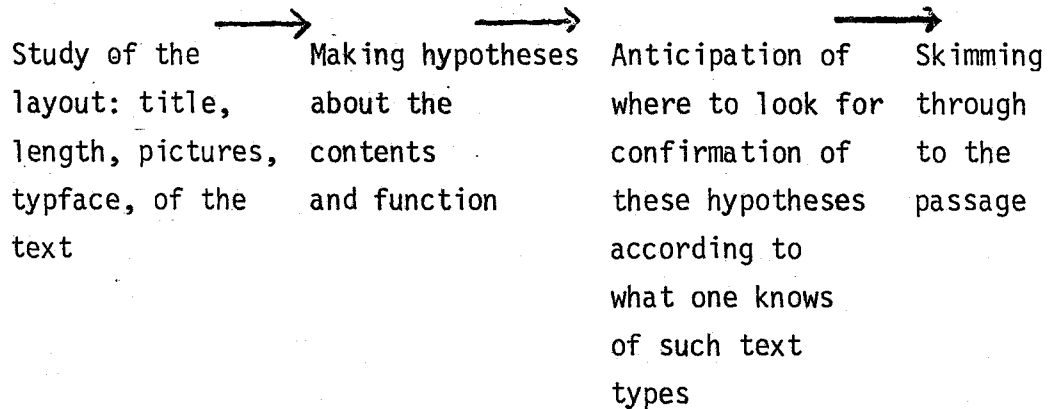
*The Foreign Language Learner* (1973) by Finocchiaro and Bonomo, and *Developing Reading Skills* (1981) by Grellet. I adopted some of them to the intermediate level and others to the advanced level with some changes necessary for this project.

Assumption 1: In order to read efficiently the structure of longer units such as the paragraph or the whole text must be understood. It would not be useful to study a text as if it is a series of independent units. This leads students to become dependent on studying and understanding every single sentence in a text, where most of the time this is not their purpose. As a result of it students tend to read all the texts at the same speed and will be reluctant to infer the meaning of sentences or paragraphs from what comes before and after.

Assumption 2: As it is stated in assumption 1, readers should start with global understanding and then go on to detailed understanding. At the same time, the tasks given should begin with global understanding. By this way students feel more confident when they read authentic texts that often contain difficult vocabulary and structures. They do not feel completely lost when they understand at least what the text is about.

Assumption 3: Students at this phase of reading are sensitive to the layout of the text. In other words title, length, pictures, the typeface of the text are very important in developing their skills of inference, anticipation and deduction. Reading is a guessing game and what one brings to the text is often more important than what one finds in it. Considering this, teachers should teach how to use

what they know to understand unknown elements, whether these are ideas or simple words. Grellet (1981:7) point out that this is best achieved through a global approach to the text as it is briefly given in the following way.



Assumption 4: Reading is not a passive skill as it is believed in the past. Guessing, predicting, checking and asking oneself questions make it the most dynamic and active skill. For example, through systematic practice and questions about the title or about the illustrations and preceding paragraphs, students can be encouraged to anticipate the context of the text.

Questions without one single answer are very helpful in exercising their powers of discussion, judgement and appreciation.

The questions used in reading comprehension activities should be flexible and varied. Few exercise types are intrinsically good

or bad. They only become so when used in relation to a given text. Questions must be suitable or all-purpose in order to take both the author's and the reader's intentions into account. We should not forget that meaning is not inherent in the text but each reader brings his own meaning to what he reads based on what he expects from the text and his knowledge of world as well.

Assumption 5: We always write or talk about what we have read in real life or relate what we have read to something we might have heard. This shows that reading comprehension is very important and it should not be separated from the other skills. The following examples show how other skills are linked through reading activities:

- reading and writing, e.g. summarizing, mentioning what you have read in a letter, note making etc.
- reading and listening, e.g. comparing an article and a news bulletin, using recorded information to solve a written problem, matching opinions and texts, etc.
- reading and speaking, e.g. discussions, debates, appreciation, etc.

Assumption 6: Finocchiaro and Bonomo (1973:21) give a list of teachers' responsibilities in developing reading skills:

- a- You may have to extend the experiences of the pupils so that they will understand the situations and cultural allusions.

- b- You will have to teach the sounds and meanings of the new words.
- c- You will have to teach the sound-symbol correspondences.
- d- You will have to help them understand the structures.
- e- You will have to teach them the comprehension skills.
- f- You will have to help them increase their speed in reading.

### 3.2.2 Some Facts about Reading and Writing

Reading and writing are closely related skills. Students dealing with intermediate activities should know this, and must be aware of some of the facts summarized by Strevens (1977:110) since reading is the comprehension of written material.

- a. Reading is visual. This is obvious but the most important point here is to train the muscles of the eye to change focus when necessary, to seek a brief, large scale view of the written material, to find starting points, and to follow the text with appropriate rate.
- b. Reading is organized and systematic. Written language is organized and systematic. It contains beginnings and endings, many internal breaks, divisions or spaces between units or characters. Sometimes the material may be arranged in different styles for example to evoke artistic aesthetic

meaning, as in poetry. Briefly, the reader has to learn to be familiar with all these conventions of shape, sequence, arrangement, and visual effect.

c. Reading is arbitrary and abstract, but meaningful. The shapes of the symbols used in written language are arbitrary, in other words, they are unrelated to real life forms of what they refer to. But written language always gives us three kinds of visual clues. They are grammatical, lexical, and semantic.

### 3.2.3 Skills

The primary goal of this project is to review and define the reading skills that should be known by teacher trainees in the department and thus help them understand more clearly various ways of approaching their reading tasks. This knowledge and the flexibility that it gives will enable students to fit their reading techniques to the nature and purpose of both free and required readings. I believe that success in university is found only by the efficient use of appropriate skills of reading which are keys to success in each reading activity or study effort.

We must remember that there is not only one way of reading but many according to readers' reasons for reading. If all kinds of texts are read in the same way, readers cannot concentrate on the text or waste time because of the redundant or unimportant information.

### 3.2.3.1 Predicting

This skills helps all reading techniques. It includes guessing or predicting what will come next, making use of grammatical, logical and cultural clues. This skill can be practiced together with 3.2.1/4 by stopping reading after each part and asking students to think and guess about the rest of the text or what is likely to come next. (See Appendix I).

### 3.2.3.2 Previewing

Previewing is a very specific and important technique that starts with checking the topic or title, preface, table of contents, the appendix, chapter, paragraph or unit headings and continues with asking ourselves some questions.

Previewing can be used in skimming or scanning together with prediction which was described above. It is used for finding out where a particular or required information is likely to be. By using this technique an article can easily be located in a newspaper, or readers have an idea about the book.

If the reading material is an article or an intensive reading selection the following questions may be practice:

1. Am I familiar with the topic of the selection?
2. Does the selection appear to be written in fairly easy style, or will it require careful concentration

to follow its meaning?

3. Does the vocabulary appear to be simple, or technical?
4. Is the selection literary in style, or factual and/or scientific?
5. For high comprehension, would I need to read material of this type slowly and carefully, or could I read at an average or comparatively rapid rate?
6. What seems to be the writer's purpose?
7. What is his main idea?
8. What significant questions can be answered from the article or selection?

If you are dealing with a book you can start previewing by answering the following questions:

9. What are discussed in this book?
10. Who is the author?
11. What are the author's qualifications for writing this book?
12. What is the copyright date?
13. How many times has it been revised?
14. Looking the titles in the table of contents, what can I infer about .....? Are they what I want.
15. What type of material does the appendix contain?
16. In previewing quickly through the book, does it appear to be written in a fairly easy style, or will it require careful concentration to follow its meaning.
17. Does the vocabulary appear to be fairly simple, or

quite technical?

18. Where is . . . . . located?

The questions and answers will change from person to person according to the level of proficiency. A good previewing will help to organize the material for better understanding.

At the end of this activity you have to find out whether you have to take notes, which techniques must be used, what speed and how much previewing you will need (See Appendix II).

### 3.2.3.3 Anticipation

Anticipation greatly depends on motivation by the teacher and may be very important especially in inappropriate reading study conditions. If the students are successfully motivated by the course instructors in preliminary discussions, the activity becomes more appealing and students prepare themselves to find a number of things in the text. In fact this only arouses the expectations that are permanent in the nature of reading because what we know and what we are looking for are as important as what we understand after reading. In other words, readers always try to guess what is to come next.

In my opinion anticipation, is an important factor in reading courses in our department because of the large number of students in classes. Difficulty arises from the difference in students' wishes



and expectations about the topics of reading materials. Even if there seems to be no disagreement in these large groups it always exists.

In order to avoid this teachers may start a preliminary discussion to spend some time to get the students ready. This can be done by psychological sensitizing aimed at making the students think about the subject of the reading material and ask themselves questions. A discussion about how the text may develop would be practical beside talking about the key words of the text which is another warming activity. Briefly anticipation is of great importance and the teacher should try to prepare all the group for the subject as much as possible without forgetting to use the time economically. This will affect the success of the lesson (See Appendix III).

#### 3.2.3.4 Skimming

As it is mentioned before predicting and previewing often take place in skimming. In previewing-skimming we ask ourselves questions to get ideas about the reading material before actual reading. Thus we learn to organize or outline the main points for better comprehension when reading later.

Skimming is a systematic rapid reading skill more thorough than previewing. Spache and Berg (1978:32) points out that it requires to be more careful to the structure and content of the individual paragraphs. Yorkey (1982:138) writes that in this activity readers

are interested in getting a general impression of the material when they want to know if a text contains new or useful information about a topic they are interested in.

Understanding the purpose of the writer is important in this high-speed activity. Purposes may be to describe a process or appearance, or to give chronological steps in a sequence of events, or to display a free flow of ideas. It may be better to check the first and last paragraphs or first and last sentence of each paragraph since the main ideas are usually expressed in them. The reader should look for the clue words which may give information of who, where what, how much or how many. If the reading material is a book he should move his eyes easily and lightly over the content of each page looking for clues, like names places, unusual words and lists. Direction words or words such as more, furthermore, yet, however, and, on the contrary, which give clues of whether the same idea goes on or discussion took another direction. The necessity of reading the first and last parts comes from the variety in the styles of writers. Some of the writers start with a broad, detailed statement presenting the main idea and then continue with other supporting ideas and some do the opposite by starting with a small point and then broaden out.

Finally, skimming which is a rapid way of reading is a great help in every kind of school subject and real life if the ability of discovering or sensing the purpose and organization of the writer is practiced and acquired (See Appendix IV).

### 3.2.3.5 Scanning

Scanning is not reading in the ordinary sense. The only thing the reader must do in scanning is to keep in mind exactly what is it that he is searching for and go through the reading material very quickly. In other words, this is a locating activity, and to follow the linearity of the text is not always necessary. Scanning is directed and purposeful, it must be done very fast particularly if the material is arranged in alphabetical or numerical order.

Brief and familiar materials can be scanned in a single search but if they are rather long or difficult, a preliminary skimming to find the part of the selection in which to scan for particular information will be more appropriate. Scanning requires instant rejection of all irrelevant data. That is, readers have to ignore everything perhaps most of the text except the information which is scanned for. As the readers approach, this particular information will show itself more clearly than the surrounding words. Readers should be careful not to forget it during the search.

Scanning is used in researches, reviews, writing a paper, directories, dictionaries, maps, indexes, tables and other activities that require seeking specific information (See Appendix V).

### 3.2.3.6 Using an English Dictionary

A good dictionary always helps in reading as a reference book. Student should know the contents and use of a dictionary in order to use it effectively. They should recognize that none of the dictionaries is the highest authority but the features like its completeness, accuracy in definitions and recency of publication are important. Students should be reminded to get the most recent edition. Dictionaries older than 10 years may not be satisfactory. Yorkey (1982:8) claims that native-language-to-English dictionaries are not very useful as it seems in language learning because of the dangerous assumption that there is a one-for-one correspondence between the words of the two languages. He says that these dictionaries may lead the reader into mistakes and do not increase vocabulary.

After giving the general information above, teachers have to enable students to use a dictionary in a practical way. This can be done by explaining what they can learn from a dictionary and by doing some practice. The following part gives the list of information that the student can learn from a good dictionary

1. Meaning: Most of the words have more than one meaning, these are given with illustrative sentences. Special and technical definitions are also listed.
2. Spelling: All accepted spellings of a word are given with their irregular verb forms and plurals.
3. Pronunciation: Each dictionary has a special way of showing how the words are pronounced, including stress.

4. Part of speech: Dictionaries indicate whether the word is a noun, pronoun, verb (transitive and intransitive), adjective, adverb, conjunction or preposition.
5. Usage: Dictionaries tell whether a word is British or American, or whether it is formal, colloquial, dialectal, archaic, poetic, or slang.
6. Syllable division: Dictionaries show where words should be divided for good pronunciation and spelling.
7. General information: Information about persons and places is given with the meaning or at the back of the dictionary.
8. Synonyms and antonyms: Most dictionaries give lists of synonyms and antonyms with explanation of the distinctions.

#### 3.2.3.7 Dealing with Extensive Reading at Intermediate Level

Extensive reading has great importance as a practice out of the classroom. Extensive reading materials should be selected at a lower level of difficulty than that for intensive reading. This is closely related with the purpose of this study. The aim of extensive reading is to train students to read directly and fluently in the foreign language with enjoyment and without the help of the teacher.

Our students are assigned to read three simplified novels in each semester of the first year program. Most of these books are simplified versions of famous literary works. There is a list of books that are read this year in 2.2.2. After each book is read by the students, it is discussed in the classroom and tested in the examination. Since simplified books do not give many of the ideas in the original copies, they should be studied with appropriate activities in order to help students to enjoy this study.

Teachers should think why they introduce literature or fiction. What is the aim of the study and what they expect the students to get from this particular work.

The first general aim of the department in these studies is to develop various approaches of students to literature. Thus they will enjoy reading on their own. The second aim is to reinforce certain points of grammar and items of vocabulary. During extensive reading, students will be developing their command of the foreign language. Students may list the new vocabulary or memorize some lines which contain interesting examples of grammar. Simplified books are very practical for these purposes since they contain structures and vocabulary which are very close to the type of language the students have been learning. They also gain confidence in their ability to read and understand English.

There are a number of easy activities and techniques that can be used to help intermediate level students to make literary analysis. Some of them are explained below.

- a. Point of view: Students can be asked to explain the point of view of the book. Events may be narrated by the hero, or the writer gives everything as if it is narrated by "God" by revealing inner feelings of the people. After this, they can be asked to write some parts of the book from another character's point of view.
- b. Descriptions in the book: Some books are action oriented while some others contain very long descriptions especially in the beginning. Generally, students do not like these heavy descriptions. In order to make these long parts attractive, and make students aware of their role, teachers can ask them to read them and discuss how they would read if the descriptions were eliminated. Would it still make sense, are they necessary or which parts can be left out.
- c. Diagrams of events: Students can draw a diagram of the plot by using lines, arrows or little rectangles. It can be a time line with events scenes or chapters attached. In many books story begins with chronological end of events or it begins at the middle, with some flashbacks. The first half may cover only five hours where the second half covers five months of time. Student will enjoy this activity and come up with very different interpretations.

- d. Finding recurring themes: If students are asked to count the references they become more aware of the recurring themes which carry the most important ideas or messages of the story.
- e. Describing characters: Students may be asked to describe characters from the point of view of another character or characters by listing the adjectives used. They can then make a list of their own adjectives describing characters and make a comparison. As it is seen this is a multi-purpose and enjoying activity.

Greenwood (1981:108) points out that newspapers and magazines have been used for a long time in extensive reading activities. This can easily become a detailed reading study depending on the task assigned. It may be to compare and contrast newspapers. He says that considering newspapers and magazines as easy reading materials is a mistake just because of the topicality of news items, but special magazines at different levels are now on the market.

Nuttal (1982:32) states that if teachers cannot find original texts they certainly have to use simplified materials to begin with. However, she adds that it is important not to go too far, because simplification may also be removing basic qualities as discourse when removing many of the barriers to understanding. Everything in the text must not be explicit. Textual quality and discourse structure of the original should be retained as much as possible not to slow down the developing of the student's capacity to infer. She says that,



however good the simplification, something is always lost and we have to sympathize with the views of teachers who feel this strongly and avoid all simplified versions. Tommola (1979) argues that simplification in reading materials refers to the selection of a restricted set of features from the full range of language resources for the sake of pedagogic efficiency. Widdowson (1978:88) describes simplified books as works derived from genuine instances of discourse by a process of lexical and syntactic substitution. The original propositions are retained and what is changed is the linguistic connections between them.

#### 3.2.3.8 Book Reporting

This is a rewarding study for both intermediate and advanced levels. I believe that it is an essential activity that must take place after every extensive reading study in our first and second year reading courses. Book reporting as a course activity requires a good planning. The necessary information about the whole study should be given to the students. Different books should be read by the members of the class as much as possible. Teachers should keep a record of the books taken by each student to avoid some problems. Our departmental library is a great source for this study with its collection of simplified and non-simplified books. This library contains approximately hundred different simplified books that students can enjoy.

In book reporting the length of books and the level of language

difficulty is important. Students do not like long and physically heavy books. The general assumption is that short-story books and plays are not liked, either.

Before assigning the study, the first thing teachers should do is to give students an instruction sheet containing, what they must do and what they should not do and a list of books they can choose from. They should be particularly warned not to copy any parts of the book directly but take only short quotations. Students may also speak to their instructors if they want to read a book which is not on the list given.

Smithies (1982:5) gives an example of the instruction sheet which should be given to students:

#### Book Report

1. Your report should be two pages.
2. Give the full information about the book you read in your report. These are the author, title (underlined), place of publication, year of publication, publisher, and number of pages.
3. If there are illustrations in the book, indicate them in your report and say if they are helpful.
4. It is better to start your report with some general comments about the book and about the author if possible.
5. You should finish your report with some general comments reflecting your opinion about the book.

6. In the part of your report between start and finish, give the idea or development of each chapter in one sentence to show the flow of the story. If the chapters are very short, group several together in a few sentences.

7. Write your report in the present tense. You can use the past tense to tell the events which have previously taken place.

8. Use your own words except quotations. Quotations must be rare. Indicate them with inverted commas and write more in the center of the page so that they will stand out. You will not get credit for such copying and the sentences you cannot explain because you do not understand them.

9. Use only short, clear, and correct sentences, otherwise you will lose marks. Be careful with the spelling.

10. Do not write wordy nonsense, always be brief and precise.

#### 3.2.3.9 Dealing with Everyday-Technical-Texts

One may think why this project includes such a topic. I believe that in many reading situations in life everyone deals with technical reading materials. This may be a handbook of an appliance or a part of a school subject. For example, the reading textbooks in the 1984-85 syllabus contain many technical passages as many other books do to prepare students for real life situations. The importance of dealing with everyday-technical-texts is clear. The idea I support is that students should be taught this subject when they are undergraduates in university, otherwise as they grow older most probably they will not find time to do this.

I do not mean to adopt a completely scientific program in the department but only remind some facts or clues about scientific English to the students within the last semester of the first year program. The following list containing some characteristics of technical or scientific English can also be used as a key in many other non-scientific contexts.

When the class is studying a technical or scientific text, the instructor may use this list and at the end of the study he may ask the students to find examples for the items on the list.

#### Characteristics

a. Passive Voice. Such texts frequently use passive voice since they tell what happens to things rather than who performs the action.

b. Functional Shifts. It is important in these texts whether the words like burn, line, form, move, result, cause serve as verb or noun.

c. Different Meanings. Some non scientific words appear in scientific texts having more than one meaning. They should be explained by illustrative examples. The following examples show the uses of the everyday word "as":

As a child I lived in Ankara. (I was)

As I was angry I didn't talk. (Because)

As she gets wiser she behaves logically. (while)

Do as I do. (in the same way)

It is as you guessed. (the way (in which))

She was famous as an artist. (considered as)

As she told us yesterday. (in accordance with what)

d. Words Ending in -ing. Different grammatical functions of these words may mislead students. It is a good idea to remind the students that such words can be used as nouns (growing of the plants, burning of a wood), as adjectives (burning rays of the sun, an apposing idea), or they may function with the force of verbs (a car coming, a passage containing).

e. Special Compounds. Expressions in which a combination of ideas is condensed into a compound noun (e.g. stunning-instruments: instruments used in a slaughter house for stunning animals before killing them) or a group of nouns that has not yet been adapted as a compound (e.g. conception rate: frequency with which conception occurs) are frequently used in scientific English.

f. Abbreviations. Students should be familiar with abbreviations that appear with the highest frequency. Some of them are:

e.g. for example (from L. *exempli gratia*)

gr. gram

sq. square

vs. versus

b. meter

math. mathematics

p.c. percent

yd. yard



Students at this stage should be aware of the purposes and procedures of their study and they should identify their gaps and search for solutions. This is a stage where they have to make attacks because this is no longer a language study but a contribution to their general education and intellectual development. They are no longer dealing only with examples of written language but with ideas, cultures, in other words, with unsimplified reading materials of real life. Naturally, this sort of materials contain a language that has many different and difficult functions for a foreign language reader. When the foreign language problems that students brought together with them are added, advanced reading becomes a hard task.

It is very difficult to test and determine the proficiency level in reading a foreign language in the case of intermediate and advanced readers. What my studies and my knowledge of the world tell me is that advanced reading is a very high level and complex skill that even most of the people do not possess it in their own language. But in the case of foreign language learning, advanced reading is such a tool that it leads the learner towards the limits of his personal language learning ability.

In this project in which I try to define the essential reading skills that should be practiced in more details in the first and second year reading courses, my secondary goal is to determine where or when the aspects of advanced reading should be introduced to the students.

Students in our department start studying what we can call advanced foreign language reading materials in the beginning of the second year. This view clearly shows the importance and necessity of (1) teaching the functions of written language in order to get the most out of it and (2) pointing out the probable difficulties they may face. In my opinion it will help students to discuss these difficulties they may have in the classroom. In these discussions the teacher can recommend helping books, materials and explain possible self-study ways that are parallel to the skills and studies aimed in the courses.

Norris (1975:202) argues that the goal of an advanced reading course is to teach the student (who has at least an "intermediate" mastery of spoken English) how to get information from printed page efficiently, rapidly, and with full understanding. He says that teachers should not primarily include literary appreciation or evaluation of literature. Even among native speakers, after all, most purposeful reading is for information rather than enjoyment.

Eskey (1975:211) states that advanced readers face three major kinds of problems:

1. Vocabulary problems
2. Content problems (especially cultural)
3. Structural problems

He says that, the third one is harder for both teachers and students since it is a very difficult task to learn new syntactic structures in the foreign language. Learners should develop a conscious awareness



of the syntax of the written English and the important differences between written and spoken forms. He groups these confusing structures in four categories.

1. Complex noun phrases
2. Complex verb phrases
3. Free modifiers
4. Miscellaneous set of structures  
common to the written language only.

These are not wholly new to the advanced readers but if they have not done considerable amount of reading, their experience will be limited.

### 3.3.1 The Functions of Written Language

Advanced readers should remember the functions of written language to convey meaning. This will help them to shape many complexities of written materials in their minds.

1. *Linguistic*: Writing displays lexical, grammatical, semantic, stylistic forms of a language. This is the most important function of the writing that embodies a description of language.
2. *Informational*: Written texts contain information about something. The degree of performing this function changes from text to text. This function is closely related with reading comprehension.
3. *Logical*: Logic is outside the borders of language.

But language conveys logical relations, implications and presuppositions more effectively and frequently than speech.

4. *Rhetorical*: Through the rhetorical function communicative purposes of the writer like describe, explain, exhort, command, threaten, amuse, deceive are narrated.
5. *Implicational*: Written language conveys implications and inferences which are closely related with logic, information and rhetoric. This function may have been deliberately or unconsciously inserted in the written work by the writer.
6. *Iconic*: Through this function it is possible to employ a particular range of meanings by using italics, capitals, or decorated initials or different typefaces.

Stevens (1977:112) states that the functions above only work if the reader is affected by them in the way intended by the writer and says that these should be regarded as the functions of both writing and reading.

### 3.3.2 Skills

#### 3.3.2.1 Receptive Reading

In my opinion this is perhaps the nearest approach to the essence of reading. It is careful reading that requires high concentration on the task. This skill can also be called reading for comprehension. It is used primarily with information dense material.

Good receptive reading is one of the basic goals of foreign language reading. Although it is an all-levels skill, I preferred to include it in advance reading to emphasize its importance and the role it plays in typical learning situations as in our department.

Dubin (1982:16) says that in such a reading situation which requires the reader to be very careful, one should give attention to the supporting ideas that back up arguments and use such strategies as reading paragraph by paragraph, summarizing their main ideas, underlining, making notes in the margin about questions to ask later, and perhaps writing a summary in the end to make the information his own. Chastain (1976:313) shares the same ideas. He thinks what a good reader should do in reading for comprehension is to sense the overall meaning first and then to segment the passage into smaller units of specific information.

During receptive reading, the reader may use all the skills explained in this chapter. He tries to find answers to specific questions, selects relevant and irrelevant data, and draws

inferences from the context. He also tries to guess the purpose, tone and mood of the writer, while trying to recognize the features of the paragraph organisation. Paragraph analysis is particularly important. If students still do not understand the whole meaning of a passage although they understand every sentence, this is because they don't know how the text is organized. In such a situation the teacher should help them by teaching them the main points in paragraph analysis.

It seems that the next thing the teacher can do in intermediate or advanced foreign language reading courses is to select contents that appeal to students and is at a suitable linguistic level. Because of its nature, teachers cannot play an active role while students are practising comprehensive reading.

#### 3.3.2.2 Using Contextual Clues

Reading difficulties of foreign language students have been briefly mentioned in 3.3. The general observation shared by many applied linguists is that, these problems can be collected basically in two groups. They are difficulties of vocabulary recognition and sentence comprehension. In other words, lexical and syntactic complexities.

Sooner or later every foreign language reader faces this sort of comprehension problems and consciously or unconsciously knows

that he should guess the meaning of the part he cannot understand not to abandon his task. But he often fails whatever is his approach since he is not systematic and effective because he has not received such an instruction.

Teachers' responsibility is to introduce some techniques that students can easily use to find the clues and derive meanings from the context, and have them practice this information with their course materials. Most students do not automatically practice them without some initial encouragement from the teacher. The following list contains some of these techniques:

- a. *Skipping the word*: Reader may skip an unknown word and try to understand the text without learning its meaning or may expect that the text will clear its meaning in further parts.
- b. *Word analysis*: The reader can learn how to break down words into small parts. If he can find stem, prefix and suffix of a difficult word he may be able to obtain its meaning by interpreting the meaning of each element.
- c. *Finding clues*: The context may give some explanations or contrasting statements which will help the student to discover the meaning. It may also describe some situations which will enable him to guess the meaning by using his experiences and imagination.

- d. *Function of the word*: Sometimes to know whether the word is a verb, noun or adjective help students since they are the key words in the process of unlocking the meaning of difficult texts. Even if this does not provide them with the meaning, at least they know where to look up in the dictionary.
- e. *Recalling the word*: At times, readers attempt to aid their recognition of a word by pronouncing it aloud. This may give a clue to the meaning of the word if they have heard it frequently enough before.
- f. *Using a dictionary*: This is the simplest way of checking the meaning since it provides the exact meaning of the word. Before resorting to the dictionary students should ask themselves if their version makes sense. Learners should be reminded that resorting to the dictionary must be their last choice because it prevents them from really learning to read, and slows down their reading.
- g. *Sentence analysis*: Students should be taught to recognize various sentence patterns. This way they will be able to divide a complicated sentence and analyze it by looking for the main verb, object, subject and modifiers.
- h. *Recognizing reference terms*: Students have to practice finding out reference terms which are

used to replace another word not to repeat it again and again.

i. *Recognizing connecting words*: Some words connect the ideas in a sentence, or functions as a connector between sentences or paragraphs. The student should know what they indicate and give them more attention. Some of these are:

a) *Restatements and examples*: that is, namely, that is to say, as an example, for example

b) *Contrast*: but, despite, though

c) *Addition*: and, besides, as well as

d) *Importance*: really, above all

e) *Order*: first, later, before, eventually

f) *Hesitation*: possibly, perhaps, maybe, could be, probably

g) *Condition*: if, unless, when, except, without

h) *Similarity*: like, in the same way, matching, identical, close, typical

i) *Contrast*: unlike, distinct, diverse, different, distant

j. *Punctuation clues*: Knowledge of punctuation helps students to understand the meaning of words or sentences because these marks help conveying the ideas in written materials.

### 3.3.2.3 Critical Reading

Critical reading can be considered as the hardest reading skill. There is a general assumption that the basic purpose of almost all reading activities is to prepare the foreign language reader for critical reading. Dubin (1982:16) defines it as a more sophisticated form of predicting or reading "between the lines" by looking for the meaning behind the author's words. She adds that critical reading involves strategies such as looking for inference, implication tone of voice, etc. Spache and Berg (1978:133) says that this skill requires a contribution by both the author and the reader and an interplay that usually results in a new understanding.

The first thing the reader should do in critical reading is to identify the facts, happenings, and comments. The devices of critical evaluation that he needs are the recency, reliability, source, accuracy and competence of the writer.

If the reader can realize the functions of written language given in 3.3.1 intuitively, this will help him to understand the writer's clear and hidden aims, suppositions, perspectives or standpoints and distinguish what is fact and what is opinion.

In this skill of analysis and judgement the next thing the reader should do before reacting is to try to understand the implications or intentions of the writer. The writer's style, choice of words and tone of voice are important in the perception of these.



Emotionally toned language not only gives meanings but reflects feelings and inner values that appeal to the reader's senses, psychological and emotional needs, and prejudices. Writers are very sensitive with their choice of words since they convey the experiences, sensations, emotional values, or call up visual images, and arouse more abstract ideas.

As a result of critical reading, the reader will react to these devices planned and arranged by the writer in order to influence his thinking. He will review the logic, biases and conclusions reached and will try to sort out the truth from half truths and try to see the tricks. Then the reader makes his judgement using his own inference, knowledge and experience.

Students should know that the aim of critical reading is to teach how to adapt what they read to their own study and life purposes. While doing this they should be very careful not to be totally controlled by the writer by being aware of the attempts to make them accept a point or fact.

After discussing critical reading in the foreign language classroom, what teachers should do is to provide a wide variety of selections and practice the skill. The exercises may contain the following activities.

1. Questions about the ideas and implications embodied in the material would be practical to help students' perception.

a) What is she saying? Do you agree with him?

b) He thinks that . . . . . because . . . . .

c) What is she implying or what does she want us to believe?

2. The teacher can ask questions about words that are deliberately inserted in written material, or words that call up visual images. For example: What did you think or feel when you saw these words in the passage you read?

a) Nixon

b) NATO

c) Greece

3. A written text is given and students are asked to tell what sort of common need or feeling is intended to appeal to?

4. It will be a good exercise of critical reading to take two extremely opposite newspapers and ask the student to read and criticise the news given by each paper about an event or their reports about a new published book. After the analysis students will try to make judgements by using the following and many other questions.

#### *About the Book Report*

a) What are the words with pleasing connotations that were selected for their purposes?

b) How do they create the favorable tones they desire to set?

- c) What do you think about their sources?
- d) Which newspaper favors the book?
- e) Which newspaper does not support the book? Does it do this directly or how?
- f) What is your idea now about this book?

*About the Event*

Compare the two accounts of the event closely. Then:

- g) Find the main points where they say the same thing in different words.
- h) On what points do they disagree?
- i) What details does newspaper A mention which newspaper B omits?
- j) What details are included in newspaper B but omitted in newspaper A?
- k) What is your idea about the differences between the styles of the two papers?
- l) What different kinds of readers are they aiming at?

Finally, I want to give what Spache and Berg (1978:161) say about this reading skill.

Critical reading enables readers to react to each strong viewpoint with a contrasting or opposing view based on his own logic and beliefs. The

critical reader reads widely but resists the efforts that are being made to manipulate his thinking, his purchases, his beliefs, his life.

#### 3.3.2.4 Improving Reading Speed

I included this subject in my study only to show that foreign language students can make significant developments in their reading speed if they understand that it is possible. I do not claim that the students in our department should read thousands of words in a short time. I believe it is out of their responsibility. Who wants to read "The Great Gatsby" in ten minutes. But they should know that a little rapid reading will be a great help especially in school subjects.

##### 3.3.2.4.1 Rapid Reading

Speed in reading is useful. The general assumption is, the degree of understanding or comprehension is closely related with reading speed. Fry and others have shown that it is not too difficult to double or treble the speed of the reader. Broughton et.al. (1978: 94) states that, it should be concern of every teacher to foster increased general reading speed in pupils because fluent silent reading is important and necessary for everyone in higher education. They also say that study is not slow reading as some think. It involves many other sorts of skills besides reading.

It is believed that slow readers may have poor understanding. They may forget the beginning when they read the end of the paragraph or tend to stumble on unfamiliar words and have difficulty in understanding the text in general and easily discouraged.

Does rapid reading lower comprehension? As an answer to this question, Fry (1963:IX) who has experiments on this subject states that his classes begin and end at nearly the same normal level of comprehension. He says that reading is the fastest form of communication. It is twice as fast as listening.

While trying to improve their reading speed, students should know that reading requires flexibility. Nuttall (1982:34) points out that a reader will vary his speed and his whole manner of reading according to his reading material and his purpose. There are occasions where rapid reading is inappropriate, moreover sometimes insistence only on faster reading may do harm. In other words the student should know concepts and reasons of rapid reading.

#### 3.3.2.4.2 Improving Speed

Linguists argue about many different ways of rapid reading. Since our aim is not to start a developed rapid reading program in the department, I think it will be sufficient to review the outlines of improving reading speed in the classroom and to give necessary information that can be used in students' self-studies. It would

also be appropriate to practice it by using the regular reading materials of the course.

Before practising reading faster, students should be reminded to keep a record of their results. This shows their progress and encourages them. After choosing the right material and warning the students about the flexibility in speed, the teacher should point out the importance of eye movements and sense groups. In order to improve reading speed, the reader ought to practice making fewer eye movements than before. Furthermore, his eyes should take in a sequence of words in a time. This sequence of words should not be a random selection but a sense group. This is difficult in foreign language reading since most of the time students read word by word. So the first thing to do is to help students to recognize sense groups which can easily be turned into coherent messages and to chunk a text into sense units, each taken in one fixation of the eyes. For example an efficient foreign language reader divides this sentence into three sense groups by three eye movements: The poor young girl/waved her hands/in sorrow. But a poor reader probably will read the same sentence in five steps: The poor/young girl/waved her/hands/in sorrow.

After developing the ability of recognizing and reading in sense groups the reader now can start practising with appropriate material described in the next part. Most linguists share the idea that the tools the reader will use now is skimming and scanning. As described in 3.2.3.4 and 5, these are used for determining the gist of the reading material and to search for a specific part or information. It is natural to use these two high rate skills because reader

is no more reading normally but forcing his eyes over the text at a high speed which will only give him the chance of seeing necessary amount of material for recognition and understanding. Subvocalizing which is forming or murmuring the words when reading slows down the speed of readers.

#### 3.3.2.4.3 Rapid Reading Materials

The content, clarity and familiarity of the reading material play an important role in improving reading speed because the time factor depends on these. For this reason, the practice of this skill requires simple materials to begin with. Nuttall argues that a dense text in which the minimum number of words expresses the maximum amount of information is linguistically very difficult for this purpose. That is, it is not possible to read rapidly and understand the texts full of new words, complex sentences and difficult ideas.

## CHAPTER IV

### CONCLUSION

#### 4.1 SUMMARY

This study reviews reading backgrounds of students coming to the department and suggests intermediate and advanced level reading skills that must be practised and acquired by them to reach flexibility in reading.

Reading is a dynamic, cognitive skill. Psycholinguistic descriptions of the reading process emphasize the need for active participation. Reading is a learner centered activity since teachers cannot play an active role in the process of reading and comprehension. These ideas are all in direct contrast to the old familiar notion of reading as a passive and receptive skill.

The first chapter contains the problem, the purpose of the study and the review of literature. It states the universal complaint that students do not read as much as they should do, or cannot read effectively. It emphasises the effects of faulty reading habits or approaches on reading. They are argued to be the outcomes of structural or audio-lingual methods of teaching pursued in secondary education. The attitudes towards reading in their homes or societies



also play an important role in the degree of students' interest in reading.

The review of literature deals with reading as one of the four main language skills. It contains applied linguists' ideas about the importance given to the teaching of reading in schools up till now. It includes a detailed description of reading in which intensive reading, extensive reading and reading aloud are included. It is defined as a set of processes carried out by the reader. First, the reader recognizes patterns of writing. That is recognizing words, sentences, and paragraphs. He learns finding beginnings and ends, how to refer back or forward to resolve ambiguity and doubt. The next function is a mental process called decoding where the reader brings together vision, memory and imagination. In other words, it is the evaluation of the written form in readers' knowledge of the language which is vocabulary, grammar, semantics, pronunciation and of culture.

A two part review takes places in the second chapter. An observation of the foreign language studies in secondary education schools including students' level, reading experiences, and their motivation to learn English is given in the first part. The other part contains a description of the reading activities in which teacher trainees in the English Language Teaching Department of Gazi University have to participate.

This chapter reveals that the foreign language reading backgrounds of the students coming to the department show great differences for several reasons. It is the aim of this section to

display the importance of the knowledge of these discrepancies in the English language and reading experiences of students which will assist teachers in adapting their program as needed.

Chapter IV is the most important part of this study. It has been directed toward identifying and explaining the strategies, techniques or approaches that should be acquired and practised by the teacher trainees. Depending on the courses and their subjects, it is suggested in this thesis that, the practice of the first group studies which are called intermediate stage activities should be completed at the end of the first year of the teaching program.

#### 4,2 CONCLUSION

Printed texts in and out of the classroom have been the main feature of language courses for years in the English language teaching departments of educational faculties. But the present observations show that, for most students direct and fluent independent reading does not seem to have been the result. This study attempts to give some aspects of teaching efficient reading in order to make some contributions to a more carefully designed program. The activities have been grouped in two developmental stages at which students practice certain aspects of reading so that they gradually acquire sufficient confidence in order to be able to continue on their own. In other words, the reading skills explained in this study must be introduced and taught in such a sequence that each skill should successfully support the development of more complex ones. All skills

require properly paced, interesting, and varied practice if they are to become habitual and automatic. Students should make good use of their time devoted to this purpose by being engaged in skill building activities rather than waiting to try their skills.

The skill development program is dependent upon the teacher who knows his students' backgrounds, their knowledge of the foreign language and the degree of response. The materials and techniques employed in such a study ought to be self directing and self correcting. They have to realize that progress must be unhurried but steady if the aim of creating efficient readers who are flexible and can guess correctly with minimal text sampling is to be achieved.



APPENDICES

## APPENDIX I

### PREDICTING EXERCISE

You are at performance of the Death in Paris. It is the interval between the second and third acts. What do you think will happen in the third act?

#### DEATH IN PARIS

An Opera in Three Acts

by

Zoltan Grmljavina

#### SYNOPSIS

#### ACT ONE

*Anna, a beautiful 18-year-old girl, works in a shop in the old town of Goroda, in Central Moldenia. Her parents are dead; her lover, Boris, is in prison for revolutionary activities; her employer is very unkind to her. She dreams of a happier life. One day a royal procession passes in the street. The Grand Duke sees Anna and falls in love with her. He sends for her; when she goes to the palace he tells her that she must become his mistress. If not, Boris will*

die. Anna agrees. Boris is released from prison; in a letter Anna tells him that she can never see him again.

Boris leaves Moldenia.

Three years have passed. Anna and the Duke are in Paris. The Duke is dying - he has only six months to live - but the doctors have not told him. Only Anna knows the truth.

One day, Anna is walking in the Tuileries when a man stops her. It is Boris. He tells her that he is now a famous artist, rich and successful. He is married to a Frenchwoman, Yvette; but in his heart he still loves Anna. 'Come away with me', he says. Anna refuses, and Boris says that he will do something terrible. At this moment, Yvette joins them. Boris tells Yvette that Anna is his cousin from Moldenia, but Yvette does not believe him.

### ACT THREE

Anna and . . . . .

(Swan and Walter, 1984:119)

## APPENDIX II

### PREVIEWING EXERCISES

EXERCISE 1. This selection is short and can be previewed very quickly. After the title, read the italicized "lead in" and then read the subheadings and an occasional first sentence after the subheadings if you need more information. This should not take too much time. As you preview the selection, write down five questions that you believe the selection can answer for you. You can frame these questions by turning the subheadings or certain key phrases and sentences into questions. After you have written them, answer the five questions at the end of the selection.

Remember these steps:

1. Read the lead-in.
2. Read the subheadings.
3. Occasionally read the first sentence after a subheading.
4. Write down questions that you expect to be answered by your complete reading.
5. Then answer the questions printed at the end of the selection, using the information gained during your preview.
6. Time yourself in minutes and seconds, beginning with the moment you start to read the title.

## Those Funny Things Your Body Does

*Gooseflesh, dimples, yawning—they may seem strange to you, but your body knows what it's doing.*

### WHAT CAUSES "BUTTERFLIES" IN THE STOMACH?

Your body is often a road map of your emotions—blushing, gooseflesh, and that quivering sensation in your stomach when you're nervous or anxious are all psychosomatic reactions. States of emotional excitability bring on muscular contractions throughout the body, resulting in generalized tension. "Butterflies" in your stomach is merely a localized tension state, caused by muscle spasms in the stomach and intestines, as well as an oversection of hormones from the adrenal glands. At the same time, your hands may get sweaty and your heart thump, proof again of the interconnection between the body's system.

### WHY DOES YOUR HAIR TURN GRAY?

Scientists are still puzzling over this one. They know that hair color is due to tiny pigment granules scattered along the inside of the hair shaft. They also know that these pigments are produced by cells near the hair root, and are deposited in the shaft as it forms. But researchers still don't understand the exact chemical process that takes place in the hair bulb and causes the pigment cells to stop producing color. Most people develop noticeable gray hairs by their mid-40s, although a lucky few make it to their 50s with no change in color. Generally, blondes gray before brunettes. And, contrary to numerous ghost stories, there is no scientific data to show that hair can turn gray overnight (although rapid graying may be the result of disease). Unfortunately, the process is irreversible. Vitamins won't bring back that lost color, either.



### WHAT IS A DIMPLE?

It's a shame that such a charming feature should have so mundane a cause, but here are the prosaic facts: The skin is attached to muscles underneath the surface, and some people have an extra point of attachment, usually on the cheek. When the facial muscles contract, they draw the skin up at that point, forming a dimple.'

### WHY DO YOU GET GOOSEFLESH?

Remember the last time you stepped out of the shower into an air-conditioned room? A chill passed over your body, leaving your skin rippled with little bumps. What happened? Once again, an instantaneous reaction took place, triggered either physiologically by the cold or psychologically by fear or stress. The autonomic nervous system called into action a group of tiny muscles, each of which is linked to one of the millions of hair shafts all over your skin surface. When these muscles, medically known as the erector pili, contract, they lift the skin and hair attached to them. This closes off the pores and blood vessels, preventing heat loss. The result: gooseflesh.

### CAN YOU REALLY BE "DOUBLE JOINTED"?

Boasting of their prowess, kids will try to impress their friends by performing such astounding feats as twisting their thumbs backward toward their forearms, or bending their fingers into grotesque positions. But "doublejointedness" is a misnomer-it's the ligaments, not the joints, that are responsible for these supple movements. Joints ("articulations", as the medical books say) are the smooth fibrous sheaths at the end of every bone. Lined with cartilage and lubricated by the sticky fluid contained in small sacs known as bursas, joints-due to their unique construction-permit a certain amount of movement but also restrain us from moving in ways that may cause injury. Ligaments, tough but flexible ropes of fibrous

tissue, hold the joints together and thus support the skeletal system. Because of their construction, some people's ligaments stretch more than others, allowing for the increased agility that we have come to call doublejointedness.

#### WHY DO WE YAWN?

Did you ever notice that when you're exhausted, drowsy, or simply bored, your breathing becomes shallow? Actually, your rate of respiration slows, too. Under normal circumstances, most people inhale and exhale 12-24 times a minute, bringing in 9-12 pints of air. But this rate can drop as low as 7 or 8 times per minute, as it does during sleep, for example. Although most people think carbon dioxide is "the bad guy" in terms of normalizing respiration (oxygen being "the good guy"), it is actually the increased amount of carbon dioxide in the bloodstream that brings our respiration rate back up to normal when it starts to slide. Nerve cells in the respiratory center (in the brain stem just above the spinal cord) are highly sensitive to carbon dioxide. When there is too much of it in the blood, the center signals the lungs or respiratory muscles to breathe deeper and faster. At the same time, the autonomic nervous system (which controls internal organs, muscles, and nerves without your realizing it) signals the facial muscles around the jaw to contract into a yawn, forcing you to take an extradeep breath. The combination of these two movements helps eliminate the excess carbon dioxide. You could say that yawning provides an added boost that nudges the respiratory process along.

Write the questions you gained by previewing here.

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Without referring to the selection, answer the following questions:

1. Does the article appear to be based on research or opinion?
  - a. Research
  - b. Opinion
2. It appears that information contained in this article was gathered from:
  - a. Physcological studies
  - b. Psychological studies
  - c. Both
3. Would this article most likely appeal to the medically trained or the general public?
  - a. Medically trained
  - b. General public.
4. What type of information is given in this article?
  - a. Some reasons that our body behaves as it does.
  - b. Ways to control our bodily changes.
5. How is the article organized?
  - a. Several fairly unrelated bodily activities are discussed.
  - b. All the bodily activities discussed have closely related origins.

For comparison, here are some questions you might have written while previewing:

1. What kinds of bodily activities are associated with anxiety?
2. Can hair graying be reversed?
3. Is "gooseflesh" a psychological or physiological phenomenon?
4. Is "double-jointed" behavior quite abronmal?
5. Does yawning have a psychological or physiological basis?

Did your questions differ greatly from these? Were your questions answered in the article?

Now look at the time it took you to preview. You should have been able to gain an idea of the article in a short time.

(Spache and Berg 1978:6)

## EXERCISE 2:

*Specific aim:* To train the students to use the text on the back cover of a book, the preface and the table of contents to get an idea of what the book is about.

*Skill involved:* Reference skill.

*Why?* It is often important to be able to get a quick idea of what a book is about (e.g. when buying a book or choosing one in the library). Besides, glancing through the book, the text on the back cover, in the preface and in the table of contents give the best idea of what is to be found in it.

You have a few minutes to skim through a book called *The Rise of the Novel* by Ian Watt and you first read the few lines written on the back cover of the book, the table of contents and the beginning of the preface. What can you tell about the book after reading them? Can you answer the questions that follow?

1. For what kind of public was the book written?

2. The book is about

reading

eighteenth century

novelists

middle ages

literature in general

nineteenth century

3. What major writers are considered in this book?

4. The main theory of the author is that the form of the first

English novels resulted from:

the position of women in society

the social changes at that time

the middle class

*published by Penguin Books*

*In these studies of Defoe, Richardson, and Fielding, Ian Watt investigates the reasons why the three main early eighteenth-century novelists wrote in the way they did - a way resulting ultimately in the modern novel of the present day. The rise of the middle class and of economic individualism, the philosophical innovations of the seventeenth century, complex changes in the social position of women: these are some of the factors he finds underlying an age which produced the authors of Robinson Crusoe, Pamela and Tom Jones.*

*'An important, compendious work of inquiring scholarship... alive with ideas... an academic critic who in lively and suggestive detail is able to assemble round his novelists the ideas and facts among which they worker' - V.S. Pritchett in the New Statesman*

*'This book is altogether satisfying within the wide framework of its scheme, and certainly a major contribution to the subject, in some respects the most brilliant that has appeared.*

*... Every page of Dr. Watt's admirably written book repays study, as enlivening and enriching, the works the purport of which we are too often inclined to take for granted' - The Times Educational Supplement*

*Cover design by Bruce Robertson*

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*Preface*

In 1938 I began a study of the relation between the growth of the reading public and the emergence of the novel in eighteenth-century England; and in 1947 it eventually took shape as a Fellowship Dissertation for St John's College, Cambridge. Two wider problems, however, remained unresolved. Defoe, Richardson, and Fielding were no doubt affected by the changes in the reading public of their time; but their works are surely more profoundly conditioned by the new climate of social and moral experience which they and their eighteenth-century readers shared. Nor could one say much about how this was connected with the emergence of the new literary form without deciding what the novel's distinctive literary features were and are.

5. The different chapters are arranged - chronologically  
- thematically

6. What kind of influence did the literature described in this book have?
7. Does the book have an index?
8. Does the book have a glossary?

(Grellet, 1981:60)



## APPENDIX III

### ANTICIPATION EXERCISES

#### EXERCISE 1:

*Specific aim:* To encourage the students to think about the theme of the passage before reading it (psychological sensitizing).

*Skills involved:* Anticipation.

*Why?* One of the most important factors that can help us in the process of reading is the desire we have to read about a given subject. The more we look forward to reading and anticipate in our minds what the text could hold in store for us, the easier it will be to grasp the main points of the passage. In this exercise questions are asked before the text is read to make the students aware of what they know, what they wish to learn about the topic.

Before studying a text about robots:

1. What is a robot?
2. Is there any difference between a robot and automation?
3. What can robots be used for?
4. Do you think they can ever completely replace human beings for some jobs? Which ones?

(Grellet, 1981:61)



## EXERCISE 2:

*Specific aim* : Same as for exercise I but a quiz is used  
*Skills involved* : instead of questions.  
*Why?*

Decide whether the following statements are true or false.

- a) The first automatons date back to 1500.
- b) The French philosopher Descartes invented an automaton.
- c) The first speaking automatons were made around 1890.
- d) In the film Star Wars the most important characters are robots.
- e) One miniature robot built in the United States can imitate most of the movements of an astronaut in a space capsule and is only twelve inches tall.
- f) Some schools have been using robot teachers for the past few years.
- g) One hospital uses a robot instead of a surgeon for minor operations.
- h) Some domestic robots for the home only cost 500 dollars.
- i) A robot is used in Ireland to detect and disarm bombs.
- j) Some soldier-robots have already been used for war.

What's your score?

j) F i) T h) T g) F f) T e) T d) T c) F b) T a) F

You have probably discovered that there is quite a lot you don't know about robots. The following passage will probably tell you some of the things you wish to know about them.

The advantage of a quiz is that it allows students to think for themselves, to get involved, to commit themselves. This can often create the desire to learn and read more effectively than simple questions.

Starting with a quiz or questions doesn't mean that the answers will be found in the text. It is not a 'pre-questioning' type of exercise in which students are asked to look for detailed information in the text.

Here, the aim is simply to create the need and wish to read as well as to familiarize the students with some of the ideas they will come across in the text.

(Grellet, 1981:62)

## APPENDIX IV

### SKIMMING EXERCISES

#### EXERCISE 1:

*Specific aim:* To prepare students to skim by asking them to recognize the key sentences of a passage.

*Skills involved:* Identifying the main point or important information.  
Distinguishing the main idea from supporting details.

*Why:* Training the students to recognize the key sentences of a text is an essential preparation to skimming since it will show them that  
(a) one sentence usually sums up the gist of each paragraph and  
(b) this key sentence often appears at the beginning of each paragraph.

Here is the beginning of a short story by Ronald Dahl (The Way Up to Heaven). Skim through it and underline the sentence or the words that best sum up the main idea of each paragraph (the key words or sentences).

## THE WAY UP TO HEAVEN

All her life, Mrs. Foster had had an almost pathological fear of missing a train, a plane, a boat, or even a theatre curtain. In other respects, she was not a particularly nervous woman, but the mere thought of being late on occasions like these would throw her into such a state of nerves that she would begin to twitch. It was nothing much - just a tiny vellicating muscle in the corner of the left eye, like a secret wink - but the annoying thing was that it refused to disappear until an hour or so after the train or plane or whatever it was had been safely caught.

It was really extraordinary how in certain people a simple apprehension about a thing like catching a train can grow into a serious obsession. At least half an hour before it was time to leave the house for the station, Mrs. Foster would step out of the elevator all ready to go, with hat and coat and gloves, and then, being quite unable to sit down, she would flutter and fidget about from room to room until her husband, who must have been well aware of her state, finally emerged from his privacy and suggested in a cool dry voice that perhaps they had better get going now, had they not?

Mr. Foster may possibly have had a right to be irritated by this foolishness of his wife's, but he could have had no excuse for increasing her misery by keeping her waiting unnecessarily. Mind you, it is by no means certain that this is what he did, yet whenever they were to go somewhere, his timing was so accurate - just a minute or two late, you understand - and his manner so bland that it was hard to believe he wasn't purposely inflicting a nasty private little torture of his own on the unhappy lady. And one thing he must have known - that she would never dare to call out and tell him to hurry. He had disciplined her too well for that. He must also have known that if he was prepared to wait even beyond the last moment of safety, he could drive her nearly into hysterics. On one or two special occasions in the later years of their married life, it seemed almost as though he had *wanted* to miss the train simply in order to intensify the poor woman's suffering.

Assuming (though one cannot be sure) that the husband was guilty, what made his attitude doubly unreasonable was the fact that, with the exception of this one small irrepressible foible, Mrs. Foster was and always had been a good and loving wife. For over thirty years, she had served him loyally and well. There was no doubt about this. Even she, a very modest woman, was aware of it, and although she had for years refused to let herself believe that Mr. Foster would ever consciously torment her. there had been times recently when she had caught herself beginning to wonder.

(Grellet, 1981:67)

## EXERCISE 2:

*Specific aim:* To prepare the students to skim by asking them to give titles to short passages.

*Skill involved:* Skimming.

Identifying the main point or important information.

*Why?* In itself, this exercise is not entirely an exercise in skimming since some of the passages will have to be read carefully in order to choose an appropriate title. However, the students can be encouraged to do the exercise as quickly as possible to see how quickly they can understand the gist of each article. Also, it is one way of drawing the students' attention to the importance of titles which are often sufficient to tell us whether or not the text is worth reading from our point of view.

Read the following articles as quickly as you can and decide which title is best suited to each of them.

SHERLOCK HOLMES would be proud of Dorothy Perry of Detroit, even though she tracked down a remarkably dim robber. Losing her handbag in a mugging. Ms Perry remembered that her purse held concert tickets as well as £40. She turned up at the show a few days later with a cop on her arm-and sure enough, the mugger was sitting in her seat.

Daily Mail

A LUCKY MEETING  
VIOLENCE IN DETROIT  
A CLEVER POLICEMAN  
A GOOD DETECTIVE

JESUIT priests have been invited back to China after 30 years' enforced exile, the order's Superior-General said yesterday. Through the French embassy in Peking it offered to reopen the former Jesuit Aurora University in Shanghai as a French-teaching medical school.

"They said they would welcome back the former professors," Father Pedro Arrupe said. "The Jesuits would be happy to return, and wish to serve China as they used to during the last 400 years."

- Reuter.

The Guardian

NEW MEDICAL SCHOOL IN CHINA  
JESUITS TO RETURN TO CHINA  
DIPLOMATIC VICTORY FOR FRANCE  
EDUCATIONAL CHANGES IN CHINA

By Our Science Correspondent

Hundreds of people made 999 calls to police stations throughout Britain early yesterday to report a fiery meteor. Many said they had seen a UFO.

P.c. John Forder, who was in a patrol car in the New Forest, reported a glowing light with a long orange tail. "After a second or two, it seemed to explode or disintegrate." It is thought to have fallen in the sea off the Isle of Wight.

About a million tons of meteoric rock and dust land on the earth each year. They are part of the primordial debris from which the solar system was formed some 5,000 million years ago.

The Daily Telegraph

EXPLOSION IN NEW FOREST

UFO SEEN OVER BRITAIN

HUNDREDS CALL POLICE ABOUT METEOR

CATASTROPHE NEAR THE ISLE OF WIGHT

(Grellet 1981:69)

## APPENDIX V

### SCANNING EXERCISES

This section contains two sample exercises in order to give an idea of scanning practice. They are preceded by questions that you are to be answered as quickly as possible. It is assumed that, after you have practiced scanning for a while, you can locate a fact or figure from fifteen or twenty thousand words in a minute or two.

Follow these steps:

1. Note the time when you start the exercise.
2. Read the first question at the beginning of the first selection.
3. Scan, but do not read in the usual way, the paragraphs that follow to find the answer to this question. Let your eyes move very rapidly over the sentences until you come to the sentence that gives you the answer. Read this sentence. Check no further in the selection.
4. Mark your answer to the question by circling the letter preceding the correct response.
5. Repeat this process for each question. When you have answered the questions for one selection, go on immediately to the next; complete all questions to all selections.
6. Make a note of your finishing time.



EXERCISE 1:

STARTED \_\_\_\_\_

TOTAL TIME \_\_\_\_\_

FINISHED \_\_\_\_\_

Discoverer of the Stethoscope

Question 1. In what year was the first essay published describing cardiac and pulmonary sounds heard through a stethoscope?

- a. 1812.                      b. 1816                      c. 1819                      d. 1825

Question 2. What is medical diagnosis called that has as its basis the listening for sounds produced by the body?

- a. Auscultation      b. Audiology      c. Stethoscopy      d. Encephalography

Question 3. Who was the inventor of the stethoscope?

- a. Dr. Laennec              b. Dr. Corvisart              c. Dr. Pasteur              d. Dr. Curie

One spring day in 1816, a young French physician-Rene Theophile Laennec-was relaxing in a Paris park. His duties as chief surgeon in a major Parisian hospital were heavy and he welcomed these periods of relaxation.

He watched strolling couples and youngsters at play, and then a new sound caught his ear. The more he listened, the more significant became the sound. Two children were tapping messages to each other from the opposite ends of a discarded hollow log.

The longer Doctor Laennec listened, the more his mind recalled a similar sound-one from his childhood-when he used to watch the thumping on large barrels by men who employed the method to determine how full the barrels were. But now the sounds were magnified as he listened to them through that hollow log upon which the children were thumping. He also vividly recalled a technique of his former teacher, Dr. Jean Corvisart, who thumped a patient's chest and listened intently for the resulting sounds.

Doctor Laennec remembered the hollow log incident the next time a heart patient visited his office. He made a makeshift tube

from a piece of paper and listened. To his medically trained ears came the beating of a heart more clearly and distinctly than he had ever heard one beat before. That little paper tube and beating heart gave the ingenious doctor a new idea.

He constructed a wooden stethoscope, and in 1819 he published an essay detailing the information on all the cardiac and pulmonary sounds he had heard through the wooden stethoscope. And so it was that Doctor Laennec ushered in an era of medical diagnosis in the field of "auscultation." Auscultation is the art of listening for sounds produced in the chest, abdomen, and other parts of the body to determine abnormal conditions.

But for Doctor Laennec's ingenuity, physicians of today still might be thumping the chest and other parts of the anatomy and listening for any unusual sounds which might indicate an abnormal condition. However, without the stethoscope as we know it, the extensive examinations of today would be impossible.

## EXERCISE 2:

STARTED \_\_\_\_\_ TOTAL TIME \_\_\_\_\_  
FINISHED \_\_\_\_\_

### The Telephone

Question 1. The frequency of a vibration is described by-

- a. its pitch
- b. its loudness
- c. the number of vibrations per second
- d. its speed

Question 2. Sound waves travel-

- a. 900,000 feet per minute
- b. one thousandth of an inch per second
- c. 186,000 miles per second
- d. 1,075 feet per second

Question 3. The early telephone employed-

- a. amplification of the voice
- b. steel organ reeds over electromagnets
- c. the principles of harmony
- d. a very short circuit

Question 4. Alexander Graham Bell was helped in his telephone experiments by-

- a. his knowledge of vocal-cord vibrations
- b. a great many assistants
- c. his great manual dexterity
- d. his broad knowledge of science

### MECHANICAL VIBRATIONS

Your telephone rings. You answer it and the person calling speaks to you. As you converse you are faintly aware of the wind howling around the corner of your house and a street car rumbling past. Somewhere in the distance a train whistles and in another part of the house a door slams.

Those sounds are vibrations-mechanical vibrations-that set air waves to vibrating against your eardrum, which causes a message to be transmitted to your mind. Each of them has its own number of vibrations per second-that is called frequency.

The motion which you give to the molecules of air when you speak is not like that of the wind where a multitude of air molecules sweeps along. In a spoken word, or in any musical sound, the molecules dance back and forth. First they advance, pushing against the eardrum, and then they retire and the membrane of the ear springs back. Over and over again this happens, hundreds and even thousands of times every second. The higher pitched the voice of the speaker, the higher the frequency and the more rapid is the dance. And yet it is a dainty dance, for the weight of a snip of human hair only about one thousandth of an inch in length would press as heavily upon the sensitive eardrum.

Sound waves do not travel very far or very fast. Actually they poke along at only 1,075 feet per second and the farther they travel the more faint they become. But when their electrical counterparts travel, as in a telephone circuit, their speed may be increased as much as 900,000 times. Though they, too, weaken as they travel along, they may be amplified at intervals and repeated with practically the same clarity and tone as when they were spoken, no matter how far they have traveled.

Alexander Graham Bell was able to invent the telephone because, as an expert in instructing the deaf, he had extensive knowledge both of vocal-cord vibrations and of the operation of the human ear. His interest in the electrical transmission of speech grew naturally out of his broad knowledge of acoustics and his experiments with an invention intended to send several telegraph messages at one time over a single wire. This "harmonic telegraph", as they called it, utilized strips of steel organ reeds mounted so that they would vibrate over electromagnets.

(Spache and Berg 1978:54)



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