

I-Reading comprehension

1-Definition :

- Reading is one language skills which is classified under receptive skills.
- it involves the coordination of a range of abilities, strategies, and knowledge
- For Lakshmi (2007) reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was to convey
- reading comprehension is defined as the ability to understand and decode what has been read.

In academic contexts you will have much to read, and you will need to use various reading skills to help you read more quickly.

2-Reading styles

There are three different styles of reading academic texts: skimming, scanning, and in-depth reading. Each is used for a specific purpose.

2.1. Skimming

Skimming means to read a page or handout - skip read - by reading the headings and first sentences of each paragraph or section. It usually takes three forms: Preview, Overview and Review.

Skimming is the process of quickly viewing a section of text to get a general impression of the author's main argument, themes or ideas. There are three types of skimming: preview, overview, and review.

2.1.1.Preview skimming

Most often followed by a second skimming or a thorough reading, preview skimming is used

- in selecting a book.
- in surveying a chapter before reading or studying.
- in finding appropriate material for use in research.
- in sorting through correspondence before answering it.

You preview in an effort to learn about the ideas presented and the structure of their development.

Method: Read the first paragraph, and the headings and first sentences of later paragraphs and sections.

2.1.2. Overview skimming

You use overview skimming to sample the reading material more thoroughly than you do in a preview, as you may not intend to read the material at a later time.

Method: As you do in preview skimming, you would read the first paragraph, the headings and first sentences of paragraphs and sections, but in addition, as you alternately read and skim, you alert yourself to the structure and content of the material through an awareness of paragraph patterns, thought transitions, and clue words.

This awareness will help you to understand the content, to recall more information, and to see relationships more clearly and quickly.

2.1.3. Review skimming

Your purpose with review skimming is to re-familiarise yourself with material you have previously read thoroughly or skimmed.

Method: Prepare yourself by trying to remember as many of the ideas and details clearly. It may be that you already have a good grasp of the main ideas and will be stopping primarily to note significant details - names, places, terms, etc. You may be trying to establish in your mind a sequence of events or a procedure, or you may be attempting to fill in a skeleton outline to clarify the structure of the whole.

Familiarity with the material will enable you to skim over a great deal of it, stopping only when necessary.

2.2. Scanning

Scanning differs from skimming in that you do not deal with all of the content, but search through the material for a specific purpose or a specific word (or its synonym):

- finding the answer to a question
- seeking an appropriate quotation reference or statement
- locating names in a directory, words in a dictionary, prices in a catalogue, etc.

When you scan, you cover only as much of the content as is necessary to accomplish your purpose.

Scan to quickly locate specific information: words, numbers, names, ideas, or the answers to specific study questions.

- **Method**

- Fix clearly in your mind what you are looking for.
- Anticipate how the information will look.
- Run your finger down the middle of the page or backward and forwards across the page. Let your eyes follow this seeking the particular target.

Examples

- Looking for names, places or titles: look for the visual clue provided by capital letters.
- Looking for distances or a date: look for the visual clue provided by numbers, or words such as miles, metres, minutes or hours.
- Looking for an idea: anticipate the words that could be used to state it.
- Looking for a relationship: may be expressed after such clue words as 'thus', 'consequently', or 'as a result'.

When you start looking for your information, use the method mentioned above until it is found. Then read as much as you need to answer your question.

2.3. In-depth reading

In-depth (or detail) reading is the most involved and essential. The purpose of this style is to understand the concepts and arguments that the text contains. It should be done after skimming the text.

In-depth reading is used to

- gain deeper meaning and comprehension of a text.
- research detailed information for an assignment.
- read difficult sections of a text.

There are four different strategies or methods that should enhance your comprehension: the RAP strategy, the RIDA strategy, the Five S method, and SQ3R.

2.3.1. The RAP strategy

The RAP strategy is good for textbook explanations and research articles:

Read (a paragraph or a section).

Ask yourself some questions about what you have just read.

Put the answers in your own words (and make notes if you need).

You can use this strategy whenever you are reading a difficult passage or when you find your comprehension wandering from the page. By taking your eyes off the page and making yourself reflect on the meaning of what you have just read, you will find you can develop the ability to recall and retell yourself the information along with its relevant importance and where it fits with other information on the topic.

You may be able to say such things as: "Okay this section is about ... and the author has made three main points which are ... and ... There was an example about ... and the last point was that ..."

2.3.2. The RIDA strategy

The RIDA strategy relates to descriptive and narrative texts:

Read.

Imagine the scene you have just read about.

Describe it to yourself.

Add more detail as you read.

This strategy makes you reflect on the details about places, people, actions and events and create a picture based on the words and style of language used by an author. You can note which imagery has the most powerful effects and add your reactions in the form of [margin notes](#).

2.3.3. The Five S method

The Five S method is a power-reading method that reminds students to use the appropriate reading style and save time (Gawith, 1991):

Skim: Read the introduction, summary and **first** and **last** sentences of each paragraph.

Scan: Where is the information on ...?

Select: Do you need to read all this chapter? Select sections that you need to know more about.

Slurp: Read in-depth and more slowly selected sections. Can you tell yourself about this concept now? Read again if necessary.

Summarise: Use a map, keywords, index cards, or questions as a framework for some notes. Take no more than 10 minutes.

2.3.4.SQ3R

Survey: Skim through the material you are about to read, noting headings, sub-headings, diagrams, graphs, etc. This step is used to give you a general overview of the material you about to read.

Question: Ask yourself some questions about the material while you are reading: use the section/chapter headings, questions at the end of chapter or reading objectives from study guides.

Read: Read the material using a slower in-depth reading style. Pause frequently to answer the question you have raised, then read on. Read with a pencil and make margin notes or underline words or phrases which are important (e.g. definitions). Read all of the material, including charts and tables.

Recite: Make [notes](#) from memory on the sections you have just read. Try to recall the main headings and concepts.

Review: Check your recalled notes against the section that you read. Add in anything important that you missed out. Put a * by these points so that you attend to them when you go through these notes the next time. Repeat the review process a number of times.