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in this way. Since we are dealing with the intermediate level, students in this grade are inclined to play more than study. So, by using this way in teaching, students will be entertained at the same time they will learn how to interpret a text and reach at the writer's intention. Besides, they will learn to be more specific and more precise in examining any text in a short period of time since the play within the class demands speed and accuracy in answering the question.

The study dealt with teaching reading skills in English as a second language. The study also defined the reading skills and illustrated the types that the student (or any reader) can use in reading any text. It also investigated the processes of reading. Finally, the study proved that reading is not a passive skill, it can be taught communicatively, thus, encouraging the students to study smartly.

Given the small scope of investigation of the present study, one can only hope that more research be carried out about more specific aspects on the ways of teaching reading skills that can create a good environment for students to make the whole educational process successful and joyful.



Post-reading stage is not the end, there must be a link between the students' reading skills and their application in real life because the purpose of this stage is to relate or link new information to real life. So, the students should link the text to their own experiences. They also need to make a decision whether they agree with the writer's views or not (Hassan and Maarof, 2009:30). The teacher may ask the students to provide some evidence from their own experiences which are somehow similar to the idea in the text. We can say that these activities do not refer to the text directly, but grows out of it.

We conclude that these three stages are text-based. They have relation to the text in a way or another. There are many other ways in which reading skills can be taught communicatively but we only shed the light on these three stages.

Conclusion

It is concluded that for reading to be taught communicatively, teachers have to create an interesting environment within the classroom to make the students enthusiast and more willing to learn. This will be achieved by creating certain type of games within the class. This way has many benefits, the students will not forget the information that is gained





to be explained and discussed. This activity involves either the students recall the information from the text or they develop greater communicative fluency in the four language skills (this occurs in performing activities such as role playing, reporting, dramatization...,etc.). They, for most cases, will not perform this activity unless they have full understanding about the text. This will not be achieved unless they intensively read the text several times and at home (Chastain, 1988:228).

4. Looking at the language of the text

For most cases, new vocabularies are presented in the book preceding or following the text. The teacher can ask his students to use the new vocabularies in similar sentences to what they have learned in the text. Or he may ask them to use certain grammatical expressions in their written assignment and the like.

As for homework, it is also regarded as a part of post-reading stage. The teacher instructs his students to do the exercises. For example: Write out full answers to comprehension questions done orally in class or write a paraphrase, summary, etc. of the reading selection. Or, asking them to use new vocabularies in additional sentences (Norris, 1970:33).



negotiate the ideas of the text with students. He will clarify the vague spots in the text. This phase is just like an evaluative phase to what the teacher has taught in the previous stages. The teacher may ask the students about the text, what did they understand? What was their reaction? Did they like the text or not?

Howarth (2006:3) suggests the following activities to be included in the post-reading stage:

1. Discussion about the text:

The teacher asks the students the questions; what do you think about the text(to let them think) and why? What is your opinion? Prove it. This will force them to give evidence for what they have concluded (Chastain,1988:228).

2. Summarising texts:

This activity can be written or spoken. But because the students are negotiating, it is preferred to start speaking about the text and then the teacher will give them their homework. Summaries include the main ideas of the text as a whole. This process makes them able to draw conclusions about the text (Hassan and Maarof,2009:16-17).

3. Reviewing the text:

During post-reading, reviewing of what has been read needs





5. The winner pair is the one who answers all the questions first. The teacher can use time recorder to know the period each pair spent in answering the questions.

The idea of running and reading in pairs seems strange, but it is useful in increasing collaboration between the students and in encouraging inactive students to participate as they have no other option. This type of activity is suitable to classes which include smaller number of students to make sure that all students will have the chance to participate.

This stage is the most significant and active one. It enables the students to understand the writer's purpose, because it will answer all their questioning about the text in the previous stage (Rahman,2004:64).

3. Post-reading

The purpose behind this stage is to recall what has been read in the whole-reading stage to get the whole meaning of the text. By doing so, the teacher will be able to help students to draw the attention towards the language of the text (the grammar, vocabulary, pronunciation and so on) and to make a link between new information and real life (Hassan and Maarof,2009:15).

Discussion will be raised in this stage since the teacher will



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reads the passage then asks the student to read the passage silently (as in the case of advanced students), then he asks each student to read part of the passage and they do that in turns. That would be the most boring lecture in the students' schedule! Simply because they will say 'we can read at home, did we come here to read?'. What is the benefit of such type of classes if they did not increase the students' interest? On the contrary, they will feel that they really got fed up!

For this reason Howarth (2006:2) has some new approaches and activities to be applied communicatively within classrooms. They are as follows:

1. Divide the class into two (A) and (B). Student A sits at one end of the class.
2. Stick the text to be read on the wall at the other end of the room (of course you have to photocopy and zoom the text).
3. Give student A a list of questions.
4. Student A reads the first question to student B who has to run towards the text in order to find the answer and then run back to dictate the answer to student A, who in turn tells student B question number 2 and so on. The students of each pair have to exchange roles halfway, in order for all students to have a chance to participate or scan the text.





our schematic and linguistic knowledge. We can predict the text easily. Thus, we need to use the schematic and the linguistic knowledge of L2 consciously in order to master it since we have no full mastery on this language as the native speakers have. The ways above have similar function to the warm-up practice in the use of context clues that the lesson starts with.

2. While-reading

In this stage the teacher has to teach the students how to read and respond to the text. It focuses on interpreting and negotiating the meaning of the text in order to comprehend it as a whole. Here, the students have to discover the main ideas that the text includes and adapt the reading strategies to questioning the text and thinking about the ideas and information. So, the comprehension occurs at the sentence, paragraph and discourse levels (Hassan and Maarof, 2009:9). All these can be done communicatively within classrooms to raise the students' interest.

It would be really boring to follow the procedures of the classical ways or methods of teaching reading which instruct that the teacher reads the passage word by word and the students repeat after him just like chorus! Or, the teacher



(Freeman,2000:123-4). Teachers may provide their students with a group of pictures which will make give hints about the text. Sometimes, including pictures about the story within the text will be of a great benefit for their comprehension. The teacher instructs his students to look at the pictures only (without any glance on the text). Usually textbooks provide pictures at the first page, so the students will not be able to see the contents of the text. If a text includes a picture of AL-Kaaba, for instance, the readers will guess that the text is about the pilgrimage, Islam, and so on.

2. skimming: Let the students skim the first paragraphs for gist and then predict what they are about. They will find the keys or the main points which will give them some hints about the topic of the whole text (Chastain,1988:224).

So far, titles, visuals, skimming are beneficial in this predicting stage; pre-reading. These pre-reading tasks aim to increase the readers' knowledge (or the schematic knowledge) about the text they are going to read. For this reason the pre-reading stage is called schema-building tasks. It is used especially with lower proficiency students (Nunan,1998:268). In our mother tongue (L1) we use this knowledge unconsciously, it exists in the subconscious mind since we have full understanding of





about this passage before reading the text. This will make them guess what the answer will be and as a result what the passage or text is about. They respond to each question before they begin to read and also after they read to correct their answers if necessary. Ur (1999:60) illustrates this point by giving the following example: Trying a task: (questions given before the text):

Example: Read the questions and guess what the answers are going to be. Later, you will read the text and be able to check how many you got right.

1. Where was Jane walking?
2. What did she hear behind her?
3. What was her necklace made of?
4. What did the thief steal (two things)?
5. What did he do next?

The students will guess that Jane has necklace and that the thief probably stole it and the whole text is about theft and so on.

1. Pictures and figures : Let the students look at some pictures which are related to the topic. For example, in textbooks there are pictures with each passage. These pictures are very useful in making the students predict the topics correctly



1. Pre-reading

This stage is used to arouse students' interest and to activate them. The purpose behind using such a type of activity is to encourage the students to read the assignment, texts, and predicting the main idea of a text before starting reading. In that way they will be curious to read (Chastain,1988: 225).

In this stage the teacher should carefully design the activities that prepare the students mentally to accept what they are going to be taught in the next stage. For making the students eager to read the text (reading comprehension activity), the following ways will be useful:

1. Guessing: Let the students guess what the topic or the passage is about starting from the title of the passage (Rahman 2004:63). For example, if the passage is under the title "pollution", the students will expect that the passage will include the following topics: types of pollution; air pollution, water pollution...,etc. and also includes certain information about the chemical substance and their damage...,etc.

2. Questions :Let the students read the lists of questions





Teaching Active Reading in English as a Second Language convey his ideas (Venkateswaran,2008:85). Therefore, there is a kind of interaction between the reader and the writer. It is true that this kind of interaction is less direct than speaker and listener. Yet, it is still regarded as an interaction. Reading is, of course, just as communicative as any other form of language use. The aim of the teacher is then to bring out or to apply that communicative elements in classrooms. This can be achieved by teaching students the reading strategies which are regarded as “the tools for active self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”(Nunan,2003:76). So, strategic reading means how the students are able to use or integrate a range of strategies and not only to know what strategies to use. In this paper the focus will be on the intermediate level of students and on the reading comprehension activity in specific. There are many reading strategies that can be adopted and applied within classrooms such as, predicting, skimming, scanning...etc. These types of strategies will be illustrated through certain stages or steps that are adopted in this level of classrooms. Williams (1996) cited in Rahman(2004:25) suggests three stages or steps in reading : Pre-



reading practice (ibid). We conclude that these processes are complementary to each other and the students or the readers have to follow them all for better comprehension.

Teaching reading skills communicatively within classrooms

Many approaches have emphasized on developing reading skills, such as the Audio-lingual, the Direct approach and so on. The reading activity was introduced in the form of dialogues and the students have to memorize what they read. It also took the form of passages for reading comprehension in which great emphasis was directed towards the materials which have to be understood and memorized in order for the students to answer the lists of questions which follow the passage. For most cases, students memorize these lists of questions with their answers in order to gain high marks (Rivers,1981:269). It seems that reading was a passive activity since there is no interaction for reading is the solitary activity that the student can do.

In communicative approach this skill is regarded as an active and receptive one since it demands on an effort on the part of the reader when he tries to understand what is written and also on the part of the writer when he intends to





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ing will lead to more efficient results for second language readers (Nunan, 2003:72). For this reason the interactive models of reading emerged.

The interactive approach is illustrated in figure 4.

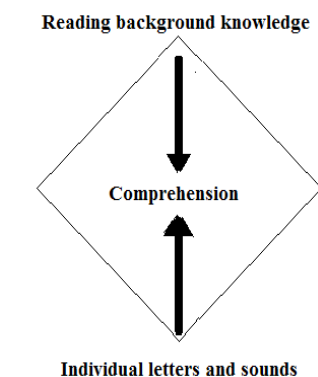


Figure4 the interactive model

(ibid)

Both the intensive and the extensive types of reading would be included in the interactive approach. The learners will be provided by shorter passages to teach them specific reading skill strategies explicitly. They are also encouraged to read longer texts not to emphasize the material itself, but for entertainment.

The extensive reading gives the chance for the readers to practice strategies that are introduced during the intensive



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nan,2001:22). Thus the meaning of any text is created by the interaction between the reader's background knowledge and the reading text. According to this theory the meaning of a text does not exist in the written text only, but it is the reader who recreates the author's intended meaning(or message). He cannot recreate unless he has this background knowledge or schema (Chastain,1988:222).

In short, "we interpret what we read in terms of what we already know, and we integrate what we already know with the content of what we are reading"(Nunan,1998:256). What we already know represents our background knowledge which is represented by schema. And the content of what we read represents the linguistic knowledge because our background knowledge is not enough to interpret a text. We need to know the units of the language written (letters) or spoken (sounds) in order to have a full meaning of what we read.

We conclude that both these models are required in the process of reading. So, good readers have to create two levels of comprehension for a text, because understanding a text requires a sort of interaction between these two levels.

3. The Interactive Models

Integrating both Bottom-up and Top-down processes in read-





Teaching Active Reading in English as a Second Language will be difficult to achieve since it is difficult for students who learned only to pronounce these individual item to comprehension the language in a text as a whole (ibid).

The Top-down approach is represented in figure 3 below:

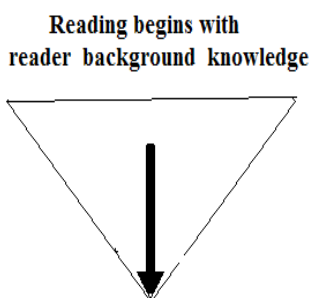


Figure3 Top-down approach to reading

To build comprehension of what he reads, the reader begins with the largest elements and works down towards smaller ones. The most frequent type of reading which is used in this model is the extensive reading (ibid).

This approach is related to the theory of schema. Schema, in general, is a general term for the conventional knowledge which exists in the memory. In reading process, schema is a mental model that enables the reader to use world's knowledge and relate it to the new, text-based knowledge (Carter and Nu-



2. Top-down models

While in Top-down models the focus is on the reader rather than the text. They are called Top-down because a great emphasis was given to the background knowledge and values which the readers bring to the reading process (Carter and Nunan, 2001:22).

As a result, these models begin with comprehension which exists in the readers' minds, or in other words in their background knowledge. Thus the text can be understood even if not all the words are understood because the readers use their background knowledge to comprehend the text. The mastery of recognition was neglected because the focus is on meaning generating activities. For this reason these models are regarded as higher level of reading processes (Nunan,2003:71).

This model of higher level processing represents that basic "summary" of the text as the readers understand it as the author intended it to be. This model is also called as "a situation model of text interpretation" (Kaplan.ed,2002:53).

The meaning-based approach model is a whole language approach in reading, it is not like the Bottom-up approach. Bottom-up approach focuses on breaking the whole natural language into little. So, the process of reading comprehension





they will move toward the comprehension of this word (Nunan,2003:70). The figure below shows the graphic representation of the Bottom-up approach to reading in which readers begin from the smallest units upwards till they reach the comprehension of what they read. So, the focus here is based on text.

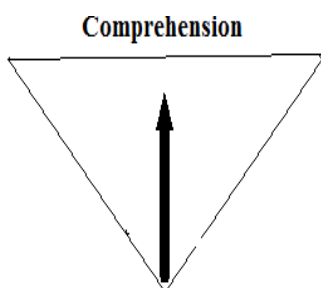


Figure2 Bottom-up approach to reading

(ibid:71)

The most frequent type of reading that is used in this model is the intensive reading (see 2.3). This is because it involves a short reading passages and focuses on particular reading skills (ibid).



in a linear fashion” (Nunan,1998:252), which means teaching the students how to pronounce the written symbols. These models typically include a lower-level in reading processes. This is because the students start to recognize letters and their corresponding sounds which in turn allows for morpheme recognition, and then words recognition, building up the identification of grammatical structure, sentences, and then the recognition of longer texts. The process begins from letters, letter clusters, words, phrases, sentences, longer text, and finally the recognition of meaning in order to comprehend a text. The teaching approach which promotes this process is called “whole-word” approach (Carter and Nunan,2001:22). This approach of teaching beginners aims to teach learners to decode words by making a match between the written symbols and their aural equivalents. It is useful for beginners since the words are broken down into smallest parts, and to individual sounds. This approach did not aim to teach reading but to make the readers arrive at the meaning of the words and then to the comprehension of whole text. When the students encounter an unknown word, they can pronounce it because they have knowledge about the individual units that make up the word. When they blend the various sounds together





training in developing their reading skills. It is also used for all kinds of books, magazines, etc. (Lado,1964:139).

Both intensive and extensive readings are important and necessary for effective readings. They are complementary to each other. It is clear then that how we read depends on why we read.

Types of reading are not only exclusively limited to these four types, there are other types such as silent and loud reading which are regarded as types of reading skills and strategies.

The process of Reading:

Reading is an interactive process that goes between the reader and the text which aims to make the reader comprehends what is written in texts. The models that interpret how the printed word is comprehended can be divided into three categories: Bottom-up models, Top-down models, and Interactive models (Nunan,2003:70).

1. Bottom-up models

The Bottom-up model or approach “views reading as a process of decoding written symbols into their aural equivalents



in reading texts.

Lado (1964:138) calls this type of reading as “reading for information” since the students shift from the stage of learning or reading to the stage of getting information. For students, the intensive reading is more important and useful than the extensive one. This is because in reading any text the students’ purpose is to understand the text accurately and gain more required information about it, not only to be interested in reading for pleasure.

4. Extensive Reading

The readers’ purpose here is to read for pleasure. They will reach their top speed in reading because they are looking for something interesting to read about. There is no need to spend much time to discover which text is interesting since the overview of the text will clarify what it is about (Chastain,1988:220).

Williams (1984:10) describes extensive reading as the type of reading long texts rapidly. This type of reading provides readers the enjoyment they are after. It is also effective in improving students’ reading skills because students incline to read interested subjects. As a result, they will increase their reading in these fields and they will get benefit from reading widely and





search for pieces of information (key words, date, author's name...etc), or to get an idea of whether the text is suitable for certain purpose or not (venkateswaran, 2008:89). It is a surface level of the reading process, but it is mostly used for potential reading material. It gives the reader a content preview. Scanning takes longer time than skimming since the reader is looking for a specific piece of information or potential reading. The readers skim the material if they are pressed for time, so that they have no time to scan. Thus, the main difference between skimming and scanning is that when we skim we are looking for a general idea of what the text is about, while in scanning we are looking for specific information.

3. Intensive Reading

This type of reading is for getting the main idea and meaning in a text as a whole, which includes interpreting the meaning of individual sentences and other information in the text. This type of reading includes reading short texts to have particular information. It involves reading texts accurately and in details (ibid:89,91).

For students, this type of reading is easy and effective in improving their reading skills since they are involved in reading short texts in details. That will give them good training



there are many types or ways of reading:

1. Skimming



It means that the reader is running his eyes quickly over a text to get the main point or the gist of it (Venkateswaran,2008:89). This type of reading is used in both reading for pleasure and for information. For example, the students(or readers) skim to decide whether the information given in a text is relevant to his study or not. Or for entertainment, the reader skims quickly to know if the book(or any text) is interesting to decide to continue reading or not. The reader may skim an essay or an article or the first pages of a novel to be sure if his first impression is correct about such a subject. (Chastain,1988:220). This type of reading is useful when there are too many books or material with the purpose to achieve too much information by the reader(or the student). It will make him disappointed because there are too much information and he cannot find the good way to gain them. Besides, skimming helps saving the readers' time. But if they cannot skim, they will waste an entire day or more reading few pages only!

2. Scanning

It is the act of glancing quickly through a text either to





Teaching Active Reading in English as a Second Language is called “schema” (Carter and Nunan,2001:22). Then, we have the last element, the text, which is the representation of written language. The text, the reader, the strategies and the fluency are combined together to define the act of reading. Figure 1 below will illustrate these combinations:

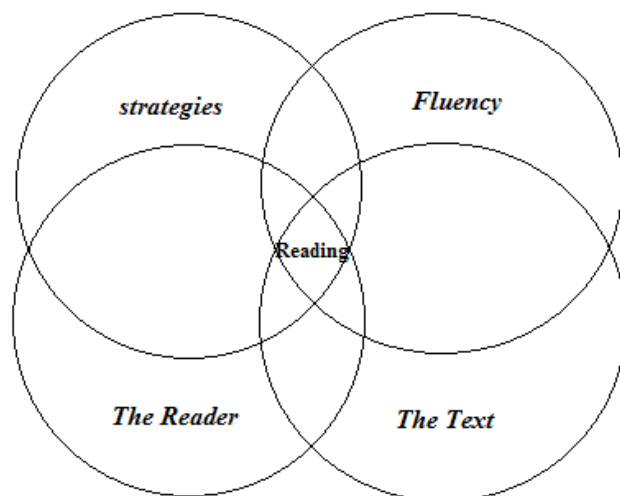


Figure1 The definition of reading

(Nunan,2003:68)

Types of reading

Readers in general read either for gaining information or for interest or pleasure. So, as the readers’ purposes for reading change, they vary in the way they read. For this reason,



writer does. But, because reading is a process which involves a mental activation, it is regarded as an active skill. It involves highly cognitive processing operations. Besides, reading loudly also makes reading as an active process.

This active skill can be defined as being composed of four elements: strategies, fluency, the reader and the text. Strategic reading means “the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading”(Nunan,2003:68). The students or the readers need to know how to read not just what to read. They use some strategies like summarizing paragraphs and pages, sequencing information, stating the main ideas in few words..., etc. These strategies will facilitate or simplify the comprehension of a text because the purpose of reading is to comprehend, while “fluent reading” means “the ability to read at an appropriate rate with adequate comprehension”(ibid). So, the end is to read a text accurately, quickly and with confidence. Here in this strategy, the readers’ background knowledge plays an important role in comprehending the meaning of the text. It completes the meaning of the text; so that, a great emphasis was given to the kind of background knowledge and values that the reader brings to the reading process. This knowledge





skills to accomplish an exchange of information from one person to another”. It requires that the reader’s attention is to be directed towards the reading materials. For a student or any reader to understand what is written in these materials or texts, he has to have a background knowledge and skills to comprehend what someone else has written.

Thus, reading a text means to understand the message that the writer of this text intended to convey. It is not only to get information about how the material is pronounced or written, but also to understand the meaning of the text as well. The meaning of the text is not totally clear in the text and it is not ready to be realized passively by the reader, but on the contrary, it is the reader who has to be involved actively on a text to get the meaning of the implied message. It depends on his own effort added to it the effort of the writer himself to clarify his messages in order to make his readers share the same code with them. As a result, the message will be delivered effectively (Venkateswaran, 2008:85).

For this reason, reading skill is regarded as an active skill and a receptive skill as well since we receive information when we read. But it was called, mistakenly, as a passive skill since the reader does not produce the messages that the



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in the communicative approach. It aims at analyzing the implementing of communicative activities in English reading classroom. It will first define reading in general. Then it will illustrate the types of reading. The study will explain the process of reading and the main differences between them. Finally, certain ways are suggested in teaching reading skills communicatively within the three stages of reading comprehension; pre-reading, while-reading, and post-reading stages. The study will end up with some conclusive remarks and a summary of the results of the study.

What is Reading

Reading can be defined as the mixture of visual and non-visual behavior or experience. It is regarded as a process of “decoding print or deciphering print”(Venkateswaran,2008:84-5) which means that reading is understanding, grasping, interpreting or making sense of language patterns from their written representation. It helps to make sense of a given text. So, it is usually taught to literate students who have some knowledge of this language (Lado,1964:132).

Chastain (1988:216) defined reading as a “process involving the activation of relevant knowledge and related language





Introduction

While most people believe that reading is a passive skill, yet it could be fully integrated into other skills and thereby be taught actively and communicatively. There are many teachers who are trying to create reading classes that take into account that all of the students will be involved in the process of learning reading skills communicatively. But unfortunately, the typical reading classrooms do not lead to meaningful exchanges of information nor do they interest the students. For students in such classes, reading is the only activity. The only communication that occurs is that of teachers giving instructions to the students and then giving the correct answers which have to be written and memorized by them. In many cases, the students do not know why an answer was incorrect. Reading becomes a routine task that involves bending one's head to the page and inputting unknown words and sentences to be regarded as the only correct answers to the questions that follow each passage. Students would feel terribly unenthusiastic and they would get fed up! So, this study hypothesizes that reading skills can be taught communicatively by using certain ways of teaching depending on the principles of the communicative approach.

The study aims at suggesting new ways in teaching reading





المستخلص

يتناول هذا البحث احد اهم المهارات في تدريس وتعلم اللغة موضعاً أهمية مهارة القراءة كمهارة فعالة في تعلم اللغة بشكل عام وفي عملية تعليم اللغة الانجليزية كلغة ثانية بشكل خاص. يركز البحث على اهم أنواع مهارات القراءة مسلطاً الضوء على بعض طرق هذه المهارة في تدريس اللغة الانجليزية بشكل فعال داخل غرفة الصف اخذاً بنظر الاعتبار المستوى العلمي للطلبة. يركز هذا البحث على احدث طرق تعليم مهارة القراءة بشكل فعال لطلبة المرحلة المتوسطة فكلما كان الصف اكثر نشاطاً كلما كان الطلبة اكثر استمتاعاً واكثر انتاجاً. وتجدر الاشارة الى ان هذا البحث يستخدم الطريقة التواصلية في تعليم مهارة القراءة الفعالة وذلك بواسطة اعتماد بعض الاستراتيجيات التي يتم اتباعها خلال كل مرحلة من مراحل القراءة في مرحلة ما قبل القراءة ومرحلة القراءة ومرحلة ما بعد القراءة .



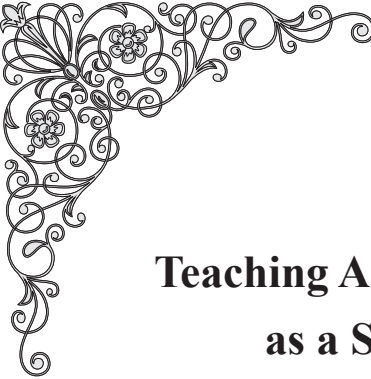


Abstract

This paper investigates one of the important skills in language teaching and learning; reading skill. It illustrates the importance of this skill as an active process in learning in general and in the process of learning English as a second language in particular. It deals with teaching reading skills in specific with reference to the most frequent processes and types of reading focusing on some ways in teaching reading in English as an active skill within foreign language classrooms taking in consideration the students' learning level. The focus is mainly on the most recent way in teaching reading skills communicatively within the intermediate level classrooms. The more active the classroom is, the more interested and productive the students will be. The study depends on the communicative approach in teaching reading skill by adopting certain strategies to be followed within each phase of reading; pre-reading, while-reading and post-reading.

Key words: schema, bottom-up model, top-down model, skimming, scanning, text, pre-reading, while-reading, post-reading.





Teaching Active Reading in English as a Second Language

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