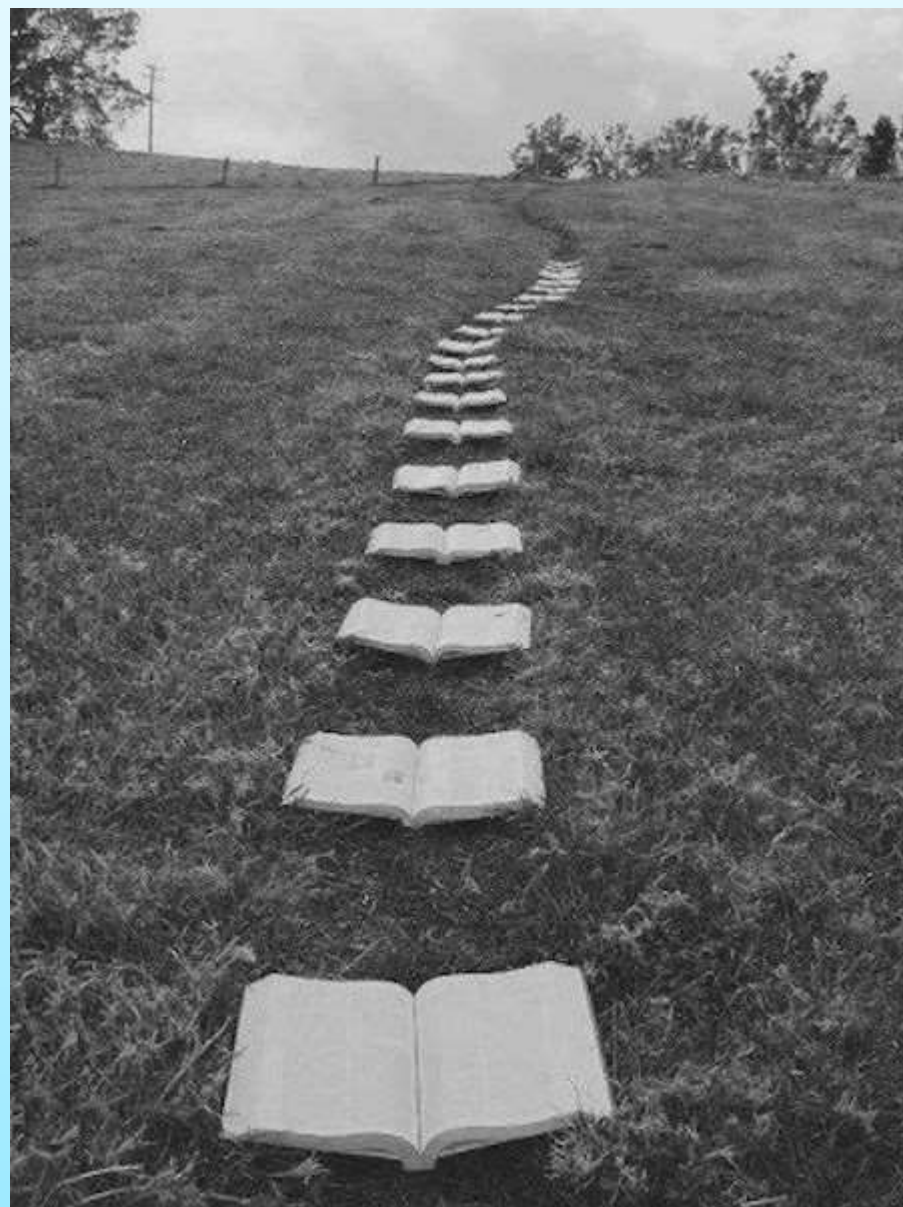


# Teaching Reading Skills



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# Outlines

- 1.Objectives
2. Definition of Reading
3. Types of Reading
4. Reading strategies
5. Types of Reading Skills
- 6.Suggested Activities for Teaching Reading
7. Conclusion
8. References

# 1. Objectives

By the end of this seminar, the attendees will be able to know about:

1. The role of reading in everyday life
2. Types of reading
3. Reading strategies and skills
4. Some activities for teaching reading skills

## 2. Definition of Reading

decode, Decipher, identify, etc.

articulate , Speak, pronounce, etc..

understand, respond, meaning

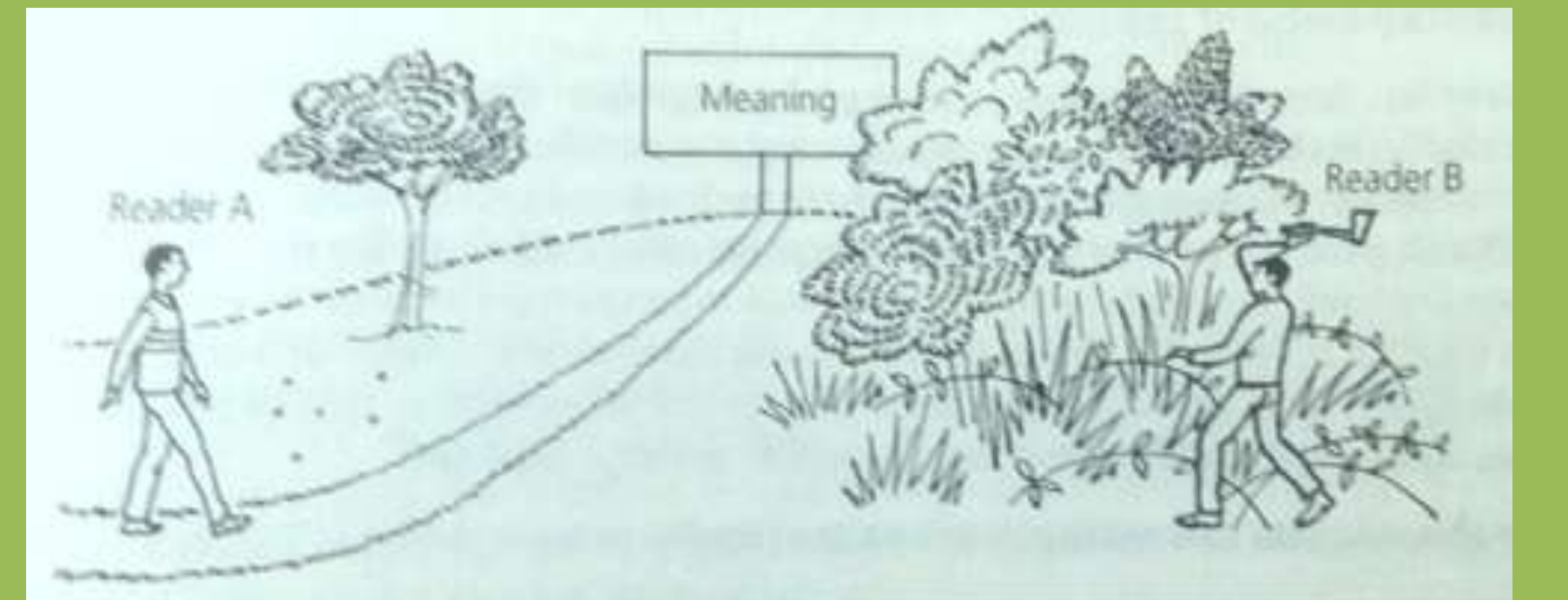
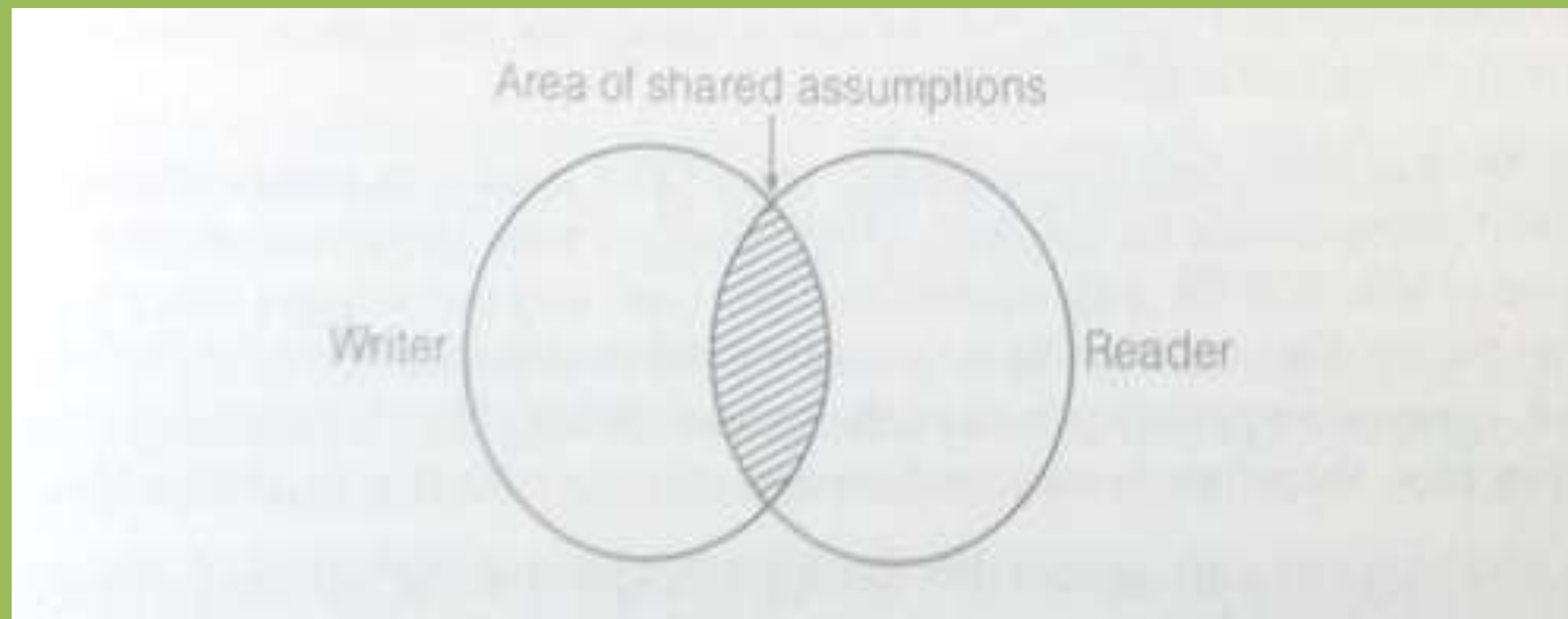
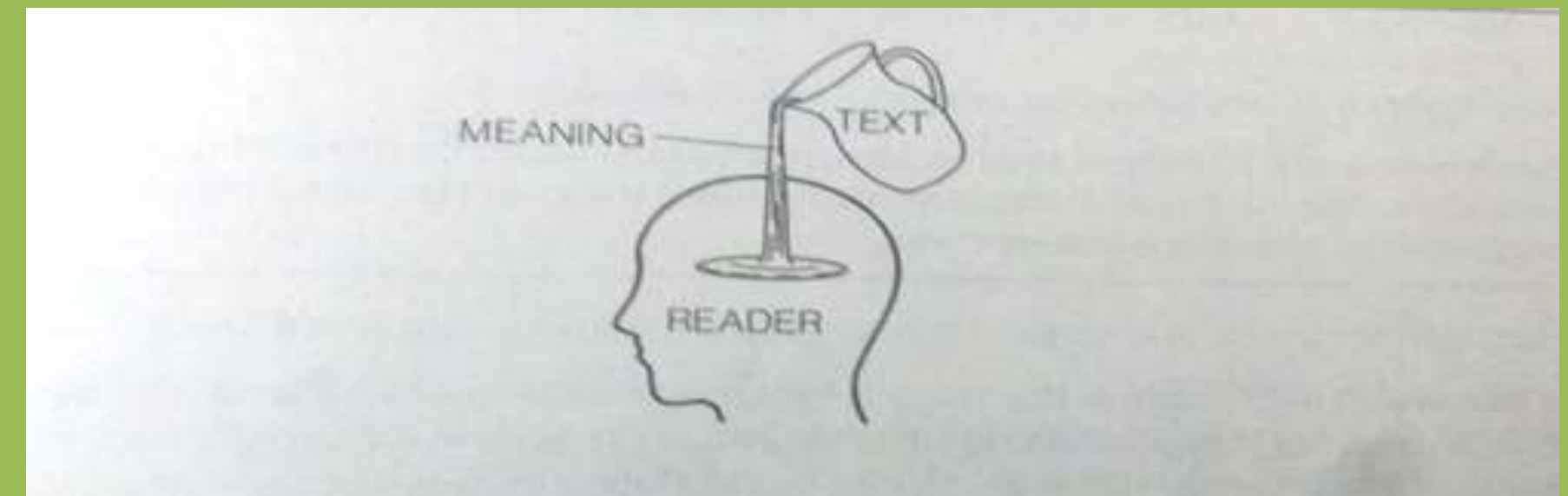
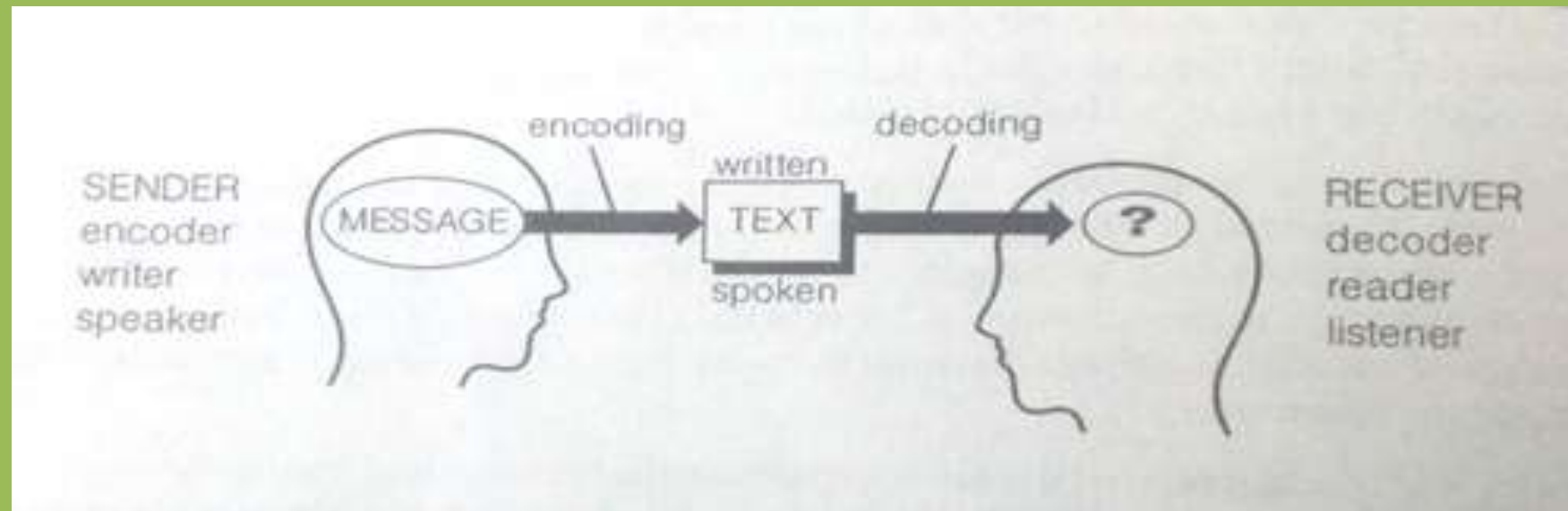
Focusing on all about reading, the ability of reading depends on recognizing words. Good readers are able to identify words very rapidly, and helping learners to do so.

In many classrooms, the reading lesson is used as an opportunity to teach pronunciation, practice fluent and expressive speaking. Writing is connected to spoken words they already use.

When you read you get something from the writer( message), facts, enjoyment, ideas, feelings ( from family letter)



# Views of Reading ( Nuttal, 1996:4-7)





### 3. Types of Reading

What do we read in our everyday lives? Why? How?

labels on medicine bottles

stories Text messages catalogues

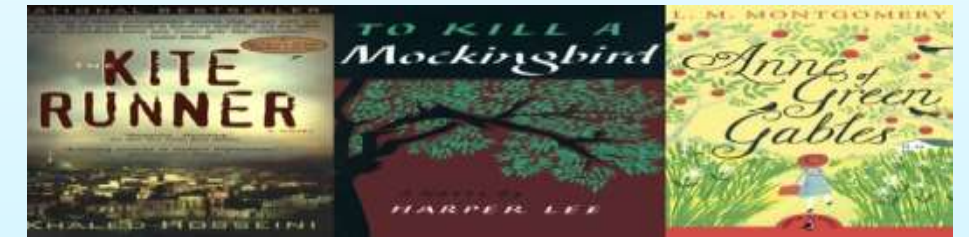
proverbs names questions

emails tittles notices

diaries Car speed gauge shopping lists

street maps telephone directory

names of places Movies subtitles





## 4. Reading Strategies ( Nuttal, 1996:16-17)

Scanning: Bottom-up Approach



Skimming: Top-down Approach



## 5. Types of Reading Skills

### Efficient Readers

- Access content more easily by changing reading speed according to text
- Guessing or inferring meaning from context
- They think ahead by predicting outcomes
- Using background knowledge to understand the meaning
- Motivated to read the text, as they see it as a challenge, and the text has a purpose.
- Switching reading strategy according to the type of text they read.

### Traditional way of reading!

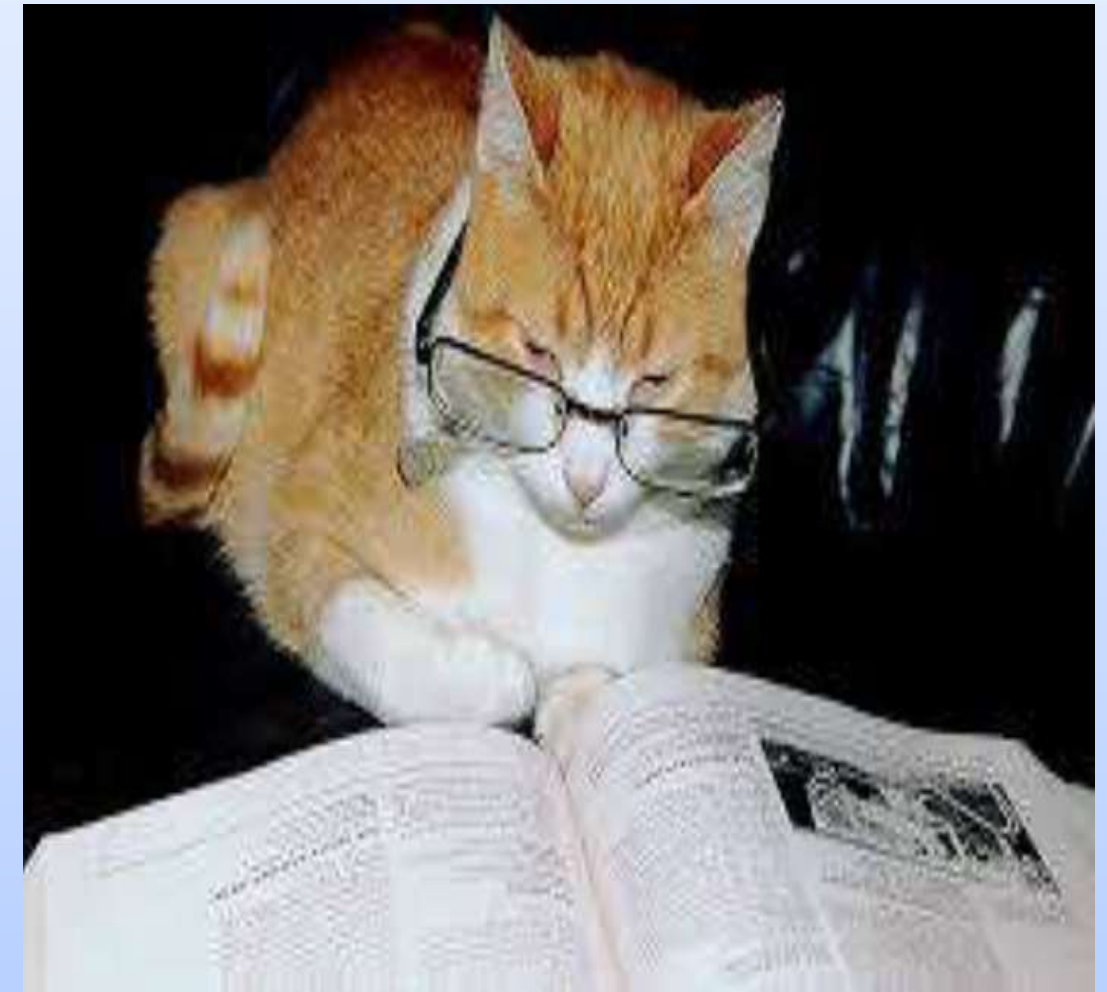
Reading a passage, then focusing on items of grammar and vocabulary, which then to be developed during the unit.





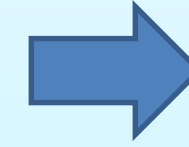
## Other Skills

1. Skimming / Identifying main ideas
2. Distinguishing facts from opinions
3. Inferencing
4. Supporting main ideas
5. Recognizing sentence transitions
6. Recognizing sources
7. Recognizing diverse points of view
8. Scanning for specific information
9. Following a story line
10. Recognizing paragraph transition
11. Recognizing analogies
12. Recognizing scenarios



## 6. Some activities

Students read the text, then they ask each other if they liked it and why or what they agree with or didn't



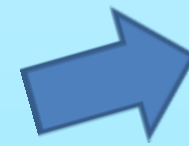
This makes them think about meaning in general, and invite them to get engaged emotionally with the text

The text is presented as a reading puzzle. It is cut up into different paragraphs and given to the students in random order



Students have to put the text back into the correct order

For Jigsaw reading, we can divide the students into groups of three or more, and create an information gap. Each student has a text which tells a part of the story or contains part of information they need. They cannot show each other their texts. They can tell each other what is in their texts in order to tell the whole story



Jigsaw reading gives the students a reason to read, and understand what they are reading



# 7.Conclusion



# References

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