

In The Name of God

Effective Reading 2

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Preface

Reading is a process involving the activation of relevant knowledge and the related language skills to accomplish an exchange of information from one person to another. It is an interactive process in which the reader brings his personal knowledge or schema to the text in front of him. The goal is to engage the thoughts, facts, viewpoints, bias, ect. that the writer has put together on the page to arrive at the best personal meanings.

Thus, during the past decades, reading in FL has attracted unprecedented research attention and a multitude of studies have sought ways to identify the factors promoting effective reading in this field.

Reading stems from in-depth analyses of multiple dimensions of FL and is a multifaceted, complex construct in that it involves a number of component operations, each dependent on a wide range of competencies. Usually, reading competence is the most fundamental construct in reading research and reading from a functional perspective proposes ways of conceptualizing reading competence. Thus, the purposes for which texts are read determine the manner in which their information is processed.

Effective Reading is designed for students of English as a foreign language who may have a basic vocabulary in English and they can learn the reading skills of comprehension, finding the main idea, using the context to understand vocabulary items, and studying a wealth of authentic materials accompanying different activities giving the student opportunity to go beyond the text by using the vocabulary they have learned in the units. In *Effective Reading* a theme-based approach to reading is used where the length of the texts gradually increases. One of the primary tasks is developing a useful and personally relevant vocabulary base that all the new ones are used several times in the lesson and are systematically recycled throughout the texts.

Context clues introduce some of the vocabulary for the lessons and *Pre-reading questions* provide motivation for reading the text and they are designed to call to mind whatever knowledge of the subject the student may have. Some of the Pre-Reading questions cannot be answered before the text is read and students should look for answers while reading.

Exercises which reinforce effective reading and help the students to comprehend better include vocabulary practice of new words in a different context, vocabulary review to match synonyms and antonyms, comprehension which can be done orally or in written form, main idea finding from possible choices, word study to reinforce verb forms, pronouns, adjectives, etc., writing practice on questions given and extension activities including high-interest, and interactive tasks.

It is hoped that you enjoy teaching or reading *Effective Reading* and teach what you like to teach or learn a lot from it and about the world. Teachers can use their information about teaching reading and what they have studied in different course books on teaching reading and use their insight and skill of using useful and practical techniques they know to obtain the best results and help learners achieve their goal and become good and skillful readers

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