**Mohamed Kheider University**

**Faculty of Letters and Foreign Languages**

**Section of English**

Course: **Reading**

Level: **Second year L.M.D**

Instructor: **Ms. Kenza MERGMI**

**4**. **Types of Reading**

There are many types of reading, among which as follows:

**4.1. Intensive reading**. Intensive reading or sometimes called narrow reading, involves students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves, and students get many opportunities to understand the meanings of the text. The success of intensive reading on improving reading comprehension is based on the premise that the more familiar the reader is with the text, the more comprehension is promoted (Jain & Patel, 2008).

**4.2. Extensive reading.** It is when a reader reads texts of more than a page, such as: professional articles, essays, technical report, short stories, and books that are usually read outside a classroom hour, and it focuses to tap into a learner’s global understanding of a text (Brown,2003). It is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something where s/he does not care about specific or important information after reading.

**4.3. Reading aloud.** Aloud reading or oral reading is a basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which may have not been spoken before. Bloomfield (1942) and Fries (1962, as cited in MacLeod, n.d) highly emphasized that oral reading is important for a better speaking ability and pronunciation.

**4.4. Silent reading.** Silent reading means reading without labial movements or the vibration of vocal cords. The text or other graphic forms are visually perceived and then transformed into meanings and ideas without passing through vocal stage. It is believed that silent reading is associated closely with the idea of reading for comprehension (Alshumaimeri, 2011).

**4.5. Selective reading.** Selective reading is largely part of assessment formats in which to ascertain one’s reading recognition of lexical, grammatical of language within a very short stretch of language. This type of reading uses certain typical tasks, such as: pictured-cued tasks, matching, true/false, and multiple- choice (Brown, 2003).

**4.6. Interactive reading.** This type of reading, as explained by the researcher, forces the readers to interact with the text in which the readers should be able to bring a set of schemata to the text for understanding it. Typical reading genres that lend themselves to interactive reading are anecdotes, short narratives, directions, recipes, and other forms similar to those genres.

**5. Extensive Reading**

Readers make progress by reading more.

It is well established that good readers read with ease, accuracy and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning

**5.1. What is extensive reading?**

• reading a lot—at least one book every two or three weeks

• choosing a book that is interesting to you

• no tests on comprehension or vocabulary

• reading at your own pace.

You will benefit most from extensive reading if you follow these three essential rules:

Rule 1: Enjoy!

Rule 2: Enjoy!

Rule 3: Enjoy

Because extensive reading is enjoyable, you will read faster and more, which makes it more enjoyable, so you will read even faster and more. This is the cycle of positive reinforcement that leads to the positive effects on comprehension and general language skills

**5.2. What the experts say about extensive reading**

"Extensive reading is the most efficient way to help students change old habits and become confident second language readers." Prof. Mary Lee Field, Wayne State University, Michigan

"…reading for pleasure [extensive reading] is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions." Prof. Stephen Krashen, University of Southern California

"Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education." Prof. Richard R. Day, University of Hawaii and Prof. Julian Bamford, Bunkyo University, Japan "It is clear from these studies that extensive reading can be a major factor in success in learning another language." Prof. I. S. P. Nation, Victoria University of Wellington, New Zealand

**5.3. Hints for success in extensive reading**

• Set a goal for yourself. Decide how many books you would like to read during the semester.

• Make reading a part of your daily routine. Set a time and place for reading. Read for at least thirty minutes at a time so that you can become involved in your book.

• Carry your book wherever you go and read it whenever you have time.

• Keep a journal. Write about your reactions to the book or any thoughts that are stimulated by your reading.

• When you finish a book, complete a Book Response Form. Then make an appointment with your teacher for a book conference to share your thoughts and reactions to it.