**Lecture01 : Introduction to Reading**

**Lesson 1 : Reading: concepts and definitions**

1. **What?**

* Reading is a process undertaken to reduce uncertainty about meanings a text conveys.
* The process results from a negotiation of meaning between the text and its reader.
* Reading is also an interaction between the reader and the writer.
* Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (Urquhart & Weir,1998: 22), or,
* “…. the reader extracts and integrates various information from the text and combines it with what is already known” (Koda, 2005: 4)

Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome—most texts are understood in different ways by different readers. Reading is understood as a complex combination of processes

1. **Why?**

People around the world read for so many reasons:

* **Reading for daily life reasons**: such as read magazines during the day, whether relaxing or waiting in some office, read newspapers, flyers, and ads. We also read at night before going to sleep. But we read much more than this. We read when we look at products while shopping. We read posters, billboards, and displays when we travel on public transportation. We read forms in order to fill them out. We read when we receive and send e-mails and text messages, and when we search the Web for information. We read when we browse movie titles in a DVD-rental store. We read when we look at the TV guide to decide what we want to watch. We read (and reread) whenever we write anything.
* **Reading for academic reasons:** as part of learning or engaging in our jobs, many of us also engage in reading that may be quite demanding in educational, professional, and occupational settings. These settings often require us to synthesize, interpret, evaluate, and selectively use information from texts
* **Reading for L2 reasons**: *it can be for academic reasons*; usually students learn to read a second language as a school subject with little further use outside of the classroom. However, many students use their L2 reading skills to engage in advanced studies, get a good job, travel, gain access to information, become more cross culturally aware, communicate with others, or be entertained.

*As it can be for migration and travel reasons*

1. **How?**

The combination of our daily encounters with texts and our needs to read in different ways in educational and professional settings requires that we read differently depending on the context and our goals (and motivations). When we read for different purposes, we engage in many types of reading, particularly in academic settings. Six major purposes:

1. **Reading to search for information (scanning and skimming)**

Both **skimming and scanning** are processes carried out at very high speed (with high rates of words per minute [wpm], cf. Carver, 1990, 1992a). The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information  
**2. Reading for quick understanding (skimming)**

***Skimming***is also used for a variety of other reasons (and so may be seen as a superordinate purpose). We skim when we want to determine what a text is about and whether or not we want to spend more time reading it. We skim when we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it. We skim when we need to work through many texts and want to make decisions about which texts to focus more attention on. We also skim when we are under intense time pressure and need to reach some decision about the usefulness of information in a text.  
**3. Reading to learn**

*Reading to learn* is often carried out in academic and professional settings. We read to learn when the information in a text is identified as important (often by a teacher or textbook) and when that information will be used for some task or may be needed in the future. We usually read to learn at a **relatively slower speed** (about 200 wpm; Carver, 1992a), and normally for relatively shorter text segments at any one time.  
**4. Reading to integrate information**

*Reading to integrate* information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long text, such as a long and complex chapter in a textbook (Perfetti, Rouet, & Britt, 1999). This purpose represents a more complex and more difficult task for readers in academic and professional settings than reading to learn (Chall, 1983 [stage 4])  
**5. Reading to evaluate, critique, and use information**

*Reading to evaluate, critique, and use* information often also represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, least persuasive, or most controversial.

**6. Reading for general comprehension (in many cases, reading for interest or reading to entertain)**

*Reading for general comprehension* is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension (Carver, 1992a). This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing.

1. **Practice**

* What is reading?
* Why do people read?
* How do they read?

**Reference:**

**Reading in a Second Language:**Moving from Theory to Practice by ***William Grabe (*** Northern Arizona University). Cambridge University Press 2009