

عنوان مقاله:

How to Teach Reading in Large Classes

محل انتشار:

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خلاصه مقاله:

Teaching reading is not an easy task due to the complex nature of the reading process. The nature of reading how students learn to process textual information has been researched by behavioral scientists for many decades, and their work has contributed contrasting the best theories in teaching of reading. As a result, language educators can choose among a wide varied methods and techniques for students learning to read in their second language (L2) Reading for students of English as a Second Language (ESL) and English as a Foreign Language (EFL), understanding the rationale behind these methods is essential for teachers who want to improve lessons. Two main approaches explain the nature of learning to read: (۱) bottom up processing, that focuses on developing the basic skill of matching sounds with the letters, syllables, and words. (۲) top down processing, which focuses on the background knowledge a reader uses to comprehend a written text. The bottom up approach is associated with a teaching methodology while the top down approach is associated with schema theory. Lively debate still occurs about approach is more valid, but for many years now the top-down approach has had a greater effect on ESL/EFL pedagogy. This article begins with descriptions both views of the reading process, including some corresponding teaching activities, and I will also discuss the integrationist perspective combines elements of both approaches to reading instruction. .Then I will describe theories, strategies and other relevant aspects that are supposed to be central to reading

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