

**Ministry of Higher Education and Scientific Research  
Faculty of Letters and Foreign Languages  
University of Abbes Laghrour- Khenchela  
Department of English Language and Literature**



**COURSE: TEACHING READING SKILLS**

**LEVEL: M1**

**STUDENT'S NAME:.....**

**TIME ALLOTTED: 1:30H**

**FIRST SEMSTER EXAM**

**TASK ONE (3pts)**

**Indicate whether the following statements are True (T) or False (F).**

1. **Intensive reading** is reading for fun, entertainment and pleasure, as well as to gain general knowledge or a basic understanding of something. (.....F.....) **(0.5)**
2. **The Schema Theory** suggests that readers use prior knowledge to understand and interpret new information. (.....T.....)
3. **The Vygotskian principles of Scaffolding** holds that teachers provide temporary support to students, gradually removing it as students gain independence. (.....T.....)
4. Previewing, predicting and inferring are common **reading types**. (.....F.....)
5. **Extensive reading** is usually concerned with classroom learning and is teacher guided. (.....F.....)
6. **Bottom-Up processing** focuses on using a reader's prior knowledge and context to predict and construct meaning from the text as a whole. (.....F.....)

**TASK TWO (5.25pts)**

**Write the name of the concept or term being described**

1. **STRATEGY...** A high-level plan or a series of actions to achieve a specific goal. **(0.75)**
2. **METHOD.....** A systematic procedure or set of guidelines for carrying out a strategy
3. **...APPROACH.....** A set of assumptions, principles about the nature of learning which is translated in the classroom
4. **...TECHNIQUE.....** A specific, concrete skill or activity used in the execution of a method.
5. **...SKIMMING.....** Quickly read titles, headings, and the first and last sentences of paragraphs to get the main idea without reading every word.
6. **SCANNING.....**Sweep your eyes over the text to find specific information like names, dates, or keywords.
7. **SQ4Rs.....**is a reading technique that is designed to make reading more active, improve comprehension, and enhance retention. it involves Surveying the text, Questioning yourself on what you need to learn, Reading carefully, Reciting the key information in your own words, Reviewing your notes , and finally Reflecting on your existing knowledge .

**TASK THREE (5.25pts)**

Classify the following statements, which illustrate shifts and transitions in reading theories, according to the table :

The traditional view	The cognitive view	The metacognitive view
<ul style="list-style-type: none"><li>▪ Readers are passive recipients of information in the text.</li><li>▪ reading in this view is a matter of decoding a series of written symbols into their aural equivalents</li><li>▪ Nunan (1991) refers to this process involved as the 'bottom-up' view of reading</li></ul>	<ul style="list-style-type: none"><li>▪ the reader rather than the text is at the heart of the reading process.</li><li>▪ emphasizes the interactive nature of reading and the constructive nature of comprehension.</li></ul>	<ul style="list-style-type: none"><li>▪ the control readers exercise on their ability to understand a text</li><li>▪ Thinking about the general character and features of the form or type of the text.</li></ul>

**TASK FOUR (6.5pts)**

Teaching Reading is a dynamic process that requires a variety of approaches, each designed to meet the diverse needs of learners. Mention then explain, briefly, **Three popular** approaches to teach reading.

1. The Phonics Approach
2. The Whole Language Approach
3. The Balanced Literacy Approach
4. The Cognitive Approach
5. The Socio-Cultural Approach
6. The Task-Based Approach
7. The Reading Recovery Approach

(Key Features/Theoretical Foundation)

*Good Luck*