1a. Give 4 definitions of reading as perceived by 4 different scholars of reading.

1. **Frank Smith (1971):**
   Smith defines reading as a "psycholinguistic guessing game," where readers use their prior knowledge and context to predict and make sense of the text. Reading is not just decoding words but actively constructing meaning.

2. **Kenneth Goodman (1967):**
   Goodman describes reading as a "psycholinguistic process" where readers interact with the text by sampling, predicting, and confirming meaning. He emphasizes the importance of context and the reader's background knowledge.

3. **Louise Rosenblatt (1978):**
   Rosenblatt views reading as a "transactional process" between the reader and the text. She introduces the idea of "efferent reading" (reading for information) and "aesthetic reading" (reading for experience and emotional engagement).

4. **Jeanne Chall (1983):**
   Chall defines reading as a "complex cognitive process" that involves decoding, comprehension, and critical thinking. She emphasizes the developmental stages of reading, from learning to decode to becoming fluent and analytical readers.

1b. Explain with relevant examples the theories (models) of reading.

1. **Bottom-Up Model (Gough, 1972):**
   This model suggests that reading starts with the smallest units of language (letters, sounds) and builds up to larger units (words, sentences, meaning). For example, a beginner reader might sound out each letter in the word "cat" before understanding the word as a whole.

2. **Top-Down Model (Goodman, 1967):**
   This model emphasizes the use of prior knowledge and context to predict meaning. For instance, if a reader sees the sentence "The dog chased the ___," they might predict "ball" or "cat" based on their knowledge of typical dog behaviors.

3. **Interactive Model (Rumelhart, 1977):**
   This model combines bottom-up and top-down processes. Readers use both decoding skills and context to construct meaning. For example, a reader might decode the word "bank" and use context to determine whether it refers to a riverbank or a financial institution.

4. **Transactional Model (Rosenblatt, 1978):**
   This model focuses on the dynamic relationship between the reader and the text. The meaning is not fixed but is co-created by the reader's experiences and the text. For example, two readers might interpret a poem differently based on their personal experiences.

2a. Discuss the different levels of reading comprehension, stating the sub-skills of each of the levels you have identified.

1. **Literal Comprehension:**

   o Understanding the explicit meaning of the text.

   o Sub-skills: Identifying main ideas, recalling details, recognizing sequences.

2. **Inferential Comprehension:**

   o Reading between the lines to understand implied meanings.

   o Sub-skills: Making predictions, drawing conclusions, inferring cause and effect.

3. **Evaluative Comprehension:**

   o Critically analyzing and judging the text.

   o Sub-skills: Assessing the author's purpose, evaluating arguments, forming opinions.

4. **Applied Comprehension:**

   o Using the information from the text in new contexts.

   o Sub-skills: Solving problems, applying knowledge, synthesizing information.

2b. Explain the implications of the different levels of comprehension on reading instruction.

- **Literal Comprehension:** Teachers should focus on teaching students to identify key details and main ideas through activities like summarizing and questioning.

- **Inferential Comprehension:** Instruction should encourage students to make predictions and connect ideas, using tools like graphic organizers and discussion.

- **Evaluative Comprehension:** Students should be taught to critically analyze texts through debates, essays, and evaluating sources.

- **Applied Comprehension:** Teachers should design tasks that require students to use their knowledge in real-world scenarios, such as projects or problem-solving activities.

3a. Enumerate and discuss the types of reading attitude. Discuss the values of engaging in extensive reading.

Types of Reading Attitudes:

1. **Positive Attitude:** Readers enjoy reading and see it as a valuable activity.

2. **Negative Attitude:** Readers avoid reading and see it as boring or difficult.

3. **Neutral Attitude:** Readers are indifferent and read only when necessary.

Values of Extensive Reading:

- Improves vocabulary and language proficiency.

- Enhances comprehension and critical thinking.

- Builds background knowledge and cultural awareness.

- Encourages a lifelong love for reading.

4a. Discuss the reading problems that are prevalent among secondary school students, stating how you as a reading scholar will help learners overcome each of the problems.

1. **Poor Decoding Skills:**

   o Problem: Students struggle to sound out words.

   o Solution: Teach phonics and word recognition strategies.

2. **Limited Vocabulary:**

   o Problem: Students don't understand key words.

   o Solution: Use context clues and teach word roots, prefixes, and suffixes.

3. **Lack of Fluency:**

   o Problem: Students read slowly and with difficulty.

   o Solution: Practice repeated reading and timed reading activities.

4. **Weak Comprehension:**

   o Problem: Students can't understand or analyze texts.

   o Solution: Teach active reading strategies like summarizing, questioning, and visualizing.

5a. What is the perception of reading by 3 different scholars of reading?

1. **Frank Smith:** Reading is a "psycholinguistic guessing game."

2. **Kenneth Goodman:** Reading is a "psycholinguistic process" of sampling and predicting.

3. **Louise Rosenblatt:** Reading is a "transactional process" between the reader and the text.

5b. Discuss the mental processes involved in reading.

- **Decoding:** Translating written symbols into sounds and words.

- **Comprehension:** Understanding the meaning of the text.

- **Inference:** Drawing conclusions based on implicit information.

- **Critical Thinking:** Analyzing and evaluating the text.

- **Metacognition:** Monitoring one's own understanding and adjusting strategies.

6a. Discuss the basic components of reading with relevant examples.

1. **Phonemic Awareness:** Recognizing and manipulating sounds (e.g., identifying rhymes).

2. **Phonics:** Understanding the relationship between letters and sounds (e.g., sounding out "cat").

3. **Vocabulary:** Knowing the meaning of words (e.g., understanding "enormous" means very big).

4. **Fluency:** Reading smoothly and with expression (e.g., reading a passage without stumbling).

5. **Comprehension:** Understanding the text (e.g., summarizing a story).

6b. Identify and discuss the basic types of reading skills.

1. **Skimming:** Quickly reading to get the main idea (e.g., scanning a newspaper headline).

2. **Scanning:** Looking for specific information (e.g., finding a name in a directory).

3. **Intensive Reading:** Reading carefully for detailed understanding (e.g., studying a textbook).

4. **Extensive Reading:** Reading for pleasure and general understanding (e.g., reading a novel).

6c. What are the factors that determine reading speed?

- **Vocabulary Knowledge:** Familiarity with words speeds up reading.

- **Text Complexity:** Simple texts are read faster than complex ones.

- **Purpose of Reading:** Skimming is faster than intensive reading.

- **Reader's Experience:** Experienced readers read faster than beginners.

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7. Discuss the innovative strategies that you as a reading teacher can use to help your students perform better in a reading task.

1. **Think-Alouds:** Model how to think critically while reading.

2. **Graphic Organizers:** Use charts and diagrams to organize information.

3. **Peer Reading:** Pair students to read and discuss texts together.

4. **Technology Integration:** Use apps and online tools for interactive reading.

5. **Differentiated Instruction:** Tailor reading tasks to individual student needs.

8. What is Vocabulary? Discuss the strategies for decoding difficult words in a given text.

Vocabulary: The set of words known and used by a person.

Strategies for Decoding Difficult Words:

1. **Context Clues:** Use surrounding words to infer meaning (e.g., "The *arduous* task left him exhausted" suggests "arduous" means difficult).

2. **Word Parts:** Break words into prefixes, roots, and suffixes (e.g., "unhappiness" = un + happy + ness).

3. **Dictionary Use:** Look up unfamiliar words.

4. **Visualization:** Picture the word's meaning in context.

5. **Ask for Help:** Seek clarification from teachers or peers.