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IV. The Outcome

A. Does the character reach the original goal or a revised goal or no goal?

Appendix CA Sample Model on Schema General Questions⁽¹⁾

Schema General Questions

I. The Leading Character

- A. Who is the leading character?
- B. Which action does the character initiate?
- C. What do you learn about this character from the action?

II. The Goal

- A. What is the leading character trying to accomplish?
- B. What course of action does the character take to reach the goal?
- C. What do you learn about this character from the course of action chosen?

III. The Obstacles

- A. What obstacles stand in the way of the leading character reaching the desired goal?
- B. How does the character deal with the obstacles?
- C. What do you learn about the character from the way the obstacles are dealt with?

1-This model has been suggested by Patricia Carrell (1984:338) in "The Modern Language Journal " , 68.

Section Three: Comprehension Questions

Answer the following questions on the passage.

- a) Find two items in the first paragraph which show that communication is a two-way process.
- b) Which two things will happen if an organisation has bad communication?
- c) What happens when workers are not told about general developments within an organisation?
- d) What is the position with regard to upward communication?
- e) What is a suggestion scheme?
- f) What is the advantage of non-verbal communication?

Section Two: Reading (Ttofi,1983:23)**COMMUNICATION AT WORK**

You all know the expressions people use when they talk about communication. They try to 'contact' people, 'get in touch with' people and institutions, when they are sending or transmitting messages. They need to 'hear from' or 'await a reply from' people and institutions when they are receiving messages. Communication is a two-way process, and it must be speedy to save time and money, and accurate to prevent loss and mistakes.

Good communication at work is essential so that the organisation can function efficiently. If the communication is inadequate, the organisation will certainly not achieve its objectives. Communication at work flows in three directions: downwards, horizontally and upwards.

Most of the communication goes downwards. This communication takes a number of different forms and serves a variety of purposes. Supervisors communicate with new recruits in order to train them. Management has to issue instructions from time to time because work targets have to be established. There is also much communication (not orders or instructions) which is simply to keep workers in the picture about general developments within an organisation. This kind of information should always be provided so as to prevent rumours from spreading. These rumours often cause unnecessary alarm. In most organisations, there is relatively little upward communication as few opportunities have been created for workers to communicate to management. An example of this sort of communication is suggestion schemes, whose aim is to elicit creative ideas from shop-floor workers.

Non-verbal communication in a business organisation is usually visual – pictures, posters, and flow charts. Sometimes complicated ideas can be presented simply by graphical means. Sometimes it is important to attract attention and to this end bright colours and bold design are employed. Colour-coding is another aid to non-verbal communication. Orders from the north-west might be blue, from the south-east yellow, and so on.

However, much communication is face to face. People choose this method with the object of getting quick feedback, and of actually interacting with people. Examples of this range from formal meetings and interviews to casual encounters in the corridor or canteen.

Appendix B**Sample Prereading Activity of Previewing****Section One: Previewing**

Pay attention to the following précis of the passage in section two.

Communication is a procedure which means to send messages and to contact people. It is a two-way process: i.e., transmitting a message and receiving a reply. Good communication is a prerequisite to efficient organisations. Generally speaking, communication at work flows in three directions: downwards, horizontally and upwards. Downward communication means flow of message from the supervisors and managers to the new recruits and employees. In most organisations, there is relatively little upward communication as few chances exist for workers to communicate to management. Non-verbal communication in its visual form is of considerable usage in business organisations. However, much communication takes place face to face. Majority of people prefer this form because of getting quick feedback and actually interacting people.

Section Three: Comprehension Exercises

Which of these statements are true and which are false?

- a) The report took 18months to write.
- b) A third of the people in the mid-twenties age group are overweight.
- c) Fat people always have health problems, particularly if they smoke.
- d) All diets are good for the health.
- e) Exercises on slimming machines improve your health.
- f) Saunas help you to lose body fat.
- g) Exercise helps you to lose weight.
- h) Exercise helps you to control your weight.
- i) People are drinking more alcohol.
- j) People should be persuaded to drink less.
- k) There should be a change in people's eating patterns.

Section Two: Reading (Ttofi, 1983:36-37)

Britain's Overweight Problem

A THIRD of Britons are overweight, states a report published in January by the Royal College of Physicians, the result of an 18-month-long study. About five per cent of children weigh too much, and are likely to stay that way for life; in the mid-twenties age group the proportion of fat people rises to a third, and of the middle-aged population half are overweight.

Fat people risk severe health problems, says the report, including high blood pressure, breathlessness, and various forms of heart disease. Smoking is particularly risky for overweight people.

The safest way to lose weight is to eat cereals, bread, fruit and vegetables, and cut down on fatty meats, butter and sweet foods. Fad diets do far more harm than good; slimming machines that vibrate muscles have not been proved useful; saunas merely remove a little body water, and health farms, says the report, serve as expensive holidays.

Exercise is most important to health, the report emphasizes; though it doesn't necessarily reduce weight; it maintains the correct proportion of body fat to body muscle. And it isn't only for the young; from middle age a minimum of 20 minutes of gentle physical jerks should be practised three times a week.

The report advocates several public health measures to combat the high prevalence of overweight in this country. They include an increase of tax on alcohol to reduce its increasing, and dangerously fattening, consumption; and the provision of more sports facilities by local authorities. Britain's doctors, the report concludes, must learn to be more sympathetic and specific in their advice to the overweight, encouraging a change in eating habits on a long-term basis, and taking into account the many – often complex – reasons why fat people are fat.

Appendix A

Sample prereading Activity of Vocabulary

Preteaching

Section One : Prereading

Word Study : Definitions

Pay attention to the meanings of the following words.

<u>Word</u>	<u>Meanings</u>
overweight	excess of weight
Portion	Part
rise	go up
severe	violent
risky	dangerous
fad diets	foods which are preferred; favorite foods
slim	thin ;slender
vibrate	move rapidly, tremble
merely	only
physical jerks	gymnastic exercises
combat	fight; struggle
Prevalence	domination;increase
sympathetic	friendly

of the learners.

1.5. Conclusion

According to what has been claimed so far , it seems reasonable to lay a great stress on enabling activities before the task of reading is embarked. Prereading activities are certain types of motivational devices which pave the way for efficient comprehension. In other words, providing the learners with the necessary assistance, i.e.,equipping them with the relevant schemata and clarifying the meanings of the socio-culturally-loaded lexical items before the embarkation of the reading process is a prerequisite for better understanding of a reading text.

We may conclude by saying that the key to success in instruction and reading programmes is resorting to adaptive application of prereading activities on the part of the EFL reading instructors.

the language. The optimal situation is one with individuals who are highly motivated and who have positive self-concepts studying in classes in which their anxiety levels are low.

The construct of anxiety plays an important affective role in second language acquisition. Anxiety is associated with feelings of uneasiness, self-doubt, apprehension, or worry (Brown 1987:105). According to this theory, as the anxiety of the learners reduces, resulting in a low affective filter, they are more likely to be open to the input. Therefore, asserting the main points of the text, equipping the readers with the relevant background knowledge, and giving directionality to the learners' perceptions and expectations, along with providing them with the meaning of the complicated and culturally-bound words and expressions prior to the task of reading can lead, to a greater extent, to success in reading. Through the careful and appropriate application of prereading strategies, and through the activation of the readers' relevant schemata, reading in a foreign language would be an easy task. Application of prereading strategies, before starting the reading task, would bring about a sense of self-confidence which is conducive to success in reading on the part

basis for appreciating the role played by prereading activities to ensure full comprehension of the target text by the L₂ learner.

1.4. Affective Filter Hypothesis

As mentioned before, application of prereading strategies can be further justified on the basis of "affective filter hypotheses" proposed by Krashen (1982). Krashen (1982:32) holds that

the affective filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.

In an attempt to interpret the underlying principles of this theory and to make its instructional offshoots more apparent, Chastain (1988:98) states that

Krashen theorizes that in unfavorable circumstances individuals develop negative attitudes that result in a high affective filter, or mental block, that prevents the learners from using the input to internalize

tiveness of prereading activities in the enhancement of reading comprehension, Taglieber(1988:456) holds that

according to this theory, meaning is constructed through interaction between the reader's schemata (i.e., knowledge structures in memory) and the text. Schemata are activated during reading and meaningfully related to the knowledge to be learned from the text. If the reader lacks appropriate schemata or fails to activate them, comprehension may be impaired. Prereading activities are intended to activate appropriate knowledge structures or provide knowledge that the reader lacks.

Therefore,reading is an intricate process which involves activation of the reader's overall background knowledge for getting and comprehending the meaning intended by the writer. The background knowledge into which a text fits plays a large role in how it is read. L₂ learners, too, need to know what the passage is about(Cook 1991:55).

In addition to schema theory elaborated above, the affective filter hypothesis, advanced by Krashen (1982), is also one of the psycholinguistic theories which provides us with a theoretical

In order to guarantee a high level of comprehension in reading, EFL reading teachers are expected to aim at building up the relevant background knowledge required for the interpretation of a specific reading text. EFL teachers can discover the non-existent schemata and before starting the reading task, attempt to construct them in the student reader's mind. To some extent, this objective can be achieved through resorting to prereading strategy of previewing and providing the readers, with the appropriate background knowledge, general ideas and main points of the text. In other words, if the readers are prepared for any reading task, they are more likely to experience success in their reading activity. However, in the case that sufficient introductory preparation hasnot been provided for the readers, EFL reading teacher is required to fill in the conceptual gaps before the reading task begins. For instance, if a culturally-loaded lexical item doesnot appear distinctly in a reading text, the teacher should clarify the vaguenesses and create a clear picture of the situation before reading the text is embarked in class.

In stressing the necessity of considering the basic tenets of schema theory for proving the effec-

the appropriate schema required to comprehend a text, or the writer might not have provided the sufficient and necessary textual cues for activating the reader's previously developed and relevant schema. Carrell (1983:560) asserts that

in both instances there is a mismatch between what the writer anticipates the reader can do to extract meaning from the text and what the reader is actually able to do. The point is that the appropriate schemata must exist and must be activated during text processing.

One of the immediate objectives of the EFL reading teachers is to reduce reading difficulties and to increase comprehension by equipping the readers with the culturally-bound information. Goodman (1979: 658) puts the issue into focus when he says that

even highly effective readers are severely limited in comprehension of texts by what they already know before they read. The author may influence the comprehensibility of a text particularly for specific targeted audiences. But no author can completely compensate in writing for the range of differences among all potential readers of a given text.

and know whether they have understood the text.

In the process of reading, the readers activate the required and relevant schemata through which they try to interpret the text consistently. The more successful they are in activating the appropriate schemata, the higher their level of comprehension is thought to be. Carrell(1983:559) believes that

one potential source of reading difficulties may be that the reader has a consistent interpretation for the text, but it may not be the one intended by the author. Nonetheless, the basic point is that much of the meaning understood from a text is really not in the text, *per se*, but in the reader, in the background or schematic knowledge of the reader. What is understood from a text is a function of the particular schema that is activated at the time of processing (i.e., reading) the text.

Whenever a reader fails to activate a relevant and appropriate schema, more probably non-comprehension will arise on the part of the reader. The source of failure to tap on the required schema can be attributed to either author or reader of the text, i.e., either the reader may not access

assert that though reading has much to do with the printed page, reading comprehension desnot, and that reading has much more to do with the reader than it does with readability formulas. What was once assumed to be a one-way flow of information to the brain (passive process in reading) is now known to be an interactive communication between the reader's mind and the information in a printed page. In the studies and researches conducted currently, schema theory, proposed by Barlett in 1932, cogently favours the application of prereading activites. Schemata are the reader's background knowledge and abstract cognitive structures which incorporate generalized knowledge about objects of events. These abstract structures contain "slots" which are filled with specific information bits as a text or message is processed (Alderson, 1984:53). According to Anderson, et.al.(1977:367), three functions played by the schemata are as the following:First, schemata provide the basis for "filling the gaps" in a text.Second, schemata constrain a reader's interpretation of an ambiguous message.Third, it is by establishing a correspondence between things known , as represented by schemata, and the givens in a message that readers monitor their comprehension

do not, they distort meaning as they attempt to accommodate even explicitly stated propositions to their own pre-existing knowledge structures.

Considering the above-mentioned facts, it would be rewarding to resort to prereading strategies and tap on the readers' background information, hoping to achieve compatible and rapid comprehension of the reading texts on the part of the learners. On these grounds, the activation of the learners' background information and overall world knowledge should receive due attention in reading programmes and educational curricula.

1.3. Theoretical Foundations of Enabling Activities

Studies of prereading activities have demonstrated the facilitative effects of activating readers' prior knowledge relevant to understanding the new text. Not only do prereading activities prepare native speakers for the concepts that follow, but by making the reading task easier and connecting the new content more meaningfully to prior knowledge, prereading activities make reading a more enjoyable task (Taglieber, 1988:456). Reading is a highly interactive process which involves the prior background knowledge of the readers, on the one hand, and the text itself, on the other. Today most of the scholars

ledge of the reader in comprehending a reading text. It has been repeatedly observed that students of scientific courses can understand an English text about their field of study easily, but face a lot of difficulties in understanding a relatively simple text about other subjects in English. This is indicative of the fact that while reading a text about their field of study, they use their relevant background information and previous knowledge as well. Even when a person in reading in his mother tongue, he will not pay attention to all the words and structures in the text. Rather, he will choose from all the contextual clues those which are more productive and more helpful to obtain the maximum amount of comprehension from the text since reading is a very rapid process and it is impossible for readers to take all the words and pieces of information in a text into account. Alderson (1984:60) expresses his tacit acquiescence concerning the necessity of the prior relevant knowledge to the effect that

cross-cultural experimentation demonstrates that reading comprehension is a function of cultural background knowledge. If the readers possess the schemata assumed by the writer, they understand what is stated and effortlessly make the inferences intended. If they

against the information presented in the text. If the hypothesis and the information in the text are compatible, then the hypothesis is confirmed, and if not, the reader revises his hypothesis to make it more compatible with the information in the text.

Reading is a process which is only partially visual and the amount of information provided by the reader himself is more than the information included in the text. In other words, while reading, the reader contributes more information than the printed page. Therefore, the information included in the text is interpreted in terms of the previously-existing knowledge of the reader himself. While admitting that exceedingly large amount of information is contributed by the reader, Clarke and Silberstein (1977: 136) hold that

the reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make linguistic predictions, determines the expectations the reader will develop as he reads. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

So, it seems more justifiable to add more weight to the role played by the background know-

reading texts are to be organized in one particular direction. In other words, the probability of developing misconceptions and misexpectations concerning the reading materials would be, to a larger extent, reduced. In this way, readers would be provided with a clear and overall picture of what they are assumed to deal with, thus they would be able to avoid moving off the track or following the wrong line of action with respect to the realization of reading material content. Rivers (1981:267) states that the mind is then free to assimilate the message being communicated by the interrelationships in the coding, and to deduce from the context the meaning of unfamiliar elements through their relationship to the whole message.

It is generally believed by the psycholinguists that learning takes place in the human organism through a meaningful process of relating new events or items to the already existing cognitive concepts or propositions. The prior knowledge of the learners paves the way for making predictions and revising them on the basis of the incoming data from the reading text. As a reader reads a text, he makes predictions about the meaning of the text, the intention of the writer, and many other factors. As he continues reading, he checks his predictions

and misapprehensions result.

One way we might try to predict a learner-reader's success in getting meaning from a particular context is to consider the number of words which are new to him. On the face of it, reading as "knowing the words" is a commonsense view. Words are introduced prior to reading on the assumption that the learner "knows" the words contained in the reading texts and is, therefore, equipped to embark on a "reading for meaning". (Wallace, 1988:23)

1.2. Previewing

This strategy is concerned mainly with providing a preliminary outline of what is to be read, giving the general plot of the text, and activating the learners' world knowledge to create a bond between their overall understanding of the world reflection, on the one hand, and the reading text that they are to be presented with, on the other. Celce-Murcia (1979:149) holds that

some writers recommend that instructors preface individual reading selections by discussing the general idea of the selection in addition to vocabulary and structures. I feel that it is important to have some foreknowledge of the reading selection.

Through using these strategies, learners' perceptions and expectations with respect to the

the learners are presented with the reading texts. Celce-Murcia(1979:174) believes that a short story should be prepared with the preparation of vocabulary and some explication of obvious points of cultural assumptions.

Within a particular reading text, there are some words which are more significant than the others, those which are representative of what the whole text is about. These key words can be picked up from the text by the teacher in order to give their meanings and to find out what a learner associates with the word in an attempt to depict the learner's perceptive processes towards comprehending the objectives involved in the text. More recently, Rivers and Temperley (1978:202) have laid a great emphasis on the necessity of equipping the readers with relevant background knowledge and clarifying the senses behind frequently-used, culturally-loaded and socially-different terms while stating that

it is social-cultural meaning which is most difficult for a foreigner to penetrate. This is meaning which springs from shared experiences, values, and attitudes. When this type of meaning is not taken into account, or when students interpret an English text according to their own cultural experiences, distortions

asserts that

prereading activities are intended to help EFL students overcome three major problems that interfere with their comprehension: (a) lack of vocabulary knowledge, (b) difficulty in using language cues to meaning, and (c) lack of conceptual knowledge. Limited vocabulary knowledge occasionally results in readers stopping to identify unfamiliar words and disrupts comprehension because readers may forget the earlier part of the sentence. Limited vocabulary knowledge also disrupts comprehension when the meaning of a sentence or paragraph turns on knowledge of certain words.

There are various kinds of prereading strategies assumed to be facilitative in foreign language reading, but those which are greatly favoured and are of prime significance consist in vocabulary preteaching and previewing.

1.1. Vocabulary Preteaching

This strategy is mainly based on the assumption that an immense and noteworthy increase in the level of reading comprehension can be effected if the meanings of the new and problematic words and expressions along with the senses behind the culturally-bound terms are highlighted in advance, i.e., before

that

the purpose of prereading activities is to motivate and prepare the students to read the assignment. Prepared students can complete the assignment better, with less effort, and they are able to participate more fully and with greater satisfaction. Prepared students rapidly gain confidence in their ability to learn a second language and they tend to be more highly motivated and more enthusiastic than students who struggle to complete their homework assignments. Because the major emphasis, in the past, has been on the product rather than the process, teachers have overlooked the critical first step in having a lively and stimulating class.

In some cases, the failure of a large portion of the class to understand a particular reading text is highly attributable to the teacher's failures in preparing them. Therefore, the adequacy of the prereading activities should always be taken into consideration because of their significant impact on the learners' level of reading comprehension. To support the effectiveness of prereading activities on reading comprehension, Taglieber (1988:457-458)

on the reading materials and integrate his previously acquired knowledge and skills to comprehend what the writer has said. It seems that reading and comprehending foreign language materials can be improved, provided that language teachers pave the way for the accomplishment of this goal and contribute to the learners' understanding in this regard. It is believed that reading and comprehending passages in a foreign language can be greatly facilitated through giving directionality to the learners' perceptions, ideas and expectations with respect to the content of the texts involved.

It is an established fact among language Professionals that level of understanding various texts in a foreign language can be elevated through having recourse to prereading strategies. Prereading strategies are considered to be certain types of enabling activities which provide the readers with the necessary background to organize learning activities and to understand the material.

Prereading activities are effective means for increasing the level of learners' comprehension because they tend to elicit prior relevant knowledge, build a background, relate it to the theme of the text, and focus their attention on the objectives of the reading activity. Chastain (1988:225) maintains

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Faciliative Guidelines For The Enhancement of Reading Process

Based on the bulk of studies and researches conducted on learning a foreign language, it can be claimed that most of the L_2 learners experience great difficulties in reading and comprehending texts in a foreign language. In the meantime, there is a consensus among language specialists that reading in a foreign language and obtaining the necessary and required information embedded in the text is one of the significant objectives sought in a foreign language curriculum. But reading and comprehending foreign language texts is, in some cases, hindered so that full understanding of the authors' intentions becomes difficult, mainly because reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another.

Reading requires the reader to focus attention