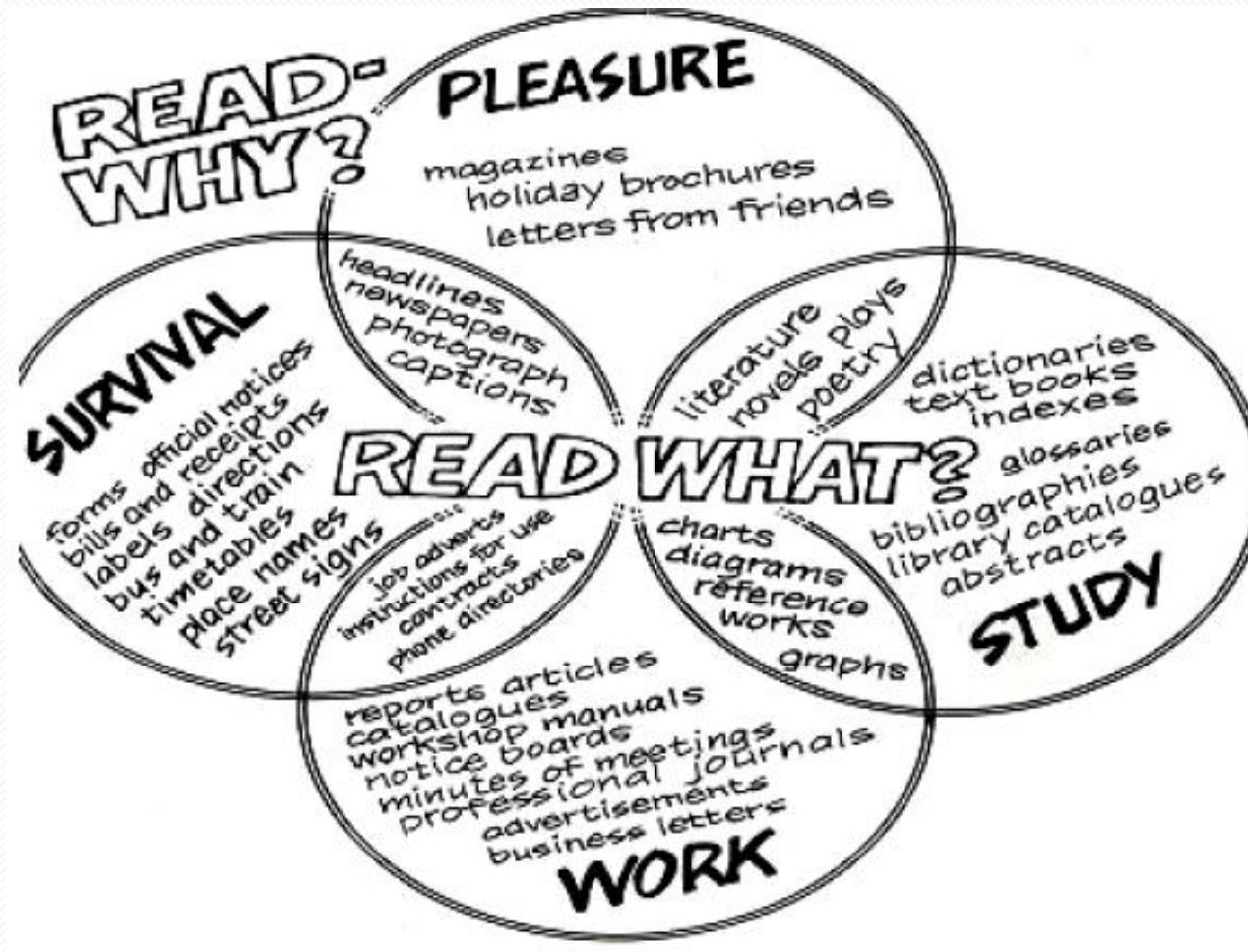


Teaching Reading

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Why and what do we read?



Calendars

Addresses

Phone books

Name cards

Bank statements

Credit cards

Maps

Anecdotes

Weather forecast

Pamphlets

Product labels

Washing instructions

Short stories

Novels

Plays

Poems

Handbooks

Clothes size labels

Graffiti on walls

Children's scribbling

Informal letters

Business letters

Rules and regulations

Electronic mail

Telegrams

Fax messages

Junk mail

Postcards

Credit cards

Comic books

Newspapers

Diplomas

Application forms

Store catalogues

Magazines

Radio/TV guides

Advertisements

Posters

Travel guides

Cookbooks

Repair manuals

Memos

Time schedules

Street signs

Syllabi

Journal articles

Song lyrics

Film subtitles

Diagrams

Flowcharts

Name tags

(adapted from Gebhard 1996:189)

Agree/
Disagree

1. Reading has only one purpose, i.e. to get information.	
2. Reading is a silent activity. Reading aloud does not help understanding.	
3. Reading with a purpose will be most effective.	
4. When we read, our eyes are constantly moving from letter to letter, word to word.	
5. Reading is an individual activity.	
6. We need to read and understand all the words in order to understand a text.	
7. We read everything at the same speed.	
8. When reading in a foreign language, we mentally translate everything in order to understand.	
9. It is helpful to use a dictionary to find the meaning of all new words.	
10. The lack of cultural knowledge may affect the rate of reading comprehension.	

How do we read in real life?

- Skimming: for general ideas, gist
- Scanning: for specific information
- Extensive reading: long texts, for general understanding
- Intensive reading: short texts, extracts for specific information; reading for details

Reading is a complicated process; a receptive but not passive skill

Discussion

- There are 3 ways of reading a text in class:
 - T reads aloud while Ss follow in their books
 - Ss read aloud in turn
 - Ss all read silently to themselves, at their own speed

Which technique:

- Makes it easier to understand the text?
- Is more helpful in reading ability?

The nature of reading

	Reading aloud	Silent reading
Manner	Utterance of every word	Silent
Speed	Usually slow	Usually fast
Purpose	Usually to share information	Usually to get information
Skills involved	Pronunciation and intonation	Skimming, scanning, predicting; Guessing unknown words; Understanding details; Understanding relations between sentences and between paragraphs; Understanding references; Understanding inferences
Activity type	Collective activity	Individual activity
Management in the classroom	Easy to manage as it can be observed and heard	Difficult to manage as teachers cannot see what is going on in the students' minds

What do effective readers do?

Effective readers:

- have a clear purpose in reading;
- read silently;
- read phrase by phrase, rather than word by word;
- concentrate on the important bits, skim the rest, and skip the insignificant parts;
- use different speeds and strategies for different reading tasks;
- perceive the information in the target language rather than mentally translate;
- guess the meaning of new words from the context, or ignore them;
- have and use background information to help understand the text.

Stages of a reading a lesson

Pre-Reading

1. Introducing the text

Activity
(Doff, 1988 p.173)

Work in groups.

Look at the 3 pre-reading activities
provided.

**Which ones are successful in
making you want to read the text?**

Pre-Reading

1. Introducing the text

Purposes:

- Help SS in their reading, giving them some idea what to expect
- Increase Ss' interest and make them want to read the text.

Suggestions:

- Say a simple sentence to introduce the text (not too much)
- Organizing an activity before reading

Techniques for introducing the text

1. Using pictures + eliciting
2. Predicting content from title/vocab/part of the story
3. T/F sentences (Ss guess basing on their background knowledge)
4. Brainstorming (Ss think of ideas/words related to the theme)
5. Eliciting (Asking Qs related to the theme & bg. Knowledge)
6. Having a discussion (advanced level + long time span)

Predicting based on the title

A Nation of Pet-Lovers

Save the Jungle: Save the World

Police Hunt for Child

If the students are not good at predicting, the teacher can help them by asking certain questions.

Text 1: What is a pet? What are pets for? Why do people love pets? Are there any problems with pets?

Text 2: What is a jungle? Where can you find jungles? What do you think has happened to the jungle?

Text 3: What happened to the child? How do you think the parents would feel? What could the police do?

Pre-Reading

**2. Presenting
new vocabulary**

Read the text

Work in groups

Activity

(Doff, 1988 p.60)

**Try to guess the meaning of
nonsense words.**

Pre-Reading

2. Presenting new vocabulary

- There is no need to present all new words. Guessing meaning from context is an important part of reading.
- Guessing helps to focus attention on new words, makes Ss want to look up the meaning

Pre-Reading

3. Giving guiding questions

Purposes

- Give Ss a reason to read by giving them st to look for while reading
- Lead Ss towards the main points of the text

How

- Ask 1 or 2 Qs
- Design a MC focusing on the main points

Pre-Reading

3. Giving guiding questions

Design/Think of/Suggest/Work out/Ask 1 or 2 guiding questions for the text “Disco with Dad – why not?”

Activity

While-Reading

1. Checking comprehension

Purposes of text

- Develop reading comprehension
- Ss learn new language

Possible tasks

- T/F/NG
- MC
- Gap-fill
- Completing a table/sentences
- Matching
- Rearranging
- Question - Answer

While-Reading

1. Checking comprehension

Suggestions for comprehension Qs

- Ask a series of short, simple Qs
- Ss should only be required to give short answers
- Ss keep their books open to refer to the text
- T should ask his/her own Qs first

While-Reading

1. Checking comprehension

Types of reading comprehension Qs

- Qs for literal comprehension
- Qs involving reorganizing or reinterpretation
- Qs for inferences
- Qs for evaluation or appreciation
- Qs for personal responses

While-Reading

1. Checking comprehension

Practice: Read through sample Qs for eliciting personal responses (Doff, pp. 180-181)

Work on a reading text. Create some Qs for eliciting personal responses

3 ways of eliciting long/personal responses

- Asking Ss to match what they read against their own experience
- Asking Ss to imagine themselves in a situation related to the text
- Asking Ss to express feelings or opinions

While-Reading

1. Checking comprehension

Discuss the advantages and disadvantages of each strategy

Questioning strategies

- A. T asks Qs and lets Ss call out As. If Ss call out different As at the same time, T chooses 1 S to give the A again.
- B. T asks a Q then pauses for the whole class to think. Then choose 1 S to answer. Ss are not allowed to call out A or raise hands
- C. T first chooses a S and then ask a Q. If S can't answer, pass to the next S
- D. T asks a Q and lets Ss raise their hands. T choose Ss with hands raised

While-Reading

1. Checking comprehension

Read “THE WASTE OF WATER. IT’S ENOUGH TO MAKE YOU WEEP.”

Activity (ELT exam)

There are a number of techniques for checking comprehension of a reading passage. Use one of them (except the technique ‘question- answer’) to check the understanding of the 4 important details in the above text.

While-Reading

2. Teaching new language

T can refer to new lg. not dealt with in pre-reading by using definition Qs.

Do not ask “What does ... mean?”

- | | |
|-----|--|
| T | What word in the text means <i>very very big</i> ? |
| S1 | Enormous. |
| T | Good yes, and what word means <i>worried and upset</i> ? |
| S2 | Anxious |
| T | That's right, can we all say that, please – <i>anxious</i> . |
| Ss. | Anxious. |

Post-Reading

Purposes

- ✓ Provide Ss with opportunities to relate what they have read to what they already know
- ✓ Enable Ss to produce lg. based on what they have learned

How

- Speaking: discussion, role play, interview
- Writing: gap-filling, reproducing text, writing a summary
- Language practice/focus: practice/consolidate pro/vocab/grammar

A doctor working in a village was very annoyed because many people used to stop him in the street and asked him for advice. In this way, he was never paid for his services, and he never managed to earn much money. He made up his mind to put an end to this. He was stopped by a young man who said to him, "Oh, doctor, I'm so glad to see you. I've got a severe pain in my left side". The doctor pretended to be interested and said, "Shut your eyes and stick your tongue out of your mouth". Then, he went away, leaving the man standing in the street with his tongue hanging out... and a large crowd of people laughing at him.

Discussion questions

- Do you think he was a good doctor?
- How do you think the young man felt?

Reproducing the text

Tell part of the story from these prompts:

- A doctor – village – annoyed.
- People – stop – street – advice.
- Never paid – never – money – made up his mind – put and end

Role Play

1. Act out the conversation between the doctor and the young man.
2. Act out an interview between a journalist and the doctor.

Gap-filling

One day the doctor _____ by a young man. The doctor _____ to be interested. He felt the young man _____ in the street with his tongue _____ out.

False summary

The teacher provides a summary with some wrong information, and asks the students to correct it.

Writing

- **Writing** based on what the students have read, e.g. producing a tourist brochure, an advertisement, a short summary, etc.

Post-Reading

Select one of the texts in ELT exams.

Suggest a writing task as a follow-up activity in 30 mins.

Activity

Thinks of 2 referential Qs to help Ss develop speaking skill in 30 mins

Consolidation: Put these stages of reading in a logical order

- a. Check detailed understanding by asking MC Qs
- b. Focus on vocabulary in the text by asking Ss to find words that mean X, Y, Z
- c. Use a picture to generate interest in the topic
- d. Ask Ss to read the text quickly in order to answer gist Qs such as: What's it about? Who wrote it? Why?
- e. Ask Ss to talk about their personal response to the text and its topic
- f. Teach essential vocabulary that learners may be unfamiliar with.
- g. Focus on a grammar structure in the text by asking Ss to underline each instance of it
- h. Use the title of the text to encourage Ss to predict text content

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Consolidation: Identify the reasons for reading and ways of reading

Text type	Reason for reading		Way of reading		
	Pleasure	Information	Close skimming	Reading for gist	Scanning for details
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SMS from a friend					
The evening's programs in a TV guide					
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