LECTURE 2 FOR READING IV

BY MARGANA

HOW TO DEAL WITH READING COMPREHENSION ABILITY

MARGANA

The Nature of Teaching English

Macro-language skills

(Reading, Listening, Speaking and Writing)

(Harmer, 2001)

Micro-language skills

(Grammar/structure, vocabulary, pronunciation, spelling, orthography, etc

Modes of Teaching English

Integrated-skill instruction

Oxford (2001) states that the integrated-skill approach, as contrasted to the purely segregated approach, exposes English language learners to authentic language and foster them to interact naturally in the target language.

Cont.

In the segregated-skill instruction, the mastery of discrete language skills such as reading and speaking is viewed as the key to successful learning, and language learning is typically separated from content learning (Mohan, 1986).

READING: KEY CONCEPTS AND THE LANGUAGE TEACHING CLASSROOM

- Teachers need to check which reading subskills their learners are good at, then focus on practising the subskills they are not using well.

- Giving learners lots of opportunities for extensive reading helps them to develop their fluency in reading.

- The reading subskills that we need to teach also depend on the age and first language of the learners.

- We need to choose the right texts for our learners.

- We can make a difficult text easier for learners to read by giving them an easy comprehension task.

- Learners need to learn reading both simplified and authentic materials.

Cont.

- Different reading comprehension tasks and exercises focus on different reading subskills. Teachers need to recognise which subskill a task focuses on.

- Reading comprehension tasks need to be of an appropriate level.

- The activities in a reading lesson often follow this pattern:

1. Introductory activities: an introduction to the topic of the text and activities focusing on the language of the text

2. Main activities: a series of comprehension activities developing different reading sub-skills

3. Post-activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on the part of the text.

Why should it be reading?

Having good reading comprehension ability assists students to do with national examination.

Comprehension ability is of great importance to gain students English skills and professional development as the essential issues in the global context.

Cont.

Reading ability is essential in the academic learning (Schmitt, 2002) . It represents the primary way that students can learn on their own ways beyond the classroom. Part of the priority is due to the increasing recognition that people live in a multi-lingual and multi-cultural world enabling them to get interconnected through global media written in English.

Cont.

This implies that the success of academic learning is initiated by the mastery of reading comprehension ability. In short, reading becomes the heart of academic learning.

What is reading?

Reading is getting a meaningful interpretation of printed or written verbal symbols (Nuttal, 1982).

Reading is a communication between a reader and a writer through printed symbols (Margana, 2001)

Reading is a kind of a dialog between the reader and the text or between the reader and the author (Widdowson in Hedge, 2008)

Reading is making sense of a text (Spratt et al., 2005)

Types of Reading

a. Reading Aloud/Oral Reading: how to recall/read words, phrases, clauses and sentences
    1) One sentence is read in one breath.
    2) Consonants and vowels are combined.
    3) The intonation should be waving.
    4) Content words (verbs, nouns, adjectives and adverbs) are stressed).
    5) Function words are not stressed.

b. Reading Comprehension: making a sense of a text. (How to comprehend a text)

Cont.

Reading Comprehension

What to be read or what to be comprehended

1. Literal Comp. (explicitly stated)

2. Inferential Comp. (implicitly stated)

3. Evaluative (maintained Norm)

4. Applicative (implementation)

Cont.

(1) 'No Parking'
  Don't park here.
  Dangerous/Blocking/Theft
  Not good to see
  I do not park my car in a front of a fence/closed to
    junction

(2) No Smoking

Cont.

Reading can be divided into in terms of the focus of reading activities (Nation, 2009).

(1) Intensive reading focuses on linguistic features or the aspects of the language such as vocabulary, grammar, cohesion, information structure, genre features, and the like.

(2) Extensive reading deals with reading for meaning or for getting the message of the text.

How to select texts

TALO focuses on language learning ability which drives students to deal with learning linguistic components such as grammar/structure, vocabulary, pronunciation, spelling, and others.

The primary principle for the selection of texts for TALO is that students are more concerned with a lexical density of texts to be learned.

Strategies for teaching reading

Lee (2004) states three strategies for teaching reading:

(1) bottom-up processing,

(2) top-down processing, and

(3) the interactive mode.

Cont.

Bottom-up processing is defined as getting the content of a text by analyzing the words and sentences that construct the text. It deals with using information which is already present in the incoming data.

Cont.

Top-down processing makes use of previous knowledge to understand the message of the text. Bottom-up processing is called data-driven while top-down processing is called concept-driven.

Cont.

The interactive mode means making use of the two strategies of reading (top-down and bottom-up processing) simultaneously to comprehend the text as the combination of the modes of the reading strategy is believed to be of primary importance in order to gain a meaningful and coherent interpretation of a text. Hudson (1998:48) claims that reading should be viewed as bidirectional in nature which involves both the utilization of higher order mental processes and background knowledge as well as the text processing itself.

Cont.

Linguistic Approach

Recognizing and comprehending word, phrase, clause, sentence, and paragraph level with the employment of micro-skills

Cont.

Non-Linguistic Approach (making use of reading skills)

1. Predicting
2. Previewing
3. Scanning
4. Skimming
5. Recognizing a text organization
6. Deducing a meaning from a context
7. Vocabulary building

Cont.

8. Interpreting reference
9. Inferencing
10. Paraphrasing
11. Summarizing
12. Retelling
13. trans-coding inform. to diagrammatic displays.
14. Mapping
15. Others

Reading skills

- **Previewing is a preliminary reading activity to deal with the physical appearance of the texts.**

- **Skimming is reading a text quickly to get the gist or main idea.**

- **Scanning is reading a text at glance to find out the important information.**

- **Interpreting reference is finding out the reference of pronouns.**

Reading skills (continued)

- **Predicting is guessing the content of the text before having a fully reading activity.**

- **Attack-word skills is deducing a meaning of the text with the use of contextual meanings and grammatical meanings.**

- **Recognizing organization is concerned with analyzing how the text is structured (main idea, supporting, detail, sub-supporting detail, and concluding sentence)**

Reading skills (continued)

- **Paraphrasing is constructing the ideas of the text with the use of the reader's own words.**

- **Summarizing is making a short version of the text after having a fully reading activity.**

- **Retelling is communicating the content of the text orally.**

Interpreting Reference

Examples:

(1) **When most people think of libraries, *they* think of books. (Anaphoric)**

(2) **Because *they* are all related, the members of an extended family are called relatives. (Cataphoric)**

Mapping (Johnson and Pearson, 1978)

- **Vocabulary Web** (Johnson and Perason, 1978) is a mapping strategy that builds on students' prior knowledge to lead them toward relationships with new words or terms.

Techniques for Teaching Reading and other language skills

(1) Three Steps of Reading : Pre-reading, whilst-reading, and post-reading

(2) Illustration-Interaction-Induction

(3) Engage Study and Activity

(4) Exploration, Elaboration, Confirmation

(5) BKOF, MOT, JCOT, ICOT

(6) Presentation, Practice, and Production

Cont. (Strategy of reading)

1) SQ3R : Survey, Question, Read, Recall/Recite, Review

Survey

Ask students to survey the document by scanning the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text.

Question

Ask students to make questions with regard to the text.

Cont.

Read

Ask students to read texts through useful sections in detail, taking care to understand all the points that are relevant.

Recall/Recite

Ask students to keep an initial section of the text in their mind and answer the questions made.

Review

Ask students to review the text by rereading the document, by expanding their notes, or by discussing the material with their friends.

Cont.

(2) SCROL (Survey, Connect, Read, Outline, and
Look back), Grant in Hedge 2008.

(3) Pre-reading
While-reading
Post-reading (Williams in Hedge, 2008)

Cont.

Pre-reading:

Establishing the reason for reading lessons

Reviewing the prior knowledge

Activating existing cultural knowledge

Looking at the picture if any

Predicting the content of a text

Looking at data, figure, and the like

Cont.

Whilst-reading:

- Following the ideas in a text
- Responding to the opinions expressed in a text
- Finding the general ideas in a text
- Making notes
- Confirming the stated questions in pre-reading
- Analyzing the linguistic features

Cont.

Post-reading:

Having a reflection of what students have read

Reinforcing students' comprehension by giving feedback

Asking students to summmarize main ideas

Asking students to draw conclusions

Encouraging students to apply the information to a new situation.

Reciprocal Teaching (Palincsar et al., 1984, 1986)

Combines 4 comprehension strategies:

1. Summarizing
2. Questioning
3. Clarifying
4. Predicting

Students are arranged in groups of 4 and given a Reciprocal Teaching worksheet. Students read a section of text and assume a role, either summarizer, questioner, clarifier, or predictor.

Reciprocal Teaching (Palincsar et al., 1984, 1986)

Students take notes on the worksheet and stop at a given point.

- The summarizer will then give the major points

- The questioner will ask questions about unclear sections

- The clarifier will discuss the confusing parts

- The predictor will guess what will happen next.

How to deal with reading comprehension with the use of **KWL, KWHL, KWWL Strategies**(Ogle, 1986)

- **K = KNOW**

What do I already know about his topic?

- **W = WILL or WANT**

What do I want to learn about this topic? What will I learn about this topic?

- **L = LEARNED**

What have I learned about this topic after reading?

Variations:

- **H = HOW**

How do I find the information?

- **W = WHERE**

Where do I find the information?

PIC Strategy   (Dr. Sharon H. Faber, 2006)

(Purpose**, I**mportant Ideas,**C**onnections**)**

Students focus on the most important information and make predictions and develop questions before reading.

P= What is my **P**urpose for reading?

I = How can I tell what are the **I**mportant **I**deas in the text?

C = What do I already know that I use to make a **C**onnection?

Visual Reading Guides (Stein, 1978)

Used to preview the text by noting visuals such as maps, charts, graphs pictures, cartoons, etc. that relate to the content.

- **How is the visual related to the text?**
- **Why did the author include the visual?**
- **What does the visual show me?**
- **How can I use the information from the visual to help me understand the text?**
- **Why is the information from the visual important?**

Conclusions

In reference to the above discussion, reading is very important for secondary school students to develop their English language and professional development. To do so, students should familiarize themselves to reading skills as they deal with a set of ways to comprehend the targeted texts.

In teaching reading, teachers have to apply some techniques that can facilitate students to comprehend texts. Their teaching should not only be directed on *what* but also *how*.

References

Davis, James R. 1997. Better teaching, more learning. Phoenix: American Council on Education/ Oryx Press Series on Higher Education.

Harmer, J. 2001. *How to Teach English. An Introduction to the Practice of English Language Teaching*. England: Longman.

Hedge, T. 2000. *Teaching and learning in the language classroom*. New York: Oxford University Press.

Hudson, T. 1998. "Theoretical Perspectives on Reading". *Annual Review of f Applied Linguistics*, 18: 43-60.

Lee, Chung-Hyun. 2004. Developing Reading Skills. *Internet /English Reading*.

Mohan, B. 1986. *Language and content*. Reading, MA: Addison Wesley.

Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.

Oxford, R. 2001. Integrated skills in the ESL/EFL classroom. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Reproduction Service No. ED 456670).

Schmitt, N. 2002. *An Introduction to Applied Linguistics*. New York: Oxford University Pres.

Spratt, M. et al. 2005. *The TKT course*. Cambridge: Cambridge University Press.

THANK YOU