LECTURE 2 FOR READING IV

BY MARGANA
HOW TO DEAL WITH READING COMPREHENSION ABILITY

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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)
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 fosters them to interact naturally in the target language.
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).
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.
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.
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.
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)
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)
(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
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.
Lee (2004) states three strategies for teaching reading:

(1) bottom-up processing,
(2) top-down processing, and
(3) the interactive mode.
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.
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.
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.
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.
(2) SCROL (Survey, Connect, Read, Outline, and Look back), Grant in Hedge 2008.

(3) Pre-reading
   While-reading
   Post-reading (Williams in Hedge, 2008)
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 summarize 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 this 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, Important Ideas, Connections)

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

P = What is my Purpose for reading?
I = How can I tell what are the Important Ideas in the text?
C = What do I already know that I use to make a Connection?
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?
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

THANK YOU