Chapter 18
Teaching Reading

Teaching by Principles ~An Interactive Approach to Language Pedagogy (2nd Edition)

Author: H. Douglas Brown, Publisher: Longman 2001

Introduction

- Reading ability will be developed best in association with writing, listening, and speaking.

- Your teaching goals will be best achieved by capitalizing on the <u>interrelationship of skills</u>, especially the <u>reading-writing connection</u>.

Research on reading a second language

1. Bottom-up and top-down processing

    Bottom-up processing (data-driven): It requires a sophisticated knowledge of the language itself.

    Top-down processing (conceptually driven): We draw on our own intelligence and experience to understand a text.

    Because both processes are important, ***a combination*** of top-down (predict probable meaning) and bottom-up (check really what the writer says) processing (***Interactive reading***) is a primary ingredient in successful teaching methodology.

Research on reading a second language - *continued*

2. Schema theory and background knowledge

Schema Theory: A text does not by itself carry meaning. The reader brings <u>information, knowledge, emotion experience, and culture</u> (*schemata*) to the printed word.

<u>Skill in reading depends on the efficient interaction between <u>linguistic knowledge</u> and <u>knowledge of the world</u>.</u>

Schema Theory

- 「基模教學理論」的專家學者們認為人類知識是以一些基礎模式 (schemata) 的方式貯存的，也就是說人類知識是以不同知識片段的方式，按照各種形式、結構和架構分類貯存在記憶中 (West et al, 1991)。老師可以經由適當的課程學習活動來引發學生已有的知識片段，以便為學習新知作好準備。

West, C., Farmer, J., & Wolff, P. (1991). Instructional design: Implications from cognitive science. Englewood Cliffs, NJ: Prentice Hall.

Research on reading a second language - *continued*

3. The role of <u>affect</u> and <u>culture</u>

   Affective factors play major roles in ultimate success.

   Love, self-esteem, autonomy, and culture

4. The power of <u>extensive reading</u> (<u>free voluntary reading</u>)

   <u>Reading for pleasure</u> and <u>reading without looking up all the unknown words</u> were both highly correlated with overall language proficiency.

   An extensive reading component in conjunction with other <u>focused reading instruction</u> is highly warranted.

Research on reading a second language - *continued*

5. Adult literacy training

Literacy-level teaching of adults

A significant number of <u>immigrants</u> in the United States are <u>non-literate</u> in their native languages.

Types of Written Language

- A genre of written language (see p. 302)
  Each has certain rules or conventions for its manifestation.

  Every literate adult knows the distinctive feature of each of these genres. When you encounter one of the above, you usually know what your purpose is in reading, what to select and what not to select for short- and long-term memory. You bring various schemata to bear on the message that you have chosen to retain.

  Your job as a teacher is to enlighten your Ss on feature of these genres and help them to develop strategies for extracting necessary meaning from each.

Characteristics of Written Language

1. **Performance**

   Unlike spoken language, written language is permanent, and therefore the reader has an opportunity to <u>return again and again</u>.

2. **Processing time**

   A good deal of emphasis is placed on <u>reading speed</u> on our fast-paced, time-conscious society.

   However, except for the <u>time factor</u> itself, fast readers do not necessarily have an advantage over slow readers.

Characteristics of Written Language
- continued

3. Distance

The written word allows messages to be sent across two dimensions; <u>physical distance</u> and <u>temporal distance</u>.

This sometimes decontextualized 去脈絡化 nature of writing is one of the things that makes reading difficult.

Characteristics of Written Language
- continued

4. Orthography

English orthography itself, in spite of its reputation for being irregular, is highly <u>predictable</u> from its spoken counterpart.

5. Complexity

Your might be tempted to say that writing is more complex than speech, but in reality that would be difficult to demonstrate.

The linguistic differences between speech and writing are another major contributing cause to difficulty.

Examples

- Because of the frequent ambiguity that therefore is present in a good deal of writing, readers must do their best to infer, to interpret, and to "read between the lines". (written version)

- There's frequent ambiguity in a lot of writing.

  And so, readers have to infer a lot.

  They also have to interpret what they read. And sometimes they have to "read between the lines". (spoken version)

Characteristics of Written Language
- continued

6. Vocabulary

Written English typically utilizes a greater variety of <u>lexical items</u> than spoken conversational English.

Because of the formal conventions of writing, <u>lower-frequency words</u> often appear. Such words can present <u>stumbling blocks</u> to learners.

Characteristics of Written Language
- continued

7. Formality

Writing is quite frequently <u>more formal</u> than speech. Formality refers to prescribed <u>forms</u> that certain written messages must adhere to.

Strategies for Reading Comprehension - continued

1. Identify the <u>purpose</u> in reading

2. Use <u>graphemic</u> rules and patterns to aid in bottom-up decoding (for <u>beginning level</u> learners)

   Phonics

3. Use efficient <u>silent reading techniques</u> for relatively rapid comprehension (for intermediate to advanced levels)

   - Don't need to pronounce each word to yourself
   - Visually perceive more than one word at a time
   - Skip over unknown words and inter their meaning from its context

4. Skim the text for main ideas 略讀

5. Scan the text for specific information   (schedules, manuals, forms, etc) 掃描

Strategies for Reading Comprehension - continued

6. Use semantic <u>mapping or clustering</u>

The strategy of semantic mapping, or <u>grouping ideas into meaningful clusters</u>, helps the reader to provide some order to the chaos. (see p. 309)

7. Guess when you aren't certain

8. <u>Analyze vocabulary</u>

   prefixes, suffixes, roots, grammatical contexts, semantic context

Guess when you aren't certain.

- This is an extremely broad category. Learners can use guessing to their advantage to
- guess the meaning of a word
- guess a grammatical relationship (e.g., a pronoun reference)
- guess a discourse relationship
- infer implied meaning ("between the lines")
- guess about a cultural reference
- guess content messages.

Analyze vocabulary

- Look for prefixes (co-, inter-, un-, etc.) that may give clues.

- Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.

- Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between").

- Look for grammatical contexts that may signal information.

- Look at the semantic context (topic) for clues.

- Distinguish between literal and implied meanings.

Strategies for Reading Comprehension - continued

9. Distinguish between <u>literal</u> and <u>implied</u> meanings (see p. 310)

This requires the application of sophisticated top-down processing skills.

10. Capitalize on <u>discourse markers</u> to process relationships (see p. 311)

Distinguish between literal and implied meanings

- Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window. "Brrr!" he exclaimed, simultaneously eyeing bob and the open windows, "It's sure cold in here, Bob." Bob glanced up from his book and growled, "Oh, all right, I'll close the window."
- The policeman held up his hand and stopped the car.
- Mary heard the ice cream man coming down the street, She remembered her birthday money and rushed into the house….

Types of classroom reading performance

(see Figure 18.2 on p. 312)
1.   Oral and silent reading
Oral reading can:
a. serve as an evaluative check on
    bottom-up processing skills,
b. pronunciation check
c. add some extra student participation
Disadvantages of oral reading:
a. not a very authentic language activity
b. others can easily lose attention
c. It is mere recitation

Types of classroom reading performance - continued

2. Intensive and extensive reading

   Intensive reading is usually a classroom-oriented activity in which Ss focus on the <u>linguistic or semantic details</u> of a passage.

   Extensive reading is carried out to achieve a <u>general understanding</u> of a usually somewhat longer text.

Principles for Designing interactive Reading Techniques

1. In an interactive curriculum, make sure that you don't overlook <u>the importance of specific instruction</u> in reading skills.

   reading skills, ample time for extensive reading, sustained silent reading

2. Use techniques that are <u>intrinsically motivating</u>

   a. <u>create</u> their own materials for reading (Language Experience Approach (LEA))

   b. Ss are given choice in <u>selecting</u> reading materials.

   c. offer opportunities for learner to gauge their progress through <u>instructor-initiated and self-assessment</u>.

Principles for Designing interactive Reading Techniques
- continued

3. Balance authenticity and readability in choosing texts.

Distinguish between:

a. Simple texts (ads, labels…)

b. Simplified texts

Three criteria for choosing reading texts for Ss:

1. suitability of content – Ss' goals

2. exploitability – useful for instructional tasks and integratable with others skills.

3. readability - challenge Ss without overwhelming them

Principles for Designing interactive Reading Techniques
- continued

4. Encourage the development of reading strategies
5. Include both bottom-up and top-down techniques
6. Follow the "SQ3R" sequence
   1. survey – skim
   2. Questions – the readers ask what they wishes to get from the text
   3. Read
   4. Recite
   5. Review

Principles for Designing interactive Reading Techniques
- continued

7. Subdivide your techniques into <u>pre-reading</u>, <u>during-reading</u>, and <u>after-reading</u> phases

   a. Before you read – introduce a topic, encourage skimming, scanning, predicting, and activate schemata.

   b. While you read – take notes. Give Ss a sense of purpose for reading.

   c. After you read – comprehension questions, vocabulary study, identifying the author's purpose, ……

Principles for Designing interactive Reading Techniques
- continued

8. Build in some <u>evaluative</u> aspect to your techniques

Like listening comprehension, reading comprehension is totally <u>unobservable</u>; it is important to be able to accurately assess Ss' comprehension and development of skills.

Build in some <u>evaluative</u> aspect to your techniques

- 1. Doing—the reader responds physically to a command.
- 2. Choosing—the reader selects from alternatives posed orally or in writing.
- 3. Transferring – the reader summarizes orally what is read.
- 4. Answering – the reader answers questions about the passage.
- 5. Condensing—the reader outlines or takes notes on a passage.

Build in some _evaluative_ aspect to your techniques

- 6. Extending—the reader provides an ending to a story.
- 7. Duplicating—the reader translates the message into the native language or copies it (beginning level, for very short passages only).
- 8. Modeling – the reader puts together a toy, for example, after reading directions for assembly.
- 9. Conversing – the reader engages in a conversation that indicates appropriate processing of information.