



Teaching Reading

Lecture plan

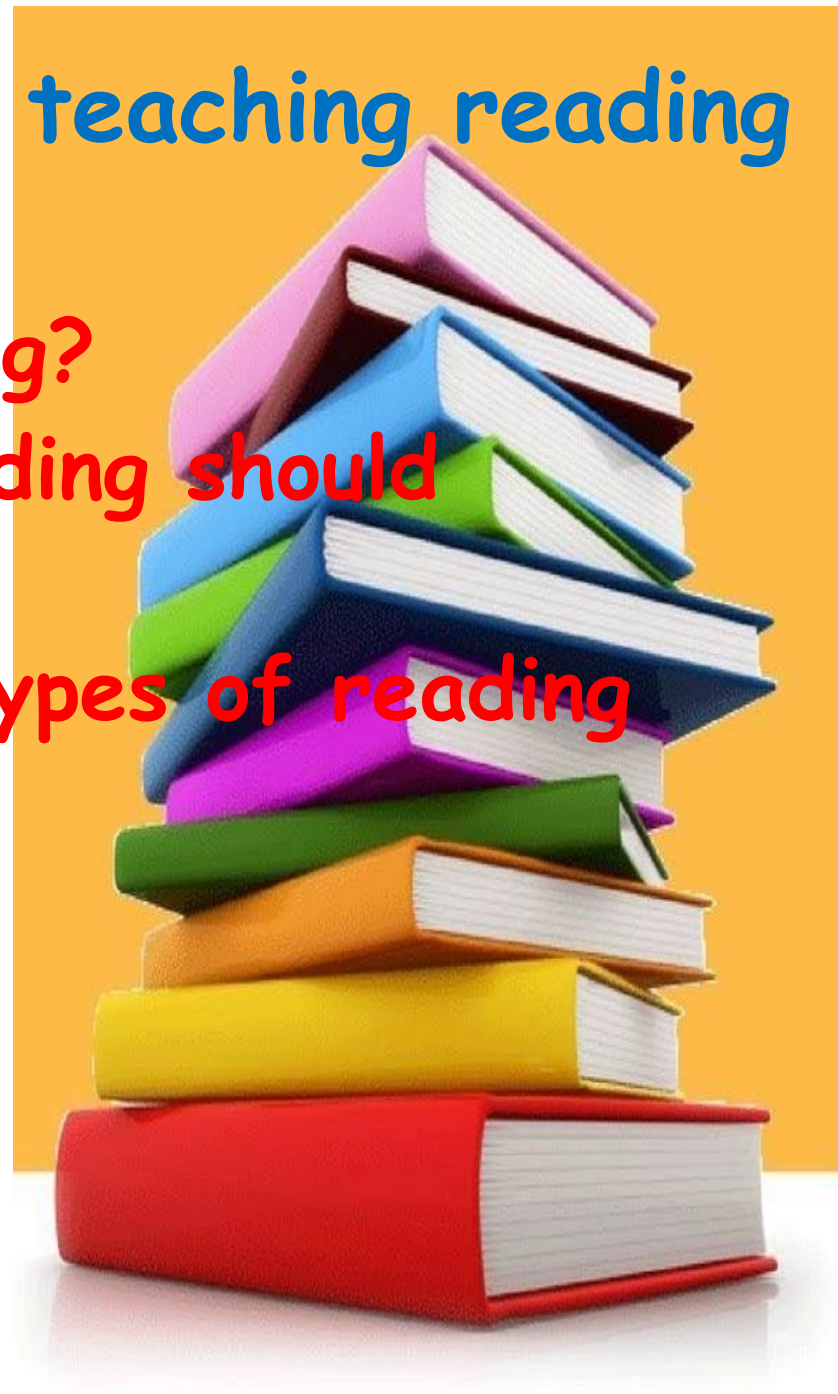
1. Reading as an aim and a means of teaching and learning a foreign language
2. The content of teaching reading
3. Some difficulties pupils have in learning to read in the English language (Linguistic and Extra linguistic)
4. How to Teach Reading
5. Mistakes and How to correct them

1. Reading as an aim and a means of teaching and learning a foreign language



2. The content of teaching reading

- Why teach reading?
- What kind of reading should students do?
- The Topics and Types of reading texts



Why teach reading?

There are many reasons:

1. Firstly the students want to be able to read texts in English (either for their career, for study purposes or simply for pleasure).
2. Reading texts also provide good models for English writing.
3. Reading texts provide opportunities to study language (vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts)
4. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses.

What kind of reading should students do?

The greatest controversy is on whether the texts should be 'authentic' or not. This is because people have worried about more traditional language teaching material which tend to look artificial and use over-simplified language which any native speaker would find comical and untypical.

- If you give low-level students a copy of the 'The Times' or 'The Guardian' they will probably not understand them at all.
- The balance has to be made between real English on one hand and students capabilities on the other.
- There is some authentic written material which Beginner students can understand to some degree:
- menus, timetables, signs, and basic instructions.

The Topics and Types of reading texts are worth considering too.

Should our students read factual encyclopedia texts or should we expose them to novels or short stories?

Should they read timetables or menus or we can offer them business letters and newspaper articles?

- This depends on **who** the students are (if they are business people, if they are science students etc).
- Among the things the teacher might want his/her students to read are: magazine articles, letters, stories, menus, advertisements, reports, play extracts, recipes, instructions, poems, and reference materials.



3. Some difficulties pupils have in learning to read in English (Linguistic and Extra linguistic)

4.How to Teach Reading



The role of the teacher in teaching reading:

- ▣ Organizer
- ▣ Observer
- ▣ Feedback organizer
- ▣ Prompter



The role of the teacher in teaching reading:


- **Organizer:** We need to tell students exactly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do it.
- **Observer:** When we ask students to read on their own we need to give them space to do so. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively and will tell us whether to give them some extra time or to move to organizing feedback.
- **Feedback organizer:** When our students have completed the task we lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answers in pair, by sharing their knowledge.
- **Prompter:** When students have read a text we can prompt them to notice language features in that text. We may also, as controllers, direct them to certain features of text construction, clarifying ambiguities.

What reading skills should students acquire?

- The need to be able to '**scan**' the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line.
- Students should be able to '**skim**' a text : as if they were casting their eyes over its surface to get a general idea of what it is about.
- Whether readers **scan** or **skim** depends on what kind of text they are reading and what they want to get out of it.
- Reading for detailed 'comprehension' whether looking for detailed information or language, must be seen by student something different from scanning and skimming.
- When looking for details, we want our students to concentrate on the minutiae of what they are reading.
- One of the teachers main functions when training students to read is not only to persuade them for the advantages of skimming and scanning but also to make them see that the way they read is vitally important.

What are the principles behind the teaching of reading?

1. **Reading is not a passive skill** - in fact it is an incredible active occupation. To do it successfully, we have to understand what the words mean, understand the arguments, and work out if we do agree with it.
2. **Students need to be engaged with what they are reading** - if the students are not engaged with the reading text - not actively interested in what they are reading, it is less likely that they benefit from it.
3. **Students should be engaged to respond to the content of the reading text, not just to the language** - It is very important to study reading text for the way they use the language (the number of paragraphs they contain, relative clauses, linking words etc.). But the meaning, the message of the text is just as important and we must give our students a chance to respond.
4. **We should allow them to express** their feeling about the topic.



5. **Prediction is a major factor in reading** - when we read texts in our own language we frequently have a good idea of content before we actually read it. Book covers give us an idea of what is in the book. Paragraphs and headlines hint at what articles are about and reports look like **reports** before we read a single word.

The teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

6. **Match the task to the topic** - Once a decision has been taken about the reading text that the students are going to read, we need to choose good reading task - the right kind of questions, engaging and useful puzzles etc.

7. **Good teachers exploit the reading text to the full** - Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense just to get students to read it and then drop to move on to something else.

8. **Good teachers integrate** the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for **Study** and later **Activation**.


REMEMBER

- The most interesting text can be undermined by asking boring and inappropriate questions.



5. Mistakes and How to correct them

Ways of correcting students



☐ RIGHT

☒ WRONG

Five key questions

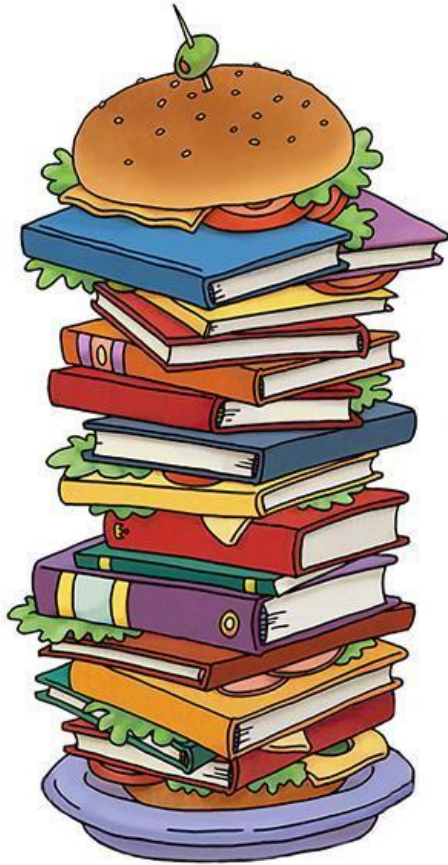
- **What** kind of mistake has been made? (grammar, spelling, pronunciation etc)
- **What** should I do about it? (correct or not correct?)
- **When** should it be corrected? (now, later in the lesson, next lesson)
- **How** should it be corrected? (which technique would work best?)
- **Who** should correct it? (self-correction, peer correction, teacher correction etc)

Stages

- What's the error?
- Decide if it needs correcting
- Decide when it needs correcting
- Decide who should correct it
- Decide how it should be corrected
- Indicate an error has been made
- Correct it
- Reinforce the correction

Techniques

- Finger correction
- Repeat sentence up to error
- Echo with surprised intonation
- Ask a question



Reading
Is
Soooooo
Delicious!

Literature and Internet resources

Main literature :

- Методика обучения иностранному языку: учебное пособие для среднего профессионального образования / О. И. Трубицина и др.; ответственный редактор О. И. Трубицина. - Москва: Издательство Юрайт, 2019. - 384 с.
- Беляева, Л. А. Интерактивные средства обучения иностранному языку. Интерактивная доска: учебное пособие для вузов / Л. А. Беляева. - Москва: Издательство Юрайт, 2019.
- Modern methods of foreign language teaching. Yergazina A.A., Aimagambetova G.A., Akimniyazova A.K./Guide to Teaching. S.Baishev Aktobe university 2016
- Солонцова, Л.П. Современная методика обучения иностранным языкам (общие вопросы, базовый курс) . Часть 1: Учебник / Л.П. Солонцова.- Алматы: Эверо, 2015.- 373 с.

Additional literature and internet resources:

- Techniques & Principles in Language Teaching/ Diane Larsen-Freeman and Marti Anderson © Oxford University Press 2011.3d Edition
- The Practice of English Language Teaching Paperback - 2015 by Jeremy Harmer. Pearson Education; 5th Edition (2015)
- <https://www.youtube.com/watch?v=8wfH99DeKfY>