DEVELOPMENT of READING SKILLS

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Session 1
Reading as a communicative skill

By the end of this session you will have

- considered reading as a real life process;
- regarded reading as a communicative skill;
- got acquainted with features of connected text;
- discussed the effective strategies of reading.

Definitions of reading

1. Reading is an interactive process of communication between writer and reader.

Polyakov O. Teaching English communicatively. Tambov Project.

2. Reading- perceiving a written text in order to understand its content. Dictionary of language teaching and applied linguistics. Longman

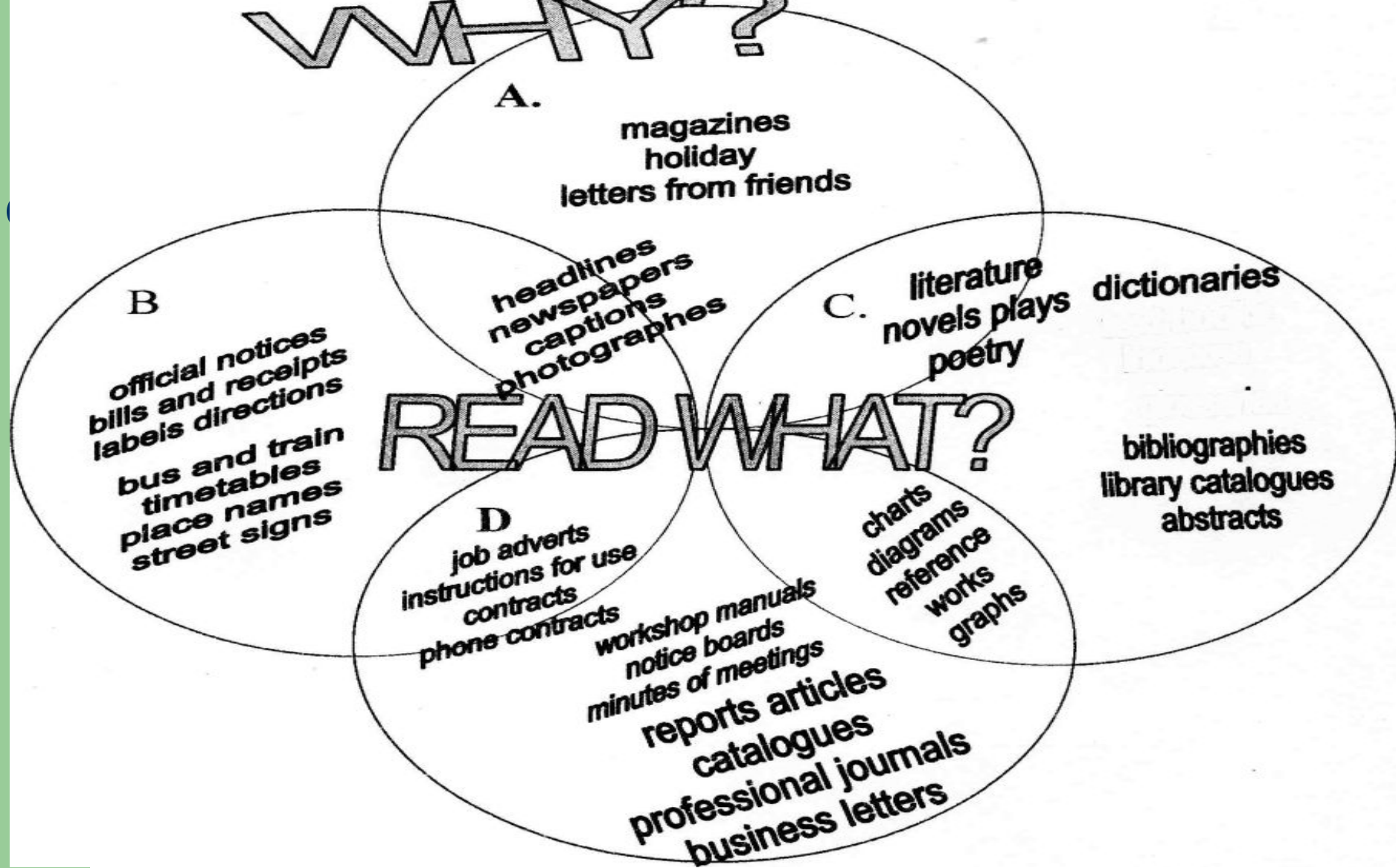3. Reading is a process of obtaining meaning from written text. Williams E. Reading in the language classroom.

4. Reading is a process of getting information for different purposes Grant N. Making the most of your textbook.

5. Reading is a visual and cognitive process to extract meaning from writing by understanding the written text.

From Millrood R.2001. Teaching to Read. Modular Course in ELT Methodology.

READ-WHY?

A.
magazines
holiday
letters from friends

B
official notices
bills and receipts
labels directions
bus and train
timetables
place names
street signs

headlines
newspapers
captions
photographes

C. literature
novels plays dictionaries
poetry

bibliographies
library catalogues
abstracts

READ WHAT?

D
job adverts
instructions for use
contracts
phone contracts

workshop manuals
notice boards
minutes of meetings
reports articles
catalogues
professional journals
business letters

charts
diagrams
reference
works
graphs

Effective reader *means being able to read accurately and efficiently, understanding as much of the text as one needs in order to achieve one's purpose.*

Greenwall, S. and Swan, M. "Effective reading"
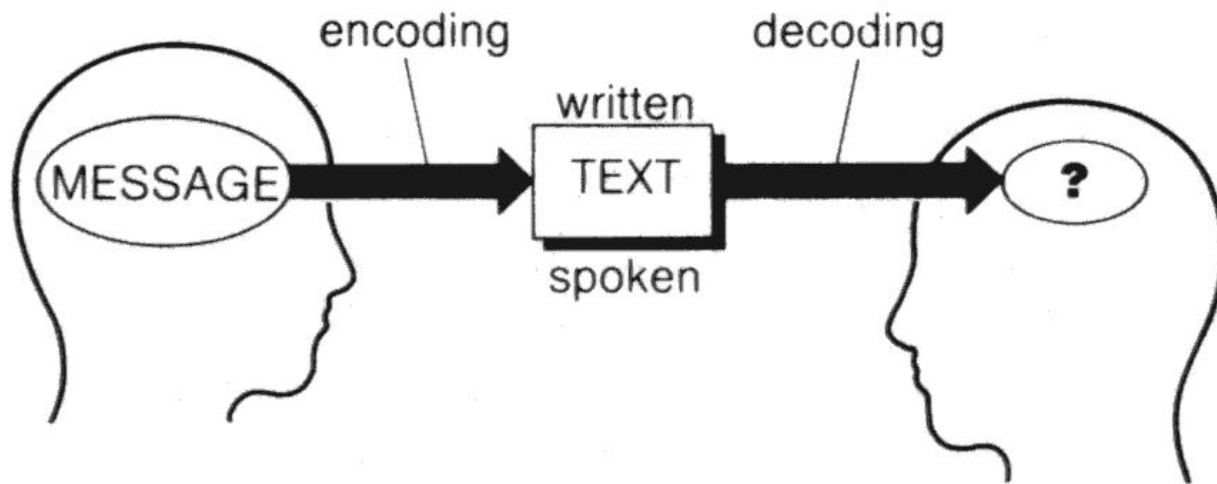
Fluency-

speed and ease of reading

What is learning to read?

Learning to read is

building up particular ***reading skills***

What is a text?

"A text is the verbal record of communication act"

(Brown & Yule)

"Text is a language that is functional"

(Halliday)

"Chunk of written language which carries a whole meaning and is describable by some term such as "warning", "novel" or "letter"

(Wallace)

The term *discourse* is used

to describe ***the meaning*** which the reader ***constructs*** from the text during the reading process

Top-down processing

Past experience, language intuitions and expectations

Selective aspects of print

Meaning

Sound, pronunciation if necessary

Bottom-up processing

Print   Every letter   Phonemes   Blending   Pronuncia-t   Meaning
discriminated   and   ion
graphemes
matched

Session 2
Reading in the language classroom

By the end of this session you will have

- discussed the three phases in a reading classroom

- considered requirements to teaching reading

- observed materials for teaching reading in current textbooks

The requirements of Federal Standard to teaching Reading

- 1. Learners should be able to read not complex authentic texts with the   purpose of getting the main idea of a text or its main points.

- 2. Learners should be able to read not complex authentic texts in order to get from them the specific information or the information they are interested in.

- 3. Learners should be able to read a text intensively demonstrating detailed comprehension of it using a dictionary.

Pre-reading

phase provides a purpose for reading, are aimed at motivating learners to read by stimulating their interest or curiosity, creating expectations, activating their background knowledge, sharing experience and opinions, etc.

While reading phase

encourages processing at different levels, involving various reading skills and strategies, guiding and checking understanding. Often they will follow a pattern of questions that encourage focus on global meaning, then on detailed understanding and finally return to global comprehention, though at the deeper level than at the outset.

Post-reading phase

reading phase learners respond to the text, evaluate the content and relate it to their own experience, often integrating reading speaking, listening, and writing in the process.

Session 3
Reading Materials in the Classroom

By the end of the session the participants will have

- considered different approaches to texts in the language classroom
- chosen the criteria of selecting and designing reading materials

Text As a Linguistic Object TALO

- Find all the examples of X in a text (for example, a grammar pattern, function words, a particular verb form…)

- Find all the words in the text that are connected to X (words that are topically linked, or lexical sets)

- Decide why certain forms were chosen over others (why was a conditional used, for example)

Text As a Vehicle for Information TAV I

– predicting the content of the text, discussing questions or statements that relate to the text

– marking things in the text that you knew/didn't know before

– answering comprehension questions

– summarising the main points of a text

– putting events in order

Text **A**s a **S**pringboard for **P**roduction TASP

- – doing a role play based on the text
- – discussing issues raised by the text
- – having a debate about the points of view presented in the text
- – writing a similar text about something the students know about
- – writing a response to the text.

The text should

- Be a vehicle for teaching specific language structure and vocabulary
- Offer the opportunity to promote key reading strategies
- Present content which is of interest to the learners
- Be at the appropriate language level

The text should

- Be authentic, that is naturally occurring text, not specially written for pedagogic purposes
- Be exploitable in the classroom, that is, lead to a range of classroom activities