

Navigate



Your direct route to English success

More than a guessing game: identifying and teaching specific reading skills



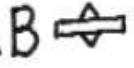
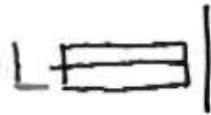
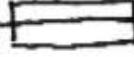
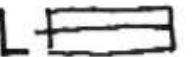
Rachael Roberts
ETAS Conference
January 2016

1 N+— ⊖ AB÷ $\frac{1}{2}$ 10 A
♀ * A ♀ ww — ⊖ ⊖
△ S* || △ ♀ * △ ♀ ww
H* □ H* □ △ DL+—||
⊖ △ B* ST* △ ♀ ♀ ww R+—
— ⊖ △ ♀ ♀ 888 ☠ ⊖
△ S* ||

Death on the Prom

1 N+--- Ø AB÷ $\frac{1}{2}$ 10 A
♂ ♀ A ♀ ww □ →
△ S+ || △ ♀ + △ ♀ ww
H+ □ H+ □ △ DL+--- ||
Ø △ B+ST+ △ ♀ ♀ ww R+---
÷ □→ △ WØER || Ø 1ST
L+--- △ ♀ ♀ 888 ☠ Ø
△ S+ ||

Death on the Prom

1 N  Ø AB  ½ 10 A
∅ * A ∅ ww  Ø →
△ S * || △ ∅ * △ ∅ ww
H * □ H * □ △ DL  ||
Ø △ B * ST * △ ∅ ∅ ww R 
* → □ → △ W Ø ER || Ø 1ST
L  △ ∅ ∅ 888  Ø
△ S * ||

What does * represent?
So what is S *? And h *?

△ is a very common word.
What could it be?

Death on the Prom

One night at about half ten a man and a woman walked out onto the sand. The man and the woman walked hand in hand in the moonlight. At the bandstand the couple walked right out into the water. At first light the couple lay dead on the sand.

Using existing knowledge of the world, or culture



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Recognising genre



Photo Credit: Stuck in Customs via Compfight cc

Recognising script and relating it to sounds and graphemes



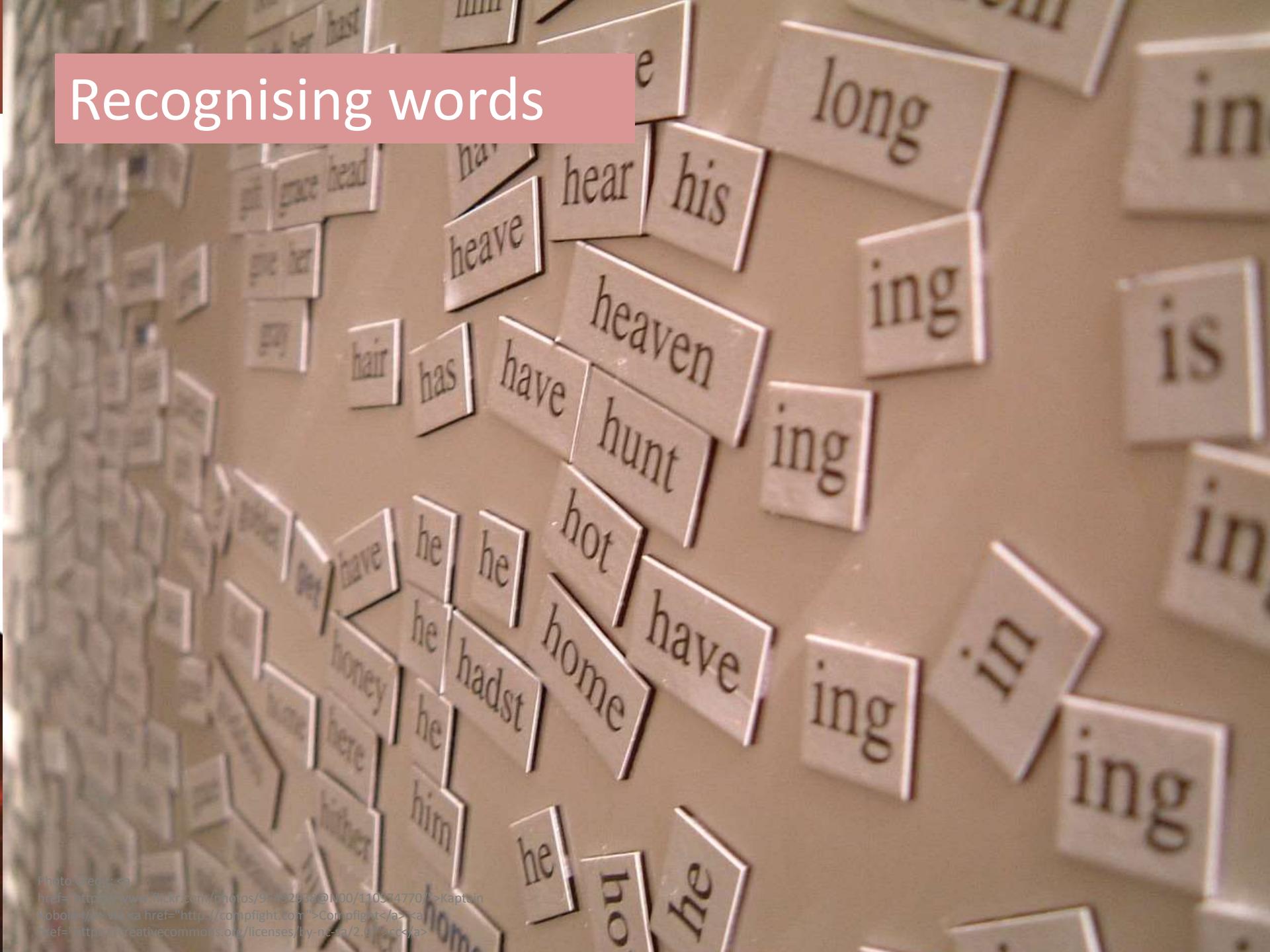
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Recognising words



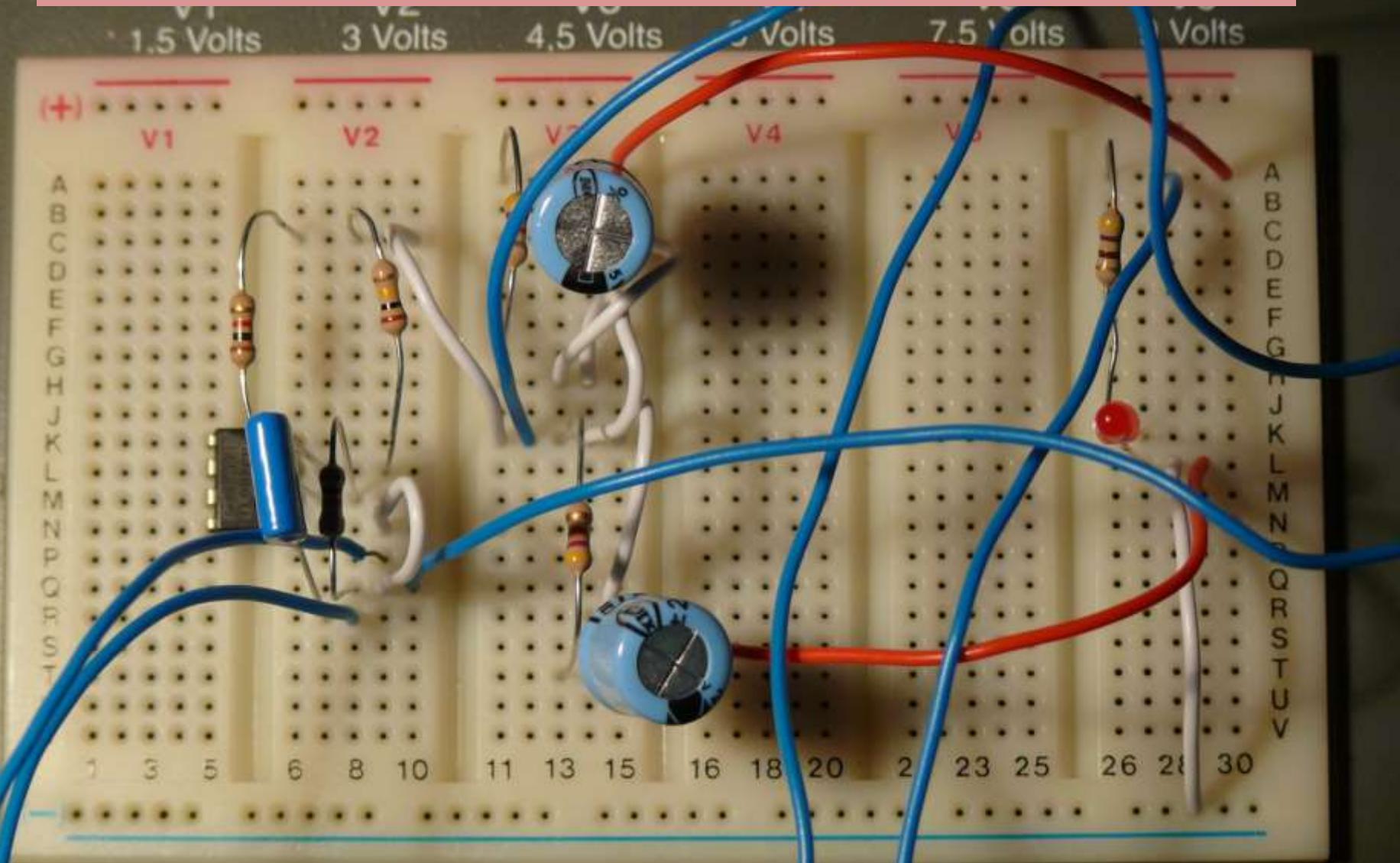
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Using syntactic clues to process information

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Understanding relations between parts of a text, through cohesive devices



Top-down and bottom-up processing

**Top-down
processing**



**starts from the
listener**

(knowledge of topic,
situation, speaker, text
type)

**Bottom-up
processing**



**starts from the
text**

Top-down and bottom-up processing



Top-down and bottom-up processing

'Bottom-up processing is not thought to be a very efficient way to approach a text initially, and is often contrasted with top-down processing, which is thought to be more efficient.'

From a very well-known
methodology site for English
Language teachers.

Washing clothes



... reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time.

Goodman, Kenneth S., Reading: a psycholinguistic guessing game, *Journal of the Reading Specialist*, Vol 6, issue 4, 1967

According to Grabe and Stoller (2011,p23) in each and every two seconds of reading, fluent readers:

- ‘1 focus on and access 8-10 word meanings
- 2 parse a clause for information and form a meaning unit
- 3 figure out how to connect a new meaning unit into the growing text model
- 4 check interpretation of the information according to their purposes, feelings, attitudes and background expectations as needed
- 5 monitor their comprehension, make appropriate inferences, shift strategies and repair misunderstanding, as needed.
- 6 resolve ambiguities, address difficulties and critique text information, as needed.’

Teaching reading skills: mostly a waste of time?

Catherine Walter and Michael Swan IATEFL 2008 Exeter



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The phonological loop



Gathercole and Baddeley
1995



‘We would not allow a driver on the road without first demonstrating a series of small-scale actions (turn on the ignition – put the car into gear – look in the mirror – take off the handbrake – depress the accelerator) which the learner needs to practise. The trick of mastering this ...lies firstly in combining small-scale operations into larger ones and secondly in applying them until they become automatic and demand minimal conscious attention.’ John Field



Navigate B1+

Reading & Speaking complex noun phrases (2)

- 1a Look at the sentences about soft power. What do you think soft power is? Do you think it's important? Why?
- 1 What's interesting is that soft power has little to do with politics.
 - 2 According to a 2013 survey Germany is the country that currently has the most soft power, followed by the UK, the US, France and Japan.
 - 3 Italy's strength is its reputation for great food, fashion and art.
 - 4 The Olympic Games can increase a country's soft power. By hosting the 2020 Games Japan has something big to aim for in the coming years.
 - 5 The 226 Alliance Françaises throughout the world and France 24 online provide an alternative to the English-language dominated news agenda, i.e. news from a different perspective.

- b** Circle the subject (who does the action) and the verb and underline the object (what they do) in each sentence in exercise 1a. Check your answers with the information in the Unlock the code box.



UNLOCK THE CODE

recognizing complex noun phrases (2)

- Objects, like subjects, often consist of more than one word, and are sometimes quite complex. Here are some common kinds of more complex object:

Italy has a reputation for great food, fashion and art.

By hosting the 2020 Games Japan has something big to aim for in the coming years.

The 226 Alliance Françaises and France 24 online provide an alternative to the Anglophone-dominated news agenda, i.e., news from a different perspective.

South Korea's 'soft power' – a global success

Something has been changing in South Korea in recent years, and the world has definitely noticed. What has changed is its 'soft power'.



Since the 1990s, a new wave of South Korean culture called Hallyu, or Korean Wave (한류), **has changed** the country's image abroad.

TV shows such as *Jumong* and *Dong Yi*, and K-pop (Korean pop) singers like Kim Jae Joong and Kim Hyun-Joong **have made** an incredible difference to the country's image. In fact, many think they have done more than the government. Even the popularity of South Korean food has increased.

Jumong, a historical drama, was sold to ten Asian countries and proved extremely popular. In fact, in Iran, 80% of TV viewers **watched** it. And who **could forget** Psy's *Gangnam Style* video, which broke all records for YouTube views?

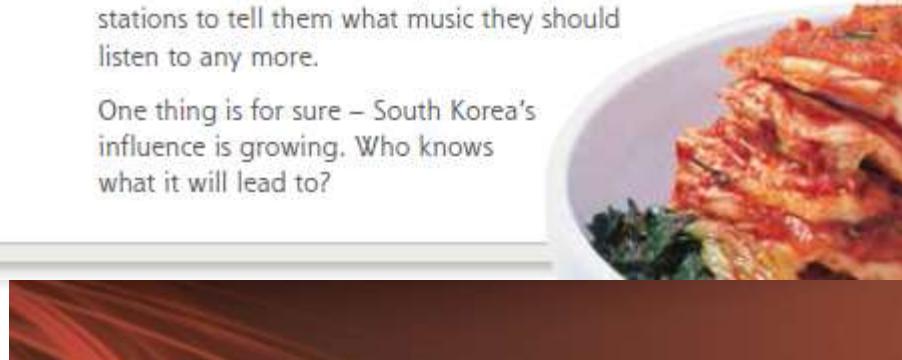


All this **has increased** the country's soft power, its ability to make a positive impression through things like culture, architecture, sport and popular brands.

The international magazine *Monocle* recently **published** a report about the countries with the most soft power. Tyler Brule, the magazine's editor-in-chief, **said** soft power was more important than ever before. He said it is now fashionable for countries to use culture rather than force or even politics to increase their influence abroad.

Interestingly, Hallyu has largely attracted attention through social media. People all over the world are watching K-pop videos on the internet. They don't rely on radio stations to tell them what music they should listen to any more.

One thing is for sure – South Korea's influence is growing. Who knows what it will lead to?



Reading & Speaking pronoun referencing



- 1 Work in small groups. Look at the photos and answer the questions.
 - 1 How many things in the photos can you name?
 - 2 Which desk do you prefer? Why?
- 2 Read the information in the Unlock the code box about pronoun referencing.

UNLOCK THE CODE pronoun referencing

The first time we talk about a thing or person we usually use the noun. After that we often refer to it using a pronoun because we don't want to repeat the same noun.

Where's my pen? I can't find it.
it = pen

My grandparents are French. *They* live in Paris.
They = my grandparents

- 3 Circle the word in each sentence that the highlighted word refers to.
 - 1 My bedroom is very big, but I share **it** with my sister.
 - 2 His things are all on the floor. He never tidies **them**.
 - 3 We've got two big armchairs in the living room – **they're** really comfortable.
 - 4 That's a beautiful picture. Where did you get **it**?
 - 5 Our house is quite small, but I really like **it**.
 - 6 A Are those your keys?
B No, **they're** yours.

- 4 Read the website forum. Write the thing or person that the highlighted word refers to.
 - 1 they (line 3) = _____
 - 2 it (line 4) = _____
 - 3 they (line 4) = _____
 - 4 They (line 14) = _____
 - 5 them (line 16) = _____

Are you a tidy worker or a messy worker?
What's on your desk? Write and tell us.

Yesterday 15:23

Officegirl94: I'm a very messy person. My colleagues think my desk's really terrible; **they** can't believe all the things that are on **it**! Are you ready? Here **they** are: batteries, scissors, five or six magazines, 5 about ten pens and pencils, a clock, a bottle of water, an apple, a cup, books, envelopes and a cheese sandwich! Oh, and my computer.

Today 11:25

Netguy: Wow Officegirl94! A cheese 10 sandwich on your desk? Ugh! For me, a messy place is difficult to work in. I need a big desk to work on. The only things on my desk are a computer and a printer. **They're** both new and expensive, so I like to keep 15 them very clean.

- 2 Read the information in the Unlock the code box about pronoun referencing.



UNLOCK THE CODE

pronoun referencing

The first time we talk about a thing or person we usually use the noun. After that we often refer to it using a pronoun because we don't want to repeat the same noun.

Where's my pen? I can't find *it*.

it = pen

My grandparents are French. *They* live in Paris.

They = my grandparents

- 5 Read another reply from the website. Use the highlighted words to help you answer questions 1–7.

- 1 Which two rooms are never clean?
- 2 Who never does any cleaning?
- 3 Who doesn't want to come and see Mala?
- 4 What's not expensive?
- 5 Who's good fun?
- 6 What's on Mala's desk?
- 7 What does Mala keep in the cupboard with her computer?

Today 11:35

Homeworker 77: I'm Mala. I live in a shared house with four other students and it's always messy. I share a kitchen and bathroom. They're never clean because my housemates are very lazy. They never do any cleaning. My friends think the house is awful and they don't want to visit me. But it's a cheap place to live and I like my housemates – they're fun! My bedroom is different to the rest of the house. I work from home, so I keep everything tidy and organised in there. My desk's perfect – there's nothing on it! I only have one or two books on my desk when I'm working, but I put them in the cupboard with my laptop when I finish my work. I hate mess! Hmm, maybe I do need to move house!

Reading & Speaking skimming a text using topic sentences

- 1a Read the idioms and discuss the questions with a partner.

have a heart of gold *a golden opportunity*
be as good as gold

- 1 What do you think the idioms mean?
- 2 Do you have any similar idioms in your language?
- b Read the first paragraph of the article on the right and compare it with your ideas.
- 2 Read the information in the **Unlock the code** box about using topic sentences to help you read quickly.



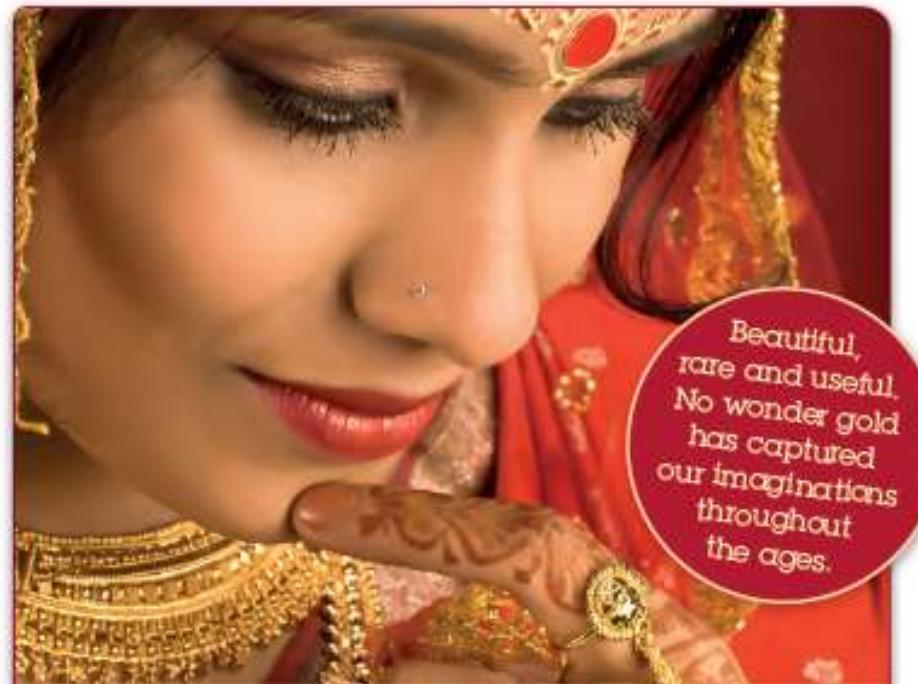
UNLOCK THE CODE

skimming a text using topic sentences

Skimming is a technique for reading a text quickly to absorb the main ideas. One way to do this is by reading the topic sentences in each paragraph.

- The topic sentence is the sentence which carries the main message of a paragraph, and it is usually (but not always) the first sentence of each paragraph (see highlighted sentence in the article). Understanding the topic sentence

- 3 Now read the whole article and underline the topic sentence in each paragraph.



- 1 From ancient times, gold has been of great importance to mankind. Many languages reflect this, using gold as a way of describing anything which is beautiful or valuable. In English, kind people 'have a heart of gold', particularly well-behaved children are 'as good as gold' and a 'golden opportunity' is one not to be missed.

- 2** Read the information in the **Unlock the code** box about using topic sentences to help you read quickly.



UNLOCK THE CODE

skimming a text using topic sentences

Skimming is a technique for reading a text quickly to absorb the main ideas. One way to do this is by reading the topic sentences in each paragraph.

- The topic sentence is the sentence which carries the main message of a paragraph, and it is usually (but not always) the first sentence of each paragraph. Understanding the topic sentence in each paragraph can help you to get an overview of what is in the text, which can make it easier to quickly skim read.
- The topic sentence is often supported by a sentence (or sentences) with further related information, or reasons.
- The topic sentence and/or the supporting sentence(s) may also be backed up by examples.

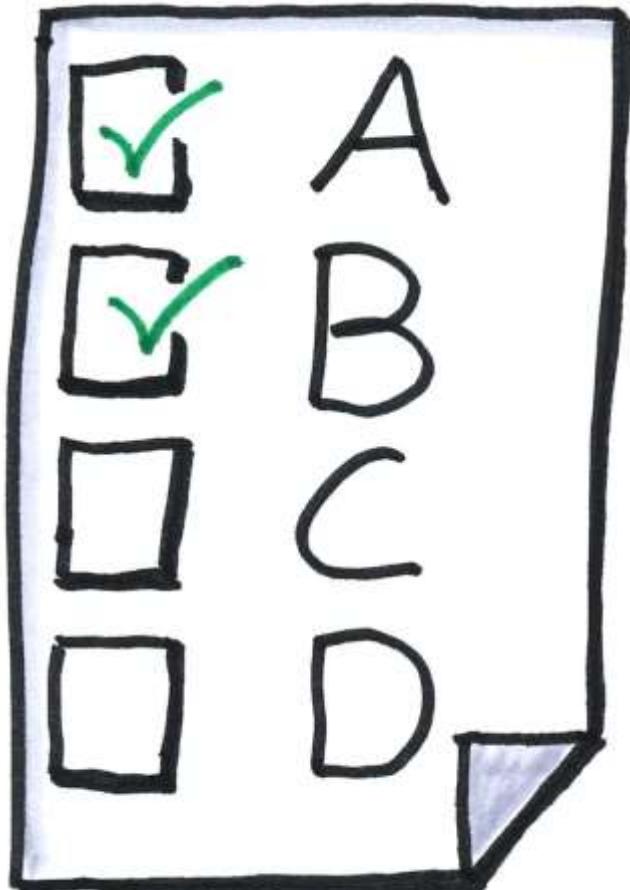
- 4** Use the topic sentences you have identified to help you match the following paragraph headings a-f to the paragraphs 1-6 in the article in exercise 3. There is one heading you do not need.
- a Not from this world?
 - b How gold is used in modern manufacturing
 - c Gold as a symbol or metaphor
 - d The importance of gold in certain countries
 - e Some medical uses for gold
 - f There is less gold than you might think

A syllabus for reading skills

A2	B1	B1+	B2
<ul style="list-style-type: none">• Understanding conjunctions (and, or because, but)• Pronoun referencing• Time sequencers• Comparison• Guessing unknown words	<ul style="list-style-type: none">• Predicting before you read• Ellipsis• Reason and result linkers• Recognising paraphrasing• Reference words (this, so one)• Contrast linkers	<ul style="list-style-type: none">• Reference (pronouns and others)• Complex noun phrases (long subjects)• Linkers (addition, time ref, emphasis, giving both sides)• Understanding paraphrasing• Questioning a text• Complex noun phrases (long objects)	<ul style="list-style-type: none">• Guessing the meaning of words• Skimming using topic sentences• Linkers (clarification, exemplification, cause or reason)• Ellipsis• Reference (pronouns, auxiliaries, adverbs, so and such)• Complex sentences (participle clauses, relative clauses, longer subjects or objects)



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‘....giving them a text and giving them another text and giving them another text and checking to see if they got the comprehension questions right or wrong.’

John Field

@teflerinha

<https://www.facebook.com/rachael.roberts.9469>

www_elt-resourceful_com

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Learning vocabulary through reading



Navigate



Your direct route to English success