Comprehension, strategies and activities

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Outline

- Experiencing reading
- Types of reading
- Bottom-up vs. Top-down
- Parts of a lesson
- Reading strategies
- Other Activities
Experiencing Reading
The Trial Of Bridget Bishop, Alias, Oliver At
The Court Of Oyer And Terminer Held At
Salem, June 2, 1692

1. What is Bridget accused of?
2. What happened to the apple?
3. What did Samuel Gray say happened to him?
4. What happened to the child?
5. What is another way to say “pined away”.
6. What is another way to say “Apparrell”?
7. How old do you think Bridget was at the time of the trial?
A PÁLYAUDVARON

(Kovács László a pályaudvar bejáratá- nál egy vasútastól érdeklődik.)
- Bocsánat. Az ott az Orient-expressz, a hatodik vágányon?
- Köszönöm.

(Kovács László visszamegy a család- jához, amely egy telefonfülke mellett áll. Csak a felesége, Irén és az egyik fia, Gabri van itt. Péter otthon várják, Kati pedig a nagymamájánál van a Balat- tonon.)

- Odamegyünk az első peronra. Sajnálos, késik az Orient.
- Apu, az Orient honnan jön? Londonből?

- De az unokatestvedre Londonban lakik, úgy?
- Tamás Londonban él, de a nővére- nek Pécs mellett van egy kis villája. A nővérenek a fője francia, és ák Párizsban dolgoznak. Tamás náluk nyeral, annán érkezik Budapesten.

- Apu, íté a vonat! Jaj, de sok ember széttetek!
- Laci, itt senki sem jön, aki hasonló Tamás fényképéhez.
- Nyugatom, Irénke, várunk. No, ott jön! Az a magas férfi, ott háttal. Csak most szokhála van, ezért nem hason- lít a fényképéhez.

- Tamás! Szervusz, Tamás! Isten ho- zott Budapesten!

- Kínt van a kocsim. Hol vannak a csomagaid?
- Annál a hordánál.
- (A kocsihoz mennek.)
- Köszönöm, leszek. Egy 20 forint?
- Te emettel ülész, Gabri pedig Irén melé.
Why do you read?

What was the last thing you read?

Was it in English or Spanish?

Why do your students read?

Do you think they ever read in English?
What do we read? (from Grellet 1981)

- Novels, short stories, plays, poems
- Letters, emails, messages (IMs)
- Websites, newspapers, magazines
- Articles, reports, textbooks, guidebooks
- Advertisements, travel brochures, catalogues
- Puzzles, problems, rules for games
- Recipes, instructions, statistics, diagrams, maps
- Signs, forms, menus
- Comic strips, cartoons
- Telephone directories, dictionaries
Types of reading

Extensive reading

“Reading in order to gain a general overview of the contents”

Intensive reading

“Careful detailed reading of section of a text.”

Can you classify the following reading texts as **extensive** or **intensive** reading?

- a short story
- an e-mail message
- a comic strip
- a homework assignment
- a telephone directory
- a recipe
- rules for a game
- a business letter
- a poem
- a travel brochure
Reading involves a variety of skills and strategies.

- Recognizing
- Deduction
- Understanding
- Identifying
- Distinguishing
- Extracting points
- Essentials
Recognizing
- the script of a language
  - 手机/手機 (cellphone)
- discourse indicators
  - however, therefore, etc.

Deducing
- meaning
  - “The smoke thickened. John collapsed.”
- unfamiliar lexical items
  - “Morphogenesis in diffusion coupled genetic networks.”
• Understanding
  ◦ explicitly stated information
  ◦ Inferred information
  ◦ conceptual meaning
  ◦ function of sentences and utterances
  ◦ relations within the sentence
  ◦ relations between the parts of a text (lexical cohesion devices: *however, therefore, etc.*
  ◦ cohesion between parts of a text (grammatical cohesion devices)
  ◦ interpreting text by going outside it
• Identifying
  ◦ main point
  ◦ important information

• Distinguishing
  ◦ main idea from supporting ideas.
• Extracting salient points
  ◦ to summarize (the text, an idea, etc.)

• Basic reference skills
  ◦ Skimming
  ◦ Scanning to locate specifically required information
  ◦ Transcoding information to diagrammatic displays
Bottom-up Processing

...work on the incoming message itself, decoding sounds, words, clauses and sentences.

Includes:

- scanning the input to identify familiar lexical items
- segmenting the stream of speech into constituents, for example, in order to recognize that 'abookofmine' consists of four words
- using graphic clues to identify the information focus of the word
- using grammatical cues to organize the input into constituents

David Nunan, 1999
Top-down Processing

Uses background knowledge to assist in comprehending the message.

Examples:

- assigning an interaction to part of a particular event, such as story telling, joking, praying, complaining
- assigning places, persons or things to categories
- inferring cause and effect relationships
- anticipating outcomes
- inferring the topic of a discourse
- inferring the sequence between events
- inferring missing details.
How do we read?

We may learn both bottom-up and top-down processes independently, later on combining them – things “click”.

Most likely, we interpret reading in terms of what we already know, while integrating this with what we learn in reading.
Parts of a lesson

- Pre-reading (Schemata building)
- Reading practices
- Post-reading (relate to other skills)
Pre-reading: Schemata

- Schemata are the underlying connections that allow new experiences and information to be aligned with previous knowledge.
- Not possessing the proper schema or being unable to activate it leads to inaccurate constructs.

Schemata

The kind of presumptions we make of the world depend on our experiences and on how our minds have organized the knowledge we have gotten from our experiences.
Out of 41 cirrhotic patients, 22 (53.7%) patients were diabetic and 7 (17.1%) patients had IFG and/or IGT. Univariate analysis showed that only two factors were associated with DM rate. Mean of age in diabetic cases was significantly higher than that of non-diabetic ones ($P = 0.003$). Moreover, DM was significantly more prevalent in patients with Child-Pugh's score B than score A ($P = 0.04$). Since there was no score C in study sample, we could not evaluate this class of cirrhosis. After applying logistic model, only Child-Pugh's score kept its significance ($P = 0.04$, OR = 9.6, 95%CI: 1.0–88.4) as an independent predictive factor for DM in cirrhotic patients (table 4).
The Reading

What kinds of texts?
What kind of activities?
What can we read?

- Novels
- Poems
- Letters
- Newspapers
- Guidebooks
- Advertisements, travel brochures, catalogues
- Rules for games

And???
Reading Activities

- Put illustrations of the text in the correct order.
- Put cut-up paragraphs back in the correct order.
- Find words in the text that mean the same as a list of words.
- Read text and find the mistakes in illustration (or draw your own illustration).
- Read text and make a list of particular items (e.g. jobs that need doing-, the author's proposals; advantages and disadvantages, etc).
- Give a title to each section of the article (or match given titles with the sections).
- Find appropriate places in text to reinsert some sentences that have previously been separated from the text.
Post-reading

- Writing
- Speaking
- Listening
- Reading more
Reading Strategies

- Understanding vocabulary in context
- Reading for general meaning
  - Predicting / Previewing
  - Skimming
  - Finding the main idea
- Reading for specific information
  - Inference
  - Scanning
- Contextual referents / Rhetorical devices and clause markers
Understanding meaning from context

What to do when you find a new word when you’re reading…

1. Ignore it. Continue reading.
2. Look at it.
3. Cover it up with your finger and try to read the sentence.
4. Think about the general idea of the text.
5. And if nothing else works and you still can’t understand the main idea of the text, use the dictionary.
Reading for general meaning

- **Predicting / previewing:** *Looking quickly at the text before beginning reading*
- **Skimming:** *Reading quickly to get a main idea*
- **Finding the main idea:** *Understanding the writer’s principal message*
Predicting / Previewing

There are many specific strategies that are used when we read for the main idea. These can signal important main ideas and give us an idea of the gist of selection.

- Headlines, headings and subheadings
- Illustrations
- Captions
- Changes in typesetting (italics or bold print, for example)
Skimming

Read the title, subtitles and subheadings

Look at the illustrations

Read the first and last sentence of each paragraph.

Let your eyes skim over the text, taking in key words.
Finding the main idea

- Think about the meaning of the whole text
- Try to identify a thesis that connects each sentence
- Look for examples that might explain the topic
- Don’t focus on individual words
Reading for Specific Information

• **Inference**: Understanding something the writer doesn’t say directly

• **Scanning**: Looking through a text quickly to find specific information.
Inference

From Sharkey’s Dance Club

???
Inference

- Look for verbs, adjectives and adverbs. Decide if adjectives are positive or negative.
- Decide how ideas relate to each other
- Try to imagine what is happening
- Look for clues…like a detective
Scanning

- Look at any heading. Find the section you want
- Quickly look for the information you need.
- Stop reading when you find what you want.
How do you…?

• …read a newspaper?
• …find a plumber using the Yellow pages?
• …decide on what movie to see using the newspaper?
• …find what year Shakespeare died using the Internet?
Contextual References and Cohesion Devises

Understanding how ideas in a text are related.

- Pronouns
- Possessive adjectives
- Rhetorical devices
- Clause markers
Pronouns and Possessives

John gave Jane his book.
Rhetorical Devices and Clause Markers

- Rhetorical devices are used to help readers understand the relationships between ideas.
- Some are very easy to understand: *for example, and, but.*
- However, others are much more difficult from a vocabulary point of view.
Other Activities

Not all is work...there is also play.
Order

Can you reorder the following frames so as to get a coherent story?

(From Nobody’s Perfect Charlie Brown by Charles Schultz)
Jigsaw Reading

- **Goal:** To help the student to find out how the text is organized and what the relations are between the different parts of a text.
- **Strategies involved:** Prediction, recognizing discourse indicators and relations between parts of a text.
- **Skills involved:** Reading, listening, speaking
Thank you.

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Handout available at:

* www.efltasks.net  Presentations