

TABLE OF CONTENTS

| | |
|---|------------------------------|
| Acknowledgement | |
| FOREWORD | |
| TRAINER'S NOTES | 4 |
| HANDOUT 1 | 9 |
| Theoretical Background | 9 |
| The Role of Reading in the English Curriculum | 9 |
| Characteristics of Reading | 9 |
| Reading as Interactive and Communicative | 10 |
| Interactive Reading Techniques | 11 |
| HANDOUT 2 | 12 |
| Instructional Objectives..... | 12 |
| Summary of “Promoting Students' Interaction with a Reading Passage” | 12 |
| TASK SHEET 1 (BEFORE/AFTER) | 13 |
| TASK SHEET 2 (VIEWING) | 13 |
| TASK SHEET 3 (DETAILED VIEWING) | Error! Bookmark not defined. |
| TASK SHEET 4 (POST VIEWING) | |
| TASK SHEET 5 (REFLECTION) | |
| TASK SHEET 6 (Mentor's Wrap Up) | 20 |
| OPTIONAL ACTIVITIES | 21 |
| USING REALIA IN THE FIRST LANGUAGE | 21 |
| USING COMPETITION OR GAMES FOR MOTIVATION | 22 |
| REFERENCES | |
| ANSWE KEY | |
| GLOSSARY | |

AKNOWLEDGEMENT

The Integrated English Language Program-II (IELP-II) would like to thank all the people without whose contribution and input such a training manual would not have been possible. First, the authors of these manuals:

1. Dr. Salah El-Araby, AUC, Egypt. (Author & Team Leader)
2. Susan Iannuzzi, University of Pittsburg, USA. (Author)
3. Sharon El-Farnawany, AUC, Egypt. (Author)

Many Ministry of Education (MEO) officials gave willingly of their guidance, support and feedback. In particular, we would like to recognize:

1. The English Counselor, Mr. Mohamed Ibrahim
2. The GDIST Director, Ms Mogeda Kamel
3. Focus group members and MoE trainers, especially Yasser Youssif.
4. Pilot trainees, including teachers and supervisors from Cairo and Giza.

Gratitude is also due to the IELP-II staff members who most willingly edited these training materials and gave their insightful feedback. They are Helena Simas, and Dr. Elhami Afifi. Such a manual would not have been put in its user-friendly form without the insightful comments, feedback and encouragement of Lorraine Denakpo and Dina El-Araby. Many thanks would also go to Medhat Youssif for his coordination with the graphic designers and publishers of these manuals.

Finally, for his steadfast leadership and management of the entire process of developing and printing these training manuals, IELP-II's Mohamed Mahgoub deserves the lion's share of credit for making this valuable resource a reality.

Forward

The video entitled “*Promoting Students’ Interaction with a Reading Passage*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors.

This trainer’s guide provides teacher educators or trainers with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs around 8 training hours to cover the core materials in this trainer’s guide and the video entitled “*Promoting Students Interaction with a Reading Passage*”. This does not include the *Optional Activities*. But, for a training workshop designed for supervisors using this trainer’s guide and its video the trainer needs around 4 hours.

- *Pre-Viewing Activities* prepare trainees for the content of the video segment and relate it to their teaching experiences
- *First and Second Viewing Activities* focus trainees’ attention on important concepts in the video.
- *Post-Viewing Activities* consolidate knowledge, skills, and attitudes learned in the video and help trainees retain and use them in their classrooms.
- *Task Sheet 5: Reflection* gives trainees an opportunity to express their own reflections on the teacher’s performance, the rapport between the teacher and the students, and various teaching strategies and techniques in the video. Trainees also relate the activities to their own teaching situation.
- *Application* provides trainees with the chance to work in small groups to plan a reading lesson from “*Hello!*” applying the knowledge and skills they acquired from the segment.
- *Optional Activities* reinforce the theoretical background, by emphasizing two techniques the teacher in the segment has done well: *using realia in the first language* and *using competition or games for motivation*.

Trainer's Notes

Pre-Viewing Activities

Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their teaching experience.

Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Handout 1: *Theoretical Background*
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the training session)
- ◇ Approximate Time Required: **40 minutes**

Relate to Past Knowledge and Experience

Ask the trainees to comment on the statements and issues listed on *Task Sheet 1: Before/ After*.

Set a time limit during which trainees jot down their thoughts in the left side of *Task Sheet 1*, entitled “**BEFORE**”.

Allow seven minutes or more for this task depending on the English proficiency of the trainees. When time is up, call on various trainees to share their ideas with the group. Write the ideas on the board, paying attention to use the trainees’ exact words.

Start a discussion with the whole group about the most important ideas from the board list and write them on the transparency of *Task Sheet 1* in the column labeled “**BEFORE**”

Present and Discuss Theory

Direct the trainees’ attention to *Handout 1: Theoretical Background*. Explain that they will now read some theoretical information about teaching reading skills.

Explain that they will look again at one or two of the statements in *Task Sheet 1* and write answers based on the reading in the column labeled “**AFTER**”. Divide the trainees into groups or pairs. Assign one or two of the statements or issues from *Task Sheet 1* to each group or pair. Direct the group or pair to the section(s) of *Handout 1* where they can find the answer. If you are going to assign more than one issue to a group or pair, it is suggested that you combine an easy one with a more challenging one.

The following are the statements/ issues from *Task Sheet 1* and their respective sections from *Handout 1*. Note that those marked with an asterisk (*) are more challenging

| <i>Task sheet 1</i> statement / item | <i>Handout 1</i> section |
|--------------------------------------|--------------------------|
| 1 | A & C |
| 2 | B |
| *3 | C |
| 4 | C |
| 5 | C |
| *6 | D |
| 7 | D |

After the trainees have written their answers in the column labeled “**AFTER**”, elicit the groups’ responses and write them on a transparency of *Task Sheet 1* or on the board.

Discuss any statements or issues, which have different comment in the “BEFORE” and “AFTER” columns. Encourage the trainees to read all of *Handout 1* again after the training

Clarify Instructional Objectives

Referring to *Handout 2: Instructional Objectives & Summary*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- Identify the three phases of a reading activity and the goals of each.
- Demonstrate familiarity with activities that :
 - ◇ activate students’ knowledge at the outset of the reading process.
 - ◇ further the communicative and interactive qualities of a reading lesson.
 - ◇ encourage students to use techniques that make them more efficient and effective readers.
- apply techniques and strategies of teaching reading in their own teaching situations.

Finally, briefly describe ideas in the *Summary* of the tape, which you could either give to trainees to read before class or allow them five minutes to read in class (*Handout 2*). You may have to explain difficult vocabulary items in the *Summary*.

First Viewing

| |
|---|
| <p>Objectives:</p> <ul style="list-style-type: none">◇ Trainees get an overall idea of the content of the segment.◇ They practice their listening skills. <p>Set up:</p> <ul style="list-style-type: none">◇ Task Sheet 2: <i>Viewing</i> <p>Approximate Time Required:</p> <p>45 minutes</p> |
|---|

View the Video

Ask the trainees to read the questions in *Task Sheet 2: Viewing*.

Check that the questions are clear to the trainees.

Let them watch the video once without stopping. While viewing, they have to **think** of answers to the questions.

Discuss

After viewing the video, trainees answer the questions in pairs or in small groups. Then, get their feedback.

Second Viewing

Objectives:

- ◇ Trainees understand the details of the video lesson
- ◇ They identify the purpose of each activity in it.

Set up:

- ◇ Task Sheet 3: *Detailed Viewing*
- ◇ Transparency of Task Sheet 3 (optional)

Approximate Time

Required: 70 minutes

View the video for details

Direct the trainees' attention to *Task Sheet 3: Detailed Viewing*. Explain that trainees will watch the video again, but that this time they will focus on shorter sections of the video lesson.

Pause the video at the specified caption (band) that pops up on the screen before that stage of the lesson begins. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

For **Section A** of *Task Sheet 3*, play the video lesson from the beginning until the *During-Reading* caption appears on the screen. Then, give the trainees about 10 minutes to

answer the questions on their own. Then, get the trainees to compare their answers in pairs. Allow about 10 to 15 minutes for the class discussion. Elicit answers from various trainees and write them on a transparency or on the board.

For **Section B** of *Task Sheet 3*, divide the trainees into pairs or small groups to compare their answers. Allow about 15 minutes. Call on various individuals to share their answers, asking them to support all their answers, focusing on the purpose of each activity.

For **Section C** of *Task Sheet 3*, have the trainees work in small groups. Elicit their answers and write them on a transparency or on the board. Build consensus among the groups as to the description of what happened in each section. Assign a section to each group and ask them to formulate *why* they think that part of the lesson happened in that way. Encourage them to think about what the teacher's aim was and how it was furthered by what happened in that part of the lesson. Ask each group to share its findings with the others.

Post-Viewing Activities

Objectives:

- ◇ Trainees comment on the video segment, training materials and their new KSA acquired from them.

Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

Approximate Time

Required: 15 minutes

Discuss New KSA

Make sure that the trainees understand the questions on *Task Sheet 4: Post-Viewing*. Have the questions in cut into slips of paper and fold them so that the questions cannot be seen.

Choose one of the strong trainees to select one of the slips of paper and have him or her lead a discussion of that question. Continue by having another trainee choose another slip of paper and lead a discussion of the next question. Continue until all the questions have been answered.

Application

Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ Trainees consolidate their KSA with Mentor's wrap-up
- ◇ Trainees review key materials in this segment and plan a reading lesson.

Set up:

- ◇ Task Sheet 5 : *Reflection*
- ◇ Handout 2
- ◇ Task Sheet 3 (completed)
- ◇ Task Sheet 6 : *Mentor's Wrap-Up*
- ◇ Blank OH transparency (optional)

Approximate Time

Required: 190 minutes

Warm-up

Direct trainees' attention to **Task Sheet 5: Reflection**

Give them some time to read the questions before you show the **Reflection** part of the video. If this part of the training is conducted on a different day or after a long break, you may want to replay the teacher's reflection section of the video before beginning the **Warm-up** activity

View the Mentor's Post-Lesson Commentary

Then, using **Task Sheet 6: Mentor's Wrap-Up** play the Mentor's post-lesson commentary and ask the trainees to fill in the missing parts in the table in **Task Sheet 6**. After watching this part of the video and filling the gaps with stages of the listening lesson, have the trainees check their answers in pairs and get their answers on an OH transparency or on the board.

Direct the trainees' attention to **Task Sheet 3**. Give them about 5 to 10 minutes to reflect on how the segment concepts can be applied to their teaching situations. To stimulate their thought, encourage them to think about the level of their students, the size of their class, additional resources available to them, etc.

Explain to the trainees that they will apply the sum total of their learning experience from the segment to a real classroom situation which is relevant to their teaching situation. Ask them to use the following resources:

- ◇ Summary of the segment in **Handout 2**.
- ◇ The completed **Task Sheet 3**.
- ◇ Samples of the reading lessons from **Hello!** and the relevant Teacher's Notes from the Teacher's Guide.

Develop lesson plans

Choose three reading activities from different levels of **Hello!** The following are examples of suitable lessons:

Hello! 3, Unit 14, Exercises C and D

Hello! 5, Unit 3, Exercises A and B

Hello! 8, Unit 11, Exercises C and D.

Explain that the trainees will now develop a lesson plan for a reading lesson. Point out that even if they do not teach this level, they will still be able to do this successfully because the principles they have learned are universal.

Remind them to use the resources specified above as well as the information from the mentor's commentary in **Task Sheet 6**. Reassure the trainees that they will have plenty of time to do this. Allow 60 – 90 minutes for the lesson preparation.

Divide the trainees into three groups; each group must prepare the three stages of the reading lesson:

Pre-reading Stage – including activities that activate students' background knowledge.

During-reading Stage – including the purpose for reading and how the during-reading stage will be conducted.

Post-reading Stage – including activities which check students' comprehension as well as other activities which consolidate key information or language, etc.

Point out that in addition to planning each lesson stage, you will assign either the **Pre-reading** or the **Post-reading** stage to be prepared in detail so that they can model it for the other trainees. Explain that after the groups have prepared their lessons, each group will present its lesson to all the trainees by explaining two of the stages and modeling one of stages in detail.

Divide the trainees into groups and assign each group a stage of the lesson for detailed preparation. Point out that when the groups present, each trainee should have a role in the presentation.

Before the presentations begin, ask the other trainees to take notes on the groups' detailed stages of the lesson, writing what happens. After the group presents, lead a discussion of the detailed stage, focusing on why the lesson stage was conducted in that way. Encourage trainees to be as positive as possible in their comments since this is a difficult task for everyone.

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

HANDOUT 1

Theoretical Background

Instructions

Read the following theoretical information about teaching reading skills. Highlight or underline all ideas new to you.

The Role of Reading in the English Curriculum

Reading, along with speaking, listening, and writing, has long been a prominent part of the English curriculum. Reading has always been considered important because “through reading students increase their knowledge, improve their vocabulary, and learn more about the English language itself.” (El-Baz and associates, p. 23, 2000)

Traditionally however, reading has been treated as a passive skill. (Celce-Murcia, 1991) Students were given a text and instructed to read silently and on their own, possibly as homework. When finished, they would be asked various comprehension questions to check their understanding of what was in the text. Alternatively, for reading activities in the classroom, a text would be read aloud by one student or the teacher, after which, the class would be asked to answer questions on what was read. In either situation, the reading process was treated more as a test because students were expected to get “certain kinds of information from the text,” without any guidance or strategies for doing so. (Celce-Murcia, p. 202, 1991)

Characteristics of Reading

It is not difficult to see how this traditional notion of reading developed. There are inherent characteristics of reading which distinguish it from other skills. Obviously, in order to read, there must be a written text. A written text is by its very nature permanent, and “therefore the reader has an opportunity to return to it again and again, if necessary to a word or phrase or a sentence or even a whole text.” (Brown, p. 288, 1994) The fact that students can look again at a text often makes teachers believe that the students should be able to find the answers simply by looking at the text, again and again if necessary. However, without skills and strategies for reading, students may not be able to fully understand or interact with the text optimally.

Similarly, the presence of a written text “allows readers to read at their own rates.” (Brown, p. 288, 1994) Students “aren’t forced into following the rate of delivery, as in spoken language.” (Brown, p. 288, 1994) As a result, some students are naturally fast readers while others are slower. This reinforces a perception that reading is not interactive or communicative, and must be done by students on their own and at their own pace.

Reading as Interactive and Communicative

A more modern approach to reading views reading as an interactive process with possibilities for communicative teaching and learning. (Celce-Murcia, 1991; Brown, 1994) Obviously, students will have to read alone during the reading lesson, but it is important to include activities in which students interact with each other, either in pairs,

groups, or as a class. Through interaction, students use other skills, such as speaking and listening, as part of the reading lesson.

The modern reading lesson has three stages: the *pre-reading*, *during-reading*, and *post-reading stages*. Each stage has an important role. The pre-reading stage is often overlooked. As Brown writes, “It is tempting to tell students, ‘Okay now, class, read the next two pages silently.’ No introduction, no hints on anything special to do while reading...” (Brown, p.300, 1994) Despite the temptation to assign the reading immediately, it is important for teachers “to spend some time introducing a topic... including activating schemata.” (Brown, p. 300, 1994)

Activating schemata is an important part of the *pre-reading stage*. By drawing on the students’ own knowledge of the content, the teacher prepares them to read. They can anticipate the information in the reading, and it is more likely that they will retain it. In this way, “students can bring the best of their knowledge and skills to a text.” (Brown, p. 300, 1994)

In the next stage, the *during-reading stage*, the students should have a purpose for reading. (El-Baz and associates, 2000) Not all reading is simply reading to understand the whole text, and teachers must be clear to specify why students are reading and what students are expected to take away from the reading. (Brown, 1994)

Frequently, the post-reading stage is seen simply as a time for answering comprehension questions, but “comprehension questions are just one form of activity appropriate for *post-reading*.” (Brown, p. 300, 1994) The *post-reading stage* offers opportunities to focus on difficult or key vocabulary as well as an opportunity for discussion of the main points, the author’s purpose, or possibly key grammatical structures. (Brown, 1994)

Interactive Reading Techniques

In the paragraphs above, we discussed the three stages of a reading activity. Now we will discuss some techniques for conducting a more effective reading lesson.

There is often an assumption that students who are literate in their first language can read as well in English. (Brown, 1994) Unfortunately, this is not always true. Frequently, students need to be shown how to make use of their existing reading skills. Similarly, students may need to draw on their existing knowledge of the structure of different kinds of texts, e.g. stories, advertisements, etc. (Brown, 1994)

One skill which students may already do in their native language is skimming. Skimming consists of “quickly running one’s eyes across a whole text to get the gist.” (Brown, p. 293) This is important because it enables students to guess or predict the main idea or purpose of the text. (Brown, 1994) In essence, skimming gives students a ‘head start’ on the more focused reading required in the *during-reading stage*.

Similarly, scanning may already be familiar to students. Scanning involves “quickly searching for some particular piece or pieces of information in a text, for example dates, definitions, or a key concept.” (Brown, p. 293, 1994) A good scanning ability enables students to find specific details without having to read the entire text.

In addition, teachers can encourage students to develop strategies for learning new vocabulary. One effective technique is that of guessing the meaning of vocabulary from context. (Celce-Murcia, 1991) Students often want to know the meaning of each word, and many students will stop reading if they meet a word they do not know. (Brown, 1994) Forcing students to read all the way through without stopping for unknown words helps students to develop stronger reading skills; by doing this, students are able to get a broad understanding of the text. (El-Baz, 2000)

Finally, teachers should encourage students to read silently, using their eyes only. “Encourage students not to use their fingers or pencils to keep their place in the text. They should not move their lips or whisper the words.” (El-Baz, p. 23, 2000) Reading silently without pronouncing or following each word will help students increase their efficiency. Over time, they will become faster and more confident readers. (Brown, 1994)

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

HANDOUT 2

Instructional Objectives

As a result of viewing this video segment and participating in these activities, you will:

- Identify the three phases of a reading activity and the goals of each.
- Demonstrate familiarity with activities that :
 - ◇ activate students' knowledge at the outset of the reading process.
 - ◇ further the communicative and interactive qualities of a reading lesson.
 - ◇ encourage students to use techniques that make them more efficient and effective readers.
- apply techniques and strategies of teaching reading in their own teaching situations.

Summary of "Promoting Students' Interaction with a Reading Passage"

In the video segment, you will see Mr. Magdi Ghneimi, a government teacher at Gamal Abdel Nasser Secondary School for Girls in Zagazig, Sharkia Governorate, teaching a reading class of 27 girls at the 3rd Secondary level.

The lesson is based on material in *Hello! 8*, Unit 18, Lesson 1. For trainees not familiar with this text, a brief summary follows.

The students are asked to read several advertisements for various products and services. Afterwards, they are asked to answer a variety of comprehension questions.

The video segment starts with a brief definition of the objectives of teaching reading skills and then a recording of a live lesson in teaching reading. The lesson was not rehearsed for the video, but it has been edited for time constraints.

During the video lesson, Mr. Magdi begins the activity by introducing some vocabulary and then showing a variety of advertisements from Arabic magazines. He then directs the class through the stages of reading lesson:

Pre-reading stage, including setting the scene for the reading by conducting activities related to the reading, as well as skimming for main ideas.

During-reading stage, including reading for general understanding, activating the students' background knowledge, and guessing the meaning of words from context.

Post-reading stage, including checking students' comprehension, specifying areas for further emphasis, and focusing attention on the main points of the reading.

The professor, Dr. Heba Zaiton, steps in from time to time to attract trainees' attention to important parts and explain key ideas. Finally, the class teacher concludes with reflective remarks and comments on what he has done and his reasons for doing it

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 1

BEFORE/AFTER

Comment on the statements listed in the column entitled "BEFORE". Then read *Handout 1*, and add to your comments in the column entitled "AFTER".

| BEFORE | AFTER |
|--|--------------|
| 1. By nature, reading lessons are quiet and passive. | |
| 2. Because students can look again at a reading text, it is easy for them to understand the text. | |
| 3. Students should use other skills such as listening or speaking as part of the reading lesson. | |
| 4. It is important for the teacher to discuss the content of a reading before the students read. | |
| 5. Students need to know <i>why</i> they are reading a text. | |
| 6. Students can use techniques from their first language to improve their reading skills in English. | |
| 7. The most efficient readers point to each word with their finger while they mouth the words of the text. | |

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 2

VIEING

While watching the video, think of answers to the following questions. Then, answer them in pairs or small groups.

1. What are the three stages of the reading lesson? What is the goal of each stage?

2. In which ways does the reading activity promote real communication and interaction between the students? Support your answers with examples from the lesson.

3. What do the skills of skimming and scanning involve?

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 3

DETAILED VIEWING

Each of the following activities corresponds to several short sections of the video lesson. The trainer will pause the tape according to the title indicated at the bottom of the screen.

A. These three activities are based on the pre-reading stage, from the beginning of the lesson until the “*During-reading*” section.

1. Which techniques were used to activate the students' background knowledge of the lesson until the “*During-reading*” section?

- A. brainstorming of potentially useful vocabulary
- B. miming
- C. asking questions about the content of advertisements
- D. asking questions about the form or location of advertisements
- E. looking at real advertisements
- F. having students create their own advertisements
- G. using a title or headline to guess content of an advertisement
- H. interviewing people who have created advertisements
- I. telling students what they will read in the advertisement

2. Of the techniques checked in question 1, how many of them required students to interact and communicate with each other? _____

3. Choose two of the techniques you checked in question 1 and describe how they helped to prepare students for the reading.

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 3

DETAILED VIEWING

B. These questions are based on the “*During-reading*” stage of the video lesson.

1. What is the purpose for reading the text? In other words, why are students reading the text?

2. What technique does the teacher use in order to make the reading more communicative and interactive?

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 3
DETAILED VIEWING

C. Complete the chart based on the “*Post-reading*” section of the video lesson.

| <i>Post-reading</i> activity | Describe how the activity was conducted | Purpose of the Activity | Way in which the activity was interactive or communicative |
|--|--|------------------------------------|---|
| Answering comprehension questions based on the advertisements | The teacher called on one student from a group to ask... | | |
| | | | |

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 4 *POST-VIEWING*

How well do you think the teacher prepared the students to read the advertisements? Did he provide enough background information to make the reading familiar to the students? Why or why not?

How well do you think the teacher helped the students to cope with difficult vocabulary? Support your opinion with evidence from the video.

Do you ever use miming to introduce students to concepts they will encounter in a reading? Why or why not?

Do you think the use of real advertisements from Arabic magazines helped the students? Why or why not?

Do you think that conducting the reading as a competition was effective? Why or why not?

What do you know about teaching reading that you did not know before participating in this training?

If you were to train a beginning teacher what one thing would you choose from the video to share with him or her?

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 5
REFLECTION

Answer the following questions based on the video segment and your own experience.

1. Why did Mr. Magdi choose to use advertisements from an Arabic magazine? Do you agree with this technique? Why or why not?

2. What is Mr. Magdi's opinion about using group work in large classes? Do you agree with his opinion? Why or why not?

3. What doesn't Mr. Magdi like his students to do while reading? Do you agree with his opinion? Why or why not?

4. What does Mr. Magdi encourage his students to do if they meet a word they do not know while they are reading? What does he discourage them from doing?

5. Which of Mr. Magdi's techniques for teaching reading would be successful in your class? Which would not be successful? Why?

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

TASK SHEET 6

MENTOR'S WRAP-UP

| Stages of the Reading Lesson | Consists of |
|-------------------------------------|--|
| Pre-reading Stage | Addressing (1)----- and (2)----- related to reading. For example, (3) ----- and (4) ----- |
| During-reading Stage | a) Promoting a (5) ----- understanding of the text. b) Activating (6) ----- c) guessing the meaning of words from (8)----- |
| Post-reading Stage | a) (9) ----- b) Specifying areas that need (10) ----- c) Focus attention on (11) ----- |

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

OPTIONAL ACTIVITIES

This tape was designed as an observation of a reading lesson, but lends itself to observation of general language teaching practice, as well. The following activities have been designed to make use of the observation to reflect on the following aspects:

- **Using Realia in the First Language**
- **Using competition or games for motivation**

They elicit description of the lesson related to each of these aspects, with discussion leading to an activity that gets trainees to develop their own guidelines for best practice. Each is based on a viewing (or reviewing) of the same selected short segment of the tape.

Because the same segment of the tape can be used for both activities, the activities should take about the same amount of time. It may motivate trainees to allow them to select which aspect interests them, divide them accordingly, and have each half work separately on the individual task, as a whole or in smaller groups, according to the number of participants. They can then report the results of their work to the whole group of participants.

USING REALIA IN FIRST LANGUAGE

Elicit the meaning of *realia* from the trainees. Explain that using realia is an effective technique for introducing a language activity. Elicit the types of activities that can be introduced with realia, e.g. writing activities, reading activities. The goal of this activity is to observe, describe, and think about Mr. Magdi's use of realia in the lesson.

Show the *Miming* and *Realia* sections of the video lesson. Divide the trainees into groups. Ask them to watch the video and discuss how the use of the Arabic language realia helps to introduce the reading. Encourage the trainees to be as specific as possible. Have each group present its findings to the whole.

As a large group, discuss what was observed in terms of what the trainees consider *best practice*. Refer to the following questions as a discussion guide. Allow approximately fifteen minutes for this discussion.

- What are the benefits of using realia, for the students as well as the teacher?
- Does it make a difference if the realia is in English or in Arabic? Why?
- What are the sources of realia available to teachers? Support your opinion with reference to your own teaching situation.

Activity

Divide trainees into groups of four or five. Give each the following set of instructions. Allow approximately 15 minutes for the activity.

Your group is preparing to teach a lesson from Hello!. How can you use realia to introduce the activity? Where can you find suitable realia for the activity? Plan an introduction to the activity, explaining the type of realia you would use and how you would integrate it into the lesson. After you are finished, you will explain your plan to the whole group.

Allow each group to explain its activity to the class. Have the trainees comment on other sources of realia and how effective the use of realia would be in such a lesson.

USING COMEPTITION OR GAMES FOR MOTIVATION

Explain that the ***Hello!*** series includes many activities which are designed as games. Point out that “games are important because they are fun, they motivate students, and they promote problem-solving skills and cooperation.” (El-Baz and associates, p. 75, 2000) Ask various trainees to share their experiences in conducting games from the ***Hello!*** series. Elicit their concerns about conducting games in class, e.g. losing control, creating too much noise, etc. Tell the trainees that these issues will be addressed.

Explain that it is possible to conduct games or competitions as a part of an activity that is not designed primarily as a game or competition. Explain that you will show part of the video lesson in which Mr. Magdi conducts a reading activity as a competition. Divide the trainees into groups and ask them to focus on how Mr. Magdi sets up the competition and how he maintains control of the activity. Show the video from the section entitled “***During-reading Stage***” through the section entitled “***Post--reading Stage***”. Ask the groups to share their findings with the whole.

Explain to the trainees that they will now develop general guidelines for conducting games or competitions in class. The guidelines should consider two issues:

- What the teacher can do before the class begins to ensure the game or competition goes smoothly.
- What the teacher can do while the activity is in progress to ensure that control is not lost.

Divide the trainees into two groups, each working on one of the sets of guidelines. Allow about fifteen minutes for trainees to formulate their guidelines. Ask the groups to share their suggestions.

Activity

Divide trainees into groups of four or five. Give each a set of instructions. Allow approximately 15 minutes for the activity.

Your group is preparing to teach a lesson from Hello! using a competition or game. The activity is not designated as a game or competition, but it is possible to conduct it as such to motivate the students. How can you transform the activity into a game or competition? How will you conduct the activity? Consider the guidelines generated for the preparation stage as well as how you will manage the class.

Allow each group to ‘teach’ its activity to the class with the other trainees pretend to be the students. Encourage the trainees who are students to comment on the effectiveness of the activity

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

REFERENCES

- Brown, H. D., 1994. *Teaching by Principles*. White Plains, NY: Longman.
- Celce-Murcia, M., ed. 1991. *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle & Heinle.
- El-Baz, E. A. 2001. *School-based Training*. Cairo: USAID/Arab Republic of Egypt Ministry of Education

SUGGESTIONS FOR FURTHER READINGS

- Anderson, N. 1999. *Exploring Second Language Reading: Issues and Strategies*. Boston, MA: Heinle & Heinle.
A comprehensive review of the important issues in the field of reading instruction and strategies for effective teaching.
- Day, R. R., ed. 1993. *New Ways in Teaching Reading*. Alexandria, VA: TESOL.
An anthology of articles with techniques for teaching reading based on current research and theory.
- Nuttall, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Longman.
An older but solid text on the techniques and principles of teaching reading in the foreign language classroom.

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

ANSWER KEY

PRE-VIEWING ACTIVITIES

Task Sheet 1: BEFORE/ AFTER

1. Reading lessons need not be quiet and passive. This is the traditional notion of the reading lesson. Students should be encouraged to use other skills, e.g. speaking, listening.
2. This is not always true. Written texts are often more complex in terms of language, vocabulary, sentence length. Similarly, they may not be familiar with the way the writing is organized.
3. In a modern reading class, listening and speaking are a part of the lesson.
4. It is very important for the teacher to prepare the students for what they are going to read by reviewing the topic with them. This activates their background knowledge and helps them to guess what they will be reading about.
5. It is important for students to have a purpose when they read. They need to understand what they should take away with them from the text. This helps them to focus and grasp key information.
6. Students can often use skills they already have in their first language to help them read in English. For example, students may already be proficient at skimming and scanning in Arabic, but they will need guidance in transferring these skills to English.
7. The most efficient readers do not point to each word and mouth it while they read. Doing this slows down the reader. Efficient readers run their eyes across the line of text without stopping to pronounce each word.

FIRST VIEWING

Task Sheet 2: VIEWING

1. Pre-reading, while reading and post-reading.
A) To prepare the students for the text, B) To make sure they follow and understand the text, c) to enforce and consolidate the comprehension of the text
2. Students use their speaking and listening skills in the pre-reading phase. They also discuss the advertisements in groups.
3. Skimming involves reading for the main idea while scanning involves reading for specific details.

Task Sheet 3: DETAILED VIEWING

A)

1. The following items are checked: A, B, C, D, E, G, I

2. All of them.

3. Answers will vary.

B) 1. Students are reading the advertisements to get the details about the products and services offered. They are then going to answer comprehension questions based on the ads.

2. He turns the reading activity into a game. The students are working individually, but they know their comprehension is important to the group, so they are motivated to do their best.

C.)

◇ Answering comprehension questions based on the ads. The teacher called on one student from a group to ask a student from the other group a question. The purpose of the activity was to check comprehension. This was interactive or communicative because the students had not read the same information, and therefore real information was exchanged.

◇ The teacher reviewed problematic vocabulary. He did this by eliciting synonyms for the key words from the class. He then provided contexts for the students to guess the meanings of the words. The purpose of this activity was to consolidate new or difficult key vocabulary presented in the reading. This was communicative and interactive because the teacher gave contexts in which the vocabulary could be used. He also encouraged the students to participate in uncovering the meanings of the words instead of simply giving them the answers.

Task Sheet 4: POST-VIEWING

1. Answers will vary.

2. He likes to use group work in larger classes. Answers will vary.

3. He doesn't like it when students mouth the words and follow along with their fingers or pencils. Answers will vary.

4. He encourages them to keep reading, underlining the word for later investigation. He doesn't encourage them to ask their friends or look it up right away.

5. Answers will vary.

Task Sheet 5: REFLECTION

Answers will vary.

Task Sheet 6: MENTOR'S WRAP-UP

1. Questions

2. Activities

3. Miming

4. Use of realia

5. General

6. Background information

7. Meaning

8. Context

9. Checking comprehension

10. Emphasis

11. Main points

PROMOTING STUDENTS' INTERACTION WITH A READING PASSAGE

GLOSSARY

| | |
|------------------------|---|
| Activate: | stimulate, make active |
| Address: | deal with, take care of |
| Advertisements: | announcements about jobs, selling things...etc... |
| Alternatively: | another way just as good |
| Anticipate: | predict, guess, expect |
| Application: | putting to practice |
| Appropriate: | suitable, adequate |
| Approximately: | almost, about |
| Assign: | give a responsibility to |
| Assumption: | belief, taking as true |
| Asterisk: | star, to mark important items |
| Attitudes: | way of dealing with people or things |
| Brainstorming: | collecting ideas as they are |
| By Nature: | of course, natural |
| Caption: | few words to describe a picture, diagram or chart |
| Commentary: | a series of comments about something or event |
| Communicative: | based on meaningful, real exchange of ideas |
| Competition: | a fight to win a game or a battle |
| Comprehension: | understanding |
| Concepts: | ideas |
| Conduct: | to make, to do |
| Consensus: | complete agreement |
| Consider: | think carefully about |
| Consolidating: | making solid, bringing ideas together |
| Cope with: | be able to deal with |
| Demonstrate: | model, show |
| Depend on: | will only happen if |
| Draw on: | make use of |
| Effective: | doing the thing right |
| Efficient: | using time and resources wisely |
| Elicit: | to get out |
| Encounter: | meet |
| Ensure: | make sure |
| Entire: | all of something |
| Familiarity: | good knowledge of |
| Findings: | results, outcomes |
| Focus: | concentrate |
| Formulate: | shape, write |
| Furthered: | promoted, advanced |
| Gist: | main idea |
| Guidelines: | advice to follow |
| Highlight: | emphasize, show importance |
| Hints: | indirect statements or commands |
| Implementation: | application |

| | |
|---------------------------------|--|
| Instructional: | educational |
| Interact: | act upon one another |
| Involve: | make people participate |
| Issues: | things or ideas to deal with |
| Key Concept: | important idea |
| Labeled: | named |
| Literate: | can read and write |
| Mentor: | trusted counselor or teacher |
| Miming: | body movements to express ideas |
| Motivate: | encourage |
| Motivation: | being encouraged |
| Notion: | idea |
| Off-Shoot: | a branch of |
| Optimally: | greatly, extremely |
| Optional: | not necessary, can be done at will |
| Overlooked: | neglected, forgotten |
| Participating: | take part |
| Particular: | one of a kind |
| Permanent: | fixed, unchanged |
| Positive: | good, encouraging |
| Predict: | guess, expect |
| Presentation: | description |
| Previewing: | before seeing |
| Prominent: | outstanding, important |
| Promote: | advertise, show the good things about, sell |
| Rate of Delivery: | speed of speech |
| Realia: | real things |
| Reflections: | thinking back on what happened |
| Relevant: | suitable, closely related |
| Remind: | cause to remember |
| Respective: | in turn |
| Responses: | answers |
| Retain: | keep |
| Scanning: | read quickly to find a piece of information |
| Schemata: | background experience |
| Similarly: | in the same way |
| Skimming: | to read fast, to get the general ideas |
| Specifying: | mentioning or naming specifically |
| Successfully: | done well |
| Sum total: | all of what happened |
| Techniques: | special ways of doing things |
| Temptation: | attracting someone to do something |
| Theoretical Information: | basic ideas |
| Time is up: | time has come to an end |
| Traditionally: | according to the old usual way of doing things |
| Universal: | everywhere |
| Warm-up: | prepare, activate, make ready |