ACTIVE READING

How can we help our learners?

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What is active reading?

- Staying focused and forming opinions
  
  (www.humanities.Manchester.ac.uk)

- Using discourse features and external knowledge to make sense of a text
  
  (Carrell & Eisterhold, 1983)

- Combining reading and critical thinking
  
  (Schilit, Golovchinsky and Price, 1998)

- Using highlighters, markers, underlining and commenting
  
  (Schilit, Golovchinsky and Price, 1998)

If we are reading actively:

- Our comprehension levels are increased
- We are able to form opinions and ideas
- We can decide how we feel about a text
- We work with the text as a whole rather than single word or line comprehension only
- We can create links to other texts or ideas
- Critique and question what we are reading


Stages of reading...

PRE Activation stage

DURING Comprehension stage

POST Response stage

Adapted from an Active Reading Framework (Anderson, 1994)

Why?

"To help students recall any information they have on the topic" (Richards, 1997)

"Reading skills are enhanced when prior knowledge is activated" (Anderson, 1994)

"Thinking outside the text facilitates comprehension" as it "prepares ret for reading" (Anderson, 1994)

PRE reading activities

Motivate students (Kiewra, 2009)
A Tiny Adventure: the introduction of problem based learning in an undergraduate chemistry course.

What activation task would you set?

What is problem based learning? (Student A)

What is involved in a chemistry course? (Student B)

1: Get out your phones. Research your question on google then tell your partner what you have discovered. Make notes on what your partner says.

2: Can you create some links between the two?

Comprehension stage:

The writer chooses the answer:
- The writer supplies the raw materials
- The learners find the answer:
  - The learners develop ideas, definitions, opinions and questions
- The teacher validates the answer:
  - The teacher works with what emerges

At this stage students should be asked to respond to the text either linguistically or non-linguistically. (Grellet, 2009)

What other subject areas was it used in?

What is meant by interpersonal skills?

I would like to see some examples of use.

What is meant by_________________________?

Why did the writer choose the verbs engage and allow?

Interview Heycos and Bistare.

Ask your partner to explain something you are still unsure of.

Complete the questions:

i. How________?
ii. Why________?
iii. What________?

Stages and suggestions ...

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<th>DURING (comprehension)</th>
<th>POST (response)</th>
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<td>Predict content</td>
<td>Monitoring vocabulary</td>
<td>Identify areas of uncertainty</td>
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<td>Create questions to be answered</td>
<td>Identifying discourse markers</td>
<td>Identify gaps</td>
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<td>Navigate the text to understand the structure and genre</td>
<td>Making comments next to the text</td>
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<td>Brainstorm related vocabulary</td>
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