

ACTIVE READING

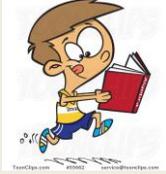
How can we help our learners?

Ella Cooper - University of Leicester



1

What is active reading?




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
(Carnell & Esterhold, 1983)
- Combining reading and critical thinking
(Schilt, Golovchinsky and Price, 1998)
- Using highlighters, markers, underlining and commenting
(Schilt, Golovchinsky and Price, 1998)



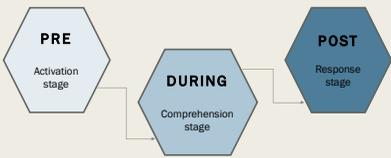
If we are reading actively:

- 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

(McNamara, Levinstein and Boonthum, 2004; Janzen and Stoller, 1998; Schilt, Golovchinsky and Price, 1998)



Stages of reading...



Adapted from an Active Reading Frame work (Anderson, 1994)



PRE Activation stage 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** us for reading. (Anderson, 1994)
 Pre reading activities motivate students (Alyousef, 2006)



PRACTICE www.cerc.org/oepr | Chemistry Education Research and Practice

A Tiny Adventure: the introduction of problem based learning in an undergraduate chemistry course

Dylan P. Williams, Jonathan R. Woodward, Sarah L. Symons and David L. Davies.
Received 22nd June 2006, Accepted 11th November 2009



What activation task would you set?



A Tiny Adventure: the introduction of problem based learning in an undergraduate chemistry course.



A Tiny Adventure: the introduction of problem based learning in an undergraduate chemistry course.

- What is problem based learning? (Student A)
- What is involved in a chemistry course? (Student B)

- Get out your phones. Research your question on google then tell your partner what you have discovered. Make notes on what your partner says.
- Can you create some links between the two?



Increase comprehension though "tasks which provoke and examination of the reading..." (Harmer, 2007)

"Develop students' ability in tackling texts." (Alyousef, 2006)

DURING
Comprehension stage

What is the aim of this stage?

Monitor comprehension by "making necessary adjustments when the meaning is not obtained." (Anderson, 1994)

"Monitor vocabulary knowledge." (Hudson, 2007)

_____ (and language)



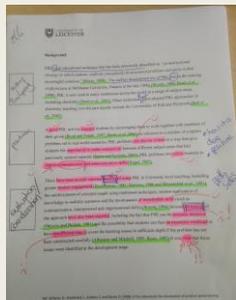
Comprehension stage:

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

Danny Norrington-Davies, International House London, June 2016

POST

Response stage

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

Interesting! 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 Heycox and Bolzan.
- Ask your partner to explain something you are still unsure of.
- Complete the questions:
 - i. How _____?
 - ii. Why _____?
 - iii. What _____?

Stages and suggestions ...

PRE (activation)	DURING (comprehension)	POST (response)
<ul style="list-style-type: none"> • Predict content • Create questions to be answered • Navigate the text to understand the structure and genre • Brainstorm related vocabulary • Mini research 	<ul style="list-style-type: none"> • Monitoring vocabulary understanding • Identifying discourse markers • Making comments next to the text • Underlining / highlighting things of interest • Marking positive / Negative aspects or areas of agreement / disagreement • Making inferences • Check predictions 	<ul style="list-style-type: none"> • Questioning • Critiquing • Summarising • Commenting • Identify areas of uncertainty • Identify gaps • Evaluate • Reviewing notes

Bibliography:

- Alyousef, H. (2006). Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*, 5(1), pp.63-73.
- Anderson, N. (1994). Developing active readers: A Pedagogical Framework for the Second Language Reading Class. *System*, 22(2), pp.177-194.
- Carrell, P. L. & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 23(4), 647-678.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow, England: Pearson Longman.
- Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press.
- Janzen, J. and Stoller, F. (1998). Integrating Strategic Reading in L2 Instruction. *Reading in a Foreign Language*, 12(1), pp.251-269.
- McNamara, D., Levinstein, I. and Boothum, C. (2004). iSTART: Interactive strategy training for active reading and thinking. *Behavior Research Methods, Instruments, & Computers*, 36(2), pp.222-233.
- Richards, J. (1997). *The language teaching matrix*. Cambridge [England]: Cambridge University Press.
- Schill, B., Golovchinsky, G. and Price, M. (1998). Beyond Paper: Supporting Active Reading with Free Form Digital Ink Annotations. *CHI*, 98(18-23), pp.249 - 256.