Training volunteer tutors for reading skills enhancement

AMEP National Conference
Saturday, November 8, 2003
11.00-12.30
Gold Coast Institute of TAFE
Southport, Queensland

Presenter: Pornsawan Brawn
NSW AMES
(pornsawan.brawn@psds.ames.edu.au)

- Reading can be fun. BUT HOW can we make it fun?
- Building good reading habits
- Reading along with cassette – research
- the ERICA Model
- Scaffolding
- Suggested activities

Ideas & Resources: Based on Mary Lee Field, Brian Miller and Susan Feez’ concepts and books

Ideas:

- Brainstorming: a. Participants list the skills that they expect they learners to gain from using readers
• Discussion: What readers have they used in the past and the results? Why do they think the readers were useful or not so useful?
• Theory: Article from Prospect Vol 16, by Batia Laufer and Really Reading? by Mary Lee Field & Information from TESOL 2003, Brain Miller’s/Sue Hood’s/Teaching/learning cycle – S.Feez
• Introducing some of the NSW AMES readers and some other readers from other Publications
• Suggested activities associated with using readers – scaffolding/ jigsaw reading (Brian Miller’s)/surfing the internet/pictures/related articles or stories/personal experience
• Group activity: Give each group a story. They have to:
  • determine the level of the reader
  • plan the activity around it
  • suggestions from the groups

Objectives (Really Reading: Mary Lee Field, Guidelines: June 2002, Volum2 24 Number 1)

To help learners to:

• become more fluent readers
• increase their ability to monitor comprehension
• enrich their background knowledge
• learn new vocabulary in context

Teachers’/Tutors’ needs
1. to instruct with scaffolded learning
2. to develop those reading habits (reading for the fun of it)

**Teachers’/Tutors’ instinctive concerns**
1. Did the students understand the text?
2. Do they know the vocabulary?
3. Can they follow the argument?
4. Can they answer questions about the text?

*Irony:* *The more we ask questions, the more we unconsciously teach our learners to abandon the pleasure of reading in order to study the text*

**Benefits learners get from reading activities**
1) Learning and reading strategies
2) Building vocabulary in context
3) Understanding the grammar and syntax of English

**Reading can be fun**
1. select our own topics for reading
2. read at our own level of comfort (our own levels of vocabulary, syntax, grammatical structures)
How can it be fun?/Building good reading habits

1) Monitor the time spent reading (Read at their level, on topics they select/without tests or other measures of learning)

2) Alternate free reading with structured reading that can teach strategies (a harder text used for teaching reading strategies)

3) Provide enough readings at different levels for learners to gradually increase the difficulty of their reading (Building a collection of graded readers, books)

4) Allow learners to select some reading texts on their own

5) Identify a clear purpose for each reading task

6) Provide activities that enhance (rather than test) comprehension (eg jig saw stories)

7) Develop fluency (This will happen when learners can see some progress.)

Teaching Learning Zones:
What constitutes learning

(Mariani 1977)

High challenge
High support

“Development” zone

Low support

“Frustration” zone

Low challenge

“Comfort” zone
(not much learning)

“Boredom” Zone

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**Read along with cassette** *(Research: Reading along for adult ESL reading comprehension – Sharlene Siebach Goodliffe, Utah, USA)*

**Some comments from learners**

<table>
<thead>
<tr>
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<th>-</th>
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</thead>
</table>
| • I like to know how the words are pronounced.  
• I like listening to the reading because the voice makes a good enonation | • It’s too fast for me to understand a word’s mean.  
• The speed of the voice was very slow and I had to wait for it. |
and I understand better.
• I can understand better and it is not boring..
• Listening confused me and my reading gets slower and my understanding lors. I guess I can’t do both at the same time.

Suggestions

First reading (get global meaning)
• SSR (Sustained Silent Reading) by learners to encourage reading for pleasure/for information
• Allow learners time to look up the new words and get familiar with the text.

Second reading
• Play the accompanying cassette while learners are reading.
• Listen & read the full length of the story/chapter

Third reading (Deconstruction – teacher/tutor –guided reading to work out how information is organised in the text)
• Play the cassette and stop either at the end of each paragraph or complex sentences.
• Discuss the story and other linguistic features eg pronunciation, dramatic effect, story line etc.

Reading, word-focused activities & Vocabulary Acquisition (Batia Laufer – University of Haifa- Prospect Vol 16, December 2001)

- very small L2 vocabulary gains from reading short and long L 2 texts
- a word-focused activity is more effective for L2 vocabulary acquisition
Learners’ reading difficulties
- Can read but do not understand what they read
- books are too difficult
- have poor vocabulary
- Comprehend reading exercises but unable to transfer this skill into content-area situations

The ERICA Model (Effective Reading In Content Area) has four stages (Brian Miller – University of Western Sydney):

Stage 1: Preparation Stage – provides logical framework so learners are prepared for the information or text they are about to read. Suggested activities:

3. structure overviews (how concepts within a topic are related)
5. key words identified/grouped
6. organise ideas
7. group details
   1) Brainstorming
   2) Graphic outline (headings/subheadings etc)
   3) Field building
8. word bank
9. pictures
10. video
11. internet

4) Identifying/selecting new vocabulary
5) context clues

Stage 2: Thinking through reading – helps learners to better understand a text. Suggested activities:

8) Sequencing – cut up story into logical segment/reconstruct the text
9) **Three level guides** – Literal, inferential (what writer meant) and applied (what the writer would support) levels of comprehension (What?/how?/why? in 3 levels)

10) **Cloze**

**Stage 3: Extracting and organising information**

**Stage 4: Translating information from reading to writing**

- **Read and retell** (Share and discuss the story or text at each stage of retelling)
- **Critical thinking skills**
- **Transformations** (change into another form eg writing) being able to use the information presented

**A TEACHING/SCAFFOLDING SEQUENCE TO PREPARE FOR READING**

*(Brian Miller – University of Western Sydney)*

12. skimming, sifting, sorting summarising

**Graphic outline** – may be of the text used to make explicit the organisation of the text

**Using Print Conventions to Predict Contents of Text** – use headings, subheading, diagrams to predict content of each section
**Complete text** – First reading to get global meaning

**Identify Key Vocabulary** – can be pre-identified and listed by teacher OR identified by students and class list built up

**Class/Group Discussion/Negotiation of Vocabulary Meanings** – meaning to be derived from context clues where possible

**Complete text – second reading – Deconstruction** – Teacher – guided reading to work out how information is organised in the text and if any generalised framework of information can be identified

**Concept Map or Structured Overview** – key areas of topic linked and examined in relation to one another

**Extracting and Summarising** – organising information into a matrix or table

**Note**: Once students have been through this (seemingly laborious) procedure 2 or 3 times they short cut through some sections. Some students move quickly from Step 1 to Step 2 to Steps 7 and 8

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**Starting with a strategy** *(Text-based syllabus design *(NCELTR/NSW AMES)* – Susan Feez)*

**Reading strategies**:

- Making predictions about content from information known/given
- Reading for implicit meaning
- Working out the meaning of unfamiliar words using phonic knowledge, syllabification and visual memory
- Reading for the main ideas
- Scanning a text for specific information
- Predicting on on-going basis while reading
- Reading for detailed comprehension
- Working out the meaning of unfamiliar words from the context
- Skimming a text for an overview or the gist
- Using reference skills to locate information stored alphabetically/numerically/by category
- Interpreting graphs
- Interpreting grids
- Seeking assistance from others

**Teaching and learning cycle: Checklist of activities** *(Text-based syllabus design (NCELTR/NSW AMES) – Susan Feez)*
<table>
<thead>
<tr>
<th>Building the context</th>
<th>Modelling/deconstructing the text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of text</strong> – Social purpose of the text</td>
<td></td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Field building</strong></td>
<td></td>
</tr>
<tr>
<td>• What the text is about</td>
<td></td>
</tr>
<tr>
<td>• what students already know about it</td>
<td></td>
</tr>
<tr>
<td>• what experiences, activities will be part of the exploration</td>
<td></td>
</tr>
<tr>
<td>Information from the activities is organised and recorded. eg</td>
<td></td>
</tr>
<tr>
<td>• using related images and realia eg photographs, video, illustration, objects, internet</td>
<td></td>
</tr>
<tr>
<td>• brainstorming vocabulary from images</td>
<td></td>
</tr>
<tr>
<td>• discussing topic including comparison with own culture and access issues</td>
<td></td>
</tr>
<tr>
<td>• research activities to gather material on topic</td>
<td></td>
</tr>
<tr>
<td>Establishing <strong>tenor</strong> (level of involvement between reader and writer in terms of contact and emotional charge)</td>
<td></td>
</tr>
<tr>
<td>Establishing <strong>mode</strong> (distance between reader/writer in terms of time and space)</td>
<td></td>
</tr>
<tr>
<td><strong>Text structure</strong></td>
<td></td>
</tr>
<tr>
<td>3. the stages (narrative)</td>
<td></td>
</tr>
<tr>
<td>4. the function of the stages eg sequencing a text that has been cut up into stages</td>
<td></td>
</tr>
<tr>
<td><strong>Language features</strong>  eg</td>
<td></td>
</tr>
<tr>
<td>4. cloze to focus on a particular language feature</td>
<td></td>
</tr>
<tr>
<td>5. learners collect examples of a language feature, eg list of prepositional phrases, modal verbs, key vocabulary</td>
<td></td>
</tr>
<tr>
<td>6. jigsaw activities</td>
<td></td>
</tr>
</tbody>
</table>
Joint construction of the text

13. activities that focus on a particular strategy (e.g., using appropriate gestures, skimming, making notes)
14. role play of text in groups
15. dictogloss
16. information gap activities to construct a text
4) listening to a text together and acting on it
5) teacher acting as a scribe and prompt while class jointly creates a written text
6) in groups, constructing or completing a text
7) as a class or in groups, editing a draft text

Independent construction of the text

Learners consult with teachers and peers throughout the process. Draft are edited, reworked and proof-read

Linking related texts

Compare text with other texts which have a similar purpose, looking at text structure, language and text features and appropriate strategies

Close Encounters: Roo in the loo
### Teaching and learning cycle: Checklist of activities

*Text-based syllabus design (NCELTR/NSW AMES) – Susan Fiez*

1. **Building the context**

   **Purpose of text** – Social purpose of the text

   **Register**

   **Field building**
   - What the text is about – Picture/ title – Roo in the loo
   - what students already know about it - kangaroos
   - what experiences, activities will be part of the exploration (visiting the zoo, expectations before arriving in Australia)

   Information from the activities is organised and recorded. eg
   - using related images and realia eg photographs, video, illustration, objects, internet (pictures of family tours to Broken Hill)
   - brainstorming vocabulary from images (German words)
   - discussing topic including comparison with own culture and access issues (Toilet – colloquial terms in different languages)
   - research activities to gather material on topic

   Establishing **tenor** (level of involvement between reader and writer in terms of contact and emotional charge)

   Establishing **mode** (distance between reader/writer in terms of time and space)

2. **Modelling/deconstructing the text**

   **Text structure**
   - 5. the stages (narrative) – Orientation, complication, evaluation resolution, coda
   - 6. the function of the stages eg sequencing a text that has been cut up into stages

   **Language features**
   - 7. cloze to focus on a particular language feature
   - 8. learners collect examples of a language feature, eg list of prepositional phrases, modal verbs, key vocabulary, attitudinal words (replace them with another word with similar meanings, creating noun group eg to describe the roo a big strong marsupial etc)
   - 9. jigsaw activities

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8) listening to a text together and acting on it
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Learners consult with teachers and peers throughout the process. Draft are edited, reworked and proof-read

Compare text with other texts which have a similar purpose, looking at text structure, language and text features and appropriate strategies
Scaffolding

I. Preparing to read/ building the context/ field

- Pictures/video/internet/illustrations
- talk about the general context
- preparing to read / prediction

II. Global reading

Identify Key Vocabulary

- making up the list of vocabulary (joint effort)
- Discuss the meanings –see how they can fit in the context

First reading (get global meaning)

- SSR (Sustained Silent Reading) by learners to encourage reading for pleasure/for information
- Allow learners time to look up the new words and get familiar with the text.

Second reading

- Play the accompanying cassette while learners are reading.
- Listen & read the full length of the story/chapter

Third reading (Deconstruction – teacher/tutor –guided reading to work out how information is organised in the text)

- Play the cassette and stop either at the end of each paragraph or complex sentences.
- Discuss the story and other linguistic features eg pronunciation, dramatic effect, story line etc.

III. Gutting the text (text structure/language feature)

- work out how information is organised in the text and if any generalised framework of information can be identified

- some useful activities:

- Main points (B. Miller – adapted)
  - jointly or independently decide on the seven most important points made in the story/text eg Stephan’s expectations, what they saw, his experience etc.
• write down each point
• write a summary of the story

- **Information gap – vocabulary exercise** (B. Miller)

IV. Joint construction of the text: suggested activities

- **Jigsaw reading** (*Purpose encourage students to listen attentively/consolidating their comprehension*)
  (B. Miller – adapted)

  • put students into groups
  • select a passage (or two) from the story for ONLY ONE group to read (different passages for different groups)
  • students in THIS group read the text silently and then discuss the main point or event with the group
  • reallocate each student from THIS group to other groups
  • ask students to tell their part of the story to the new groups
  • ask the whole class to decide which students have the first, second, .... ending parts (sequencing)
  • do the same thing with other stories with students taking turns being the member of THIS group.

  - **dictogloss**
  - **Summary (class- teacher as a scribe)**
  - **Acting it out**
  - **Discussion – what they have gained from reading this text or story**

V. Independent construction of the text

**INFORMATION GAP – VOCABULARY EXERCISE**
Instructions
(from Brian Miller, U. of Western Sydney)

1. Student A reads out the definition or meaning of the word starting from the first example.

2. Student A MUST NOT read out the word being defined.

3. Student A also states the paragraph where the word is to be found.

4. Student B tries to find the word which matches the definition.

5. Student A then confirms that the correct word has been located.

6. Student B then writes down BOTH the word and the definition in the space provided.

7. The students then take the activity in turns until the exercise is completed.

STUDENT A
### Paragraph 2

<table>
<thead>
<tr>
<th>word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pouch</td>
<td>place where a kangaroo carries a baby kangaroo</td>
</tr>
</tbody>
</table>

### Paragraph 5

<table>
<thead>
<tr>
<th>word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a plain</td>
<td>a flat open area in the country</td>
</tr>
</tbody>
</table>

### Paragraph 13

<table>
<thead>
<tr>
<th>word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mining</td>
<td>taking coal, gold or minerals from the ground</td>
</tr>
</tbody>
</table>

### STUDENT B

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>disappointed</td>
<td>feeling sad because you don’t get what you wanted</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>a dent</td>
<td>a mark or hollow left on the car when it is hit hard</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

### VOCABULARY

#### CLASSIFICATION (Where is the shark?)

<table>
<thead>
<tr>
<th>beach</th>
<th>feelings</th>
<th>people</th>
<th>action</th>
<th>places</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach ball</td>
<td>love</td>
<td>swimmers</td>
<td>screaming</td>
<td>Belgium beach</td>
</tr>
<tr>
<td>flags</td>
<td>proud</td>
<td>lifeguards</td>
<td>running</td>
<td>beach</td>
</tr>
<tr>
<td>sandcastle</td>
<td>happy</td>
<td>school</td>
<td>grabbed</td>
<td>Glenelg</td>
</tr>
<tr>
<td>sandy</td>
<td>frightened</td>
<td>friends</td>
<td>moved</td>
<td>bush</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td>photographer</td>
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</table>
**ACTIVITY**
Read the following short stories. In groups, discuss: *(See worksheet)*

**Pre-reading:**
- the level of difficulty of the text
- Realia: What you can bring to the reading group to introduce the topic and to prepare the context
- List the questions that you may want to ask your learner/s in relation to the story that they are about the read.
- Brainstorming: List the words that may appear in the story (key vocabulary)

**Reading the story**
Reading for pleasure: List what you like/dislike about the story

Reading for understanding:
Vocabulary/questions/illustrations/activities

Reading between the lines: Inferencing

**Post reading**
Inquiring further

Developing writing skills – spelling bee/ mind mapping/summary
WORKSHEET

PRE-READING

Story title: ______________________________

What do you think will happen in the story? __________________________

What do you think it will be about? _____________________________

REALIA

Story/Text Title: ______________________________

Realia: 1. ____________________________

2. ____________________________

Reasons for using the above realia: ________________________________

BUILDING THE CONTEXT

PRELUDE

Write down the questions that you might want to ask your learner/s in relation to the story they are about the read.

1. ________________________________

2. ________________________________

3. ________________________________
BRAINSTORMING: Key Vocabulary

Within the group, list the words that you think may appear in the story.


READING THE STORY

READING FOR PLEASURE: List what you and your learner/s like/dislike/find interesting about the story.

<table>
<thead>
<tr>
<th>Like/interesting</th>
<th>Dislike/not understand</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

READING FOR UNDERSTANDING

Information gap vocabulary: Read the story again and work out the words that you would like to include in the information gap vocabulary.

<table>
<thead>
<tr>
<th>TUTOR/STUDENT A</th>
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<tbody>
<tr>
<td>Paragraph</td>
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<td>-----------</td>
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</table>
STUDENT B

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>word</th>
<th>Meaning</th>
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Vocabulary: Classification

Think of the suitable headings for the vocabulary classification exercise

<table>
<thead>
<tr>
<th>Heading</th>
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</table>

Comprehension check

List the questions that you will ask your learner/s to check their understanding of the story.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
Visual Support: Making use of the illustrations

List what you can do with the illustrations and how you intend to use them.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Suggested activities

List the activities that you might want to use to enhance your learner/s’ understanding of the story eg jig saw story/ dictogloss

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

READING BETWEEN THE LINES

List what you like/dislike about the characters in the story. Give reasons.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

List what the subject matter from the learner’s world which can be included in the reading eg learner’s life experience

1. ________________________________________________________________
2. ________________________________________________________________
3. ______________________________________________________

POST READING

INQUIRING FURTHER

List the issues that are in the story and how you can find out more about them. *eg. Busk tucker*

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________