Reading Module 1 (RM1)

(approx. 3 hours + pre-course task)

Resource 1: Trainer’s overview

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 0 | Preparation for the Training Module | A couple of weeks before the first session on reading, ask participants to keep a checklist of all the text types they use and how they exploit them. You may want to use **RM1 Resource 3**. This is not exhaustive and you or they may want to add to the list. | Notes taken over period of 5 teaching days | [**RM1 Resource 3**](RM1%20Res%203%20Reading%20Checklist%20FE.doc) **(Reading checklist)** | They may also want to ask students what they most enjoy reading about in language lessons and what types of reading they choose in their spare time.  Think about how you will gather and record this information. |
| 1 | To outline module content  To explain session objectives and expected outcome | 1.1 Go through the content of the module on **RM1 Resource 2** **Slide 2**.  1.2 Ask the group to focus on desired specific outcomes relevant to their students, and note these (to be referred back to at the end of the training session). These might include:   * Increasing independent reading (less reliance on teacher) * Greater enjoyment * Better test scores etc.   See notes opposite. | 5–10 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx) **(Powerpoint)**  **Slide 2** | Briefly set the training in context:   * Ask the group to reflect on their particular situation. * What do they think students most need to improve? * What data already exists and what might be sought? * What time-frame are they working within?   Note that some of these points will be discussed further in Section 3 below. |
| 2 | To reflect on the purposes of reading  To consider how reading is taught  To explore the value of ‘reading aloud’ | 2.1 Show the questions on **Slide 3** and ask the group to discuss them with a colleague for about 30 seconds.  2.2 Reveal the pictures and captions on **Slide 3**, inviting further comments. Ask participants to talk in pairs about the importance of each area:  a) for them personally  b) for their students   * Are the priorities the same?  If not, why not? * What implications does this have for the teaching of reading?   2.3 Show the question on **Slide 4** and ask the group to consider what place reading aloud has in everyday life.   * Is there an overlap between reading and speaking? * When ‘speaking’ role plays, are students actually reading?   Reveal the pictures to consolidate/aid discussion. Ask the group what place reading aloud has/could have in the languages classroom.  2.4 Show the heading and question ‘How?’ on **Slide 5**. Give the group a minute to discuss their responses, then show the rest of the slide.   * How could we as language teachers build on/contribute to the reading that students might do at home or with friends? | 20 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx)  **Slides 3–5** | Depending on the response of the group, you may wish to vary the time given for considering the questions/ seeing the picture prompts and captions on the slides. Some groups will be keen to make their own suggestions and/or you may wish to adapt the slides beforehand.  In discussion you might consider what constitutes reading for ‘pleasure’ (not necessarily novels). What would students consider reading for ‘pleasure’?  Reading aloud is an essential part of children’s learning to read in their mother tongue. How could it be used in a meaningful way in the languages classroom?  Consider reading stories to babies and younger children, reading to the visually impaired as well as the other ideas on the slide.  Reading aloud develops the ‘inner voice’ and reinforces phoneme-grapheme connections (phonics).  Consider the recent popularity of Book Clubs amongst adults. Could you devise a review system for books/articles read in class, where students award a star rating based on enjoyment?  Talk to English teachers about how they ask students to review reading material. |
| 3  **NB.** This section might be particularly suitable as a stand-alone session | To consider students’ reading experience now  To reinforce good practice  To identify areas for development | 3.1 Using the findings the group has recorded on the checklist, lead them through the points on **Resource 4**.  3.2 Encourage the group to focus on which areas might need improving in their school/college and amend/expand on point 1.2 above as necessary. | 30 mins – 1 hour (depending on amount of data collected, number in group etc.) | [**RM1 Resource 3**](RM1%20Res%203%20Reading%20Checklist%20FE.doc) **(Reading checklist)**  [**RM1 Resource 4**](RM1%20Res%204%20Discussing%20findings%20FE.docx) **(Discussing findings with participants)** | There is detailed guidance on **Resource 4** which you could use and/or adapt for your group. |
| 4 | To explore the use of poetry and song lyrics in developing students’ reading | 4.1 Discuss with participants any poetry they may have used with groups and how they exploited it. It is well worth sharing the successful ones with other participants.  4.2 Show **Slide 6** and add any other points that have arisen from your discussion.  4.3 Show **Slide 7**. Explain that this poem is used in an infant school in Guadeloupe. After the children listen to the teacher reading the poem, they join in by supplying the last word (where the teacher leaves a gap for them to chant out). Once they have read it through together a few times, the children are invited to offer new ideas on adapting the poem by changing words e.g. *gris* to *noir* and then *du riz* into *une poire.*  Ask the group if they know any poems or songs which could be exploited in a similar way. | 20 mins + | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx) **Slides 6–7** | Note in particular the cultural context of poetry and song.  You might like to ask the group to find examples from a range of countries where their target language is spoken.  It might be helpful for you to select some examples of poetry and song and to prepare these in advance, particularly if the group have a few examples they can bring along too.  It is worth sharing possible sources for finding song / poetry. |
| 5  **NB**. This section might be particularly suitable as an ice-breaker for a shorter training session or meeting | To reflect on the importance of the context of what we read  To consider how we can train and support students to use the context to aid comprehension | 5.1 Print and cut up the cards on **Resource 5**. For each pair (or group of three) participants, print one sheet and place the black cards in an envelope marked A, the red cards in an envelope marked B and the blue cards in an envelope marked C.  6.1 Ask participants in pairs to open envelope A. Explain that the text on the cards was seen in France, and ask them to guess where exactly it was seen. Make a mental note of any comments/ suggestions as you listen to them discuss.  6.2 After a couple of minutes, ask them to open envelope B and match the locations/context to the cards they have been discussing. Note their reactions.  6.3 Ask them to open envelope C after a couple of minutes and similarly match them up.  6.4 Share feedback from the group and then show **Slides 8–13** of the original photos from which the text was taken.   * How easy or difficult was this task? * What would have made it easier? * Do we expect students to understand text out of context? * Do we encourage students to consider the context of what they read? * To what extent does knowing the context aid comprehension? * What implications does this have for the classroom? | 15 mins | [**RM1 Resource 5**](RM1%20Res%205%20Signs%20FE.docx)  **(cards)**  [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx)  **Slides 8–13** | You may wish to devise your own similar activity using photos you have taken in the target language country.  Points you may wish to consider in discussion:   * We read things all around us e.g. adverts on bus stops, even if we think we are not a ‘reader’. * We pick up huge clues from visual context and intended audience/purpose of the text. * This exercise was about *where* the text was seen, not what it *meant,* but if we understand the context, we are half way to understanding the text. |
| 6 | To explore the use of non-fiction reading texts | 6.1 Show **Slide 14** (a typical type of article from a Latin American newspaper, although for copyright reasons, this is made up) and ask the group to consider its use as a reading activity.   * How would they prepare students to understand this text?\* * Is it accessible? Why/why not? * What kind of questions/tasks would be appropriate for this text?   See notes opposite.  \*This will be developed in section 7 below. | 10 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx)  **Slide 14** | Encourage the group to analyse why this text would / would not make a successful reading resource.  Think about:   * Subject matter * Vocabulary * Grammar * Interest * ‘comprehension’ tasks * Other types of tasks * Authentic sources / made-up resources |
| 7 | To look at reading strategies and how these can help students | 7.1 Show the heading of **Slide 15**. Point out that students often enjoy the idea of being a detective and decoding clues. Thinking back to the newspaper article in Spanish about weather, ask the group to suggest what kind of clues students should look for in a text. Then show them the rest of **Slide 15**.  7.2 Ask the group to consider how a teacher could model and reinforce these reading strategies (e.g. by using the interactive whiteboard, annotating/ highlighting, classroom displays, checklists)  7.3 Ask the group to share other ideas for reading strategies and how they teach them. | 10 mins + | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx) **Slide 15** |  |
| 8  **NB.** This section might be particularly suitable as a stand-alone session, or perhaps in conjunction with section 9 below. | To increase the range and variety of both reading texts and reading tasks used in teaching and learning | 8.1 Use the **Resource 6** document as appropriate to suit the group. You may want the whole document or simply one or two sections.  Next, cut up the activity cards on **Resource 7**. Participants should discuss (in pairs or small groups) how they could use these activities with the resources.   * Which ideas lend themselves to which reading resources?   Match up the cards to the texts and compare ‘answers’ with the rest of the group. There will be many possible ‘answers’ and participants should be encouraged to ask further questions e.g. about the suitability of the activity for specific classes, students’ prior knowledge etc.  8.2 Invite participants to share other sources and / or approaches to handling reading.   * What kinds of reading material are available to their students? | 30 mins – 1 hour (depending on number of texts used, number in group etc.) | [**RM1 Resource 6**](RM1%20Res%206%20Reading%20Texts%20FE.docx) **(Reading texts)**  [**RM1 Resource 7**](RM1%20Res%207%20Reading%20Activity%20Types%20FE.docx) **(Reading activity types)** | Ideally, we encourage students to read from a variety of genres and text types and exploit the reading for a variety of outcomes too. Whilst we want students to engage with the language and content of their reading, we should be wary of over-using comprehension questions or follow-up tasks which may seem like tests or tiresome exercises.  Remember other purposes of reading:   * for pleasure * developing phonics * intercultural understanding * encountering grammar in context * acquiring vocabulary. |
| 9 | To focus on raising students’ motivation to read in language lessons | 9.1 Show **Slide 16**. Explain the examples given:  **Racing Dictation** Large copies of texts placed round the walls. Students work in pairs against the clock – one goes to read text, comes back and ‘dictates’ first sentence or so to partner who writes it down. At the signal from the teacher, they swap roles and continue in this way until winning pair gets whole text done.  **Guess Who** ‘Personal’ information about teachers e.g. He has a dog and likes windsurfing.  **Games** involving reading instructions e.g. a description on a piece of paper of something you have to mime for the class to guess, or a set of instructions for doing a drawing/painting.  **Puzzles** Remember that children often operate at a very high cognitive level in subjects such as maths, science. Could we provide similarly challenging puzzles/ quizzes in the target language? (see notes opposite) | 10 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx)  **Slide 16** | It is important to remember that children often enjoy being challenged to think hard about a puzzle. If we can access their real interests, hobbies etc. and provide reading opportunities where the language is accessible but the cognitive challenge is high, they are likely to be more motivated by the task.  Talking to colleagues in other departments about what really interests the students in other subject areas may prove useful. |
| 10 | To encourage participants to explore this area in greater depth | 10.1 Show **Slide 17** for examples of further reading on the subject of reading.  10.2 Ask participants to share sources for good reading texts. | 5 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx) **Slide 17** | You may wish to write up the suggested sources for reading texts or to make them available electronically to the group immediately, rather than as an add-on after the training. |
| 11 | To review the training module | 11.1 Show **Slide 18** to finish off the session and ask the group to reflect on the module.  11.2 Refer the group back to the outcomes suggested in 1.2 above.   * To what extent have these been met? * When and how do participants plan to evaluate the development of students’ reading in their particular setting? | 10 mins | [**RM1 Resource 2**](RM1%20Res%202%20FE.pptx)  **Slide 18** | You may wish to devise your own evaluation form for the training and/or to suggest ways progress could be monitored. |