

# **Let's Read English**

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# Today's Goal

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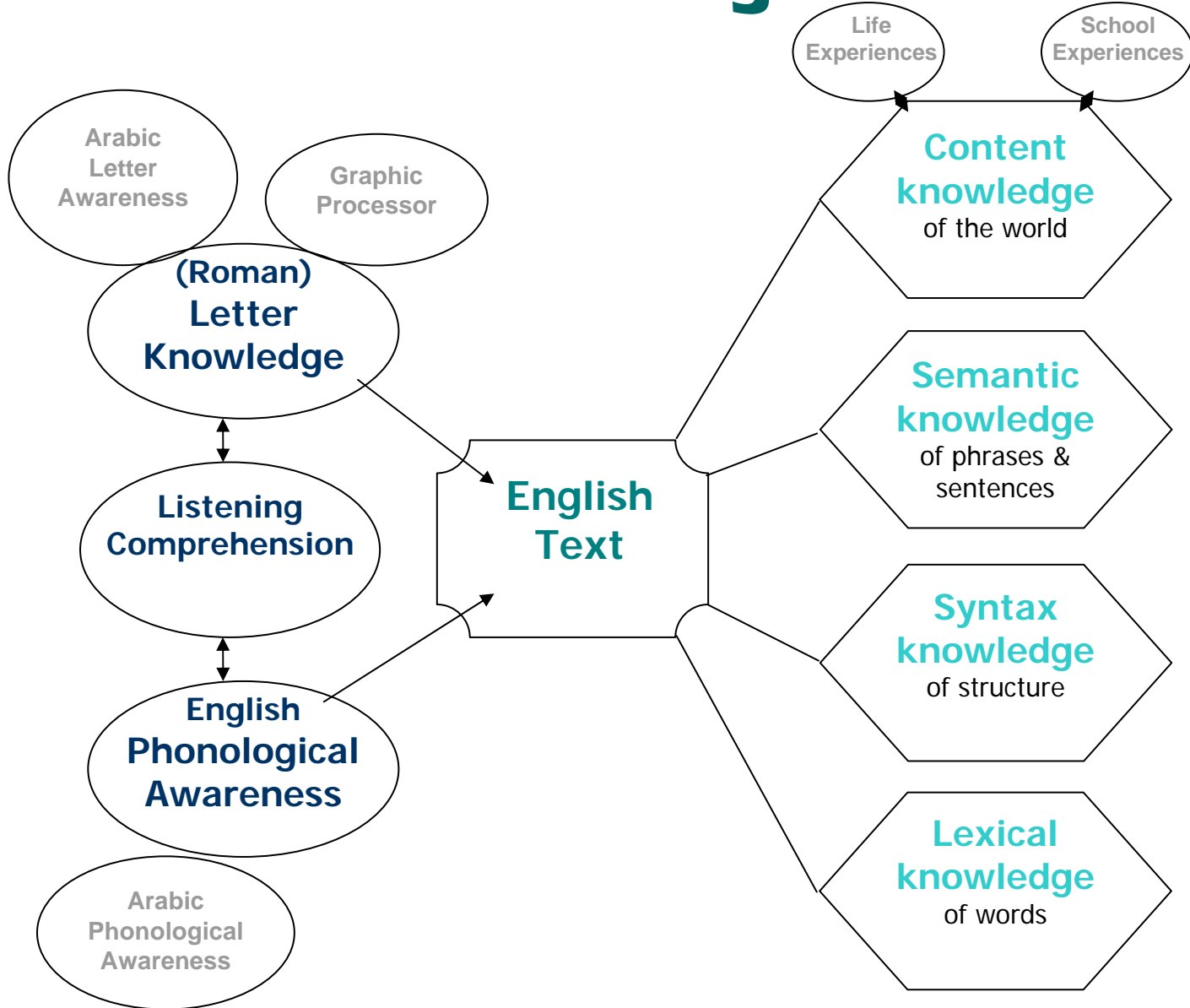
- Begin with a frame to organize our approach to EFL reading.
- Discuss instructional strategies using the model as a discussion guide
- Share class strategies that support English reading in your classroom

# Getting ready to read in English?

Before young learners read English, they should -

- be able to use English to communicate with some ease
- develop some visual-motor skills – eye/hand coordination, visual scanning, visual tracking, alternating and dividing attention, and fine motor control
- have some experience with metacognitive and mathematical tasks
- read and write in their home language

# An Interactive Reading Model for ELLs



# Listening Comprehension – Do's

- Listening practice should be linked with visuals and/or actions in the beginning.
- Gradually add unfamiliar words, concepts or structures
- Provide opportunities to talk about each segment.
- Don't assume that a word said or read is known
- Teach word families/rhyming with context clues
- Ask students to listen for specific things

# Phonological Awareness – Do's

- Teach letter names and their sounds separately
- Beware of sounds that are not discriminated, i.e. heat/hit, rent/lent, mouse/mouth
- Practice listening for meaning - retell
- Explicitly teach contractions and other words that may assimilate, especially jargon
- Distinguish between mistakes in reading vs. mistakes in pronunciation

# Letter Awareness – Do's

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- Explicitly teach letter strokes      *b*      *d*
- Warn students about letter shapes that are similar in L1 and L2
- Watch for reversals and confusing letters:

*b d ط p q, 3 B ε, u n, m w,*  
*5 S ي, 1 l \, z ≤, ا o*

# Discussion

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- Divide into groups
- Share readiness activities for English reading that you find successful.  
Focus on:
  - Letter Awareness
  - Listening Comprehension
  - Phonological Awareness



## 4 Types of READING Knowledge

**They \_\_\_\_\_ across the road.**

What do you know about this sentence?

You know that the verb is missing so you think about all the verbs you know that could possibly make sense here.

You use **syntactic** knowledge and **content** knowledge.



**David dropped his tennis balls.**

**They \_\_\_\_\_ across the road.**

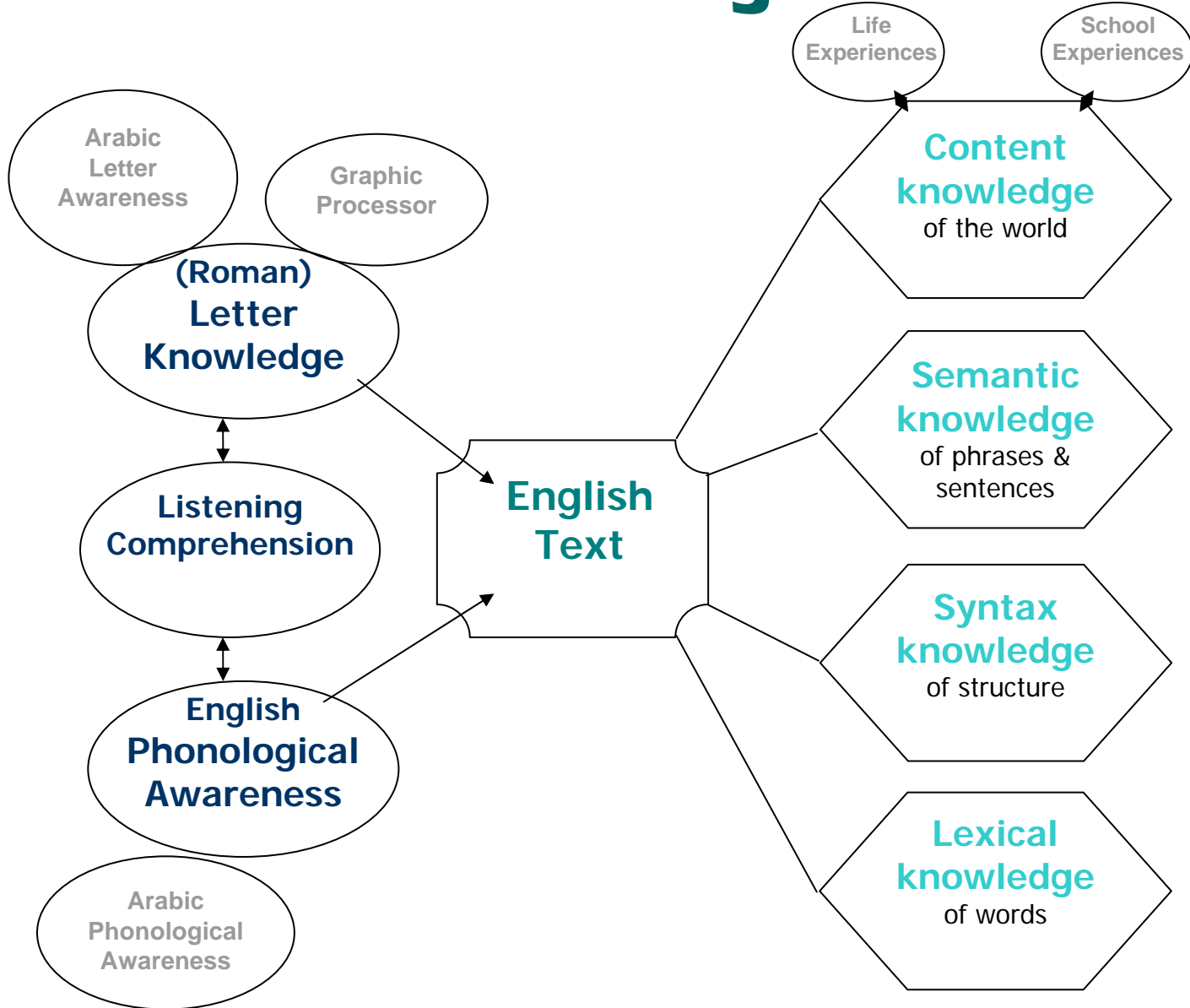
Additional information allows you to narrow the possible answers.

This is a **semantic** clue.

**They r\_\_\_\_\_ across the road.**

With the addition of a **graphophonic** clue (r) you confirm your answer.

# An Interactive Reading Model for ELLs



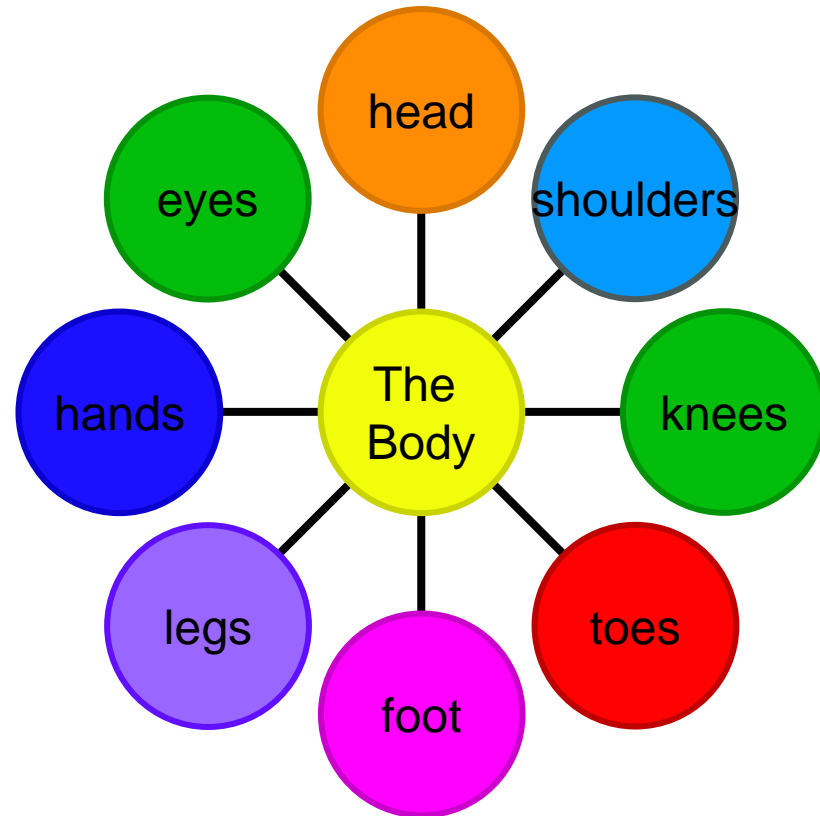
## ***Content Knowledge – Enrichment***

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- Before reading in English preview the content of the story in the home language. After reading, discuss it again in the home language to check comprehension.
- Select literature or movies that expand content knowledge about a subject or place.
- Have students do reports/presentations about experiences that they have had that others may not have experienced. Use AV as much as possible.
- Read aloud text that is just above a student's independent reading level
- Reenact stories using some of the language from the written register.

# *Semantic Knowledge-Enrichment*

- Thematic instruction guides students to group words together into a semantic structure
- Link one form of a word to related words, i.e. television, telephone.
- Ask students to retell a story that they have heard or read.





## *Semantic Knowledge-Enrichment*

- Read literature and non-fiction together regularly. Discuss the meaning.
- Help students say things in different ways:
  - Let's eat.
  - It's meal time.
  - Feed me.
  - Can we dine?
- Have a student make comprehension questions about a story that was read, while others answer the questions.

## *Syntactic Knowledge-Enrichment*

- Regularly practice using prepositions, try visuals.
- Make a list of new words organized by function.
- Explicitly teach sentence structure, i.e. S+V, S+V+O, S+V+O+A.
- Explicitly teach prefixes and suffixes plus how they make adjectives and adverbs.
- Focus on syntax to gain meaning

# Lexical Knowledge - Research Says

1. Give both definitions and context
2. Encourage deep processing – making multiple connections between new and known information with some mental effort or creativity
3. Provide multiple exposures to new words
4. Vocabulary can be learned incidentally in the context of storybook reading and listening (Nagy, 2002)
5. Direct instruction methods must be age appropriate and suited to the ability of the reader/listener
6. Dictionary definitions are difficult for students to understand
7. Writing a sentence using the new word is often a waste of time (Miller & Gilea, 1987)



## *Lexical Knowledge-Enrichment*

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- Practice word retrieval skills – short and long term memory activities
- Teach memory strategies, i.e. I hear with my ear.
- Increase student exposure to non-fiction
- Talk about language, language forms and meaning
- Sort and compare words, concepts, events, story characters, science experiment outcomes and classification schemes
- Present new words in context with pictures or actions associated

# Discussion

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- Divide into groups
- Share activities for successful English reading that focus on building the students' knowledge base:
  - Content knowledge
  - Semantic knowledge
  - Syntactic knowledge
  - Lexical knowledge

*Sharing*