

Allegato n° 3

READING IN ENGLISH: GITS OR DETAILED

Length of course: 3 hours

Seminar outline:

- 1) Brief introduction to the topic. Mention the following points:
 - REASONS FOR READING: We can divide reasons for reading into two broad categories **instrumental and pleasurable**, but there is a great deal of “**crossover**” between the two categories.
 - HOW WE READ: **top-down or bottom-up?**
 - EXTENSIVE READING .The aim of **extensive reading** is reading for pleasure. This means that books must be accessible to our students (readers).
 - INTENSIVE READING. The aim of **intensive reading** is reading for purposes. This means giving clear instructions as regarding reading purpose, how to achieve it, timing, tasks, etc...
- 2) Brainstorm “ Reasons for reading” . Feedback / exchange of ideas
- 3) In small groups or in pairs the teachers are asked to discuss “How we read” using WORKSHEET “A”. Feedback/ exchange of ideas

WORKSHEET A

1. When we read we use all our pre-existing knowledge to predict contents
 2. Understanding involves much more than just knowing the language
 3. We all carry in our heads mental representations of typical situations that we come across
(schema-schemata)
 4. There are different types of writing, in different contexts and for different purposes, different written genres
 5. Knowing what kind of text we are dealing with allows us to predict the form it may take at the text, paragraph and sentence level.
 6. Key words and phrases alert us to the subject of a text, allowing us to predict what is coming next
- 4) In small groups or in pairs the teachers are asked to discuss their role in extensive and intensive reading programmes using WORKSHEET “B”. Feedback/ exchange of ideas.

WORKSHEET B

INTENSIVE READING

1. Promoter
2. Facilitator
3. Organiser
4. Tutor
5. Persuader

EXTENSIVE READING

1. Organiser
 2. Observer
 3. Feedback/organiser
 4. Prompter
- 5) In small groups or in pairs the teachers are asked to discuss the different skills used while reading, using WORKSHEET “C”. Feedback/ exchange of ideas

WORKSHEET C

1. Identifying the topic
 2. Predicting and guessing
 3. Skimming
 4. Scanning
 5. Reading for detailed information
 6. Interpreting text
- 6) In small groups or in pairs the teachers are asked to discuss the problems and possible solutions arising from the teaching and learning of reading skills, using WORKSHEET “D”. Feedback/exchange of ideas
- WORKSHEET “D”**
1. Possible problems: word and sentence –length, number of unfamiliar words. Lack of engagement or schematic knowledge
 2. Possible solutions: pre-teaching vocabulary, using extensive reading, considering alternatives to authentic language, gently paced sequence of activities with small tasks leading to bigger ones, choosing interesting topics, create interest, activate their schemata to the text, vary topics and genres, appropriate tasks
 3. Features of tasks: difficult but achievable, raise student’s expectations, help tease out meanings, provoke an examination of the reading passage
- 7) In pairs teachers are asked to accomplish a task. Each pair is given a cue card mentioning the reading skill to be activated and the level required . On the basis of this information the teachers have to write a reading lesson plan. A selection of reading tests is available with the seminar presenter. Feedback/ Exchange of ideas.
- 8) Further topics to develop: proper use of dictionaries, working with vocabulary: polysemy, antonyms, synonyms, hyponymy, superordinate, connotations, denotational, metaphorical use... Feedback / exchange of ideas.
- 9) Follow-up discussion:**
1. Reading is often a prelude to a speaking or writing activity. Reception and production are so bound up together that they inevitably lead to integrated skill programmes: texts as models, texts as stimuli. Discuss
 2. Are you employing narrative feature as input or as task to promote communicative activity in the classroom?

Bibliography:

Jeremy Harmer, The Practice of English Language Teaching, Longman, 2003
 Ruth Wajnryb, Stories. Narrative activities in the language classroom., Cambridge 2003