

Questions

1. What are some characteristics of advanced readers? (p. 90)

- ⊙ Understand any correspondence, given the occasional use of a dictionary
- ⊙ Understand in detail lengthy, complex texts, whether or not they relate to their area of specialty, provided they can reread difficult sections
- ⊙ Read with ease virtually all formats of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works
- ⊙ Understand a wide range of long and complex texts, appreciating the subtle distinctions of style and implicit as well as explicit meaning

2. What are the four syllabus design questions to keep in mind when working with advanced learners? How do these design issues “work together” to help students? (p.91-94)

1. What drives the syllabus, the textbook or goals?
2. Does the syllabus move the reader further along the learning/reading continuum?
Learning to read -----x----- reading to learn
3. Does the syllabus begin to provide more authentic texts and opportunities to read academic materials?
4. Does the syllabus provide meaningful opportunities to integrate reading with other language skills?

3. What should teachers target when working with advanced level learners? (p.93)

Teachers should design a reading syllabus that targets opportunities to engage them in meaningful reading that will help them to learn new information

4. What are some features of advanced level materials? (p.94)

More authentic texts and academic materials with a high level of vocabulary

5. What are five principles to follow when teaching reading to advanced level learners? (p.95)

1. Integrate reading with other language skills by placing reading at the core of instruction
 - ⊙ Placing reading at the core of the four skills helps to provide a focused purpose for reading
2. Help readers improve vocabulary skills through academic vocabulary instruction
 - ⊙ Vocabulary demands become a much more important feature
3. Focus on academic reading strategies to help advanced reader take responsibility for their own reading
(See number nine, below)
4. Teach advanced readers how reading on the computer is different from reading print material
Online reading is slower than print reading; strategies are vital for online learning
5. Ensure that readers at the advanced level are reading fluently

6. How is placing reading at the core of the four skills helpful to learners? (p.96)

Placing reading at the core of the four skills helps to provide a focused purpose for reading. “Placing reading at the core of instruction and then identifying how to integrate the other language is one explicit way that we can focus on reading purpose.” In other words, provide a clear task prior to reading (summaries, KWL charts, etc)

7. What is the General Service List (GSL) and the Academic Word List (ASL), and how can teachers use it? (p. 97)

The GSL is a list of the 2,000 most frequently used words in English. Teachers can use this list to assist learners at the beginning and intermediate levels of language proficiency.

8. Which of the 34 content reading strategies do you feel you have mastered? Still need work on? Tick a few off, and bring this page to class for comparison with your classmates. (p.98)

9. What is an essential point to remember about the use of strategies? And what are “strategy clusters”? (pp.98-99)

It is essential that teachers realize that good readers do not use single strategies in isolation; strategies are used in combination with other strategies (strategy clusters)

10. What is the automaticity theory and why is it important? (p.101)

Automaticity theory states that ‘people who are highly skilled at certain tasks are able to devote their attention to doing more than one thing; they are able to multi-task. Beginning readers can decode and connect the word with its meaning – one must automatically process a word and its meaning quickly without much thought.

11. What are four typical task and exercise types for advanced reading students? Give a brief example of each. (p.102)

1. Integrated reading tasks – readers should be able to make connections between what they are reading about, listening to, speaking about, and writing about; teachers should have readers use the reading for more than just the reading itself
2. Vocabulary learning tasks – teachers should look for opportunities to challenge readers with vocabulary that they will encounter while reading academic textbooks. The benefits of vocabulary activities can be (1) readers encounter the vocabulary in a meaningful context (2) word study activities can help Ss look more closely at the meaning of the words (headwords, etc) (3) parts of speech can be covered for a single work, and other parts of speech can be identified
3. Reading strategies and tasks
4. Fluent reading tasks

12. What are the steps in a ‘process approach to writing’? (p.105)

Prewriting, organizing, peer review, revising and editing activities

13. How are graphic organizers useful for advanced learners? (p.111-112)

Graphic organizers:

- ⊙ allow the reader to make a visual representation of the relationships among ideas in the text
- ⊙ allow readers to demonstrate the relationships among the ideas present in the text
- ⊙ have the reader do something (write, speak) with the information that was read

14. Define ‘reading fluency’ (p.114)

Reading fluency = reading at an appropriate rate (200 wpm) with adequate comprehension (70%)

The following four steps can help students read faster:

1. Check your reading habits
2. Skip over unknown words
3. Do reading sprints
4. Practice reading faster by timing yourself

15. What should be a goal for every reading teacher? Why? (p.118)

A goal for every reading teacher should be to determine how to build a culture of reading by encouraging students to read both inside and outside of the classroom.

16. What is important to focus on when assessing advanced learners? (p.119)

There should be a clear focus on integrating the learning from the reading with other language skills; the focus is not on the content (economics, psychology, etc) but on learning language