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INBOX: programa 1030 para funcionarios (40 de 46)

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Fecha: Wed, 6 Apr 2005 22:19:29 -0500 (CDT)
De: Marta Sánchez <martelenacr@yahoo.com>
Para: amorua@cariari.ucr.ac cr
Asunto: programa 1030 para funcionarios

Ana, aquí le mando el programa de LM1030 para funcionarios. Es casi idéntico al de los alumnos. Dígame si llegó muy desorganizado, si no para mandarle un attachment.

UNIVERSIDAD DE COSTA RICA

ESCUELA DE LENGUAS MODERNAS

SECCIÓN DE INGLÉS PARA OTRAS CARRERAS

Curso de Extensión Docente: comprensión de textos escritos en inglés

Período: segundo semestre del 2003

Nombre del curso: Comprensión de textos en inglés como lengua extranjera

Población meta: Funcionarios Universitarios

Requisitos: ninguno

Duración: un semestre

Número de horas semanales: 4

Profesor: Marta Sánchez

COURSE OUTLINE & SYLLABUS

I.   DESCRIPTION:

The course "comprensión lectora de textos en inglés como lengua extranjera" is offered by the School of Modern Languages to university instructors as an L2 reading tool. The aim of the course is to enable the reader develop skills to interactively and transactively cope with authentic texts of diverse content and rhetorical organization.

II. GENERAL OBJECTIVE:

Help the L2 reader use more effectively her/his background knowledge strategies (top-down & bottom-up strategies) in face of the text by means of a better balanced transaction-interaction between formal and content schemata of both components, Reader and Text.

III.   CONTENTS & SPECIFIC OBJECTIVES

A.   Given a reading selection, the reader will be able to apply cultural and formal schemata in order to

1.   identify genre.

2.   Identify rhetorical organization.

3.   hipotetisize about demanded cognitive disposition.

4.   corroborate predictions.

5.   respond critically through:

-an evaluation of author's perspective

-inferences from explicit/implicit information.

-identification between FACT & OPINION.

-discriminition between main and secondary ideas.

6.   apply knowledge of L2 grammatical components:

-the subject (nominal forms:N, PRONOUN, NOUN PHRASES)

-the plural

-the adjectival function (ADJ, ADJ PHRASE, N+N)

-verbal forms (present tense, present progressive, past

   progressive,future tense, present perfect y past perfect) in

   afirmative, negative e interrogative senetnces in passive &

   active voice)

-prepositional phrases

-DO & IO (pronouns)

-modal auxiliaries

-the adverbial function

-comparative & superlative forms

-connectors

-transition expressions

-morphology (affixes)

-grammatical referents

-the expletive

IV.   SYLLABUS

1st & 2ND WEEKS

A.   course policies: (The Extensive Reading Program

  -ERP-, projects, reading circles, etc.)

The reading process:

-The mechanics of reading

-The Reader & Text interaction (Schema application)

C.   The printed Text:

-Narratives

-Plays

-Poems

-Articles

-Instructions

-Cartoons

-Diagrams, Etc

D.   Grammar review

(CONTENTS WILL BE APPLIED ACCORDING TO READING AND READER' S PARTICULAR REQUIREMENTS).

3RD, - 5TH WEEKS:

-Word recognition

-Vocabulary build-up

-Dictionary

-Ignoring (using nontexts)

-Imagery

-Predicting

-Grammar

6TH - 8TH WEEKS

-Reference

-Context clues

-Identifying rhetorical organization

9TH WEEK (MIDTERM)

9th -16th week: Developing reading comprehension through reading

A. The pre-reading stage: making predictions and constructing schema

B. The reading stage

1. Extensive reading

-The assumed reader

-The aim and function of the text

-Skimming and scanning to verify predictions

-discovering the gist of the selection

2. Intensive reading:

-The overall rhetorical organization

-Discovering implicit and explicit information

-Identifying main ideas

-Distinguishing fact from opinion

-Deducing

-Summarizing

B.   The post reading-stage
-Interpretation and follow up

FINAL EXAM

V.   Evaluation

2 exams   50% EACH
  VI. Bibliography

An anthology of sources from diverse sources

A booklet with review pratices

A THERORETICAL AND PRACTICAL APPROACH TO LM1030

By Msc Marta Sánchez Salazar
Coordinadora de la SIPOC 2001-II 2005_I

(This material is still unedited)

INTRODUCTION

The L2 reading approach offered in this book is based on a bidirectional frame alternating the cognitive and the aesthetical as *sine qua nom* conditions in the reading process. Both schema accommodation and *response* constitute the pillars supporting the view presented here, particularly, schema theory and Louise M. Rosenblatt's theory of Aesthetic Transaction. The core motivation lying behind this endeavor is to provide the L2 reading instructors with a more eclectic vision of reading as a **vital event**, and with a more comprehensive philosophy to speed up the teaching-learning process in a richer way.

It is a shared feeling among instructors that planning a reading course consumes valuable time through just deciding upon the reading text to be used. Almost without exception, this selection process has to be repeated three or five years later, once the reading selections and exercises provided in the textbooks have become wasted and overused. Behind these limitations, there usually lies that of a narrow linguistic approach. Traditionally, the central focus of L2 reading textbooks have gone little beyond the surface components of the language, leaving little room to explore other possibilities of *response* and metacognitive awareness.

The present manual is expected to serve as a more permanent teaching guide. For this purpose, instead of just the typical reading exercises based on a particular passage, the manual emphasizes upon interactive/transactive reading dynamics, of which general frames are provided that can be applied to a number of reading selections. It is the instructors' responsibility to choose a broader variety of reading selections containing different organizational patterns and topics, that can likewise illustrate the dynamics' application.

Concerning the underlying philosophy behind this work, it can be summarized as READER-RESPONSE oriented . This means that the text-reader dependence is both tautological and interpretive. Therefore, all the objectives and activities are expected to lead to interpretation and response.

In line with this philosophy, it is necessary to keep in mind the socio-academic context we are involved in, and this counts for both students and instructors. Most of our students come from public schools and a important number come from private bilingual schools. In the former case, English reading instruction is minimal, so many of the students lack the minimal handling of the grammatical and lexical structures demanded by college reading. In the latter case, this population does not always have high reading comprehension levels as expected. In both cases, other reasons involving poor reading habits long-established in our teaching system as a whole come into play. As for the reading instruction, it is not secret that the English teachers the themselves need a stronger theoretical basis for their classes. Many of them lack a real knowledge of the nature of reading comprehension as both a cognitive and *response* phenomenon. Therefore, it is hoped that, through this manual, a grasp of this knowledge can be provided them, since only though this understanding can the reading teachers organize their work in a more logical, effective and contextualized way, considering the achievement diversity of the class. In summary, this book intends to cover this socio-

academic complexity. Therefore, the elaboration of teaching techniques ranging from word-recognition to higher levels of understanding is suggested. It is the author's belief that this aim ca be more effectively achieved if the aesthetic component is added. This is why *response* is central in this approach. With this manual, the author expects to provide a more permanent teaching aid for both L2 and L1 reading and, eventually L1 and L2 writing.

Next is provided a work plan at the SIPOC office designed within the theoretical frame presented here.

Theoretical framework to support the SIPOC tasks

I. Antecedents:

a) The SIPOC needs a stronger theoretical support on L2 reading comprehension instruction out of which to design a more academic and effective approach to L2 reading.

b) Most students come from public instruction where the lexical and grammatical structures to fulfill college demands are insufficient

c) The demand of EAP courses at the UCR is increasing, which forces us to establish a definite theoretical frame that can be applicable to any area of study both in teaching and philosophical terms.

II. General Objective:

To provide a means to make the L2 teaching-learning process theoretically stronger and better supported, and pedagogically more challenging and motivating.

III. Specific Objectives:

A. To provide an instance to strengthen the instructors' knowldege about the nature of L2 reading comprehension and *response*.

B. To encourage empirical studies out of teaching experience.

C. To design a wide-range anthology of class activities considering the demands of specific groups; i.e, EAP and general readers.

D. To promote policies to encourage a higher enrollment on proficiency exams.

IV. Activities

Among others, the SIPOC meetings will be aimed to

A. Revise and restructure current course programs when needed.

B. Revise and restructure teaching activities to make a better connection between LM1030 and LM1032.

C. Design teaching material to fulfill specific objectives; i.e. intensive vocabulary acquisition.

D. Organize workshops to share teaching experiences based on the new approach.

Objectives are organized chronologically and each is illustrated by means of reading selections and cognitive-transactional activities. Texts are not chosen on a difficulty basis but on a whole language approach. This conditions helps the reader accelerate his/her reading comprehension process by transcending schematic skills towards more ludic and creative ones. Grammatical notions and exercises are introduced considering their application to comprehension issues, although a grammar review is provided as an Appendix.

It is expected that, through the view supporting this Manual, the traditional schematic teaching of L2 reading can be changed. No doubt, this new vision will affect other

spheres of L2 teaching and learning, which will reflect on the learner's writing response as well.

PART ONE

Understanding and developing reading skills: a bidirectional theoretical framework

A. The interactive nature of reading comprehension

The concept of "schema" was introduced by French psychologist Barlett in 1932. Barlett pointed out that both background knowldege and memory organization would play a central role in comprehension and recall of narratives. He observed how his subjects would read or listen to the same story in a "different" way, and how these differences would reflect through their versions parsed during time. The farther in time the more variations were added. Barlett concluded that this phenomenon was due to culture-controlled memory organization. Those details distanced from the reader's cultural background would be modified or omitted. Barlett called "schema" to this memory accommodation, and his most memorable contribution to cognitive sciences consisted of having empirically demonstrated memory preponderant role in reading comprehension.

Schemata --the plural form for schema--, behave like a receptacle of our theory of the world. A detail can provoke in memory a "chain reaction" across the accommodation process, an activation provoked by this detail. A piece of music, for instance, or a particular smell can incite associations and remembrances. In the reading context and, specifically L2 reading, the situation is the same. The reading act sometimes demands more knowldege of culturally accepted conventions and sometimes involves more knowledge of linguistic conventions. On a macro level, an L2 reader will understand a reading selection if s/he possesses the appropriate formal and cultural schemata reflected on the text, or if s/he is able to accommodate new input to existing schemata. Herein lies the role of the mother language and culture. A typical phenomenon of this role is the use of false cognates during L2 reading in which a priori knowledge may cause even distortion.

The teaching process of the different reading comprehension skills and their applications, --i.e. to writing--, has been widely supported by multiple studies based on the schema theory paradigm. At the same time, empirical research has contributed to ratify the universal notion that the comprehension process is one; that is the cognitive disposition that processes the reader/text interaction is "learned" only once. A good L1

reader, for instance, does not have to relearn reading skills in an L2 reading situation since s/he is cognitively prepared to accommodate the new incoming information to her/his schematic disposition. This reaccomodation will allow a more or less successful "processor" of the new linguistic codes.

In the specific case of processing L2 texts, Devitt's question (1997) has to be brought up. Is the interaction between higher and lower language levels also transferable? Devitt himself turns to Alderson. For Alderson, L2 reading is *also* a language problem which is mostly true especially among individuals with a poor L1 reading level (in Devitt, 1997). A limited lexicon in L1 will provoke a short circuit (Clarke, 1980) in the early processing of an L2 text.

A theoretical research on the instructor's part should start by handling the concepts of TEXT and READER. S/he should begin by having in mind that both are "entities", as L.M. Rosenblatt would put it (1981), whose nature is mutually dependent. TEXT, regardless of its *medium*, is but a construct ruled by the very same logical principles that comform the theory of the world in our heads. In other words, if reality is interpreted and cognitively organized in terms of, say, cause-effect or comparison-contrast, we tend to reproduce it likewise through what we utter, read, write or paint. All this is legible matter. Our brain is but a natural processor of the surrounding **world-text,** the printed matter being just another via to represent it. Nothing should be alien to this reality within which the reading act becomes a "natural act". Having this principle in mind could be an invaluable motif in our teaching endeavor when trying to help L2 readers interact with TEXT.

As L2 reading instructors, the TEXT-READER construct involves content and formal schemata (Carrell) running from word recognition to vocabulary building, and from contextual clues to meaning construction. This general principle could be an important hindrance too. For the reader to actively participate in meaning construction, the text has to be "adequate". This includes a text demanding an i+1 (Krashen, 1985) leading to a higher cognitive demand on the reader's part that can gradually help increase language input. Therefore, reading selections must be chosen with a whole-language approach in mind. In other to achieve this, the instructors themselves must possess an adequate knowledge of the nature of reading comprehension as a whole, during and *after* the process. Without this knowldege, teaching instruction cannot be carried out, and the frustration and boredom often present in reading classes will not be alleviated.

Cognitive operations & discourse organization

As the approach used at the SIPOC is rather eclectic, one of the several views used is that of rhetorical patterns used in discourse organization. Discourse organization refers to the surface reflection of the cognitive operations the reader or viewer uses to make sense of the theory of the world in his/her head. Reading and writing are two of these surface tools shaping the theory (F. Smith, 1988).

Within the enormous paradigm of schema theory, discourse organization has occupied the attention of experts who sees in language and cultural schemata the basis for cross-cultural differences in discourse processing both through reading and writing. Kaplan (1966) pioneered this line of thought by suggesting that people from different linguistic and cultural backgrounds organize discourse according to their language and culture

conventions. In other words, particular world views reflected upon thinking and values would reflect upon language organization and rhetoric. Kaplan suggested that all rhetorical patterns appear in any written language, but thinking patterns tend to impose as a result of cultural constraints and this is evidenced though reading and writing.

Despite this apparently negative transfer, there is also what can be considered a positive one originated in universal thinking patterns present in writing conventions, as Kaplan affirms. It is obvious that these patterns may differ from one culture to another, but the closer the distance the easier to understand and reproduce them. The fact is that organizational patterns lie beyond surface levels, in the cognitive structures or *schemata*. Eventually, they will gain a written shape through reading and writing proficiency, that is, academic training. Herein lies the role of L2 reading teaching and training going from the most surface items of the language, i.e. lexicon, to the deep-structures, constructions that demand a higher-level processing, i.e., inferences and hypothesizing.

Numerous experts agree that metacognitive awareness of how TEXT is processed seems to be useful to speed up comprehension. In this sense, a theoretical knowledge of reading comprehension can help the instructor to design the lesson in line with this knowledge. Sometimes the writing patterns reflecting a certain underlying organization are so clearly stated, that they can even be diagrammed as representing a "brain map". I myself have used this strategy to help the reader "trace" his/her process metacognitively in a fun way.

B. *The aesthetic nature of reading comprehension*

The Aesthetic Transaction Theory was developed by L.M. Rosenblatt in her better known work *The Reader, the Text, the Poem* (1978). Rosenblatt's interest is centered on the reader's response rather than on what happens on a cognitive level. She proposes that the reading act is a continuum between the aesthetic and the *efferent* (from Latin *effere*, to carry out), depending on the reader's stance. In this way, in face of, say, a historical novel, the reader can either respond to the aesthetic experience of the descriptive and emotional load or to carry out interesting factual information to add to his/her knowledge.

Rosenblatt's theory comes as a reaction against current canons imposed especially by the New Criticism theoryruling literary criticism for more than twenty years. This doctrine assumed that the text was the center and class discussion had to be bound to a formalistic analysis around textual information. According to this theory, the reader's reactions, subjective interpretation and impressions should be of no concern in academic teaching and learning. In the early 60's and 70's literary criticism suffers a paradigm shift. With Rosenblatt, a pioneer of Reader Response (RR), the reader-text transaction puts an end to the dictatorship of the text, and new possibilities in literary criticism and the teaching of literature become open (Rosenblatt, *Literature as Exploration* 1938).

Rosenblatt considers reading response as an event, the product of an encounter between two entities. The reader becomes an essential component of this event, his/her experience with TEXT being an act unique in time and place. In *The Reader, The Text, The Poem*, she explores her transaction theory as a methodological approach to teach literature, in an open reaction to the canons. Traditionally, the teaching of literature used to contain a utilitarian view since literature was used as vehicle to carry information to be

recited and memorized. Instead, Rosenblatt offers a model of reader response through which the reader's stance is part of the whole reader-text construct. In this way, she distinguishes between two types of reading which shift back and forth depending on the reader' "selective attention" t a particular point during the process: the aesthetic and the efferent. If the reader is interested in particular pieces of textual information to be carried away, s/he stands in the efferent position; if his/her attention is more "vitally" driven, s/he stands in the aesthetics.

As a transactional model, Rosenblatt's opposes the cognitive-mechanistic nature of the reading phenomenon. She rather sees it like an organic experience out of which the "poem" emerges as *response*. However, like the schematic model, Rosenblatt's considers reading as a continuous reader-text transaction in which both components are mutually dependent. From this point of view, the aesthetic transaction promises an important contribution in order to explore reading comprehension from a more eclectic perspective. Therefore, both, schema and aesthetic transaction seem to be complementary rather than opposing, leading towards wider possibilities in terms of L2 reading comprehension research and teaching.

C. Interaction and aesthetic transaction in the reading class

The bidirectional approach suggested here allows a whole new perspective concerning L2 reading comprehension teaching and learning. Below are provided two outlines for the two courses offered by the SIPOC, based on this approach. But before, an outline summarizing a description of the cognitive directions is offered.

The terms "top-down" and "botton-up" describe the directions of the reading comprehension phenomenon. "Top-down"refers to the previous activation of existing schemata. "Bottom-up" refers to the processing of information that is driven by outside external stimuli since there is no background knowledge. An example of these two directions is the organization of scrambled pieces with or without a "theme" or title. In this case, the title would be the schema.

It is intended that the transactional approach can permeate each activity leading to achieve a better balance between both directions. It is worth mentioning that Rosenblatt's reading transaction was conceived of within the context of response to literary texts. In the model offered here, it is intended to apply this principle in a broader context, that is teaching reading comprehension of genres other than literature.

The central hypothesis here is that even more expository texts may contain elements that can activate the reader's reaction and response. In order to achieve this purpose, this manual offers suggestions rating from exploration of sensorial images to challenging the textual information. This final stage will be explored more intensively during the second course the SIPOC offers, LM1032.

In order to keep the aesthetic transaction as a constant in our teaching process, the stages described below are open to each instructor's creativity. For instance, response to a descriptive text can occur by means of drawings as *response;* a non-word texts can be used to practice syntax, music can be used as TEXT to elicit images and to brain storm on vocabulary, morphology, etc. The idea is to help the reader get into the matrix of the foreign language, beyond linguistic limitations, to "forget" about the foreign language. In other words, it is expected that the transactional approach help transcend language

hindrances in such a way that the reader can begin to think in the L2.   On the other hand, it is also expected that this holistic approach may accelerate aesthetic-schematic skills that can benefit the writing production in the L2 as well. This expectation departs from the belief that the foreign language texts contain cultural-bound formats –i.e. shorter paragraphs--, that should be imitated if success in L2 writing is pursued.

For the specific purposes of the SIPOC, it is expected that the present approach be aimed to unify the two reading semesters in terms of the teaching approach. Also, it is expected to shorten the distance in terms of difficulty, between the two reading courses, LM1030 and LM1032.

PART TWO II

A. LM1030: Transacting & interacting with TEXT

1st & 2nd weeks: The mechanics of reading & the reader/text interaction:

Whatever our age, whatever our language, whatever our cultural background, we function psychologically by building systematic *representations* of experience,

which provide both an interpretation (or structuring) of the past and a system for anticipating the future (Applebee 1989).

Comprehension is partially due to an interaction between the world and the brain. From this interaction, an internal organization of knowledge about the world is formed. Schemata, the "building blocks of cognition" (Rumelhart, 1980), are the frame that contains this organization, "this theory of the world in the head" (Smith, 1988). Comprehension takes place every time the incoming information is stored in memory, which occurs only if this information retrieves and activates the adequate schema or schemata. In this process, **prediction** plays a core role. In fact, prediction ratifies the efficiency of the theory of the world in the head. It is prediction which causes the schemata to accommodate and /or reaccommodate in face of a new situation, either to make sense of it according to their theory, or to discard it if it does not fit in. This is why, as F. Smith says, *bewilderment* is so unusual despite the complexity of our lives (8).

By retrieving previous knowledge, prediction helps the brain organize information. This process involves deep and complex **cognitive operations** to make the brain deal with and/or create its surrounding world in terms of, say, cause-consequence, method-purpose, etc. In any reading situation, this corresponds to the "story grammar" of a given text. Input information containing an unfamiliar organization is more difficult to understand and remember because the brain is mainly "a narrative device". This is probably why narratives seem easier to be processed (Applebee, 1992; Brewer & Lichtenstein, 1982; Golden, 1985), in comparison to other types of discourse.

Understanding a text is sometimes like understanding a new situation. In this sense, L2 reading is frequently one of the few occasions in which "bewilderment" occurs. As part of their predicting strategies, the L2 readers frequently take hold of the schemata of their mother language and/or culture. This interaction can be critical if the distance between the reader's and the writer's schemata is too big. The bigger the distance the harder the comprehension process --a significant phenomenon in terms of the role of prior knowledge in L2 reading comprehension. In this particular case and, contrarily to what is frequently thought, excess use of previous knowledge (i.e., contextual clues) can be a hindrance against L2 reading comprehension since, many times, L1 grammar or vocabulary interferes with that of the foreign text (Carrell 1983, 1984, Carrell & Eisterhold 1983, Lee 1986). This is why fluent L2 readers seem to depend less on these two strategies as they have more knowledge of vocabulary and grammar of the target language .

Given these primary assumptions about **how, why, and what** we read in either L1 or L2, we can orient our teaching task better. We must start our course by giving a *pre-reading* motivation about the reading comprehension phenomenon as a whole. Keeping in mind that reading *is* also interpretation according to each one's theory of the world, the students must first be induced toward a definition of reading in a broader sense. This involves the notion of comprehension through prediction and explains why interpretation is relative: different readers may ask different questions. Obviously, herein lies the "critical factor" Smith refers to, but herein also lies what may go beyond the merely cognitive as to explore the aesthetic we are pursuing. Samples of different types of TEXT have to be prepared for this purpose in other to start our reading course.

A. General objective and subject matter:

To introduce the reader into a comprehensive view of the reading process as a cognitive and aesthetic activity

B. Specific objectives & supporting activities

Objective one: To explain the general purpose of the course and to persuade the reader about the importance of understanding the cognitive aims upon which each reading activity has been designed.

- **Activity 1:** (Optional) Bring "texts" other than visual, music, olfactory props, etc. The students are asked to close their eyes and let their minds freely go through memories activated by the props. The instructor will decide if asking about writing as many vocabulary words as they can come to mind. This activity can be good for brainstorming on vocabulary, morphology, etc.

- **Activity 2:** (Optional) After this, provide cut outs from Chinese, Arab or Russian newspapers (ads, newstories, entertainment, etc.), and ask the student to "read" them. Have them to come up with their own conclusions about reading comprehension. You can also add a "Find someone who" activity involving the reading context to finish this motivational part of the course.

- **Activity 3:** Read and analyze the course syllabus mentioning some of the theory behind them. Make sure to consider the interactive/transactive nature of reading in your analysis. Inform carefully about course policies: attendance, evaluation, projects (optional), money for copies, etc.

An illustration:

Provide handouts of the following list of tasks and ask the students to carry them out in 7 minutes. They must provide the names in the blank space. Good as a warming up activity for the first class.

Find someone who:

*reads the newspaper every day. _____

*reads Costa Rican literature. _____

*hates reading. _____

*has gotten mad or sad as a reaction to something s/he reads. _____

*has written a poem sometime. _____

*has never read a poem. _____

*is taking this course for her/his own sake. _____

Objective two: To help the reader understand the cognitive nature of the reading process (activating schema).

- **Activity 1: The role of memory.** Do some type of memory dynamics to explain the role of memory in comprehension. There are numerous memory games than can be adapted to the purposes of the course. Here are two illustrations:

- **Illustration A:** Bring two sets of pieces of two different jigsaw puzzles to be put together in 5 minutes by two teams competing against each other:

  group A against group B
  group C against group D.

  Groups and C must not know that groups A and C already know what the picture will be.

- **Illustration B:** For one minute, show the class a chart with a list of 15 or more nouns chosen at random. Then ask the students to write as many words as they can remember. Show a second chart with another list but this time add a title (a "theme") on top of the list. Again ask the students to write as many words as they can remember. Have the students to come up with their own conclusions about why they could possibly remember more words the second time.

  - **Illustration C:**

    Divide the class into 5 groups. Prepare 5 copies of the   chart below. Ask each group to construct an oral narrative that can answer questions like these:

LOOK CRY TONGUE LIPS SEXY FEEL SCARED TAVERN MUSIC DANCE SOFT DECIDED SLOWLY CLOTHES SHOULDERS BREAST CAR POLICEMAN FINGERS DOCCUMENTS SHAKING MOUNTAIN BREATH VIEW WIFE CIGARRETTE STOCKINGS BRASSIERE DRESS SHIRT NAKED WINDOW SCRAMBLE KILL WORKMATE PANTS TREES WIND WEAPON NEWS

- What event is probably being described?
- How many people are probably involved in the situation?
- Where has this probably happened?
- What part of the day is it?

Illustration D: Below you will find a series of scrambled words. Have the students read each group and mentally organize them in a logic way.

*Africa heart out of the invincible nature force of expedition surprised the

_____

*Mongols were they domineering , force the military 13th century the of the

_____

*deployed, Mongols moved the fully slowly

_____

Once you have finished all the activities (or other selected ones), explain that what they have just done is to cognitively organize disconnected pieces of information by filling in gaps. This process sometimes can be sped up if the brain contains previous knowledge (schema). Shaping TEXT is an activity performed by memory to store information.

- **Activity 2:** Bring ambiguous drawings to the class to illustrate the mechanics of "selective attention" . You can find plenty of this in the Internet. www.google.com is an excellent page. Make sure to brainstorm on this subject through proper questions in order to induce inference about reading, the mechanics of reading, schemata, etc.

Objective three: To show the reader the difference between TEXT and text considering reading as interpretation of reality.

(In our courses, we will use "TEXT" to describe any situation that can be interpreted and "text" to the printed-word text. Explain to the students that both require a "reader" that can interpret it.
Explain the difference between **interaction** and **transaction**. **Interaction** is used in our courses to refer to the cognitive component involved in interacting with both Text and text, and **transaction** refers to the aesthetic response to both TEXT and text).

- **Activity:** Bring different types of text to the class, including cartoons, pictures, non-word texts, ambiguous pictures, abstract pictures, maxims and sayings etc. Distribute different sets throughout the class and have the students interact with each other playing with **interpretation**. You can also prepare a set of questions (or responses) to provoke reaction. To finish, you can ask the students to come up with their own definitions of TEXT, text, INTERACTION, RESPONSE, etc.

Objective four: To help the reader discriminate between different types of written texts

- **Activity:** write the following list of words on the board, then divide the class into 4 or 5 groups. Provide a package with texts containing different discourse patterns. (The texts can be written in languages other than English or Spanish). Ask the groups to skim through the texts for some minutes and to categorize them according to the discourse patterns written on the board. Make them talk about which text/s they believe to be faster to process and why.

> **Short story, drama, poetry, newstory advertisement, essay, directions**

Objective five: Help the reader to reproduce or transform rhetorical patterns.

- **Activity 1:** Tell the class that they will have 20 minutes to read and enjoy a short story. Hand out a short narrative (500-700words). After they finish reading, divide the class into 4 groups. Each group will be given written instructions like the following:

  In no more than 100 words make up the following piece of writing:

  Groups 1 y 2: Imagine that you are the protagonist writing a letter complaining about (X situation in the story)

  Groups 3 y 4: Imagine that you are a news reporter. Change this story into a newstory to be published in tomorrow's edition.

  Groups 5 y 6: Imagine that you are an outsider describing a particular event of the story.

- **Activity 2:** To do more motivating transactional activities, you might like to introduce role playing or complete-the-story dynamics.

> **Exploring the L2 reader's strategies:** 3rd through 8th week

> *From the decoding point of view, the reader is under the control of the text and must mechanically identify every letter and word in front of the eyes. But the meaningful perspective holds that what goes on behind the eyes is the critical factor (Smith 1988).*

The above quotation describes interactive reading models. Reading is an interaction between the reader and the text. A desirably balanced flow between bottom-up & top-

non-words. This operation that can take him/her beyond mere spelling since it involves more complex ones such as context and grammar relationships. Therefore, again, vocabulary strategies in their different fashions must be approached linguistically and aesthetically through a massive amount of small but meaningful texts. Among other vocabulary build-up activities, we may include games like memory, monopoly, trivia, word puzzles, non-word-substitution, and picture drawing, all based on numerous, short, authentic and attractive texts.

As with vocabulary build-up, identification of connectors has to be taught in context. The idea is to make the reader aware of how certain words can make a distinction between types of discourse, and how these "surface structures" reflect deeper operations taking place in the brain, i.e. adjectives in descriptions, sequence words in narrations, etc. This activity provides an introduction to the activities of discourse analysis developed later in LM1032.

In summary, keeping in mind the immediate objectives of this stage of the course, we must emphasize that a real reader-text interaction involves interpretation and response; therefore, an overall reading to obtain the *gist* of the text is advisable before any working on individual strategies. This can help the readers become more conscious of their own process while seeing their schemata at work.

A. General Objective:

To develop the reader's strategies by pursuing acquisition of a massive amount of vocabulary through short & attractive texts

B. Specific objectives and activities:

Objective one: To show the reader the importance of creating mental pictures to enhance comprehension through non-linguistic and linguistic (texts)

- **Activity 1:** Provide non-linguistic texts (pictures or objects) for the students to suit them with related vocabulary in English. Categorize this vocabulary in columns according to its function.

- **Activity 2:** Provide written texts for the students to picture them out.

- **Activity 5:** Discuss on the role of imagery in reading comprehension.

- Illustration: Bring a musical piece and ask the students to take out a piece of paper and a pen, close their eyes and with their eyes still closed, write as many words (images) as they come to mind while they listen to the music. You can spend 5 minutes in this activity. Then, have the students to come to the board and write with their images. Three or four students can come the same time. After this, you can develop different activities, for instance, categorizing images, brain storming on more related vocabulary, etc.

Objective two: To show how to use dictionary strategies effectively: quick word location, picking up the right definition, and location of derived and inflected forms not appearing as separate entries.

- **Activity 1:** Bring to class different dictionary editions to have the students get familiarized with the codes.

- **Activity 2:** Design activities to develop dictionary skills.
- **Activity 3:** Design competing teams on speed-reading or spelling exercises.

Objective three: To help speed up reading comprehension through automatic decoding and recognition of words, phrases, and sentences.

- **Activity 1:** Prepare cloze exercises on word recognition to complete a short text. Words and nonwords can be written on cards and taped to the board at random.

- **Activity 2:** Assign group projects to prepare crossword and puzzles based on a reading previously handed out.

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TOPIC 2: WORD RECOGNITION & READING COMPREHENSION SPEED

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- **Activities 3: (in the Student's Anthology)**

Objective four: To develop awareness of word structure and meaning modification by means of the different derivatives

- **Activity 1:** handout exercises on word derivation out of a short reading. (This can be done through contesting games).

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TOPIC 3: WORD BUILDING: AFFIXATION & COMPOUND WORDS

- Activities in the student's anthology

Objective five: To show how guessing and ignoring help speed up comprehension

- Activity:

Prepare a non-word text. Divide the class in smaller groups. Ask each group to provide the "story" to be read, pictured or acted out in class.

TOPIC 2: WORD RECOGNITION & READING COMPREHENSION SPEED

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TOPIC 3: WORD BUILDING: AFFIXATION & COMPOUND WORDS

- **Activities in the student's anthology**

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- **Activity:**

Prepare a non-word text. Divide the class in smaller groups. Ask each group to provide the "story" to be read, pictured or acted out in class.
Have the students draw their own conclusions about the activity in terms of the the type of text and the reading strategies implied in its processing. The experience can be extended to other types of text as a mode of introduction to rhetorical patterns.

Objective six: To introduce different ways to discover the meaning of unknown words through context clues

- **Activity 1:** Induce meaning of unknown words extracted from short texts. Provide exercises on equivalents, opposites, filling-ins, and cognitive operation relationships (i.e. general-specific, purpose, etc). The activities can go beyond to more creative ones like bingos, monopoly, memory games, etc. that the students themselves can prepare in class.

TOPIC 4: CONTEXT CLUES

- Activities in the Student's Anthology

Objective 7: To help the reader develop grammar awareness

- **Activity 1:** Provide texts underlining complex sentences to make the students understand relations within a sentence and discriminate essential elements (subject-verb-object) from "padding"ones (modifiers, relative clauses, etc).

- **Activity 2:** Have the students enlarge a basic sentence as to produce more sophisticated structures (a short paragraph) by providing groups of modifiers (i.e.adjectivals and adverbials).

- **Activity 3:** Prepare groups competitions on ordering scrambled sentences

- **Activity 4:** Prepare substitute exercise for referents to work on meaning transformation (for instance, change a referent from singular to plural and have the students analyze new meaning).

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TOPIC 5: DEVELOPMENT OF GRAMMAR AWARENESS
- **Activities in the Student's Anthology**

The time you spend working on this chapter depends on how well you remember the English grammar you learned in high school. Here you will find a series of exercises to reactivate your knowledge of the most basic grammatical notions.

THE PARTS OF SPEECH: The words that perform the basic functions in the sentence are called *parts of speech*. The names are:

noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection

We will concentrate on the noun, the pronoun, the adjective, the verb, and the adverb.

Objective ~~seven~~ eight: To help the reader distinguish figurative from literal language

- **Activity**: Handout a series of proverbs. Pair work on an assigned one. Ask each pair to provide the equivalent in our culture. Ask them to provide a situation fitting the assigned proverb. (Also this activity can be acted by one group while the others guess what proverb is being illustrated).

Objective ~~eight~~ nine: To show the reader how the rhetorical pattern can modify the reading method.

- **Activities 1:** Give different groups different titles on a single topic. Each title should be structured within a different rhetorical pattern. Ask each group to write two or three possible predictions about the article (function, purpose, content). Provide the text to ratify or abort expectations.

- **Activity 2:** Give one short text to the class. In groups ask them to "transform" the text according to titles provided in advance. Your titles should contain the different rhetorical patterns this time.

- **Activity 3:** Give rhetorically transformed texts (i.e. a static description transformed into a narration)

- **Activity 4:** Lead the students to draw their own conclusions upon how the reading process is "manipulate" by the text pattern.

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TOPIC 6: Transition expressions

Activities in the Student's anthology

(Explanation: Transition expressions or cohesion devices are used to connect ideas in a logic way. We use them to show cognitive relationships like SEQUENCE, CAUSE-EFFECT, COMPARISON-CONTRAST, METHOD-PURPOSE, etc., that is, the logic way through which we organize the theory of the world in our heads. Often transition expressions are clue words to help us recognize rhetorical patterns and main ideas).

Developing the reader´s skills through reading: 9th through 16th week

Once local skills have been trained and hopefully acquired, there comes the stage of reading for meaning construction beyond language limitations. At this point, the pre-reading activities must include, besides the meaningful context surrounding the text, that is, the assumed reader, the author´s aim, and the reader´s purpose, **the overall rhetorical organization of the text.**

As the final stage deals with reading as construction *per se,* we should depart from practice on recognition of the overall rhetorical organization as suggested in the title, for instance. Overall rhetorical organization has been probably the less taken care of among textual features for prereading purposes. However, identifying the general pattern of a text, its "story grammar", has proven to help the reader to organize schemata and consequently, interact with the text more efficiently (Carrell, 1985, 1989, Perkins, 1987). An illustration can clarify this. The following are titles of two articles:

"We´re losing the drug war because of prohibition"
"Should drugs be legalized?"

As can be seen, both refer to the same topic; however, they suggest that the topic might be organized in terms of **cause/effect,** in the first case, and **solution** in the second. In other words, the importance of recognizing text structure based on its rhetorical organization lies in that it demands from the reader to identify hierarchy of ideas, which can contribute to guide and organize interaction with the text to process **implicit information,** identify **main ideas,** draw **inferences,** etc. in a more efficient way.

One of the most difficult tasks for L2 readers, memorization and use of cohesive devices, can become less painful when rhetorical organization is analyzed. At this point therefore, intensive practice on recognition and use of cohesive devices is demanding. Cohesive devices (conjunctions, anaphoric forms, connectors and all intrasentential devices we can think of) are, in fact, the "surface" level of textual organization and reflect its coherence in semantic terms (Steffensen, 1988). What cohesive devices do is to help the reader organize information to enhance meaning construction and information storing. Therefore, to identify cohesive devices as an introductory means to discover text structure can make their use and internalization more meaningful and less painful.

On the other hand, and in order to enter the matrix of the language more transactively at this final stage, texts must be carefully chosen so that they can illustrate different types of overall rhetorical organization. Once we choose a text, different types of activities showing the "story map" can be designed --stick figures, juxtaposition of related pictures, etc. In this way, we can display visually the cognitive operations taking place as we read a specific text (cause-effect, for instance). This approach allows us to use a variety of texts, short stories and poems included. The immediate implication would be that the students can be guided to elaborate their own reading activities themselves in and out of class: reading projects, sharing reading logs, etc.

A. General objective:

To help the readers develop reading response to TEXT, in general, and to larger written texts, in particular, based on their purposes, and on the complexity and organization of the reading material (TEXT and/or text).

B. Specific objectives & activities

Objective one: To help the reader to develop pre-reading strategies by making predictions and constructing schema on a given text.

- **Activity:** Write on the board a list like the following:

narration
generalization & example
problem & solution

comparison & contrast

cause & effect, etc

Then tape on the board a chart containing titles of articles, books, movies, etc. Ask the students to match both the list and the titles. Brainstorm on this association (why and how they arrived to it). Then prepare copies of two thought-provoking pictures. Divide the class in 4 groups (2 for each picture). Assign a topic that can illustrate a word from the list to each group. Have them construct a short written text (100 words in English or Spanish) that can fit the rhetorical pattern and the picture. Have each group to show their work to the rest of the class. As an additional activity, you can write on the board any clue word (i.e. cohesive devices) that identifies each paragraph as corresponding to the rhetorical category assigned in order to induce discussion about how understanding and interpretation depends on the hierarchy of ideas of a text, and that this hierarchy lies on its rhetorical pattern.

Objective two: To instruct the student on the reading stage through first reading extensively to discover the assumed reader, the gist of the text, and the aim and function of the text.

- **Activity 1:** Bring to the classroom a group of one-page readings for them to skim through title and other contextual information and choose according to their preferences. Ask the readers to write one prediction about the texts content and purpose. Hand out a form containing the following:

TITLE: _____

AUTHOR: _____

TOPIC: _____

YOUR PREDICTION ABOUT CONTENT AND PURPOSE:

_____

(Put an X the correct to answer the following question:

Was your prediction right? YES _____ NO _____ SOMEWHAT _____

- **Activity 2:** Pair works on the readings chosen by the students. Each pair will work or applying previous strategies (skimming and scanning) in order to discover how authors use rhetorical organization to present main ideas. Discuss on how a message can change if the rhetorical pattern changes; i.e. "How to make an omelet" and "Beware of that daily omelet!"

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TOPIC 7: CLUES TO MAIN IDEAS

- **Activity in the Student's Anthology:**

(Explanation: The main idea of a paragraph is the author's idea about the topic. In a clearly written paragraph, the main idea is expressed in a complete sentence called the **main sentence**. Unfortunately, not all the written material you deal with is organized in such a way. Therefore, discovering main ideas often demands the reader's skills to draw **inferences** out of **implied information**).

Objective three: To develop critical reading by encouraging the readers to discriminate fact from opinion and drawing inferences

- **Activity 1:** Write a thought-provoking sentence on the board and tape charts with proverbs or remarks, cartoons, etc. to induce the students to assume a position. Do the same with another set of props. Make sure to use *factual* ones this time. Induce adequate deductions among the students concerning the difference between factual and opinionated information.

- **Activity 2:** Provide short expository (factual) and argumentative (opinion) texts on one subject. Have the students compare them by applying previous strategies on purpose, function, and the overall pattern used to convey the main idea.

- **Activity 3:** Prepare a trivia or monopoly activity for the whole class based on a larger text. Make sure to the criteria used can lead to discussion so that the class can transcend textual hindrances.

- **Activity 4:** Assign out-of-class group projects on interesting readings to be shared with the rest of the group. Make sure you check the reading first.

Objective four: To give the readers reassurance of their reading and interpretation processing by helping them to design written techniques such as outlining, summarizing, paraphrasing, and commenting based on a given text

- **Activity 1:** Handout a list of proverbs. Pair work on paraphrasing a different one. Have each pair share their answers with another pair.

- **Activity 2:** Choose a film and design work groups to write an opinion critical summary containing the main idea and their inferences on implied information, (i.e. hidden messages).

(NOTE: Each instructor will decide upon the time devoted to each activity as well as for the variety and number of activities).

FINAL EXAM

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