

Reading to learn presentation transcript - Tutors Workshop 23rd February 2018

Slide 1

Hello Rob, Amanda and everyone who has come along today.

My name is Liz and today I'm going to talk you through the Reading to Learn approach.

I co-coordinated the Lit Net program with Rob for a few years but for the past 4 or so years I have been working at ACU, teaching academic literacy to international students.

I had hoped to be with you in person, but at this moment in time I am doing a Mexican street food course. So, let's get started with reading to learn.

Slide 2

Today, I'll give a little background about the program, explain how it can be adapted to working with various learner levels, workshop how it creates meaning and opportunities for critical reading and finally I will hand back to you so that you can discuss this approach and other ways you can help your learner improve their reading skills.

Slide 3

So, Reading to learn has been used for over 10 years now and was developed by David Rose, a lecturer at Sydney University. It was initially developed to support indigenous learners in remote areas in a way that fosters a feeling of support and success. As you can see from the rather small diagram in the corner of this slide, it is part of a learning cycle, where learners prepare to read, read in detail with the support of a teacher or tutor, are supported in note-taking and joint writing, which finally leads to the confidence to write independently. Today, we will just look at the reading part of this cycle.

Slide 4

Today, we are going to use a text from Breaking News English. You may have used this or seen it in the training sessions. It is a useful resource as it offers texts written on a number of levels. The text we will use is level 1. Breaking News includes activities designed to check the comprehension of the learner post reading but it doesn't explain how to read with your learner. Reading to learn approach can fill that gap. It is particularly useful if you are encouraging your learner to take on a text that is more difficult than they are used to.

Slide 5

Ok, so let's start with a pre-reading activity. There are not images or titles with this text, so readers can be encouraged to skim to get a feeling for the overall meaning of the text.

At this point, Rob and Amanda will give you the first hand out. Don't look at it yet, turn it over. I am going to time you – 20 seconds. In that time, quickly skim through the text and then turn it over when I shout stop. When you turn it over, write 3 to 5 words that you remember as important.

Start..... Stop.

Now write your words down.

Turn to someone near you and compare your words. Are they similar? When doing this with a student, you can do the activity again but give them a little longer the second time.

Slide 6

Now, we are going to read together in detail. We will just look at the first paragraph. This is a tutor intensive process and requires the tutor to be prepared. It is worth doing, as it allows the learner to process information while the tutor is reading.

Firstly, I will give a very brief and general overview of the text and then I will read a sentence at a time. As I read, I will ask questions and get you to highlight or underline key words which will give you a feeling for the key ideas represented in the text.

Slide 7

Ok. Ready?

So, this paragraph is about some dangerous animals that are causing a problem. The problem is that they are too close to a place that tourists want to visit. Because of this problem, people have had to find a solution.

Let's look at the text sentence by sentence. Follow the text as I read the first sentence, then I will ask you a question.

Over 300 crocodiles in India are being moved because they are too near a tourist sight.

Tutor: So, something is happening in India. What is happening there.

Yes, 300 crocodiles are being moved. So highlight '**crocodiles**'. And **India** too.

They are too close to a place that is interesting for tourists. What word has this meaning?

Yes, '**sight**'. Let's highlight **sight** and **tourist**.

Slide 8

Officials say the crocs could be a danger to tourists near the Statue of Unity.

Tutor: So here we have a shorter way to say crocodiles, an abbreviation. Which word is short for crocodiles?

Yes, highlight **crocs**.

And in this sentence, the writer also lets us know the name of the sight. What is that name?

Yes, highlight **Statue of Unity**.

And finally, the writer lets us know why the crocs, the crocodiles are being moved.

There is a word in this sentence that lets us know that the crocs can be a problem for tourists. What is that word?

Yes, highlight **danger**.

Got the idea? Don't worry, I'm not going to continue with the whole paragraph but hopefully that gives you an idea of how to support a learner so that they can gain meaning from a difficult text. Rob and Amanda will give you the second hand out so you can see the highlighted words.

Slide 9

The next activity is not Reading to Learn but one that I have thrown in as I think at all levels, especially when we are dealing with adult learners, they have the capacity to read critically. Writers write with a purpose – they might want us to understand the adv and disadv of a situation, the causes and effects, a problem and possible solutions. This makes reading more interesting for the adult learner.

So with the paragraph we have looked at, I would ask the reader to make lists, that allow them to analyse the text and set them up for the next stage – note-taking and joint writing.

Slide 10

- Write a list of all the highlighted words that let us know information about the place in the text.
- There is a problem here. List the words that let us know about the problem.
- Who thinks there is a problem?
- What do they want to happen? What is their solution?
- Use notes to verbally summarise the text

Rob and Amanda will now give you the last sheet so you can see the final lists. As you can see, this could lead to a problem/solution discussion. Could there be another solution?

Slide 11/12

Finally, it is your turn. Chat to each other about Reading to learn and think about whether it would be suitable for your learner. You might feel that you could adapt parts of it or have other methods that you have found particularly useful. The final slide has the reading to learn website if you want to take a look and get further ideas. Thanks for listening and I wish you all the best. Thanks Rob and Amanda.

READING TO LEARN


Accelerating learning and closing the gap

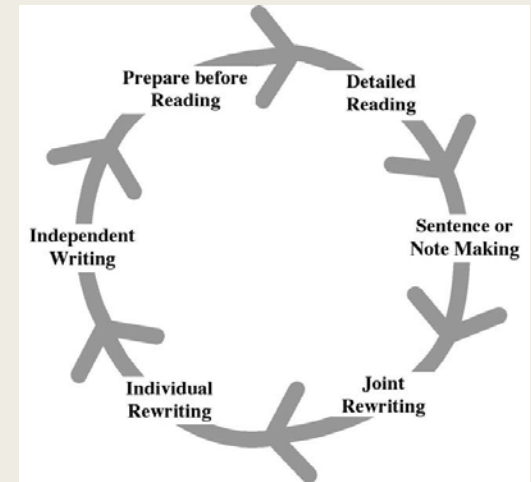
Content

- Background
- Adapting for use with one-on-one literacy tutoring
- Reading for meaning
- Critical reading
- How do you teach reading?




Background of 'Reading to Learn'

- Developed by David Rose
- 10 years in action
- Reading with teacher/tutor support 
- Allows all readers to experience success
- Reading to deconstruct a text – pre-reading and detailed reading
- Followed by joint construction – supported note-taking and rewriting
- Finally successful individual rewriting



Adapting existing resources

- Breaking News English – useful resource
- Text at many levels
- Activities to check understanding 
- But how can you support the reading process?

Pre-reading a text

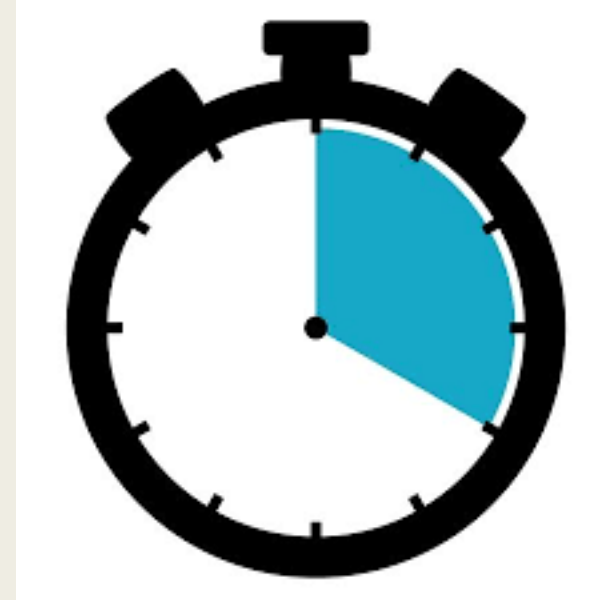
Why?

- Get the overall meaning
- Get a feeling of structure



How?

- You have 20 seconds to skim the text
- Turn over and write down words that you remember
- Share with a partner
- Try again with 30 seconds



Detailed reading

Why?

- Allows readers to take on more difficult texts
- Allows readers to process information



How?

- The tutor gives a brief overview
- The tutor reads sentence by sentence, asking key questions
- The reader highlights or underlines the answers
- The reader gains understanding of key ideas

Let's try it

Over 300 crocodiles in India are being moved because they are too near a tourist sight.

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Yes, 300 crocodiles are being moved. So highlight '**crocodiles**'. And **India** too.

They are too close to a place that is interesting for tourists. What word has this meaning?

Yes, '**sight**'. Let's highlight **sight** and **tourist**.

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Tutor: So here we have a shorter way to say crocodiles, an abbreviation. Which word is short for crocodiles?

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And in this sentence, the writer also lets us know the name of the sight. What is that name?

Yes, highlight **Statue of Unity**.

And finally, the writer lets us know why the crocs, the crocodiles are being moved. There is a word in this sentence that lets us know that the crocs can be a problem for tourists. What is that word?

Yes, highlight **danger**.

Reading critically

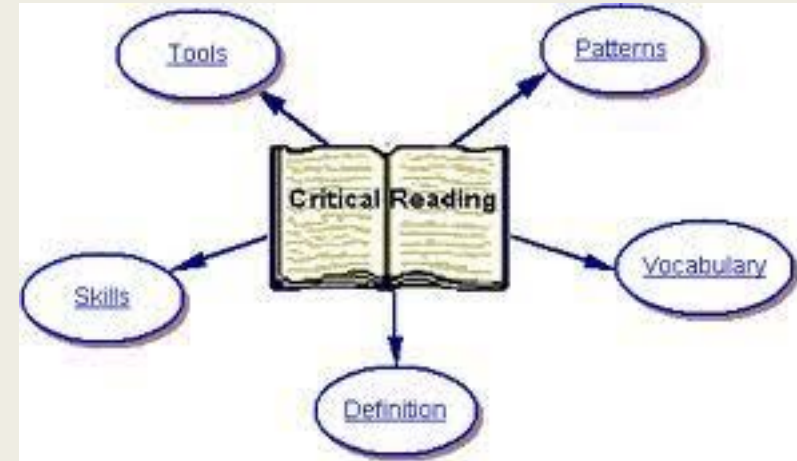
Why?

- To understand the underlying meaning
- Writers write with a purpose



How?

- Ask the reader to make lists of main ideas
- Make these lists according to criteria

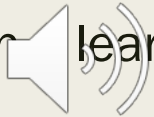


Let's try it

- Write a list of all the highlighted words that let us know information about the place in the text.
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How do you teach reading?

- What are the advantages/disadvantages of the Reading to Learn approach?
- Could you use/adapt anything from today's session?
- What approaches have you used with  learner?
- Share in groups

References

- Reading to Learn. (n/a). Retrieved from <https://www.readingtolearn.com.au>
- Banville, S. (2019). Breaking News English: Statue of Unity. Retrieved from <https://breakingnewsenglish.com/1901/190129-statue-of-unity-1.html>

Reading to Learn exercise 23rd February 2019

Skim the text – handout 1

Over 300 crocodiles in India are being moved because they are too near a tourist sight. Officials say the crocs could be a danger to tourists near the Statue of Unity. The statue opened last October. It is the tallest statue in the world. Officials want the crocodiles moved so seaplanes can land on a reservoir, where the crocs live. They could attack tourists. Some of the crocs are over three meters long. They are going to a new home in another part of India.

Animal lovers are angry. One said: "The government is...putting their lives at risk. [It] hasn't thought...where it will release the...crocodiles safely." An environmental magazine editor said the idea to move the crocodiles was crazy. An Indian journalist and activist said moving the crocodiles could break India's wildlife protection laws. Another official said they had to move the crocodiles for "security reasons".

Highlighted text – reading to identify main ideas (handout 2)

Over 300 crocodiles in India are being moved because they are too near a tourist sight. Officials say the crocs could be a danger to tourists near the Statue of Unity. The statue opened last October. It is the tallest statue in the world. Officials want the crocodiles moved so seaplanes can land on a reservoir, where the crocs live. They could attack tourists. Some of the crocs are over three meters long. They are going to a new home in another part of India.

Animal lovers are angry. One said: "The government is...putting their lives at risk. [It] hasn't thought...where it will release the...crocodiles safely." An environmental magazine editor said the idea to move the crocodiles was crazy. An Indian journalist and activist said moving the crocodiles could break India's wildlife protection laws. Another official said they had to move the crocodiles for "security reasons".

Reading critically – organising and analysing the main ideas (handout 3)

Write a list of all the highlighted words that let us know information about the place in the text.

- India
- Tourist sight
- Statue of Unity – tallest in the world

There is a problem here. List the words that let us know about the problem.

- Crocodiles
- Over 3 metres long
- Danger
- Attack tourist

Who thinks there is a problem?

- Officials

What do they want to happen? What is their solution?

- New home
- Seaplanes
- Land on reservoir

Can you use these notes to verbally summarise the main ideas in the text?