



## HOW TO SUPPORT THE READING COMPREHENSION



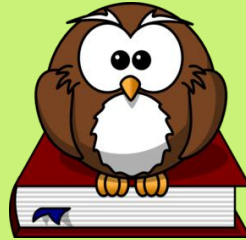
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## Content

- Languages in the school context
- Reading strategies

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# Learn to read by reading



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## Reading comprehension

Laakso & Hakonen 2010



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## Reading comprehension

- ✓ Structure & grammar
- ✓ Vocabulary
- ✓ Strategies for reading comprehension



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## Academic language is an important resource:

- Diverse possibilities to express yourself
- Diverse possibilities to think
- Develops thinking skills
- Necessary in the school books
- BUT: concretization, illustration and scaffolding needed

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## Vocabulary & Reading comprehension

- What kinds of words should a reader know to understand the texts?
- *When reading comprehension is fluent, the reader knows a lot of words.*
- *If you want to enhance fluency, you have to increase the knowledge of the words.*
- *Common verbs and conjunctions are essential to know.*

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## Languages in the school context

- Basic everyday language
- Essential academic language
- Discipline specific language
- School navigational language



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Vollmeier, 2015

Basic everyday language, essential academic language, discipline specific language?

The water cycle, also known as the hydrologic cycle or the H<sub>2</sub>O cycle, describes the continuous movement of water on, above and below the surface of the Earth. The mass of water on Earth remains fairly constant over time but the partitioning of the water into the major reservoirs of ice, fresh water, saline water and atmospheric water is variable depending on a wide range of climatic variables. The water moves from one reservoir to another, such as from river to ocean, or from the ocean to the atmosphere, by the physical processes of evaporation, condensation, precipitation, infiltration, runoff, and subsurface flow. In doing so, the water goes through different phases: liquid, solid (ice), and gas (vapor).

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### Discipline Specific Language

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**Discipline Specific Language**  
**Essential academic language**

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### Vznik monzunu

V důsledku rychlejšího zahřívání pevniny oproti vodě, je v květnu pevninská masa Asie až o 10 °C teplejší než Indický oceán. Ohřátý vzduch nad pevninou stoupá a rozpíná se. Vytváří tak oblast tlakové níže, která uvádí monzun do pohybu. Díky vyrovnání tlaku vzduchu, začne proudit nad pevninu chladný těžší vzduch z oceánu. Výpary mořské vody zvyšují jeho vlhkost, po dosažení pevniny vodní páry kondenzují a začíná pršet. Monzunová masa vzduchu odsouvá teplejší vzduch nad pevninou. V zimním období je tomu obráceně. Země se ochlazuje rychleji než oceán, takže monzun bez vlhkosti se žene z nitra kontinentu k moři. Pro Indii to znamená, že v době od října do května tu panuje stálé suché počasí.

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## Academic language

- Terminology
  - Abstract vocabulary:
    - academic & content specific
  - Descriptive words
  - Metaphores
  - Long and complex structures
- ➔ PROFICIENCY ➔ LANGUAGE KNOWLEDGE INCREASES



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It is important to help the students understand that they don't have to know every word of the text. The meanings of the words and the parts of the texts may be drawn from the context. They don't have to be translated.



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## The aims of reading

- Understanding the topic
- Understanding the main contents
- Understanding the details
- Understanding the main concepts
- Understanding the attitude and the positioning
- **Interaction with the text**

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## Scaffolding

- For learning, it is important to scaffold the student to find the most important main contents and combine the unities.
- Main ideas - details
- Old knowledge – new knowledge
- Titles, first sentences, pictures, main concepts, summaries



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## The pupil has to be able to

- recognize the structure of the text book chapter
- summarize
- tell the content in their own words
- be aware of the style of the language of the discipline
- construct a narrative text
- express causal relations
- determine and know the concepts
- know the vocabulary (*however, furthermore*)



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## Reading strategies: Before

- Predicting:
  - old knowledge,
  - genre knowledge,
  - titles

Rose & Martin, 2012

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## Predicting

- Draw the picture of X and write around it, what do you already know about it.
- Examine the pictures and the picture texts. Complete the picture and the descriptions.
- Tell with your own words, what do you know about the X.

Tukia, Aalto & Mustonen,  
2007

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## Predicting

- Read the title and the first sentence of each paragraph. Underline them.
- What is the topic of the text?
- Can you figure out, what is the content of the paragraphs?
- Read the paragraphs. What new information did you get?

Tukia, Aalto & Mustonen,  
2007

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## Predicting

- Read the main title and the other titles, picture texts and the summarize.
- Make a mind map based on the information you got.

Tukia, Aalto & Mustonen,  
2007

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## Predicting...

- **Genre knowledge:** description, report, definition, classification, evaluation, argumentation...

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## Is the storyline important?

- Who did and what?
- Who/what helped him?
- Where and when this happened?
- What were the consequences?
  
- Text types: news, story, fairytale, diary

Ruohonen, 2013

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## Is description important?

- Who/what/what kind?
- In which species does it belong?
- How does it develop and act? Why?
  
- Interview, advertisement, description of an event, diary, determination

Ruohonen, 2013

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## Are the relations between the issues important?

- Why is something happening?
  - How has it been developed?
  - What has caused it?
  - What are the consequences?
- 
- Report, essay, texts of different disciplines

Ruohonen, 2013

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## Reading strategies: During

- Pauses
- Linguaging
- Checking the understanding
- Explanations

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## During...

- Main title and the other titles: what are they reminding you of?
- Nonlinear reading: first sentences, terminology, years
- Skim reading:
  - 1) 30 seconds reading
  - 2) discussion with pair
  - 3) 30 sec re-reading
  - 4) discussion with pair
  - 5) traditional reading

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### Příčiny eroze

Eroze je způsobena gravitací za přispění dalších faktorů, jako je např. intenzita srážek, struktura půdy, sklon svahu, hustota rostlinného pokryvu, způsob využívání půdy. Je úměrná proudící hmotě  $m$  a rychlosti  $v$  ( $m \cdot v^2/2$ ). Rychlost eroze představuje množství nebo mocnost materiálu přemístěného za určité časové období. Podstatnou překážkou je tvrdost erodované horniny, v měkčích je rozměrnější, jedná se tedy o selektivní činnost.

Důležitým faktorem eroze je déšť, intenzita eroze však je závislá na spolupůsobení dalších faktorů. Rostlinný pokryv zabraňuje vyššímu stupni eroze, naopak odlesněné svahy či „spasené“ pozemky podlehnou erozi rychleji. Půdy obsahující větší množství jílovitých minerálů přijímají méně vody a na volnějším svahu jsou méně narušovány. Významným činitelem současnosti je činnost člověka. Erozi půdy zvyšuje spásání travin, nekontrolovaná těžba dřeva, stavba obydlí a komunikací. Zejména stavba silnic a železničních tratí narušuje přirozenou říční síť a voda stékající po vozovce se dostává do míst, kam by normálně neproudila a takto zvyšuje působící erozi.

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## During...

- Pictures, figures, graphs
- Where are the determinations in the text?
- Summarizing the main content of each paragraph
- Mind-maps
- Repeating the content orally

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## Reading strategies: After

- Questions
- Right/wrong
- Organizing the events/phases of the text
- Drama
- Poster
- Comic strips
- Reforming the end/whole text

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# TESTING THE READING COMPREHENSION?

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## Tasks

- The type of the task has to be familiar for the student.
- The questions must be easy enough.
- The directions must be clear.
- Answering the questions must require reading the text.
- Not the same words in the texts as in the questions
- Not too specific details
- Same order in the questions as in the events/phases in the text
- Enough space for the answers



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## Too narrow vocabulary or structure knowlege?

- Right/wrong:

Cats fly.

Children go to school during the nights.

Apple is a fruit.

- Gaps in the text:

I saw \_\_\_\_\_ yesterday.  
(he)

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*Děkuji! Kiitos!*



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