

Seminar on English Reading Instruction: Spring 2023

Instructor: Joyce Chou (周秋惠)

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Classroom: 9212

Meeting Time: 13:20-16:20, Monday

Office hours: 13:30-15:30, Tuesday

Course description

This course is designed to introduce reading approaches, reading strategies, reading recovery, critical thinking, and techniques for teaching English reading. This course specifically focuses on discussing techniques and activities that participants can apply in teaching reading to EFL learners. Strategies to help English learners to improve reading will be introduced.

Participants are required to carry out a small scale of a study—practicing reading recovery (with a couple of elementary students), designing lessons, collecting data, analyzing data, and writing the report—as the final project.

Midterm

(a) Choose a number of reading comprehension strategies (discussed in class). Search for research articles within the past 10 years. Do a synthesis on the chosen reading strategies. (b) Turn in the paper and give a presentation. (c) Take a sit-in test (about the theories and activities discussed before the midterm)

Final requirement

(a) Plan a reading recovery project, including choosing the leveled books and designing activities with strategies discussed in this course. (b) Practice tutoring elementary students, using reading recovery strategies. (c) Write a paper: Reporting the study and analyze students' learning results, supporting the discussion with literature review and discussion. (d) Give a presentation.

Assessment

- Attendance (10%)
- Midterm test, paper and presentation (30%)
- Final project and presentation (40%)
- Assignments and class discussion (20%)

Reference books

Harvey, S., & Goudvis, A. (2017). *Strategies That Work: Teaching comprehension for understanding and engagement* (3rd edition). Stenhouse Publishers. Watching a video: Authors introduction of the book: <https://www.stenhouse.com/content/strategies-work-third-edition?playlistVideoId=5672314193001>

Grabe, W. (2009). *Reading in a Second Language: Moving from theory to practice*. Cambridge University Press.

Schedule

Week	Topics
1	<p>Introduction</p> <p>Read <i>Teaching Children How to Read</i></p> <p>Assignment: Design one sight word activity and one blending activity</p> <p>Exploring the website: https://sightwords.com/phonemic-awareness/basics/#phonemes</p>
2	<p>Phonemic awareness/phonological awareness</p> <p>Exploring the website:</p> <p>Article: Supporting phonemic awareness development in the classroom by Yopp, Hallie Kay; Yopp, Ruth Helen</p> <p>http://literacyhow.com/wp-content/uploads/2013/08/SupportingPhonemicAwarenessDevelopmentintheClassroom.pdf</p> <p>https://sightwords.com/phonemic-awareness/basics/#phonemes</p> <p>https://sightwords.com/phonemic-awareness/#what</p>
3	No Class: 228 Memorial Day
4	<p>Read: The relations of early phonological awareness, rapid-naming and speed of processing with the development of spelling and reading: a longitudinal examination (A PDF file will be provided.)</p>
5	<p>Article: <i>Start Comprehending</i></p> <p>http://tccl.rit.albany.edu/knilt/images/a/a2/START_Comprehending.pdf</p> <p>Practice: https://www.reading-tutors.com/tips/TH_Tips_CompStrat.pdf</p> <p>Assignment: Read Chapter 10: Visualizing and Inferring: Making What's Implicit Explicit</p> <p>https://cdn.stenhouse.com/pdfs/stratsch10-1.pdf</p>
6	Chapter 10: Visualizing and Inferring: Making What's Implicit Explicit
7	<p>Discussion: Silva, M., & Cain, K. (2019). <i>The use of questions to scaffold narrative coherence and cohesion</i> (from <i>Journal of Research in Reading</i>, 42,1, pp 1–17) (from <i>Journal of Research in Reading</i>, 42 (1), pp 1-17) (A PDF file will be provided.)</p>
8	No Class: Holiday (Children's Day)
9	<p>Article: Repeated Reading</p> <p>Article: Speed Does Matter in Reading</p>
10	Mid presentation
11	<p>Reading Recovery I: Introduction (https://readingrecovery.org/)</p> <p>What is reading recovery: https://www.youtube.com/watch?v=YXxM2JVxJKY</p>
12	<p>Reading Recovery II: Designing/Practicing/Evaluation</p> <p>http://readingrecovery.org/reading-recovery/teaching-children/lessons</p>
13	Planning for a reading recovery project
14	Discussing and sharing your reading recovery project
15	Discussing about your final paper
16	Final presentation and Final paper due