

Seminar on English Reading Instruction: Spring 2024

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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 discuss multiliteracies, 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 and research in teaching reading to EFL learners. Empirical studies on research into reading comprehension strategies will be shared and discussed.

For the midterm, participants are required to plan a project for practicing reading recovery. Design recovery lessons, (supporting with theories discussed in class), how to collect the data and how to analyze the data. For the final project, multiliteracies approach will be introduced and discussed. Participants will practice designing a multiliteracies project. Share and give a presentation.

Mid requirement

(a) Plan a reading recovery project, including choosing the leveled books and designing activities with strategies discussed in this course. (b) Include 5 leveled books with activities. (c) Plan activities and plan about how to deliver the project. Support the activities with the theories and reading strategies discussed in class. (d) Give a presentation.

Final requirement

Choose a topic/a storybook. Design a multiliteracies project, using Multiliteracy Approach. Include video and audio files.

Assessment

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

*Note: 1. AI Not Applicable (本課程無涉及AI使用) 2. No late assignments will be accepted.

Reference books

A Pedagogy of Multiliteracies: Learning by Design Download the book here:

<https://link.springer.com/book/10.1057/9781137539724>

Harvey, S., & Goudvis, A. (2017). *Strategies That Work: Teaching comprehension for understanding and engagement* (3rd edition). Stenhouse Publishers. Preview of the book:

<https://www.routledge.com/Strategies-That-Work-Teaching-Comprehension-for-Engagement-Understanding/Harvey-Goudvis/p/book/9781625310637>

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 Article: Supporting phonemic awareness development in the classroom by Yopp, Hallie Kay; Yopp, Ruth Helen</p> <p>Exploring the website:</p> <p>Phonological/Phonemic Awareness: The Foundation For Literacy Sight Words: Teach Your Child to Read</p>
3	<p>Read: The relations of early phonological awareness, rapid-naming and speed of processing with the development of spelling and reading: A longitudinal examination</p>
4	<p>Article: <i>Start Comprehending</i></p> <p>https://www.jstor.org/stable/20204656</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>
5	<p>Chapter 10: Visualizing and Inferring: Making What's Implicit Explicit</p>
6	<p>Article: Repeated Reading</p> <p>Article: Speed Does Matter in Reading</p>
7	<p>Reading Recovery I: Introduction (https://readingrecovery.org/)</p> <p>What is reading recovery: https://www.youtube.com/watch?v=YXxM2JVxJKY</p>
8	<p>Reading Recovery II: Designing/Practicing/Evaluation</p> <p>http://readingrecovery.org/reading-recovery/teaching-children/lessons</p>
9	<p>Planning for a reading recovery project</p> <p>Discussion on your materials</p>
10	<p>Midterm Presentation</p>
11	<p>Multiliteracies I: A Pedagogy of Multiliteracies: Learning by Design</p> <p>Download the book: https://link.springer.com/book/10.1057/9781137539724</p> <p>https://newlearningonline.com/multiliteracies</p> <p>(Chapter 1: The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies by Bill Cope and Mary Kalantzis https://link.springer.com/chapter/10.1057/9781137539724_1)</p>
12	<p>Multiliteracies II: From Literacy to Multiliteracies in ELT:</p> <p>https://www.researchgate.net/publication/226802846_From_Literacy_to_Multiliteracies_in_ELT</p> <p>Multiliteracies: A Glimpse into Language Arts Bilingual Classrooms</p> <p>https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Multiliteracies-ENGLISH.pdf</p>
13	<p>Planning a multiliteracies project</p> <p>https://multiliteraciesproject.com/</p>
14	<p>Practicing a multiliteracies project</p>
15	<p>Discussing and sharing your draft of multiliteracies project</p>
16	<p>Final presentation and final paper due</p>