

Workshop:

Three methods to foster interactive reading in exam - oriented classes

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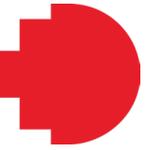




BACKGROUND

- MA in Tesol at Victoria University (Top student)
- Teacher Trainer at Educap Hanoi
- Founder at Simple IELTS
- Former Lecturer at Hanoi University
- Specializing in adult learners and exam – oriented classes

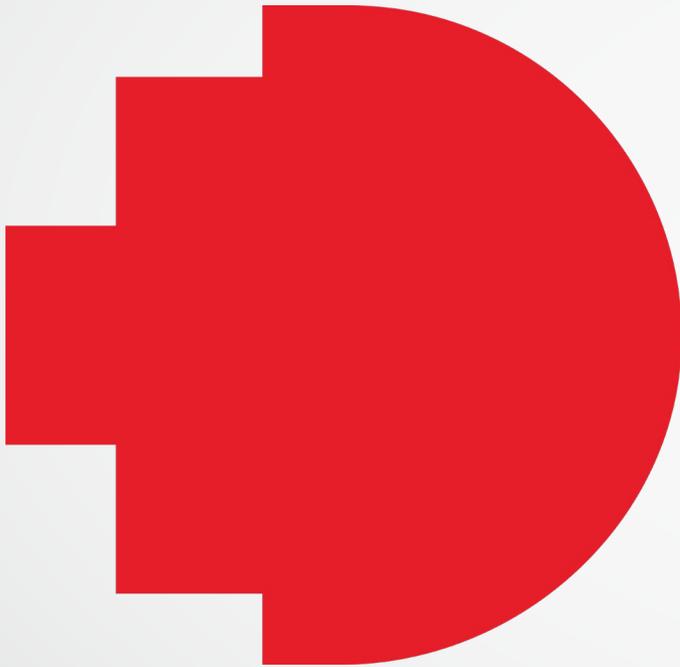
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Three methods to foster interactive reading in exam - oriented classes



Main Points

- Using guided questions : Pre-reading stage
- Using guided questions : While – reading stage
- Peer teaching : Post – reading stage
- Summarizing the text : Post – reading stage



Warm – up questions

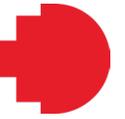
1. How do you teach reading in your context?
2. What is the **most challenging** aspect of teaching reading?
3. What are some differences between Testing Reading and Teaching it?





TEACHING READING

- Clear learning outcomes
- Steps to achieve your learning outcomes



TESTING READING

- The flow of your lesson follows a pattern of: **doing exercises => checking answers => doing more exercises => checking answers.**

Testing Reading vs. Teaching it

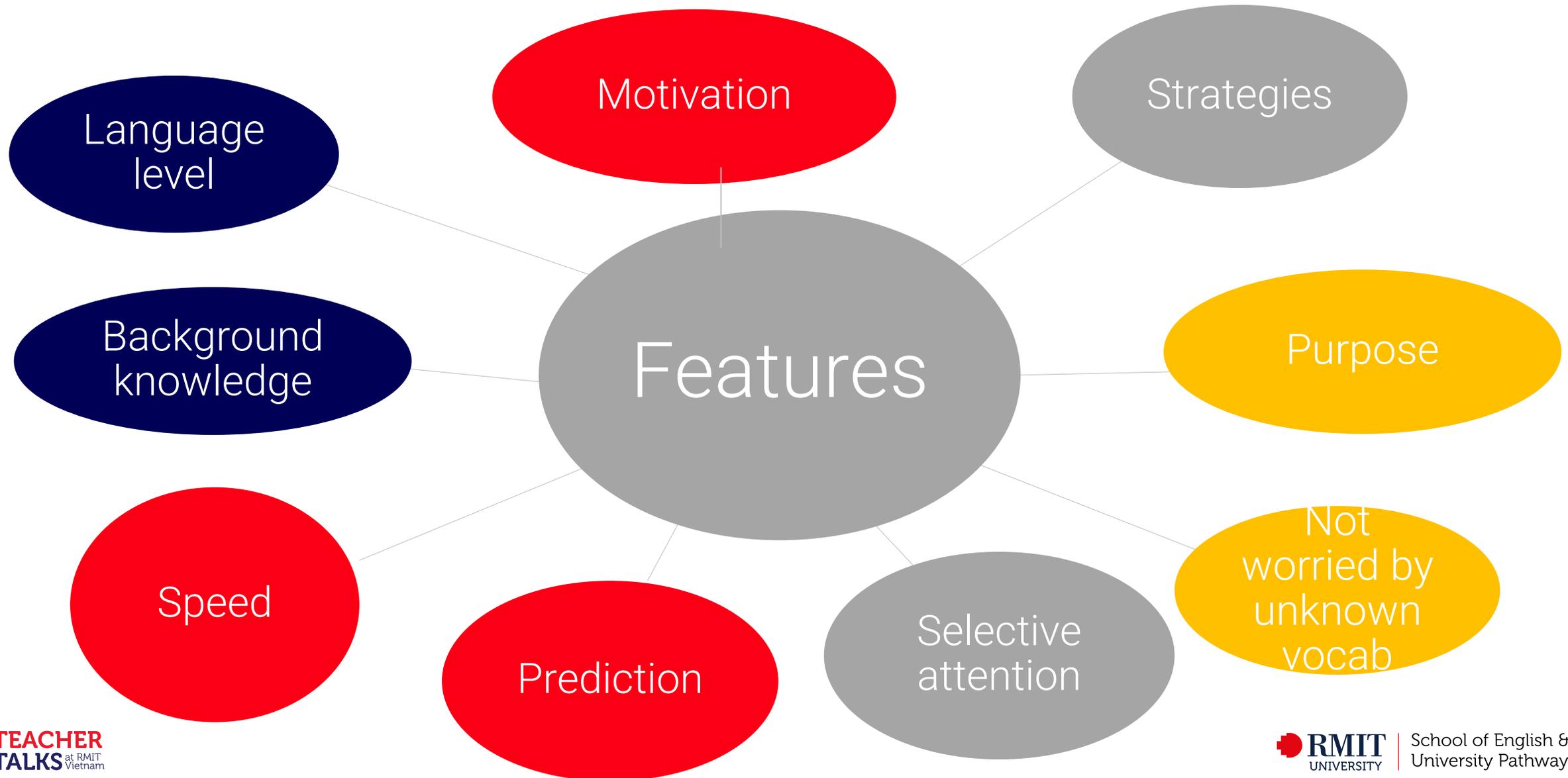
Lesson aims:

Students will answer 10 questions and read 2 passages from IELTS Cambridge books 9 and 10

=> *Is this lesson designed to Teach reading or to Test it?*



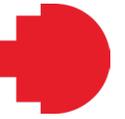
Fluent Reading / A Fluent Reader (Ur, 2012)





Using guided questions

Guided questions are a set of questions designed to lead a conversation or discussion in a specific direction.



Several benefits

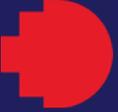
- Activate and expand students' background knowledge
- Facilitate productive conversations
- Encourage deeper thinking

Using Guided Questions

Discussion question:

What **adjustments** can you make when using guided questions in your context?





Using Guided Questions

Possible adjustments:

- Provide **simple definitions** of unfamiliar concepts (e.g. Nano Technology)
- Use AI apps like Chat GPT to **generate questions** (with context provided)
- Simplify the language.





Guided Questions

While– reading stage :

- Encourage deeper thinking
- Faciliate productive conversations
- Reduce TTT



Two methods to create interactivity

Post – Reading Stage

POST - READING

LANGUAGE ANALYSIS

PEER TEACHING –
VOCAB

REACTION TO CONTENT

SUMMARIZING THE
TEXT



PEER TEACHING – VOCAB

Select 2-3 words from the text:

- **New** to you
 - You are **unsure** about
 - You would like to **double - check**
 - => **Provide examples** for each selected word
- 

PEER TEACHING – VOCAB

Discussion question:

What **adjustments** can you make when using this method in your context?





PEER TEACHING - VOCAB

Possible adjustments:

- Advise / train students to select new words from **key parts** only
- Decrease or increase the number of **new words**
- Decrease or increase the number of **paragraphs**





A. In *Assessing Second Language Vocabulary Knowledge: Depth Versus Breadth* (1996), Wesche and Paribakht present a basic but interesting model for thinking about and measuring vocabulary depth:

1. I don't remember having seen this word before.
2. I have seen this word before, but I don't think I know what it means.
3. I have seen this word before, and I think it means _____. (synonym or translation)
4. I know this word. It means _____. (synonym or translation)
5. I can use this word in a sentence: _____.

Summarizing the text

- Put the **text** in front of you
- **Read the cut – up pieces**
- Put the pieces in the **same order** as in the text



Summarizing the text

Discussion question:

What **adjustments** can you make when using this activity in your context?





Summarizing the text

Possible adjustments:

- Have each student / pair **write** a sentence summarizing a paragraph/part
- **Group** students in teams of 4 -5
- Have students **put sentences together**
- Students then **exchange/ read aloud** their complete summaries



Thank you

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