

Outcomes

Better Reading Outcomes

Learner Training 2 Teacher's Notes

Rationale

The connection between reading and language development is well established. Unsurprisingly, students who read more, learn more. Teachers need to be encouraging students to read more – and to be guiding them to read material that helps (rather than hinders!) their language development. We also need to suggest good ways of using reading as a tool for vocabulary learning.

Activity

Start by telling the class you're going to be talking about reading – in English. You could start by telling students how much **you** read in English – what kind of thing, why, how often, etc. If you have learned English yourself – or if you have a second language, explain the role that reading has played in your own language learning. Have your reading habits changed as your level gets better? How important has it been to you? Why?

Next, tell the class they're going to read some different views on reading. Give out the worksheet. Let students read through the sheet and ask about anything they're not sure of. Explain any new vocabulary (and maybe give extra examples on the board). Then put students into groups of three or four and give them a few minutes to discuss the positive and / or negative aspects of each approach. As students chat, monitor and get a sense of what students already believe about reading – and what their habits are. Once the conversation has peaked, stop the class and round up. First ask who they think reads most. Ask what kind of thing, how often, and so on. You could also ask if anyone never reads in English. If there is anyone, ask them to explain why.

Then go through each statement, asking what students think the positive / negative aspects of each approach are, and add your own comments.

The accompanying sheet of suggested answers has some thoughts on each approach and advice on how students can get the most from reading.