Reading Module 1 (RM1)

Resource 4: Discussing findings with colleagues – possible areas to explore

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When discussing the information colleagues have gathered, explore the challenge language teachers face in finding texts which are linguistically appropriate and simultaneously appropriate to the chronological age and interests of the students.

Do students find their reading

* Informative?
* Interesting?
* Entertaining?

Research with students usually shows that they would like to learn more about the lives and cultures of the target language countries, especially teenage lives in other parts of the world.

The Framework for Languages (2009) outlined the following list of suggested text types:

*Pupils will develop their capacity and independence in reading, enjoying, appreciating and making use of a wide range of texts and in writing for a range of purposes and audiences. Contexts for learning in this strand should give pupils opportunities to explore aspects of the life and culture of countries and communities where the language is spoken. These could include people, places, festivals, national events, food, sport, history, education, climate, geographical features, buildings, the spoken and the written word, music and song, the visual arts and the media.*

* How much independent choice of reading is there?
* Is there a reading scheme?
* Is there any way of logging what students read and noting their responses?
* How do students feel about comprehension exercises?

Many mistakenly feel they that are being assessed when confronted with questions testing their understanding, with all the negative feelings about tests.

* How much reading is ‘authentic’ language from original sources?
* What is the right balance here?
* What about the position of reading aloud? Is this built in?
* How secure is students’ knowledge of grapheme-phoneme correspondence (sound / spelling links)?