“There is an art of reading, as well as an art of thinking and an art of writing.”

Isaac D’Israeli (1766-1848)
Why teach strategies?

20th C, interest among ELT specialists from

WHAT  →  HOW

The importance of teaching reading strategies in EFL learning situations is undeniable.

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Approaches to Reading

✓ Top down, knowledge based or conceptually driven approach to reading (Goodman and Smith)
✓ Bottom up, text-based or data driven approach (Gough)
✓ Interactive process (Nunan, Silberstein, Celce-Murcia and Olshtain)
“A coherent group of sentences that always has coherence gaps in it” (Molinari Marotto)

Text levels

- Surface level (“the lines”)
- Semantic level (“between the lines”)
- Text /Reader (“beyond the lines”)

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The Text / Reader Interaction

- **Cohesion**
  - Elipsis
  - Reference
  - Lexical cohesion
  - Conjunctions
  - Substitution

- **TEXT**

- **Coherence**
  - Writer’s intention
  - Reader’s interpretation

- **Types**
  - Expository
  - Narrative
  - Instructive
  - Argumentative
Schema theory \(\rightarrow\) pre-existing knowledge

(= reader’s schemata or background knowledge)

Formal schemata \(\xrightarrow{\text{READER}}\) Content schemata
A strategy “a cognitive global representation of the means to reach an aim”.

Shortcuts or ways to process discourse which have been systematized after frequent use, and are kept in the reader’s mind as the most effective way to read.
Teaching Strategies in a Memorable Way
Scrubatize the Paratext

**Elements of Paratext**

- **Iconic:**
  - Illustrations
  - Design
  - Graphics

- **Verbal:**
  - Title
  - Dedication
  - Epigraph
  - Prologue
  - Index
  - Bibliography
  - Glossary
  - Appendix
Tie up Enunciation Hints

Why
When
Where
Who by
Who to
Relate the Text to What you Know about the Subject Matter and the Text type

Student’s content schemata

Identification or lower level skills

Interpretation or higher level skills

Text levels

Student’s formal schemata

Text types:
Argumentative texts,
Narrative texts,
Expository texts,
Instructive texts

Text cohesion

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Analyse the Words you Don’t Know

✓ Simple words
✓ Complex words
✓ Compound words
✓ Content words
✓ Function words

✓ Dictionaries
✓ Context
✓ Synonym in apposition
✓ Antonym
✓ Cause and effect
✓ Association
✓ Description
✓ Example

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The relationship between the words in a sentence

- Tense
- Clause coordination / subordination
- Topic / Theme
- Content / rheme
- Kind of sentence
- Active / Passive voice
Examine How the Text is Woven Together: Cohesion and Coherence

**Coherence**
Central to text structure
The quality that makes a text conform to a consistent world view... a text is coherent when the reader can interpret the writer’s objectives

**Cohesion**
A linguistic consequence of coherence
• Conjunctions
• Elipsis
• Lexical cohesion
• Reference
• Substitution
Grip Referents to Their References

References:

- Anaphoric or backguard in the text
- Cataphoric or foward in the text
- Exophoric or outside the text

A personal pronoun “it” to indicate old information

The use of the definite article

Elements that signal temporal, locative, and/or participant/topic-oriented continuity
Identify the Main Ideas in Each Paragraph

Introduction

Development

Conclusion

Paragraph division

Topic sentence

Supportive sentences
Explore the Author’s Hidden Purposes in Writing this Text

Entertain?
Persuade?
Inform?
Describe?
“Books are lazy machineries that ask readers to do part of their job.”

Umberto Eco
Questions:
- Open ended
- Multiple choice
- True / False

- Questions of literal comprehension
- Questions involving reorganization / reinterpretation
- Questions of inference
- Question of evaluation
- Questions of personal response
- Questions on writer´s style
Reading Tasks

- With outcomes requiring little or no language
- With outcomes involving spoken language
- With outcomes involving writing
DO

SOMETHING