

FROM *LEARNING TO READ* TO *READING TO LEARN*

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How can we draw up a list of criteria that can help you evaluate and find effective materials to help learners move from learning to read to reading to learn?



Part A

A BIG question to start with: What are your ELT principles regarding the use of texts in the classroom?

For inspiration I will give you a selection of my ELT principles below. Highlight the statements that also ring true for you and add at least **one** new principle to your list:

- 1) Rich and meaningful exposure to language in use
- 2) Affective engagement should be the prime concern of reading materials
- 3) Learners need to be cognitively engaged
- 4) Language is always ideologically loaded: as readers we should always be suspicious of texts and prepared to interrogate and challenge them.
- 5) Reading materials should help the learners to *notice* how the L2 is used
- 6) Reading materials should encourage learners to interact
- 7) Reading materials should be a springboard for achievable communicative challenges
- 8) It should be possible for students and teachers to focus on the meaning of the text
- 9) Texts should stimulate readers to use resources of their brains (memorization, inferencing, linking to background knowledge)

10) _____

Part B

- A. Read the list of criteria
- B. Write comments and / or questions behind the criteria if necessary.
- C. Delete the criteria that are irrelevant for your teaching context
- D. Add criteria (based on your ELT principles and the text you brought) that you feel are missing from the list.
- E. Discuss the following question with your neighbour: *What do these criteria tell you about the text you brought to this workshop?*

Evaluation criteria

1. Does the text encourage learners to think for themselves?
2. Does the text provide extensive exposure to English?
3. Is the input authentic or simplified?
4. Does the text engage the learners affectively? Are your students likely to enjoy reading it?
5. Is the topic suitable for the age of your students?
6. Can your students relate the text to their background knowledge?
7. Does the text engage the learners cognitively?
8. How long is your text?
9. How much time do the learners need to spend on the text?
10. Does the text help learners to make discoveries about how English is typically used?
11. Does the text help learners to develop cultural awareness?
12. Can the text be used flexibly?
13. Does the text help learners to continue to learn after the English lesson?
14. Is the lay-out of the text attractive?
15. What type of text did you select?
16. Is the text a typical sample of the genre?
17. For whom was the text written?
18. To what extent does reading this text prepare your students for higher education?
19. Does the text offer rich language?
20. Is the text suitable for reading aloud?
21. What would be the reading purpose for this text? Pleasure / information / general understanding / learning / other

22. What can you say about range of vocabulary?
23. What can you say about the level of language difficulty?
24. _____

25. _____

26. _____

