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Developing Reading Skills With and Through Digital Technologies

eRead Module

We teach students to teach reading in second language

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Introduction

The Module “...” is designed for university students in teacher training programmes to be used within the main subject about language teaching methodology. It includes 4 topics per 1.5 h each: 1) Students' reading experience; synthetic and analytic method for learning to read; 2) Developing reading skills in XXI century; 3) Learning to read and developing reading skills throughout our life; 4) Didactic principles and strategies for creating reading tasks for school pupils. The Module is designed by international team in the framework of the project “Developing Reading Skills With and Through Digital Technologies” (eRead).

Implementation

Taking into consideration the nature and modern digital possibilities the Module will be implemented as follows:

- face to face learning and teaching in the classroom (as well as remote learning/teaching);
- the whole content and didactic structure are uploaded to e-classroom environment;
- tasks are uploaded to the e-classroom environment.

Pedagogical/didactical principles

The focus is on teaching future teachers of L2 to methodological approaches in teaching reading. The learning process during the Module is organized according to student-centred learning principles which will be the basic approach to obtain meaningful learning (with reference to appropriateness to target group of learners - developmental appropriateness, prior knowledge, cultural background). This includes using active learning methods to engage students with the module material and reference to appropriateness to target group of learners (age, prior knowledge, cultural background etc.).

Even though the module focuses on reading skills, the learning process includes all four language skills – reading, writing, listening and speaking.

Considering challenges faced by the modern world the learning process can be organized through different forms of learning: either online, in person or using blended learning form.

Key words for the module in general: modern methodical paradigm, approach, principle, method, kind of reading, level of language proficiency, reading skills, reading competence, digital reading, motivation

Structure of the module

Suggested structure – didactic process of the module (evocation, realization and reflection) can be adapted to the specific environment – as a respond to specific group of students and specific students learning needs. That is the reason for developing more activities than it will be possible to cover during one lecture. We expect teachers to be flexible in choosing activities and materials, but we suggest to cover all phases – evocation, realization, reflection.

1. Students' reading experience; synthetic and analytic method (1,5 hour)
2. Developing reading skills in 21. century (1,5 hour); purpose

3. How we learn to read and how we develop reading skills during our life (1,5 hour)
4. Didactic principles and strategies how to make digital reading tasks in schools (1,5 hour)

1. Students' reading experience; synthetic and analytic method (1,5 hour)

Learning outcomes/what students will know after learning process

At the end of the topic students:

1. Understand the structure of modern methodological paradigm in teaching reading (approaches and principles, methods; kinds of reading, levels of language proficiency). This will create the basics for students' educational and professional communication, and analysis of their personal experience, form the correct common understanding of terminological system.
2. Recollect and analyse their experience in learning to read in a foreign (second) language (using the information and terms of point 1).
3. Summarize the effectiveness of approaches, principles, activities. What teacher has to be able to do to teach reading.
4. Have recollected and analysed their experience in learning to read;
5. Describe analytic and synthetic phonics as main approaches to the teaching of reading.
6. Name and describe the approach used to teach reading in national language as L2.

Key words: learning environment, reading skills, synthetic phonics, analytic phonics, phonological awareness, semantic awareness

Optional: independent work – homework:

Task 1. Read the text:

https://www.researchgate.net/publication/346581117_How_to_Teach_Digital_Reading in PDF format using following markers: use checkmark for "I knew it"; use cross mark for "this is a new information"; add a comment when you disagree or have a question; use circle for key terms.

Task 2. There are two multimodal (digital) texts with reading tasks. Compare the system of tasks and approaches. Make a conclusion about their effectiveness. Define the best audience (target group).

Didactic process

Didactic process is fulfilled through application of integrative methodological paradigm for teaching reading, i.e. a complex of approaches realized via:

1. a complex of principles;
2. a complex of methods.

Approaches

Approach is a basic category of methodology, defining the strategy of teaching (principles, methods, techniques). Integrated approach – a complex application of approaches taking into account the characteristics of the target contingent and learning objectives.

- Axiological (value-based) approach - methodological basic of modern education. A person will not act if they are not interested in doing so. The student must realize the personal value of the performed learning action.
- Person-centred (student-centred) approach: in this approach the student is an active creative subject of language acquisition. The approach requires considering individual psychological features of the student, interests and needs, level of language competence formation, age features, culture.
- Communicative approach: the goal of language teaching/learning is the formation of communicative competence (the ability to express/receive communicative intention by means of the studied language through different types of speech activities), maximizing the closeness of the learning process to the real communicative interaction. The goal of teaching reading is the formation of reader's competence.
- Problem-based approach: the teacher creates problem situations and discusses with students possible solutions, during this interaction students learn to apply previously learned and new knowledge, skills, abilities and master ways of learning activities. The teacher organizes active interaction of students with the content of learning, development of cognitive motivation and interest.
- Linguodidactic/operational/instructive approach: guiding students' cognitive learning activities by means of common Terminology system, system of formulating tasks and exercises, imperative verbs-operators of tasks and exercises (select ..., find ..., write out ..., read ..., compare ..., answer the questions, insert ..., finish ...).

Principles of learning to read:

- Accounting of the native language: selection and presentation of language material with a view to preventing possible interference of the native language.
- Accounting for the personal/national/cultural background (native culture, national identity, language worldview).
- Accounting for the language proficiency level according to Common European Framework of Reference for Language skills.
- Accounting for communication needs.
- Accounting for cognitive interest.
- Interrelated teaching of language aspects (phonetics, vocabulary, grammar) and types of speech activity (reading, writing, listening, speaking).
- Syntactic basis of teaching: training the perception and construction of a sentence as a minimal unit of communication. Teaching reading on a syntactic basis considers the sentence as the basic unit of instruction.

Methods of developing reading skills

The following methods of learning/teaching reading in a foreign (second) language:

1. Practical (the leading method of teaching foreign languages. The method is conscious, because in the course of classes, students are expected to become aware of the language forms necessary for

communication, while the method is practical, because the decisive factor in learning is recognised as foreign language and speech activity).

2. Explanatory and illustrative (used to teach and learn new educational material, facts, approaches, assessments, conclusions, etc.).

3. Reproductive (for students to apply the algorithm learnt on the basis of a model or rule, which corresponds to the instructions, rules, in situations similar to the model presented).

4. The comparative or contrastive method, or typological (a set of techniques for studying and describing a language through its systematic comparison with another language in order to identify its specificity).

5. Partially searching or heuristic method (in the organization of active search for solutions to cognitive tasks put forward by the teacher (or independently formulated) either under the guidance of the teacher or based on heuristic programs and instructions. The thinking process becomes productive, but it is gradually guided and controlled by the teacher or students themselves through work on programmes (including digital programmes) and textbooks. This method, one of the varieties of which is a heuristic conversation, is an effective way to activate thinking and encourage cognition).

Flipped classroom methodology (Materials for independent work before the lecture).

The Flipped Classroom: [A Brief, Brief History | SpringerLink](#)

1. Kinds of Reading (psychological and operational characteristics)

reading skills [Unit 4: Reading skills | TeachingEnglish | British Council](#)

2. Levels of language proficiency [1680a084b4](#) (coe.int)

3. [proekt-standartu-na-gromadske-obgovorennya.doc](#) (live.com)

Стандартизовані вимоги: рівні володіння українською мовою як іноземною А1-С2. Зразки сертифікаційних завдань: посібник/Данута Мазурик, Олександра Антонів, Олена Синчак, Галина Бойко. Київ: Фірма «ІНКОС» 2020. 186 с. [translation: Standardized requirements: level of command of the Ukrainian language as a foreign language А1-С2. Samples of certification tasks: a guide].

Evocation

Discussion in two parallel groups: 1) reading in general; 2) learning language of second/foreign language.

After the discussion: present the results of your discussion. Compare what similarities and what differences are when reading and when reading in second/foreign language.

Note for the lecturer: use Venn diagram to visualize the result if needed.

The focus is on the learning process.

1. group

Systematization of personal experience of mastering reading skills in a foreign (second) language:

1. At what age did you start learning a foreign language?

2. Who helped you learn to read in a foreign language?
3. From your point of view, was the learning successful? Why?
4. At what age (what grade in school) did you develop the ability to read with the purpose of receiving information?
5. Did you like the textbooks you used? What exactly did you like?
6. In what language were the tasks formulated (your native language, the foreign language you were learning)?
7. Was it necessary to use a bilingual dictionary when learning to read? Did you understand the task with or without a dictionary?

2. group

Reflection on previous knowledge and experience	Choose one of the following topics to describe and discuss: 1) What is your experience in learning to read? 2) What is your experience in teaching to read? Please find support in questions:
Environment – materials, adults, peers	How did you learn to read? Think of your home/school/kindergarten environment. Who were there – who supported you? How did they support you? What pushed you to read even though you did not need to? What helped you to learn to read (music, books, TV, digital tools ...)?
Emotions regard with learning reading	What makes the reading fun? What was difficult? What kind of support did you have, what kind of support was missing? What emotions do you remember in regard with learning to read?
Challenges and support	Who taught you to read and why? What helped you in this process? What were the challenges? How did you manage to overcome those challenges? What emotions were involved in this process?

Realization

Discussion to gain new knowledge. Introduction, synthetic-analytic method (see the next slide). Text, video, jigsaw etc. (The national realization model is flexible. See part 4 of the Module.)

- Generalize the experience (from the evocation) and bring out what is important to keep in mind as a teacher of L2?
- Learn about the analytic and synthetic phonics as main approaches to the teaching of reading. What approach is used in the L2 that you are going to teach?

Synthetic phonics: reading by sounds reading by letter reading by syllables	Specification of learning to read techniques and examples according to the language; for instance: 1) in the Estonian language the main approach is reading by sounds (combining sounds into words based on letters). The approach is based
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	<p>on the language characteristics: Estonian is an agglutinative language.</p> <p>2) in the Ukrainian language a complex sound analytical-synthetic method is used (the formation of children's initial reading and writing skills proceeds from sounds and letters to syllables).</p> <p>3) Slovenian</p> <p>4) Latvian</p>
Analytic phonics: reading by language unit (word/sentence)	<p>Specification of learning to read techniques and examples according to the language: for instance, when using the whole word method in Estonian, the child first learns vocabulary using word cards on which there is a word and a picture connected to each other. After memorizing words, they will be broken down to syllables, after that to letters and sounds. The method has been criticized as children do not read but they guess the words. Also, the suitability to Estonian has been questioned since there are lot of long words in the language. The method does not support orthographical knowledge since it does not point out borders of syllables neither does it pay attention to the sound duration.</p>

Developing and improving reading technique skills

1. Reading individual syllables, words.	Start with exercises that include only familiar sounds and words, and later introduce unfamiliar ones. Perform the exercises aloud, individually or together, at a moderately fast pace.
2. Reading sentences.	The number of sentence components gradually increases.
3. Reading the text.	The text is presented after a prior reading of the sentences that make it up.
4. Read and memorize a poem.	Read a fragment of a prose, proverb, tongue twister.
5. Read the poem (prose text) with expression.	Read the poem with a logical emphasis.
While teaching techniques on digital reading, audio materials should be provided, allowing the possibility of listening/practicing each element multiple times.	

Reflection

1. What kind of knowledge and skills do you need in order to read?
2. What should teachers keep in mind when they plan to teach children to read, write ... (think of materials, tools, students' language and cultural background, adult/older student's support ...)
3. What is different when teaching reading in second language?
4. Which of the discussed above approaches did your teacher use? Explain why you think so.
5. Which of the principles did your teacher use? Explain why you think so.
6. What approaches and principles were effective for you? How did you understand this?
7. What was the most challenging part of LEARNING to read? Why?
8. What was the most interesting thing about learning? Why?
9. Were any DIGITAL materials, computer programs/APPLICATIONS used in the LEARNING? Which ones?
10. What kinds of reading technique skills were or were not part of your learning experience?

Optional: independent work – homework

Task 1. Read the text:

https://www.researchgate.net/publication/346581117_How_to_Teach_Digital_Reading in PDF format using following markers: use checkmark for “I knew it”; use cross mark for “this is a new information”; add a comment when you disagree or have a question; use circle for key terms.

Task 2. There are two multimodal (digital) texts with reading tasks. Compare the system of tasks and approaches. Make a conclusion about their effectiveness. Define the best audience (target group).

Literature for the 1st part

Literature used in the lesson

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2. Developing reading skills in 21. century (1,5 hour)

Learning outcomes/what students will know after learning process

At the end of the topic students:

- Understand the essence of the concept of reading competence, its components (lexical-grammatical, Linguo-cultural, motivational, cognitive, operational and reflective).
- Understand the essence of the concept of reading literacy (mastery), its levels.
- Be aware of new possibilities of reading in the age of digital technologies.
- Systematize methods of working with different types of texts (artistic, journalistic, scientific and educational, popular scientific, informative).
- Know the methods of processing multimodal texts.
- Know how to define following terms: digital text; multimodal text; multimodal semiotic awareness.
- Explain the difference between linear and non-linear reading.
- Assess the multimodal text with combined information and multiple sources from the point of view of the L2 learner – to develop personalized knowledge.
- Comment on future skills from the point of view of a future L2 teacher – recognition of skills for 21. Century.
- Know the most effective digital tools and platforms for teaching reading digitally.

Key words: reading competence, reading literacy, linear reading, non-linear reading, digital reading, multimodal text, multimodal semiotic awareness

Optional: independent work – homework

1. Familiarize yourself with the available methodical development of tasks for working with texts. Analyse which components of reading competence are formed by these multimodal tasks (lexical-grammatical, linguacultural, motivational, cognitive, operational, reflective). See learning outcomes for part 2.

Didactic process

We could organize/use any kind of method.

- This topic can be delivered as flipped classroom.
- Some digital tasks which include content which will be covered in the lesson.
- Jigsaw.

Based on possibilities the didactic process can be organized using flipped classroom method.

Evocation

- In what ways is reading now different from the previous centuries/decades?
- What new opportunities do we have for reading in the digital age? What are the challenges?
- What kind of reading skills do you need today: 1) in personal life, 2) in professional life, 3) in social life. (E-tool: sticky notes.)
- How did you read and for what purpose in preschool life period; primary school life period, secondary school life period, faculty life period.

What did you search for, for what purpose					
Nickname	Preschool 1-6)	Primary school 6-15	Secondary school period 15-18	Faculty life period 18-27	Lifelong learners
cat					
mouse					

From where do you get information, stories, meanings ... What do you search for, for what purpose ...?

E-tool: table to insert.

Skills represent linguistic processing abilities that are relatively automatic in their use and their combinations (e.g. word recognition, syntactic processing) (Grabbe, p. 8).

Reading strategies are abilities that are potentially open to conscious reflection, and reflect a reader's intention to address a problem or a specific goal while reading in a number of cases, skills may have been learned as strategies but have become thoroughly automatized (e.g. mentally summarising a newspaper story to tell a friend) (Grabbe, p. 10).

Realization

1. Based on your own reading experience, fill in the table suggested above regarding reading strategies in different age groups (could be group work).

2. Consider the components of reading competence.

Reading competence is a person's ability to broadly understand a text as part of everyday life and educational activities, to search for new information, to reproduce and use it, to interpret the content and formulate conclusions, to understand and evaluate the content and form of the text, etc.

Components: technical (formation of reading skills); cognitive (perception and interpretation of texts); communicative (dialogical interaction author - text - reader); reflexive (attitude towards reading).

3. Familiarize with the concept of reading literacy and the method of determining its levels. Having generalized description of reading skill levels according to approaches in the PISA-2012 study (more details: https://pisa.testportal.gov.ua/wp-content/uploads/2019/09/PISA_Reading.pdf)

Reading literacy – the ability to effectively use reading skills in various life situations.

A generalized description of the levels (where 5 is the highest and 1 is the lowest) of reading literacy according to the approaches in the PISA-2012 study (more: https://pisa.testportal.gov.ua/wp-content/uploads/2019/09/PISA_Reading.pdf).

Levels	Skills
6	Students understand long and rather abstract texts in which the necessary information is not on the surface and is only indirectly related to the task. Students compare and combine information that may contain conflicting views

	on a particular issue. They also logically link different fragments of the text, conduct a deep reflection of its source, compare information from different texts, etc.
5	Readers are able to obtain information from several sources, as well as draw conclusions about what information in the text is relevant to the task. Comprehension tasks require a critical assessment of the assumptions made with reliance to special knowledge. Both interpretation tasks and comprehension tasks involve a detailed understanding by readers of the text as a whole, in a situation where the content and form of the text are not known to them. Regarding the processes (aspects) of reading, tasks at this level usually involve working with ideas and concepts that contradict the reader's expectations
4	Readers can find and organize information from several texts; interpret linguistic nuances. In interpretation tasks, readers demonstrate an understanding of the content of the text and the ability to apply certain concepts to comprehend the unknown text. At this level, readers can use general knowledge to make assumptions or critically evaluate the content of the text. In addition, they must demonstrate a clear understanding of large and sufficiently complex texts, the content or form of which may be unknown to them.
3	Readers are able to find and, in some cases, identify the relationship between individual excerpts from the texts in accordance with the given conditions. In addition, they can correlate the content of individual parts of the text to determine the main idea of the text, understand the relationship between them, and also understand the meaning of a word or expression. Often, the required information does not lie on the surface, the text contains a lot of controversial information. Comprehension tasks at this level may require the reader to combine, compare and explain information, as well as assess a certain feature of the text. Tasks need to demonstrate a proper understanding of the text based on known everyday facts.
2 (basic)	Readers can determine the main idea and explain the purpose of the medium-sized text, understand the semantic connections and associate the meaning of non-obvious information. Also, students of this level explain simple visual or graphic features of the text, can compare certain considerations and evaluate what confirms them, etc.
1	Students understand the literal meaning of short texts, simple sentences, or confirm their meaning. Students also recognize the main topic of the text or the author's idea, establish simple links between adjacent fragments, can find one piece of information that is clearly outlined and placed in one sentence, short text or simple list, etc.

Previously, the main interest in the level of reading literacy of the student was focused on their ability to understand, interpret and comprehend specific texts. These skills do not lose their importance, however, the emphasis on the need to integrate information technology into people's social and professional lives necessitates a new approach to the definition of reading literacy. It should reflect a wide range of state-of-the-art skills related to the requirements of education in the 21st century. This leads to the need to propose a broader definition of the concept of reading literacy, which will contain both requirements for a basic reading level and criteria for higher reading skills, namely the level of digital reading, while emphasizing that these criteria will continue to change under the influence of new technologies and new conditions of social life (Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2013). New literacies: A dual-level theory of the changing nature of literacy instruction and assessment. In D. E. Alvermann, N. J. Unrau, & R. B. Rudell (Eds.), Theoretical models and processes of reading (6th edition, pp. 1150-1181). Newark: International Reading Association.

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4. Offer your tasks (for elementary, middle or high school students) that will promote the development of motivation to read, understand and perceive the text. Consider synthetic and analytical methods of task selection where synthetic focuses on phonics, vocabulary, grammar and analytical method focuses on a deeper understanding of the text and its reflection.

4.1. Mind that working with one text involves the following tasks: orientation in the content (finding the necessary information), direct understanding, assessment of the quality of the presentation and credibility, the ability to draw one's own conclusions based on what has been read, comprehension);

4.2. Mind that working with several texts means comparing texts of the same topic, but different in genre, style, type of presentation (for example, an encyclopaedic article, an interview, an artistic text) regarding the presentation of information, the purpose of the presentation, quality assessment, accessibility, narrative style; working with multimodal texts: establishing a connection between text and images (infographics, tables, etc.).

Digital reading usually involves the reading of multimodal digital texts, that is, the combination of embedded images, videos, and other media elements, in addition to language, in a text (Buccellati, 2008). Digital reading is a part of information literacy (IL) which is defined as the ability to think critically and make balanced judgements about any information we locate and use. teaching digital reading involves the development of: 1) the knowledge of linear and deep reading strategies; 2) basic and critical information skills; and 3) a multimodal semiotic awareness.

Digital reading can transform reading as a solitary experience into a social experience – with interactions, collaborations, and discussions. (Lim, Fei & Toh, Weimin. (2020). *How to Teach Digital Reading?* *Journal of Information Literacy*. 14. 10.11645/14.2.2701.)

Working with the text about digital reading (home task. If there was no possibility to give home task, the text will be read using jigsaw method).

Commenting and discussing

1. the content of text;
2. commenting and discussing on tools used for working on the text.
3. The knowledge and skills that are needed for L2 learner to read multimodal texts.

Read the list of future skills (<https://sisu.ut.ee/skytinternship/futureskills2025>) and comment on which skills will need competence of critical reading of digital texts.

5. Work in pairs. Search for the information about 1-2 digital tools for reading (from the list offered by the teacher), together complete the co-edited table in Google Docs, give a brief presentation of the tool). The list of tools can be given in the resources for the module.

Name of the tool	Link	What it can be used for	Advantages	Disadvantages/restrictions

Reflection

Discussion on text: what is the useful information you can take with as a future teacher?

Essay – My own story of reading development. How did the purpose of reading or the search for meaning determine the ways of reading in different periods? (Pragmatic – skimming, scanning; intensive learning, reading for pleasure ...).

Optional: independent work – homework

1. Familiarize yourself with the available methodical development of tasks for working with texts. Analyse which components of reading competence are formed by these multimodal tasks (lexical-grammatical, linguacultural, motivational, cognitive, operational, reflective). See learning outcomes for part 2.

Literature for the 2nd part

Literature used in the lesson

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3. How do we learn to read and how we develop reading skills during our life (1,5 hour)

Learning outcomes/what students will know after learning process

At the end of the topic students:

1. Analyze their learning paths, ways and patterns of digital reading. Cognitive and psychological peculiarities of a contemporary reader (different age groups).
2. Know motivational components/factors, different techniques to support pupils and improve their reading/digital reading skills for different age groups.
3. Use a variety of means and digital tools to motivate and engage pupils into reading as a conscious and regular practice for learning, self-development and leisure.
4. Recognize the challenges of learning reading techniques as well as developing reading skills due to linguistic and cultural differences (such as alphabet, reading direction, compound words, ethnocultural specificity of the text etc.);
5. Use the possibilities of multimodality of digital text to support understanding, and understand the concept of multimodal texts for using them in the classroom;
6. Recognize the importance of scaffolding reading (e.g. visual aids, vocabulary support, grammar structures etc.) and apply various scaffolding techniques in class.

Key words: contemporary reader, target reading competences, motivation components, methodological support, teaching and learning digital reading practices and strategies, scaffolding

Optional: Independent work – homework

Digital Book Club as a way of encouraging reading: offer a text for reading, format (digital channel) of the meeting, questions for discussion that stimulate thoughtful reading and encourage discussion).

Analyse the text from the point of view of L2 teacher and explain (or prepare) the material and tasks for this text.

Didactic process

Evocation

How did your reading skills improve during time? What supported it?

What kind of challenges did you experience during developing reading skills? What kind of challenges did you experience in understanding the texts? How did you overcome those challenges? What kind of challenges did you experience in reading texts in a foreign language? How did you overcome them? What supported the understanding?

What is the difference between learning to read in L1, L2, FL?

Differences between L1 and L2 reading (Possible task – students brainstorm the main differences together, organize them into categories/groups. Then compare with the list below from (Grabbe, p. 55), comment which differences can be the most challenging and how they can be mitigated).

Note for the lecturer: use sticky notes (paper ones or virtual – on a Jamboard) to visualize the result if needed.

Linguistic and processing differences:

1. Differing amounts of lexical, grammatical and discourse knowledge at initial stages of L1 and L2 reading.
2. Greater metalinguistic and metacognitive awareness in L2 settings.
3. Varying linguistic differences across any two languages.
4. Varying L2 proficiencies as a foundation for L2 reading.
5. Varying language transfer influences.
6. Interacting influence of working with two languages.

Individual and experiential differences:

7. Differing levels of L1 reading abilities.
8. Differing motivations for reading in the L2.
9. Differing amounts of exposure to L2 reading.
10. Differing kinds of texts in L2 contexts.
11. Differing language resources for L2 readers.

Socio-cultural and institutional differences:

12. Differing socio-cultural backgrounds of L2 readers.
13. Differing ways of organising discourse and texts.
14. Differing expectations of L2 educational institutions.

Realization

1. What is motivation? (Possible task – Draw a mind map of “reading motivation”.)

Motivation is the process of motive action. A motive is an impetus to activity related to the satisfaction of a person's needs; a set of external and internal conditions that cause the activity of a subject and determine its direction. Objective values, interests and ideals inherent in a particular community (social, professional, age group) act as a motive. When they are accepted by a person, they acquire personal meaning and driving force.

The source of motivation and the corresponding impetus for activity is needs. In the situation of language learning (reading in a foreign language), the motivating factor is communicative and cognitive needs.

Reading motivation – an individual's subjective reasons for reading (Schiefele et al., 2012; Conradi et al., 2014). Reading motivation is linked to reading achievement (e.g., Guthrie & Wigfield, 2000). Students who with high reading motivation read more extensively compared with students with lower levels of motivation (Wigfield & Guthrie, 1997) and use higher order comprehension skills (e.g., Taboada, Tonks, Wigfield, & Guthrie, 2009).

2. Types of motivation

2.1 External and internal motivation: Internal (intrinsic) reading motivation - the willingness to read because reading is perceived as rewarding or satisfying (Schiefele et al., 2012, Schaffner et al., 2013). It arises from an individual's personal interest in a particular activity or topic (Unrau and Schlaackman, 2006).

External reading motivation – reading because of external demands and values (Ryan and Deci, 2000). It is driven by expected consequences, such as achieving positive outcomes or avoiding negative ones (Wigfield and Guthrie, 1997).

The first one depends on the environment (teacher, study group (class), parents, environment), the second one is caused by the level of students' interest in learning a foreign language (learning to read in a foreign language), personal significance of information about the country, culture, traditions, history of the country of the target language, as well as certain types of information (entertainment, professional, etc.). Objective factors are synthesized in an individual's perception and become a source of motivation in language acquisition (reading skills). Individual ideas formed on the basis of impressions that have had a positive impact on the imagination (characters from films and literary works, melodies and lyrics of songs, etc.) form the motivation to learn a foreign (second) language and master reading skills.

2.2 Positive and negative motivation. Positive motivation is associated with everything that makes students feel good. For example, a person imagines that they can perform certain actions (read a book or instruction on their own, play games, watch movies, cartoons, communicate with peers, get high grades, etc.). Such thoughts give a burst of energy, ignition and encourage them to perform learning activities.

Negative motivation is also strong and stimulates to act, but it is based on feelings of guilt or fear. Thoughts take on a negative color: "if I don't learn the poem, I will be embarrassed in front of my friends, classmates, they will be disappointed". Fear motivates for a while, but if there is no noticeable result, it will begin to slow down learning. The child will not want to act, will start avoiding classes.

2.3 The following factors may cause negative motivation:

2.3.1 Negative experience of language learning (if you have had an unsuccessful experience of language learning before, negative attitudes arise, for example, "it is unrealistic to learn a foreign language", "I have no abilities". In this case, motivation tends to a 'zero'. The main thing here is to find an approach to each student: praise, support, have classes at a comfortable pace for students, in a motivating form, etc.)

2.3.2 Too intensive start (it is difficult to maintain a high pace of learning. Students get tired, the novelty and euphoria of the first successes are replaced by exhaustion. Because of this, motivation decreases. The best solution here is to reduce the workload or switch to training new skills).

2.3.3 Studying in a group with a lower or higher level (it is important to correctly determine the level before being placed in a group (if a child studies in a group with a lower level, motivation will be lost due to boredom, and if they study in a group where the level is higher and they are not ready for it, they will not see the progress. That will also destroy motivation).

2.3.4 Lack of support (if students do not receive adequate support and encouragement from family, friends, and teachers, they begin to believe that education is not valuable and that they lack competence and ability to learn).

3. Motivating reading (teaching reading) for different target age groups (Can be suggested for interaction with students). Instruction: think and elaborate motivational factors for each age group.

Age	Preschool	Primary school (1-4 year)	Middle school (5-9 year)	High school (10-11 year)	University	Lifelong learning
Motivational factors	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

4. Formation of motivation to read in a foreign (second) language

4.1 Person-oriented (student-centered) approach to teaching/learning

4.1.1 Teaching according to the level of learning

4.1.2 Thematic lessons (reading materials) in accordance with the interests of students.

4.1.3 Adaptation of tasks to individual needs and the level of reading skills.

4.1.4 Freedom of choice of text types (in accordance with the sphere of communication (literary, educational, socio-cultural) and topics (about different countries, animals, technology, gadgets, etc.) of texts).

4.2 Using interesting content (determining students' reading interests, surveys, etc.).

4.3 Clear instructions (taking into account the mother tongue (native language), national and cultural identity, the system of methodological terminology, verbs-operators of learning tasks, signals of growth of reading competence).

4.4 Avoid routine (change of forms of work in the classroom, electronic applications, forms of homework, forms of independent work).

4.5 Assessment. Praise and rewards (transparent evaluation system, the right words (signals in electronic applications) for approval, support and encouragement).

4.6 Creating a friendly and supportive environment (competitive spirit, constant communication and support).

Discussion with students

Obvious for our cultural environment: reading direction (from left to right, from top to bottom) ... pre-reading functional aspects, skills – function of book ...

Visual table for students

There are three main levels in reading skills (Lerkkanen, 2007):

- 1) elementary reading skills: reading technique which includes the ability to technically read the text;
- 2) functional reading skills: understanding what is read (comprehension), using the information from the text and drawing conclusions;
- 3) critical reading skills: the ability to analyse, distinguish between important and less important, and draw conclusions about what is read.

In the beginning of learning to read the focus is on developing reading technique.

In view of future skills, it is important not only to teach how to read the text and extract information or read for leisure but to practice working with different types of texts.

Work in pairs

Read following steps to create reading unit to any text and rearrange them, explain your order: activating previous knowledge; introducing vocabulary; reading the text; performing while-reading tasks, checking comprehension; pointing out specific grammatical structures; extending the activity (discussion questions, surveys, debates etc.).

There are three main reading strategies for different informational outcomes. Read the definitions and pair them with the term.

Scanning – fast form of reading. The aim is to find a specific information in a text.

Skimming – the aim is to learn about the main idea of the text.

Reading for detail – most used strategy, the aim is to understand (about 80%) the text.

Group the following tasks into three groups according to the reading technique that is most efficient for the task. Comment on your choice.

- Match the headings with the paragraphs
- Choose the genre in which the story most likely belongs
- Read the text and ask yourself “What is the author doing here?”
- Propose another title for the text
- Find answer to the following questions
- Determine what the theme is and explain your answer.
- Read the text and determine the text structure. Then, put information into appropriate graphic organizer.
- ...

Read the explanation of multi-modal text given by F. Serafini (2012) and proceed with the task below: “A *multi-modal* text is a text composed of more than *one mode*. Photography, music, sculpture and written language are examples of different *modes*. A mode is a *system of signs* created within or across various cultures to represent and express meanings. Modes were developed by humans to express ideas and communicate with one another. In other words, when more than one mode is present in a text, we consider the text to be *multi-modal*”.

Look at the pictures with different types of texts. According to previous explanation, which of them are multi-modal? (Picture of Sumerian cuneiform writing, medieval texts, ordinary linear text, text with emoji symbols, text with hyperlinks ...)

Working with a multi-modal text (any suitable text in L2).

Analyse the text from the point of view of the L2 learner and decide on:

- What is the purpose of this text;
- What pre-knowledge is needed to understand the text;
- What vocabulary is not possible to understand through context;
- What language structures will be needed for further tasks (discussion, checking comprehension...).

Reflection

Questions for reflection and discussion

1. Think about a) how to overcome the lack of motivation to read books; b) Do you think reading nowadays is a convenient and popular way of getting information? Why/Why not?; c) how the level of reading technique is related to the development of reading skills (uninformed reading skills as a demotivating factor).
2. Reading as a daily need, as well as reading literacy, determine opportunities for quality education, development of critical thinking, self-realization of the individual and, in general, greater satisfaction with life in the conditions of information oversaturation. How has the format of books (digital, audiobooks), texts changed according to the implementation of the communicative code (multimodal), according to the types of transformations of the original text (non-adapted, abbreviated), according to pragmatics (informative, instructive, official, entertaining), according to genres (non-fiction, short prose, etc.)? How has this affected the expansion of reading practices in the digital world (hypertext, short messaging, social media posts)?
3. How and for what purpose to develop reader strategies: creation of own content determined by professional interests, personal preferences (writing abstracts, resumes, essays, advertisements, messages, posts in social media, greeting texts, etc.); creative writing as the development of non-standard thinking and the basis of successful communication; online search for necessary information for everyday inquiries, self-development, professional growth, reading to satisfy aesthetic tastes.
4. Effective reading techniques: "skimming"; scanning; active reading with emphasis on the main thing; slow meaningful reading with a taste of style.
5. What are the motivational benefits of digital reading? How can the students be more engaged through their gadgets?

Literature for the 3rd part

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4. Didactic principles and strategies how to make reading tasks in schools (1,5 hour)

Learning outcomes/what students will know after learning process

At the end of the topic students:

1. Understand and apply didactic principles of the lesson structure: evocation, realization, reflection.
2. Understand the connection between aim of the cognitive and functional aspects of exercises and tasks in teaching/learning reading. Understand the connection between the aim of cognitive and functional aspects of reading tasks for teaching/learning reading digitally.
3. We read in order to find information, knowledge. Know kinds (types) of exercises and tasks according to the goals of different kinds of reading.
4. Differentiate between the learning and strategies of pre-reading tasks, during reading, after reading.
5. Create exercises and tasks (including digital ones) according to the goals of different kinds of reading and type of text.
6. Differentiation in teaching...because they know "how to swim".
7. (Literacy – reading, writing, speaking, listening) reading skills evaluation ...

Key words: didactic principle, reading strategy, reading efficiency, evocation, realization, reflection, skimming, scanning, deep reading, hyper-reading, pre-reading task, during reading, after-reading, jigsaw reading, scaffolding

Optional: Independent work – homework

According to your previous knowledge and your image of a perfect lesson develop your own plan of activity to teach reading for children in 1st grade, secondary school (moved to homework from evocation).

Didactic process

It is impossible to learn to read and understand the content of a text without mastering the technique of reading.

Evocation

According to your previous knowledge and your image of a perfect lesson develop your own plan of activity to teach reading for children in 1st grade/primary school/elementary school/secondary school. Explain the aim of this activity and justify the choice of text.

Realization

The formation of reading competences involves the following types of activities for mastering the content of various texts (information texts, educational, artistic works, etc):

- expressive reading of the text;
- different types of narration (detailed, concise, selective, with elements of commentary, with creative tasks);
- answers to the questions proving understanding of the content of the text;
- drawing up plans and writing creative works based on literary works and based on life experiences.

Jigsaw reading activities – instructional technique in which subgroups of learners in a class are asked to read different parts of a text. The full picture is then pieced together, like a jigsaw, when members of different groups come together to complete a task (Grabbe, 2011).

Exercises for teaching reading

The initial stage of learning (Ukrainian as a foreign language)

The reading technique is the correct vocalization of the text, that is, its proper pronunciation during reading aloud or internal articulation. To vocalize the text correctly, one must master the phonetic structure of words, skills of fluent pronunciation of words and syntagmatic sentence articulation, as well as types of intonation constructions. These skills are formed already in the introductory phonetic course. However, difficulties that arise during reading a coherent text, and the focus on its content distract students from the correct pronunciation, leading to comprehension errors. Overcoming such problems requires targeted efforts from both the teacher and students, especially intensively at the initial stage of learning and throughout the entire period of foreign language acquisition. It should be understood that pronunciation errors lead to comprehension mistakes, disrupting communication (live – sew, whale – cat, etc.). Teaching reading techniques to students should not be done with texts that are unfamiliar to them. It is better to use isolated sentences or special short texts created by the teacher based on known lexical-grammatical material.

1. Exercises for developing and improving reading technique skills

1. Read individual syllables, words, and phrases.	Start with exercises that include only familiar sounds and words, and later introduce unfamiliar ones. Perform the exercises aloud, individually or in unison, at a moderately fast pace.
2. Read sentences.	The number of components gradually increases. <i>I read books.</i>

	<p><i>I've read your books.</i></p> <p><i>I've read your history books.</i></p> <p><i>I read your books on the history of Ukraine.</i></p>
3. Read the sentences.	<p>Narrative and interrogative sentences are presented alternately, with sentences emphasizing different words logically.</p> <p><i>Elena is at home.</i> – <i>Is Elena at home?</i> <i>It often rains in Kharkiv.</i> – <i>Does it often rain in Kharkiv?</i></p> <p>1) Did Anna³ buy tickets to the theatre? – Yes, ... No</p> <p>2) Did Anna buy³ tickets to the theatre? – Yes, ... No</p> <p>3) Did Anna buy tickets to the theater³? – Yes, ... No</p>
4. Read the text.	The text is presented after the prior reading of the sentences that make it up.
5. Read and memorize a poem	Read a fragment of prose, proverb, tongue twister.
6. Read the poem (prose text) with expression.	If a student makes a mistake mispronouncing a sound in a word, after correction, they should pronounce this sound correctly first in isolation (or within a syllable), and then read the word where this sound occurs. If a word is mispronounced in a sentence, first pronounce the word correctly and then the entire sentence. During online reading technique training, audio materials should be provided, allowing the possibility of listening to each element multiple times. The development of self-control skills is an important aspect of practicing reading technique.

2. Exercises for teaching reading to comprehend the text: exercises that develop skills in intensive reading

In the system of such exercises, it is necessary to consider the need for forming and developing mechanisms that ensure the acquisition of skills, as well as the sequence of operations and the presence of two groups of exercises in the system - linguistic and speech-oriented.

Linguistic exercises are performed before reading the text, helping to alleviate linguistic and psychological difficulties, and allowing the reader to focus on understanding the text.

Linguistic exercises that address linguistic difficulties to develop the following skills: a) identifying unfamiliar linguistic phenomena in the text and understanding their meanings (using morphemic analysis of words, searching for cognates, illustrations, translation - as a last resort), b) word-formation guessing, c) semantic guessing, d) contextual guessing, e) determining and understanding synonymous and antonymous phenomena.

Linguistic exercises that address psychological difficulties develop a) reading speed, b) predictive and probabilistic forecasting skills, and c) the ability to analyze and comprehend the text.

Linguistic exercises (pre-reading)

Exercises to overcome lexical-grammatical difficulties	<ol style="list-style-type: none"> 1. Read the words (sentences, text) and find words that have the same root as the word "write": (among the provided words, there should be "writer", "written", "record", etc.). 2. Read the words (sentences, text) and find synonyms for the given words: "not far", "known", "woods". 3. Read the words (sentences, text) and choose synonyms for the words: "beautiful", "work", "live". 4. Choose (find among the given words, in the sentences, in the text) antonyms for the words: "fast", "hot", "new", "to be friends", "day", "joy", "beautiful". 5. Replace the construction with a synonymous one: "My father is a doctor." 6. Replace a simple sentence with a complex one synonymous to it: "After the delegation arrived, they were received by the Minister of Foreign Affairs."
2. Exercises for forming a potential vocabulary and developing linguistic intuition	<ol style="list-style-type: none"> 1. Read the nouns (adjectives, verbs) and tell from which verbs (nouns, adjectives) they are formed: <i>reading</i>, university (adj.), work, <i>ache</i>. 2. Read complex words and say from how many and which simple words they are formed: <i>dormitory</i>, <i>freshman</i>, <i>linguistics</i>, <i>two-story</i>. 3. Explain the meanings of the words (choose the correct explanation): <i>Kyiv</i> (adj.), bilingual, to be late. 4. Determine the meanings of the words (based on their components): <i>space</i> (adj.), biological, chemical, <i>philological</i>. 5. Read the text and find international words. 6. Read the text and determine the meanings of the highlighted words through context.
3. Exercises for forming skills to use a dictionary	<ol style="list-style-type: none"> 1. Write down words in which the first two (three) letters are common, and the rest are different. Determine the sequence of placement of words in the dictionary. 2. Arrange the words alphabetically: ... 3. Find the meanings of the words in the dictionary: [words are provided with one common first letter, then two common first letters, words starting with different letters]. <p>For each language proficiency level, requirements (terms) are set for the ability to find the meanings of new words.</p>
4. Exercises for increasing reading speed	<ol style="list-style-type: none"> 1. Read the paragraph of the text. (The fragment should be read within a specific time frame). 2. Read the text. (A signal is given after a certain time interval to stop reading, and the amount of material read is recorded). 3. Find answers to questions in the text. (Answers must be found within a specific time; comprehension is verified using tests).

	<ol style="list-style-type: none"> 4. Locate parts of the text according to the outline. 5. Arrange the points of the outline in the correct order. 6. Complete the sentences. [Verification is done using multiple-choice or open-ended questions].
5. Exercises for developing short-term memory	<ol style="list-style-type: none"> 1. Read the phrases, and repeat (write down) them without looking at the text (the delayed checking is done in the form of multiple-choice). 2. Read the sentence, say it without looking at the text; read the second sentence and repeat the first and second together (and so on following the principle 1 + 2 + 3 + 4. The delayed checking is done in the form of multiple-choice).

Speech exercises

Pre-reading exercises	<ol style="list-style-type: none"> 1. Read the title and determine the content of the text. 2. Read the first paragraph and identify the topic of the text. 3. Read the title of the text and the last paragraph and determine what content might precede it. 4. Construct a sentence from the given words (the words are given in a random sequence). 5. Complete the sentence (the beginning of the sentence is given, and several possible ways to finish it are provided). 6. Complete the sentence (the beginning of the sentence is given). <p>Start exercises of this type with phrases that allow only one variant of prediction.</p>
While-reading activities	<ol style="list-style-type: none"> 1. Read the text. While reading, determine the theme of the text. 2. Read the text. Find the answers to the questions (questions are provided). 3. Read the text. Locate specific information (where, when the event takes place, who the main characters are, etc.).
Post-reading exercises Exercises to check comprehension of the read material	<ol style="list-style-type: none"> 1. Find sentences in the text that are answers to the questions provided before/after reading the text. 2. Confirm or refute the statements presented in the text (yes – no). 3. Choose from a series of proposed answers those that correspond to the content of the text. 4. Formulate questions based on the text. 5. Select from the proposed questions those that correspond to the content of the text. 6. Arrange the given points of the plan according to the content of the text.

	<ol style="list-style-type: none"> 7. Create a plan (in different forms). 8. Translate into the native language the highlighted words phrases, and sentences (the checking is done using the delayed back translation). 9. Determine the semantic parts of the text. 10. In each semantic part, identify details that reveal the main idea. 11. Determine the intention (communicative task) of the text (description, narrative, reflection). 12. For texts created based on academic disciplines: determine the intention (communicative task) of the text (text about subjects, processes, etc.).
Exercises to prepare for text retelling.	<ol style="list-style-type: none"> 1. Replace the group of highlighted words with one word [after the student's response, the correct answer is provided]. 2. Combine a group of simple sentences into one complex sentence. 3. Create two simple sentences from a complex sentence. 4. Shorten the sentence and write down the shortened version. 5. Shorten the paragraph (text) and write down the shortened version.
Exercises to prepare for both oral and written speech.	<ol style="list-style-type: none"> 1. Retell the text using the learned constructions and vocabulary. 2. Retell the text, replacing the learned constructions with synonymous ones. 3. Convey new information obtained from the text in two or three sentences. 4. Continue the text. 5. After reading works of fiction: <ul style="list-style-type: none"> a) retell the text from the perspective of another character; b) characterize the given character; c) compose a narrative (about an event, or character) according to the plan (the plan is provided). 6. Using expressions of expressing one's own opinion (previously mastered), evaluate certain aspects of the text (characters, author's point of view, etc.).

1. Anecdote: Alan Crawford ... Mexico ... children write their stories, the principal read ... children were surprised, how he knows, what they said.

2. Working in pairs or in groups: each student reflecting the lecture of the colleague with the checklist (content of the checklist is what they learned in module 1, 2, 3 ... (+/opportunity to improvement/+)) ...

3. Individual improvement ... working in pairs for final improvement.

Reflection

Analyse the system of exercises and tasks for teaching reading in the proposed digital and non-digital resources:

- What tasks do these exercises and activities fulfil, what skills are formed in the process of their fulfilment?
- Presentations in the groups: together developing list of principles, guidelines etc.

Literature for the 4th part

Literature used in the lesson

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Briefing/conclusion for the whole BA Module

Self-study topics

For group project and round table presentation

1. Psychological and pedagogical features of (primary/secondary school/adult) learners.
2. Comparing L1 and L2 (FL) reading.
3. Requirements of the current National Curriculum and State Standard for reading skills.
4. Using digital tools for building reading skills of students with special needs.
5. Digital materials and tools for developing reading skills.
6. Teaching reading remotely.
7. Using multimodal texts in teaching reading.
8. Key strategies for developing reading fluency.
9. Gamification as a way of motivating students to read in the digital age.
10. Designing reading tasks in the framework of Bloom's taxonomy.
11. Critical reading and ways to teach it.
12. A 21st century reader's profile/model.
13. Linguistic peculiarities of literary text.

Online resources for self-study work

1. (PDF) Teaching Reading: Goals and Techniques (researchgate.net)
2. How to Teach Reading in the Classroom [10 Strategies] – University of San Diego - Professional & Continuing Education
3. Teaching Reading: Strategies & Methods | ClickView (clickvieweducation.com)
4. 16 Reading Strategies to Teach This Year - The Classroom Key
5. Some useful tips to develop solid reading skills. #11plus #ThursdayThoughts #education (pinterest.com)
6. Nazarevych.pdf (tnpu.edu.ua)_(in Ukrainian)
7. Цікаві завдання для розвитку навичок читання | Інтерактивні матеріали. Читання (vseosvita.ua) (in Ukrainian)
8. Різноманітні вправи з формування та розвитку техніки читання у початковій школі (naurok.com.ua)_(in Ukrainian)
9. (99+) Українська мова в грі: проблемні завдання, конкурси, змагання, цікаві факти, тести, квесті | Олена Вадимівна Остапченко - Academia.edu (in Ukrainian)

Feedback from students (you can add “justify your answer” to some points)

1. The aim, learning outcomes and structure were clear.
2. The content was relevant and supported the acquisition of learning outcomes.
3. The theoretical material was illustrated by practical tasks and examples.
4. The module supported my development as a future teacher.
5. The module increased my interest in the topic of developing reading and e-reading skills.
6. I was actively engaged in the learning process.
7. The amount of practical tasks was sufficient.
8. I had the opportunity to ask questions and/or give examples.
9. I had the opportunity to interact with other students.
10. I would change ...

11. I would like to add ...
12. The topic I consider the most relevant for me ...
13. The activities that I find the most appealing to me ...