

Techniques to Teach Reading at Pre-Reading Stage

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Abstract : The three-phase reading lesson has been put forth around the world as the new and innovative framework which is corresponding to the learner-centered trend in English language teaching and learning. Among three stages, pre-reading attracts many teachers' and researchers' attention for its vital role in preparing students with knowledge and interest in reading class. The researcher's desire to exemplify effectiveness of activities prior to text reading has provoked the current study. Three main aspects were investigated in this paper, i.e. teachers' and student's perception of pre-reading stage, teachers' exploitation of pre-reading techniques and teachers' recommendation of effective pre-reading activities. Aiming at pre-reading techniques for first-year students at English Department, this study involved 200 fresh-men and 10 teachers from Division 1 to participate in the questionnaire survey. Interviews with the teachers and classroom observation were employed as a tool to take an insight into the responses gained from the early instrument. After a detailed procedure of analyzing data, the researcher discovered that thanks to the participants' acclamation of pre-reading stage, this phase was frequently conducted by the surveyed teachers. Despite the fact that pre-reading activities apparently put a hand in motivating students to read and creating a joyful learning atmosphere, they did not fulfill another function as supporting students' reading comprehension. Therefore, a range of techniques and notices when preparing and conducting pre-reading phase was detected from the interviewed teachers. The findings assisted the researcher to propose some related pedagogical implications concerning teachers' source of pre-reading techniques, variations of suggested activities and first-year reading syllabus.

Keywords : pre-reading stage, pre-reading techniques, teaching reading, language teaching

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