

widely known reading exercises in which silent reading is followed by a discussion are *group cloze* and *group prediction exercises*.¹⁷

In the group cloze exercise, learners are asked to read a selected cloze text. Next, subgroups of two, three, or four learners prepare their answers; participants are made aware of the need for convincing arguments before decisions are reached.

On the other hand, the group prediction exercise involves a release of short passages, one at a time, to a group of readers. The task is to respond to questions posed by a group moderator and to make inferences from what is read and thus anticipate what might happen in later installments. All reading is silent, and no writing is involved. The teacher collects the installments so that no reference back is possible. Readers are encouraged to justify their responses, and other members of the group are advised to challenge the responses.

Both types of cloze exercises provide not only specific training in reading, but they also foster second language competence in general. Needless to say, this type of activity requires a significant amount of contextual guessing.

Text and Materials Selection

Reading in a second language is best fostered by the utilization of texts and materials suitable for both extensive and intensive reading. Extensive and intensive types of reading have been presented by Munby in his article "Teaching Intensive Reading Skills."¹⁸ In contrast to intensive reading, which is usually conducted in class under clearly defined conditions, extensive reading can take place anywhere. This type of reading prompts the learner to read extensively for information and pleasure in a way similar to which people read in their native language. It aims at developing not only the habit of reading, but also the ability to read quickly. Texts for extensive reading could include area background information, cartoons, plays, and contemporary short stories that require little explanation.

As for intensive types of reading, text selection is an important step in the preparation for reading instruction. First of all, a text has to be adjusted to the learner's abilities. The learner will not profit from a text which is too easy or too difficult or not suited to her or his age. Moreover, texts have to be selected with a specific purpose in mind. Some texts, like bus schedules or newspaper ads, may be scanned for specific information, while others, like editorials or political articles, render themselves to skimming. A selected text should also be interesting. C. Harrison and T. Dolan warn against

unsuitable texts: "...if a piece is bland and boring, or too complex or technical for a group of readers, they will not learn from it."¹⁹ Interesting texts are found most often among authentic materials. Authenticity makes the texts relevant and accessible to human experiences and thus facilitates reading comprehension. Authentic texts are usually cohesive and coherent. Although sometimes they require some editing, usually they are better than the texts written exclusively for training purposes by non-professional writers. Therefore, whenever feasible, teachers should utilize authentic texts.

A practical guide to text selection is ACTFL's *Provisional Generic Descriptions—Reading*. The full text of the descriptions is provided in the beginning of this issue. The *Provisional Generic Descriptions* are arranged according to the levels of performance. For each level appropriate types of texts are recommended, suitable techniques are identified, and specific reading goals are suggested.

Reading Activities

Reading activities presented below may suggest new ways of using authentic materials in a second language classroom. The activities are arranged according to the levels from Novice-Mid, through Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced, Advanced Plus, to Superior. There is one activity for each description.

Novice-Mid

For the Novice-Mid Level teachers may select second language materials containing names, addresses, dates, building names, street signs, and other informative signs. The exercise presented below aims at development of the ability to understand highly contextualized written language.

Activity 1

Goal: To scan for required information.

Directions: Answer the following questions pertaining to the poster.

- What class is offered?
- When does it start?
- Where will the instruction take place?
- What dances are offered?

Technique: Scanning

Level: Novice-Mid

SOURCE: Authentic school poster

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**SOCIAL DANCE
CLASS
INTERMEDIATE
CLASSES BEGIN:
Thursday 8 March
1730**

**STEPS TAUGHT:
Disco, Rumba,
Swing, Polka,
Waltz, Foxtrot,
Samba, Tango,
ChaCha**

**\$ 10—5 Lessons
No partners Required**

Presidio Recreation Center

Novice-High

For the Novice-High Level, teachers may utilize signs indicating hours of operation, menus, catalog price lists, bus/plane/train schedules, radio/TV programs, maps, and traffic regulations. An activity promoting the development of scanning skills at this level is presented below.

Activity 2

Goal: To scan for required information.

Directions: Scan the menu below, then answer the questions that follow.

Technique: Scanning

Level: Novice-High

LA ROTTA

Soup and Salad.....	\$4.50
Fettuccini.....	4.50
Spaghetti.....	4.75
Calamari.....	4.75
Quiche of the Day.....	4.75
Catch of the Day.....	5.25
Hamburger.....	4.25

Beverages

Beer, draught.....	\$1.25
Bottled, Grolsch.....	2.25
Domestic.....	1.25
Imported.....	1.50

Dessert

Ice-Cream (Dryer's).....	\$1.25
Sherbet.....	1.00
Cellar's Cheese Cake.....	2.25

Questions:

1. What is the price range for a meal?
2. What type of food is served in a restaurant?
3. How much is a piece of cake?
4. How much is a bottle of foreign beer?

SOURCE: Authentic restaurant menu

Intermediate-Low

Messages, greetings, statements of social amenities, announcements of public events, biographical notes, common descriptions of persons, places, and things, advertising slogans, narration of events, tourist brochures, and simple nar-

ratives of routine behavior may be used for the Intermediate-Low Level. An activity aiming at development of skimming skills on the Intermediate-Low level is presented below.

Activity 3

Goal: To read for required information.

Directions: Given a page of job openings and employment want ads, try to match unemployed persons with jobs announced.

Technique: Scanning

Level: Intermediate-Low

SITUATIONS WANTED

LIVE-IN SEEKS position as cook, companion, light nursing, excellent references. Reliable, nonsmoker. 1-423-8423.

NURSES AIDE would like to give tender loving care to the elderly. Call 376-7473.

EUROPEAN LADY seeks position as cook, Housekeeper. Live-in. 623-6615.

THOROUGH HOUSECLEANING. Have references. Supplies furnished. Call 374-4478.

GERMAN LADY would like to do housecleaning or take care of elderly. Call 1-678-3694.

PROFESSIONAL Familyman willing to house & pet sit. Relocating to area. Flexible. 897-2232.

HOUSE-sitting wanted by semi-retired Handyman, in Carmel, Pebble Beach or PG. Call 378-6697.

MATURE WOMAN seeks Housekeeping & errands, 30 yrs. in Carmel. References, part time near Lodge. 376-1289.

PROFESSIONAL HOUSECLEANING. \$5 an hr. Have references. 374-6335.

HELP WANTED

FULL TIME housekeeper, good working conditions, good hours. 905 Casanova, Carmel.

PART TIME opening. Nights. Ideal for student. Apply in person Tues & Thurs, between 3-5 pm at Tony's Place, 1725 Munras Ave, Pacific Grove.

OPENING AVAILABLE for part time European trained chef & experienced European baker. Call 637-5526 between 10-2.

HOUSEKEEPING, 3-4 days per week, 8 am-2:30 pm. Also care of 3-yr. old. Mature woman. References. 393-5706.

LIVE-IN COMPANION-Housekeeper for elderly man. Driver's license required. State expected salary and time off in resume to Herald Box Z-55896.

LVNs/CERTIFIED Aides, Hospice inpatient facility for midnight to 8 am shift. Part time/full time. 623-0441, 9-5, Mon-Sat.

LVN Part-Time Positions available on day & PM shifts. Join our dedicated Geriatric Nursing Staff. An unusually friendly & cooperative group in a professional setting. Call our Director of Nursing for an appointment 376-2631. Light house Convalescent Hospital 23 Pico Blanco, Marina.

SOURCE: Robert C. Lafayette. *The Cultural Revolution in Foreign Language Teaching* (Skokie, IL: National Textbook Co., 1975), p. 100.

Intermediate-Mid

Such materials as announcements of public events, popular advertising, notes containing biographical information, or narration of events may be prepared for the learners on the Intermediate-Mid Level. An activity focusing on skimming skills is presented below.

Activity 4

Goal: To develop ability to skim a written text quickly and effectively.

Directions: Read the text below and restate the main idea in the form of a title.

Technique: Skimming

Level: Intermediate-Mid

For the first time, household television watching in the United States surpassed seven hours a day in 1983, the Television Bureau of Advertising said Wednesday.

Television-watching time reached an average of 7 hours and 2 minutes last year, compared with the previous high of 6 hours, 48 minutes in 1982.

SOURCE: *The Christian Science Monitor*, February 23, 1984

Intermediate-High

Social notes, letters and invitations, short biographies, familiar news, and fictional narratives may be used in preparation of the Intermediate-High Level of reading activities. An activity in which learners have to extract relevant information from a selected article is presented below.

Activity 5

Goal: To extract relevant information from an article.

Directions: Read the sports news and prepare a written condensation of it.

Technique: Thorough Comprehension/Gist

Level: Intermediate-High

RLS Girls Move Closer to Second

Robert Louis Stevenson School moved within a half game of second place in Mission Trail Athletic League girls' varsity basketball with a 53-31 romp over Gonzales High last night at Stevenson.

RLS jumped out to a 30-13 lead in the first half. "We tried to fast break and get the ball down the floor as quickly as possible," said Pirate Coach Bill Hankison. "Christian Morrison made some super passes and set up Chandra Thompson. She also made a couple of baskets herself.

"They (Gonzales) were determined to shut Anya (Hankison) down," Hankison said. "She was double and triple teamed. That left some others open like Kerti (Nilsson), and she did a real good job. She had eight points in the first half." It also meant Anya was fouled a lot, and she made six of 11 charity tosses in the second quarter.

"It was good to get balanced scoring," Hankison said. "Cam Watkins (who alternates at point guard) was three of three from the floor for a career high six points."

Stevenson also won the junior varsity game, 31-23, behind 10 points by Kim Huggins. The Pirates are 8-6 overall and 5-5 in the league.

RLS 53, Gonzales 31

SOURCE: *Monterey Peninsula Herald*, January 27, 1984

Advanced

News items describing frequently occurring events, simple biographical information, social notices, and standard business letters may be utilized for the advanced readers. In the activity presented below, learners have the opportunity to develop their comprehension and skimming abilities.

Activity 6

Goal: To understand the main idea of a paragraph.

Directions: Read the paragraph and then choose the statement that best expresses the central idea.

Technique: Skimming

Level: Advanced

The obvious method of discovering whether the class has studied its work, and of prodding them on to study in the future, is to ask questions. Written questions with written answers are "tests," "quizzes," or "examinations." Horrible words. My soul sickens at their very sound. I sat through

so many hundreds of them.... Yet, I have never been able to think of a substitute and have yet to meet anyone else who has.

- (A) Hundreds of examinations have been given in the past.
- (B) Written questions are the best type of examination.
- (C) It is obvious that the class has not studied its lesson.
- (D) Tests are horrible, but no one has found a substitute.
- (E) Students must be prodded to answer the questions on a test.

SOURCE: A. C. Omaggio. *Testing Language in Context* (DLIFLC, 1981), p. 43.

Advanced Plus

Readings on specialty topics as well as texts containing factual information in non-technical prose can be used for the Advanced Plus learners. The activity presented below requires the ability to interpret main ideas and some contextual guessing.

Activity 7

Goal: To make inferences.

Directions: Read the story and write three questions that will unveil the motives of the occurring events.

Technique: Thorough Comprehension/Skimming

Level: Advanced Plus

And how did my good friend, who was a "wet-back," naturally, come off after three years of backbreaking labor and little pay in this glorious State of California? Did he accumulate a small fortune to bring back to his family below the Rio Grande? Did he save enough, at least, to permit himself a month's holiday with his loved ones?

He returned, as he came, with a torn shirt and a ragged coat, his pockets empty, his shoes busted, his skin tanned a little deeper from exposure to wind and sun, his spirit unquenchable but bruised, grateful, let us proudly assume, for the poor food he had been handed and for the lousy mattress he had been privileged to sleep on. He had one treasure which he could produce as evidence of the rewards of sweat and toil: a certificate for a cemetery plot which some smart aleck had sold him. How he would return to occupy this plot, at the appointed time, nobody had explained to him. Nobody could. He will never occupy it, we who sold it to him know. His place, gem that he is, is not in the Monterey Cemetery but in the bed of a fevered river, in the ruins of an ancient civilization, in the waste of a scorched earth.

SOURCE: Henry Miller. *Big Sur and the Oranges of Hieronymus Bosch* (New York: New Directions Publications, 1957), pp. 119-20.

Superior

Standard newspaper items, routine correspondence reports, and technical material in a field of interest can be used for designing reading activities on the Superior Level. In the cloze activity presented below, learners may develop their ability to comprehend a text thoroughly.

Activity 8

Goal: To develop reading competence in a second language.

Directions: Read the entire passage. Prepare the answers in subgroups of three. Discuss your responses with the entire group.

Technique: Thorough Comprehension/Group Cloze

Level: Superior

4 Soldiers Killed in Honduran Crash

TEGUCIGALPA, Honduras (AP)—A U.S. Army helicopter taking part in war games crashed in bad weather in the rugged mountains of north-eastern Honduras near the Nicaraguan border, killing four American soldiers and injuring six, the U.S. Embassy said Friday.

"There was no indication of any hostile action," an 2 communique said.

The accident 3 Thursday afternoon as the UH-60 Blackhawk 4 was en route from El Aguacate 5 base, 130 miles northeast of Tegucigalpa, 6 San Lorenzo on the 7 of Fonseca on the Pacific 8, the communique said.

"Adverse 9 kept rescuers and survivors trapped overnight in the 10 mountains, the embassy communique 11. The victims were not evacuated 12 Friday morning.

The survivors 13 taken to the Palmerola 14 base, 60 miles northwest of 15 capital. Three were in 16 condition and the 17 three in stable but guarded condition, the 18 said.

The names of the 19 were being withheld 20 relatives could be notified and 21 Maj. Bob Shields, press 22

officer at the Pentagon, said 23 night that they probably 24 not be available until today.

SOURCE: *Monterey Peninsula Herald*, January 29, 1984.

In summary, a psycholinguistic approach to reading provides insights into what goes on in the mind when a person reads and in this way supplies a base for the design of effective reading instruction. It is now more evident than ever, that reading skill in a second language requires specific training. In order to achieve the reading goals and to utilize a variety of techniques, texts should be selected from a variety of sources, and exercises should be carefully planned and sequenced according to student proficiency levels.

NOTES

¹G. Truett Cates and Janet K. Swaffar, *Reading a Second Language*, Language in Education: Theory and Practice, 20 (Arlington, VA: Center for Applied Linguistics, 1979), p. 3.

²Cates and Swaffar, pp. 16-17.

³Ronald Mackay, Bruce Barkman, and R.R. Jordan, eds., *Reading in a Second Language* (Rowley, MA: Newbury House, 1979), p. 1.

⁴James Coady, "A Psycholinguistic Model of the ESL Reader," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), pp. 7-9; June K. Phillips, "Practical Implications of Recent Research in Reading," *Foreign Language Annals* 17 (1984), pp. 285-96.

⁵Cates and Swaffar, p. 10.

⁶Coady, p. 8.

⁷Rhonda B. Friedman, "What We Might Learn from Acquired Disorders of Reading," *Language and Communication*, 2 (1962), 92.

⁸Friedman, pp. 94-95.

⁹Robert C. Lafayette, *The Cultural Revolution in Foreign Language Teaching* (Skokie, IL: National Textbook Co., 1975), p. 100.

¹⁰Frank Smith, *Psycholinguistics and Reading* (New York: Holt, Rinehart, and Winston, 1973), p. 5.

¹¹D.L. Fisher and M.S. Smith, "The Information Processing Approach," in *Language and Reading Comprehension*, ed. Stanley F. Wanat (Arlington, VA: Center for Applied Linguistics, 1977), p. 26.

¹²Lidia Woytak, *Classroom Reading Proficiency*, Unpublished Paper (Monterey, CA: DLI FLC, 1981).

¹³John Munby, "Teaching Intensive Reading Skills," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), pp. 145-47.

¹⁴Munby, p. 146.

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¹⁵T. de S. Poole, ed., *Trends in Content Analysis* (Urbana, IL: Univ. of Illinois Press, 1959).
¹⁶Jerzy W. Jarmasz, "Do Cloze Tests Measure Language Ability?" *Medium*, 6, No. 4 (1981), p. 73.
¹⁷Colin Harrison and Terry Dolan, "Reading Comprehension—A Psychological Viewpoint," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), p. 22.
¹⁸Mumby, pp. 142-45.
¹⁹Harrison and Dolan, p. 22.

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 Home Address _____ Phone _____
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Time _____ Date _____ Time _____ Date _____
 Time _____ Date _____

(Please list more than one time and date
 as we will have a limited number of consultants available)

Please write a concise statement (50-100 words) describing the type of assistance you desire. A few possible topics might be: 1. systems design; 2. equipment selection; 3. writing specifications; and 4. hiring lab staff/writing job descriptions. Send your statement along with this form to: Charles P. Richardson, Executive Director, IALL, Department of Modern Languages, Ohio University, Ellis Hall, Athens, OH 45701.