

## Strategies to Discuss with Students When Introducing Students to Longer Reading or Listening Activities

- Don't panic when you see or hear lots of words!
- Skim for words (or characters) you recognize.
- Listen for the gist of the story or passage. (I talk to my students about how I almost never understand 100% of what I hear on television or in the newspaper in Japan).
- Try to figure out what might come next (predicting).
- Look for clues from the "context" of the story.
- If you have a comprehension sheet to fill out, read the questions first to focus your reading/listening.
- Don't try to answer all of the questions at once; re-read or listen again to answer later questions.

As Paul Sandrock states in his October 2012 NCLRC newsletter article:

"Language learners will develop Common Core literacy in listening and reading when they practice strategies to figure out what the writer, speaker, or producer wants them to understand. This is not translation. Learners need to acquire a variety of strategies to access meaning, including hypothesizing about the meaning and then verifying as more and more bits of evidence emerge. Interpretive strategies to practice and to incorporate into assessment include skimming and scanning for key words and phrases to get the gist, predicting what might be in the "text," looking for clues in structures or from the context, verifying if potentially true statements are logical or not."

[http://nclrc.org/about\\_teaching/topics/feature.html#new](http://nclrc.org/about_teaching/topics/feature.html#new)

There is an excellent module on teaching Reading in Foreign Language classes by Janet Swaffar, Professor of Germanic Studies at the University of Texas at Austin, at <http://coerll.utexas.edu/methods/modules/reading/>