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Utilizing the Interactive Reading Model in a Continuing Education Course

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**Utilizing the Interactive Reading Model
in a Continuing Education Course**


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Submitted in partial fulfillment of the requirements for the Master of Arts in
Teaching degree at the SIT Graduate Institute, Brattleboro, Vermont, USA

October 2012

Thesis Advisor: Elizabeth Tannenbaum
Thesis Reader: Nathan D. Lahr

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Date: October 2012

Project Advisor: Elizabeth Tannenbaum

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Abstract

This paper seeks to provide an alternative method of reading instruction to female Saudi Arabian university students enrolled in a continuing education class for banking. Rather than a teacher-centered approach that relies on textbooks for materials development, a student-centered approach has been utilized in order to encourage participation, allowing the learners to have more input in the learning process. The use of student-generated materials allows for an authentic medium of communication, enabling students to practice their language learning skills using topics of social and personal relevance. From a teaching perspective, this is extremely important; it can increase students' motivation, stepping away from generic texts, which may have no relevance for an individual student. When students create the materials from their own experiences, they have a point of origin, which they understand, and a sense of ownership in their own learning process.

Beginning with a brief overview of the traditional methods of reading instruction in Saudi Arabia and some of the (negative) results, and moving to the particular reasons why reading poses such difficulties to students in Saudi Arabia, the author focuses on three main approaches. The use of the interactive reading model, student-generated, and authentic materials is explained followed by sample lesson plans to see how these approaches can be implemented within the classroom. The author will also include her evaluation and experience implementing these lessons.

Educational Resources Information Center (ERIC) Descriptors

Class Activities

Curriculum Development

Reading Comprehension

Reading Improvement

Reading Motivation

Reading Strategies

Reading Writing Relationship

Second Language Reading

Silent Reading

Student Developed Materials

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Introduction

According to Carrell, Devine & Eskey (1988), “Reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language” (Introduction section, para. 1). Why is this the case? As Nunan (1999) points out, “unlike speaking, reading [in a foreign language] is not something that every individual learns to do.” (p.249) In fact, one of the first ways to tell that a person is familiar with a foreign language is to converse with them, but very rarely are people asked to read text in a foreign language in order to prove their proficiency, other than in an academic or professional setting. More class time is spent teaching reading than any other skill in elementary and secondary schools (Nunan, 1999), yet many students who progress through their twelve years of education are still illiterate once they graduate. For years, being literate has been the sign of an educated person, but there are many students who fall through the cracks in the school system and are unable to read a foreign language.

Medina (2012) argues that, “For academic purposes, reading is most important because it is one of the most frequently used language skills in everyday life, as witnessed by the use of the Internet” (Literature Review section, para. 9). When searching for information on the Internet, most of it is published in English, so students are interacting with their L2 even if they are not consciously aware of it. On a daily basis, students utilize spoken language on a much more regular basis, whether it is through mass media, interacting with peers and families, or communicating in other social settings. In light of this fact, few opportunities exist outside of schools nationwide that teach the basics of reading and writing (Thonis, 1970) even though printed English material in the form of books, newspapers, reports, signs, and labels abound in

the everyday world. Thus, it is the responsibility of the classroom teacher to provide a basis for reading acquisition. By teaching students the skills and strategies needed to decode the written text, teachers ensure that students will be able to manipulate the variety of written texts with which students will come in direct contact once they leave the classroom.

From a second language point of view, the primary goal for a reading development program is to facilitate students with the tools necessary for them to be able to read text in another language independently, at a decent speed and with comprehension (Nuttall, 2005). As EFL/ESL teachers, we must be conscious that learning to read in a foreign language is a very difficult process.

Carrell, (1998) explains the problem by contrasting novice readers and skilled readers:

Novice readers...often focus on decoding single words, fail to adjust their reading for different texts or purposes, and seldom look ahead or back in text to monitor and improve comprehension. Such cognitive limitations are characteristic of young novices as well as of older, unskilled readers. In addition, readers who are older yet poor readers may have motivational handicaps such as low expectations for success, anxiety about their reading, and unwillingness to persevere in the face of difficulty (“Reading Strategies” section, para. 8).

On other hand, skilled readers are able to use different strategies to understand texts and are attentive, take notes, and can predict, paraphrase, and revisit the text when they are confused. In light of these differences, we have to be empathetic to our students and their struggles. In order to encourage students to read more, we need to make their foreign language reading interesting. If we treat reading as something that is fun and accessible to students, then students will be more inclined to read on their own (Nuttall, 2005).

Understanding that reading in a second language is quite difficult, I have begun to look for an alternative approach to teach reading in my classes that will be more helpful and

motivating to students. Instead of using a teacher-centered approach that relies on textbooks for materials development, I believe that a student-centered approach will encourage participation by empowering the learners to be the primary source of reading materials. This will include allowing students an opportunity to discuss topics for lessons, activities, and so forth. In addition, using authentic sources while learning to read will be more motivating to students because they will be using materials that they will eventually encounter in daily interactions and when they are working.

Furthermore, I hope to strike a balance between using whole language instruction and phonics. As Acuna-Reyes (1993) stated, “whole language instruction is the integrated teaching of listening, speaking, writing, and reading within a meaningful context.” (cited in Yang, 2005, p.25) It is based on the Comprehension Hypothesis, which according to Goodman (1982) and Smith (1994), “claims that we learn to read by understanding messages on the page; we ‘learn to read by reading’” (cited in Krashen, 2002, para.2). In theory, if teachers provide students with comprehensible material, then students should be able to make meaning of the text with the assistance of the teacher, but no direct teaching of proper reading skills will be required; students will simply learn the skills through the reading itself. If this were truly the case, which I do not believe it is, then the use of extensive reading materials would be an ideal way for students to read texts in which they are interested, which should assist in their learning processes without seeming to take as much effort as reading material that is of little interest to them. This method of instruction is more in line with the top-down reading approach as the students are relying on prior knowledge. On the contrary, the use of phonics is based on the Skill-Building Hypothesis, and more linked to the bottom-up reading approach. Because many students are not able to comprehend readings on their own, they need to be taught various strategies to make the reading

more understandable. In this method, students learn to read by recognizing and sounding out letters, which eventually become words. The teacher instructs the students, who in turn practice their reading skills to eventually enable themselves to read larger texts. Utilizing a combination of the two approaches will be more in line with the interactive reading model that I hope to use with my students because students need to be shown how to properly approach the text they are reading and also need to have the reading process reduced into smaller steps.

This paper explores the processes that I have undergone, attempting to make the reading process easier for the female students that I teach at Al Yamamah University in Riyadh, Saudi Arabia. After examining the traditional methods of reading instruction to which students have been subjected in the past and showing how these methods may have hindered students' reading progress, I will discuss some of the common difficulties that students in Saudi Arabia have when reading in English. Furthermore, I will provide lesson plans that I have used in my reading classes, analyze the lessons and student feedback, and provide recommendations on how to provide even more assistance to students in future reading programs.

Chapter 1: Reading for ESL/EFL Students

Historically, reading was seen as a passive process, whereby the reader did not have much interaction with the text. As seen in the “Mug and Jug” Model in Figure 1, the text resembles a container of water; it is full of meaning, which flows into the mind of the reader (Nuttall, 1982).

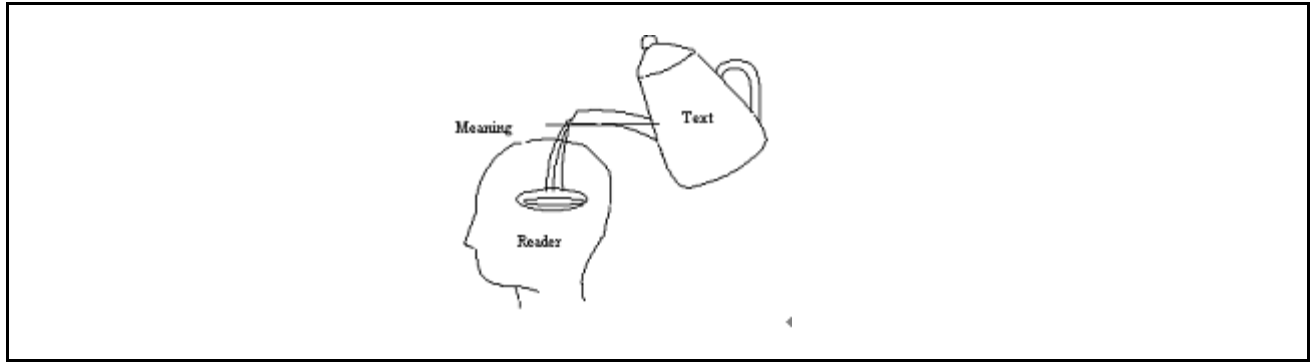


Figure 1. "Mug and Jug" Model (Page 16, n.d.)

However, this view is rejected by many educators ostensibly for its disconnect from reality. Difficulties and distractions inhibit students from absorbing meaning, causing the reader to misunderstand and misinterpret information. Nonetheless, these unintended consequences were exacerbated by the use of the Audio-Lingual Method prior to 1965, which prefaced listening over reading, speaking over writing, and had an emphasis on repetition and drills. Additionally, during the 1950s, most teachers preferred to use a bottom-up approach to reading, which was influenced by behaviorist psychology. Behaviorists claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" (cited in Omaggio, 1993, p.45). Luckily, many theorists, such as Goodman 1967, 1971; Kolars 1969; Warhaugh 1969; Smith 1971; Rumelhart 1977, recognized that reading is not a passive, but rather an active and interactive process in first or native language reading. More recently, second language or foreign language reading has been viewed as an active process as well (Carrell, Devine & Eskey, 1988). The 1960s saw a shift in the cognitive sciences, and behaviorism was exchanged for the new cognitive theory that represented the mind's ability to learn. Not only did this explain how humans learn their first language, it also impacted the ESL/EFL field, as psycholinguists were able to explain how foreign languages are internalized within the mind. A cognitive psychologist named Ausubel had a great impact on reading when he made a distinction between *meaningful*

learning and *rote learning*. He posited that learning that is not meaningful will not become permanent, and this emphasis on meaning eventually led to the top-down approach to L2 learning (De Debat, n.d.). The 1980s saw another shift to learner-centered language instruction, which viewed reading as interactive instead of the top-down or bottom-up approaches of the past.

Some may be unfamiliar with a few of the important terms that were listed in the previous paragraph. Therefore, some definitions of the reading models are discussed below.

Examples of Reading Models

As stated by Barnett (1989), there are three main models of how reading occurs:

1. *Bottom-up theory* argues that the readers construct the texts from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those smallest units becomes so automatic that readers are not aware of the process. Decoding is an earlier term for this process.
2. *Top-down theory* argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, historical) they already possess, then check back when new or unexpected information appears.
3. The *interactive school* of theorists – which most researchers currently endorse – argues that both top-down and bottom-up processes are occurring, either alternately or simultaneously. These theorists describe a process that moves between both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge,

language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading. (cited in Aebersold & Field, 1997, p.18)

It is clear that none of the models are without their flaws. Although the interactive model is not a perfect system, it is currently being used more frequently as it seems to provide a better synthesis of top-down and bottom-up processes. It will be interesting to see what changes will occur in the models in the future as new developments are made with regards to reading processes.

My Context

Another reason that I chose to focus on using student-generated materials in the classroom is because of my most recent teaching context as an English Instructor at Al Yamamah University in Riyadh, Saudi Arabia. Al Yamamah College was established in May 2001 by the Al-Khudair family and was promoted to a University in December 2008. The University has both a male campus and female buildings that are situated on the divided complex and offers a wide variety of concentrations in the fields of Business Administration, Computing and IT. Although both campuses offer similar degrees, the amenities are different between the campuses (women have a small gym and small bowling alley while men have a larger gym and basketball court), and the topics that are discussed vary depending on the sexes. As Joy (1985) mentions, "...according to the tenets of Wahabi Islam, women are not to socialize with men other than family members, education is sexually segregated. Because of this fact, the language curriculum has to cater specifically to the interests of each sex" (cited in McKay, 1992, p.61). After speaking with my male cohorts, I believe this statement to be true: they tend to discuss cars and driving with their students while the female students prefer to talk about shopping, traveling, and so forth.

I work for the Saudi INTERLINK Language Center, which has a partnership with the university to provide intensive English lessons to students who wish to pursue work or study in the United States. The objectives and teaching practices at INTERLINK are based on a heuristic philosophy centering on student participation and a focus on the whole learner. As such, the teaching is not done from a textbook, but rather through experiential learning and hands-on activities. The eight-level English language preparatory program is designed to allow students to progress over the course of two years so that they may eventually enter into academic courses. All incoming students are required to take a placement test to determine their class level. The students matriculate through eight different courses and take both Reading/Writing and Communication classes for each level within eight-week terms. For both types of courses, communication and reading/writing, there are three main core projects that students must complete: a group core project, an individual core project and an independent listening project in addition to suggested extensive reading, maintaining a portfolio and taking two Common Assessment Task (CAT) tests. As far as reading is concerned, the CATs contain a reading portion only if they are to be used in the reading/writing courses. Generally, there is a reading passage of variable length that corresponds to the class level followed by a mixture of comprehension questions, fill-in-the-blank, short answer, and multiple choice questions. The first two projects are designed to allow students opportunities to use language outside of class and help them work on collaboration among classmates in addition to research skills and individual study, while the listening project encourages the practice of listening to English outside of class. The lessons are supposed to have thematic continuity as well. The reading and writing classes also have core projects, but they are organized around categories of activities that allow for the use of texts or passages on various topics to promote reading ability. In place of the listening project, students

are expected to complete an independent reading project. Students must also complete extensive readings, keep a portfolio and take the CATs. Assessment of student progress and proficiency is holistic and on-going. Taking place practically on a daily basis, assessment involves the students' out-of-class assignments, participation in class discussion, daily progress, individual and group work, and preparation for all in- and out-of-class learning activities (Al Yamamah University, 2008, "Main Services" section, para. 1).

The curriculum includes both extensive and intensive reading, and there are specific reading objectives for each level. The objectives build upon each other from the first level to the final level. At the most basic level, students need to be able to produce the English alphabet, and they slowly progress to comprehending and identifying information from very basic short (e.g. one paragraph) texts to short stories, narrative texts, authentic texts, academic texts and online scholarly journal articles. Additionally, they must also learn to identify main ideas and specific details of texts, use basic reading strategies such as skimming, scanning, drawing inferences, SQ3R, predicting, critiquing, as well as paraphrase, analyze and synthesize ideas (Saudi INTERLINK Benchmarks and Objectives Source Document, 2011). From a teaching perspective, the aforementioned reading objectives are extremely difficult to administer mainly due to the students' low proficiency level in reading. Since students do not appear to have been taught any of these strategies in their L1, let alone in English, they generally have a difficult time with reading, comprehension, and analysis of texts. Furthermore, the short length of the terms do not adequately allow for time to effectively teach the reading objectives to students.

Most of the female students range in age from 18-30, come directly from high school and take courses within the INTERLINK program before they move on to academic courses within the students' majors of Business Administration, Computing and IT. The academic courses are

conducted in English, and students are expected to be proficient enough in English to converse with each other and perform tasks without referring back to Arabic. Classes generally have 10-20 students, the majority of which are Saudi Arabian, with a few others from North African and Middle Eastern countries. Thus, they all speak Arabic with varying degrees of English. Most students' socio-economic levels range from upper-middle class to elite. Personally, I believe that this has a negative effect on their behavior in class as many students see themselves as privileged and above any classroom policies and procedures. In fact, they may even be able to contest a grade “since a low grade given to an individual of high status can have a negative effect on the school” (McKay, 2002, p. 63) and may result in the teacher being fired unfairly, a class being cancelled or extended, etc. Furthermore, once students finish their degrees and sometimes during their studies, the students will marry and will become housewives; therefore, they might be less motivated to do well in school because they may never have the opportunity to use the skills they have learned outside of an academic context.

While I was writing my IPP, I was teaching a continuing education course that is outside of the regular INTERLINK program. Within this program, students can choose to take Human Resources, Insurance or Banking. The students are not as affluent as those at INTERLINK and receive money from the government to take the courses. From what I have observed with my students, sometimes this makes them a little more diligent and motivated than those students in the INTERLINK program, but this is definitely not the case for all of the students. I still have many who are not on task and do not participate in class activities. I taught banking to two mixed-level classes; each class had approximately 20 students. Both sections had a range of students, from false beginners to intermediate, although the median was probably the A1 level in the Common European Framework of References for Languages (CEFR) as shown in Appendix

A. Students were assessed based on attendance (10%), discussions (10%), homework/projects (20%), one midterm (20%), and one final exam (40%). Students attended two-hour classes Saturday - Wednesday for eight weeks, for a total of 80 contact hours of classes. Lessons were based upon materials from a course book that was assembled the previous term from various textbooks, student-generated materials, and authentic materials.

The Educational System in Saudi Arabia

As part of the Saudi educational system, students are taught English as a foreign language at the last level of the primary schools, as well as the intermediate and the secondary schools. Students begin learning English in the 6th grade and continue studying the language about six hours per week until the 12th grade. The Ministry of Education designed the curriculum in 1954, and the teachers are generally non-native speakers hailing from other Arab countries as well as some who have graduated from local universities in Saudi Arabia. Although they may study to be EFL teachers, they do not acquire adequate skills to teach real-life situations in the classroom and lack some aspects of English. Additionally, they do not have the opportunity to observe current teachers in the classroom and practice speaking English in the classroom. According to Alresheed (2008), who conducted a study in the Qassim region of Saudi Arabia in 2008, teachers who study in the “four-year English teacher program at the departments of English in colleges of education at the different universities in Saudi Arabia [are] prepare[d] to teach English at the public schools of Saudi Arabia. In these four years students receive an intensive English course accompanied with courses in linguistics, phonology, morphology and syntax, English literature, teaching methods, and courses in education. The four-year of English teacher program at the English departments in colleges of arts prepares students to be experts in the English language”

(“Teacher Preparation” section, para. 3). There is no mention of in-service training of any sort that would allow the teachers to receive hands-on training in the field.

Alresheed (2008) noted some reasons why EFL learners, such as those in Saudi Arabia, have difficulty with English. Among the more salient reasons were the nature of the country and the fact that those who come from outside of Saudi Arabia to work in the service industry tend to stay for a number of years and learn Arabic, so Saudi citizens do not need to speak much English in their daily lives. Even though people who work in the shops and drive taxis might not be from Arabic speaking countries, they quickly learn Arabic in order to survive and communicate with local Saudis. Thus, English is not used in the society, and students do not need to speak it in order to survive; therefore, they are not motivated to learn the language. Furthermore, teachers tend to emphasize reading and writing skills rather than speaking skills; students generally do not pursue higher education degrees where they would need to use English, so they only learn enough of the language to pass their exams and proficiency tests.

Although the Government of Saudi Arabia places much emphasis on the teaching of English, the Ministry of Education’s main reasons for wanting students to learn English is so that English-educated citizens/adherents can defend Islam against criticism. In fact, many people fear that teaching English will have an adverse effect on the students as the students might adopt the culture and values of the language they are learning. Nevertheless, King Abdulaziz thought learning English would help spread the Islamic faith, and he believed that the prophet Mohammed allowed Muslims to learn the languages of other people (Alresheed, 2008, “Literature Review” section, para. 6).

Although men and women study in separate schools, they share the same textbooks, are taught using the same teaching techniques and study the same amount of time during school. As

for the textbooks themselves, according to Al Nafjan (2012), “Saudi religion textbooks ‘have focused far too much on the lowest educational and skill objectives, such as rote memorization and classification, and neglected entirely the objectives of analysis, problem-solving, and critical thinking’” (para.6). Anderson (2005) provides great insight into what Arabic students generally learn prior to attending college:

They are taught the order of the alphabet, how to say the names of the letters so they can write down words that are spelled to them. They are also shown how to write lower and upper-case letters. From then on, they are expected to automatically decode words written using the rather chaotic English spelling system where there is no one-to-one correspondence between letters and sounds (unlike Arabic). Is it any surprise that many Arab students struggle with reading? (“What do we teach our students” section, para.1)

Because most of the EFL teachers are non-native speakers, the Ministry of Education “assigns teachers with experience and knowledge of teaching English to work as English language teaching supervisors” (Alresheed, 2008, “Literature Review” section, para.10). They also observe classes, conduct evaluations, and decide which teachers require further training and which should be promoted.

Al-Kamookh (1981) notes that most English instruction in Saudi Arabia uses the Audio-Lingual Method (ALM), which is useful when teaching reading, writing, and grammar but is lacking when it comes to speaking (as cited in Alresheed, 2008, “Teaching Methodology” section, para. 1). Additionally, many of the teachers pick and choose which aspects of the ALM to follow, and many do not use the English language laboratory that allows students to listen to native English speakers and authentic sounds. As a consequence, many Saudi students are unable to hold basic conversations in English. Brown (1987) surmises they are missing a vital piece of

the ALM, which has one of its goals to afford students with a basic ability to communicate in English (as cited in Alresheed, 2008, "Teaching Methodology" section, para. 1).

Furthermore, some teachers rely on the grammar translation method, the cognitive code learning, and the direct method, yet they are not expected to provide students with the skills that will enable them to be able to communicate adequately in English (cited in Alsaadat, 1985). Even though there is a great deal of criticism associated with the ALM and the grammar translation method, they are still used in Saudi Arabia for English instruction. The Ministry of Education often conducts studies in order to evaluate the effectiveness of the English teaching program, and they were surprised to discover that students do not seem to be learning much English and their achievement is decreasing. In one such study noted, Okaz (1991), states that:

After thirty years of introducing the teaching of English in the country, the Ministry of Education in the studies that it conducts, discovers the weakness of the achievement of students. Among the sad results is that after six years spent in learning English, students may not be able to write their names in English. Add to this, many of the sad occasions when university graduates work in an English speaking environment where the kind of job they have necessitates that they travel abroad and interact with English speakers. These people may not be able to introduce themselves in one English sentence. It will not be an exaggeration to say that some people may not be able to read the airline ticket and may ask someone who could to read it for them." (as cited in Alresheed, 2008, "Problems" section, para. 2)

Alresheed provides an insightful look at some of the problems associated with the acquisition of English in schools. For example, although a majority of schools are using traditional teaching methods like the ALM and the grammar translation method, they may see

improvement if they were to incorporate more modern communicative methods into their lessons; schools are not utilizing the language laboratories and they lack audiovisual aids necessary for students to practice listening to English at home; EFL textbooks contain references to desert life and Arabic heroes, which makes EFL students less knowledgeable about more common subject areas such as modern advanced technologies, traveling situations, etc.; teachers are weak in speaking English and have problems with the teaching methodology and the English language sound system; and the very fact that students are studying English in a conservative country like Saudi Arabia lends itself to motivation issues as some students may feel the act of learning English and Western culture may put their own culture in jeopardy. Other studies that were conducted in the Qassim region identify the following factors as problems with learning EFL in Saudi Arabia: “lack of motivation, attitude to English (culture), huge social distance between the two cultures, lack of exposure outside the classroom and finally the use of traditional methods in teaching” (Alresheed, 2008, “Problems” section, para.10).

Chapter 2: Why is Reading So Difficult in Saudi Arabia?

Although there are similarities between reading in a first and second language, as teachers we cannot assume that “learning to read in a second language is simply a mapping process during which the reader uses the same strategies in precisely the same manner” (Drucker, 2003, p.22) as students would while reading in their first language. There are many factors that influence reading in a foreign language, some of which are mentioned below.

Reading as an L2 Learner

L2 readers do not have many of the advantages that most L1 readers have. Most L1 readers have learned thousands of words by the time they start reading books, and they are more aware of rudimentary grammar in their first language, (Aebersold & Field, 1997) whereas L2

readers have not. Additionally, older L2 readers possess certain skills that are much more helpful in the reading process than younger L2 readers. This includes practical, real-world skills; higher-order thinking; utilizing strategies; and more incentive to read on their own (Aebersold & Field, 1997).

Why Students Struggle with Reading in Saudi Arabia

Cultural orientation plays a significant role in the way that people read. Aebersold and Field (1997) point out that “those who learn to read by reading sacred scriptures, such as the Koran or Bible, absorb the belief that text equals Truth...[and] those whose culture emphasizes a more oral or storytelling tradition may use a text as the basis for creative or playful expression, but they may not share many of the assumptions about interacting with the text that will make them successful in school settings” (p.29). These last two points are especially important within a Saudi Arabian context. Most western students are taught to interact with texts, to question them and try and understand the voice of the writer. Furthermore, they understand that texts in English may not be truthful; they could in fact be quite slanderous and subjective, requiring the reader to find meaning in subtext and develop his/her own opinion. The ability to analyze the text and bring in personal viewpoints is something that will not come naturally to a Saudi student, and it will be even more difficult if the student is not familiar with the terminology or the actual content of the text. Because they have been brought up to view texts such as the Koran and textbooks to be truthful, they would not even consider questioning the information that is found within books. Osterloh (1986) believes that “in order for a student in an Islamic country to analyze a text and test its validity, he will have to go through a series of new social experiences. He has to learn that in Western civilization something written is man-made, and that everything is to be seen as an individual presentation or personal opinion that can be contested” (as cited in McKay, 1992,

p.62). Analysis and questioning of texts is something that has to be explained and taught to students, and being able to differentiate between important and unimportant information will also prove to be a difficult task for many students. Consequently, religion affects what is appropriate to teach and how it should be taught in Saudi Arabia, which teachers must consider.

Another factor that Gabb (n.d.) mentions is that learners whose language is more oral-based than text-based have a difficult task becoming readers because they have to learn that “written language is not ‘just speech written down’; written language is a special way of using language” (p.16). Once they realize this and are given strategies to help them work with texts, then they can learn to become fluent readers. Teachers should encourage discussions with students to make them aware of the differences between speech and written text to make the transition easier. Furthermore, Gabb has also found another problem which students more confident in oral language than print might have: a “lack of understanding about how the printed word makes various kinds of demands on a reader—demands that are very different from those required in speaking and listening” (n.d., p.16). Brown (2006) notes a few of the key differences between reading and listening: readers have the ability to skim a passage but listeners cannot skim; listening is done in real time and cannot be heard a second time, unless the listener asks something to be repeated, while readers can repeatedly refer back to the text; readers can use cognates (words that are similar in two languages) to help them understand texts, but this might not help when listening as cognates sometimes sound differently; and when listening, students have to contend with reduced sounds and blended words, which only add to the confusion (pp.2-3).

In order to get a better understanding of common problems that Arabic students have when reading in English, David Anderson (2005) asks teachers to think about the following questions:

Reflection: Is Top-Down Reading Successful?

Think about the Arab students you know.

1. How successful are they at reading?
2. How would you characterize the difficulties they have?
3. Do elementary and advanced readers have different kinds of problems or is it simply a question of degree?
4. Do you think the current approach to reading...addresses these difficulties?
5. How well do your students spell? [This may seem an odd question for a discussion of reading, but as Ryan (1997, p.184) notes, "when teachers examine the spelling problems of their learners, they are observing the visible signs of a reading process which has only been partially absorbed." If students write 'plan' instead of 'plane', how quickly and accurately would they be able to read the words 'plan' and 'plane' in a text?]
6. Do you think your students should be able to read aloud words they might not necessarily understand? (p. 2, para.2)

Reflection: Bottom-up Processing

Think about the Arab students you know.

1. Do you think they have good letter recognition and word identification skills?
2. Do they get letters confused, for example when spelling aloud?
3. Do they have poor copying skills?

4. Do they fail to attend to punctuation, capitalization, paragraphing conventions etc.?

For example, a student might ask "What does Edinburgh mean?" as they fail to notice the capital letter for proper names.

5. Do they sometimes misread basic words (for example they read 'take' for 'talk' or 'enjoy' for 'enough')?

6. Do they find it difficult to accurately read a simple text aloud without undue hesitation and with appropriate intonation?

7. Do they spell the same word differently in the same piece of writing?

Do they sometimes misread a word that you know they know? (For example, a student might not be able to decode the word 'calculator' in a text, but can name one when you point to it.) (p.3, para.3)

Students who use Latin script in their native languages generally do not have difficulties using a top-down approach. However, for Arabic speakers, reading remains a “psycholinguistic guessing game,” as coined by Goodman (Anderson, 2005, “An Alternative View” section, para. 1). Thus, before a reader is able to use the top-down approach effectively, he/she must be able to use a bottom-up approach of letter recognition and word identification. Those teachers who answered “yes” to the second set of questions are likely to have students who are deficient in using bottom-up processing skills. Even though students may score high on comprehension tests, they may in fact be weak readers who are utilizing various strategies in order to get at the correct answer without truly comprehending the text. As Anderson (2005) notes, “A typical example is a student who spots an unusual word in the question, locates it in the text as though doing a word search puzzle, and simply copies the information around it. In actual fact, little comprehension may be involved” (p.3, para.4).

Chapter 3: How to Teach Reading

In order to teach reading effectively, teachers need to have a basic understanding of the interaction between reader and text. One way that has helped teachers develop this understanding is the creation of models that describe what happens when people read. The research into reading models has only been around for approximately a century. According to Samuels & Kamil (as cited in Redondo, 1997), this is “because the tradition of conceptualizing knowledge and theory in explicit reading models was not established until the mid-1950s to 60s” (p.141). Although there are a variety of classifications of reading models, such as psycholinguistic, serial, interactive or compensatory, this paper will strictly focus on the interactive reading model.

During the reading course that I taught, I chose to utilize a combination of the interactive model, student-generated and authentic materials, and extensive reading in order to keep the interest level of the students at a maximum. The variety also enables them to practice using reading strategies on a variety of reading texts.

Interactive Reading Model

The word “interactive” is quite common in the studies of reading today. According to Redondo (1997), “At times it is used for the mental processes that occur in the reader's brain, or else for the interaction of elements that make up the text, and at other times it describes the different reading models” (p.154). Figure 2 shows a representation of the relationship between the reader and the written text, which is the main focus of this paper. The diagram presents a very simple way of understanding the interactive model, which “takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text” (De Debat, n.d., para.32).

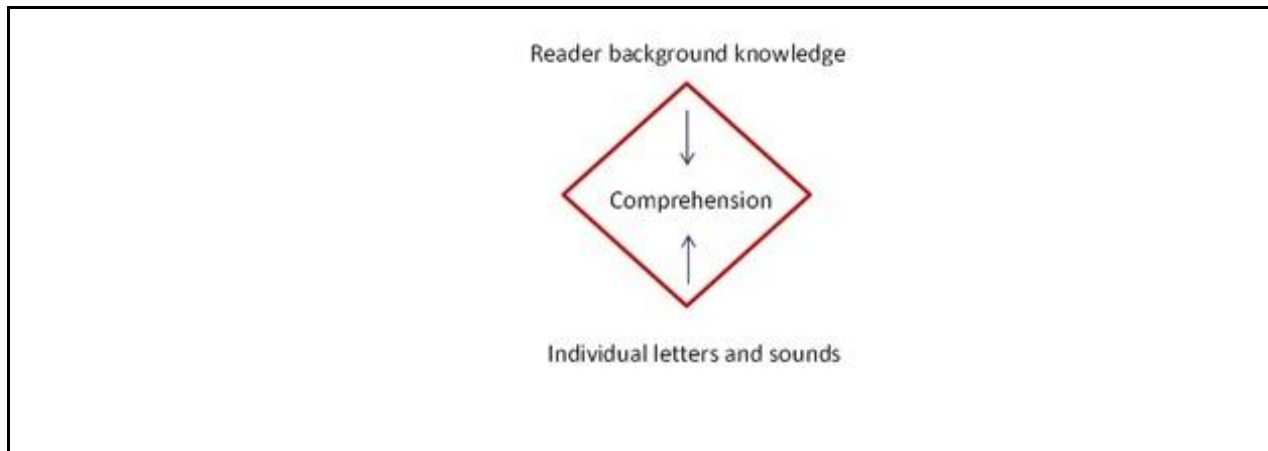


Figure 2. Interactive approach to reading (Page 16, n.d.)

The interactive model is still a relatively new concept and proponents are still devising ways to effectively use it within the ESL/EFL community. However, it is suggested that “top-down tasks may easily be supplemented with bottom-up ones in the areas of vocabulary development, extensive reading, reading rate, and discourse knowledge” (De Debat, n.d., “The interactive model” section, para.2). Vocabulary development is essential for reading, and it is very difficult for second language learners to build their vocabulary successfully in English. As teachers, we can assist vocabulary acquisition by helping students develop their vocabulary identification skills by using rapid word-recognition exercises: “For instance, reading words aloud that are flashed for a few seconds, or having students quickly identify identical words from a string of similarly spelled ones, trains students in the fast visual recognition of words and phrases” (De Debat, n.d., “Vocabulary development” section, para.1). Students must also familiarize themselves with synonyms and antonyms, collocations and idioms, superordinates, and the various rules of word formation. Extensive reading can be used to promote fluency. In order to improve students’ reading rates, the use of timed and paced readings should also be

incorporated into a reading program. Finally, “making students aware of the rhetorical organization of texts also contributes to reading fluency and efficiency,” (De Debat, n.d., “Discourse knowledge” section, para.1). Thus, students also need to be able to recognize textual features and to differentiate between genres. De Debat (n.d.) suggests various activities that can assist with improving discourse knowledge, such as “displaying cohesive devices (substitution, ellipsis, reference, and conjunction) [see Appendix B]; creating headings; unscrambling paragraphs; and locating discourse markers that signal specific relationships, such as compare-contrast and cause-effect.” (“Discourse knowledge” section, para.1)

Implementing Reading Strategies

Utilization of the interactive reading model also puts more of a responsibility on the teachers to act as facilitators of the reading process rather than monitors of performance. Winograd and Hare (1988, p. 134) offer five recommendations for teachers to follow for successful instruction of reading strategies: “Explain the strategy to be covered in the lesson, describe the importance and benefits of using the strategy, model how to use the reading strategy, highlight when and where to use the strategy, and show students how they can assess whether they are using the strategy successfully or unsuccessfully” (Medina, 2012, “Literature Review” section, para.6). Teachers need to be as explicit as possible when teaching reading strategies because more often than not, reading strategies are a new concept for students. Therefore, the more background information and instruction about the strategies the teacher can give, the more likely the students will try to learn the strategies and use them while reading. If the students are shown how and when to use the strategies depending on the texts and purposes of their reading, then they will learn to make this a habit for future reading. Teachers should also make suggestions for classroom procedures that include the students reading authentic texts to

experience that not all L2 texts are equal, finding out about students' backgrounds and interests in order to select reading material that they would like to read, having students read longer texts, directing reader attention by having students reread texts from another point of view, and encouraging students to read texts in a neutral manner at first and forming their own opinions afterward (Swaffar, Arens & Byrnes, 1991).

In order to assist with bottom-up processing, I will be utilizing some strategies obtained from a report issued in 2000 by the National Reading Panel entitled "Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction." The Panel reviewed over 100,000 studies based on predetermined criteria in order to assist administrators, teachers, and parents on how to teach their children how to read. A guide was created by teachers and administrators called "Put Reading First: Kindergarten Through Third Grade," which describes the findings of the report and provides analysis in the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. I will incorporate some of these bottom-up processing strategies into my lessons as well as other strategies, such as questioning the meanings of words, using dictionaries, questioning clauses or sentences, questioning grammatical structure, restating ideas, paraphrasing and rereading (Salataci & Akyel, 2002, "Results and Discussion" Section, para. 5). Top-down processing strategies that may be implemented include prediction, confirmation/modification of predictions, inferences, prior knowledge, text order, question/assess/comment, personal comment, skimming/scanning, reference, visualizing and summarizing (Salataci & Akyel, 2002, "Results and Discussion" Section, para. 6).

Throughout the term, students will be exposed to a variety of reading materials, which are shown in the Scope and Sequence in Chapter 4, and will be taught how to use reading strategies based on the different types of text and their purpose for reading. Teachers in the English Language Teaching Unit at Chinese University have produced an extensive typologies of reading strategies lists (see Appendix C) that they believe will help second language learners increase their reading speed and comprehension. I will be utilizing these strategies in my lessons as I try the following classroom techniques with my students (Grellett, 1981, pp.12-13):

- ordering a sequence of pictures
- comparing texts and pictures
- matching, using illustrations
- completing a document
- mapping it out
- jigsaw reading
- reorganizing the information
- comparing several texts
- summarizing
- note taking (as cited in Nunan, 1999, p. 264)

To teach the reading strategies, I will use two different methods: the Experience-Text-Relationship (ETR) method and the Reciprocal Teaching method. Carrell et al (1989) was the first to use ETR in an L2 context, and the procedure involves three steps: “In the first step (E), the teacher starts a discussion to activate students' background knowledge about the topic of the passage to be read and to motivate them to read. In the second step (T), the teacher asks the students to read short parts of the text and asks questions on the content of the text. In this way,

the teacher tries to make sure that they understand what they read. In the third step (R), the students are encouraged to relate the content of the text to their personal experiences and knowledge. In other words, they are encouraged in personal engagement. During the reading of the texts, the teacher tries to model the cognitive processes involved in the comprehension of the text” (Salataci & Akyel, 2002, “Method” section, para. 5). The Reciprocal Teaching method was first used in the EFL context by Song, and it involves the following:

Students and teachers tak[e] turns in leading a dialogue concerning the use of a reading strategy during the reading of the text. The teacher's modeling of the strategy prepares all the students for the role of group leader who will demonstrate the strategy use. In the next step, the teacher assigns one of the students to be the group leader. The students are constantly reminded that the aim of these activities is to help them improve and monitor their own comprehension (Salataci & Aykel, 2002, “Method” section, para. 7)

I will try to use a variation of the procedure used in a study conducted by Cotterall in 1999 for ESL students that was later modified by Salataci & Aykel, 2002):

1. The students and the teacher looked at the title of the selected text and made predictions about the likely content of the passage, based on the title. The teacher encouraged the students to activate their background knowledge related to the content of the text.
2. The class was divided into groups of three or four. Before they started reading the passage, the teacher read the first paragraph and demonstrated how to (a) summaries and find the main ideas in that paragraph, (b) predict what will come next, and c) seek clarification of any comprehension difficulties. At this stage, some repair strategies

- were introduced to the students such as re-reading problematic parts, reading on until the meaning becomes clear, using the context to guess the meaning of unknown words, visualizing the event in the text, and asking the teacher or friends for help. Then one of the students in each group volunteered or was asked to become group leader and followed the procedure described.
3. The teacher observed each group and provided further explanations about the procedures and/or use of strategies and encouraged students to take part in the activity.
 4. As mentioned earlier, the steps followed in this study were generally similar to those in the Cotterall (1990) study. In addition, as part of the class activities, the students were also given a worksheet requiring them to write down (a) their predictions, (b) the questions they asked to locate the main ideas, (c) their summaries, and (d) their comprehension problems and possible ways of solving the problems they faced while they were reading the passage. In a way, these worksheets provided a written record of the progress of each student during the strategy instruction.
 5. After the text was finished, the whole class discussed the main ideas together. The teacher especially encouraged the students to relate the content of the text to their personal experiences in line with the aims of ETR. Following Cotterall's (1990) instructional model, the students were allowed to use their mother tongue (Turkish) if they asked to do so to make it easier for them to participate in the discussion.
 6. Worksheets containing the same type of exercises described in step 4 were also given to the students for homework to apply in a different text. ("Method" section, para. 8-13)

Student-Generated Materials

What exactly are student-generated materials? They are materials that recycle learner language in order to help students be self-reflective (Thomas, 2011). Most information that I have found on the topic is related to the use of on-line technology, but I have also seen it in relation to writing and reading. Other closely-related terms are learner-generated materials, learner-generated content, learner-generated texts, student performance content, and students as producers (Sener, 2007). I will be using student-generated materials as much as possible during the term to allow students the chance to receive more from their reading experiences in the classroom. Because the students will be the primary authors of the general texts that they will be reading, students should have an easier time with the readings than with those featured in textbooks since familiarity with text topics enhances reading performance (Swaffer, Arens & Byrnes 1991).

The use of student-generated materials presents a shift in traditional teaching methods, which sees students as content consumers since they interact with materials that have been created by teachers, vendors and professional writers and are expected to show how well they have understood the materials (Sener, 2007). With student-generated materials, students have more control over what and how they are learning. When using materials that students have written as samples to discuss problem areas, the students can focus on one problem at a time, which might help them retain more information. Plus, students might better notice the mistakes while working in groups or individually, much more than they would have if the teacher had corrected the mistakes on the assignment itself. Working with student-generated materials during class time also guarantees that more students will work on the revisions that might be too difficult or tedious for them to work on at home (Sener, 2007). Generally when students submit

work to teachers, the teachers grade the material and return it to students who often do not review it again. However, Sener (2007) believes that the materials can have a more lasting affect and can be helpful “to future students (e.g. by creating learning resources), to society (e.g. by using student work to create actually useful products), and to the students themselves (e.g. via inclusion in portfolios; as a means to improve the learning experience)” (“Creating Products” section, para. 1). As stated in an article entitled Learner Generated Texts (n.d.), there are many types of learner-generated texts, such as:

- Shared experience
- Students’ newsletters
- Picture stories
- Responding to a visual
- Using a volunteer/higher level student as a scribe
- Transcribed taped conversations
- Journal entries
- Texts for wordless books
- Photo books
- Class posters
- Overheard student stories (“Types” section, para. 1)

One method that I would like to experiment with this term, time permitting, is the Language Experience Approach (LEA). LEA is one of the traditional methods to produce learner-generated texts and help promote literacy development. According to Morales and Gordon (1985), “The basic premise of the method is that an effective way to help students learn to read is through their own words. Students relate an experience and a scribe (teacher, tutor,

parent or more knowledgeable student) writes down what they say. The transcription is then used as a literacy source” (para.1). Once the text has been created, the students are able to manipulate it in a variety of ways, depending on the goals of the teacher. It is an extremely beneficial activity as it provides an opportunity for students to reflect their own experiences and retell the story in their own words. Thus, it is more meaningful to students and allows for a more relaxed learning environment for the students.

Authentic Materials

Using authentic texts, as opposed to those that have been simplified according to the readers’ level, should also prove to be beneficial to students because the speech is more appropriate for what students would hear outside of the classroom rather than in texts that are published for students (Swaffer, Arens & Byrnes, 1991). Authentic materials, as described by Heitler (2005) are “any texts written by native English speakers for native English speakers” (p.5, para.1). Gebbhard (1996) mentions that there are three categories of authentic materials:

1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: slides, photographs, paintings, children’ artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books,

greeting cards, grocery coupons, pins with messages, and bus schedules. (as cited in Lingzhu and YuanYuan, 2010, "Authentic materials" section, para. 4)

For the purposes of this paper, I will try to incorporate a bit of each in order to provide variety within the lessons. With relation to banking, students will be shown copies of actual forms and applications from real banks so that they will be able to learn the items within the banking context. They will also listen to authentic audio materials, some related to banking and others related to general English, while reading in order to reinforce the language that they are learning.

Hwang (2005) recommends using popular authentic materials because they are relevant to the learners' lives, and the language is realistic to speech that native speakers will use. She recommends the following materials to use in class, which I will also introduce to my students (Hwang, 2005):

- Books: Chicken Soup for the Soul series, Don't Sweat the Small Stuff series, The Seven Habits of Highly Effective People series
- Magazines: Reader's Digest, Good Housekeeping, Time, Newsweek, National Geographic
- Video/Audio: MSN Video (MSN provides video clips from NBC news, etc.); "Behind-the-Scenes" on cable movie channels (p.9)

Extensive Reading

Utilizing an extensive reading program is an effective way to get students used to reading longer texts as well as applying reading strategies to the texts. These strategies can include previewing the text to identify the topic, main idea, organization; clustering; reading actively by asking questions and then reading for answers; inferring unknown vocabulary by using context

and parts of words to work out the meaning of unknown words; using background knowledge to understand new ideas; predicting what is to come; reviewing what they have read by going back over the text and summarizing it; and so forth. In theory, if students are introduced to reading strategies, then they should be well on their way to becoming fluent readers. However, this is simply not the case. Gabb (n.d.) put it very well when she said that “strategies are only successful when accompanied by one thing: practice. The message arrives through using the medium: To become a reader we have to read” (p.18). Extensive reading, also referred to as sustained silent reading, provides a great opportunity for students to practice reading on their own terms as they are allowed to choose the type of text they would like to read. Furthermore, if they are unable to complete a book due to difficulty or choose not to complete a book they find boring, then they are able to choose additional books that they will like better.

Because building an extensive reading library can be expensive and requires a dedicated space for the books, whether it is in the classroom or school library, the majority of the texts that students will read will come from on-line resources, from donated books, and from books available in the university library. Students will be able to access the texts from their personal computers or phones at any time and have the option to print the texts or read them from the screens, making this an extremely convenient alternative. Furthermore, texts will include a mixture of genres (newspapers, magazines, books, etc.) that students can read and listen to from websites such as:

- Voice of America (<http://www.voanews.com/>)
- Voice of America: Learning English (<http://learningenglish.voanews.com/>)
- The Times in Plain English (<http://www.thetimesinplainenglish.com/wp/>)

- English as a Second Language Podcast
(http://www.eslpod.com/website/index_new.html)
- Project Gutenberg (<http://www.gutenberg.org/>)
- National Geographic (<http://www.nationalgeographic.com/>)
- National Public Radio (<http://www.npr.org/>)
- BBC (<http://www.bbc.co.uk/>)

Students will be able to read during class for a pre-determined length of time on designated days and will be expected to read outside of class as well. Time will be given during class for students to discuss their books with a partner at intermittent intervals throughout the term. The extensive reading will not be graded and student progress will be monitored in a way that will not deter the students from continuing to read. For example, once they have completed the text, they will have to answer a few questions about what they read and have the option to write about their opinion of the book for other students. Other options that I might pursue include having the students write in a double-entry dialogue journal for each chapter of their book. To do this, students will divide the paper page into two with a vertical line down the center. On the left side, they will copy down short quotes from the original text that they find interesting in some way. In the right column, they will write personal responses to the quotes on the left (Litwiller, 2011.) I will also keep a record of what each student reads and any problems that she encounters so that I can see if students are not progressing and provide assistance, if necessary.

Chapter 4: Materials Development

Course Rationale

Since reading is one of the most difficult skills for students to acquire in their L2, I would like to design the course to make the reading process as manageable as possible. In order to encourage

students to make progress throughout the course, I have chosen to base the scope and sequence on two underlying beliefs:

- *Lesson planning should be a cooperative process between students and teacher.*

If students are not accustomed to the particular instructional approach used by a teacher, they might resist some of the instructional activities. However, if the rationale and objectives for the proposed lessons are explained to students, language learning will be more successful because the students will have a better understanding of the teacher's expectations as well as what is expected of them throughout the course.

- *Motivation is a key factor with regards to reading.*

In order to encourage motivation and ensure that students participate in classes, I will be relying on authentic and student-generated materials for the lessons. The rationale is that students will have a more vested interest in the class if they have more responsibility in creating the materials for the course.

Time Frame

The course will meet for 8 weeks and students will attend the class 5 days each week, Saturday-Wednesday, for 1 hour and 50 minutes for each session.

List of Units

I chose the content of the course based on authentic materials that I believe students are in regular contact with, yet students might not consider the materials “real” reading materials because they are not discussed in most classrooms. These include menus, advertisements, invitations, curriculum vitae, etc. I have also included materials that they may use in a bank setting, such as debit/credit cards, deposit/withdrawal slips, checks, etc. I hope students will become more confident in their reading skills as they learn about various reading strategies to

help them understand and interpret these materials. Additionally, each of the four skills can easily be incorporated into each unit, using the genre of each unit as the theme for various activities.

The sequence of the units has been planned around an organizing principle of genres of written language. I attempted to group the genres together based on similarities with each other (i.e., filling out forms, banking exercises, planning a party, and literature). Although there are hundreds of different types of written texts, I chose these specific genres because they are all practical materials that students will encounter on a regular basis in addition to materials they will use as bankers; therefore, students need to understand how to read and discuss the materials with their peers. Furthermore, each has certain features and rules of which students should be cognizant in order to identify each genre and know what to look for within the text.

This course is designed around four units, each of which contains four genres and will be taught for two weeks. For each unit, I will spend two days on each of the four genres. The lessons will be based on cycles in which the students will generate schemata for each genre, look at authentic materials and generate their own materials, speak with each other about the genres, and listen to audio recordings/watch videos related to the genres and complete a project. Each unit will consist of genres, reading strategies, writing skills and a main activity that will serve as an assessment activity so that students can create their own text based on what they have acquired from the lessons. Since the majority of the content will come from the students, the content is going to be continuously developed to fit the needs of the student.

SCOPE AND SEQUENCE OF THE COURSE: Course Content

Unit/Week/ Hours	Theme/Genre	Reading Strategies	Writing Skills	Activities	Materials
Unit 1 Weeks 1 and 2 20 hours	<u>FILLING OUT FORMS</u> Job Description Curriculum Vitae Job Application LEA Lesson	Skimming Reading actively Scanning Inferring unknown vocabulary	Self-writing Completing Forms Note Taking Mind Maps	Read a Job Description Create a CV Fill out a Job Application	Realia Job Descriptions CVs Job Applications Cover Letters
Unit 2 Weeks 3 and 4 20 hours	<u>BANKING EXERCISES</u> Deposit/Withdrawal Slips Checks Debit/Credit Cards LEA Lesson	Clustering Identifying genres Locating Information Retrieving Information	Writing numeric values Infographics Mind Maps	TPR (writing on slips/checks) Role Play Banking Dialogues	Realia Pictures Video Audio Recordings
Unit 3 Weeks 5 and 6 20 hours	<u>PLANNING A PARTY</u> Invitations Menus/Recipes Advertisements LEA Lesson	Evaluating Reading to present Skimming/Scanning Integrating information	Ordering Tasks Summarizing Making Lists	Create Invitation to a Class Party Write Advertisements My Favorite Recipe	Realia Menus Pictures Video
Unit 4 Weeks 7 and 8 20 hours	<u>LITERATURE</u> Short Stories Poetry Folktales LEA Lesson	Identifying figurative language Summarizing Previewing/Predicting Anticipating what is to come Identifying sentence/Paragraph structure	Graphic Organizers Note Taking Planning and Prewriting	Write a Short Story Write a Poem Write a Folktale	Realia Books Online Sources
Weekly: Goal Setting; Journal Writing; Vocabulary Quiz					

Lesson Plans: Unit One**Topic One Unit One: Filling Out Forms**

Lesson Plan One	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Job Description
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Listening/Speaking:

Ask and answer questions about a job description for a banking position

Reading/Writing:

Read and write a job description

Reading Strategies: Skimming/Scanning, Reading actively, Inferring unknown vocabulary

Reading Method: Experience-Text-Relationship (ETR) method

Writing Skills: Self-writing, Completing Forms, Note Taking, Mind Maps

Grammar: Past Tense verbs; Past Participle

Vocabulary: Common vocabulary needed to read a job description (skills, experience, position, etc.)

Handouts: copies of Job Description (<http://www.bayt.com/en/job/?xid=1832181>); 5W and How Model worksheet

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:**Pre-Reading** (approximately 15 minutes)

1. Ask students if they have ever applied for a job. If so, what steps did they take?
2. Explain that we are going to look at a job description for a position at a bank; ask students what things they think will be in the description; create a mind map for key words in the job description.

Purpose: Experience - Activate schemata and use background knowledge (TD); see what type of vocabulary the students already know (TD); make predictions about the text (TD)

During Reading (approximately 55 minutes)

1. Give some examples of scanning to see if the students understand the meaning of the words. Then explain that scanning is used when you want to find something in a text but do not want to read every word. Elicit which documents you might scan. Also explain that they will not know most of the words in the job description, but there are some key things they will need to SCAN and find:
 - a. company name (Gulf International Bank), job title (GIB Young Professionals Development Program), job location (Khobar), and required skills (Bachelor's/Master's in one of 7 majors: Finance, Accounting, Business Mgmt,

Marketing, IT, Mgmt Info Systems, Computer Science/Eng).

2. Handout the job description (Appendix D) and scan the text with students; have them underline the 4 important words; ask students where the information was found (most is near the beginning)

Purpose: Text – read parts of the text w/ students to see if they understand content, including words and word structures (BU); scan text for 4 key words (TD); relate text to personal experience - has anyone heard of the company before, been to Khobar, have a degree in one of the 7 majors, etc.

3. Tell the students we are going to SKIM the text (skimming is when you quickly look over text to get the main idea or overview) to find out more about the job/company
4. Give the students the 5WH and How worksheet (Appendix E) and explain that you will talk out loud to answer the questions below. Give the students the 5W and How Model worksheet, and complete it as a class:
 - a. WHO is the company? – Gulf International Bank
 - b. WHERE are they located? - Khobar
 - c. HOW LONG has company been open? – 35yrs
 - d. WHAT KIND of work environment is present? – supports development, encourages leadership
 - e. WHY are they hiring? – they want to expand
 - f. WHO are they looking for? – graduates
 - g. WHAT do they offer? – acquisition of professional experience
 - h. WHAT type of worker do they seek? – enthusiastic, creative, committed (adjectives)

Purpose: Question sentences (BU)

5. Tell the students they are now going to SCAN to find all of the verbs and put a box around them
6. Have the students read all the verbs they found out loud, and ask what form the verbs are in (*past tense*); ask what comes before most of the verbs (*has/have*)
7. Review how to make past tense verbs
8. Explain that most of the verbs are in present perfect (describes action that started in the past and is perhaps still going on; use HAS or HAVE + past participle)

Purpose: Question grammatical structure of verbs in present perfect (BU)

Post-Reading (approximately 40 minutes)

1. Students will re-read the text and circle words they don't know. They will define and write the words in Arabic, plus write one new sentence using the words in English
2. Homework: Students will use the 5W and How Model worksheet to create WH/H questions that they will ask to their peers in the following class

Purpose: Students will work on vocabulary and text comprehension; students will practice reading the text on their own.

Topic Two Unit One: Filling Out Forms

Lesson Plan Two	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Curriculum Vitae (CV) (Part One)
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Listening/Speaking:

Asking and answering questions about information related to an example curriculum vitae and personal information from students' own curriculum vitae

Reading/Writing:

Read and write a curriculum vitae

Reading Strategies: Skimming/Scanning, Reading actively, Inferring unknown vocabulary

Reading Method: Experience-Text-Relationship (ETR) method

Writing Skills: Self-writing, Completing Forms

Grammar: Past tense/Regular Verbs; Asking/Answering Questions

Vocabulary: Common vocabulary needed to read a curriculum vitae (education, achievement qualifications, etc.)

Handouts: CV Main Categories worksheet; CV Items worksheet; CV Samples; CV Templates; CW Checklist

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:

Warm-Up (approximately 10 minutes)

1. Ask students if they have ever had a job before; if so, what were some things they needed to do before they were hired for the position? List their answers on the board (see Figure 3)
2. Ask if anyone has ever written a CV before to get an idea of who has written a CV and who has not
3. Ask students which main headings/categories they think are included on a CV and put the words they say on the board

Purpose: Experience - Activate schemata and use background knowledge (TD); see what type of vocabulary the students already know (TD); make predictions about the text (TD)

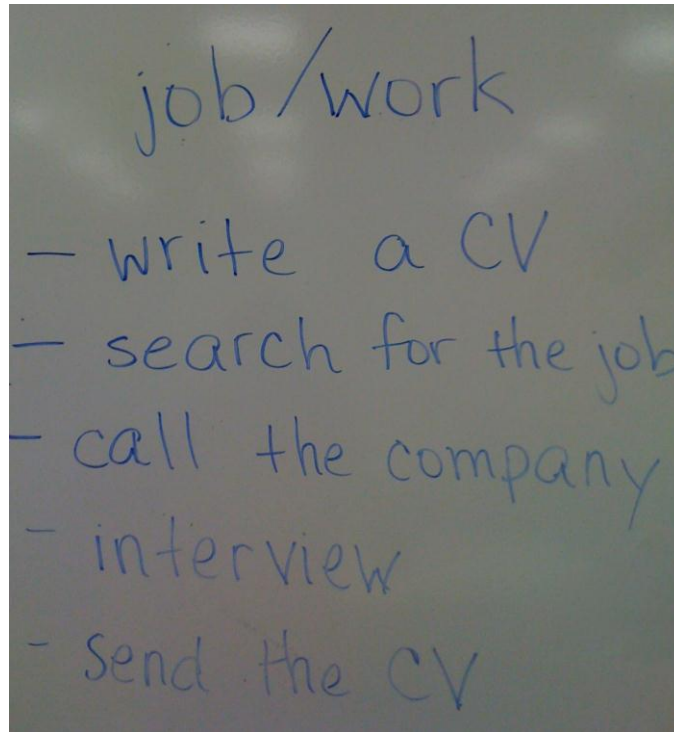


Figure 3. Things you need to do before you are hired for a position.

Pre-Reading (approximately 20 minutes)

1. Explain to students that there are some main categories that most CVs have (Contact Information, Personal Information, Employment History, Education, Professional Qualifications) and certain information that is required under each heading. Ask students if they know which information goes in each category and elicit some answers. Then give each group of students the CV Main Categories worksheet (Appendix F) and CV Items worksheet (Appendix G) cut into strips. They will work in their groups to place the items in the appropriate box, noting words that they do not know.
2. The class checks the answers together, and the teacher goes over the pronunciation and definitions of unknown words.

Purpose: Question words (BU); use prior knowledge to place words under the correct headings (TD)

During Reading (approximately 60 minutes)

1. Give the students the CV Format worksheet (Appendix H) and asks them to fill out as much as they can about themselves. If they do not know some of the information, assign the worksheet for homework and ask students to bring in paperwork and/or existing CVs if they are available
2. Have students work in pairs to read their answers to each other
3. Show an example of the Employment History on the overhead, asking students to look for one difference between how the jobs are listed, eliciting that some are written in the present tense and others are written in the past tense. Clarify differences between the two tenses and give the students the List of Action Verbs that they can use in this section (Appendix I).

Explain the different headings. Students will need to look up the definitions for words that they do not know.

Purpose: Text – read parts of the text with students to see if they understand content, including words and word structures (BU); relate text to personal experience; students fill in information about themselves on the worksheet; guess words from context (BU)

Post-Reading (approximately 20 minutes)

1. Inductive approach - Give an example of one chronological CV (Appendix J) and one functional CV (Appendix K) to each student and have them work in groups to discuss and make a list of differences between the two; ask students to think why they would use one or the other, which they prefer, etc. The teacher creates a chart on the board with “Type 1” on the left and “Type 2” on the right and writes down any differences the students recognize
2. Explain that there are two main styles of CVs, Chronological and Functional. Ask if students know what “chrono” means, prompting that it is a prefix that means time and see if students can guess which of the CVs are chronological and which are functional based on this piece of information.
3. Explain that a chronological CV lists jobs in order based on time: the most current job goes first. After students answer, look at the chart and determine which column is chronological and which is functional, then explain when each is used so students can confirm/modify their predictions
4. Give students a Chronological CV Template (Appendix L) and Functional/Skills-Based CV Template (Appendix M) that they can use as a guideline for when they are writing their own CV.
5. Students will decide which version they would like to use to write their own CV.

Purpose: Predict (TD); confirm/modify predictions (TD)

Topic Two Unit One: Filling Out Forms

Lesson Plan Three	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Curriculum Vitae (CV) (Part Two)
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Listening/Speaking:

Asking and answering questions about information related to an example curriculum vitae and personal information from own curriculum vitae

Reading/Writing:

Read and write a curriculum vitae

Reading Strategies: Skimming/Scanning, Reading actively, Inferring unknown vocabulary

Reading Method: Experience-Text-Relationship (ETR) method

Writing Skills: Self-writing, Completing Forms

Grammar: Past tense/Regular Verbs; Asking/Answering Questions

Vocabulary: Common vocabulary needed to read a curriculum vitae (education, achievement qualifications, etc.)

Handouts: CV Information Sheet

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:

Warm-Up (approximately 5 minutes)

1. Ask students which type of CV they will complete and why, prompting reasons why a particular type of CV is better than the other; rearrange the students so that they are sitting near people who are working on a similar type of CV

Purpose: Experience - Activate schemata and use background knowledge (TD)

Pre-Reading (approximately 20 minutes)

1. Give the students the CV Information Sheet (Appendix N) and have them skim it to see what the worksheet is about; discuss students' answers and headings (Career Objective, Educational Background, Work Experience, References).
2. The students will work with the job description from Lesson Plan One, so have them scan the job description to look for information that will help them complete the CV Information Sheet

Purpose: Question words (BU); predict (TD)

During Reading (approximately 70 minutes)

1. Go through each section of the CV Information Sheet with students, first asking them what the section is about, clarifying vocabulary words, and finally having students complete part of the information before moving on to the next section.

Purpose: Text – read parts of the text with students to see if they understand content, including words and word structures (BU)

2. Career Objective: Use yourself as an example to show how teaching relates to position, field and skills.
 - Seeking a position as a Teacher.
 - Seeking a position in the Education field.
 - Seeking a position that will utilize my people, communication- and results-oriented skills.

3. Ask a volunteer to create a career objective and share it with the class.

Purpose: Relate text to personal experience (TD)

4. Review the vocabulary in the position, field, and skills/experience sections; ask students for examples, where appropriate

Purpose: Guess words from context (BU); predict types of jobs in each field (TD); confirm/alter predictions (TD)

5. Educational Background: Use yourself as an example to complete this section.

School Name:	School for International Training	School Address:	1 Kipling Road Brattleboro, VT; USA
Course of Study (Honors, Tech Prep, etc.):	TESOL	Dates of Attendance:	From: 6/11 To: Present
Degree/Diploma Received or Grade Level Completed:			MA TESOL

- Students should work in pairs or groups to write at least one school on their form.
- Teacher should monitor, answering questions that students might have.
- Teacher uses herself to give examples of skills and has students try to provide answers verbally with the whole class.

6. Work Experience: Use yourself as an example to complete this section.

Employer:	Al Yamamah University	Dates Employed:	From: 10/1/11 To: Present
Address:	Qassim Road, Exit 5; Riyadh, Saudi Arabia, 11512		
Telephone Number:	05-0000-0000	Position Held:	English Instructor
Starting Pay:	00,000 SAR per year	Ending Pay:	00,000 SAR per year
Supervisor's Name:	Dr. Nebila Dhieb-Henia	Supervisor's Title:	General Director, SILC

Duties and Responsibilities:	<ol style="list-style-type: none"> 1. Teach banking classes to continuing education students 2. Teach the four skills to undergraduate students 3. Observe students and write reports about their class performance.
Reason for Leaving:	N/A

- Ask students to read your information silently, and then ask them questions to confirm comprehension.
- Have students guess the pronunciation and meaning of new vocabulary terms, and go over them with the class.
- Allow students to work with a partner or in small groups to write at least one job in the section.

Purpose: Question words (BU); guess words from context (BU)

7. References: Teacher draws the references chart on the board and assigns two volunteers to come to front to ask and answer questions about a reference.
 - Teacher has students try to guess the words and meanings that they don't know while they are at the front and then explains the words after the demonstration.
 - Allow students to work with a partner or in small groups to write at least one reference in the section.

Purpose: Question words (BU); guess words from context (BU)

Post-Reading (approximately 15 minutes)

1. Assignment: Students will create a draft copy of a CV aimed at a career of interest. They should begin writing in class and finish it at home.
2. They must type their CV and bring it to the next class.
3. Students are encouraged to turn in as many draft revisions as they like until a final CV is produced.

Topic Three Unit One: Filling Out Forms

Lesson Plan Four*	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Job Application (Part One)
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Listening/Speaking:

Asking and answering questions about information related to an example job application and personal information from students' own job application

Reading/Writing:

Read and complete a job application

Reading Strategies: Skimming/Scanning, Reading actively, Inferring unknown vocabulary

Reading Method: Experience-Text-Relationship (ETR) method

Writing Skills: Self-writing, Completing Forms

Grammar: Past tense/Regular Verbs; Asking/Answering Questions

Vocabulary: Common vocabulary needed to read a job description (education, achievement qualifications, etc.)

Handouts: Job Application Word List; Information Gap Job Application (Student A and B worksheets)

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:

Warm-Up (approximately 20 minutes)

1. Have students talk with a partner for 2 minutes to discuss their dream job; have volunteers tell their dream job to the class (2 minutes).
2. Explain that one man wanted to get hired for the World's Best Job competition to be a caretaker on Hamilton Island off of the Australian coast for 6 months (starting July 2009) and make \$150,000; he made a video
3. Show video (<http://www.smh.com.au/travel/travel-news/british-adventurer-wins-best-job-in-the-world-20090506-auz7.html>) and have students try to look for things that he has done and the reasons why he should get the job:
 - a. Loves discovering new places
 - b. Things he's done – bungee jumped; drove around Africa; ran marathons; snorkeled; climbed mountains; crossed deserts; scuba dived
 - c. He's tried new things – road an ostrich; loves animals
 - d. Skills – great communicator, loves meeting people; immersing self in culture
 - e. Experience – he's written newspaper/magazine articles; given TV/radio interviews; kept journal and video blog
 - f. Previous jobs – events manager; charity fundraiser; tour guide

- g. Education – bachelor’s degree in science
 - h. Interests – photography
4. Ask students if they were to apply for a job, what information would they need to put on the application, eliciting answers such as: contact information, education, experience, skills, etc.
Purpose: Experience - Activate schemata and use background knowledge (TD); see what type of vocabulary the students already know (TD); make predictions about the text (TD)

Pre-Reading (approximately 30 minutes)

1. Arrange students into groups of four and give each student a Job Application Word List worksheet (Appendix O). Assign each group a set of vocabulary words from the list; each set has about 17 words. The groups will discuss the words they know with each other, look up words they don’t know and write the Arabic words on the worksheet (15 minutes).
2. Each group will explain about 5 new words to the whole class. For homework, everyone has to look up the words that they still do not know and complete the worksheet with the Arabic word for each English equivalent.

Purpose: Students use the dictionary to define the vocabulary words on the list (BU)

During Reading (approximately 50 minutes)

1. Students will work with a partner to complete the Information Gap Job Application worksheet for Student A and Student B (Appendix P). Explain that they each have the same application form, but some information is missing from each. They have to complete the form by asking their partner questions. Model a few questions for the students. For example:
 - a. What is the applicant’s last name?
 - b. Is the applicant male or female?
2. Once students are finished, pair each group with a different set of students (4 people in each group) to go over the answers. Teacher should also project the correct answers on the overhead at the end to show correct spelling or give the students a copy of the completed application.

Purpose: Text –Students read the text, working with their partner to comprehend vocabulary that they don’t understand (BU); guess words from context (BU); confirm/modify predictions made in the warm-up (TD)

Post-Reading (approximately 10 minutes)

1. Students should read the completed Information Gap Job Application and answer the information for themselves on a separate piece of paper.

Purpose: Relate text to personal experience (TD); students fill in information about themselves on the worksheet

2. Complete this assignment for homework in addition to looking up any vocabulary words that were not finished in the previous section.

* = This lesson plan was not taught during the course.

Topic Three Unit One: Filling Out Forms

Lesson Plan Five*	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Job Application (Part Two)
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Listening/Speaking:

Asking and answering questions about information related to an example job application and personal information from students' own job application

Reading/Writing:

Read and fill out a job application

Reading Strategies: Skimming/Scanning, Reading actively, Inferring unknown vocabulary

Reading Method: Experience-Text-Relationship (ETR) method

Writing Skills: Self-writing, Completing Forms

Grammar: Past tense/Regular Verbs; Asking/Answering Questions

Vocabulary: Common vocabulary needed to read a job description (education, achievement qualifications, etc.)

Handouts: Job Application Template

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:

Warm-Up (approximately 5 minutes)

1. In groups, have students discuss their experiences applying for a job; if they have never applied for a job before, what type of job would they like, why, etc.

Purpose: Experience - Activate schemata and use background knowledge (TD); see what type of vocabulary the students already know (TD)

Pre-Reading (30 minutes)

1. Have students choose 10 of the vocabulary words from the previous lesson and have them create a matching vocabulary quiz for a partner.
2. Students exchange papers, take the quiz and then check the answers with each other.
3. Go over any vocabulary words that students still have problems with.

Purpose: Use correct text order to write a quiz for a partner (TD)

During Reading (approximately 60 minutes)

1. Give students the Job Application Template (Appendix Q) and have them read the application and write in the answers for themselves that they completed on the CV Information Sheet for homework during the previous lesson.
2. Have students exchange their completed applications with a partner to check for errors.

Purpose: Text –Students read the text (BU); relate text to personal experience (TD); students fill in information about themselves on the application (TD)

Post-Reading (approximately 15 minutes)

1. Students should work in groups. One student will read part of his/her job application and the other students will take notes and summarize what was read.

Purpose: Restate ideas (BU)

* = This lesson plan was not taught during the course.

Topic Four Unit One: Filling Out Forms

Lesson Plan Six	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Language Experience Approach (Part One)
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Listening/Speaking:

Conversing at a party

Talking about what you brought to a party

Talking about what you did at the party

Reading/Writing:

Read and write a story based on what happened at the party

Language and culture focus for the learning activities:

I saw two of my students from my second class before the class began. One was dressed in green and white, the representative colors of Saudi Arabia, and was excited because the students had brought food (Figures 4 and 5) to class to celebrate Saudi National Day (Unification of the Kingdom) that had occurred the day before. The celebration marked the 80th Anniversary of the founding of the Kingdom by Abdul-Aziz bin Saud in 1932.

While enjoying the refreshments and party atmosphere, I decided to use the celebration as a teachable moment*. Food is a huge part of the Arabic culture, and people enjoy sitting with each other eating food and drinking Arabic coffee.

Grammar: Past tense/Regular Verbs; Asking/Answering Questions

Vocabulary: Common vocabulary related to a party (bring, cake, drinks, chips, etc.)

Top-down skills = TD; Bottom-up skills = BU



Figure 4. Food that students brought to class in celebration of Saudi National Day.



Figure 5. A cake with a picture of King Abdullah bin Abdul Aziz.

* Prior to the group activity, the teacher should consider the vocabulary that students will encounter while participating in the activity and also decide what grammar points the lesson will focus upon.

Learning Activities:**Shared Activity** (approximately one hour and fifty minutes, prior to the class)

1. Tell students that while they are eating and drinking, they should try to converse with each other about the event, food, drinks, etc. in English. Teacher should take mental or written notes about what things were said.

Post-Activity (approximately 60 minutes)

1. The teacher writes the words Food, Drinks, Silverware, and Other on the board with circles around each word and explains that at the party the day before, they had many things to eat and drink. In groups of 3-4, have students write down the Arabic and English names for everything that was at the party.
2. Ask students to think of one drink that was at the party and ask where this should be written, eliciting the students will answer with "Drinks." Draw a line from "Drinks," and place the specific drink that they have mentioned. Ask for volunteers to come to the board and try to fill in the items they have answered in the appropriate sections on the board. Be sure to convey that spelling errors are not important at this time to ensure that students will write on the board regardless of their confidence in spelling.
3. The teacher has the students look at the words and explains that the next step is to decide if the items are in the correct group. The class reads the words in each section and the teacher moves items that the students think are in the wrong place, being sure to rewrite the word in the correct section as the students have written them.
4. The teacher writes the vowels vertically on the board and "Short Vowel" beside them, prompting the students to say a word that has the short vowel sound for each letter and writing the words on the board. The teacher does the same for "Long Vowel" (Figure 6).

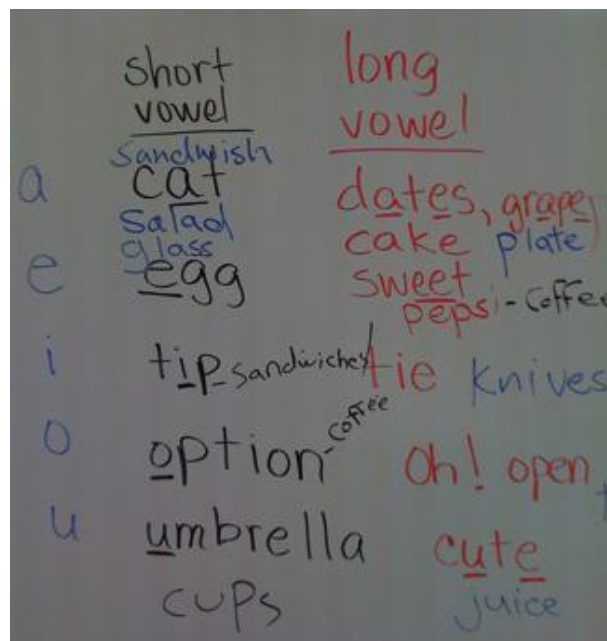


Figure 6. Words written with short and long vowel sounds.

- Once the teacher has explained the difference in sounds and has given examples for each vowel, she has the students look at the words that they have written on the board and designates two volunteers to come to the board and write down the party words that have the short and long vowel sounds. For homework, the students must practice saying the party words to help them distinguish between the sounds (Figure 7).

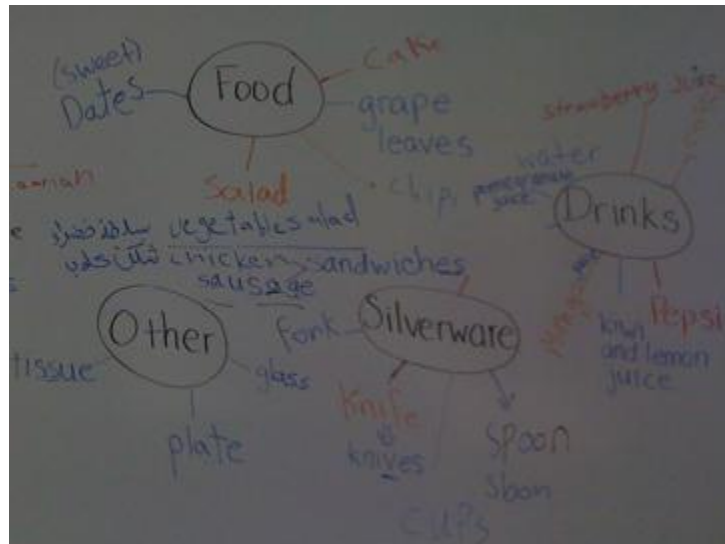


Figure 7. Categories of items that were at the party.

- The teacher writes Food/Drinks and Party on the board, and in a similar manner as with the party words, the students work as a group to name verbs that go in each category as the teacher writes them on the board. Ask students what type of verbs would be needed to talk about things that happened two days ago, eliciting past tense verbs. With the students, change the verbs on the board from simple present to past tense (Figure 8).

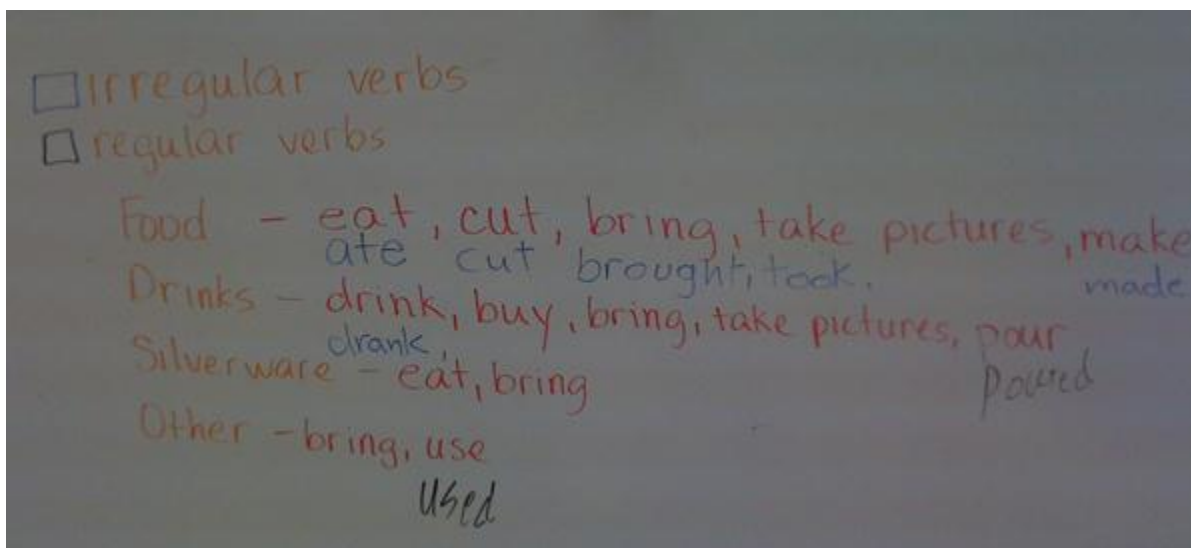


Figure 8. Irregular and regular verbs in the story.

7. Memory Game – The teacher creates 3-4 sets of cards (See Figure 9) with some irregular verbs in the present tense and past tense written on them. Be sure to include some or all of the words that the students used in their story. The teacher demonstrates how to play the game in front of the entire class, then puts the students into groups and hands them cards.
- Instructions: The cards are placed face down on the table in even rows. One student chooses two cards, flips them over and says both out loud. If the two cards are a match in the present and past tense, then the student picks up the cards, places them beside her and chooses two new cards. If they are not a match the next student continues in the same manner until the students have matched all of the cards. The student who is able to collect the most cards is the winner.

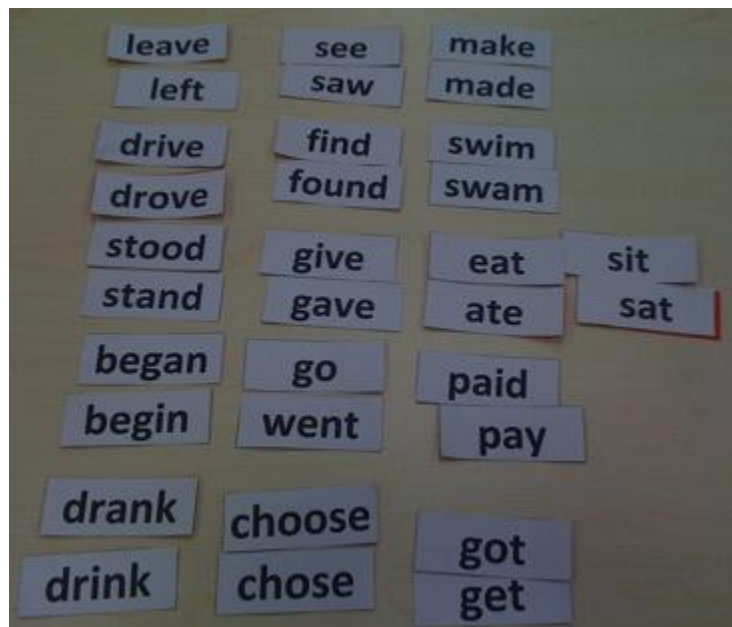


Figure 9. Memory Game with irregular verbs.

Speaking (approximately 30 minutes)

1. Teacher puts students in groups of 3-4 to replay the events of the party in order, using the verbs and party words that have been discussed. They should discuss what happened and one person should write down the sentences that everyone agrees with.
2. Give two index cards to each student, explaining that as a group they are going to recreate the events of the party. They will hold the index cards in their hands and when they say a sentence, they must put the index cards down on the table. They must say at least two sentences, one for each card, but are encouraged to say more. All of the students must say at least two sentences, so try not to call on students who have completed their sentences until everyone has gone two times.
3. Designate a scribe to write down the sentences that the students say on a flip chart. The scribe should be a “more knowledgeable other” student who would be able to spell most of the words that the students say. Another alternative is to have all the students write at least one sentence on the board to allow each student to practice writing. This is the option that I chose, and the students recreated the story verbally (Figures 10-12).

I am ate Tha caik. She was
pro she st the keet. She
 was drank coffee and juice.
~~from~~ cat the caik. haya prought
 greeb lives. we look bphotos
for try bevt. we ate sweet
Dates. Khlood drank the
juice. I Poured the juice.
Prought the water. We danced on the
Party. I brought the tesho from bat from
I ate the sandwiches. I exame prought
club

Figure 10. LEA Story page 1.

I sat with nouhah and
ate cake. our ~~the~~ Teachers Came to the
Party. Arig pounght spoon Awond
At Fal Theng on The Partu was.
For to oota. Two week befor, we
made a party for the national
day of Saudi Arabia. It was at
the 23 th of september. Mara Lond
mouna brought coffee. I drank
Pepsie. We took picture with
miss Shawn Girls all the time
was ate.

Figure 11. LEA Story page 2.

Amhoja brought chips
 Huda brought glasses.

Figure 12. LEA Story page 3.

Writing and Reading (approximately 20 minutes)

1. The teacher reads the story along with the students to completion. If there are blatant mistakes in grammar, then the teacher will go over these with the students. For this particular story, the teacher asks the students to say the past tense verbs in order and underlines them. Next, the students are asked to think about the use of helping verbs before main verbs, which is an error that a few students made. The teacher also asks the students which antecedents “I” and “We” refer to in the story, explaining that it is not clear since there are so many students in the class.
2. For homework, the students are instructed to copy the story that was created by the class and rewrite it, trying to fix the mistakes that they see. They must also read their story aloud.
3. The following class, the students correct the mistakes together with the teacher, being sure to fix any mistakes that they have in their own papers.

Topic Four Unit One: Filling Out Forms

Lesson Plan Seven	Topic: <i>Filling Out Forms</i>	Time: One hour and fifty minutes	Genre: Language Experience Approach (Part Two)
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Listening/Speaking:

Talking about what you brought to a party

Talking about what you did at the party

Reading/Writing:

Read and write a story based on what happened at the party

Reading Method: Experience-Text-Relationship (ETR) method

Grammar: Past tense/Regular Verbs; Asking/Answering Questions; Sequencing Events; Adverbs of Time

Vocabulary: Common vocabulary related to a party (bring, cake, drinks, chips, etc.)

Top-down skills = TD; Bottom-up skills = BU

Learning Activities:

Warm-Up (approximately 10 minutes)

1. Have students talk to each other about who did which things at the class party, stressing that students should try to use past tense verbs + vocabulary from the previous lesson. *Ex: Ohoud brought the water; Shimah sat with Nourah; etc.*

Purpose: Experience - Activate schemata and use background knowledge (TD)

Pre-Reading (approximately 10 minutes)

1. Cover up the story and have the students try to express things that happened at the party in order, requesting that they answer in full sentences. Introduce adverbs of time, such as first, second, third and next, then, finally, etc.
 - a. Ex: Who ate cake first?
 - b. Ex: What happened next?
2. Have a few volunteer students share their answers, and as students answer the questions, write their answers on the board.

Purpose: Make predictions about the text (TD); put events in sequential order (TD)

During Reading (approximately 70 minutes)

1. Uncover the story and choose students to come to the board and write corrected sentences that other students in the class read and tell them to write (Figure 13).

Purpose: Read the story (BU)

Ola ate the cake. Hayonah brought the cake and we ate cake. We drank coffee and juice. Noura, Hayonah and Areej cut the cake. Haya brought grape leaves. We took photos for the party. We ate sweet dates. Khlood drank the juice. Hind brought the juice. Ohoud brought the water. We danced in the party. Ola brought the tissues from the bathroom. Huda ate the sandwich. Oje brought the chicken club sandwich. Shima sat with Nourah and ate cake. Our teachers came to the party. Oje brought spoons. A wonderful thing at the party was Toota. Two weeks ago, we threw a party for the National Day of Saudi Arabia. It was on the 23rd of September. Manal and Moha brought coffee. Huda drank Pepsi. We took pictures with Miss Shawn. Girls ate all the time. Amhoja brought chips. Anon brought glasses.

Figure 13. Corrected LEA Story.

2. When the story has been completed, practice reading the sentences aloud with the students; listen to make sure students are pronouncing the words correctly.
3. Students should think about the answers that they gave in the previous section and modify their answers based on what is written on the paper; they will need to try and rewrite the story in order.
4. Have students think about what they did at the party and write sentences about what they did if their names were not in the original story; add these sentences into the story in the appropriate place

Purpose: Confirm/modify predictions (TD); reread (BU); put events in sequential order (TD); relate text to personal experience

Post-Activity (approximately 20 minutes)

1. Students will rewrite the story in order, trying to use adverbs of time to show when things occurred.
2. Check the story as a group, making changes when necessary and correcting students' pronunciation.
3. For a follow-up activity using the story, have the students complete one or more of the following:
 - a. Use the Cuisenaire rods to tell the entire story to a partner
 - b. Summarize the story in their own words
 - c. Draw pictures of the story and have students work with a partner or in small groups to put the pictures in order
 - d. Use the story as the basis for creating a new story about a different party that the students attended
 - e. Create various types of comprehension questions for the story, such as fill-in-the blank, matching, true/false, etc. and exchange the questions with a partner
 - f. Students read the story aloud, record themselves, and have other students listen to the recording and transcribe the story to work on a dictagloss or note taking activity
 - g. Create a dialogue of the story, writing things that were (or could have been) said during the party; act out the dialogue in front of the class
 - h. Modify the story by making changes to the verb tenses, characters, activities, etc.

Chapter 5: Assessment

Needs Assessment: Beginning of the Course

1. *Reading History Assessment*

Time: The first day of class

Purpose: To assess the current reading interests in their native language (for most students, this is Arabic) versus English as well as what types of materials they are reading in both languages.

Description: The students will complete the reading history assessment (Appendix R) during the first class. After evaluating the assessment, I will have a better understanding of how much they currently read and should be able to modify lessons accordingly.

2. *Entry Interviews:*

Time: During the first week of class

Purpose: To introduce the students to their teacher and allow the teacher time to initially evaluate the students' interests and what they currently know in addition to what they hope to learn and experience during the course.

Description: Teachers will have students sign up for one-one-one interviews that will last for 10-15 minutes in order to create a dialogue with the students to address questions, potential concerns, expectations, and so forth.

Needs Assessment: During the Course1. *Kinesthetic Surveys:*

Time: Throughout the course

Purpose: This informal assessment tool will be used to discern if students like the lessons and activities. Adjustments will be made to the lessons according to the students' responses.

Description: Students will answer various questions about their likes and dislikes in the class with regards to topics such as class activities, interesting and relevant material, interests, etc.

Students will be asked to stand and move from one side of the room to the other to indicate "yes" or "no." The T will take notes during the activity and modify lessons accordingly.

2. *Feedback Cards:*

Time: Throughout the course

Purpose: In order to allow students who might not feel comfortable sharing their ideas with the entire class and/or the teacher, they will be able to use feedback cards to answer questions about the course. They may choose to put their names on the cards or answer anonymously.

Descriptions: Students will be asked to complete feedback cards to indicate if lessons were too easy/difficult, interesting/uninteresting, enjoyable enough to do again, etc.

3. *KWL Chart:*

Time: The first day that the students begin a new unit and when a unit is completed

Purpose: To help students predict and connect new information with prior knowledge.

Description: Using the K-W-L strategy (What I Know, What I Want to Know, and What I Learned), I will have the students complete the chart (Appendix S) prior to each unit to see what they already know about the particular genre of writing that will be the focus during the

unit, strategies to read the text and what they would like to learn by the end of the unit. Upon completion of the unit, the students will revisit the KWL chart, discuss the answers that they previously filled in and complete the final column based on what they learned in the unit.

4. *Journal:*

Time: Daily

Purpose: To allow the students time and space to reflect on their learning and practice giving productive feedback to the teacher.

Description: Students will be asked to write journal entries for various audiences (themselves, the teacher, and their peers) and in different settings (in class, at home) based on lessons and activities done throughout the course.

5. *Continual Observation and Assessment:*

Time: Throughout the course

Purpose: To observe how students are reacting to daily lessons and activities in order to address their needs more accurately and make positive changes to the course.

Description: I will concentrate observational energy on one or two students each day, taking notes on how they reacted to the particular day's lessons, noting both positive and negative attitudes, and providing students with occasional feedback on their progress. I will gradually assess all the students in the class in this manner, making changes to the lessons in response to their attitudes.

Assessment of Student Learning

Students will be assessed in a variety of ways throughout the course. During the unit, students will work on performance tasks, and at the end of each unit, students will create a project, which will vary depending on the theme of the unit. A complete list of unit activities can be found in the

Scope and Sequence section in Chapter 4, but some project examples include creating an invitation to a class party, filling out deposit/withdrawal slips, writing a poem and short story, and creating a curriculum vitae. During these projects, students will need to utilize skills that they have acquired within the unit in order to demonstrate their understanding of the material. Additionally, students will self-assess their own progress through short-term, measurable goals they have created for themselves throughout the course. This form of assessment will increase the students' empowerment and allow them to have more ownership in their learning as they will be responsible for deciding how they will achieve their goals and create the objectives that they will use in order to ensure their goals are met.

Course Assessment

1. *Skill Reflection Record:*

Time: During the last week of class

Purpose: To evaluate if students were able to successfully utilize reading skills and strategies that were taught throughout the course while reading the various genres of writing that they read in the course.

Description: Students will complete a skill reflection record (Appendix T) by answering the questions on the worksheet and discussing their answers with a partner. The teacher will collect the worksheet, record and analyze the answers to determine if the course goals and objectives were met.

2. *Student Reflection Letters:*

Time: Letter to be written and handed in on the last day of class

Purpose: To allow the students to reflect on their pre-course expectations and personal journals to see if they have more interest in reading in English and if they have learned any reading skills and strategies that they will use in their future reading.

Description: Students will use the appropriate form and style needed to write a letter to a friend about their experiences throughout the course. In the letter, they will be asked to address certain questions about the teacher (i.e. Were students treated equally and with respect? Was the teacher accessible during the course? Did the teacher organize the course well? Did the teacher present the course material well? Did the teacher help students learn the course material?) and the course (i.e. Did the course challenge students? What did they learn in the course? What did they like best? What did they not care for? and How do they hope the teacher will teach the lessons in the future?)

3. *Exit Interviews:*

Time: During the last week of class

Purpose: This will serve as a course evaluation that will allow students an opportunity to discuss their feelings about the course, including their grades, what they learned, what they had trouble with, etc.

Description: Students will be able to schedule one-on-one voluntary 15-minute exit interviews with the teacher to further discuss overall goals and objectives achieved and provide additional feedback or suggestions they have for improving the course.

Chapter 6: Analysis of Discoveries

Challenges Faced

There were a few factors that limited my ability to include a majority of the lesson plans and ideas that I wanted to accomplish in the Scope and Sequence of the course. The main factor was the change in my schedule during the term. Instead of teaching a reading and writing class to students who were placed in the class based on their proficiency on an entrance exam or from passing the previous course, I taught two continuing education banking courses. As previously mentioned, the students are not afforded the same opportunities in education as their counterparts in the regular INTERLINK program as they are generally from the Bedouin community and are not as wealthy. Although the students take a placement test to get into the class, the results are essentially useless, as the students are placed in classes that correspond favorably with the time that they have available to study. Thus, I had varying degrees of language levels in my class. Additionally, we were extremely short-staffed at the University, so one of the teachers who was teaching one banking class switched to teaching in the mornings, and her students were moved into my class. Instead of teaching 24 students in my first class, my class size increased to 34. Scheduling changes like these are quite common in our school although I am not sure if it is commonplace for the entire school system in Saudi Arabia.

To cope with the large numbers and the mixed levels, during the first two weeks of classes I tried to assess the students and then arranged them in groups with students who I thought were very similar in abilities. Placing the students in groups of 4-6 around a table also helped with the group dynamics as my original students only wanted to sit with their classmates by moving the tables and chairs into one long row. By mixing the classes a bit, I was able to

allow the students from different classes to interact with each other more than they were willing to previously.

However, I was still teaching a wide range of students. Some would not even answer me in English if I asked them a question, and they clearly did not understand what I was saying. In contrast, I was able to hold intelligible conversations with a few of the students demonstrating the gulf between proficiencies. The majority of the students were in the middle range of abilities, thus working with other students of similar abilities in a roundtable configuration allowed them to help each other during the lessons. Fortunately, I was also able to rely on a few students within the class to translate words and sentences for those who did not understand what I was saying.

My second class proved to be much more manageable as there were only 18 students and most of them were along the same proficiency level, with a few outliers on either side of the spectrum. During this class, I chose to keep the students in a U-shaped setting, where students were able to converse with peers next to them to work with pairs or in small groups. This class also had a few students whose English proficiency was markedly better than their peers, and they were able to translate for those students who were unable to comprehend the materials.

Another difficulty that I have faced was finding appropriate materials and using student-generated materials. We had course books previously developed by former teachers, but they were essentially pages copied from various ESL textbooks, compiled into one document, bound and copied for the students. There was no order to the course books – there were various worksheets to present grammar materials; the listening exercises could not be completed accurately because there were no CDs or answer keys provided; and a few banking specific worksheets had been provided towards the end of the book. I did not rely on the book much and tried to use what students produced in class or find alternative materials. It would have been

wonderful to have had authentic banking documents such as withdrawal/deposit slips, checks, credit cards, applications, etc. to use with the students, and with the absence of these items, I found some on the Internet, laminated them and used them during the lessons. I believe that this served the purpose of providing realia in the class and also allowed students who were kinesthetic learners to benefit from the lessons and provide a change of pace for those who were not. With the materials, I tried to have the students create dialogues about events that happen in banks, but this was a slow and tedious process due to their low proficiency levels. The exercises were more helpful for their speaking and listening skills rather than for their reading skills.

A final dilemma that is quite common in all of the classes at INTERLINK is that a majority of the students tend to miss the first week of classes. This is generally not such a problem, but I found that with the continuing education classes, having to continually explain what was missed during the absences also set the schedule back significantly.

In the Scope and Sequence that I originally created for the course, I was going to teach the following genres:

Unit 1 Weeks 1 and 2 20 hours	Unit 2 Weeks 3 and 4 20 hours	Unit 3 Weeks 5 and 6 20 hours	Unit 4 Weeks 7 and 8 20 hours
Forms Journals Cartoons; Comic Strips Newspapers	Labels Signs Maps/Schedules Directions	Advertisements Greeting Cards Invitations Menus/Recipes	Advertisements Greeting Cards Invitations Menus/Recipes

However, once my teaching context changed and I discovered that I would be teaching a continuing education banking course, I tried to change the genres to correspond with my students' needs. I decided that I would split the course and focus on general English during the first half of the term and banking English during the second half, but I still was not sure which genres students would benefit from the most. I was not able to finalize my Scope and Sequence

until the fourth week, after discovering from student feedback that my first class wanted to learn how to write a CV and my second class was tired of banking terminology and wanted to work on more general English conversation. Thus, the new Scope and Sequence had been developed:

Unit 1 Weeks 1 and 2 20 hours	Unit 2 Weeks 3 and 4 20 hours	Unit 3 Weeks 5 and 6 20 hours	Unit 4 Weeks 7 and 8 20 hours
<u>FILLING OUT FORMS</u> Curriculum Vitae Job Application Cover Letter LEA Lesson	<u>BANKING EXERCISES</u> Deposit/Withdrawal Slips Checks Debit/Credit Cards LEA Lesson	<u>PLANNING A PARTY</u> Invitations Menus/Recipes Advertisements LEA Lesson	<u>LITERATURE</u> Short Stories Poetry Folktales LEA Lesson

Course Assessment

One of the first assessment tools that I wanted to use with my students was a Reading History Assessment. I initially wanted to give this to students during the first day of class, but as stated above, many students miss the first few days of classes, so I waited a bit longer to give this to the students. One problem that I did not anticipate is that the students would not be able to understand the assessment because I planned on teaching low-intermediate students who would have been able to understand the assessment rather than the continuing education classes that I had been assigned to teach. I decided to give the assessment to the students as is, but it took much longer than I expected for them to complete, and I am sure that the results were skewed due to their inability to understand some of the questions. If I were to do this again, I would definitely translate the document into Arabic to allow for a more accurate assessment and to ensure that the students understand what is being asked of them.

Through the assessment, the results of which can be found in Appendix U, I ascertained which types of reading materials the majority of my students liked and disliked. A total of 42 (out of 52) students completed the assessment. In their native languages, most students preferred to

read about health (17), news (16), and entertainment (15) in newspapers and magazines. The vast majority of students (39) looked at web pages in their native language in order to read poems, literature, novels, hobbies, murder, news, and health. They also used the Internet for email and social networking sites, such as Hotmail, Twitter, MSN, and Facebook. Conversely, in English students preferred to read about hobbies (13), news (9), and sports (9) in newspapers and magazines, and they were almost even with regards to using the Internet in English: 20 students did not read web pages in English, while 22 students read the web pages to obtain information about song lyrics, movies, sports, make-up, celebrities, fashion, entertainment, health, short stories, news and to use online dictionaries and chat programs. The four materials they liked reading in schools were short stories (37), Internet (28), comic books/cartoons (27), and poems (26).

The purpose of this assessment was to see how much the students currently read in Arabic and English and discover what materials they like reading in English in order to provide these materials in class. However, I had a great deal of difficulty finding materials that were suitable for the low level of English proficiency of the students. Furthermore, I did not want to alter the materials as my focus was on using authentic materials. As the weeks progressed, I was still unable to find suitable materials and as the needs of the students changed, my priorities changed in light of the feedback I received from my students during the fourth week of class, which was mentioned above.

I also decided against interviewing the students because of the large numbers and the low proficiency. Instead, I asked the students on a bi-weekly basis what they would like to study in class, much like what I envisioned as a continuous assessment using feedback cards. They were instructed to discuss their ideas with their group and write their consolidated answers on one

piece of paper that they would give to me. The first time that I asked the students for feedback during the second week, most stated that they wanted to work on their spelling, speaking, and banking skills. The feedback they gave during the fourth week was quite pivotal as it allowed for the Scope and Sequence to be finalized. The problem that I found is that regardless what the students said they would like to work on, they were not able to completely focus on the lesson during any given day and spoke Arabic much more than English. My first class was quite vocal, not wanting to do activities that required them to move around or stand, but my second class enjoyed moving, games, and so forth. I found the dynamics between the two classes to be incredibly different, thus the materials that I developed and the manner in which I taught changed accordingly.

Lesson Plans

I discovered that the estimated time frame that I had allotted for the lessons was insufficient to complete all of the activities that I proposed. I believe this was due to the students' proficiency; I had to explain instructions and examples several times, things had to be translated for lower-level students to understand, and the time that it took the students to accomplish the tasks was very long. I would definitely take this into consideration in the future and adjust the time frame a bit more.

Although the Language Experience Approach is a great activity to work with generating student material, I think that I have to find a better way to integrate reading into the lessons. It was a great activity for speaking, writing and listening, but the way that I did the activity during class, the reading portion would not come until the very end, once the students generated material about their shared experience. In order to encourage student participation, I had each student write at least once sentence and volunteers said sentences that they wanted to add to the

text. This took considerable time because the students are not confident in their writing and spelling skills. Students seemed to get bored waiting for the student at the board to write the sentence. If we had done a more active shared experience, such as a field trip or making something in class, I think that it would have been a better lesson. Shared experiences are something with which I would like to continue to experiment in the future.

The job application and CV lessons were quite productive. I think that although the terminology was a bit hard for the students, the fact that at the end of the lesson they would know how to complete a job application and have a CV in English that they could use to get a job made them very beneficial lessons for the students. In the future, I would probably try to incorporate a listening component into these lessons so that they might be a bit more engaging and interesting.

Predicted Outcomes

Had I been able to teach the course like I had originally intended – a reading and writing course with INTERLINK students of similar English proficiency – I am not sure if I would have been able to implement an interactive reading model successfully. Regardless of the circumstances, as a teacher, I should be able to alter my lesson plans to accommodate a variety of students in variety of contexts. Had I been a bit more creative, sought assistance from peers and researched even more about reading strategies and the interactive reading model, then perhaps the outcome would have been more successful. As it stands, I am not sure if I was able to make a difference in the reading abilities of my students. I tried to use more phonics in the classroom than I normally would in the hopes that I would be able to teach my students the basic building blocks that had apparently been lacking in their previous English studies, but I do not think that the steps I took were sufficient. Also, I do not think I supplied a way in which I could really discern if the students' reading abilities had improved from the beginning of the course to the

end. Perhaps if I had given the students a reading test prior to the start of the course and the same test at the end, then I would have been able to ascertain if progress had been made. As it stands, the students seemed to be at relatively the same reading level throughout the course. The length of the course is also extremely short, which may impede the progress in reading ability. My vision of the course was one in which I would be able to provide a step-by-step guide for the students to learn how to read a variety of texts by themselves with relative comprehension. The students would be able to decipher unknown words using context clues, prior knowledge and various reading strategies that would enable them to read texts both academically and leisurely. Furthermore, they would begin to see an appreciation in learning to read rather than see it as an impossible feat, which many of my students currently see it as.

Conclusion: Does Reading Get Any Easier?

As noted in the introduction, I believe that reading is the most important of the four skills in a second language: reading is the sign of an educated person, and it is used in our everyday lives, whether we realize it or not. In fact, according to Suh (2005), “In a globalized world, reading serves as a fundamental medium for information transmission and communication, as about 80% of on-line information and 75% of all mail in the world is written in English” (Introduction section, para.1). Therefore, as teachers, we need to find an easier, more meaningful way to help students manage the reading process. Through the use of the interactive reading model, student-generated materials, and authentic materials, I believe that reading does not have to be a “psycholinguistic guessing game;” students have the power within themselves to unlock the mysteries of the reading process.

It has been proven that reading is not a passive process but instead quite an active process, whereby students should be encouraged to be more engaged with the reading material.

Goodman (1996) states, “Readers have an active brain that they actively use to make sense of written language” (para. 1). Thus, teaching students how to use a combination of top-down and bottom-up reading processes simultaneously, via the interactive reading model, is a useful way to encourage active reading and is a beneficial tool for students to become more engaged while reading. Dechant (1991) believes that “the interactive reading model provides the best explanation of reading: the interactive model...begins with a top-down emphasis, moves to bottom-up when needed, and returns to top-down emphasis. It moves from whole to part to whole” (p.29).

Novice readers lack the decoding skills that more advanced readers have; these skills permit advanced readers to read texts of varying difficulty with comprehension. To address this deficiency, bottom-up processing skills, such as questioning the meanings of words, using dictionaries, questioning clauses or sentences, questioning grammatical structure, restating ideas, paraphrasing, and rereading, should be utilized in the classroom. Through this method, students advance from reading letters, to words, to paragraphs. Additionally, unskilled readers are not familiar with using their background knowledge to make the text more meaningful to them. Thus, top-down processing skills should be used simultaneously with bottom-up processing skills. Examples of these skills include prediction, confirmation/ modification of predictions, inferences, prior knowledge, text order, question/assess/comment, personal comment, skimming/scanning, reference, visualizing and summarizing. Using the interactive reading model with students allows the teacher to be facilitators of the reading process rather than monitors of performance. This is more engaging and encouraging for students and, hopefully, will allow students to progress with their reading skills in a more efficient and natural manner since we naturally use both processes when we read.

Using student-generated materials is extremely beneficial for students as it allows them to interact with reading material that is accessible to them and is level-appropriate because students write the material themselves. When students are the primary authors of the general texts that they will be reading, they should have an easier time with the readings than with those featured in textbooks. This encourages students to read more and also increases reading performance. Students also have more control over what and how they are learning, which increases motivation and puts more of the responsibility in the hands of the students rather than the teacher. Finally, working with student-generated materials during class time assures that students will complete the revisions that might be too difficult or tedious for them to attempt at home, and the materials can be used for students themselves and future students.

Additionally, the use of authentic materials also aids in the reading process by introducing students to materials that they may encounter outside of the classroom, as opposed to texts generated specifically for the classroom, which may be modified, unnatural and irrelevant for students. Using authentic listening-viewing materials, visual materials and printed materials is valuable to students because it is relevant to the learners' lives and the language is realistic to speech that native speakers will use.

During my lessons, I noticed that students did, in fact, have many problems with the bottom-up processing skills that I mentioned in the section in Chapter 2 entitled "Why Students Struggle with Reading in Saudi Arabia." They confused letters when spelling aloud, had poor copying skills, failed to use punctuation and capitalization, spelled the same word differently in the same piece of writing, and so forth. I thought that a good way to handle this problem was to familiarize the students with basic vowel rules and structures, thinking that maybe this would help them identify how to pronounce and spell unknown words. Although this helped a bit, I

believe that students need to practice developing these skills outside of class, which is something that they do not currently do. Additionally, I made a point in trying to activate the students' schema by asking them to predict what they thought they would read based on a limited amount of information that I had supplied them with, or I had them discuss the meaning of vocabulary words prior to seeing them in the text in order to see how much they knew prior to reading. I believe that using a combination of these methods on a regular basis in reading programs will have a positive impact on students' reading abilities, and I will continue to use these strategies in future classes.

During the research process, I was able to gain a better understanding of the limitations of my students due to their inability to comprehend written text. While reading, writing, and taking tests, they have to be able to manipulate the various words that are on the page to ask questions about the text and understand the text. However, if they are unable to decipher the individual words, then students simply cannot get through the entire text. Thus, my empathy has definitely developed over the course of the term. I am even more determined to find a way to help students become better readers and am excited about my continued research.

Recommendations for the Future

For educators who would like to implement a similar program in the future, I would suggest doing research on specific strategies to teach various bottom-up and top-down processes. It would also be helpful to limit the types of strategies that educators would like students to learn within a given time period. I feel that I learned about so many techniques and strategies that I wanted to try, but it was definitely too much to achieve in an eight-week course. Narrowing the list of strategies down to a specific number would allow the students to become proficient in using a few strategies at a time. Once progress is made, then additional strategies can be taught. I

was unable to implement an extensive reading program with my classes, but I think this is an extremely important part of the reading process that needs to be included in any reading program.

Furthermore, quantitative analysis would also be quite useful to include in order to determine if students' reading abilities are increasing through learning about various reading strategies. I would definitely suggest administering a reading test of some sort prior to the course and give the same test at the end to see if there was an increase in scores and see if the students' perceptions of the reading process had changed during the course.

I strongly believe that the interactive reading model along with student-generated materials and authentic materials will provide the stimulus and motivation that was previously lacking in many reading programs. However, if teachers would like to implement this into their current reading program, I would suggest that they first make a list of topics that they would like to cover during the class and decide which of those topics would work well if the students were to write the materials. Then, educators should decide which authentic materials would be useful. Once they have determined the materials they will use for the course, then they can decide what specific goals and objectives they have for the students as well as which specific reading strategies they would like the students to learn. I will continue to improve upon the reading program at INTERLINK and will keep notes and reflect upon my progress in order to provide a particular course of action that teachers can take, should they wish to use the interactive reading model in this particular manner.

The reading process does not have to be one of rote memorization and boredom; it can be a fun and engaging procedure. As teachers, we need to identify with our students, build a rapport, and find a way to use the students as material for the course. If we start with what the students

already know, this will alleviate some of the difficulties that generally occur while reading. The students will be reading at their own level as they will have written the material, it will be interesting, and it will encourage them to continue to progress. Although I was unable to prove that using student-generated and authentic materials with the interactive reading model is a beneficial way to teach students how to become better readers, I believe that if it is fully developed, this model could help students relate more to reading in a foreign language. In answer to the question that was posed as the title to this final section: Yes, reading does get easier. If we allow students to be a resource in the classroom and develop reading materials based on what they write, then we can open up a whole new world of self-discovery and imagination. Fueled with this sense of achievement, how can students not want to continue to improve upon their reading?

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APPENDIX A

COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR LANGUAGES

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: http://www.coe.int/t/dg4/portfolio/?m=/main_pages/levels.html

APPENDIX B**COHESIVE DEVICES – PAGE 1****Purpose**

Speakers and writers use a variety of cohesive devices to link or clarify the relationships among ideas. Instruction in cohesion is aimed at helping a student grasp (when listening or reading) or express (when speaking or writing) the relatedness of meaning between words or clauses within a sentence and across sentences. Many students can benefit from direct instruction in how to use words that signify a variety of types of semantic relations. Examples of several types of cohesive devices follow:

Reference

Cohesion is formed by a word (or words) that refers to information, found elsewhere in the text, that is necessary for comprehension of the statement. The *exact* identity of the referent is stated elsewhere.

Pronominal: Hansel took some breadcrumbs. *He* put them in his pocket.

Demonstrative: Their parents took them to the *forest* and left them *there*.

Lexical

Textual cohesion between one word and another is created by repetition of the word or use of a synonym, a superordinate word, a more general word, or an associated word.

Same word: The *darkness* of night came swiftly. The children were afraid of the *darkness*.

Synonym: Hansel and Gretel huddled together to wait for *daybreak*. Oh, when would *dawn* come?

Superordinate word: *Mice and raccoons* snuffled closer to investigate the intruders. The *animals* were curious.

General word: Finally, the tired children snuggled down in the *leaves and pine needles* of the forest *bed* and went to sleep.

Associated word: As the *dawn* broke, *sunlight* filled the forest.

APPENDIX B

COHESIVE DEVICES – PAGE 2

Conjunction

A conjunction represents semantic relation that expresses how a clause or statement is related in meaning to a previous clause or statement; it is signaled by a specific connecting word or phrase. Following is a variety of types of semantic relations with examples of words that typically signal each.

Additive: and, also, in addition

Amplification: furthermore, moreover

Adversative: but, however, in contrast, nevertheless

Causal: if/then, because, due to, as a result

Conclusion: therefore, accordingly, consequently

Temporal: after, meanwhile, whenever, previously

Sequence: first, second, then, lastly, finally

Spatial: next to, between, in front of, adjacent

to *Continuative:* after all, again, finally,

another *Likeness:* likewise, similarly

Example: for example, as an illustration *Restatement:* in other words, that is, in summary

Exception: except, barring, beside, excluding

Substitution

A word is substituted for the referent that is not identical in meaning or carries some differentiation, but performs the same structural function.

Nominal: The witch wanted a bigger *pot*. She ordered Gretel to go and get *one*.

Clausal: Could Gretel *save Hansel*? She thought *so*.

Ellipsis: A word, phrase, or clause is left unsaid, but is understood.

Verbal: "Are you coming?" called the witch. "I am (coming)," answered Gretel.

Nominal: Gretel looked for a sharp tool, but she knew she would take whatever (tool) she could find.

Clausal: I know I can kill the witch. I'm sure I can (kill the witch).

Source: http://hidalgo.schoolspan.com/cms/filemgr/2_5/Cohesive%20Devices.pdf

APPENDIX C

TYPOLOGY OF READING STRATEGIES – PAGE 1

No	Reading Strategy	Comment
1	Having a purpose	It is important for students to have a clear purpose and to keep in mind what they want to gain from the text.
2	Previewing	Conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text.
3	Skimming	Looking quickly through the text to get a general idea of what it is about.
4	Scanning	Looking quickly through a text in order to locate specific information.
5	Clustering	Reading clusters of words as a unit.
6	Avoiding bad habits	Avoiding habits such as reading word-by-word.
7	Predicting	Anticipating what is to come.
8	Reading actively	Asking questions and then reading for answers.
9	Inferring	Identifying ideas that are not explicitly stated.
10	Identifying genres	Identifying the overall organizational pattern of a text.
11	Identifying paragraph structure	Identifying the organizational structure of a paragraph, for example, whether it follows an inductive or deductive pattern.
12	Identifying sentence structure	Identifying the subject and main verb in complex sentences.
13	Noticing cohesive devices	Assigning correct referents to pro forms, and identifying the function of conjunctions.
14	Inferring unknown vocabulary	Using context as well as parts of words (e.g. prefixes, suffixes, and stems) to work out the meaning of the unknown words.

APPENDIX C

TYPOLOGY OF READING STRATEGIES – PAGE 2

15	Identifying figurative language	Understanding the use of figurative language and metaphors.
16	Using background knowledge	Using what one already knows to understand new ideas.
17	Identifying style and its purpose	Understanding the writer's purpose in using different stylistic devices, such as a series of short or long sentences.
18	Evaluating	Reading critically and assessing the truth value of textual information
19	Integrating information	Tracking the ideas that are developed across the text through techniques such as highlighting and note taking
20	Reviewing	Looking back over a text and summarizing it.
21	Reading to present	Understanding the text fully and then presenting it to others.

Source: Nunan, D. (1999). Second language teaching & learning. Boston: Heinle & Heinle Publishers, pp.265-266

APPENDIX D

JOB DESCRIPTION

GIB Young Professionals Development Program

Gulf International Bank - Khobar, Saudi Arabia

Job Description

Over the past 35 years, GIB has earned its reputation for being one of the Gulf's most reliable and trusted financial partners; and if it weren't for our devoted and professional human capital, we would not have achieved this prominence.

GIB believes in providing a work environment that supports people development and encourages leadership; the success of our business means the success of our own employees.

With our plans to expand our business and even go beyond the trends in offering our services throughout the GCC region, GIB is now looking for the right talent to join this exciting and rewarding journey.

We are on the lookout for fresh and ambitious graduates who are eager to start their career with one of the GCC's leading international financial institutions.

We offer new recruits the unique opportunity to gain professional experience in a challenging yet rewarding environment supported by exceptional learning and development programs.

The management believes that the main drive to the success of this business is talent and professionalism; people who are willing to go the extra mile and grow their career with a bank that has been a market leader in the region. So, for the enthusiastic, creative and committed candidates, GIB is looking for the right people who are willing to live our values and make a difference.

GIB's Young Professionals Development Program includes:

- Six Months training, mixture of theoretical and on the job training
- On the job and off site learning and development opportunities
- Continuous Coaching and Mentoring
- Professional development
- Performance Monitoring / Assessment

Skills (Required Majors):

- Bachelor or Masters Degree in Finance
- Bachelor or Masters Degree in Accounting
- Bachelor or Masters Degree in Business Management
- Bachelor or Masters Degree in Marketing
- Bachelor or Masters Degree in Information Technology
- Bachelor or Masters Degree in Management Information Systems
- Bachelor or Masters Degree in Computer Science or Computer Engineering

Source: <http://www.bayt.com/en/job/?xid=1832181>

APPENDIX E

5WH AND HOW MODEL

5W and How Model

TOPIC:

Who:
What:
When:
Where:
Why:
How:
Summary Statement:

Source: http://www.manatee.k12.fl.us/sites/highschool/bayshore/Documents/L-F_Graphic_Organizers%202.pdf

APPENDIX F

CV MAIN CATEGORIES

Contact Information	Personal Information
Employment History	Education
Professional Qualifications	

APPENDIX G**CV ITEMS**

Name
Address
Telephone
Cell Phone
Email
Date of Birth
Place of Birth
Citizenship
Visa Status
Gender
Marital Status
Spouse's Name
Children
Work History
Research and Training
University
Graduate School
Post-Doctoral Training
Certifications and Accreditations
Computer Skills

APPENDIX H

CV FORMAT

Contact Information

Name
Address
Telephone
Cell Phone
Email

Personal Information

Date of Birth
Place of Birth
Citizenship
Visa Status
Gender

Optional Personal Information

Marital Status
Spouse's Name
Children

Employment History

List in chronological order, include position details and dates

Work History
Academic Positions
Research and Training

Education

Include dates, majors, and details of degrees, training and certification

University
Graduate School
Post-Doctoral Training

Professional Qualifications

Certifications and Accreditations
Computer Skills

Awards

Publications

Professional Memberships

Interests

Source: <http://jobsearch.about.com/od/cvsamples/a/cvformat.htm>

APPENDIX I

LIST OF ACTION VERBS – PAGE 1

Creative Skills

acted	adapted	began	combined	composed	conceptualize
condensed	created	customized	designed	developed	directed
displayed	drew	entertained	established	fashioned	formulated
founded	illustrated	instituted	integrated	introduced	invented
modeled	modified	originated	performed	photographed	planned
revised	revitalized	shaped	solved		

Data/Financial Skills

administered	adjusted	allocated	analyzed	appraised	assessed
audited	balanced	budgeted	calculated	computed	conserved
corrected	determined	developed	estimated	forecasted	managed
marketed	Measured	netted	planned	prepared	programmed
projected	qualified	reconciled	reduced	researched	retrieved

Helping Skills

adapted	advocated	aided	answered	arranged	assessed
assisted	clarified	coached	collaborated	contributed	co-operated
counseled	demonstrated	diagnosed	educated	encouraged	ensured
expedited	facilitated	familiarized	furthered	guided	helped
insured	intervened	motivated	prevented	provided	Referred
rehabilitated	represented	resolved	simplified	supplied	Supported
volunteered					

Organizational Skills

approved	arranged	catalogued	categorized	charted	classified
coded	collected	compiled	corrected	corresponded	distributed
executed	filed	generated	incorporated	inspected	logged
maintained	monitored	obtained	operated	ordered	organized
prepared	processed	provided	purchased	recorded	registered
reserved	responded	reviewed	routed	scheduled	screened
submitted	supplied	standardized	systematized	updated	validated

Research Skills

analyzed	clarified	collected	compared	conducted	critiqued
detected	determined	diagnosed	evaluated	examined	experimented
explored	extracted	formulated	gathered	inspected	interviewed
invented	investigated	located	measured	organized	researched
searched	solved	summarized	surveyed	systematized	

APPENDIX I

LIST OF ACTION VERBS – PAGE 2

Teaching Skills

adapted	advised	clarified	coached	communicated	conducted
coordinated	critiqued	developed	enabled	encouraged	evaluated
explained	facilitated	focused	guided	individualized	informed
instilled	instructed	motivated	persuaded	simulated	stimulated
taught	tested	trained	transmitted	tutored	

Technical Skills

adapted	applied	assembled	built	calculated	computed
conserved	constructed	converted	debugged	designed	determined
developed	engineered	fabricated	fortified	installed	maintained
operated	overhauled	printed	programmed	rectified	regulated
remodeled	repaired	replaced	restored	solved	specialized
standardized	studied	upgraded	utilized		

Communication/People Skills

addressed	advertised	arbitrated	arranged	articulated	authored
clarified	collaborated	communicated	composed	condensed	conferred
consulted	contacted	conveyed	convinced	corresponded	debated
defined	developed	directed	discussed	drafted	edited
elicited	enlisted	explained	expressed	formulated	furnished
incorporated	influenced	interacted	interpreted	interviewed	involved
joined	judged	lectured	listened	marketed	mediated
moderated	negotiated	observed	outlined	participated	persuaded
presented	promoted	proposed	publicized	reconciled	recruited
referred	reinforced	reported	resolved	responded	solicited
specified	spoke	suggested	summarized	synthesized	translated

Management/Leadership Skills

administered	analyzed	appointed	approved	assigned	attained
authorized	chaired	considered	consolidated	contracted	controlled
converted	Co-ordinated	decided	delegated	developed	directed
eliminated	emphasized	enforced	enhanced	established	executed
generated	handled	headed	hired	hosted	improved
incorporated	increased	initiated	inspected	instituted	led
managed	merged	motivated	navigated	organized	originated
overhauled	oversaw	planned	presided	prioritized	Produced
recommended	re-organized	replaced	restored	reviewed	scheduled
secured	selected	streamlined	strengthened	supervised	terminated

Source: <http://www.port.ac.uk/careersandrecruitment/media/media,124318,en.pdf>

APPENDIX J

CHRONOLOGICAL CV SAMPLE

James Smith

12 The View, Winton, Bournemouth, BH2 1PZ E-mail: JS342@gmail.co.uk
Mobile: 07989 989765

A proactive Accountancy undergraduate with second European language and work experience in a business environment seeks a graduate training opportunity in Europe.

EDUCATION

BA (Hons) Accountancy (predicted 2.1), Bournemouth University **2004 – 08**

The course includes a full time industrial placement in year 3, which was spent with Poole Borough Council. Improved analytical skills and demonstrated a high level of accuracy in assessed assignments and written reports.

Brookdown School, Surrey **1997 – 04**

A-levels in Business Studies (B), French (B) and German (C). GCSEs 10 A-C grades

EXPERIENCE

Accounts Assistant, Poole Borough Council (full time placement) **2006 – 07**

- Supporting 5 other staff, I learned to manage and prioritize multiple tasks to meet deadlines for each team member
- Reacted to exceptionally busy periods by working flexibly to meet deadlines and re-organizing existing workload
- Communicated effectively with external callers – aiming to provide a favorable impression of the department whilst solving problems

Sales Assistant, WHSmith, Bournemouth **Present & 2004 – 06**

- Proved my ability to manage my time by combining a part time job with study and extra-curricular activities
- Learned to think on my feet and solve problems in the absence of a supervisor, e.g. deciding to re-stock areas of the shop during quieter periods.

RESPONSIBILITIES

Aim Higher Student Mentor **2007 – 08**

- Volunteered under the Aim Higher initiative to help to raise the aspirations of secondary school pupils in the Bournemouth area
- Built strong relationships with pupils and other Student Mentors
- Communicated effectively with young people, developing the ability to influence as well as listen effectively

Peer Assisted Learning Leader (PAL) **2005 – 06**

Worked with first year undergraduates to help them achieve an easy transition to university life; assisting with study skills, assignment planning and promoting the range of activities available.

INTERESTS

I have enjoyed travelling throughout Europe and the USA during vacations and like playing and watching rugby and other sports. I also keep up to date with business issues in the news and business press.

ADDITIONAL SKILLS

IT Confident user of Microsoft Office, including Access and PowerPoint.

Language Good written & spoken French, intermediate spoken & written German.

REFERENCES Available on request

Source: http://studentportal.bournemouth.ac.uk/career/local-assets/job-hunting/one_page_cv.pdf

APPENDIX K

FUNCTIONAL CV SAMPLE

Shannon D. E. McPhee

Current Address (until May1)
 #420 - 425 115th Street East
 Sacramento, CA 12345
 Phone: (916) 555-9213

Permanent Address
 935 Hawthorne Cres.
 San Diego, CA 12346
 Phone: (760) 555-3094

Objective

To obtain summer employment that will help me develop my skills as an educator and utilize my current knowledge in instruction and information services.

Education

University of California at Berkeley, College of Arts (English), Sacramento, CA, Sep 1996 - Present

Central Collegiate Institute, San Diego, CA, Sep 1992 - Jun 1996 (Honors Graduate)

Project Management/Coordination

- Supervise and act as liaison with Visitor Information Center staff (schedule staff, monitor hours of operation, delegate and/or complete opening and closing duties, train new staff members)
- Plan, organize, direct staff and office activities associated with the Center (complete daily sales records, handle inventory control and consignment contracts, update and order current brochures)
- Perform public relations activities reporting to the Board of Directors (complete records, quarterly newsletter, assist with and co-ordinate community projects)
- Handle all operations of the Center, delegate tasks, monitor utilities used, order supplies, perform sales activities and information services

Instruction/Training and Event Management

- As assistant music director, for the San Diego Lions Band, assist band direction and conduction of all classes and performances. Provide support and encouragement to students
- Work backstage direction for the annual San Diego Festival of Dance (1995 -1999).
- Assist adjudication and session facilitation at the Kinsmen International Band Festival (1997 - 1999)
- Held president position of Pond House Executive for V.P.R.A. and sat on the V.P.R.A. Central Executive (1998 - 1999), organized, co-ordinated and advertised all major events.
- Held Vice President position of Pond House Executive for the Voyageur Place Residence Association (V.P.R.A.), co-ordinated and promoted events throughout the year (1997 - 1998).
- Participated as an active member of the UCB Ballroom Dancing Club (1996 - 2000) and Campus Recreation Mixed Volleyball League (1999 - 2000)

Work History

Visitor Information Center Supervisor, Tourism San Diego, San Diego, CA, May 1999 - Sep 1999

Tourist Information Assistant, Tourism San Diego, San Diego, CA, Summer 1997, 1998

Front Office Administration, Bradish Plymouth Chrysler, San Diego, CA, Summer 1996, 1998

Assistant Music Director, San Diego Lions Band, San Diego, CA, Sep 1995 - Jun 1996

References

Ms. Lee Auten - Manager of Destination Discovery San Diego Inc. Phone: (760) 555-8537

Ms. Audrey Mack - Former Manager of Tourism San Diego Inc. (760) 555-1535

Mark Barrera - Former V.P.R.A. President (760) 555-7182

APPENDIX L**CHRONOLOGICAL CV TEMPLATE****Your Name**

Street · Town · Postcode
Email address · Home phone number · mobile phone number

Personal Statement

JUST ONE LINE HERE

Education and Qualifications

University Name [Start date – End date]

Degree name (Grade)

Example modules or work

School Name [Start date – End date]

Other academic qualifications

Employment History

Job Title [Start date – End date]

Company or organization

Duties: list a few of the key skills used or learnt

Interests

List a few of your hobbies and interests here. Try and choose unique ones.

Skills

Full and clean UK driving license.

References available upon request.

Source: http://www.prospects.ac.uk/assets/assets/documents/cv_skills_based.pdf

APPENDIX M

FUNCTIONAL CV TEMPLATE

(YOUR NAME HERE)

(House number and street name)
 (City and post code)
 (Email address)
 (Telephone number)

OBJECTIVE

(This is a statement of purpose and is the first thing a prospective employer will read about you. Focus it on the job you are applying for by mentioning those skills and abilities that are relevant to the role you are applying for.)

ACCOMPLISHMENTS

(PROFESSIONAL AREA OF ACHIEVEMENTS)

- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)
- (In short sentences explain your work related achievements)

PERSONAL ACHIEVEMENTS

- (Describe your personal skills i.e. ‘Attention to detail.’)
- (Describe your personal skills i.e. ‘Excellent communication skills.’)
- (Describe your personal skills i.e. ‘Team player.’)
- (Describe your personal skills i.e. ‘Attention to detail.’)
- (Describe your personal skills i.e. ‘Attention to detail.’)
- (Describe your personal skills i.e. ‘Attention to detail.’)
- (Describe your personal skills i.e. ‘Attention to detail.’)
- (Describe your personal skills i.e. ‘Attention to detail.’)

(Job title)	(Company name)	(Employment dates)
(Job title)	(Company name)	(Employment dates)
(Job title)	(Company name)	(Employment dates)
(Job title)	(Company name)	(Employment dates)
(Job title)	(Company name)	(Employment dates)

EDUCATION

(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)
(School / college name)	(Subject)	(Grade)	(Date)

INTERESTS & HOBBIES

Concentrate on any leisure activities where you are part of a group, this will help to show you as team player. If possible also focus on interest that are relevant to the vacancy.

REFERENCES

Available on request.

Source: <http://www.dayjob.com/content/functional-cv-247.html>

APPENDIX N

CV INFORMATION SHEET – PAGE 1

CAREER OBJECTIVE

Formula 1: Focus on the kind of position you want.

Example: Seeking a full-time position as an Administrative Assistant.

Seeking a position as a _____.

Formula 2: Focus on the field or industry in which you are interested in

working. Example: Seeking an entry-level position in the Healthcare field.

Seeking a position in the _____ field.

Formula 3: Focus on your skills/abilities.

Example: Seeking a position that will utilize my communication, data-entry skills, and my strong work ethic.

Seeking a position that will utilize my _____, _____, and _____ skills.

Position: This describes the level position or the type of work you are seeking.

- | | |
|-------------------------------|--------------------------------------|
| Entry Level | A Specific Title (Warehouse |
| Associate) Internship | The name of a field (Administrative) |
| First, Second, or Third Shift | Professional |
| Part-Time | |

Field: This describes the career field, industry or department you are seeking.

- | | |
|-------------------|------------------------|
| Accounting | Human Resources |
| Administrative | Information Technology |
| Culinary Arts | Manufacturing |
| Customer Service | Marketing |
| Educational | Mechanical |
| Engineering | Medical |
| Food Service | Sales |
| Financial | Truck Driving |
| Health and Beauty | Warehouse/Industrial |
| Healthcare | Welding |

APPENDIX N

CV INFORMATION SHEET – PAGE 2

Skills/Experience: *These are your most outstanding strengths and abilities. These can also be used in your **Summary of Qualifications.***

- | | |
|-----------------------------|---------------------------------|
| Data Entry | Work Ethic |
| Computer Skills | Problem Solving Ability |
| Organizational Ability | Leadership Ability |
| Financial Knowledge | Proven Success Record |
| Public Speaking Ability | Certifications |
| Accuracy | Specific Educational Background |
| Innovative Ideas | Results Oriented |
| Logical Thinking Ability | Planning Skills |
| Self-Starter | Specific Trade Skills |
| Excellent Attendance Record | Creativity |
| Follows Instructions | Ability to Learn Quickly |
| Maturity | Dependability |
| People Skills | Communication Skills |
| Enthusiasm Persistence | Observant |

EDUCATIONAL BACKGROUND

Name of School:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	To:
Degree/Diploma Received or Grade Level Completed:			

Name of School:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	
Degree/Diploma Received or Grade Level Completed:			

Extracurricular Activities (teams, clubs, volunteer work, etc.):

Honors and Awards Received:

Computer Skills (hardware and software you can use):

Machine Skills (include machines you can operate):

Specialized Skills (foreign language spoken, auto repair, etc.):

APPENDIX N

CV INFORMATION SHEET – PAGE 3

WORK EXPERIENCE

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for Leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for Leaving:			

REFERENCES

Name:		Employer:	
Job Title:			
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Why can this person recommend you for employment?			

Name:		Employer:	
Job Title:			
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Why can this person recommend you for employment?			

Adapted from: http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf

APPENDIX O

JOB APPLICATION WORD LIST

English	Arabic	English	Arabic
address		education	
age		background	
apply		elementary school	
area code		employee	
birthday		employer	
certification		experience	
children		family name	
citizenship		felony record	
city		female	
college		fired	
country		first name	
criminal record		gender	
date		graduate school	
date of birth		handicap	
dependents		hearing	
diploma		height	
divorced		high school	
English	Arabic	English	Arabic
previous experience		zip code	
husband's name		quit	
junior college		reason for leaving	
junior high school		relatives	
last name		salary	
male		separated	
marital status		single	
married		skills	
middle name		social security	
name		number	
next of kin		state	
notify		street	
occupation		telephone number	
phone number		vision	
physical examination		weight	
position		wife's name	
present address			

Adapted from: http://www.manythings.org/vocabulary/lists/z/words.php?f=job_application

APPENDIX P

INFORMATION GAP JOB APPLICATION (STUDENT A)

LAST NAME	FIRST NAME

APPLICATION FOR EMPLOYMENT

Date of Application _____

Personal Data:

Name:

Al Dosary		
Last	First	Middle

Address:

1 Qassim Road		_____, Saudi Arabia	
Number & Street	Apt/Unit/P.O.	City, Country	Zip

Contact:

		AlDosaryO@hotmail.com
Home Phone	Mobile	Email Address

Position applying for: _____

Are you currently employed? Please explain: No. I am a recent graduate.

Date available to begin work: _____

Education:				
Institution	Location	Years Attended	Degree/Concentration	Major
Al-al-Bayt University				Finance and Banking
	_____, United Arab Emirates	2006-2010	BS	

Professional Experience:				
Company/Organization	Location	Position Held	Duties	Dates
Jordan Ahli Bank	Amman, _____	Safe Deposit Clerk	- Rent safe-deposit box to customers - Collect rental fees from customers	
	Abu Dhabi, _____		- Mail financial aid packets	2008-2010

I certify that this information is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

APPENDIX P

INFORMATION GAP JOB APPLICATION (STUDENT B)

--	--

LAST NAME

FIRST NAME

APPLICATION FOR EMPLOYMENT

Date of Application _____

Personal Data:

Name:		Ohoud	
	Last	First	Middle
Address:		Riyadh, _____	11512
	Number & Street	Apt/Unit/P.O.	City, Country Zip
Contact:		05-1234-9876	
	Home Phone	Mobile	Email Address

Position applying for: Bank Teller

Are you currently employed? Please explain: _____

Date available to begin work: Immediately

Education:				
Institution	Locatio	Years Attended	Degree/Concentration	Major
	Mafraq, Jordan	2010-2012	MA	
Zayed University	Abu Dhabi, _____			Business Sciences: Accounting

Professional Experience:				
Company/Organization	Location	Position Held	Duties	Dates
	_____, Jordan		- Perform clerical duties	2011-Present
Zayed University	_____, United Arab Emirates	Financial Aid Internship	- Answer the telephone - Perform data input	

****Please note most recent first**

I certify that this information is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

APPENDIX Q

JOB APPLICATION TEMPLATE

--	--

LAST NAME

FIRST NAME

APPLICATION FOR EMPLOYMENT

Date of Application _____

Personal Data:

Name:			
	Last	First	Middle
Address:			
	Number & Street	Apt/Unit/P.O.	City, Country
Contact:			
	Home Phone	Mobile	Email

Position applying for: _____

Are you currently employed? Please explain: _____

Date available to begin work: _____

Education:				
Institution	Location	Years Attended	Degree/Concentration	Major

Professional Experience: **Please note most recent first				
Company or Organization	Location	Position Held	Duties	Dates

I certify that this information is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

APPENDIX R

READING HISTORY ASSESSMENT

Type of Reading (Media) Magazines/Newspapers that you read in your first language	What topics and subjects do you enjoy reading? First Language (circle all that you read) News Sports Other: _____ Hobbies Politics Other: _____ Science Health Other: _____ Entertainment Literature (short stories, novels, poems)																																							
Magazines/Newspapers that you read in English	English (circle all that you read) News Sports Other: _____ Hobbies Politics Other: _____ Science Health Other: _____ Entertainment Literature (short stories, novels, poems)																																							
Internet	Do you read web pages in your first language ? <input type="checkbox"/> No <input type="checkbox"/> Yes (what kind?): _____ _____ Do you read web pages in English ? <input type="checkbox"/> No <input type="checkbox"/> Yes (what kind?): _____ _____																																							
Which of the following materials have you read AT SCHOOL? Please ✓ any that you have read.																																								
	<table style="width:100%; border:none;"> <tr> <td></td> <td style="text-align:center;">Liked</td> <td style="text-align:center;">Disliked</td> </tr> <tr> <td>Short stories</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Poems</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Autobiography</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Biography</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Newspaper articles</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Magazine articles</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Textbooks</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Internet</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Applications</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Comic books, cartoons</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Other: _____</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>Other: _____</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> <input type="checkbox"/></td> </tr> </table>		Liked	Disliked	Short stories	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Poems	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Autobiography	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Biography	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Newspaper articles	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Magazine articles	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Textbooks	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Internet	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Applications	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Comic books, cartoons	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Other: _____	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>	Other: _____	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>
	Liked	Disliked																																						
Short stories	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Poems	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
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Biography	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
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Textbooks	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Internet	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Applications	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Comic books, cartoons	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Other: _____	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						
Other: _____	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> <input type="checkbox"/>																																						

Adapted from: Kathy Wohlfeld, Assessment Plan 1

APPENDIX S

K-W-L CHART

TOPIC: _____

<p>K WHAT I <u>K</u>NOW</p>	<p>W WHAT I <u>W</u>ANT TO KNOW</p>	<p>L WHAT I <u>L</u>EARNED</p>

APPENDIX T

SKILL REFLECTION RECORD

1. Has this reading course helped improve your reading ability in English?

Yes _____ No _____ Why? _____

2. What did you learn in this course?

3. Do you feel more confident reading texts in English?

Yes _____ No _____ Why? _____

4. What was the positive part of this course?

5. What was the negative part of this course?

6. Which of the following genres did you like reading the best during the course? (Check ✓ as many genres as you liked.)

- | | | | |
|---------------------------------|--------------------------|--------------------|--------------------------|
| Labels on food, cooking recipes | <input type="checkbox"/> | Advertisements | <input type="checkbox"/> |
| Comic strips/cartoons | <input type="checkbox"/> | Forms/Applications | <input type="checkbox"/> |
| Newspapers | <input type="checkbox"/> | Banking documents | <input type="checkbox"/> |
| Short stories | <input type="checkbox"/> | Greeting cards | <input type="checkbox"/> |
| Letters | <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> |

7. Why did you like learning about some of the genres of reading from #6?

APPENDIX U

READING HISTORY ASSESSMENT: RESULTS

Type of Reading (Media)

Magazines/Newspapers that you read in your **first language**:

News	16	Sports	3	Other	Fashion
Hobbies	12	Politics	4		
Science	5	Health	17		
Entertainment	15	Literature	6		

Magazines/Newspapers that you read in **English**:

News	9	Sports	9	Other	Story; fashion; art
Hobbies	13	Politics	1		
Science	7	Health	6		
Entertainment	7	Literature	4		

Internet

Do you read web pages in your **first language**?

No	3	Yes	39	Poems; literature; novels; Hotmail; hobbies; murder; news; Twitter; msn; health; Facebook
----	---	-----	----	---

Do you read web pages in **English**?

No	20	Yes	22	Chatting; song lyrics; dictionary; movies; sports; make-up; celebrities; fashion; entertainment; health; short stories; news
----	----	-----	----	--

Which of the following materials have you read AT SCHOOL? Please ✓ any that you have read.					
			Liked	Disliked	
Short stories	5 No	37 Yes	31	5	
Poems	16 No	26 Yes	13	12	
Autobiography	18 No	24 Yes	16	8	
Biography	22 No	20 Yes	13	7	
Newspaper articles	24 No	18 Yes	14	3	
Magazine articles	29 No	13 Yes	9	3	
Textbooks	18 No	24 Yes	16	6	
Internet	14 No	28 Yes	21	3	
Applications	19 No	23 Yes	14	5	
Comic books, cartoons	15 No	27 Yes	19	6	

Adapted from: Kathy Wohlfeld, Assessment Plan 1