

# Academic Reading: Challenges and Teaching Tips

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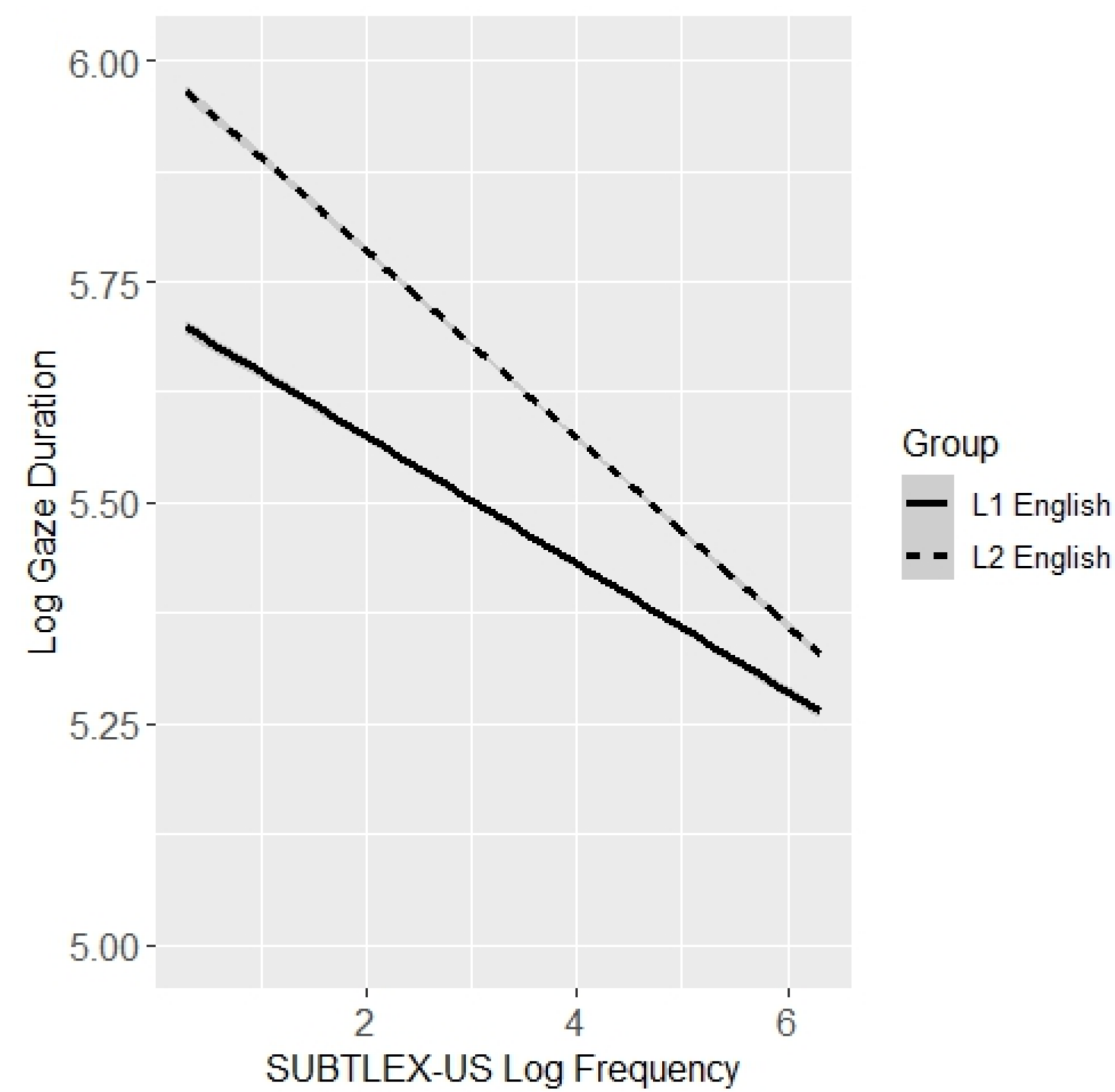


## What is reading?

### Low-level reading processes

- Understand text orientation, punctuation
- Recognize graphemes/ common grapheme combinations
- Establish grapheme-phoneme correspondences
- Recognize words / access lexical info
- Assign the appropriate meanings to words
- Assign syntactic structure
- Create “meaning units” from these structures
- Establish relationships among these meaning units (often using the discourse structure of the text)

### Word frequency and lexical access



Log gaze duration by word frequency for L1 English ( $N = 89$ ) and L2 English ( $N = 101$ ) UTA students.

### High-level reading processes

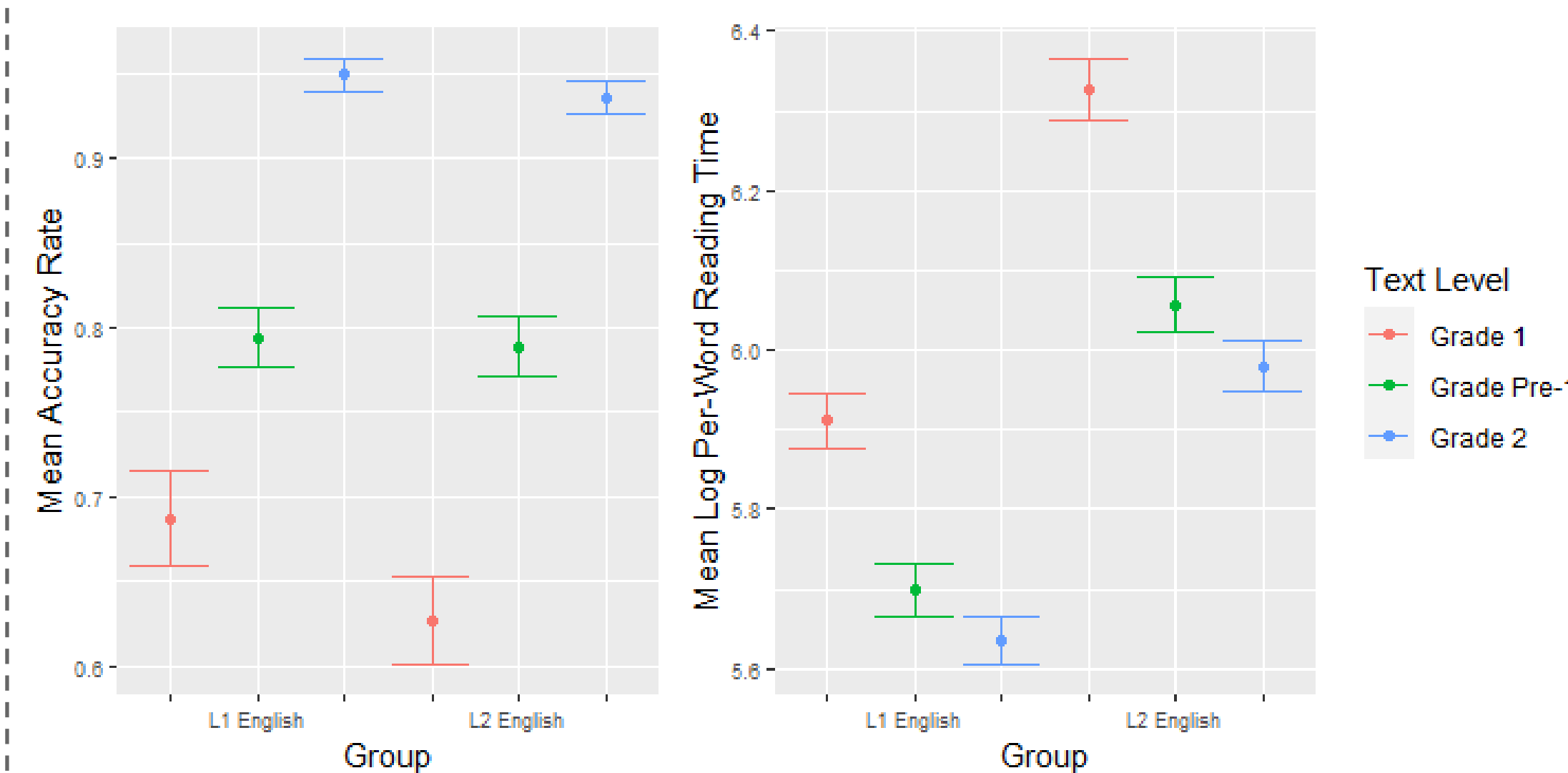
- Create a “text model” -- a large network of meaning relations for the text, i.e., “comprehend” the text
- Use this network to evaluate the text, connect the text with background knowledge, synthesize with other texts....

## What is a skilled reader?

- automatizes low-level reading processes
- coordinates low- and high-level processes
- understands reading goals
- sets appropriate “coherence standard”
- uses strategies to meet that standard
- can engage all of these processes fluently over extended periods of time

## Creating skilled readers

### Recognizing the challenge



Mean comprehension accuracy rates and per-word reading times for L1 English ( $N = 89$ ) and L2 English ( $N = 101$ ) UTA students by text complexity level. Error indicate  $\pm 1$  SE.

## Teaching Tip: Incorporating Reading Strategies

Pre-Reading Strategies	While-Reading Strategies	Post-Reading Strategies
<ul style="list-style-type: none"> <li>• Set a reading purpose</li> <li>• Access prior knowledge</li> <li>• Preview the text (title, abstract, headings, tables, figures, etc.)</li> <li>• Ask questions/make predictions based on this preview</li> <li>• Skim for the general idea</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor comprehension throughout the text</li> <li>• Monitor vocabulary knowledge</li> <li>• Use context cues to understand new terms</li> <li>• Identify (and even predict) main ideas</li> <li>• Connect text with tables, figures, graphs, etc.</li> <li>• Compare what is read with what is known</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit pre-reading expectations/questions</li> <li>• Review/organize notes</li> <li>• Summarize the text</li> <li>• Connect information with other sources</li> <li>• Apply new information to a task</li> <li>• Relate the text to one's own experience</li> <li>• Evaluate/critique the text</li> </ul>

## Teaching Tip: Perusall for While-Reading Strategies

All comments for Week 2 Readings [Optional Perusall Assignment]

Part: 1 2 3 4 5

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Student	Submission	Words	Page	Quality	Upvoters	Replies	Group	Created	Last edited
	I think large-scale high-risk exams often fall into the category of NRT.	12	2	medium	0	0	1	Jan 24 5:14 pm	Jan 24 5:14 pm
	This paragraph reminded me of a test I had to take in Saudi Arabia to qualify for the English department after I finished high school. After a semester dedicated to learning English fundamentals – grammar, reading, writing, and listening – we underwent exams in each area. The requirement was to score a minimum of 70 to secure a place in the English department for our bachelor's degree.	67	2	high	0	1	1	Jan 23 5:24 pm	Jan 23 5:24 pm
	Like we discussed in the class, the distribution of CRT is supposed to be skewed.	15	3	low	0	0	1	Jan 24 11:26 pm	Jan 24 11:26 pm
	Interesting! When I began teaching, there was this idea that a well-distributed range of grades (A-B-C-D-F) among students at the end of the semester indicated a well-designed curriculum. Did you find this concept to be reflected in your teaching experience, or have there been shifts in educational philosophies over time?	50	3	high	1	1	1	Jan 23 5:47 pm	Jan 23 5:47 pm
	I appreciated this table; it summarized all the points discussed later in the reading. It was a helpful reference point.	20	4	medium	0	0	1	Jan 23 6:09 pm	Jan 23 6:09 pm
	Proficiency tests are designed for the academic purposes.	8	5	medium	0	0	1	Jan 24 11:27 pm	Jan 24 11:27 pm
	I agree, but these tests can be unfair in the sense that the type of questions asked and the reading passages in these tests are very academic and can be far from the every-day used language.	36	5	high	0	1	1	Jan 23 6:31 pm	Jan 23 6:31 pm
	Proficiency and placement tests are categorized under NRT here. The explanation highlights their significance in program-level decisions (determining entry qualifications), but I thought tests like TOEFL and IELTS are CRT, given the specific criteria and scores that aren't compared to others.	41	5	high	0	0	1	Jan 23 6:23 pm	Jan 23 6:23 pm
	I like this graph, which showcases the differences between proficiency tests and placement tests (as well as immigrant service ESL scores) in terms of ranges of ability.	27	7	high	0	0	1	Jan 24 11:31 pm	Jan 24 11:31 pm

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