

## CHAPTER FOUR

### DESCRIPTION AND ANALYSIS OF COURSEBOOKS

This chapter provides a description of the organization, and an analysis of each of the selected coursebooks with the analysis making use of the checklist described in the previous chapter.

#### *Analysis of New College English 4*

##### Organization of NCE 4

*New College English (4)* is designed by using the Three-Phase approach (Saricoban 2002). There are 12 units. Every unit has one topic and is divided into four parts: preparation, listening-centered activities, reading-centered activities, and further development. In the present study, only part three from each unit, reading-centered activities will be analyzed. Only this part teaches reading, and so is directly relevant to this study. Part three includes three main parts: Enriching Your Word Power, In-class Reading and After-class Reading.

Enriching Your Word Power asks the students to identify the grammatical function of words, and it also encourages the students to infer from context. In each

show off about it.””

Post-Reading includes two parts: Reading Comprehension and Vocabulary. Reading Comprehension includes three activities: understanding text organization, understanding specific information, and questions for discussion. The second part Vocabulary, includes some activities for practicing word meaning and word building, such as: Filling blanks with the words in appropriate forms, Matching words and the definition, and Choosing appropriate words to complete the following sentences.

After-class Reading has three reading passages, the length of each passage ranging from 800 to 1200 words. Each reading passage is followed by a Wordlist and the Notes (designed in the same way as the wordlist and the notes in In-class Reading); and Comprehension and Vocabulary, which includes one reading comprehension activity and one vocabulary activity. The reading comprehension activity includes completing the organization framework of the text or multiple-choice questions for specific information. The forms of vocabulary activity are various, such as completing sentences with appropriate prepositions or adverbs, completing sentences with appropriate forms of the given words, or word matching activities.

#### Analysis of NCE 4 Using the Checklist

In this section the reading skills/strategies taught in this coursebook are identified and examples of the ways these are taught are given and discussed.

### The Pre-reading Stage

In the pre-reading stage, the reading skills and strategies taught in *NCE 4* are summarized in Table 1.

Table 1

#### Reading Skills and Strategies in the Pre-reading Stage of *NCE 4*

<b>Skills and strategies</b>	<b>Method of teaching</b>
Predicting/guessing	Not taught
Relating to background knowledge	Questions and discussion
Setting the purpose of reading	Not taught

Relating to Background Knowledge. In the part of In-class Reading, activity II, Pre-reading offers some questions for the students to discuss in groups. These questions attempt to relate the readers' personal or background knowledge to reading and set the scene for reading. For example, in Unit 1, the topic of in-class reading is *Finding Happiness*. In the pre-reading part, on page 12, the questions for relating this to background knowledge are, "Are you extrovert or introvert? Do you relate wealth to happiness? Based on your answers to these questions, how would you rate your potential happiness? Explain your answer."

In After-class Reading, there are no activities relating the text to background knowledge.

### The While-reading Stage

The reading skills and strategies taught in the while-reading stage are summarized in Table 2.

Skimming. In every unit, for in-class reading, there is a direction, "Get the passage from your teacher and read it on your own. You should finish it within 18 minutes. Record the time you actually take." (Ying, 2000, p.10) The students are not permitted to read the text before class. They are asked to read it in class in about 15 or 18 minutes according to the length of the text. After reading, there are some comprehension questions for main idea or specific information of the text. When the students do this activity, the process may involve skimming, but there is no explicit teaching of what skimming is about, and no training for how to skim.

Scanning. There is one activity included in most units called Understanding Specific Information. Usually in this activity, the students are asked to decide whether the given statements are true or false according to the passage after they read the passage in 15 or 18 minutes. This activity involves scanning but there is no direct teaching of what scanning is and no training for how to scan.

In the after-class reading part, there are no directions or requirements for scanning. However, it could be argued that the students need some guidance for reading outside of the class. They also need more opportunities to practice what they learned in the class. It might be better to offer some activities or tasks in after-class reading for the students to apply the skills and strategies they learned in the class.

Table 2

Reading Skills and Strategies in the While-reading Stage of *NCE 4*

Skills and strategies		Method of teaching
Skimming		Finish reading in certain time
Scanning		Find specific information for some comprehension questions
Making use of reference apparatus, graphic conventions & figures		Not taught
Re-reading		Re-read for specific information
Varying reading speed		Not taught
Word solving skills	1. Using structural clues: grammatical function	"Enriching your word power" (the students have to identify grammatical functions of words)
	2. Using structural clues: morphology	Teach pre-fixes and suffixes Change the form of words
	3. Using a dictionary	Not taught
	4. Figuring out the unknown words from the context	Not taught
	5. Understanding denotation and connotation	Not taught
Text processing skills	<i>Text processing skill 1. Simplifying sentences</i>	In notes
	<i>Text processing skill 2. Recognizing and interpreting cohesive devices</i>	In notes
	2.1. interpreting proforms	In notes
	2.2. interpreting elliptical expressions	In notes
	2.3. interpreting lexical cohesion (synonymy, hyponymy, metaphor and so on.)	Comprehension questions Vocabulary activity in Passage III in Unit 5
	<i>Text processing skill 3. Interpreting discourse markers. (Conjuncts/subjuncts)</i>	In notes
	<i>Text processing skill 4. Recognizing functional value</i>	Not taught
	<i>Text processing skill 5. Recognizing text organization: rhetorical structure</i>	'Understanding the organization of the passage.'
	<i>Text processing skill 6. Recognizing presupposition and making inference</i>	'quotation and inferences' and some comprehension questions.

Re-reading. Although it is not mentioned in the directions, in the training of how to implement this coursebook, the teachers are told that the students should re-read the text after they finish skimming the first time, so that they can finish the comprehension activities and tasks.

Varying reading speed. In in-class reading, the students are asked read in a certain time according to the length of the text and record the time they actually take. But there is no training in how to improve reading speed or how to vary reading speed for different purposes.

Using structural clues: Grammatical function & Figuring out the unknown words from context. In every unit, Enriching Your Word Power is an activity to ask the students to identify the part of speech of a word in two different sentences. It also encourages students to infer from context. The students are asked to figure out the meaning of the underlined word in each sentence. For example, on page 8:

1. favor

A. He obtained his position more by favor than by merit or ability.

B. Miss Bhutto has accused the President of favoring her rivals.

In this activity sometimes the students are asked to read the sets of sentences carefully and discuss the different meanings of the underlined word in each set with partners. Sometimes three meanings are given for each of the underlined words. Students are asked to use the context to decide which of the meanings is the most appropriate in each case.

Using structural clues: Morphology. There are activities teaching the students about prefixes and suffixes. In almost every unit there is one activity asking the students to choose an appropriate word to complete sentences with blanks, and the students have to change the form of the words if necessary. This activity helps the students study the ways in which compound words are built and also the way phrasal verbs are put together. An example from Unit One can be seen in Appendix A.

Simplifying sentences. In the notes, there are many explanations teaching students how to simplify sentences. For example, if there is a compound sentence, the notes will explain how to rewrite it into two or more sentences by removing the conjunctions. But there are no activities training students how to simplify sentences, and there is no opportunity for the students to practice this skill.

Recognizing and interpreting cohesive devices. Sub-skill 1. Interpreting Proforms. In the notes, there are some items involving interpretation of proforms, for example, explanation of interpretation of a proform in a sentence taken from the text, but there are no examples or activities for students to practice this skill themselves.

Sub-skill 2. Interpreting Elliptical Expressions. In the notes, there are some items involving interpreting elliptical expressions. For example, the notes point out the subject and main verb of a sentence taken from the text, but there are neither examples nor activities for practice.

Sub-skill 3. Interpreting Lexical Cohesion (synonymy, hyponymy, metaphor, and text-structuring words). In Units 5 and 6, there are questions asking students to interpret text-structuring words. For example, referring to a sentence from the text, the

question is: “what does ‘this effect’ in this sentence refer to?” (p. 201). The vocabulary activity in Passage III in Unit 5 asks students to find words and expressions in the passage relating to looks, clothing, cosmetic, treatment, cosmetic products, state of mind, and put them in appropriate column. As Nuttall (1996) describes, this is a practice activity for hyponyms, though this does not draw attention to how these lexical relations contribute to cohesion.

Interpreting discourse markers. In the Notes, there is teaching about some discourse markers. One sentence will be taken from the text as an example, and sometimes there is also Chinese translation for that discourse marker and other examples. But there are no activities for students to practice using and interpreting the discourse markers.

Recognizing text organization. In every unit, for in-class reading, in the part of post-reading, there is one activity called “Understanding the Organization of the Passage”, the framework of the text is outlined, but there are many blanks. In the directions, the students are asked to find the main idea and complete the outline with what they get from the passage.

Recognizing presupposition, implication and making inference. In Units 5 and 6, there is one activity called “Quotation and Inference”, which asks the students to recognize presupposition and make inference.



### The Post-reading Stage

Reading skills and strategies taught in the post-reading stage are summarized in Table 3.

Table 3

#### **Reading Skills and Strategies in the Post-reading Stage of NCE 4**

<b>Skills and strategies</b>	<b>Method of teaching</b>
Summarizing	Filling blanks
Evaluating	Not taught
Synthesizing	Questions
Commenting and reflecting	Questions

**Summarizing.** In this coursebook, the way of teaching summarizing is to offer a summary of a text or a paragraph with some words taken out, and the students are asked to complete the summary by using appropriate words. The students therefore do not actually have to write summaries themselves.

**Synthesizing, Commenting and Reflecting.** In every unit, in the part of In-class Reading, there are some questions for group discussion asking the students to synthesize or comment after they finish reading. Some questions also ask the students to relate the content of the text to their background knowledge. For example, on page 253, the questions are, “Can you think of any other techniques that advertisers usually use to create the illusion of superiority?”, and on page 118, the questions are, “Do you agree that...?”; “What can we do to seek happiness?”

## Summary and Evaluation of the Teaching of

### Reading Skills and Strategies in NCE 4

According to the checklist, the activities and tasks in *NCE 4* involve most reading skills and strategies, except predicting, making use of reference apparatus, graphic conventions and figure, varying reading speed, using a dictionary, figuring out the unknown words from context, and evaluating. From the analysis, it seems that *NCE 4* emphasizes vocabulary knowledge. There are vocabulary activities in both the Pre-reading and in the Reading Section of every unit.

The second feature of this coursebook is that it has a lot of Chinese translation. In the new word list, every word and phrase has both English definition and the equivalent in Chinese. In the notes, many sentences also have Chinese translation. But there is no activity or task teaching or practicing translation.

The third feature of this coursebook is that it emphasizes the student's background knowledge in In-class Reading. Pre-reading questions help the students relate their background knowledge and personal experience to the text. Additionally, every In-class Reading also has some post-reading questions for the students to comment and reflect on the reading text. But there are no pre-reading and post-reading activities in After-class Reading. Maybe, the coursebook writers intend the students to use these skills and strategies without explicit support in the after-class reading. But teachers cannot expect students to acquire the reading skills after just learning for one time. Support should be reduced gradually. After being acquainted

with skills and strategies in the In-class Reading, many students may still need some support to apply these skills and strategies in After-class Reading.

The fourth finding of the analysis is that although most activities and tasks involve using some reading skills and strategies, and there are some explanations for some reading skills and strategies in the notes in both In-class Reading and After-class Reading, there is no explicit definition of or practice for these reading skills and strategies.

When teachers use this textbook in the classroom, some may leave the notes for the students to read by themselves. Nist and Simpson (2000:659) mentioned that the students do not automatically or immediately transfer strategies in a flexible manner. The students need to understand the skills and strategies, their advantages, and learn how to modify them to fit certain situations. Therefore, they suggest that the students should be provided with explicit instruction and practice opportunities with a diverse set of tasks. Additionally, the coursebook that has direct and explicit instruction will also be a good teaching resource and support for the teachers who do not know much about reading skills and strategies.

*The Analysis of New Horizon College English:*

*Reading and Writing Program 4*

Organization of NHCE 4

*NHCE 4* has ten units. Every unit has four parts: Preview, Section A, Section B, and Section C. Preview is a paragraph of about 100 words. It is an introduction to the theme of this unit, and it is suggested that it can be used as the reference for summary writing.

Section A includes Pre-reading Activities, Passage A, New Words, Reading Aloud, Comprehension of the Text, Vocabulary, Collocation, Word Building, Structure, Translation, Story/Essay Summary, Text Structure Analysis, and Structure Writing.

Pre-reading Activities require the students to listen to a brief introduction to Passage A twice and answer some questions for setting the purpose for reading. New Words include the new words and phrases or expressions that appear in the chapter. It offers pronunciation, part of speech, and definitions in both English and Chinese. Reading Aloud asks the students to read one paragraph aloud until they can say it from memory. Comprehension of the Text includes eight or ten comprehension questions focusing on main idea or specific information. Vocabulary includes two activities: one is to fill blanks with one word with the help with the first letter, the other is to replace the underlined word or expressions in the given sentences with words or expressions from the text so that it can best keep the original meaning. Collocation requires the students to use the right collocation from the text to fill the blanks in the sentences. Word Building teaches some affixes in each unit and has activities of completing sentences by changing the form of the word when necessary. Structure teaches sentence structure. It uses two sentences from the text as example to teach the students certain sentence structure, for example “ It is + adjective + to

do/that -clause". Translation tests sentence translation both from Chinese to English and English to Chinese. Story/Essay Summary asks students to complete the summary of Passage A by choosing the best word of four answers. In Text Structure Analysis, there is a paragraph giving a brief introduction of the structure of the whole reading passage. One paragraph from text is taken as an example to teach the organization of that paragraph. Structure Writing asks the student to use the writing technique taught in Text Structure Analysis by using one of the topics they offer.

Section B includes Reading Skills, Passage B, Comprehension of the Text, and Vocabulary. Reading Skill has explicit teaching of one reading skill. The examples are taken from Passage A and Passage B. There are activities called Reading Skills after Passage B for practicing this reading skill. Comprehension of the Text usually has some comprehension questions or judging some statements about Text B true or false. Vocabulary usually includes two activities. One is filling blanks with some given words and changing the forms when necessary. The other asks the students to use the given expressions to rewrite some given sentences.

Section C includes Passage C, Reading Skills, and Comprehension of the Text. Passage C is extensive reading, for the students to read after class. Reading Skills has an activity for practicing the reading skill taught in Part B. Comprehension of the Text asks the students to choose the correct version of some statements according to the text.

Analysis of NHCE 4 Using Checklist

The Pre-reading Stage

The reading skills and strategies taught in the pre-reading stage are summarized in Table 4.

Table 4

Reading Skills and Strategies in the Pre-reading Stage of NHCE 4

Skills and strategies	Method of teaching
Predicting/guessing	Questions only in Unit 1
Relating to background knowledge	Passage B and C in Unit 1 On-Line Resources
Setting the purpose of reading	Questions in <i>pre-reading activities</i>

Predicting/guessing and Relating to background knowledge. In Unit 1, Section B and Section C, the direction for Passage B and Passage C is, “As you read Passage B the first time, use context clues, common sense and your knowledge of the world to guess the possible answers to the questions between the paragraphs.” For example, on page 17, one question is, “What does the author think about the basic social change?” The paragraph following this question is the author’s opinion about the social change mentioned before. The questions appearing in the text enable the students to predict/guess what will be in following paragraph(s), and also enable the students to relate their background knowledge to what they read. When students read the text,

they will know whether their prediction is correct or not. But in other units, there are no activities or tasks teaching predicting or guessing.

In every unit, in Section B and C, the coursebook offers some websites, which are about the topic of Passage B and Passage C. This helps the students to build up background knowledge about that topic. But there are no activities or tasks to teach or train the students in relating the reading to their background knowledge.

Setting the purpose of reading. In Section A of every unit, in pre-reading activities there are some questions for the students after they listen to the short introduction of Passage A twice. These will help the students set the purpose for reading. There is no pre-reading activity in Section B and Section C.

### The While-reading Stage

The reading skills and strategies taught in the while-reading stage are summarized in Table 5.

Skimming. In Unit 10, skimming is taught as one of the reading skills. In Section B, there are explanations of what skimming is with examples. There are also follow-up exercises for training this reading skill in Section B and Section C. For example, the students are asked to skim the first three paragraphs as quickly as possible to find out some specific information. This would seem to be a good way of teaching this reading skill.

Table 5

Reading Skills and Strategies in the While-reading Stage of NHCE 4		
Skills and strategies	Method of teaching	
Skimming	Reading skill in Unit 10	
Scanning	Reading skill in Unit 7	
Making use of reference apparatus, graphic conventions & figures	Not taught	
Re-reading	Not taught	
Varying reading speed	Not taught	
<i>Word solving skills</i>	1. Using structural clues: grammatical function	Not taught
	2. Using structural clues: morphology	Words building exercise Vocabulary exercise
	3. Using a dictionary	Not taught
	4. Figuring out the unknown words from the context.	Not taught
	5. Understanding denotation and connotation	Reading skill in Unit 9
<i>Text processing skills</i>	<i>Text processing skill 1. Simplifying sentences</i>	Not taught
	<i>Text processing skill 2. Recognizing and interpreting cohesive devices</i>	
	2.1. interpreting proforms	Comprehension questions in Unit 6 and Unit 8
	2.2. interpreting elliptical expressions	Not taught
	2.3. interpreting lexical cohesion (synonymy, hyponymy, metaphor and so on.)	Not taught
	<i>Text processing skill 3. Interpreting discourse markers. (Conjuncts/subjuncts)</i>	Sentence structure in Units 4, 6, and 9. Comprehension question in Unit 5
	<i>Text processing skill 4. Recognizing functional value</i>	Reading skill in Unit 4
	<i>Text processing skill 5. Recognizing text organization: rhetorical structure</i>	Text structure analysis
	<i>Text processing skill 6. Recognizing presupposition and making inference</i>	Reading skill in Units 1, 2, and 8. Comprehension exercise of text C in Unit 7 and Unit 10



Scanning: In Unit 7, scanning is also taught as one of the reading skills. In Section B, there are explanations of what scanning is with examples. There are also follow-up exercises for training this reading skill in Section B and Section C in Unit 7. As mentioned before, this is a very good way of teaching reading skill

Using structural clues: Morphology. In Part A of every unit, there is one exercise called *word building*. This exercise has explicit teaching of suffixes and prefixes of English words. There are also follow-up exercises asking the students to fill blanks with the right form of given words. This exercise gives the students the chance to practice the affixes they just learned. Follow-up exercises after direct teaching help the students to practice and review the skill they learned, and gradually apply the skills independently. One example from Unit One can be seen in Appendix B.

Understanding denotation and connotation. In Unit 9, Understanding denotation and connotation is taught as one of the reading skills. In Section B, there is explicit teaching of Understanding denotation and connotation with examples taken from text B. There are also follow-up exercises for training in this reading skill in Section B and Section C. For example, there are some sentences taken from Passage B with underlined words. They all have clear denotations and a number of connotations. The sources of the sentences are marked in brackets so that the students can be aware of the context. The students are asked to write the Understanding denotation and connotations of these words.

Recognizing and interpreting cohesive devices. Sub-skill 1. Interpreting

proforms. In *NHCE 4*, there are two comprehension questions in part A of Unit 6 and Unit 8 asking the students to interpret proforms.

Interpreting discourse markers. In Part A of Units 4, 6, and 9, one exercise called “Structure” teaches some conjunctions, such as *rather than* and *suppose*, and their function. Besides the explicit teaching of the meaning of the conjunctions, there are examples taken from the passage. There are also follow-up exercises asking the students to write their own sentences with the given context by using the conjunctions they learned. As Nuttall (1996, p.97) suggested, the students must understand how each discourse marker operates. Therefore, these kinds of exercises offer the chance for the students to understand both the meaning of some discourse markers and how they operate. The reading skill taught in Unit 5 is recognizing paragraph patterns. Paragraph ideas and information are put together so that the reader can see them related to each other in certain patterns. Although the coursebook does not mention the term “discourse marker” in the example, “but ” is taken as one adversative marker that indicates what is to follow is different from the previous. There is also one question in the follow-up exercises in Part B asking the students to find out the discourse markers in the paragraph. The question is, “What is the structure of the paragraph? Which word gives the hint about the pattern you recognized? ”

Recognizing functional value. In Unit 4, the reading skill is recognizing paragraph patterns. Although the coursebook has no term “functional value”, it says that the purpose is to study the way a writer arranges information in a paragraph. Moreover the coursebook lists patterns: cause and effect, comparison and contrast,

time sequence, a set of sequential actions, a general point supported by details/examples/a list of things, a problem-solution pattern, etc. In the example, there is a paragraph taken from the text, and there are some questions such as “what is the problem identified? What are the solution mentioned?” Thus students get practice in identifying the functionally value of parts of the texts. Even short texts can involve classification, a sequence of actions, steps in a process, straightforward cause and effect, and so on. One of the exercises Nuttall (1996) suggests in how to train recognizing functional is very similar to the examples in *NHCE 4*.

Recognizing text organization. In Part A of every unit, there is an exercise called “Text Structure Analysis”. One or several paragraphs are taken from Passage A as examples to illustrate how the paragraphs are organized. There is a text diagram with some information omitted for the students to fill in. It involves explicit analysis of how paragraphs are organized and tasks for the students to practice by themselves. However in every unit, the exercises for text organization are the same, which may be demotivating for students.

Recognizing presupposition, implication and making inference. The reading skill taught in Unit 1 is called “Reading between the lines”, which means making inference about the author’s ideas from what is written and from what is not written. The reading skill taught in Unit 2 and Unit 8 (Review) is to distinguish between facts on the one hand and the writer’s opinion or interpretations on the other. There are explicit and detailed explanations of this reading skill with examples taken from Passage A. There are also follow-up exercises in Passage B and Passage C for the

students to practice by themselves. In most units, there are some comprehension questions in Part A, some of which ask the students to make inferences from the text. For example in Unit 3, one question is “What is the author’s attitude towards caseworkers?” (p.66) The author’s attitude towards caseworkers is not stated explicitly in the text, but can be inferred from the author’s tone.

### The Post-reading Stage

The reading skills and strategies taught in the post-reading stage are summarized in Table 6.

Table 6

#### **Reading Skills and Strategies in the Post-reading Stage of *NHCE 4***

<b>Skills and strategies</b>	<b>Method of teaching</b>
Summarizing	Story/essay summary
Evaluating	Comprehension questions
Synthesizing	Not taught
Commenting and reflecting	Comprehension questions

Summarizing. In Part A of every unit, there is one exercise Story/Essay Summary, which is the summary of Passage A with some words taken away. The students are asked to choose the best one of four answers given to fill the blanks.

Evaluating. In *NHCE 4*, there is only one question asking the students to

evaluate the text. In Part C of Unit 5, one question asks the students whether the author states the main idea of one paragraph clearly. There are no other tasks for the students to evaluate what they read.

Commenting and reflecting. In Part A of every unit, there are some comprehension questions asking the students to comment or reflect on what they read, for example: in Unit 9, one question is, “what are your opinions about having a foreign recreation moved into your country?” (p.226)

### Summary and Evaluation of the Teaching of Reading Skills and Strategies in NHCE 4

Although *NHCE 4* only teaches some of the reading skills and strategies in the checklist, there are explicit instructions in one reading skill in Section B of every unit, including the explanation of reading skills and strategies, examples taken from Passage A, and follow-up exercises in Section B and Section C so that the students have the chance to apply what they learned independently after class. Generally speaking, the way of teaching reading skills in *NHCE 4* seems attractive, because according to Nist and Holschuh (2000), direct instruction of reading skills and strategies include: modeling the process, providing examples, practicing strategies, and evaluating strategy use. However, there are still some reading skills that are only involved instead of being taught, such as Relating to background knowledge. It might be better if the coursebook offered pre-reading activities for Passages B and C

because that would provide guidance and opportunities for the students to apply the reading skills and strategies they learned from classroom in their after-class reading. For some reading skills and strategies, such as recognizing organization and summary, there should be more variety of tasks so that the students can practice and apply what they learned in various situations.

### *Analysis of Contemporary College English: Intensive Reading 4*

#### Organization of CCE 4

There are 15 units in *CCE 4*. Every unit includes: Pre-class Work I, Text A, Notes to the text, Glossary, Pre-class Work II, More Work on the Text (oral work, vocabulary, grammar, written work), and Text B.

The direction of Pre-class Work I is, "Read the text and listen to the recording. Try to understand as much as possible with the help of the notes, the glossary, dictionaries and reference books." (p. 2) But there is no direct teaching on how to make use of the notes, glossary, and dictionaries. No clues are given as to what kind of reference books the students can use. The notes include background knowledge on the author, some characters or places in Text A, and explanations of some difficult words and sentences. The glossary includes the words, pronunciation, part of speech and English definitions (some words also have the Chinese translation).

Pre-class Work II includes exercises such as giving the meaning of words or

phrases as used in the context, paraphrasing sentences, looking for new idioms and phrases, finding derivations and studying the formation of given words, and explanation of the grammatical functions of selected words with more than one function, with definitions and examples.

More Work on the Text is divided into four parts: Oral Work, Vocabulary, Grammar, and Written Work. Oral Work includes many comprehension questions and discussion questions, or retelling the story. Vocabulary includes translating words, phrases and sentences (English to Chinese and Chinese to English), multiple choice, and filling in the blanks with the appropriate words and its derivation. Grammar includes teaching grammar by using sentences from Text A, and some grammar exercises such as combining each pair or group of given sentences using complements, translating Chinese sentences into English by using the grammar taught in that unit, and multiple choice. Written Work requires writing an essay in about 200 words on the given topic. The coursebook also provides an English poem with Chinese translation in every unit.

Text B only has one text without any activities.

#### Analysis of CCE 4 Using Checklist

#### The Pre-reading Stage

There are no reading skills and strategies taught in pre-reading stage of CCE 4.

### The While-reading Stage

The reading skills and strategies taught in the while-reading stage are summarized in Table 7.

Using structural clues: grammatical function. In every unit, in the Pre-class Work II, (Vocabulary), there is one exercise called “Study how these words are used.” There are some words taken from Text A. Each has more than one grammatical function. This exercise provides explanation of the grammatical functions of these words, with definitions and sample sentences in a dictionary entry format. However, there are no tasks for the students to practice or apply this reading skill to help with their reading.

Using structural clues: Morphology. In the Pre-class Work II (vocabulary) of Unit 1, there is one exercise called “Increase your vocabulary with the help of rules of word-building.” The students need to find the derivations of the given words and study how the words are formed. Also in Pre-class Work II of Units 11, 13, 14, and 15, there are affix summaries including almost all the affixes in English vocabulary with examples, but there are no tasks for the students to practice and apply this knowledge. Examples from Unit 1 and 11 can be seen in Appendix C.

Simplifying sentences. Nuttall (1996) suggests that one way of simplifying sentences is to identify the verbs and find the subject / object of each sentence. In More Work on the Text III (grammar) of Units 6, 7, 8, 12, 13, and 14, there are exercises asking the students to analyze the sentences taken from Text A and



Table 7

Reading Skills and Strategies in the While-reading Stage of CCE 4		
Skills and strategies	Method of teaching	
Skimming	Not taught	
Scanning	Not taught	
Making use of reference apparatus, graphic conventions & figures	Not taught	
Re-reading	Not taught	
Varying reading speed	Not taught	
<i>Word solving skills</i>	1. Using structural clues: grammatical function	How words are used
	2. Using structural clues: morphology	Rules of word-building in Unit 1, prefix and suffix summary in Units 11, 13, 14, and 15.
	3. Using a dictionary	Not taught
	4. Figuring out the unknown words from the context	Not taught
	5. Understanding denotation and connotation	Not taught
<i>Text processing skills</i>	<i>Text processing skill 1. Simplifying sentences</i>	Grammar in Units 6, 7, 8, 12, 13, and 14.
	<i>Text processing skill 2. Recognizing and interpreting cohesive devices</i>	
	2.1. interpreting proforms	Comprehension questions in Unit 13
	2.2. interpreting elliptical expressions	Grammar in Unit 12
	2.3. interpreting lexical cohesion (synonymy, hyponymy, metaphor and so on.)	Not taught
	<i>Text processing skill 3. Interpreting discourse markers. (Conjuncts/subjuncts)</i>	Notes in Unit 8 and Unit 11 Grammar in Units 3, 10, 11 and 15
	<i>Text processing skill 4. Recognizing functional value</i>	Not taught
	<i>Text processing skill 5. Recognizing text organization; rhetorical structure</i>	Not taught
<i>Text processing skill 6. Recognizing presupposition and making inference</i>	In Units 1, 2, 4, 5, and 6.	

identify the subject, main verb and object/predicate. There are no other types of tasks to train the students how to simplify sentences.

Recognizing and interpreting cohesive devices. Sub-skill 1. Interpreting proforms. In *CCE 4*, there is only one question asking the students to interpret proforms. In Unit 13, in the part of More Work on the Text I, one comprehension question is, “When the author says at the very beginning of the article ‘It begins in June 1944’, what does ‘it’ mean?” The students need enough practice to get familiar and master the skill; therefore it is necessary to have more questions training the students to interpret proforms.

Sub-skill 2. Interpreting elliptical expressions. In Unit 13, in More Work on the Text III: grammar, there is one exercise called “Grammar in context”. The students are asked to study the sentences and point out elliptical coordinate clauses/sentences and absolute constructions. This is useful because the ability to identify ellipsis is necessary for effective reading. However, without any examples or preparation, it may be difficult for the students to do this task. The design of the activity should consider the students’ situation.

Interpreting discourse markers. In Unit 8, in the notes, *only if* is taught as a marker indicating relationships of condition with the examples taken from Text A. In the notes of Unit 11, *provided that*, *as long as*, and *so long as* are introduced as markers of necessary condition with the example sentences taken from the text.

Additionally, in the grammar part, there are some sentences in which the conjunctions are omitted. The students need to choose the appropriate one from the given markers

(conjunctions) of condition to complete the sentences. This is helpful for learning skills and strategy because there is explanation, example and practice. In Unit 3, in the part of teaching grammar, there are some sentences taken from Text A. The students are asked to study these sentences and pick out the transitional words or phrases and point out how they each make sentence transition clear, for example, to add, to contrast, to exemplify, to intensify, to show result, to repeat, to summarize or to conclude, etc. In Unit 10, in the part of teaching grammar, the students are asked to pick out expressions of exemplification from the sentences taken from Text A. In Unit 15, in the part of teaching grammar, there are two groups of sentences taken from Text A, in which the discourse markers of contrasting and clarifying are italicized. The students are asked to study these sentences and note ways of contrasting and clarifying. As mentioned before, it is difficult for the students to do this task without explanation of this skill and examples.

Recognizing presupposition, implication and making inference. In Unit 1 and Unit 6, in More Work on Text I: Oral work, there are some comprehension questions asking the students to draw inference. In Units 4 and 5, in the part of *Pre-class Work*, there is one exercise asking the students to give the unexpressed or implied meaning of sentences taken from the text. In Unit 2, in the part of teaching grammar, the students are asked to study some sentences taken from Text A to identify whether they are explanatory expressions or afterthoughts. All these activities can help students making inferences.

## The Post-reading Stage

The reading skills and strategies taught in the post-reading stage are summarized in Table 8.

Table 8

### Reading Skills and Strategies in the Post-reading Stage of CCE 4

<b>Skills and strategies</b>	<b>Method of teaching</b>
Summarizing	Not taught
Evaluating	Comprehension questions
Synthesizing	Not taught
Commenting and reflecting	Comprehension questions

Evaluating. In More Work on the Text I: Oral Work, there are many comprehension questions. Some of these questions ask the student to evaluate the reading, for example, in Unit 10, one question is “Do you think it a good idea to have the narration given by a little boy in the first person? ”

Commenting and reflecting. In More Work on the Text I: Oral Work, there are many comprehension questions. Some of these questions ask the student to comment or reflect on the reading, for example, in Unit 6, one question is: “Do you agree that human progress involves shaking off existing wrong belief ?”

Summary and Evaluation of the Teaching of Reading Skills  
and Strategies in CCE 4

In *CCE 4*, there are not many reading skills and strategies taught, suggesting areas for improvement. Firstly, explicit instruction and appropriate examples will help the students understand the reading skills better and quicker. The difficulty level of the tasks should be increased gradually. In *CCE 4*, it is necessary to provide some explanation and examples before asking the students to do the tasks. For instance, for the skill of interpreting elliptical expressions, it is difficult for the students to do the tasks without any preparatory work or basic training. A good example of training reading skills and strategies is suggested by Nuttall (1996). There are several steps: firstly, begin by presenting simple examples and framing questions to draw attention to the ellipsis; the next step is to supply text in which elliptical sentences occur and signal the ellipsis by means of caret (omission mark); later, supply a suitable text without carets and ask students to locate the elliptical expressions and then either expand them or prepare questions to draw attention to them, or ask the students to restore the original elisions by rewriting the text.

Secondly, another thing needing improvement is that there should be more tasks for practice after the explanation of some reading skills and strategies. For instance, with one word solving skill, using structural clues, there are explanations of the grammatical functions and morphological knowledge of some words, with definitions and examples. However, there are no tasks for the students to practice or

apply this reading skill to help with their reading.

Thirdly, there should be more variety of tasks for training particular reading skills, so that the learners can apply the skill more flexibly. For example, in *CCE 4*, identifying subject and verb is taught as the only way of training the students to simplify sentences. As Nuttall (1996) suggests, there are many ways of simplifying sentences.

The fourth point is that there are no activities for Text B. If there are some activities in Text B, the students will have more chances to use the reading skills and strategies they learned in Text A. However, *CCE 4* has a good way to teach discourse markers. In Unit 11, there are explanations, and examples in the notes and after that there are tasks for students to apply these markers.

#### Analysis of *ACTIVE 2*

#### Organization of *ACTIVE 2*

*ACTIVE (2)* has 16 units. Every unit has two chapters, which have the same organization. Every chapter includes: Getting Ready, Before You Read, Reading Skill, Text, Reading Comprehension, Vocabulary Comprehension, Vocabulary Skill, Think About It (What Do You Think), and Real Life Skill.

Getting Ready has some questions or a survey form to help activate students' background knowledge and to reflect on the topic of this unit.

Before You Read includes questions and pictures which help the students to predict, express their opinion on some issue which will be in the reading, set the purpose for reading or relate the reading to their background knowledge. There is always another activity, in which the students are asked to predict which words from the given list will be in the reading passage, and also to explain the reason. This activity helps students to make predictions.

Reading Skill has explanations, sometimes with examples. Then students are asked to apply this skill in reading the passage.

Text includes the text and the notes, which have explanations of some difficult words or phrases in the reading, or references to people or places.

Reading Comprehension always includes four kinds of activities: 1. Answering questions for understanding main idea or specific information. 2. Judging some statements true or false. 3. Completing statements by choosing the correct answer. 4. Finding mistakes in given statements and correcting them.

Vocabulary Comprehension examines some vocabulary items in the reading passage. The activities include matching words with definitions, choosing the correct meaning for given words, filling blanks with correct words, and choosing the word which does not belong to a group.

Vocabulary Skill. After the explanation of the vocabulary skill, there are always two activities: individual word practice, and word practice in context.

Think About It (What Do You Think) has some questions for students to comment on the ideas presented in the reading passage.

Real Life Skill also teaches some reading strategies. This part includes explanation, examples, individual skill practice and practice in context or independent thinking. For instance, students need to think about some examples of how to use that skill. In Unit 5, after explaining and practicing the use of italics, the last activity asks students to write sentences of their own to show the three different uses of italics.

### Analysis of *ACTIVE 2* Using Checklist

#### The Pre-reading Stage

The reading skills and strategies taught in the pre-reading stage are summarized in Table 9.

Table 9

#### Reading Skills and Strategies in the Pre-reading Stage of *ACTIVE 2*

<b>Skills and strategies</b>	<b>Method of teaching</b>
Predicting/guessing	Before You Read
Relating to background knowledge	Getting Ready & Before You Read
Setting the purpose of reading	Before You Read

Predicting/guessing. In Units 1, 10 and 13, predicting is taught as one reading skill. There are explanation for what is predicting, examples and exercises. In every unit, some questions in Before You Read ask students to make prediction. For example, one question on page 6 is, “Look at the title of the reading, what do you



think the reading passage is about?”. Another activity is to give some words in boxes, and ask students “Which of the following words do you think will be in the reading passage? Why?” (Anderson, 2003, p. 2)

Relating to background knowledge. In every unit, in the part of Getting Ready and Before You Read, there are always questions or a survey help the students reflect on their prior knowledge of the topic in that chapter and activate their background knowledge. For example, the topic of Unit 4 is “Going Abroad”, and on page 31, one question in Getting Ready is, “Have you ever been abroad? Which country would you most like to travel to? Why would you like to go there?”

Setting the purpose of reading. Some questions in Before You Read also help students to set the purpose of reading. For example, in Chapter 2 of Unit 1, one question on page 16 is, “Quickly read the first paragraph of each review. What are these books about? Which words helped you to know this?”

### The While-reading Stage

The reading skills and strategies taught in the while-reading stage are summarized in Table 10.

Table 10

Reading Skills and Strategies in the While-reading Stage of <i>ACTIVE 2</i>		
Skills and strategy	Method of teaching	
Skimming	Reading Skill in Units 8 and 11	
Scanning	Reading Skill in Units 3, 4, and 7	
Making use of reference apparatus, graphic conventions & figures	Real Life Skill in Units 5, 6, 10 and 16	
Re-reading	Not taught	
Varying reading speed	Chapter 2 of every unit.	
<i>Word solving skills</i>	1. Using structural clues: grammatical function	Vocabulary Skill in Unit 1
	2. Using structural clues: morphology	Vocabulary Skill in Units 2-6, 8, and 10-16
	3. Using a dictionary	Reading Life skill in Unit 1.
	4. Figuring out the unknown words from the context.	Vocabulary Skill in Unit 1
	5. Understanding denotation and connotation	Not taught
<i>Text processing skills</i>	<i>Text processing skill 1. Simplifying sentences</i>	Not taught
	<i>Text processing skill 2. Recognizing and interpreting cohesive devices</i>	
	2.1. interpreting proforms	Not taught
	2.2. interpreting elliptical expressions	Not taught
	2.3. interpreting lexical cohesion (synonymy, hyponymy, metaphor and so on.)	Not taught
	<i>Text processing skill 3. Interpreting discourse markers. (Conjuncts/subjuncts)</i>	Reading Skill in Unit 5
	<i>Text processing skill 4. Recognizing functional value</i>	Not taught
	<i>Text processing skill 5. Recognizing text organization: rhetorical structure</i>	Not taught
<i>Text processing skill 6. Recognizing presupposition and making inference</i>	Reading Skill in Unit 14 Reading Comprehension in Unit 1.	

Skimming and scanning. The reading skill in Chapter 1 of Units 8 and 11 is skimming. The reading skill in Chapter 1 of Units 3, 4 and 7 is scanning. The way of teaching these two skills is, after explanation, asking students to apply this skill when they read the reading passage. This ties skill work to the content and language of the reading passage.

Make use of graphic conventions & figures. The Real Life Skills in Units 5, 6, 10 and 16 teach the use of italics, how to read numbers in text, how to read catalog numbers and common abbreviations. There is a short text with figures or abbreviations in it. The process of teaching and practicing these skills are explanations, examples, individual graphic conventions or figures identification, practice in context and the last activity is always to ask students to think of more examples by themselves. This process trains students to become independent skill users gradually and get familiar with skill use circumstances.

Varying reading speed. Reading speed is presented in Chapter 2 of each unit, and there is a Reading Rate Chart at the end of the coursebook. Students are told to record the time they spend on reading in the Reading Rate Chart. That helps the teacher monitor the improvement of the readers' reading fluency, and is also likely to be motivating for learners.

Using structural clues: grammatical function. In Unit 1, Chapter 1, there is one exercise called "Figuring out unknown words from the context". Students need to identify what part of speech each underlined word is and what it means in that sentence. Examples are also offered.

Using structural clues: morphology. Word forms and affixes are taught in many units as vocabulary skills. The way of teaching this skill is from individual word practice to word practice in context. Usually there are three activities. For example, in Unit 2, Chapter 2, the vocabulary skill is adjectives with the suffix *-ous*. The first activity asks student to use the suffix to change the form of some given words. They are allowed to use dictionaries. The second activity asks the students to match the words in the first activity with the definitions. The third activity asks students to complete some sentences with the words from the first activity. One example from Unit 2 can be seen in Appendix D.

Using dictionary. The Real Life Skill taught in Unit 1 is how to choose the right dictionary definition. After explanation, there are two activities. The first one asks students to read some dictionary entries and then read the sentences underneath. Then they have to decide which definition is correct. The second activity asks students to write down three more sentences using the other definitions of the words in the first activity. The second activity pushes the students to use this skill more independently. The example can be seen in Appendix E.

Figuring out the unknown word from the context: In Chapter 1 of Unit 1, the vocabulary skill is to study vocabulary in context. After a short explanation and example, students are asked to read sentences with one underlined word in each. Students need to write down what part of speech each word is in the sentence (verb or noun) and what it means. Then they need to circle the words in the sentence that helped them to understand the meaning of the word. The last requirement helps the

students to reflect on the process of skill use and can help them understand and acquire this skill better.

Interpreting discourse markers. The reading skill taught in Chapter 1 of Unit 5, is recognizing a sequence of events. The explanation tells students the words indicating the sequence of events. In the exercise, there are events that happened in the reading passage but in the wrong order. Students are asked to put the events in correct order and circle the words or numbers that helped them choose correct order. In doing this activity, students will use knowledge of discourse markers of sequencing.

Recognizing presupposition, implication and making inference. In Chapter 1 of Unit 14, the reading skill taught is inferring. After an explanation, the students are asked to scan the reading passage quickly and choose the best answer to some given questions. The questions ask the students to infer information from the reading, and the students have to explain their answer to others. Explaining their answer helps the students evaluate and reflect on their skill use, and helps them use the skill more independently.

### The Post-reading Stage

The reading skills and strategies taught in the post-reading stage are summarized in Table 11.

Table 11

Reading Skills and Strategies in the Post-reading stage of <i>ACTIVE 2</i>	
Skills and strategy	Method of teaching
Summarizing	Not taught
Evaluating	Not taught
Synthesizing	Not taught
Commenting and reflecting	What Do You Think

Commenting and reflecting. In every unit, What Do You Think has several questions asking the students comment or reflect on the reading. For instance, in Unit 3, one question is: “Do you agree with the netiquette [internet etiquette] dos and don’ts in the reading? Are there any others you would add to the list?” (p.29)

Summary and Evaluation of the Teaching of Reading Skills  
and Strategies in *ACTIVE 2*

According to the checklist, although not many of the reading skills and strategies are taught in *ACTIVE 2*, there are some good points in the way the skills and strategies are taught. First, skill work is tied directly to the content and language of reading passage. Second, the process of skill and strategy teaching is explanation, examples, practice and reflection. There are always two or three activities for practice, and the difficulty level increases gradually. This shows an understanding of the students’ situation. Students are often asked to explain or check their answers with

their partners. This helps the students evaluate and reflect on their skill use, and helps them use the skill more independently. Third, the way of teaching skills, especially word skills, is from individual word practice to word practice in context. Practice in context helps the students be familiar with the skill use situation and apply the skill more flexibly. Fourth, most reading skills and strategies are reviewed and practiced for several times after teaching, for example, scanning is taught and practiced in Units 3, 4, and 7. Practice is a central element in learning skills (McGrath, 2002); therefore, it is necessary to have repeated practice.

### *Analysis of Selective Readings 2*

#### Organization of SR 2

SR 2 has 14 chapters. Each chapter includes eight parts: Before You Read, Reading Passage, After You Read: Understanding the Text, Reading Skills, Building Vocabulary, Language Focus, Discussion and Writing, Cross Word Puzzle.

Before You Read has some questions asking students to reflect on their prior knowledge of the chapter's topic and inviting the students to practice reading skills such as predicting, skimming and scanning. The students get an initial feel for the content and organization of the reading passage.

*Reading Passage* includes four parts, the Passage, Vocabulary Glosses, and Culture and Language Notes. Vocabulary Glosses includes chunks of words instead of

individual vocabulary items. Culture and Language Notes has explanations for cultural references and language usage that appear in blue type in the readings.

After You Read: Understanding the Text includes two activities. One is multiple choice or judging some statements true or false. This activity helps students to clarify their understanding of the text. The second activity is called “Consider the Issues”, which includes some discussion questions for students to talk about the ideas introduced in the reading.

Reading Skills includes a short explanation of the skill in focus and sometimes an example of how that skill relates to the reading. The task asks students to return to the reading to think about and apply the reading skill.

Building Vocabulary aims to develop word building skills, which includes short explanations, examples and exercises, which ask students to scan the reading, to gather and analyze various types of words.

Language Focus teaches important grammatical structures and functions that occur with some degree of frequency in the reading passage. The activities include multiple choice questions, comprehension questions or gap-fills.

Discussion and Writing includes some questions which broaden students’ views on the topic of the reading and addresses more global issues and concerns.

Cross Word Puzzle. At the end of each chapter, there is a crossword puzzle that recycles and reviews some of the key vocabulary from the reading.



## Analysis of SR 2 Using Checklist

### The Pre-reading Stage

The reading skills and strategies taught in the pre-reading stage are summarized in Table 12.

Table 12

<u>Reading skills and strategies in the pre-reading stage of SR 2</u>	<u>Method of teaching</u>
Predicting/guessing	Before You Read
Relating to background knowledge	Before You Read
Setting the purpose of reading	Before You Read

Predicting/guessing. In Before You Read, some questions ask the students to make prediction. For example, in Chapter 1, the second question is: "Read the title of the story and predict what the story is about." (p. 3)

Relating to background knowledge: One question in each Before You Read asks the students to relate their prior knowledge to the chapter topic. For example, the topic of Chapter 6 is "How to Make a Speech". Questions in Before You Read are: "The woman on the facing page is making a speech. Have you ever made a speech? What was the topic? Whom did you speak to?" (p. 59)

Setting the purpose of reading. Some questions help the students to have a

purpose for reading. For instance, in Chapter 4, students are asked to read the first paragraph to find out some information about Suleyman Gokyigit. Then each student need to ask three questions and read the article to find the answer to their questions. In Chapter 9, there are some statements for students to judge true or false. Then students need to read the article to confirm their answers.

### The While-reading Stage

The reading skills and strategies taught in the while-reading stage are summarized in Table 13.

Skimming. The reading skill taught in Chapter 2 of *SR 2* is skimming. After explanation, there is one short article and two questions. Students need to skim for the answer. In many chapters, some Before Reading Questions also ask the students to skim the article. For example, in Chapter 7, on page 71, one Before Reading Question is, “Read the title of the essay and then take one minute to skim it. What do you think the essay will be about? Why?”.

Scanning. The reading skill taught in Chapter 5 is scanning. After explanation, there are two tasks. Students need to scan the reading passage and one printed WebPage to find specific information. In many chapters, some Before Reading Questions also ask the students to scan the article. For instance, on page 83, the question in Chapter 8 is, “Scan the interview on page 84-86. Who is the person being interviewed? What do you already know about this person?”.

Table 13

## Reading Skills and Strategies in the While-reading Stage of SR 2

Skills and strategies	Method of teaching	
Skimming	Reading Skill in Chapter 2 Before reading questions in Chapters 3, 4, 7, 9, 10, 11, and 13.	
Scanning	Reading Skill in Chapter 5 Before reading questions in Chapters 2, 4, 5, 8, 10, and 13.	
Making use of reference apparatus, graphic conventions & figures	Language Focus in Chapter 13	
Re-reading	Not taught	
Varying reading speed	Not taught	
<i>Word solving skills</i>	1. Using structural clues: grammatical function	Not taught
	2. Using structural clues: morphology	Building vocabulary in Chapter 8, 10, 12 and 14
	3. Using a dictionary	Not taught
	4. Figuring out the unknown words from the context.	Reading Skill in Chapter 1 and 8 Building Vocabulary in Chapter 7
	5. Understanding denotation and connotation	Not taught
<i>Text processing skills</i>	<i>Text processing skill 1. Simplifying sentences</i>	Not taught
	<i>Text processing skill 2. Recognizing and interpreting cohesive devices</i>	
	2.1. interpreting proforms	Not taught
	2.2. interpreting elliptical expressions	Not taught
	2.3. interpreting lexical cohesion (synonymy, hyponymy, metaphor and so on.)	Not taught
	<i>Text processing skill 3. Interpreting discourse markers. (Conjuncts/subjuncts)</i>	Building Vocabulary in Chapter 9
	<i>Text processing skill 4. Recognizing functional value</i>	Not taught
	<i>Text processing skill 5. Recognizing text organization: rhetorical structure</i>	Not taught
<i>Text processing skill 6. Recognizing presupposition and making inference</i>	Reading skill in Chapter 4 and 12 Understanding the text in Chapter 8	

Make use of graphic conventions & figures. Graphic conventions include: layout, spacing between lines, indentation, punctuation and symbols (Nuttall, 1996). In Chapter 13, the activity Language Focus teaches how to understand the use of colons. There are some explanations of the use of colons with an example taken from the reading passage for each usage. There are two further activities, the first of which asks students to read the passage again and find out two more examples of the use of colons. Students also need to explain why the author uses a colon in each of these cases. The second activity has several incomplete sentences, with clause after the colon omitted. Students need to complete the sentence by judging what kind of usage the colon has in that particular sentence. In this way of teaching the reading skill there are explanations, examples, practice and reflection. The reflection helps students acquire this skill and use it more flexibly because the more students reflect on and understand the rationale behind the skill, the more motivated they will be to develop and use it.

Using structural clues: Morphology. Morphology is taught in Chapters 8, 10, 12 and 14. For instance, in Chapter 14, Building Vocabulary teaches prefixes that mean “not”. After a short explanation with examples, there are two activities, one asks students to add a prefix they learned to given words. The second asks the student to look in a dictionary to find more examples of adjectives with a prefix meaning “not” and write them down. An example from Chapter 8 can be seen in Appendix F.

Figure out unknown word from the context. In Chapters 1 and 8, the reading skill is guessing word meaning from context. After explanations, there are two kinds

of activities to practice. One asks the students to use the context to guess meaning of italicized words in the given sentences, then choose the meaning from the several answers offered by the book, or choose the best definition from the dictionary entry or entries offered by the book. The other activity asks students to use the words and ideas in the rest of the sentences to guess the missing word(s). In Chapter 7, Building Vocabulary has a good way of training how to guess meaning from context. There are some sentences taken from the reading passage. Each sentence has a word with boldface. Students need to first guess the meaning, and then give the reason. Reflecting and evaluating skill and strategy use will help the students become independent learners and get more familiar with situation for skill and strategy use (Nist and Holschuh, 2000).

Interpreting discourse markers. In Chapter 9, Building Vocabulary teaches about using connecting words. The purposes of these connecting words are: adding new information, comparing and contrasting, showing a result, or emphasizing a point. These connecting words are *also, and, in addition to, but, yet, however, therefore, thus, as a matter of fact* and *indeed*. Actually these connecting words are discourse markers mentioned by Nuttall. The explanation includes: connecting words, purpose of each word and examples from the reading passage. This activity relates the skill to the content and language of the reading. The following task has a short story, in which the connecting words are omitted. Students need fill the blanks with the connecting words they learned. Practicing reading skill in a context helps students to be familiar with the language circumstances of skill use.

Recognizing presupposition, implication and making inference. The reading skill taught in Chapter 4 and 12 is making inference. After explanation and examples, there are two activities. First, there are two columns of sentences; one is evidence and the other is inference. Students need to match *Evidence* with one or more logical *Inferences*. The second activity provides evidence, which is taken from the reading passage, and four possible inferences. Students can choose one or more possible answers. It is good to tie the reading skill directly to the content and language of the reading passage. In Chapter 8, one activity in After You Read has some inferences from the reading passage. Students need to judge whether they are true or false statements. According to Nuttall's suggestion (1996), this is one way to train how to make inferences.

### The Post-reading Stage

The reading skills and strategies taught in the post-reading stage are summarized in Table 14.

Table 14

#### Reading Sills and Strategies in the Post-reading Stage of SR 2

<u>Skills and strategies</u>	<u>Method of teaching</u>
Summarizing	Not taught
Evaluating	Not taught
Synthesizing	Discussion and Writing
Commenting and reflecting	After You Read

Synthesizing. There are questions asking the students to synthesize in Discussion and Writing in many chapters. For example, the question in Chapter 2 on page 22 is: “Forming a student learning team is one effective way to improve your academic success. What are some other things you can do to improve your academic performance?”

Commenting and reflecting. In every chapter, in After You Read: Understanding the Text, the second activity is called “Consider the Issue”. There are some questions for the students to comment on ideas presented in the reading. For example, one question in Chapter 1 on page 6 is: “What is your opinion of the way Jason’s father responded to his son’s lie?”

### Summary and Evaluation of the Teaching of Reading Skills and Strategies in SR 2

According to the checklist, although SR 2 only teaches 12 reading skills and strategies, it has a direct way of teaching. The teaching includes: explanation, examples from the reading, practice, and sometimes evaluation and reflection. Reflection and evaluation help the students understand skill use situation better and so they may become more independent learners. It is good to tie the reading skill directly to the content and language of the reading passage. SR 2 teaches and practices reading skills and strategies in context. Most reading skills and strategies are also taught and reviewed more than once. This will help the students familiarized themselves with

and acquire these reading skills and strategies.

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