A process-oriented approach to teaching reading and grammar

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A Process-Oriented Approach to Teaching Reading and Grammar

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Workshop Goals

• To think critically about the teaching and learning of reading and grammar.
• To learn the basic principles of process-oriented instruction.
• To understand the link between meaning and form.
• To develop meaning-focused reading and grammar lessons.
Beliefs About Language Learning & Teaching

• Complete Part 1 of the beliefs handout individually.

• Group together by NUMBER

• Work in your NUMBER groups to complete Part 2 of the beliefs handout.
Beliefs About Language Learning & Teaching

• Introductory and intermediate language courses should focus only on the development of students’ language proficiency.
Beliefs About Language Learning & Teaching

• Advanced language courses should focus only on the development of students’ knowledge of literature and culture.
Beliefs About Language Learning & Teaching

• Native-like language competence is more important than cross-cultural competence.
Beliefs About Language Learning & Teaching

• Introductory language learners should master FL grammar before interpreting and producing meaningful messages in the FL.
Beliefs About Language Learning & Teaching

• The purpose of grammar instruction is to ensure that students use language accurately.
Beliefs About Language Learning & Teaching

• Students should learn to comprehend and analyze FL texts (e.g., fiction, poetry, journalism, humor, advertising) from the very beginning of language study.
The Goals of Reading Instruction

• Work in the same NUMBER groups.
• Designate one person as NOTE TAKER and one as PRESENTER

• Brainstorming activity: What are the goals of introductory / intermediate FL reading instruction?
  – As a group, come up with at least 3 goals; agree upon which is most important.
MLA Report

- “Foreign Languages and Higher Education: New Structures for a Changed World”
- MLA Ad Hoc Committee on Foreign Languages
- Profession 2007
- www.mla.org/flreport
MLA Report

- Development of integrated curricula
- Translingual and transcultural competence
- Basic knowledge of history, geography, culture, and literature of TL cultures
- Multiple paths to the major (e.g., literature, cultural studies, linguistics, interdisciplinary studies)
- Comprehension and analysis of TL narratives (texts)
MLA Report

- How might we create integrated curricula?
- What kinds of TL narratives can we use at various curricular levels?
- What kinds of TL narratives can develop knowledge of history, geography, literature and culture?
- What instructional techniques might help meet goals of the report?
Critical Thinking: Classroom Case Studies

- Stay in your same NUMBER groups.
- Numbers 1-10 complete case study #1, numbers 11-20 complete case study #2.

- Read the case study assigned to your group & discuss the questions
  - Keep the MLA Report and reading instruction goals in mind
The Importance of Authentic Written Texts

• Written texts serve as comprehensible input
• Authentic texts provide culturally appropriate, thematically rich, and cognitively challenging input
• Authentic texts illustrate the use of grammar in meaningful contexts
• Written texts serve as models for student writing
Reading Activity

• What is the text about?
• Familiar words in the text
  – register, tense, case, node, structural, default, root
  – Do they mean the same thing in this context?
• What made reading this text difficult?
• What might have made reading this text easier?
Process-Oriented Reading Instruction

- Tasks that focus on text- and reader-based variables
  - *Pre-reading* = activate learners’ schemata
  - *While-reading* = guide comprehension and interpretation
  - *Post-reading* = reconstruct meaning and personalize texts
Process-Oriented Reading Instruction

• Sample Activity
  – *Le message*, J. Prévert

• Introductory level
• Integrated approach (language and content)
• Text comprehension and analysis
• Knowledge of literature
Process-Oriented Reading Instruction

• Group together by LANGUAGE, 3-4 people per group.

• Using the English-languagetext provided, develop one pre-reading task and one while-reading task
  – Tasks should focus on meaning, comprehension, and analysis
  – Designate one person at NOTE TAKER and one person as PRESENTER
An Integrated Approach to Grammar Instruction

- Introductory language learners should master FL grammar before interpreting and producing meaningful messages in the FL.
- The purpose of grammar instruction is to ensure that students use language accurately.
An Integrated Approach to Grammar Instruction

• Group together by LETTER
• Designate one person as NOTE TAKER and one person as PRESENTER

• Brainstorming activity: What are the goals introductory / intermediate FL grammar instruction?
  – As a group, come up with at least 3 goals; decide which is most important
An Integrated Approach to Grammar Instruction

Goals of grammar instruction:
• provide tools for effective communication in TL
• focus on meaning first, then form
• understand main ideas, most salient features
• develop critical thinking (i.e., see generalizations about language forms)
• encourage students to be active participants in grammar teaching & learning
• complement grammar presentation in book (rather than replicate it)
Critical Thinking: Classroom Case Studies

• Stay in your same LETTER groups.
• Letters A-J complete case study #3, letters K-T complete case study #4.

• Read the case study assigned to your group & discuss the questions
  – Keep the MLA Report and grammar instruction goals in mind
An Integrated Approach to Grammar Instruction

• *Le message*
  – Look at the poem and identify any prevalent grammatical structure(s)
  – How does the use of the structure(s) in *Le message* make the poem a good resource for instruction?
An Integrated Approach to Grammar Instruction

Structuring a grammar presentation:
• Contextualized sample of grammar in a TL text
• Make form obvious through underlining, different colors, etc.
• Ask students to explain meaning, contrasts, rule
• Brief presentation of rules with simple language
• Meaningful, communicative practice
• Contextualized review + more production
An Integrated Approach to Grammar Instruction

• Group together by LANGUAGE, 3-4 people per group

• Using the same English-language text, develop a mini grammar lesson:
  – Identify a structure to target
  – Follow structure provided here
  – Designate one person as NOTE TAKER and one person as PRESENTER
Wrap-Up

• What are the practical implications of the MLA report?
• How can process-oriented instruction be applied to other skills / content?
• How does process-oriented / text-based instruction develop learners’ ability to communicate meaningfully and accurately?
Thank you!