



## UNEX Improving Reading



**Title: Correct understanding**

**WWW. ....**



## Title:

**Keywords:** #reading comprehension, #correct understanding

**Duration:** 20-30 minutes

## Description:

*Describe the background of the methodology, problems and challenges faced and how will be overcome.*

**To achieve reading comprehension you need to have such skills:**

- ⑩ connecting individual words into sentences,
- ⑩ finding essential and logical relations between sentences and catching them into structures of thought.

A text is understood when a student during reading it can remain himself depictions and notions of the words when the text activates his knowledge about described things (items, facts, processes).

According to A. Brzezińska, we can distinguish 3 levels of reading comprehension:

1. understanding of individual words, phrases, and sentences,
2. understanding of a relationship between thoughts contained in the text,
3. understanding of the main idea, the general atmosphere of the text.

Thus, in training, we should remember about developing these three levels of reading comprehension.

## Objectives:

- ⑩ *Working on the first of these three levels of reading comprehension (understanding of individual words, phrases, and sentences).*
- ⑩ **Extending the resource of student's vocabulary, because lack of word comprehension makes reading comprehension difficult.**

## Activity(ies) (Stages):

*Detailed description of the exercises, activities used as a part of the methodology.*

1. A teacher prepares a text where there are a few words difficult to understand (max. 5 words).
2. A student reads a text and notes words that he does not understand.
3. A student looks for meanings of the words in the dictionary. Then, he explains the words to the teacher using his own words.

4. A teacher creates exemplary sentences with these difficult words. If there is a possibility to connect the Internet, it would be good for a student to find exemplary words on the Internet.
5. A student creates exemplary words with each of the words.
6. A student reads the whole text again and summarises it to the teacher.

## Tips for trainers

*If you have any recommendations for the teachers given by the authors or from your personal experience please share them here.*

- ⑩ Important: prepared texts should not be too easy or too difficult for a student. A student should understand something but not everything – it is important for a student to put any effort into learning new words. The too easy text will not help a student developing his skills. Too difficult text can discourage a student.
- ⑩ It is helpful to repeat learned words during the next training. After each lesson, a student can write down learned words on a small sheet of paper and during the next lesson choose a few words and ask a student about their meaning (to check if the student can create sentences with them).

## List of resources, materials etc.

*In order the teacher to be prepared for the proper implementation make a list of all needed materials and resources.*

- ⑩ Many various texts chosen by a teacher (it can be fragments of books or articles. It is important to prepare texts from various topics, for a student can learn words from many different branches.
- ⑩ A notebook where a student will note new words and created sentences with these words.
- ⑩ Small sheets of paper where new words will be written. A box to collect these sheets.

## Evaluation/Feedback

A few questions for teachers:

- ⑩ Are the students interested in the exercises?
- ⑩ Do you see some difficulties concerning the exercises?

⑩ Do you think the exercises are useful for students?