

英文閱讀“預測”技巧養成之研究 —以國立台灣體育學院學生為例

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摘 要

有意義且有效果的英語文教學課程，應具備明確並符合學生需求及興趣的教學目標。本文主要目的是針對國立台灣體育學院學生而設計的英文閱讀課程，期使學生不但能獲得英文的基本能力，並且能夠在生活中實際運用。文中敘述重要的閱讀教學觀，教學理論，配合相關的教學技巧。讓同學們在課堂中，透過實際的教學活動，能夠提升英文閱讀能力。本文提出兼具理論與實際的教學方法，以供英語閱讀教學參考。

A Study of Developing the "Prediction" Skill in the Intensive Reading Process-A Paradigm for Reading Instruction to Students at the National Taiwan College of Physical Education

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Abstract

An effective and meaningful English as a foreign language teaching program must have clearly defined goals which are set to respond to students' needs and interests. For students of the National Taiwan College of Physical Education, the main purpose of this paper attempts to design and to develop an appropriate reading curriculum which places importance on developing not only students' language basic skills but the authentic usage of language. The paper describes some key reading approaches, presents some relevant reading strategies and techniques in order to be implemented in the classroom. It is hoped that these realistic teaching activities will be helpful in enhancing students' reading ability. This study is also intended to provide a theoretical and practical guide to English reading instruction.

I. Introduction

This paper consists of two major parts: the first part contains descriptions of some key approaches of reading, the rationale for teaching English reading; the second part provides reading strategies, techniques, implementation in the classroom, and recommendations of the program. This descriptive and exploratory paper attempts to combine between theory and practice in order to develop an effective and appropriate reading curriculum for students of the National Taiwan College of Physical Education. This project is divided into five parts.

The first part of the study addresses the motivation of presenting this paper, the background concerning student's learning English and the importance and scope of the study.

Part two is a review of literature pertinent to this study. It reviews the nature of reading which is a complex psycholinguistic process involving the reader, text, and context. Three main models of the reading process (the bottom-up, the top-down and the interactive processing) are also discussed in order to find one appropriate for students.

Part three presents relevant teaching methodologies which are useful in facilitating students' reading ability, emphasizing the importance of "prediction-ability" which plays an essential role in the reading process. This part also discusses the "directed reading-thinking questioning technique" which aims at helping students develop their predicting ability in reading.

Part four presents a meaningful and purposeful sample of teaching activities based on the above theories and strategies. Information is also provided on how to effect the techniques.

The last part offers suggestions for further research.

Needs of the Reading Instruction

National Taiwan College of Physical Education mainly prepares students to become elite athletes, outstanding physical educational teachers and coaches. English which entails a year of instruction of two periods per week in this college is taught compulsorily as one of their credit courses in the first year. Students have to fulfill four credits in order to graduate from this college. Some of the courses offered by other professors use English textbooks and reference materials. Many graduates would continue to pursue advanced study at graduate schools at home or go abroad to study. They also have many opportunities to communicate with foreign athletes or relevant people in various international competitions in other countries where English is the most popular and widespread among foreign languages. Indeed, there is a practical need for them to study English; especially to develop students' ability in terms of reading comprehension and skills. As we all know, reading cannot be separated from the other three language arts (listening, speaking, and writing) in classroom practices. With the proper written materials and active teaching techniques, it is believed that the four skills can be trained and developed well at the same time. Therefore, providing an ideal English reading instruction is the best way of learning English.

Problem and Learning Background of the Students

Nevertheless, most of the students in this college are not interested in this subject, paying little attention on it. To the question "What subject do you think is the most difficult subject in high school?", 73% of the respondents in the first grade at this college in

1996 to the questionnaire respond that English is the most difficult subject. 81% of them think that English is boring, and useless. Obviously, the English instruction in their high schools has problems. We know that English instruction in most high schools in Taiwan has been based on a structural approach, focusing on teaching language forms rather than language functions which has been given little or no attention. The only purpose of learning English is to pass the Joint College Entrance Examination or other examinations. High school English teachers emphasize on teaching grammatical forms instead of the use of the language. The curriculum emphasizes teaching structures and stresses sentence patterns.

Besides, when leaving the classroom, they don't have many opportunities to use the language; they almost never speak English or practice what they have learned in the classroom since, in daily life English is not commonly used on either formal or informal occasions.

*Students confess that they spent little time on studying English and never studied it seriously in high schools. They don't realize that English could be very useful in developing their general knowledge and understanding. Compared with those students in other colleges, students at this college have lower level in English.

In this way, how can we ask our students to speak English or to use it automatically in contexts such as interpreting written materials or understanding the spoken language of a radio or television broadcast?

Purpose of the Study

Since English instruction in high schools for these students is not successful when they have completed high school English study, the assumption that students would be able to use the language automatically

after simply mastering grammatical form is certainly incorrect. Since they are not interested in and afraid of this subject; since English is so important to them, the English instructor has the responsibility to provide them with an active and realistic curriculum, to choose appropriate teaching materials as well as to provide them with professional knowledge in their areas of study. The curriculum should be placed importance on developing not only their language basic skills but the authentic usage of language. The monotonous teaching activities which caused students to be bored need to be replaced by active new ways of activities. In short, the purpose of this paper is to design a teaching program which will provide students with learning opportunities that will enable them to:

- be interested in the course which most of them are afraid of.
- develop their thinking ability and express orally their ideas.
- understand and communicate with others without difficulties.
- read with the speed appropriate to the density of the material provided.
- write with competence.

Scope of the Study and Class Description

This project attempts to provide only some key strategies for teaching reading, to focus mainly on developing one of the reading abilities. The materials were chosen according to the level of the defined learners who are both male and female students in the Athletics Department at the National Taiwan College of Physical Education. 50% of the students are in the lower intermediate levels and 40% in the intermediate level. Their average age is 18-20. Based on the English curriculum for the first grade students in this college, the time allotment is two periods of 50 minutes per week in each

semester. The time allotted for developing the reading skill mentioned in this paper is 8 periods with two sample articles of which only one passage is presented. These activities emphasize the development of students' abilities in comprehending the content of the passage by stating their predictions during group discussion. The study is descriptive and exploratory.

II. Review of Literature

Reading as a Psycholinguistic Process

During the past decade, EFL/ESL reading theory has come under the influence of psycholinguistics and Goodman's (1967, 1971, 1973a) psycholinguistic model of reading. Goodman (1976) says that as a fluent reader of English, you probably engaged in the following activities while are reading:

- Sampling the text for clues to meaning.

- Predicting, on the basis of the relationship between those clues and what you already know, what the meaning of the text might be and what will come next.

- Testing this guess by further sample of the text.

- Confirming your guess, or rejecting it and seeking another hypothesis about what the text means.

He has called this a psycholinguistic guessing game in which the "reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display" (1971:135).

Reading is a complex communication process in which the mind of the reader interacts with the text in a particular setting or context. During the reading process, readers construct a meaningful representa-

tion of text through an interaction of their conceptual and linguistic knowledge with the cues that are in the text. The reader uses minimal language cues within major components of language. These cues (graphophonic, syntactic, and semantic cues) assist readers in sampling, confirming, correcting, and rejecting the predictions they make about the message. (Barnitz, 1985)

Other researchers also view reading as a psycholinguistic process. I. Taylor and M.M. Taylor (1983) present reading in terms of a "bilateral cooperative model" (p.233). According to this view, reading consists of two "tracks" of interacting processes. The left track involves functional relationships, sequentially ordered material, phonetic coding, syntax, and other linguistic functions. The right track involves global functions, such as patterns, seeking out similarities between input patterns and previously seen patterns, evoking associations, and relating the meanings of words and phrases with real-world conditions. The two tracks "cooperate" in constructing meaning from text. The right track makes predictions; the left track corrects predictions and links the results into phrases, clauses, sentences, and large text.

According to the research reported in Spiro, Bruce, and Brewer (1980), there are at least three essential elements of an adequate model of reading. First, reading is multileveled in that native readers use various levels of language simultaneously to access meaning. Readers use their knowledge of the world and their pragmatic, discourse, syntactic, morphological, and phonological knowledge in constructing and reconstructing meaning. Secondly, reading is interactive in that the reader's comprehension is "driven" by the knowledge structures or "schemata" of the reader and the specific content and linguistic structures in the text (Rumelhart, 1980). All the levels of

background knowledge (social, linguistic, conceptual, etc.) interact simultaneously as readers construct a meaning for the text. Thirdly, reading involves the generation of hypotheses as readers make predictions about the meaning of a text. These predictions will be confirmed or rejected as reading proceeds.(K. Goodman, 1976).

Psycholinguistic research on reading implies that reading instruction should provide opportunities for students to discover the process of the total orchestration of language and conceptual skills with an emphasis not only on the meaning intended by the author and reader, but also on the strategies for constructing meaning for a text (Y.Goodman & Burke, 1980). Students need to become less text-driven and more strategy-oriented as they learn to sample, predict, confirm, and reject hypotheses they make while reading. These strategies are claimed to be universal to the reading process, independent of the particular language of the reader and the text(Hudelson, 1980).

Many researchers believe that reading is an active process. The students worked intensively, interacting with the text in order to create meaningful discourse. According to this point of view, efficient readers develop predictions about the content of a passage. Along with textual clues, knowledge and experience help readers develop expectation about what they will read.

Recent research has shown that effective second language reading, like effective first language reading, involves an interaction of the reader with the text. When a person reads, two aspects of the "human information processing system" continuously interact. When the reader focuses primarily on what is already known in trying to comprehend a text, this strategy is called a concept-driven or "top-down" mode (to be defined below). On the other hand, when the reader relies primarily on textual information to comprehend, this

strategy is called a data-driven or "bottom-up" mode (Rumelhart, 1980).

The reader must engage in both "top-down" as well as "bottom-up" processing of the text, activating relevant background knowledge of schemata of various types such as what Carrell (1983) called the content schemata and the formal schemata. The former refers to the background knowledge of the cultural content of a text and the latter refers to the linguistic knowledge, i.e. the background knowledge of formal, rhetorical, and organizational structures of different types of texts. In practice, these two processing strategies are employed interactively and simultaneously as the reader tries to relate the new information in the text to what is already known. But the two modes are not used equally. In other words, a reader will rely on knowledge about a known topic to sort out word meaning; conversely, a reader who has a mastery of the text's vocabulary but is unfamiliar with the topic will rely on word knowledge in order to comprehend a text. Reading models have been developed to describe the way readers use language information to construct meaning from print. How a reader translates print to meaning is the key issue in the building of models of the reading process.

Definition of the Models in the Reading Process

The most frequently referred to second language reading models are bottom-up, top-down and interactive. Each model varies in its emphasis on text-based variables: vocabulary, syntax, rhetorical structure, cultural content, and reader-based variables: background knowledge, cognitive development, interest and purpose in reading, strategy use (Barnett, 1989).

Bottom-up (text-based or data driven) models are models of read-

ing that assume the process of translating print to meaning begins with the print. The bottom-up model has the reader begin with the written text (the bottom), constructing meaning from the letters, words, phrases and sentences found within, thus processing the text in a series of discrete stages in a linear fashion (Barnett, 1989). In other words, the reading process begins with decoding graphophonic information in order to derive meaning from print. It is assumed that students will be able to comprehend the message after they recognize each letter and then each word.

In contrast, the top-down (knowledge-based or conceptually driven) models are driven by the reader's mind at work on the text. The reader's general knowledge is used to make intelligent guesses about what will come next in the text; only enough of the text is sampled to confirm or reject the guesses (Barnett, 1989). The process is initiated by making predictions or "educated guesses" about the meaning of some unit of print. Readers decode graphic symbols into sounds to confirm hypotheses about meaning. The model emphasizes that information processing during reading is triggered by the reader's prior knowledge and experience in relation to the writer's message. Vacca, Vacca and Gove (1987) say that there is actually no pure top-down model because readers must begin by focusing on print.

The interactive model combines the reader and the written text simultaneously and equally, in order to impact reading comprehension in the most effective manner (Barnett, 1989). This model is based on the assumption that the process of translating print to meaning involves the use of both print and prior knowledge. The process begins with the reader making predictions about meaning and decoding graphic symbols.

The role of background knowledge in language comprehension has been formalized as schema theory (Bartlett 1932; Rumelhart, 1980). Background knowledge, referring to a set of closely related concepts or knowledge previously acquired by the reader, has recently been seen as useful in describing reading comprehension. As Bernhardt (1984) says that comprehension is the process of relating incoming or new information to information already stored in memory. This previously acquired knowledge structures are called schemata. Rumelhart (1980) gives the definition that a schema theory is basically about knowledge. It is a theory about how knowledge is represented and about how that representation facilitates the use of the knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemata. Embedded in these packets of knowledge is, in addition to the knowledge itself, information about how this knowledge is to be used.

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge.

The Comparison and Implementation of the Three Models in the Classroom

In order to read English effectively, students need to have many reading skills. For example, they should have the skills of decoding words, previewing and predicting articles, knowing the nature of the text, asking questions, and drawing conclusions, etc. Among these reading skills, some enhance the bottom-up model, some develop the top-down model, and others enhance the interaction of the two. In reality the reader never totally employs only one model of processing.

We find that there are some weaknesses in the bottom-up and top-down models. They both lack feedback. In bottom-up models, no mechanism is provided to allow for higher level processing stages to influence processing stages that occur lower in the system (Pearson, 1984). In top-down models there is no mechanism to allow for processing lower level stages in the system. Another deficit of bottom-up models is that students may lack understanding of the text because the models do not consider students' knowledge or experiences. As in top-down models, reliance on higher level processing will cause students to have poor word recognition skills. The interactive models appear to be able to cope with the problems of both bottom-up and top-down models. They provide a flexible flow of information in which higher order stages influence the processing of lower order stages and vice versa. These models can compensate for deficiencies occurring in the other two models. Therefore, in the classroom, these three models are employed simultaneously.

III. Reading Strategies and Techniques

There is no single "right" way to improve reading ability and different approaches will suit different teachers and students and different circumstances. A teacher can develop methods according to students' need, interest and level for helping students make better sense of what they read. The following methods are used to develop students' predicting reading skill.

Predicting As an Aid to Comprehension

Reading is a thinking process that involves the reader in using his or her own experiences to reconstruct the author's ideas. Before reading, a reader can do something to improve his understanding. He

can guess what will be in the passage. Prediction can be defined as an intellectual or emotional extension of one's knowledge and experience into the unknown, under the constraints of specific conditions or actions. The better the reader is able to make predictions, the less confirming via the text is necessary. According to Fagan (1987), predicting is one of the eight cognitive reading processes (predicting, inferring, attending, analyzing, associating, synthesizing, generalizing and monitoring) involved in constructing meaning from a text during the act of reading. He defines predicting as "thinking ahead, guessing, anticipating or hypothesizing". It is applied instructionally through five specific steps:

1. For the content of the lesson you are to teach, identify the broad-ranging concept which will serve as the focal point for the lesson, the point to which students can connect their own experience and knowledge.
2. Help students connect their prior knowledge and experience to the concept through some organizational scheme or format.
3. Establish conditions or actions for the prediction, into which the knowledge and experience is extended.
4. Simulate the prediction.
5. Simulate comprehension.

Prediction is an effective way to reach and teach students who are having trouble developing and maintaining interest in school and in dealing with the information sources they are required to use. It is helpful because it builds on what students are, what they have, and what they know. It is effective because: (1) the process shows students how to function; and (2) the process places students in the center of things, showing them where they fit and just how important

they are.

These activities emphasize the development of students' abilities in:

1. constructing meaning based on the background knowledge of experiences and linguistic forms of English and also on the use of context clues from the text.
2. thinking about the upcoming events from the clues given in the paragraph or the whole selection.
3. comprehending the content of the passage by stating their predictions orally and in the written form during group discussion.
4. making inferences based on the information in the passage.
5. responding to predicting/infering questions generated by the teacher or by the students themselves.
6. evaluating their own predictions based on information from the text.

Questioning Strategies

Questioning strategies play an important role in molding the quality of students' thinking. Questions can be used to help students process information; to examine their feelings, values, and attitudes; and to increase their depth of thinking. By the questions they ask and by guiding students in developing their questions, teachers can help students become critical processors and consumers of the ideas presented in subject matter materials.

A teacher asks many questions during teaching as a way of directing the thinking and discussion of students. However, most of the questions are of the recall and memory types. Several studies indicate that most teacher questions are posed at the literal level of comprehension. Too many teachers pose questions that ask for the

mere recall of text based information, according to Allington and Strange (1980, pp.196-197), who maintain that this type of question does not require an understanding of the content.

Effective questioning often includes questions from both the cognitive and affective domains. The purpose for reading, the concepts and values presented in content materials, and the background of students influence the combination and number of cognitive and affective questions asked in any learning situation. The systematic use of questions assists students in reaching a higher level of understanding.

Directed Reading-Thinking Technique

The "Directed Reading-Thinking Activity" (DR-TA) is originated by Russell Stauffer (1969) as a method for directing students' questions and thinking about narrative and expository materials. It is an activity that can be conducted with a variety of textual materials. The main purpose of this activity is to develop reading by guiding students to think about what they are reading. According to Stauffer (1980), the instructional procedures enhance students' and teachers' active involvement with the text: students predict (set purposes, make hypotheses, read (process idea), and prove (confirm their purposes and hypotheses).

This ability involves determining reading purposes, extracting, comprehending and assimilating information, examining reading material, suspending judgments and making decisions based on information from reading. The rationale is to provide conditions through which students can develop their thinking, learning and testing abilities related to reading activities. DR-TA allows for the adaptation of any reading selection at any level of difficulty.

The DR-TA is divided into a process cycle and a product. The process cycle involves establishing reading purposes, adjusting the rate to suit the purposes and the material, reading to verify purposes. Pausing to evaluate understanding, then proceeding to read with the same or different purposes. The product is the extension and refinement of student ideas and thinking. Russell Stauffer (1969) suggests the extension and differentiation of the DR-TA for both group and individual use.

Group DR-TA

The group DR-TA consists of two phases. The first phase involves directing the reading-thinking process, and the second phase involves fundamental skill training.

Phase One: Directing the Reading-Thinking Process

This phase involves predicting, reading and proving. Students predict or define purposes for reading when moving forward to a selection, read and sort out pertinent data, and evaluate and revise predictions. In order to achieve great success in this activity, a teacher should prepare the following:

- try to arouse students' curiosity.
- meet their reading needs.
- provide good and relevant reading materials.
- have the group serve to extend the thinking of its members.
- to direct students' reading-thinking process, treat the selection in segments.

Phase Two: Fundamental Skill Training

This phase involves re-examining the story, the selected words,

phrases, pictures, or diagrams to develop students' reading-thinking abilities and other skills related to reading in a systematic and concurrent way for the purpose of developing the students' reading-thinking abilities.

Individualized DR-TA

This technique is to apply, extend, and refine the reading skills and abilities that students obtain in group DR-TAs. The individualized format should be introduced after students are familiar with the group procedure. Through the individualized DR-TA, students will have a systematic method of addressing their interests, tasks, judgments, and thinking abilities.

There are several features that distinguish an individualized DR-TA:

1. Each student is free to work with a minimum of interruption, in pursuit of his or her interests.
2. The teacher expects students to know why they are to select materials, what materials they might select, and how they should select them.
3. Students should generate their own reading purposes and be familiar with the predicting-reading-proving cycle of the DR-TA.
4. At scheduled times, students should share their work or what they have read with others.
5. As the need arises, students receive incidental or systematic skills instruction, individually or in groups.
6. Students should abide by class rules that are established to ensure individual rights and efficient learning.
7. Students should keep meaningful records on a daily or weekly basis.

8. Students can develop other language-related skills through presentations, reports, verbal sharing, and other activities.
9. Throughout the individualized DR-TAs, the teacher should serve various functions.

The strength of this strategy is that students learn to set their own purposes for reading by using the process of prediction. This opens the way for students to establish a dialogue between themselves and the author as they reason and prove or disprove their predictions while reading the text. In addition to the dialogue, this process provides motivation, interest, and sufficient information for students to continue the process of posing questions and anticipating outcomes.

At the same time, a critical reader needs to use three refined skills. First is the ability to ask relevant questions or to set a purpose for reading. The second skill is to read to process information. The third skill required is that of validating answers. These three objectives are the fundamentals of the DR-TA. The procedures to follow in achieving these objectives are those developed by Stauffer (1969, 1975, and 1980).

1. Students who have approximately the same level are grouped together for instruction.
2. Group sizes range from eight to twelve students, to part of a class or a whole class.
3. Students are to read the same material at the same time.
4. Purposes for the reading are to be established by the students.
5. Answers to questions must be discussed to be validated.
6. The teacher poses provocative questions and serves as a catalyst.

Sample 1

Subject: Superman

- I. We're all familiar with the story; just before Krypton, a planet that revolved around a red sun, exploded a scientist placed his infant child in a rocket that eventually carried the boy away from the doomed planet and into the atmosphere of the planet Earth.

Martha and Jonathan Kent discovered the little boy in the wreckage of his rocket; they adopted him and named him Clark. But the little fellow was strangely affected by Earth's atmosphere, particularly its yellow sun. Earth's much weaker gravity made Clark's muscles fantastically powerful. Not only could he bend steel in his bare hands—he could move an airliner with one fingertip or push a supertanker with just one hand. His legs were so strong that he could "leap tall buildings in a single bound"; in fact, he could literally fly around the Earth with one single leap.

- II. The rays from the yellow sun hardened the infant's skin to the toughness of metal and developed his immunity to all diseases, in addition to producing X-ray vision capability in Earth's atmosphere, enabling him to see through walls. His enormous muscles allowed him to perform any action at superspeed, and incredible lung power gave him superbreath, so he could blow the snow from an entire mountain range with one breath.

The hero described here is Superman, of course — the most popular fictional character in the twentieth century. The cartoon was created by Jerry Siegel and Joe Shuster, two science fiction fans who grew up in a rough neighborhood in Cleveland. One could write

and the other drew pictures, and together they dreamed up stories of an imaginary hero who feared no one and who waged war on crime and corruption. The two of them wrote Superman's adventures for six years before the first story was published in Action Comics in 1938; no one could have guessed how popular the character would become.

- III. Superman soon got a comic book of his own, a comic still being published today. A television series based on his comic book adventures was begun in 1955 and is still being shown in syndication today. A feature-length movie made in the late seventies drew enormous audiences and made millions of dollars. Even today the adventures of Superman are known in thirty-five languages. Siegel and Shuster's daydreams have become a fixture of human culture around the world.

From: Preslley, J.W. and Dodd, W.M. (1982). Essential Reading Skills. New York: CBS College Publishing.

Sample 2

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From: Shostak, M. 1981. *NISA: The Life and Words of a Kung Woman*. New York: Vintage Books.

Sample 3

Directions: Read the passage but do not fill in the missing words. Answer the questions.

All around the world, people drink tea. But tea does not _____ the same thing to _____. In different countries people _____ very different ideas about _____ tea.

In China, for _____, tea is always served _____ people get together. The _____ drink it any time _____ day, at home or _____ teahouses. They prefer their _____ plain, with nothing else _____ it.

Tea is also _____ in Japan. The Japanese _____ a special way of _____ tea called a tea _____. It is very old _____ full of meaning. Everything _____ be done in a _____ way in the ceremony. _____ is even a special _____ for it in Japanese _____.

Another tea-drinking country is _____. In English, the late _____ is "teatime." Almost everyone _____ a cup of tea then. _____ English usually make tea _____ a teapot and drink _____ with cream and sugar. _____ also eat cakes, cookies, _____ little sandwiches at teatime.

_____ the United States people _____ tea mostly for breakfast _____ after meals. Americans usually _____ tea bags to make _____ tea. Tea bags are _____ and easier than making _____ in teapots. In the _____, many Americans drink cold _____ -"iced tea." They sometimes _____ iced tea from cans, _____ soda.

Circle the best answer:

1. This passage is about (a. Chinese tea b. how tea is important c. English tea d. different ways of drinking tea in different countries).
2. Tea is popular (a. all around the world b. only in the United States c. only in English-speaking countries d. in Asian countries).
3. The Chinese drink tea (a. for breakfast b. in a special ceremony c. when they got together d. only in teahouses).
4. The tea ceremony is a (a. kind of Japanese tea b. special way of serving tea in Japan c. kind of restaurant d. special time of the afternoon).
5. Teatime in England is (a. in the evening b. in the morning c. after dinner d. in the afternoon).
6. The English like to (a. eat cakes and cookies with their tea b. drink their tea plain c. have tea with dinner d. drink their tea in a special room.)
7. Americans usually (a. make tea in teapots b. drink tea in restaurants c. make tea from tea bags d. do not drink tea).
8. Iced tea is popular (a. in the winter b. in England c. for breakfast d. in the United States).

(Adapted from Reading Power)

Sample 4

Part 1

1. The Los Angeles Lakers are a championship basketball team. Their home court is the forum, a modern stadium near Hollywood, California, and among their fans are some of the biggest manes in the entertainment industry. Most basketball teams are based in large cities. Whenever the Lakers play at home games, they can be sure that stars like Jack Nicholson and Johnny Carson will be there to cheer for them. they have won four championships in the past eight years.

Topic: _____

2. The Boston Celtics are also a championship basketball team. They have won the National Basketball Association trophy sixteen times! Their home court is the Boston Garden, an old stadium not far from the waterfront. Although few famous movie stars attend their games, the Celtics enjoy the respect and support of all of the people in the Boston area. Boston fans also support major league baseball and football teams. On nights when the Celtics are playing a final or semi-final game at home, the theaters and clubs are half empty-all the fans are either at the game or are watching it on TV.

Topic: _____

3. Basketball, like other sports, is big business in the United States. The teams are owned by people who view them as at least partly a financial investment, and each owner tries to make his team as

profitable as possible. The TV networks make great profits from the commercial ads during basketball games. They are a great influence in deciding when to schedule games-they want prime time audiences. Other programs during prime time include mystery shows and quiz programs. The players profit financially, too. Some of the players are paid as much as a million dollars a year.

Topic: _____

Part 2 Write the topic of all three paragraphs.

From: Mikulecky, B.S. (1990). A Short Course in Teaching Reading Skills.

New York: Addison-Wesley Publishing Company

IV. Implementation

Reading is an activity involving constant guesses that are later rejected or confirmed. The following methods and activities provided and implemented based on the above theories and strategies are to help students acquire "predicting" skill.

According to students' level of English and their background knowledge, the familiar topic "Superman" is selected as the reading material to motivate students' learning interest and to help them expanding their thought. The appropriate material used is a crucial factor which influences students' learning effectiveness. Prediction requires the use of prior knowledge relevant to daily event, so the material should be familiar to students.

Background experience is also an essential in enabling a student to explore and interact with his environment and to establish a sense of predictability as he deals with the world of ideas. The selection should not be too difficult although it does not have to be easy because word recognition influences comprehension in which students will gain increased confidence. Prediction begins from the moment students read the title and form expectations of what the article is likely to contain, so reading should be confined to a single topic or to the texts of a single author in order that students can facilitate comprehension.

Phase One: Predicting Through the Directed Reading-Thinking Process

First Period (50 minutes)

Step

1. **Explain the purpose of the activities.** Cognitive psychologists have shown in their research that students learn new strategies or thinking processes most effectively when they are consciously aware that they are doing so. Once they are conscious of the processes, students can monitor their comprehension and apply appropriate strategies as needed for comprehending a text. (Brown, 1978). Therefore, in order to help students make good predictions and to construct meaning from a text, the teacher should tell students what they are doing.
2. **Distribute the title of the article (e.g. Superman See Sample 1); ask them to predict what the article will be about.** The teacher can write the title on the blackboard or show pictures, illustrations, or diagrams. The following questions might be used.
What do you think a story with the title "Superman" might be about?
What do you think might happen in this story?
Based on your knowledge of the subject, what information do you expect to find in this passage?
What do you know about "Superman"?
3. **Ask students to produce a list of words or phrases or sentences to the topic.** The teacher may say:

In five minutes, I would like you to write as many words and phrases as you can which you connect in some way with the word SUPERMAN. Go!

For the beginning level students, the teacher can provide information for them to find clues. Don't encourage students to use dictionaries but encourage them to make a guess at the meaning of the words they do not know.

4. **Have students discuss in small groups or in pairs the upcoming events, compare their responses, discuss agreements or disagreements with one another's suggestions.** In order to become aware of their own reading/thinking processes, it is essential that the students work in pairs or small groups when they are working on most of the reading skills lessons. Interest and fun can be added among peer interaction to the exercises as well as increase learning. After students have worked together in pairs and small groups and have had a chance to talk out a new skill, they should have opportunities to apply the skill on their own.
5. **Encourage students to present what they got from the discussion in the whole class; list the ideas on the blackboard and brainstorm their findings by asking questions.**

Which of these predictions do you agree with?

Why don't you agree with them?

Second Period (50 minutes)

Step

1. **Divide the article into sections. Distribute the first part of the passage; have students read it silently.** Or put a typed version of the passage on an overhead transparency. When reading, if students encounter unknown words, the teacher would expect them to implement the following steps in the specified orders:
 - read to the end of the sentence.
 - use pictures clues, if available.
 - sound out the word.
 - ask the teacher to help.

2. Have students check whether their predictions fit with the content by asking questions such as:

Did your predictions match what happened in the first section of the passage?

Can you read the sentences that made you realize your prediction was not what really happened in the selection?

Which predictions from the list on the blackboard are similar to what is stated in the first part of the passage?

Why do you think so?

Which sentences tell you that your predictions are correct?

Can you find the evidence which shows that your guesses are correct?

3. Students discuss their decisions in small groups; decide how the title can help them make a prediction related the content of the first part of the article.

4. Ask students to read their predictions before the class, to confirm and revise their predictions.

Third Period (50 minutes)

Step

1. In small groups, ask them to discuss what might happen by using the previous information and to make predictions by writing several points of the next part of the article. The teacher may ask students questions to direct them in making their predictions convergent or the teacher only ask them to predict what the next part of the passage might tell.

What do you think will happen after the first part of the selec-

tion?

2. **Have students read their predictions or write their points on the blackboard.** Their predictions can be divergent if they are not provided with enough questions containing clues.
3. **Distribute the second part of the selection and ask them to read the second part orally or silently.**
4. **Check and compare the predictions in small groups by asking questions.**

Were your predictions correct?

Can you find the sentences which show that you are correct?

Could you read the sentences which make you realize that your predictions are similar to what is stated in the passage?

5. **Discuss how to select context clues to construct meaning from the first two parts.**

Fourth Period (50 minutes)

Step

1. **Ask students to remain working in their group to predict the last paragraph by asking them how they think the selection will end.** The teacher and class can discuss how to select context, clues to construct conclusions from the previous knowledge. The teacher can help students to confirm their predictions by asking questions.
2. **Ask them to read their predictions and write their points on the blackboard.**

Can you find the evidence which shows that your guesses are correct?

How do you find your predictions? Are they similar to the text or different?

3. In a large group, ask them to present their conclusions.

Phase Two: Fundamental Skill Training

4. Ask students questions to develop monitoring strategies.
5. Give and encourage them to ask questions.

Are there any words or phrases in the passage that you didn't understand?

Do you think the passage gives you a clue?

Can you read the sentence containing the phrase?

Can you find a clue which relates to the phrase? Read the sentences which help you to understand the phrase.

6. Ask to summarize the passage in class or ask them to do it as homework; ask students to review a part or the whole text for word analysis, vocabulary and concept development:

"Do you find words/phrases that you do not really understand?"

7. Give an assignment. The teacher can distribute a cloze exercise (See Sample 2) for students who are required to use the context clues from a passage or sentence in order to supply the deleted words properly. The close strategy helps students to predict words or phrases by using their experiential knowledge and is used to measure how well students can predict while reading. In order to enhance students' ability of prediction, the teacher can also assign the exercise which predict about a book from a table of contents (See Sample 3) or give a text without a title (See Sample 4). Students are assigned to find some suitable

titles for the text. The retell strategy, the comprehension questions strategy can also be used to assess students' comprehension.

V. Recommendation and Conclusion

Teacher's Role

During the learning process, the teacher's guidance is one of the essential elements which influence students' comprehension of what they read. For example, questions asked by the teacher influence what is comprehended. When students use the DR-TA questioning technique they are immediately involved in a discovery and thinking process because of the questions the teacher proposes. Therefore, the teacher should serve as a catalyst.

The Necessity of Evaluation

In order to identify the inadequacy of the established program, to justify the need for it and to understand if students improve reading comprehension as well as other general English abilities, it is necessary to make evaluation during the semester. In terms of means for gathering information, questionnaires, interviews, and students' proficiency tests before and after entering the program should be done. Also, teacher's record and observation of what students do in class can be very helpful to understand the effects of the reading instruction; to see the degree to which the teacher implements the program. According to student questionnaire responses, this instruction improves attitude and motivation of learning English, and consequently enhances confidence in one's reading ability. However, it is inconclusive from this study whether or not students who receive the program will have increased reading comprehension beyond that of

students who do not receive the program.

Teaching and learning should be meaningful. There are many methods and techniques for teaching reading and students do not learn as a result of a particular method, set of materials or teaching medium but they learn by developing strategies that suit their own learning styles. The mentioned strategies will provide more opportunities for students to improve not only their reading ability but also other skills such as listening and speaking skills.

In short, this program attempts to further students' knowledge and competence of English through effective activities which ensure student's active involvement. Students, therefore, can become active learners instead of passive learners.

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國立臺灣體育學院學報投稿注意事項

一、學報徵稿內容

(一)經營管理與組織策略論著

(二)復健與傷害防護論著

(三)體育管理與運動大眾傳播論著

(四)運動技術與教練指導論著

(五)運動科學新知

(六)運動規則與裁判法之研究論著

(七)與教學訓練研究有關之人文社會及自然科學之學術性論著

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