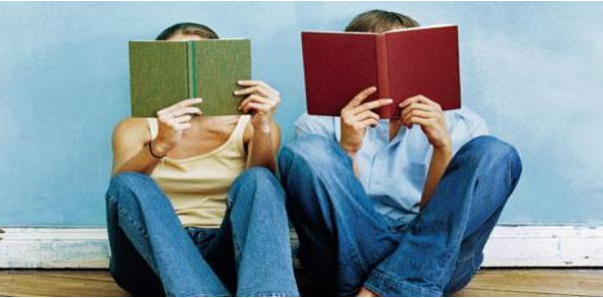


Unit 1: Metacognition

Objectives:

- To review and identify learning strategies
- To use new reading strategies
- To set goals for own English learning process

1. Warm-up:



You are here because you already know some English. Think about what strategies you use to learn English and write them down in the box below. If you cannot remember anything, imagine how you study when you have an English test.

Now, compare your notes with a partner and complete the chart with the strategies you use to:

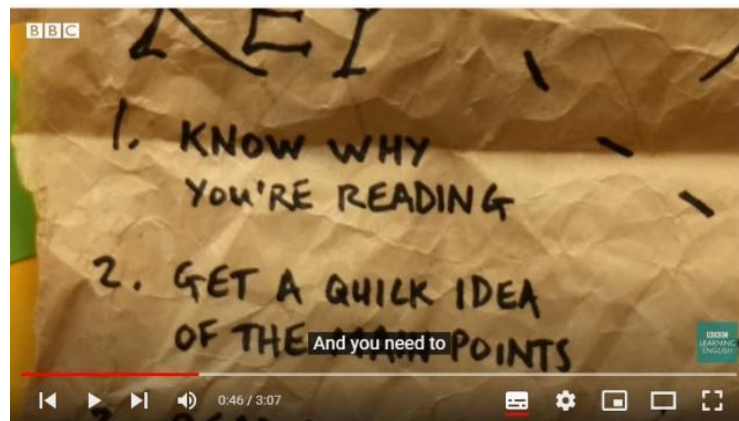
| Remember new words | Listen | Read technical texts | Other strategies |
|--------------------|--------|----------------------|------------------|
| | | | |

2. Watch the following video about strategies for reading complex texts in English.

- a. **Before watching:** these are some words you might need. Do you know their meaning? If not...look them up in a dictionary.

purpose – key – assignment - thoroughly

- b. Watch the following video and try to answer following questions:



<https://bit.ly/3Qc6DNg>

1. What do you need to know before you read?

2. What should you do when you read a text?

3. What is to skim?


4. What is to scan?

c. Discuss with a partner:

1. What strategies do you generally use when you read a text? E.g., Do you read the chapter/article from beginning to end?

d. Share your strategies with your classmates.

3. Reading:

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|  | a. Look at the following strategies used in reading comprehension. Do you understand the concepts? If not, ask your teacher or look the words up in the dictionary |
|---|--|

| | | | | |
|--------------------------|-----------------|-----------|------|-----------------------|
| Activate prior knowledge | Create Diagrams | Slow down | Skim | Do Mental integration |
|--------------------------|-----------------|-----------|------|-----------------------|

b. Read the following Learning Strategy Matrix. Pay attention to each description and match each strategy from the box above to the corresponding description presented in the matrix.

These are some words you probably need. Do you know them? If not, work with a partner to find out their meanings before reading the matrix.

| |
|---|
| Heading – Improve –Load –Overview – Relate – Supporting |
|---|

Learning Strategy Matrix

| | Strategy | How to use it | When to use it | What is it for |
|---|----------|--|--|---|
| 1 | | Search for headings, highlighted words, previews, and summaries. | Before you read a long piece of text. | Gives an overview of the key concepts, helps you to focus on the important points. |
| 2 | | Stop, read and think about information. | When information seems important. If you realize you don't understand what you have just read. | Improves your focus on important information. |
| 3 | | Stop and think about what you already know about a topic. | Before you read something or do an unfamiliar task. | Makes new information easier to remember and allows you to see links between subjects. Information is less challenging if you already know something about the topic. |
| 4 | | Relate main ideas to one another. Look for themes that connect the main ideas, or a conclusion. | When thinking about complex information, when deep understanding is needed. | Once you know how ideas are related, they are easier to remember than learning as if they are separate facts. It also helps to understand them more deeply. |
| 5 | | Identify main ideas, connect them, classify ideas, decide which information is most important and which is supporting. | When there is a lot of factual information that is interrelated. | Helps to identify main ideas and organize them into categories. Reduces memory load. May be easier to visualize. |

(Adapted from Schraw, (1998))

- c. Compare your answers with a classmate and share them with the class.
- d. Do you use some of these strategies? Do they make sense to you?

- e. Watch the video about reading complex texts again and compare the suggestions presented in the video to the ones presented in the matrix. Are they the same?

5. Practice!

- a. Read the following text and apply some of the strategies you found in the video and the matrix.



Reading skills

By Kenneth Beare

Reading is an important part of learning English, but many students find it difficult. This collection of tips will help you improve reading by using skills you use in your own language.

Tip 1: Read for Gist

Gist = the main ideas

Read the text for the first time. Don't stop. Read to understand the main ideas, and don't look up new words. You'll be surprised that you can usually understand the general idea of the story.

Tip 2: Use Context

Context refers to words and situations that are around a word you don't understand. Look at the example sentence:

I went to the schlumping to buy some chitla for dinner.

What's 'schlumping'? - it must be a store because you bought something there.

What's 'chitla'? - It must be food because you are going to eat it for dinner.

Tip 3: Use Your Own Language

One of the best tips on improving reading is to think about how you read in your own language. Start by thinking about how you read different documents. How do you read the newspaper? How do you read novels? How do you read bus schedules? etc. Taking time to think about this will help give you an idea about how to read in English - even if you don't understand every single word.

Ask yourself this question: *Do I read every word in my own language when I am reading a schedule, summary, or any other document?*

The answer is most definitely: *No!* Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

Tip 4: Understand Different Reading Skills

These are two types of reading skills used in every language:

Skimming - used to understand the "gist" or main idea

Scanning - used to find a particular piece of information

Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get a general idea of the text. It's not essential to understand each word when skimming.

Examples of Skimming:

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning

- The "What's playing at the movies" section of your newspaper.
- A train / airplane schedule
- A conference guide

Taken and adapted from: <https://www.thoughtco.com/improve-reading-skills-1210402>

b. What strategies did you use? List them here:

c. What are the main ideas presented in the text?

d. What new reading strategies are you going to use from now on?



6. Self-evaluation:

- a. Mention two reading strategies that you generally use.

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- b. Mention two new reading strategies you learned to use in this unit.

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- c. Why do you need to use reading strategies?

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- d. Mention four new words you learned in this unit

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- e. Do you have any questions about this unit? If so, write them here and ask your teacher.

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