
The virtuous circle of reading and vocabulary growth and how to create it

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Reflective starting points

1. How much and what type of reading do your learners do in and beyond your lessons?
2. What are the strengths of your reading teaching? What are you most confident about?
3. What are the strengths and weaknesses of the reading-based resources available in your school?

Strengths	Weaknesses

4. What factors do you believe most affect your effectiveness as a reading teacher (e.g. resources, time, student motivation, your professional expertise, factors beyond the school, curriculum guidelines etc)?
5. What are your puzzles regarding teaching reading?
6. How would you describe the relationship between vocabulary and reading ability?

Reading instruction: Eight guiding principles¹

 **Rate yourself**

Reading instruction: Eight guiding principles	On top of it	I'm in, but need to work on it	What are you talking about?	You're dreaming
1. Read for a purpose <i>Comment</i>				
2. Focus on meaning then form (Mine texts for language awareness) <i>Comment</i>				
3. Teach reading skills <i>Comment</i>				
4. Read a lot and often <i>Comment</i>				
5. Embed reading in pre- during- and post- reading activity cycles <i>Comment</i>				
6. Resource reading with quality material tailored to learner needs and interests <i>Comment</i>				
7. Foster motivation to read <i>Comment</i>				
8. Assess reading progress <i>Comment</i>				

¹ These principles are adapted from a set of instructional guidelines developed by Fredricka Stoller and William Grabbe for an upcoming book: Newton, J., Ferris, D., Goh, C., Grabbe, W. & L. Vandergrift. (In preparation). *Teaching English language learners in academic contexts: Reading, writing, listening and speaking*. Routledge.