**Lesson 1: Course Work: Writing Assignment**

Choose one of these assignments and follow the instructions. Then type in and submit your results below.

1) Reflect: Reflect on the reading strategies you use in your own lessons. Use these questions to write a journal entry.

• Which reading strategies do you usually work on?

• Why do you think some strategies are more commonly featured in your classes?

• How could a wider range of strategies be integrated into your classes?

2) Design: Design and implement a reading lesson. Describe the lesson and evaluate how well it went in a brief report.

• Design a reading lesson for your students, using the guidelines and videotaped model in Lesson 1.

• Implement the lesson with your own students.

• Write a description of the lesson and an evaluation of how well it went. Include suggestions for improvement next time.

3) Classroom Research: Determine the most frequent problems your students encounter in reading lessons. Propose solutions to these problems in an action plan.

• Develop a hypothesis about the most frequent difficulties your students encounter in reaching these objectives.

• Tape your students or observe a colleague's class during these lessons.

• Analyze the students' difficulties according to your hypothesis.

• Write a brief report on your findings and suggest a plan to solve the most common problem found.

**Lesson 2: Coursework: Writing Assignment**

Choose one of these assignments and follow the instructions. Then type in and submit your results below.

1) Reflect: Reflect on the pre-reading, while reading, and post-reading stages of your own reading lessons. Use these questions to write a journal entry.

• Which stage of the reading lesson uses the most class time? Which stage do you pay the most attention to? Why?

• Which techniques do you tend to use the most often? Why?

• When do you vary the techniques you use in each stage?

• Based on the techniques suggested in the lesson, can you explain any changes you plan to make to your reading lessons in the future and why?

2) Discover: Compare the post-reading activities in two different textbooks. Evaluate the range of activities and propose improvements in a brief report.

• Examine the post-reading activities in three or four units of two textbooks.

• Categorize the types of exercises that appear.

• Evaluate the suitability of these activities for a group of your students.

• Propose any new activities that would make them better for your students.

• Write a brief report on your findings.

3) Design: Expand a reading lesson to work on other skills. Describe the lesson and evaluate how well it went in a brief report.

• Expand a reading lesson to work on two additional skills, for example grammar or writing.

• Propose two or three activities for each skill.

• Implement this lesson with your students.

• Write a description of the lesson and an evaluation of how well it went. Include suggestions for improvement next time.

**Lesson 3: Coursework: Writing Assignment**

Choose one of these assignments and follow the instructions. Then type in and submit your results below.

1) Reflect: Reflect on the reading materials you use with your own students. Use these questions to write a journal entry.

• What kinds of materials do you think your students like best? Why?

• In your opinion, what kinds of materials develop reading skills best? Why?

• Which kind of materials do you usually use: published, authentic, or adapted (authentic-like)? Explain your reasons.

• Is it necessary for you to adapt these reading materials for your students? How?

2) Discover: Choose an authentic text to use with your own students. Explain your choice and describe how you would use it in your class.

• Choose an authentic text from the web or newspapers that is appropriate for your students.

• Design an activity that adapts the material to your class' level.

• Include material for the more or less advanced students in the class.

• Write a brief report explaining why you chose that specific material and how the adaptations will make it suitable for your students.

3) Classroom research: Find the answer to this question: Is the textbook you are using appropriate for your students?

• Compare the syllabus of your textbook with the course objectives. Make notes on how they are similar and different.

• Examine your textbook and make notes on which types of texts and tasks are most commonly featured.

• Look at the tasks and consider these questions.

o Are they clear and achievable?

o How are the tasks appropriate to the text-types and their purposes?

o Do the tasks practice both reading skills and strategies?

• Write up your analysis in a brief report.

**Lesson 4: Coursework: Writing Assignment**

Choose one of these assignments and follow the instructions. Then type in and submit your results below.

1) Reflect: Reflect on your students' purposes for reading. Use these questions to write a journal entry.

• What are your students' main purposes for reading in English?

• What text types are they most familiar with?

• How does this affect the texts and the tasks you use in your classes?

• Are there other types of texts or reading tasks that you think should be included in your teaching? Why?

2) Design: Design and implement an extensive reading task for your students and report on the results.

• Define the aims of the extensive reading activity and explain how it may engage and motivate your students.

• Use the criteria from this lesson to choose an appropriate book, or choose several possibilities and guide your students to agree on one title.

• Design two pre-reading tasks that engage students with the book and two tasks that focus on strategies for students to complete either while or after they read.

• Use these tasks with your own students.

• Write a description of this activity and an evaluation of how well the lesson went. Include suggestions for improvement next time.

3) Observe: Observe a colleague's class. Then share your findings with your colleague and write them in a brief report.

• Observe a colleague's class two to three times using these questions to help you.

o Does the teacher use reading when working on other skills? How?

o What kinds of materials are usually used (textbooks or does the teacher bring in passages)?

o How does the teacher adjust or adapt readings for the students?

o How does the teacher address more and less advanced students in a mixed level class?

o Which techniques can you try with your students?

• Discuss your findings with your colleague.

• Write a brief report of your findings.

**Lesson 5: Coursework: Writing Assignment**

Choose one of these assignments and follow the instructions. Then type in and submit your results below.

1) Reflect: Reflect on attitudes towards reading assessment. Use these questions to write a journal entry.

• Think about the ways that the students in your program are usually assessed for reading.

• What types of assessment are most common? Why?

• What types of assessment are used less frequently? Why?

• What types of assessment do students and teachers generally believe are the best? Why?

• How do these attitudes affect teachers, students and programs in your setting?

2) Design: Design a mini-achievement test for your students. Administer the test and evaluate how well it went in a brief report.

• List the reading strategies that you wish to test.

• Choose an appropriate text for the test.

• Write between 5-7 items for this test.

• Administer the test with your own students.

• Submit the test along with a description of the results. Include suggestions for how the test could be improved next time.

3) Classroom Research: Develop an observation instrument to track students' reading behaviors in class. Write your findings in a brief report.

• Determine the reading behaviors you wish to develop in your students.

• Use this checklist in one class and no checklist with a second class (this will be the control group).

• Use the checklist to track students' behaviors and determine any areas to target in future lessons for your sample class.

• Compare the course results in both classes and write a brief report of your findings.