

3. When giving students a challenging reading, assure them that even native speakers have to go over texts repeatedly in order to fully comprehend them. The following guide may help students tackle such readings:

“How to Approach Reading Difficult Material” <http://www.studygs.net/texred1.htm>
4. Have students research a topic of interest to them so that they can further reflect, analyze and build on ideas they have come across in class.
5. For prescribed readings, give students pre-reading, while-you-read and post-reading activities (see #8 for some follow up activities). These will help students find and maintain a focus.
6. Encourage students to annotate (i.e. highlight, summarize, expand upon, and respond to key ideas) as they read. This can help students to “become actively involved in the reading, almost as if they were engaging in a dialogue with the author” (Spack, 1993, p. 189)
7. Find ways to get students to relate (i.e. in a reading journal, in discussions, etc.) what they are reading in class to their personal experience and past knowledge.
8. Follow up on readings that your students do. If students know that there will be some follow up activity to the reading, they are likely to read more actively with that purpose in mind. The following is a list of some follow-up activities you could try:
 - Have students summarize a reading.
 - Get your students to keep a reading journal where they can reflect upon and consider what they have read.
 - Have students bring summaries to class and discuss them in groups. This will give them an opportunity to consolidate the ideas presented by the author and also discover different viewpoints on the reading.
 - Question them about what they have read but try to avoid focusing on simple fact checking questions. Instead try to mix up your questions (i.e. inference questions, analysis questions, evaluation questions, etc.) to explore the depth of what they have understood.

Happy Reading!!

References

- Brown, H. D (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
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- Leki, I. (1993). Reciprocal Themes in ESL Reading and Writing. In J. Carson and I. Leki (Eds.), *Reading in the Composition Classroom*. Boston, Mass: Heinle & Heinle.
- Spack, R. (1993). Student Meets Text, Text Meets Student: Finding a Way into Academic Discourse. In J. Carson and I. Leki (Eds.), *Reading in the Composition Classroom*. Boston, Mass: Heinle & Heinle.