

ELLiE: INSTRUCTIONS FOR READING TASK

Timing: allow approx. 10 minutes for the pre-reading of pictures, text and the speech bubble completion, with a further 5 minutes maximum for the explanation of choices (post-reading). In some cases, it may stretch to another 5 minutes - depending on individual class concerns.

1 Printing materials

Print the comic strip pictures either in colour or Black/white. You may find it useful to print some copies in colour – perhaps one copy for each small group of learners.

2 Distribution of materials & familiarization with story

- Distribute all materials and explain that this is a comic strip about a boy called Tony and a girl called Tina. Ask students to take some time to look at the pictures and understand the story.
- Allow approx. 3 minutes until everyone is ready.
- Before moving on, either elicit or tell students that what Tony is holding in the second illustration is chocolate (if children only have black/white illustrations, they may need to see the colour version to confirm this).

3 Reading task: instructions

- Show students that some speech bubbles have text and others are empty. Tell students that the activity consists of: (1) reading the speech bubbles with text and (2) completing each empty speech bubble by choosing a sentence from the options they have below **each** row. So for example, for picture 2 they will have to choose between options A, B or C. And for picture 3 they will have to choose between the same options. Tell them that after completing each set of pictures in a row, there will always be one sentence option that is not needed.
- Tell students that in order to answer, they only need to write the letter (A, B, C or D) in the speech bubble. They do not need to write the whole sentence. Draw a bubble on blackboard or large sheet of paper and insert one letter to illustrate this. After the demonstration, erase this example.
- Draw students' attention to the third row of pictures (if on the back / or on a second page).
- Tell students that when they are finished they should turn their comic strip papers over. You will then know when most students are finished and ready to move on to the next stage.
- Before telling them to start the reading task, remind them not to forget to read the text in all speech bubbles before attempting to complete the empty bubbles.

4 Finishing reading task

- Conclude this stage when most students (80%) have finished.

5 Post-reading task

- Tell students to check through the answers they chose for each picture and write down in L1 why they chose each answer. Tell students to write this next to each statement they chose.
- As an example, you can elicit from students what is happening in the first picture. Then ask, "So, what might the speech bubble say?" Explain that what they see in the picture might have helped them to choose an answer. Ask them to try and explain if or how it did. E.g. Maybe they understood a word or a phrase or the whole sentence, because of

something happening in the picture. Tell students that if they chose one option at random, they should write down 'at random'. If they have chosen an option because they have discarded the other options, they should also say so.

Note for researchers:

- In getting students to understand what is meant by 'why you chose an answer', using the concept of 'spotting clues' in your explanation may help.
- A description of the picture in students explanations without a reference to the text /option chosen will not be a useful answer (for example '*he is about to have a snack*' in reference to picture 1). There needs to be a reference to the text in students' answers. Other answers that students gave during piloting and that did not provide useful information for analysis were:
 - *Because it looks like it.*
 - *Because it says 'let'.*
 - *Because I think it is the best one.*
 - *I did not know what to choose but in the end I chose A because I think it is the correct one.*
 - *Because I am pretty sure.*