

## UNIT 2 LEARNING AND TEACHING MODERN FOREIGN LANGUAGE SKILLS

### 2.3.3 POST- READING STAGE

The post-reading stage extends the understanding obtained at the pre-reading and while-reading stages. Post-reading activities aim to check students' comprehension, lead them to a deeper understanding of the text and develop critical reading skills. Students can be asked to reflect on the meaning of the text, to interpret, evaluate, comment, to go beyond reading making connections and using newly acquired knowledge. They can also be asked to relate the information in the text to their own lives (personalisation) or exchange their opinions on the text.

The following are some examples of post-reading activities that can be used in CLIL classes. Some can be done through working in pairs or groups, some can be both oral and written. It is important to underline here that the choice of post-reading activities really depends on the subject we teach and on the language level of our students as their language amount could be limited. It is therefore very important to decide carefully the kind of post-reading activities which could be more effective for their learning.

- **Whole class discussion about the topic of the text.** Teachers can ask students to express their own view about the topic of the text. Discussing helps students to relate the theme to their experience and develop their critical ability.
- **Asking students if they agree with what they have read.**
- **Writing a summary.** Teachers can tell students to summarize the text by elaborating the notes made or the answers given during the while-reading activities. Then teachers can also ask students to work in pairs and compare their summaries to check if they covered all the main points.
- **Thinking about how the material connects to one's own life .**
- **Assigning reading and writing activities based on what students read.**
- **Project works**