

The P3C2R+GIRD Paradigm of Creating a Reading Comprehension Lesson for EFL Students: From Conceptual Model to Model Lesson

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Abstract

This academic article is aiming at creating a reading comprehension lesson with a new paradigm called the P3C2R+GIRD model developed by a 9-year-experience author in teaching English reading skill who always found that one of the problems of EFL students in learning English language is the lack of reading comprehension which is an important skill in receiving information and the foundation of the other skills. The model is systematically developed into six steps, i.e. 1) providing unknown collocations from the lesson at the first part of the lesson, 2) creating a prediction question to elicit students' schemata and open their imagination, 3) choosing/creating a realistic story that is currently catching interest or popularity of the world—this story is the model passage of the lesson, 4) constructing questions with the GIRD model consisting of finding *gist*, drawing *inferences*, tracing *references*, and skimming/ scanning for *details*, 5) rebooting vocabulary and grammar by bringing interesting words from the lesson for creating exercises to activate students' knowledge of vocabulary and understanding how it works/applies in other contexts, and 6) rechecking students' reading comprehension by creating another passage that contains some words and collocations they have learnt from the model passage so that a teacher can examine whether students are able to apply what they have just learnt into another context. More interestingly, the last section of this article provides a model lesson developed from the concept of the P3C2R+GIRD model which gives teachers the illuminating insights of designing a reading comprehension lesson.

Keywords: P3C2R+GIRD model, P3C2R+GIRD paradigm, creating a reading comprehension lesson, reading model, teaching reading comprehension

1. Introduction

Reading is one of receptive skills that play a vital role in receiving information. It is important not only for communication but also for educational system. National Statistic Office of Thailand (2013) revealed the profound findings of the survey on Reading Books of Thai People in 2013 that Thai people spent time reading outside-reading books/ after-working hours in average 37 minutes a day or 4.32 hours a week. This number showed the fact that Thai people has paid less interest in reading when comparing to other Asian countries. For example, Indian people read books in average 10 hours a week. The Chinese spent 8 hours a week. The Filipino spent 7.36 hours a week, etc. (Kellogg, 2013). What made Thai people didn't read books as much as they should did? One of the answers is that Thai people cannot catch the main idea of each passage. Then, it made them tired of reading books at last. In fact, the people lack reading comprehension skill, particularly when they read academic English passage. Therefore, in order to enhance students' English proficiency in reading comprehension skill and encourage their interest in reading books need two things. The first thing is the passage must be trendy or popular so that students will feel eager to read. The second thing is the strategies of reading a passage must be conceptualized and well-planned, and this is the highlight of this article to proposing the P3C2R+GIRD model. Moreover, this article is also providing a model lesson that applies the concept of the P3C2R+GIRD model into a model passage.

The P3C2R+GIRD model is developed logically and systematically with the experience of the author in teaching English language for more than 9 years. The model is not only focused on reading comprehension, but it also emphasises the importance of learning collocations, word activation, and grammar. The model cares for students from the starting of reading to the ending of reading so that students can be fun and educated simultaneously. The most important thing is that this model encourages teachers to produce authentic reading story by their own to serve the need of students in a particular circumstance. If following this model, teacher is certainly capable to produce a reading lesson. The P3C2R+GIRD model can be illustrated with the Figure 1 below:

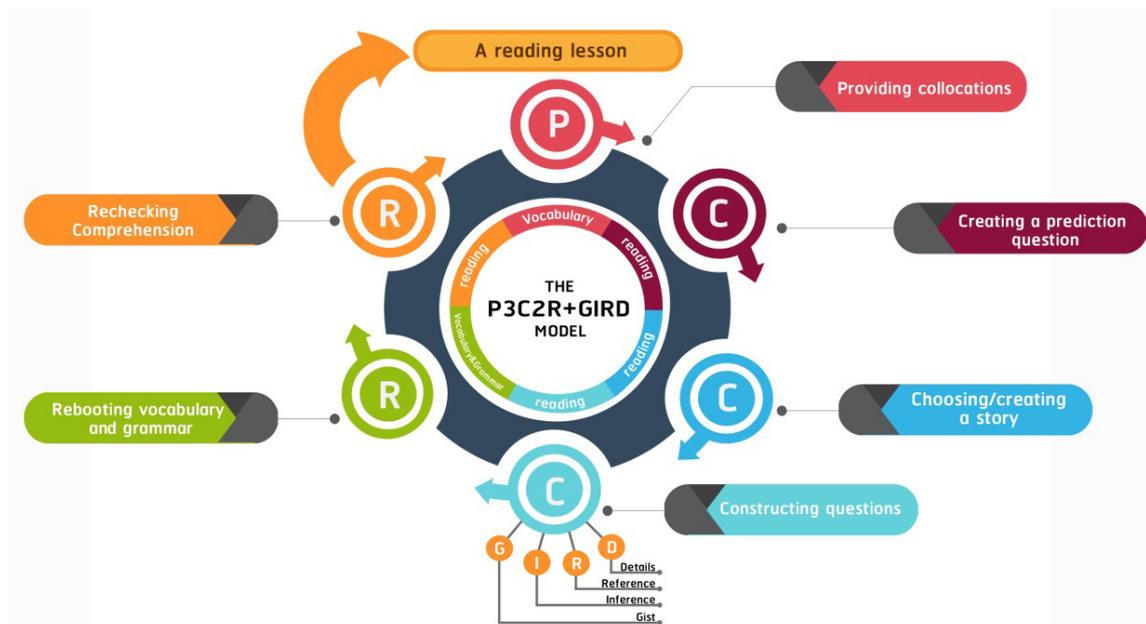


Figure 1. The P3C2R+GIRD Model

2. The P3C2R+GIRD Model

Dating back half of a century ago, it could be found that there was a first reading approach called *Top Down Approach* developed by Goodman (1967). The approach tries to encourage the readers to get information from the text, and then make a comparison with what they know in the world knowledge in order to make understanding of what is written (Davoudi and Moghadam, 2015). Then in 1980s, there was another approach called *Bottom Up Approach*. This approach is focused on hierarchical step by step of teaching reading, starting from single phonemes, words, clauses, sentences, and then the whole piece of discourse (Davoudi and Moghadam, 2015). After that, there was another approach of reading which is called *The Interactive Approach* (Rumelhart, 1986). The approach emphasises the simultaneous occurrence of two Top Down and Bottom UP approaches. The three approaches are called levels of development (Harris & Sipay, 1980). Later, there are a lot of models of teaching reading comprehension, such as Rumelhart's and McClelland's Interactive Model by Rumelhart (1977), an interactive activation model reading by Perfetti, Landi & Oakhill (2005), etc. However, all of these approaches and models haven't given clear instructions of how to make use of these principles into practice. In fact, they don't help much create an effective reading lesson. Therefore, it comes up with the P3C2R+GIRD Model which will help EFL teachers create a reading lesson more practically and successfully, There are six step of the P3C2R+GIRD Model as follows:

2.1 Step 1: Providing collocations

One of the common problems that EFL students have encountered with is *struggling of unknown words* (Broadman, Robert, Vaughn, Wexler, Murray, & Losanovich, 2008: 5), so they have to spend a lot of time looking up those words in a dictionary which, of course, affect the fluency and understanding while reading. Therefore, providing collocations or expressions first before reading is a must in order to help students read the passage without stopping and understand more in details. In the past, teachers also tried to encourage students to understand vocabulary first before reading a passage. However, it didn't help EFL students anymore because they could not apply the vocabulary they had learnt in everyday life because they learnt to memorise every single word. In contrast, understanding collocations is more useful—when they read a passage, they would know automatically what those collocations mean and how they are different when the collocations are broken up into a single word. For example, if a teacher would like to present a word “presentation” from the passage, it is a better idea to present with a collocation. Collocations (Longman Dictionary of Contemporary English, 2009) is the way in which some words are often used together, or a particular combination of words used in this ways. For example, it is normally written and said “conduct/do research” rather than saying “make research”. For this first part of the P3C2R+GIRD Model, collocations can be implemented, like “give a presentation” rather than to provide the word “presentation” alone because many EFL students might not know the way to say “I am giving a presentation.” Instead, they may say “I am presenting a presentation.” or “I am doing a presentation.” which is grammatically incorrect. Another example of collocations is “sit a test”. For young EFL students, in a passage, like “all students have to sit a test”. EFL students may think that they have to sit in order to do the test, which actually doesn't mean like that. In fact, this error may be the result of their L1 interference (Owu-Ewie &

Lomotey, 2016; Maros, Hua, & Salehuddin, 2007). Therefore, implementing the use of collocation the initial part of creating a reading comprehension lesson is important rather than teaching a single vocabulary alone. The formats of this part can be multiple-choice items or matching items.

2.2 Step 2: Creating a prediction question

After creating collocation part, teachers should consider to create a question which can elicit students' schemata about the passage by creating a question to predict what the passage is going to talk about. This is essential in order for students to think about what they are going to read. With regard to Harmer's reading principles (2015), Principle 4 emphasises that prediction is a major factor in reading. Although this part seems not to be the most important, it is actually crucial because it will open students' vision and imagination as Einstein (1929) said, "Imagination is more important than knowledge." Therefore, letting your students predict what they are going to read is equal to preparing them to be ready for reading. The formats of this part can be multiple-choice items or gap-filling. For example, if your passage is talking about a largest-sized species whale, you can write a wh-question:

Question: What is the largest-sized whale in the world called?
Answer: a. blue whale b. killer whale.

The question like this can help students predict that they are going to read about the largest-sized whale and it must be a killer whale. This kind of questions will also elicit the students' prior knowledge before reading. They may know what killer whales look like, or they might know the other name of a killer whale is orca. A lot of their knowledge will come up in their mind automatically. In short, this second part helps students predict the story as well as open their vision and imagination towards the story they are going to read, so a question should be easy for students to respond. Creating questions for this part should not exceed two questions because it is like teachers are preparing students for the forthcoming reading passage.

2.3 Step 3: Choosing/creating a story

Here comes an important part of the P3C2R+GIRD Model—Choosing/creating a story. When it is timed to choose or create a story or passage, teachers should consider the following questions: 1) Is the reading material realistic or unrealistic? This involves students' interest because it is something real and they can imagine or think about the story more easily rather than something the air that they don't know; 2) Is the reading material trendy or so old-fashioned? Choosing or creating passage that involves the current situation or what is really popular at that time in a local area, in a country, or in the world will catch the students' interest. For example, if we are talking about movies, students may know the X-Men, Harry Potter, Spiderman, etc. These movies are well-known and popular, and students can link what they will learn with their schemata. However, if it is too old-fashioned, students might not have no ideas about it, and they may be blank or even don't want to read that passage; 3) Are students involved in choosing a story? Students have right to choose what they want to read (Bamford, 2002), therefore, a better way to choose or create a story is to conduct a survey on the need analysis of students towards what story they would like to read. This helps students and teachers have more elaboration in lesson and activities; 4) Is the reading material suitable for the level of students? For students, they do not fancy learning something abstract or beyond their level too much because they may find the passage too hard and boring to read. Therefore, choosing/creating the right passage for the right level of students would help them understand the passage more accurately. For instance, if teaching Grade 11 or 12 students, teachers should select or make up a story in the lower-intermediate level. However, in case that teachers would like to challenge their students after their students have done a lot of reading comprehension exercises, teachers can choose or create another text that is more difficult than their present level on step, which is called comprehensible input or $i+1$ hypothesis (Krashen, 1982). By this mean and to make it easier for teachers, if teachers are teaching in secondary-level students with lower-intermediate reading passage, they can choose or create another text which is appropriate in the intermediate level (or higher than lower intermediate level); and 5) Does the reading material contain a huge amount of information for students to read? How many lines are there in a passage? Putting too many heavy details in a passage may take time for learning, and students may feel exhausted. Although there is no less research conducted on the proper number of words appearing in a passage of a particular level of students, teachers are known their students the best. *Less but more in quality* is oftentimes better than more but less in quality.

After getting a passage/story, what teachers should do next is highlighting the collocations appearing in the Step 1 by making them bold so that students can elicit what they have just done in Step 1, be aware of reading, and read the passage more fluently and understandably. In addition to making bold of collocations, teachers can also underline a word or words if they think they are going to test their students on noun-pronoun references, which will be discussed in Step 4.

2.6 Step 6: Rechecking comprehension

This step is also called the implementation of main passage (Step 3). This step makes use of collocations from the main passage in Step 3, but applies all the collocations into new context in order to lastly check students' comprehension. The process of rechecking comprehension starts from Step 3 to Step 4, meaning that teachers choose or create a story or passage containing collocations from Step 1 to directly examine if students understand the collocations. After getting the passage, teachers are required to construct questions with the GIRD model to directly examine if students understand the passage. The number of words for this passage can be either equally the same as the main passage or less than the main passage. Also, it is not necessary to put all the collocation from the main passage into this step because this is the implementation of main passage. In addition, teachers don't need to highlight collocations by making them bold like in the main passage because we would like them to read fluently, check if they are aware of those collocations, and see if they are more comfortable to read at last.

Now, you get a reading comprehension lesson. Also, all the SIX STEPS of the P3C2R+GIRD Model have already explained with examples in details with the anticipation that teachers can see the significance of learning with this model which will help enhance your students' English reading comprehension level. Next section provides a model lesson of the P3C2R+GIRD Model, which is bringing the conceptual model to a model lesson.

3. A Model Lesson of the P3C2R+GIRD Model

Step 1: COLLOCATIONS

Providing Collocations **Directions:** Match Column A with Column B with their definitions

Column A	Column B	Definition
<i>Set A</i>		
1. perform	a. the internet	I. an event at which you describe or explain a new product or idea
2. access	b. presentation	II. write message and put in an envelope and send it by mail
3. do	c. letters	III. be able to use the Internet
4. give	d. operations	IV. an action done by a computer
5. write	e. research	V. the activity of finding information about something that you are interested in or need to know about
<i>Set B</i>		
1. keep	a. calls	VI. Facts or details that you keep in a computer
2. display	b. records	VII. information about something that is written down or stored on computer
3. make	c. data	VIII. press the keys of your personal number to verify your purchases or services, or get money from a machine
4. store	d. PIN	IX. show information on a computer screen or on a monitor
5. enter	e. information	X. to telephone someone
<i>Set C</i>		
1. send	a. bills	XI. be able to use a large amount of data stored in a computer system
2. carry out	b. databases	XII. to send electronic message to another mobile phone
3. access	c. money	XIII. a written list showing how much you have to pay for services you have received, work that has been done, etc.
4. pay	d. transactions	XIV. to deal with buying and selling something
5. transfer	e. texts	XV. to move money from one account to another

Step 2: PREDICTION

Creating a **Directions:** Read the following questions and answer by using your prior knowledge.

prediction
question

1. What machine do you use for typing documents, sending mails and accessing the Internet?
a. typewriter b. computer c. visualizer d. projector

Step 3:
Choosing/
Creating a
story

STORY

Directions: Read the passage of The Digital Age.

We are now living in what some people call *the digital age*, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called *the digital generation*.

Computers help students to **perform** mathematical **operations** and improve their maths skills. They are used to **access the Internet** to **do** basic **research** and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to **give presentations** and teach sciences, history or language course. PCs are also used for administrative purposes – schools use word processors to **write letters**, and databases to **keep records** of students and teachers. A school website allows teachers to publish **exercises** for students to **complete** online. Students can also enroll for courses via the website and parents can download official reports.

Mobiles let you **make** voice **calls**, **send texts**, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in *face-to-face* mode. New smartphones combine a telephone with web access, video, a games console, an MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

In banks, computers **store information** about the money held by each customer and enable staff to **access** large **databases** and to **carry out** financial **transactions** at high speed. They also control the cashpoints, or ATMs (automatic teller machines), which dispense money to customers by the use of a PIN-protected card. People use a Chip and PIN card to pay for goods and services, Instead of using a signature to verify payments customers are asked to **enter** a four-digit **personal identification number (PIN)**, the same number used at cashpoints; this system makes transactions more secure. With online banking, clients can easily **pay bills** and **transfer money** from the comfort of their homes.

Airline pilots use computers to help them control the plane. For example, monitors **display data** about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.

***Text Credit:** Esteras, S. R. (2011). *Infotech English for Computer Users*. (4th Ed.). UK: Oxford University Press.

Step 4:
Constructing
questions

READING COMPREHENSION

Directions: From the story, answer the following questions.

Gist

1. What is the title of this passage?
a. Digital Lives
b. Convenient Lives
c. Banking and Airlines
d. Computers and Mobiles
2. What is the passage mainly about?
a. Computers make lives more convenient
b. Using mobiles to make calls and send texts
c. Using computer to control the plane and display data
d. How to make use of PCs and mobile phones in digital era

Inference

3. What can we infer from the passage?
a. The digital generation can use computers and mobiles only.
b. Computers and mobiles are used by the digital generation.
c. The digital generation don't like to use technology.
d. Computers are as suitable as mobile phones.

- Reference** 4. In line 4, what does *they* refer to?
- a. Computers
 b. Phones
 c. Students
 d. People
- Details** 5. What do the digital generation use to download ringtones?
- a. Computer
 b. Mobiles
 c. Camera
 d. ATM
6. According to the passage, what can't we do to make use of a computer?
- a. write letter
 b. keep records
 c. store information
 d. print out documents
7. What is NOT a benefit of computers for bankers?
- a. Storing information
 b. Carrying out transactions
 c. Dispensing money
 d. Making phone calls
8. What do the airlines use computer for?
- a. display data
 b. carry out transactions
 c. complete exercises
 d. pay bills

Step 5:
 Rebooting
 vocabulary

ACTIVATING VOCABULARY AND GRAMMAR

Directions: Complete the following statements with words from the box.

write	give	make	pay	do
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- Can you please _____ letters to announce the company's new policies to all of our customers?
- A phone bill that I have to _____ this month is so expensive.
- Before you _____ a presentation, you can reduce your anxiety by counting one to ten.
- When scholars _____ research, they always explicate their significance and implication of their research.
- Sara, could I use your mobile to _____ a call to my mum?

enter	transfer	access	send	keep
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- You have to _____ your PIN before withdrawing money.
- I think our university's Internet system has been problematic, I cannot _____ the Internet for three hours.
- Microsoft Access programme can help you _____ records of your students' demographic information.
- Line application is a new app that we can use to _____ texts to other people you know or to make friends.
- When you _____ your money to a different bank account, you may be charged for the fee.

Rebooting
 grammar

Directions: Complete the following statements with the correct Parts of Speech from the box.

publish (v.)	publisher (n.)	publication (n.)
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- It is easy to _____ a book nowadays.
- Oxford University Press is a famous _____.
- The Phantom of the Opera was originally a _____ of Gaston Leroux.

interacts (v.)	interactive (adj.)	interactions (n.)
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- The _____ between people in the same organisation are necessary.
- Charles _____ well with other students in the class.
- In front of you is our new _____ board.

communicate (v.)	communicative (adj.)	communication (n.)
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- English is now a global language that people around the world use as a medium for

8. _____:
 9. Some people cannot _____ with others successfully because they have no goals of speaking.

consumes (v.)	consumable (adj.)	consumption (n.)
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10. This kind of fruit is _____. I tried it before when I was in Thailand.
 11. Personally, I would like to change a new car because this car _____ a lot of gas.
 12. Thai Government wanted to increase tobacco _____ by 30% in order to reduce a number of smokers.

Step 6:
 Rechecking
 Comprehension

RECHECK YOUR COMPREHENSION

Directions: Read the following passage and answer the questions.

The Internet in the 21st Century*

Many people all over the world started using the Internet in the 1990s. One of the first things people could use the internet for was writing online letter and sending mail. Then, many companies set up websites and started selling their products online. Millions of people also started using the Internet to play games, pay online bills and transfer international money by entering a PIN, download music or movies, or blog about their lives. It became completely normal to browse the Internet to find information or access databases instead of using books or going libraries. In the 21st Century, there was an explosion of social media use. People can now post photos or status updates, message their friends on Facebook, send texts and pictures through Line. People can also upload home videos to YouTube and tweet on their phone. For students, they can complete exercises on the Internet, perform mathematical operations, and google what they are assigned from their teachers and give a presentation later.

*Text Credit Adapted from Rogers, M., Taylore-Knowles, J., & Taylore-Knowles, S. (2014). *Open Mind*. (2nd ed.). Thailand: Macmillan Education.

- Gist** 1. What is the passage mainly about?
 a. How to use Facebook
 b. Lives with the Internet
 c. Education in the 21st century
 d. Mobiles for the new generation
- Inference** 2. What can we infer from the passage?
 a. The Internet plays an important role in the 21st century.
 b. The Internet never helps develop people's abilities.
 c. The Internet provides a lot of negative effects
 d. The Internet is used only for the education.
- Reference** 3. In line 11, what does *they* refer to?
 a. People
 b. Pictures
 c. Students
 d. Friends
- Details** 4. According the passage, what can we do on the Line application?
 a. Paying bills
 b. Sending texts
 c. Downloading music
 d. Completing exercises
5. What was the first thing that people could do when the Internet arrived?
 a. They use the Internet for writing letters
 b. They use the Internet for chatting with their friends
 c. They use the Internet for paying online bills
 d. They use the Internet for playing games

3. Conclusion

Enhancing EFL students' reading for comprehension is a primary key of achievement that all teachers should consider as an easy way that students can find the text to read, learn, and perceive some basic necessary elements of learning English language, such as vocabulary, grammar, ESP content, (inter)culture, etc. The P3C2R+GIRD Model explicates the significance of collocations and powerful steps of teaching reading for comprehension that teachers can apply to design their lessons and use this as an essential for the reading class with other reading approaches. All in all, the Model starts from learning new collocations to let students understand each collocation first. Then, let them read the passage and do a reading comprehension exercise consisting of gist, inference, reference, and details of the passage. Next, students are going to do collocation and grammar test to check their understanding towards the meaning of each collocation and some grammar rules. And finally, they will read and do an exercise of another passage that contains the collocations from the main passage. Last but not least, if teachers always use this model to design lesson, I am sure that EFL students' L1 interference will decrease because they will realise the benefits of collocations. The recommendation for further research is bringing this model into reality to investigate the effects of reading comprehension comparing with other models.

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