Theme 13: The Product

Proofreading

**Task 1**

Below are four common proofreading techniques. Some of the words are missing. Work with a partner to complete the gaps with a suitable word from the box.

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| catch purpose hear reading overuse/misuse understand loud  pay attention word identified loud skipping over spell |

1. Read out \_\_\_\_\_\_\_\_\_\_\_\_. This is especially helpful for spotting run-on sentences, but you'll also \_\_\_\_\_\_\_\_\_\_\_\_ other problems that you may not have \_\_\_\_\_\_\_\_\_\_\_\_ while reading silently. Reading your paper out \_\_\_\_\_\_\_\_\_\_\_\_ also helps you play the role of the reader, thereby, encouraging you to \_\_\_\_\_\_\_\_\_\_\_\_ the paper as your audience might.
2. Use a ruler or blank sheet of paper to cover up the lines below the one you're \_\_\_\_\_\_\_\_\_\_\_\_. This technique keeps you from \_\_\_\_\_\_\_\_\_\_\_\_ possible mistakes.
3. Circle or highlight every punctuation mark in your paper. This forces you to \_\_\_\_\_\_\_\_\_\_\_\_ to each mark you used and to question its \_\_\_\_\_\_\_\_\_\_\_\_ in each sentence or paragraph. This is a particularly helpful strategy if you tend to \_\_\_\_\_\_\_\_\_\_\_\_ a punctuation mark, such as a comma or semi-colon.
4. Read backwards word by \_\_\_\_\_\_\_\_\_\_\_\_. Remember that a \_\_\_\_\_\_\_\_\_\_\_\_ checker won't \_\_\_\_\_\_\_\_\_\_\_\_ mistakes with homonyms (e.g., "they're," "their," "there"); or certain typos like "he" when you meant to write "the").

**Task 2**

Your teacher will assign one of the four proofreading techniques to you. Using this technique, read the abstract below and note how many mistakes you can identify.

Highlight the errors using the correction code below:

sp = spelling mistake

p = punctuation

s/vb = subject + verb agreement

wc = word class

sing/pl = singular/plural noun

h = homonym

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| Text | Error |
| Despite the known roles of working memory and background knowledge in the process of reading comprehension few attempts has been made to elucidate the interaction between these two individual difference factor in second language (L2) reading comprehension. The current study investigated whether and how working memory and background knowledge combine to facilitate L2 reading comprehension in a context where L2 students encounter texts with and without relevent background knowledge. Seventy nine adult Korean learners of english as a foreign language participated and completed tasks for working memory, L2 knowledge, and L2 reading comprehension. The results revealed that L2 readers with higher working memry capacity benefitted more from the provision of background knowledge, which led to achieving better reading comprehension than readers with low working memory. This finding highlights the roll of working memory in L2 reading in terms of using existing resources to ones advantage particularly because no significant different on L2 measure scores was found between the high– and low–working memory groups. Pedagogical implications is discussed regarding the important of not only providing background knowledge when it is not already present but also following up with explicit instructional support to help all readers utilise what is available to them! |  |

Adapted from: Shin, J., Dronjic, V. and Park, B. (2018) The interplay between working memory and background knowledge in L2 reading comprehension. *TESOL Quarterly* [online] 53(2): pp. 320-347. Available at: <https://doi.org/10.1002/tesq.482> [Accessed: 26 June 2019].

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