



Suggestions for glossing in
graded readers

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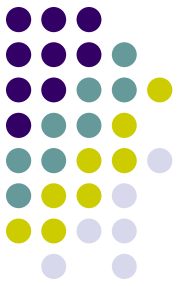
Outline

Suggestions for glossing in graded readers

The role and benefits of glossing

Problems identified in graded readers

Suggestions

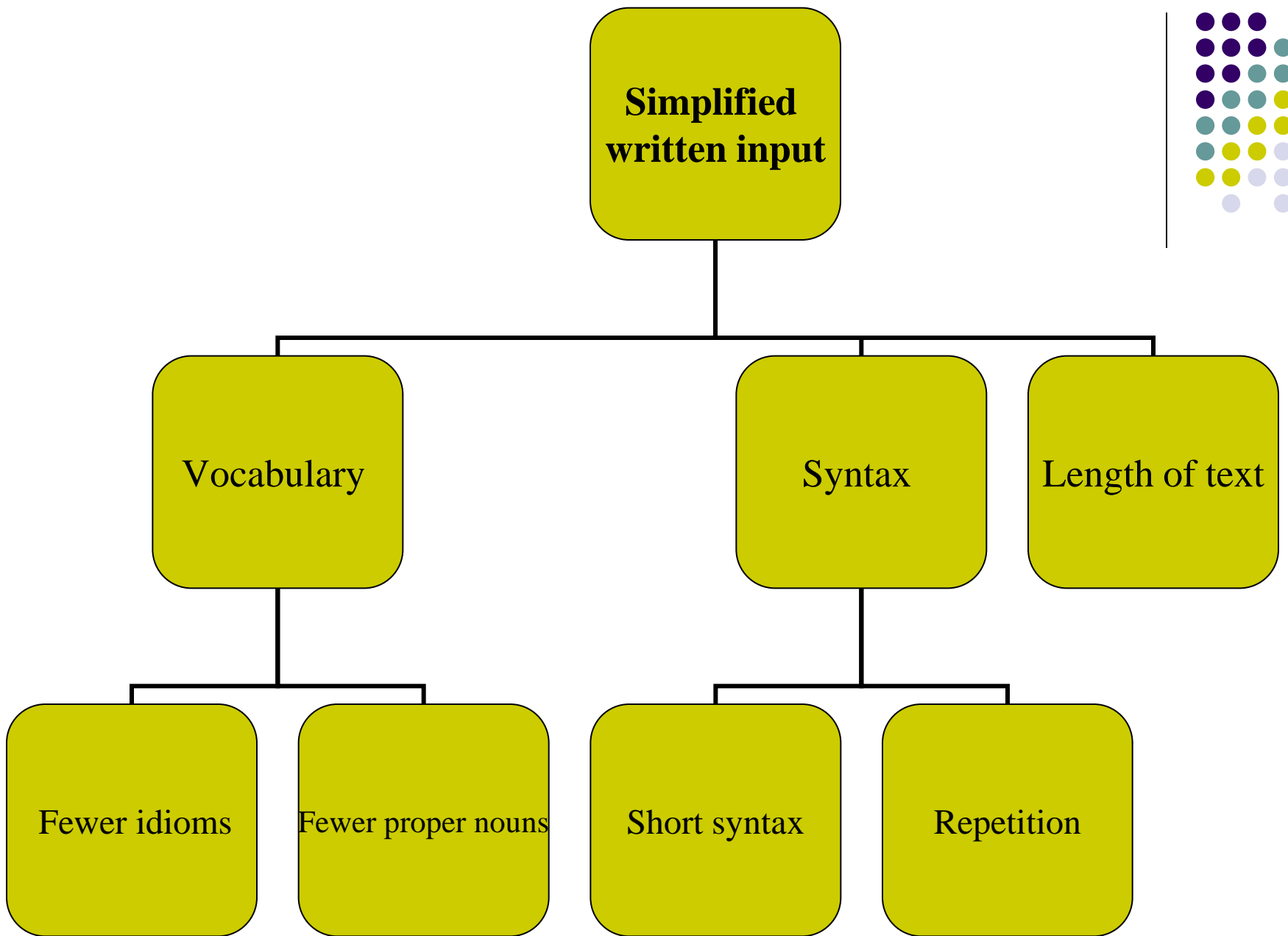
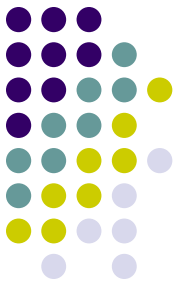


Text modification

Simplified
written input

Textual input
enhancement

Glossing





**Textual input
enhancement**

Bolding

Capitalizing

Underlining

Italicizing



Glossing

L1 translation

L2 elaboration

Theoretical underpinning

- Studies in all three research strands of textual modification share the same underlying hypothesis – namely,
 - (1) that textual modification implicitly promotes readers’ attention to targeted items (e.g. vocabulary and syntactic structures) in the input (text), and
 - (2) that learners exposed to modified input should be substantially better in understanding the content.

Proposed benefits of glossing

- ❑ Glossing helps to limit dictionary consultation that may interrupt the L2 reading process.
- ❑ Marginal glosses are easier to use than a dictionary.
- ❑ Glossing contributes to consciousness-raising. **HOW?**
- ❑ Glossing also reinforces form-to-meaning connections.

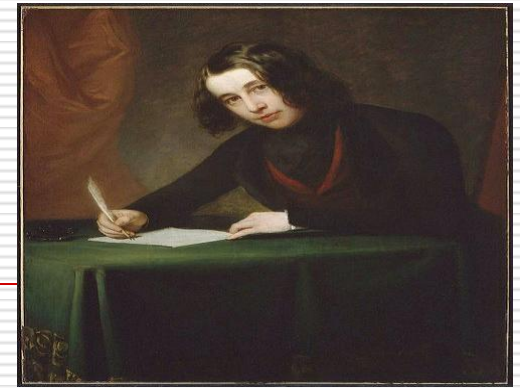
Results of empirical studies

- Glossing promotes L2 comprehension (e.g. REFS).
- Glossing facilitates vocabulary learning (e.g. REFS).

Problems identified in graded readers

- The selection of glossed items appear to be done from the publishers' perspective based on their perception that these words would be incomprehensible to the L2 readers.

Example



- Scrooge and Marley were **business partners**..... Oh, but Scrooge was a **mean man**. He never spent any money, and he never gave any away. He was a **miser**. And he was a cold and **solitary** man.

(A Christmas Carol)

Reasons

- The major international graded reader series are intended for the learners of English all over the world instead of a particular country or socio-cultural context.
- In different countries, the words causing difficulty to readers are different, while the publishers gloss the words which are considered to be generally difficult.

Suggestion

- A comparison between the graded readers and the local English language teaching syllabus will help to localize the graded readers and improve the quality of glossing.

Problems identified in graded readers

- The words used to explain a difficult word are even more difficult than the original one.

Example

- The Ghost of Christmas Present was the second of the three spirits that haunted the miser Ebenezer Scrooge, in order to prompt him to **repent**. He carries a large torch, made to resemble a *skull*, and appears accompanied by a great feast.

□ (*Skull* is explained as *cranium*.)

Suggestions

□ L2 elaboration:

- the bone structure that forms the head and surrounds and protects the brain.

□ L1 translation:

- 头（盖）骨

Summary

- The efforts to improve glossaries in graded readers help to ensure a smooth reading experience and reduce the lexical burden of the students in their reading process.
- This facilitates vocabulary development in reading.