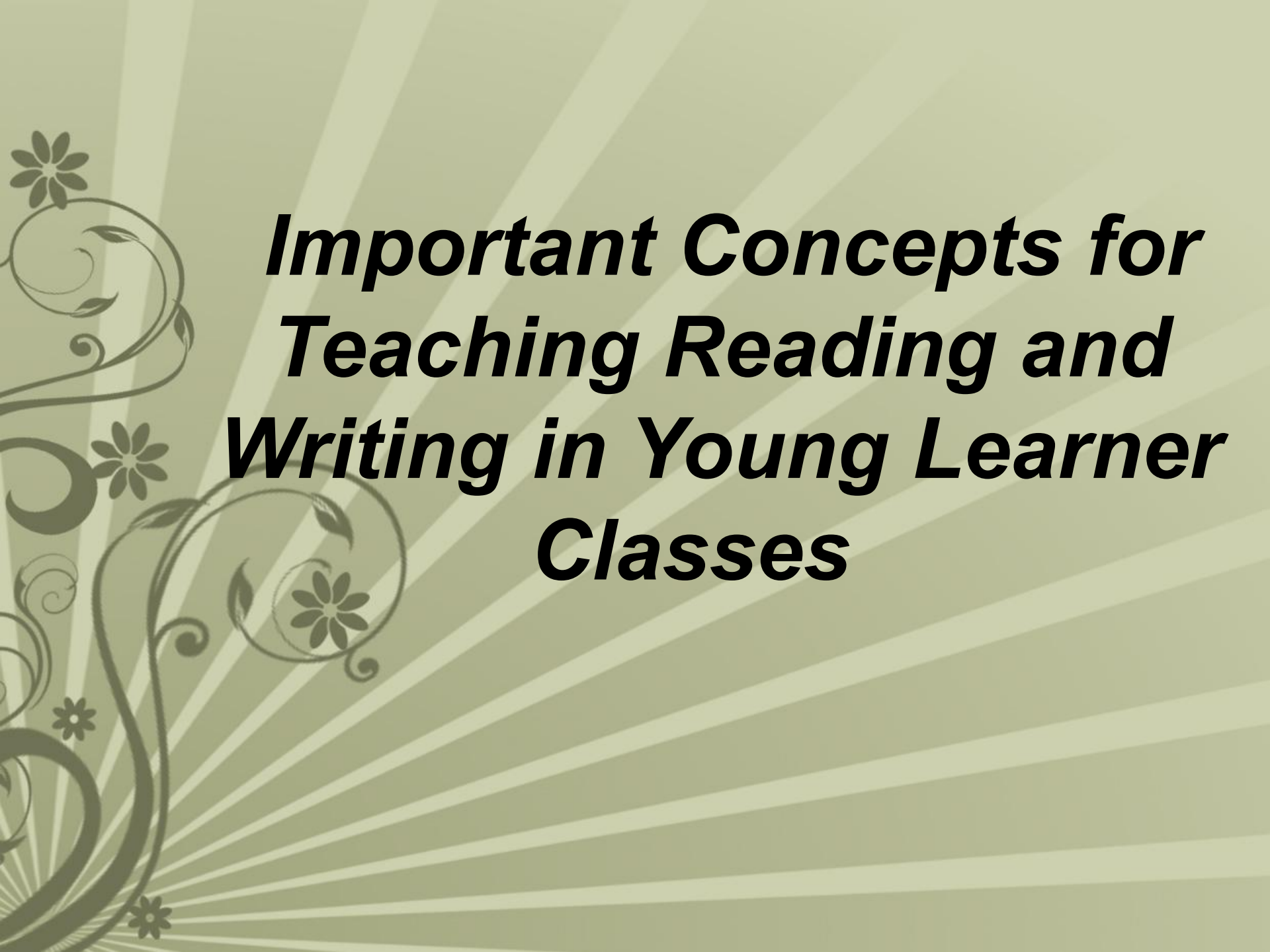


The background features a light green color with a sunburst pattern of thin lines radiating from the bottom left. On the left side, there are decorative floral and vine motifs in a darker shade of green.

TEACHING READING AND WRITING

Strategies for teaching reading

- *Watch video and answer the following questions:*
 - 1) What teaching reading is not?
 - 2) Why reading aloud shouldn't be encouraged?
 - 3) How do we teach reading?
 - 4) What are the ways of preparing student for reading the text?
 - 5) How can we make pre-reading exercises more effective?
 - 6) What's the recommended procedure for teaching reading?
 - 7) How to deal with unknown vocabulary in the text?

The background features a light green color with diagonal sunburst rays emanating from the bottom left. On the left side, there are decorative floral and vine motifs in a darker shade of green.

***Important Concepts for
Teaching Reading and
Writing in Young Learner
Classes***

Extensive Reading

- The teacher encourages the students to choose for themselves what they read for pleasure and general language improvement *outside the class*.
- The students should read materials on the topics they are interested in and materials appropriate for their level.
- Original fiction and non-fiction books, simplified works of literature, staged books, magazines can all be used.
- In order to encourage extensive reading we can build up a library of suitable books, provide them with extensive reading tasks and encourage them to report back on the reading in different ways.

Intensive reading

- It is a classroom-oriented activity to have students focus on the semantic and linguistic details.
- In order to encourage students to read enthusiastically *in class, teachers need to create interest in the topic and tasks.*
- Teachers need to tell students the reading purpose, the instructions and time allocated. While the students are reading, the teachers may observe their progress but should not interrupt.
- When the teachers ask students to give answers, they should always ask them to say where in the text they found the relevant information.
- The teachers should focus on strategies to deal with the unknown vocabulary items.

Bottom-up Processing: Magnifying glass

- Readers must recognize the linguistic signals (letters, syllables, words, phrases, discourse markers)
- This *data-driven processing requires a sophisticated knowledge of the language.*
- From the data, the reader selects the meaningful signal.

Top-down Processing: Eagle's eye view

- Readers must refer to their own intelligence and experience to predict probable meaning and to understand a text.
- This *conceptually-driven processing requires readers to infer meaning.*

Schema or Background Knowledge

- The readers bring information, knowledge, emotion, memories, experience and culture to the printed word.
- *Content schemata include what we know about people, the world, culture and the universe; Formal schemata include what we know about the discourse structure. While reading, they contribute to the text with more information than the text provides.*
- Skill in reading depends on the efficient interaction between linguistic knowledge and world knowledge.

Interest and Culture

- The love of reading has propelled learners to successful acquisition of reading skills.
- The autonomy and self-esteem gained through reading strategies has been shown to be a powerful motivator.
 - Culture plays an important role in motivating and rewarding young learners for literacy.

Teaching Vocabulary

- Pre-teaching some of the vocabulary items from the text helps reading comprehension for top-down processing.
- Focusing on some of the vocabulary items after reading the text provides a detailed analysis of the text through bottom-up processing.

Guessing Vocabulary

Using the contextual clues, the parts of the word, world knowledge and cognates helps readers to develop strategies to do not only intensive but also extensive reading.

Reading Aloud/ Oral reading

- Oral reading helps students correspond between spoken and written English in beginner levels.
- It can serve as a pronunciation check activity and add some extra student participation for short reading segments in the beginner and intermediate levels
- It is not an authentic activity and while one student is reading, the others may easily lose attention.

Silent Reading

- Silent reading allows readers interact with the text; thus, the teachers should not interrupt while the students are reading.
- Silent reading allows students to read at their own rate and to identify more than one word at a time.
- The schemata and background knowledge and affective domain help the reader interact with the text.
- Sustained silent reading develops a fluency in reading.

Decoding

- This requires the learners to read and recognize the symbols that form or make up words. When readers decode, they make sense of individual words.
- Decoding can be problematic when the language does not have a one-to-one sound letter correspondence.

Comprehension

- Just because a learner knows how to pronounce written words correctly does not mean that he can read.
- Reading comprehension refers to reading for meaning and understanding. Thus, it involves higher order thinking skills and more than just decoding words.
- Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

Reading for Pleasure

- If a student knows that s/he can get pleasure from reading stories in her own language, she may be able to make the connection that reading in general can provide pleasure.
- Fortunately, modern course books are increasingly using stories as a vital component, although they were ignored or were not made more use of for years.

Reading for Information


- Reading for information can be as simple as reading a menu in a restaurant.
- Reading for information can also give children pleasure, if they have a purpose in reading a text to learn something such as reading a cookbook, a book on model air planes, a book on dinosaurs.

Teaching Reading

- Teachers devote a great amount of time to develop reading skills and strategies to help students use the contextual clues (determine the meaning), make use of the background knowledge (to activate schemata and to predict) and/or adapt different comprehension techniques (to organize the information the text)

Assigning Reading

- Teachers only ask students to read and they check the answers.
- This does not aim to develop or improve skills or strategies of reading but to test the general reading ability.



How teach YL writing

- *Watch the video and make a summary, discuss within the class.*

There are 2 stages of writing

When teaching writing to the children, we must recognize the complexity of the process; that's why it should be supported (ZPD and scaffolding).

This refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers.

It emphasizes the fluency in the writing process.

•Process of writing

It is concerned with the final product of writing; in other words the essay, the project, the report, what that product should look like.

•Product of writing

Writing is seen as a product and the students are evaluated according to what they write in this product.

The teacher tests writing rather than teaching it.

The student cannot make use of the feedback s/he receives.

2 types of writing

• Individual Writing

- The student composes the required piece of writing himself/herself, since writing is a personal skill;
- Ask the students to continue a story, to write a diary entry, to discuss an opinion is not appropriate to work in pairs or in groups.

• Group Writing

- The children can work on a writing project to write different parts or sections of an assignment as long as it is carefully organized.
- They can contribute to a whole class story, create a group book, or report a science report.

Seminar

- 1) Look through the book F&Fs and make a list of reading activities given in the book
- 2) Choose one of the texts in the book F&Fs
- 3) Develop three exercises:
 - pre reading
 - while reading
 - post reading

Home task

- Teaching reading
- Teaching writing
- Independent task № 5 Create a task for developing reading skills