


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?



***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