Teaching Reading and Writing Joe McVeigh King Saud University PY 21 January 2013

PREPARATORY YEAR





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Mr. Dictionary

OXFORD

(KUTAN)



Frustrations and challenges in teaching reading

Schema building

How readers construct meaning

Bottom-up processing

Bottom-up processing

- Starting from sounds and letters to make meaning
- Identifying words and structures
- Focus on vocabulary, grammar, organization
- Can include text features such as title, subtitles, text types

Top-down processing



Top-down processing

Comprehension resides in the reader
Reader uses background knowledge and makes predictions
Teacher focus is on meaninggenerating activities (Anderson 2008)

Interactive processing

Interactive processing

Readers use bottom-up and topdown processes simultaneously
Higher and lower-level processes influence each other (Hedgcock & Ferris, 2009)

Bottom up, top down, or interactive?

- Schema-building to activate background knowledge
- 2. Learn new words before reading
- 3. Study how passive voice is used in a story.

- 4. Underline a grammar structure or verb tense
- Read for overall meaning, not stopping for unfamiliar words
- 6. Write a paragraph using information from two different texts.

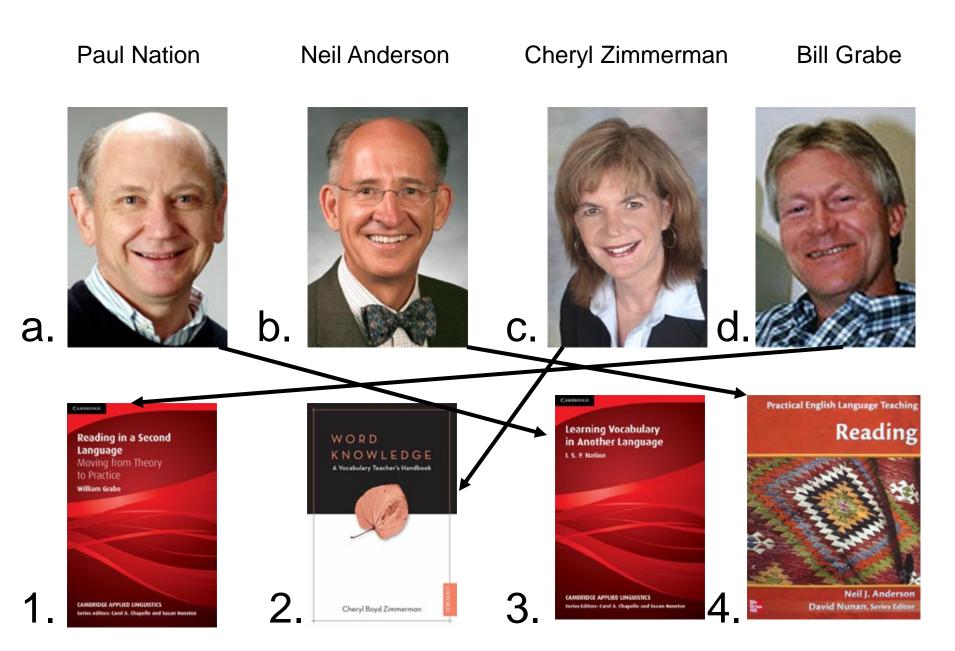
What are your top 3 principles for teaching reading?

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Principles of teaching reading:

> an overview





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2. Move from sentence-level to discourse-level processing

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3. Develop lessons structured around pre- during- and postreading activities

4. Use both intensive and extensive reading

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5. Increase reading speed

6. Focus attention on vocabulary development skills

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How many words are in a large English dictionary? a. 65,000 b. 90,000 c.115,000 d.267,000

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Vocabulary Development Activities

- Using a dictionary
- Recognizing word families
- Identifying affixes and roots
- Understanding collocations
- Guessing meaning from context



The Importance of Color in Business

VOCABULARY

Here are some words from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word.

- 1. Advertising in newspapers and on the radio helped the restaurant increase its business.
 - a. writing articles
 - b. telling people about products
 - c. talking to customers
- 2. Choosing a college is difficult. I have to carefully consider all my choices.
 - a. think about
 - b. be worried about
 - c. measure
- 3. My car is not very **dependable**. My battery died three times this month!
 - a. important
 - b. forceful
 - c. reliable

Q: Skills for Success Reading and Writing 2

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Word frequency

- 1st 1000 words
- 2nd 1000 words
- Academic word list
- Other

70% 80% 88-90%

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Types of vocabulary

- High frequency words
- Academic words
- Low frequency words
- Technical words

Checking on the vocabulary level

Use a vocabulary profiler such as this one at the English Centre at the University of Hong Kong

http://ec.hku.hk/vocabulary/profile.htm

Vocabulary Profiler Results

F	requency	Percentage
1 - 1000 words	703	92.1%

- **1001 2000 words** 42
- **AWL words** 5
- **Off-list words** 13

- 5.5% 0.6%
- 0.6%
- 1.7%

Vocabulary Profiler Results

- 1 1000: a about accept addition after agree agreement allow also always an and are as at bad be because bills both broke brothers build business businesses but buy by car cared carried change child children college color could couldn counting course day describe didn difficult dollars done each easy enjoy enjoyed enough escape even every everything expected fact families family...
- 1001 2000: afford arguments baby clothes customer customers ducks during dusting exactly fun hated holidays hungry ice lesson lessons lot lots lucky nice parents proud rabbits restaurant salary shelves shop sweeping worried
- **AWL:** adult appreciate communicate eventually jobs
- Off-list: budget chutney dusty feeding london menu pakistan shy talents teenager untrained woodworking yelling

7. Explicitly teach strategies

8. Develop and maintain motivation

9. Move towards learner autonomy

Pre-reading activity:

Previewing the text

During-reading activity: Keep an important question in mind

60 00°3



During-reading activity:

Re-read to find details



Post-reading activity: Critical analysis and evaluation

Post-reading activity: Critical analysis and evaluation

In which lines of the reading does the author give factual information?

In which lines does the author give her opinion? What clues tell you it is her opinion?

Post-reading activity: Reflection and integration

Post-reading activity: Reflection and integration Do you agree with the author that technology is bad for human relationships? Why or why not? Write a paragraph giving your own

opinion about the topic. Use quotations from the text to support your ideas.

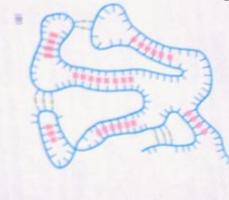
Principle: Explicitly teach strategies

Strategy: Monitor comprehension

Filling in a graphic organizer

Traditional journalism	Citizen journalism

Monitor comprehension: underlining



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Teaching writing

Challenges and frustrations?

What errors do you see in this student's writing? How might you address them?

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Most people do not realize how much color affects them. It can affect how_ think, feel, and act. _____ colors, such as those ______ nature, can have the ______ meaning for everyone. Other ______ meanings may be different_____ different cultures. We can our understanding of ourselves the world around us ____learning about what colors can mean or represent.

Most people do not realize how much 6 color affects them. It can affect how people think, feel, and act. Some colors, such as those in nature, can have the same meaning for everyone. Other color meanings may be different in different cultures. We can increase our understanding of ourselves and the world around us by learning about what colors can mean or represent.

Writing Skill Writing complete sentences

Every sentence needs a **subject** and a **verb**. The **subject** is a noun or pronoun. It answers the question "Who or what is the sentence about?" The **verb** is the action. It answers the question "What does the subject do, think, or feel?"

I prepare dinner every day.

Usually my dinners are delicious.

My friends like to go to cafés. Right now, they are at a café. subject verb subject verb

Always make your subject and verb agree.

✓ Correct: I like oranges. ← Subject and verb agree.

- ✓ Correct: He likes oranges. ← Subject and verb agree.
- ✗ Incorrect: He like oranges. ← Subject and verb do not agree.

Q: Skills for Success Reading and Writing Intro



When a sentence has two clauses (parts) joined by because or and, each clause must have a subject and a verb. I like cake because it is sweet.

A. Add a subject (*he, she, it,* or *they*) or the verb *be* to each sentence.

- 1. My brother a student in a cooking program.
- 2. Is a very difficult book.
- 3. There delicious dishes on this menu.
- 4. Are very good cookies.
- 5. Is an excellent baker.
- 6. Kate at the café this afternoon.
- 7. I rarely eat seafood because it usually very expensive.
- 8. Carlos likes to eat in restaurants because doesn't like cooking.

Q: Skills for Success Reading and Writing Intro

- C. Write sentences about yourself with the words in parentheses. Change the verb if necessary. Label the subject and verb in each sentence.
- S V 1. (enjoy going out) <u>lenjoy going out for breakfast</u>.
- 2. (avoid eating)
- 3. (like to eat) _____
- 4. (enjoy preparing) _____
- 5. (like to celebrate)

Interactive processing

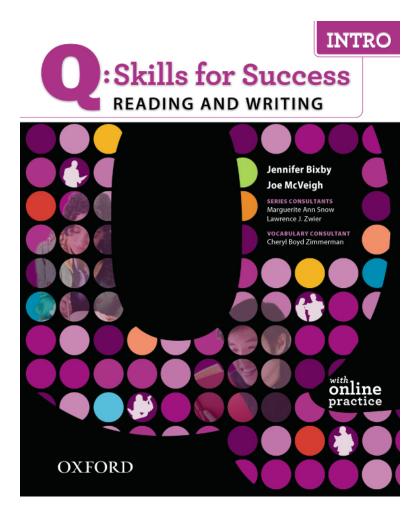
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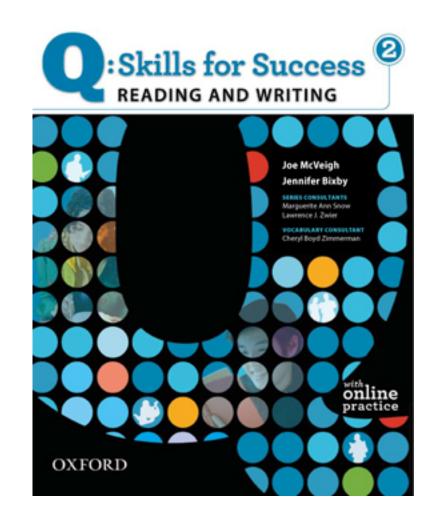
Woman reading by subway Pen and writing Top down convertible Strategies Speed Scaffolding Scaffolding **Refrigerator words** Question mark Q Bottom up Spaghetti recipe Bearded man reading Boy on bicycle

Simon Carrasco Nadia Badaoui "emdot" "noagh" Dan DeChiaro Kevin Dooley Cezary Borysiuk Joshua Barnett Ethan Lofton Thomas Bower Judith Green Jakob Montrasio Ulisse Albiati "woodleywonderworks"



Want to help ?





Questions

Feel free to pass the mics around. We'll rotate from site to site. Please keep the questions short !

Download copies of a version of these PowerPoint slides at www.joemcveigh.org/resources

Slideshare Present Yourself

Thank you !

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