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La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Prácticum 4.1: Examen Complexivo

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Prácticum 4.1: Examen Complexivo

Guía didáctica

Carrera	PAO Nivel
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1. Information data

1.1. Presentation of the subject



1.2. Generic Competencies of the UTPL

- Written and oral communication
- Communication in the English language
- Critical and reflective thinking

1.3. Specific Competencies of the major.

Integrates pedagogical, linguistic, didactic and curricular knowledge that allow, interdisciplinary, the updating of models, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreign language in a practical and systematic way, based on the development of critical, reflective, creative and experiential thought in relation to the development of the persons and their context.

1.4. problems addressed by the subject

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge on the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and comprehensiveness of personalized learning experiences.



2. Learning methodology

The methodology of this course will be based on critical-reflective thinking and self-study approaches. As for critical-reflective thinking, the combination of theory and practice through reflective inquiry will help students examine phenomena or situations critically. Thus, the development of rational, reflective, and analytical skills will contribute to increase critical thinking and thereby, the intellect. In addition, students will have opportunities to explore and reflect on real-life contexts, which include language skills and teaching methodologies; thus, immediate links between theory and practice are established.

On the other hand, the activities in the course are programmed to be carried out using the self-study methodology, which enables students to work autonomously at their own style and pace of study to acquire knowledge. The methodology described above will provide students with the tools to reach the goals of their professional profile.

Furthermore, the information provided in this didactic guide will help pre-service EFL teachers recall specific themes of the English program. The main purpose of this course is to display all competencies (generic and specific) as well as academic and teaching skills acquired throughout the English Major in spoken and written ways. In addition, there will be detailed explanations on how the complex exam is structured, how contexts are going to be used to evaluate the exam, and the generic and specific fields in which the complex exam is assembled.

Dear students, in this guide you will find information that is going to help you perform in the examination process successfully. This course is part of the Unit of Curricular Integration / Complex Exam, which is achieved in two academic periods. Hence, it is divided into Prácticum 4.1 and Prácticum 4.2. In this current subject, we are going to focus on Prácticum 4.1 only. In order to obtain the Bachelor's Degree in English, you will need to pass Prácticum 4.1 and 4.2 and the complex exam, therefore, it is necessary that you get acquainted with all the contents described in this didactic guide and in the [Guidelines of the Unit of Curricular Integration](#).



3. Didactic guidelines per learning outcomes

Learning outcome 1



First term

- Applies linguistic, pedagogical, curricular and research knowledge, integrating them interdisciplinary, thus demonstrating the professional skills necessary to promote comprehensive training and good professional performance.

This learning outcome will be attained by providing students with information that allow them to recall about strategies and practice activities to teach the four language skills (listening, speaking, reading and writing) along with grammar and vocabulary.

Contents, resources and recommended learning



Week 1

Unit 1. General aspects

Dear student, welcome to study the first unit of this course. The aim of this unit is to provide general information about the complex exam. Therefore, we will focus on aspects such as the way how the complex exam is structured, assessment using contexts and the fields of study that form the complex exam. In this way, dear student, you will be able to understand the main characteristic of the complex exam so that you are going to succeed when taking the test.

Now, you are going to have a general view of the way in which the complex exam will be divided. Thus, let's begin with the first topic.

1.1. Complex Exam

The complex exam will include two main sections; the written and the oral part. As for the written segment, this will cover multiple-choice questions about the subjects studied in the English program and an essay piece in which students will demonstrate expertise in writing academically. In relation with the oral section, this will have a listening and a speaking part, which deal about listening comprehension and talking about general and specific topics of the language program. The multiple choice questions of the written section will be based on contexts; they will be explained in detail in the next topic of this guide.



REMEMBER: In this first week dear student, you need to get acquainted with the contents of the didactic guide and the tasks you have to accomplish.



Week 2

Dear student, the purpose of this topic in this second week is to provide information on how assessment based on contexts is structured. Thus, it is important that you read all the information of this section to understand how contexts will be used in the complex exam you are going to take in the next academic term (after passing Prácticum 4.2).

1.2. Assessment through contexts

The use of a context to assess is based on the approach of the SOLO Taxonomy. Thus, in order to evaluate cognitive processes, the Structure of Observed Learning Outcomes (SOLO) Taxonomy (Biggs & Collis, 1982; Collis & Biggs, 1986) is used. This taxonomy was developed by analyzing the structure of answers given by learners when they carried out assessment tasks in response to a given body of information and identifying the type of thinking presented by extended written responses.

According to Hattie and Brown (2004), the SOLO taxonomy involves two major categories each containing two increasingly complex stages: surface and deep. As for the *Surface*, it refers to Unistructural and Multistructural and in the case of the *Deep*, it deals with Relational and Extended Abstract. This taxonomy allows us to identify in general terms the level at which a learner is currently operating in the course of learning, teaching, or assessing a subject. To sum up, the SOLO taxonomy comprises four levels: one idea, multiple ideas, relating the ideas, and extending the ideas.

Hattie and Brown (2004) provide some definitions for each one of the categories of the SOLO taxonomy as described below.

Table 1.
SOLO Taxonomy Category Definitions

Category	Definition
Unistructural	One aspect of a task is picked up or understood serially, and there is no relationship of facts or ideas.
Multistructural	Two or more aspects of a task are picked up or understood serially, but they are not interrelated.
Relational	Several aspects are integrated so that the whole has a coherent structure and meaning.
Extended Abstract	That coherent whole is generalized to a higher level of abstraction.

Note: The chart displays the four SOLO categories and their corresponding definitions

Dear students, the questions you are going to find in the actual complex exam (written section) will be based on the categories of the SOLO taxonomy described above; therefore, it is really important that you comprehend how the items of the exam are going to be formulated.

As stated by Hattie and Brown (2004), the two *surface* levels will be focused on understanding ideas or facts. Thus, in the Unistructural level students are required to respond in relation to the knowledge about or use of only one piece of given information, fact or idea, which is directly provided from a context. In the case of the Multistructural level in which quantity increases, students are asked to respond in relation to the knowledge about or use of more than one piece of information, facts or ideas, each used separately, or in two or more different steps, with no integrations of the ideas.

On the other hand, the other two levels of the SOLO taxonomy deal with deep processes that require a change of the quality of thinking, which is more challenging than the previous two levels. In this sense, the Relational process involves responses in which learners need to integrate at least two separate pieces of information, facts or ideas, which when working together answer the question. Hence, in relational interrogations, students are asked to impose an organizing pattern on the given context. Finally, the highest level in this taxonomy, Extended Abstract, requires that students go beyond the information, facts, or ideas and deduce a more general rule or proof that applies to all cases. Thus, respondents must think beyond the given context and bring in related, prior knowledge, or information in order to propose an answer, prediction, or hypothesis that extends the given context to a wider range of situations or scenarios.



Week 3

Dear students, welcome to week 3. I hope the information above was clear to understand about the types of questions that are going to be included in the complex exam. Now, let's read the following passage, which is an example of how a context looks like.

1.3. Assessment through contexts – Examples



Please, dear students, read the next excerpt in a comprehensive way so that you are able to respond to the given questions.

Adapted from *The Practice of English language Teaching*, Jeremy Harmer (2008) pages 56 and 220.

Example: Simon's adventure

Language: Past tenses

Age: Young adults, plus

Level: Intermediate plus

The following activity is designed to get students to look again at various past tense forms, before using them for language practice.

Students are asked to watch and read a story the teacher created using the technological tool for creating videos named ‘Powtoon’ which students are familiarized with. The story is about Simon and some adventures he experienced while on holiday. While watching the video, students have to write down all the examples with past tense in the story, and then separate them into three different types (i.e. the past simple - *was, went, down, looked, took*, etc., the past continuous - *was rising, were breaking, were running, were just coming back*, and the past perfect- *had woken up, hadn't been able, had left, had looked for, had become*).

Students then check that they have written the same verbs (and categorized them in the right way) with their partners before the teacher goes through the answers with the class.

Students now close their notebooks and tell each other the story of Simon and the surfboard. When they have done this, they are allowed to watch and read the story again to be able to retell the story. Each time they do this, their fluency with the story and how to tell it increases. Repetition of this kind is extremely useful, because it helps students to transfer knowledge from their short-term to their long-term memories. When they have the opportunity to tell the story and think about how they do it, telling the story again allows them to reuse words and grammar, reformulating what they said the first time in a way that helps them to think about different language aspects. This activity provokes the structuring and restructuring of ‘noticed’ language that is necessary if the learner is to adjust the hypotheses they have formed.

Finally, the teacher asks the students if they know any similar stories of lucky escapes and if not to look for one and create their own videos using Powtoon. They do this activity in groups of four and then share them with the rest of the class.



Now that you have read about the context, I invite you analyze the following examples that correspond to the four different levels that the SOLO taxonomy presents. After you have analyzed the examples, please respond to the questions based on the context, taking into account your previous knowledge and information.

Example of a *Unistructural* question:

How does the teacher assess his students?

- a. They are asked to create their own video about the story they have watched.
- b. They have to write some sentences to apply the structures they have learnt.
- c. In pairs, students have to reenact the story by using verbs from the past.
- d. They are provided a worksheet in which they have to fill in the blanks with verbs in past.

Example of a *Multistructural* question:

The most appropriate way to provide feedback in this context could be:

- a. To divide the class in several groups, and ask each group to create their own short video story, and then retell it for the rest of the classmates using past tense verb in correct forms.
- b. To ask the students to work in groups to write a story using the past tense of verbs, and then change the group partners to retell each other's stories.
- c. To assign pair work activity to create dialogues using the past tense, and then write them down in the students' notebooks.
- d. As homework, to ask students to create their own sentences using the verbs practiced in class, and then share them by email with the classmates for peer correction.

Example of a *Relational* question:

In order to reinforce the past tense forms of the verbs and provide the conditions for the students to practice fluency the teacher used:

- a. The Powtoon activity because in this way the students are exposed to real language.
- b. The reading and retelling technique since students may have more opportunities to rehearse the new items more naturally.

- c. Reading strategies due to the fact that this skill allows students to create associations between written and oral language.
- d. Multiple activities during the lesson in order to foster students' attentiveness and encourage effective memorization of past tense forms.

Example of an *Extended Abstract* question:

Which of the following contexts is the most appropriate to teach any grammar topic with a communicative purpose?

- a. The teacher writes on the board sentences using the grammar structures in the students' mother tongue for them to translate them to the target language.
- b. The teacher introduces students a specific grammar point in a formulaic manner; soon after, he/she asks students to write their own examples by using the recently taught grammar point.
- c. The teacher provides students an oral model in a form of a dialogue that contains the grammar point to be taught; later on, the students are guided to discover the grammar point that will be orally rehearsed.
- d. The teacher brings pre-recorded grammar structures and new vocabulary items for mechanical repetition in order for students to achieve fluency and accuracy in pronunciation.



I think it was not difficult to respond to the questions proposed according to the context provided. Good job!



Dear students, the answer for the above questions will be provided by your tutor in one of the academic posts of this second week. Thus, you can ask for any explanation to your tutor in this regard.

Dear students, welcome to the topic 1.4. Continuing in this week, you are going to identify the fields in which the complex exam is divided. Thus, it is important that you focus your attention on how the exam will be presented.

1.4. Structure of the Complex Exam

As you might have read in the methodology of this course, the complex exam will be administrated after you have passed Prácticum 4.1 and 4.2. Therefore, by that time, you will be ready to take exam based on the competencies you have acquired during the different courses you have studied in the English program. In this sense, the complex exam will focus on generic and specific fields of study which constitute the training fields of the English program.

Both fields of study as described above you studied in the English program and thus, you acquired all the competencies related to them. Consequently, it is important to remark that in this Prácticum 4.1, you will recall the generic component of the complex exam, this will cover topics such as the language skills of listening and speaking along with the reading and writing skills; in addition to this, the subskills of grammar and vocabulary will be addressed. Furthermore, this course will include the generic fields of methodology of EFL teaching which deal with how to teach the receptive (reading and listening) and productive (writing and speaking) skills. In the next course, Prácticum 4.2, you will be able to recall about the specific fields that were studied in the English program which include topics related to research in the EFL context, EFL curriculum design and the linguistics component.

Dear students, I hope the above information was clear so that you understand the components that the complex exam will have.

In this section, you will be able to verify your progress after studying the contents of unit 1 in this course. Therefore, I invite you to complete the next quiz.



Self-assessment 1

A. Please, read the next statements and respond true or false accordingly.

1. The complex exam is formed by the following parts: a written section, a grammar and vocabulary component and a speaking exam.
 - a. True
 - b. False
2. The use of contexts to evaluate the complex exam in the first part of the written section will be based on the SOLO taxonomy.
 - a. True
 - b. False
3. The SOLO taxonomy includes six levels, which are: remember, understand, apply, analyze, evaluate, and create.
 - a. True
 - b. False
4. The complex exam will focus on generic and specific fields of study which constitute the training fields of the English program.
 - a. True
 - b. False
5. In this subject, Prácticum 4.1, we will address topics that deal with the generic component of the complex exam.
 - a. True
 - b. False

B. Please, read the next statements and match them accordingly.

- | | |
|-------------------------------|---|
| 1. Unistructural category | _____a. Two or more aspects of a task are picked up or understood serially, but they are not interrelated. |
| 2. Multistructural category | _____b. The coherent whole is generalized to a higher level of abstraction. |
| 3. Relational category | _____c. One aspect of a task is picked up or understood serially, and there is no relationship of facts or ideas. |
| 4. Extended Abstract category | _____d. Several aspects are integrated so that the whole has a coherent structure and meaning. |

C. Read the next statements and choose the correct response.

1. In the next academic term (Prácticum 4.2) the topics that will be addressed will be:
 - a. EFL listening and speaking along with grammar and vocabulary teaching.
 - b. Research in the EFL context, EFL curriculum design and linguistics.
 - c. EFL writing and reading skills and how to teach them.
2. The _____ category requires that students go beyond the information, facts, or ideas and deduce a more general rule or proof that applies to all cases.
 - a. Relational
 - b. Multistructural
 - c. Extended Abstract
3. The _____ category involves responses in which learners need to integrate at least two separate pieces of information, facts or ideas, which when working together answer the question.
 - a. Relational
 - b. Multistructural
 - c. Extended Abstract

4. In the _____ level students are asked to respond in relation to the knowledge about or use of more than one piece of information, facts or ideas, each used separately, or in two or more different steps, with no integrations of the ideas.
- a. Relational
 - b. Multistructural
 - c. Extended Abstract

[Ir al solucionario](#)



Remember that you can consult your tutor about the topics of the unit 1 by means of the EVA platform. In addition, you have the answers of the previous self-evaluation at the end of the guide, so that you can verify your responses. I am sure you did it really well. Great job!

Now, you are going to start the unit 2; thus, please focus your attention on the language skills that will be covered in this unit.



Unit 2. English Skills

Dear students, welcome to weeks 5 and 6. During this time, you are going to recall about the four language skills. You will be able to remember and consolidate the knowledge of strategies used to learn the language skills of listening, speaking, reading and writing. Thus, let's begin with the first two language skills of listening and speaking.

2.1. General Strategies to learn Listening and Speaking

According to Brace et at., (2013), effective speakers and listeners use a variety of strategies to comprehend and construct spoken language. In this context, when learning to listen and speak, it is important to remember that you need to select and use a wide range of strategies, and to understand that, such strategies will be determined by context, text form and audience (and the way in which you are familiar with these three features). Some strategies will be more appropriate to use during speaking and listening; others are more suited to reflection and review. Therefore, dear students, there are some strategies that are going to be presented below which have to be applied throughout the speaking and listening processes. Do you remember some of the strategies you studied? How many do you know? I hope you are able to remember most of them. Well, let's begin with the first one.

Predicting

As stated by Brace et at., (2013), this strategy, as you might remember, helps you to activate your prior knowledge of a context or topic, allowing you to combine what you know with the new information. Predictions will be based on whether you are familiar or not with the topic and the context, and how familiar you are with the speaker or audience. Consequently, a piece of advice for you is to make personal predictions before and during speaking and listening processes; in this way, you will be more prepared to deal with listening and speaking activities. For instance, you, as a speaker, have to predict the type of spoken text that will be appropriate to a particular purpose, audience and situation; on the other hand, during listening

activities, to be an effective listener, you need to adjust and refine your initial predictions about a speaker's message as you receive information and make new connections. Dear students, before continuing with the next strategy, I encourage you to watch the next short video about [Predict what you will hear](#). I hope you enjoyed the video and thus you have more ideas on how to predict.

Self-talk

This strategy, according to Wilson (2008), involves the running commentary that goes on inside our heads, usually without any verbalization. Thus, effective speakers and listeners continually use this strategy as a part of their thinking process. Self-talk is how we make sense of our thinking and reflect on our actions. Self-questioning (a strategy that will be focused next) is part of self-talk; the two strategies usually function together. Using Think-alouds to verbalize, this strategy helps you build understanding of the strong links between thinking and actions. By giving voice to your thoughts, you will be able to perform better and use a specific structure for reflective practice. Dear students, I invite you to watch the next video on [Positive Self-Talk](#), which will provide advice on how to cope with anxiety by means of using positive self-talk; I hope you enjoy it!

Self-questioning

In relation to this strategy, Brace et al., (2013) describe it as the use of questions to help learners comprehend and make meaning; therefore, dear students in order to become effective speakers and listeners, you need to continually think and ask as many questions as possible before, during and after speaking and listening interactions. Such questions are often spontaneous and natural, with one question leading to the next. Questions can refer to content, style, text form, important messages, events, actions and inferences; they can also connect with predictions, the speaker's intent or attempts to clarify meaning. In this regard, it is important that you develop this strategy since it helps us clarify our understanding, examine new concepts, reason, analyze and hypothesize. Dear students, this strategy will help you to develop a deeper understanding of what you are talking about or what you are listening to.

Visualizing and Creating Images

In this strategy, creating mental images promotes the use of prior knowledge. Consequently, dear students, in order to become effective

speakers and listeners, it is vital to use all of your senses to continually create mental images. Such images can be visual, auditory, olfactory, kinesthetic or emotional. This strategy will enhance your abilities to make predictions, draw inferences, interpret information, remember details, and assist with overall comprehension and memory. When using this strategy, it is important to share those images since they help you to gain a better understanding. Such images can be shared orally, through drama, or as drawings or jottings (Brace et at., 2013).

Code-switching

This term is used to describe the process a speaker uses to alternate between one or more languages or dialects, as in the case of speakers of English as a Second Language (ESL) or English as a Second Dialect (ESD). If code-switching is produced within a language, it is referred to as style shifting. Even in our first language, we are code-switchers; for instance, our conversation is not the same when we talk with our friends as if we speak with an elder person, boss or supervisor. In this context, you should be aware of how we code-switch to suit a particular situation or social context in Standard English. The development of this strategy will enable you to be competent users of English in a variety of contexts; a skill essential for success in your professional life (Brace et at., 2013). Dear students, before we continue with our next strategy, I encourage you to watch the next video on [Code Switching Inside the Language Classroom](#), which will help you understand about social, political and cultural issues of using code switching.

Determining importance

This is another strategy in which it is important to choose the appropriate content, text form and conventions to suit the intended purpose and audience. It consists of selecting which information to retain in short- or long-term memory, and which information to respond to. Dear students, it is necessary to keep in mind that when you were learning the language skills of listening and speaking in the early stages, you probably had a limited ability to determine importance and might have included irrelevant details, as for example, giving too much detail when retelling an event or story. Therefore, take into account this strategy when you have to determine importance in listening and speaking (Brace et at., 2013).

Paraphrasing and Summarizing

According to Brace et at., (2013), when learners become competent on the use of the previous strategy (Determining importance), they will be more capable to paraphrase and summarize. Speakers and listeners use paraphrasing to restate a spoken text in a way that retains the sense of meaning and provides clarification for understanding. This strategy requires you as speaker or listener restate the essence of the original text in a more concise way. On the other hand, summarizing is important because it helps the listener to be aware of what is being told. Dear students, not only the previous strategy allows you to paraphrase and summarize; but also the use of the predicting and synthesizing strategies. We have to recognize that learning the strategy of paraphrasing and summarizing is complex. Nevertheless, if you expose yourselves to a great amount of spoken texts and to the growing range of modes and formats, you will be able to deal with this strategy since it is an essential tactic of speaking and listening. Dear students, I invite you to watch a short video [How to Be a Better Listener: Paraphrasing](#), in which you will be able to get some ideas on how to be better listeners by using paraphrasing and as a result you can have more meaningful conversations.

Connecting

As it is stated by Keene and Zimmerman (1997), it is important to mention that effective speakers and listeners will talk about, listen to and respond to topics they know and care about. In this way, students are able to make strong connections between their prior knowledge and the information they speak about and listen to. The meaning that learners obtain from any oral communication is interlaced with the meaning they brought to it. Dear students, in this context, it is very important that you activate your prior knowledge before speaking and listening since it will allow you to consider what you already know about the content, form, format and conventions to be used.

Comparing and Contrasting

This strategy, according to Brace et at., (2013), aims to make comparisons, it is related to this and it is also an extension of the connecting strategy. In this case dear students, when you make connections to your previous knowledge, you also start to make comparisons with the information you are receiving. When you make comparisons, you start by asking questions as

for example, how is this information different to what I have heard before? Or How is it different from what I already believe about this issue? Why is their opinion different or similar to mine? Therefore, dear students, it is very important that you are able to recognize and describe the similarities and differences between ideas since it is a crucial ability you need to learn. Dear students, I recommend you watch the next video on using this strategy in a speaking exam, [IELTS Speaking: Comparing and Contrasting](#); this will help to respond to questions in an oral evaluation. I hope you find it helpful.

Inferring

Brace et al., (2013) acknowledge that this strategy is used by effective speakers and listeners whose purpose is to take meaning from spoken texts, and then add our own ideas to make inferences. During the process of inferring, you have to make predictions, draw conclusions and make judgements to create your own interpretations. This strategy will allow you to move beyond the literal text and make assumptions about matters that were not actually stated when you listen to a conversation. Some suggestions on how to make inferences can be made by using acoustic, vocal or lexical information within the text to guess the meaning of unfamiliar language items, or to fill in missing information. For instance, someone may be able to infer the meaning of a spoken text by the tone and volume of the speaker's voice. Let's see some other pieces of advice by watching the next video on [Making Inferences](#). This provides suggestions on how to make inferences when listening to an audio or speech.

Synthesizing

In order to compose and understand text, speakers and listeners use synthesizing to put together information from different sources, pretty much like when we put a jigsaw together. Dear students, it is important that when you speak and listen, you continually reflect on what you have just said or just heard. In this way, you will be able to keep track of your thinking and maintain meaning. If you consciously use this strategy, you will be able to continually monitor your understanding, thus you will have the ability to pull together or retell information that you have heard. Some processes that happen during the synthesis include connecting, comparing, determining importance, posing questions and creating images (Brace et al., 2013).

Self-monitoring and Self-correction

These are the two last strategies for speaking and listening. In this regard, according to Brace et al., (2013), speakers and listeners continually reflect on what they are saying and hearing to confirm their understanding. Therefore, dear students, if understanding breaks down for you as speaker or listener, it is recommended that you use repair strategies to retain or clarify meaning; for example, repeating, re-casting, paraphrasing, summarizing and asking questions. It is important to say that the ability to monitor our own understanding requires practice and in order to make suitable corrections if comprehension is not present is quite complex; hence, it is necessary the effective use of the strategies previously discussed.

As a way to get ready for the next activity, I invite you to reinforce your knowledge by doing this interactive activity.

[Interactive Resource_First Term](#)



After you have read about the twelve strategies, it is necessary that you are able to identify them; that is why, I recommend that you devise a concept map in which you include all the strategies about listening and speaking you just read about. Remember, this activity will be graded as part of this course; if you need any further help, please contact your tutor by means of the virtual platform.

Besides the information provided, I invite you to watch the next **OER** video whose focus is on a different strategy use for listening. Thus, please watch the [Listening Skills](#) video as it will help you expand your knowledge of listening strategies.



IMPORTANT INFORMATION I invite you to check the complementary bibliography of this guide in order to get more information on the topics discussed so far.



In addition to the above mentioned resources, I want to suggest you watch the next video on YouTube: [Improve Your Listening and Speaking Skills](#) This contains some suggestions on how to improve the skills of Speaking and Listening.



Dear students, I am sure that you have done a good job. I also invite you check the academic posts in the virtual platform in relation to these two weeks. Now, it is time to continue revising the next skills of reading and writing. Let's begin.



Week 6 and 7

Welcome to weeks 6 and 7. Dear students, as part of the four language abilities, in these two weeks, you are going to recall about strategies that are used to learn the reading and writing skills as well as the subskills of vocabulary and grammar.

2.2. General Strategies to learn Reading and Writing

These two skills are very important and necessary as part of the language skills you have to know in order to perform appropriately as an English teacher. Thus, I invite you to remember about the strategies you studied as part of the language program. I understand that you know some of them; can you name a couple of those strategies? I am sure you were able to remember how you learned the skills of reading and writing. Well, let's begin with reading and vocabulary.

2.2.1. General Strategies to learn Reading and Vocabulary

Before actually starting with the reading strategies, it is important dear students that you remember about the way in which a paragraph is structured. When reading any text, you are going to find different paragraph and each one of them has a specific construction, which you need to identify. Therefore, we can say that a paragraph is a group of related sentences that develops a main idea about a single topic. All paragraphs have a topic sentence and a controlling idea.

The topic sentence, also called main idea, is an essential part of all well-written paragraphs and states the main point or controlling idea. The sentences that explain main idea (topic sentence) are called supporting details or controlling ideas. These details may be facts, reasons, or examples that provide further information of the main idea.



A paragraph cannot be constructed of a single sentence since the intention of a paragraph is to give details about any topic.

Hence, when reading a text (formal or informal information), you need to be able to identify the previous discussed constituents of a paragraph. Let's analyze the following example of a paragraph.



There is some evidence that colors affect you physiologically. For example, when subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with the intuitive feelings about blue being more soothing and red being more arousing. After changing a school's walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

DeVito, Human Communication: The Basic Course, p. 182

First, let's read the whole paragraph, then identify the topic sentence and after that, please, write the supporting details.

If you identified the topic sentence the next one: *There is some evidence that colors affect you physiologically.* that is correct, well done.

Now, in the topic sentence, which is the main idea? If you say the main idea is: *Colors affect people psychologically.* You are correct. Very well, now, please write all the controlling ideas.

I understand you were able to write all the supporting ideas; therefore, you may have similar sentences as the following ones according to the paragraph:

1. Respiratory movements increase in red light and decrease in blue light.
2. Eye blinks increase in red light and decrease in blue light.
3. A change in a school's walls from orange and white to blue decreased students' blood pressure and improved academic performance.
4. Findings are consistent with the idea that blue is soothing and red is arousing.

Good job! Now it is time to continue with the strategies you can use as readers to be more capable of understanding a text.

In terms of Annandale et al., (2013) *Reading resource book*, one of the most crucial elements of supporting reading development is using strategies so that you are able to access your prior knowledge during reading. In this regard, the process of understanding texts involves much more than just decoding words. Dear students, you need to actively coordinate a range of strategies, including both word identification and comprehension strategies in order to take advantage of all available knowledge in the form of clues. Therefore, you might have often come to use many reading strategies automatically since many of them occur subconsciously. Consequently, what is important is to have as many opportunities as possible to practice and apply reading strategies because they will support you in identifying unknown words, preparing for, monitoring, and adjusting your reading.



Let's begin by reading [Annex 1 Reading Strategies](#), which describes some strategies you can use in order to improve the skill of reading. It is important to say that this material not only helps to read general information but it serves in the academic field too. Therefore, please focus your attention on how the strategies can be applied when you read different sources of information.



After you have read the information provided, I suggest that you ask questions to your tutor in case you have any so that you are ready to continue studying the next topic in this section which is vocabulary. But, before actually continue with vocabulary, I invite you to watch the next **OER** video whose focus is on a reading class. Thus, please watch the [Reading Skills](#) video since it will provide ideas on how to make a graphic organizer to check understanding of a text.

Vocabulary

Dear students, what do you understand by vocabulary? How does a person learn vocabulary? Well, I understand that during the English language program you have learned a great amount of vocabulary; that is very important. According to Annandale et al., (2013) *Reading resource book*, vocabulary can be described as the list of all the words a person knows. It is important that you are able to continue to build vocabulary knowledge in order to support the development of the reading skills. In this context, effective readers should be able to automatically recognize, pronounce, and understand words in the context in which they are used. Such words are called *sight words* because readers can recognize them on sight and in that way, readers maintain the speed and fluency required to make sense of the message in a text.



Therefore, in the next **OER** text, you will find information on strategies to learn and teach vocabulary. Very well then, I am sure that the next information will help to recall about strategies that you have learned before in the English program; therefore, I invite you to read the [Annex 2 Vocabulary Strategies](#) where some vocabulary strategies are discussed.

In order to practice about the last topic of vocabulary, I recommend you design a chart in which you provide examples of using context clues to infer the meanings of unknown words. Include in the chart the headings for the columns of type of text, *clue definition* and *example*. And for the rows of the chart, you need to look for examples that contain *definition*, *linked synonyms*, *summary*, *compare and contrast*, *cause and effect* and *example*. After you have read the instructions for the task provided, I suggest that you ask questions to your tutor in case you have any.



Remember, this activity will be graded as part of this course; if you need any further help, please consult your tutor by means of the virtual platform.



Dear students, I am sure that you did a good job. I also invite you to check the academic posts in the virtual platform in relation to these two weeks. Now, it is time to continue revising the next skill of writing and the subskill of grammar. Let's begin.

2.2.2. General Strategies to learn Writing and Grammar

The skill of writing may sometimes cause difficulties to students as they struggle to express ideas coherently. In this regard, as it was done with the reading skill, let's begin by constructing appropriate paragraphs.

When writing, you need to take into account two important elements in a paragraph: Unity and Coherence. According to Oshima and Hogue (2006, p18) *Unity* means that "a paragraph discusses one and only one main idea from beginning to end". They also claim that "every supporting sentence must directly explain or prove the main idea".

On the other hand, Oshima and Hogue (2006, p.21) explain that in order to have *Coherence* in writing, the sentences must hold together, which means that "the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one".



Let's read and analyze the following example in order to identify the different elements of a well-written paragraph.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson Education.

Dear students, as you have seen in the above example about *gold*, there are two supporting ideas, which are that gold is beautiful and gold is useful. Each one of them is discussed, one after the other and also an example is provided for each one. Moreover, the relationship between the ideas is shown by the use of transition words and phrases such as *first of all*, *for example*, *another important characteristic* and *in conclusion*. In the construction of a topic sentence, it is important to say that such sentence not only names the topic of the paragraph, but it also limits the topic to one or two ideas (Gold, a precious metal, is prized for two *important characteristics*.), such ideas are discussed within the space of the paragraph. This strategy is described as "controlling idea" (*two important characteristics*). Therefore, in the above paragraph you are not going to find other elements. Dear students, which are the two characteristics discussed in the paragraph about gold? Write them down, please.

1. _____
2. _____

If you have written that gold has a lustrous beauty that is resistant to corrosion and that gold is useful to industry and science, you are correct.

Now, another component that is part of a paragraph is the concluding sentence. According to Oshima and Hogue (2006), this sentence shows the end of the paragraph, summarizes the main points and leaves the reader with important points to remember and think about. In the case of the example of gold, it is very clear that the concluding sentence is: *In conclusion, gold is treasured not only for its beauty but also for its utility*, because the writer uses the phrase (*In conclusion*). However, not all paragraphs have the same phrases or words to end a paragraph; thus, other

grammatical constructions such as (Finally, In summary, Therefore, Thus, As a result, Indeed, In brief, In short,) can be used. Other end-of-paragraph signals include (We can see that...; It is clear that....; These examples show that....; There can be no doubt that....; The evidence suggests that....). The former signals are followed by a comma and the latter ones are not followed by a comma.



After the above explanation of how you can write paragraphs, I invite you to watch the following video on YouTube which deals about paragraph construction. I hope you find it helpful as well.

[Paragraphs \(Part 1\) What is a paragraph?](#)

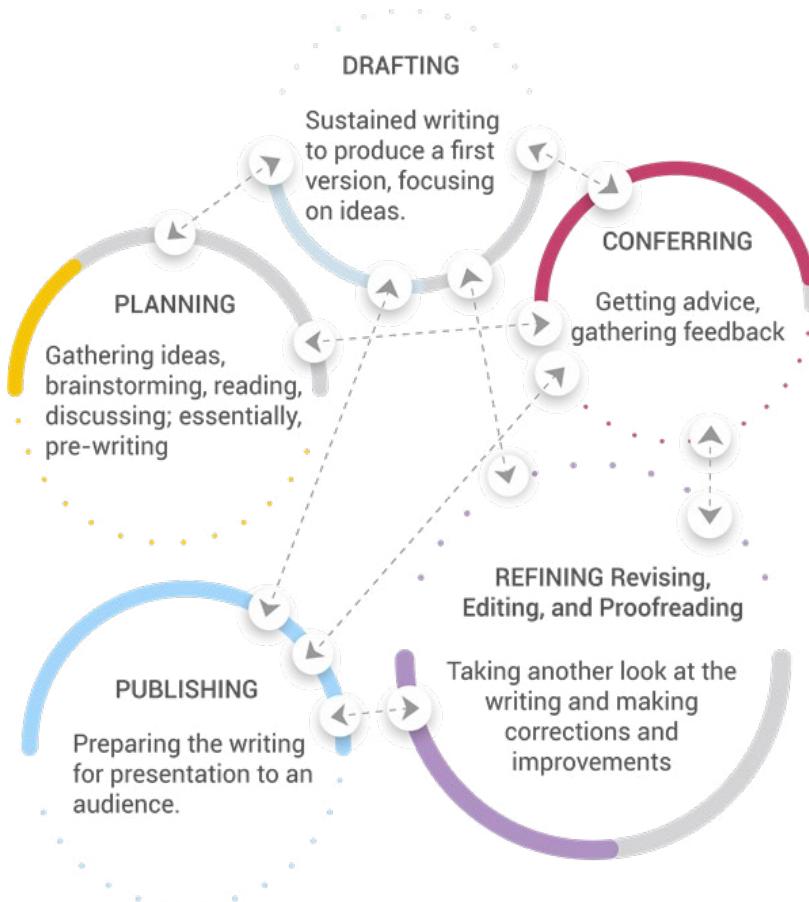
Dear students, it is time to begin recalling some strategies that you might have used during the English program, which are very necessary to become successful writers. But before we do that, let's remember about the writing processes that you can follow to craft text from beginning to end. Such processes include planning, drafting, conferring, refining, and publishing. Later on, we are going to focus on the writing strategies which can be used and applied as you plan, draft, confer, refine, and publish texts for a wide range of purposes.

There are different stages or paths writers go through to compose a text. What usually happens is that writers move back and forth between stages as necessary in order to make the writing process fluid and dynamic.

It is important to point out that writing occurs over time and that a single final version of a text is not always produced immediately. It is also necessary to understand that some writing might not go through all processes. It happens that sometimes a text needs multiple drafts; refining and publishing may vary from writer to writer, or it might vary according to the purpose and audience of the text. In some occasions, a first draft may be the final piece of writing and so, it does not go through any further processes as, for instance, in the case of a party invitation, a shopping list, or a greeting card message.

The kind of processes and its number may differ, but they usually reflect a similar product. The following writing processes planning, drafting, conferring, refining, publishing will be addressed as follows.

Figure 1.
Process used during writing



Note: All the five different types of processes are interrelated and may occur one after the other or can be skipped according to the purpose of the writing piece and the audience.

Source: Annandale, K., Bindon, R., Broz, J., Dougan, J., Handley, K., Johnston, A., Lockett, L., Lynch, P. & Rourke, R. (2013). *Writing resource book*. Don Mills, ON: Pearson Canada.

Dear students, what do you think about the processes described above? Do you think it is difficult to understand the sequence of the processes or not? I am sure you are able to identify each process so that you are ready to continue with the writing strategies. In understand that all of you have used such processes when you have written texts.



Just to remind you, we have said that writing strategies are used within the processes and in that context, in the next **OER** text, you will find more information in this regard, which will help you to write well. Now, it is time to recall about strategies, I invite you to read the [Annex 3 Writing Strategies](#) where the writing strategies are discussed.

Now that you have remembered about writing, it is important to comprehend another necessary element of learning a language; that is why, let's continue with the subskill of grammar which I also think you studied during the English language program. So, let's begin.

Grammar

Dear students, grammar is a subskill that has to be studied as part of any language program. In this regard, Annandale et al., (2013) *Writing resource book* point out that grammar deals with the rules and systematic relationships that are used to organize a language and its meaning. In addition, grammar is used to make meaning during reading, writing, speaking, and listening. In this section, you will be able to revisit some approaches to teach grammar which is very important to remember you so that you are able to meet the learners' needs when teaching this subskill. In order to complement the knowledge of the writing skills previously studied, it is important to draw attention to the conventions of grammar used in a range of texts. Such conventions include those associated with punctuation, parts of speech and their relationships, sentence structure, and overall text construction. Therefore, in the next **OER** text, those conventions will be discussed.



In the following resource, you will find information on strategies to learn and teach grammar. I am sure that it will help to recall about approaches that you have learned before in the English program; so, I invite you to read the following text where [Annex 4 Grammar Strategies are outlined](#).



After you have read the information provided, I suggest that you ask questions to your tutor in case you have any so that you are ready to continue with a short quiz which will verify how much you have understood of the previous discussed topics.

In this section, you will be able to verify the progress you have had so far after studying the second unit of this course. Thus, I invite you to complete the next quiz.

Dear students, after you have studied the contents of unit 3 in this course, it is important that you verify your progress; therefore, I invite you to complete the next quiz.



Self-assessment 2

A. Please, read the next statements and respond true or false accordingly.

1. Using the predicting strategy for listening and speaking allows you to activate your prior knowledge of a context or topic, so that you combine what you know with the new information.
 - a. True
 - b. False
2. The purpose of using the code-switching strategy in listening and speaking contexts is to create images in your mind so that you are able to draw inferences, interpret information, and remember details.
 - a. True
 - b. False
3. The comparing and contrasting strategy used in listening and speaking proves to be effective since speakers and listeners can restate a spoken text in a way that the sense of meaning is retained and so clarification for understanding is provided.
 - a. True
 - b. False
4. During the process of the inferring strategy in reading, you make predictions, draw conclusions, and make judgments to create interpretations of a text. Thus, you move beyond the literal text to make assumptions about what is not precisely stated in the text.
 - a. True
 - b. False
5. In the rereading strategy used in writing, when composing a text, you use this strategy to bring together information from a variety of sources. So, it involves piecing information together, much like putting together a jigsaw.
 - a. True
 - b. False

B. Please, read the next statements and match them with the corresponding subskill of vocabulary and grammar. Write the number in the space accordingly.

1. Vocabulary

___a. Readers will encounter new words in which they understand the meaning in one context, but cannot transfer the same meaning to another context.

___b. Reading and writing a variety of sentences will help students to identify different sentence types. Thus, it is important to model the functions of each sentence.

___c. High-frequency words serve particular grammatical functions and are the glue that holds sentences together. If students are able to recognize such words automatically, they can focus on the meaning of the text.

2. Grammar

___d. Understanding the structures of different sentences allows students to write more interesting sentences and suitable to their purpose and audience.

___e. This strategy occurs when students are given simple sentences on a topic, then given time to link the sentences using conjunctions, commas, or other punctuation devices in order to compose more complex sentences.

___f. Selection-critical words are terms that occur frequently in a particular text and that students must be able to recognize to understand the text.

C. Read the next information and choose the correct response.

1. Read the short text and choose the correct topic.

A century ago politicians used to say, "Vote early and often." Cases such as West Virginia's 159,000 votes being cast by 147,000 eligible voters in 1888 were not that unusual. Largely to prevent corruption associated with stuffing ballot boxes, states adopted voter registration laws around the turn of the century, which require individuals to first place their name on an electoral roll in order to be allowed to vote. Although these laws have made it more difficult to vote more than once, they have also discouraged some people from voting at all. Voter registration requirements in the United States are, in part, to blame for why

Americans are significantly less likely to go to the polls than citizens of other democratic nations.

—Edwards, Government in America, p. 313

- a. voter turnout
- b. voter registration
- c. voter eligibility
- d. voter fraud

2. Read the short text and choose the correct topic.

Compared with the technical resources of a theater of today, those of a London public theater in the time of Queen Elizabeth I seem hopelessly limited. Plays had to be performed by daylight, and scenery had to be kept simple: a table, a chair, a throne, perhaps an artificial tree or two to suggest a forest. But these limitations were, in a sense, advantages. What the theater of today can spell out for us realistically, with massive scenery and electric lighting, Elizabethan playgoers had to imagine and the playwright had to make vivid for them by means of language. Not having a lighting technician to work a panel, Shakespeare had to indicate the dawn by having Horatio, in Hamlet, say in a speech rich in metaphor and descriptive detail:

But look, the morn in russet mantle clad

Walks o'er the dew of yon high eastward hill.

Kennedy, Literature, p. 1243

- a. impact of technological limitations on Elizabethan theater
- b. benefits of modern technology in theater performances
- c. effects of Shakespeare's writing style
- d. the use of language to make ideas vivid

3. After reading the following paragraph, select the option that best represents the topic in the paragraph.

You've probably heard that older men die before older women virtually everywhere in the world. In the United States, women are expected to live an average of 80.4 years, while men live only 75.2 years. Sociologists attribute many factors to this trend. For example, men have higher testosterone levels than women, which may make men more likely to abuse alcohol and tobacco, drive aggressively, and engage in other life-threatening behaviors. Men also choose riskier types of work and become involved in wartime aggression, which are connected to men's decreased life expectancy. Studies also show that women are less likely to experience life-threatening illnesses and health problems than men are.

—Carl, Think Sociology, p. 211

- a. women's health
- b. men and risky behaviors
- c. testosterone and age
- d. men's life expectancy

4. Choose the skill in which the following strategy is used.

This strategy involves glancing quickly through material to gain a general impression or overview of the content. It can be done by checking any graphics, and/or boldfaced, italicized, or highlighted information.

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

[Ir al solucionario](#)



Remember that you can consult your tutor about the topics of the unit 2 by means of the EVA platform. In addition, you have the answers of the previous self-evaluation at the end of the guide, so that you can verify your responses. I am sure you did it really well. Good job!



Week 8



First term final activities

Dear students, I know that you have successfully done all the requested activities in this first term. I understand that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.



Please, continue studying during this week; I suggest that you use the links, resources, and exercises you have in this academic guide. In this regard, go back to the self-assessment sections you have in units 1 and 2. Also, consider the recommended learning activities because they will help you recall the most important topics reviewed so far. Finally, I suggest you use your own strategies to get prepared to take the First-Term Evaluation.



Congratulations you have reached the first learning outcome of this course. Good luck in the second term and continue studying as hard.

Learning outcome 2



Second term

- Demonstrates comprehensive training through the application of theoretical and practical knowledge addressed in the different fields of career training to apply them in the search for solutions to the different problems, needs and challenges of the educational context in the field of teaching English as a foreign language.

In order to achieve the second learning outcome of this course, you are going to recall about teaching techniques I am sure you studied during the English program. In this regard, you will be able to remember about the way the four language skills of listening, speaking, reading are writing are taught and assessed in an EFL context. Therefore, you will be provided some techniques and strategies you can use as future professionals in the field of teaching English.



Remember that further explanations on the topics you are going to study will be given by your tutor by means of the virtual platform. Therefore, I encourage you to log in into the platform every day if possible or at least every week to ask questions and/or receive feedback.

Contents, resources and recommended learning



Week 9 and 10

Unit 3. Methodology in EFL Teaching

Dear students, this unit comprises three different sections; in the first part we will discuss on how to teach reading, then we will focus on techniques on teaching writing and finally, there is section that covers how to teach listening and speaking. In addition to general strategies to teach the four

language skills, there will be some ideas on how to assess students in each one of the language skills. I am sure the contents provided are going to support your professional abilities to teach English as a foreign language.

On the other hand, according to Newton and Nation (2020), in well-balanced language courses equal amount of time should be given to the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The last two strands will not be discussed in this course; nonetheless, I recommend you to watch the next YouTube video on [The Four Strands of Language Learning with Paul Nation](#) in which Paul Nation will talk about his famous *four strands* of language learning; in addition, he will address many other second-language acquisition principles and methods.

Newton and Nation (2020) state that the receptive skills of reading and listening are involved in the *meaning-focused input*, which means that the apprentices' focus is on understanding the message and where only a small amount of language characteristics are outside the students' present level of proficiency. On the other hand, the *meaning-focused output* involves the learners producing language through speaking and writing where the learners' focus is on others understanding the message. Thus, it is important that the teaching of the four skills keep certain balance in a class in order for students to get similar opportunities to learn the language despite constraints such as local conditions, time and class schedules, teachers' preferences or learners' proficiency level. Now, let's move to the first language skill.

3.1. Teaching Reading

Dear students, in this section you are going to remember how to teach the skill of reading; therefore, I am including here some information in this regard. As it is stated by Annandale et al., (2013) *Reading resource book*, the purpose of reading programs should be to enhance students to become confident, competent, and independent readers. Hence, EFL instructors need to use different instructional approaches to reading in order to provide a strong foundation for a comprehensive reading program. It is important to mention that choosing several approaches that include explicit instruction and guidance on behalf of the instructors will balance the teaching-learning process and students are going to have more opportunities for the independent application of skills and strategies. Consequently, teachers

should get acquainted with a variety of instructional approaches. In our context, classes are most of the time very heterogeneous, thus instructors have to be able to determine which will be the most effective approaches to use according to the students' needs, the familiarity of content, or the purpose of the reading class. Furthermore, each instructional approach implies being aware that both teachers and students have different degrees of responsibility.

The next approaches are aimed to provide meaningful contexts for focusing on certain parts of the reading process. Therefore, it is important that you focus your attention on the steps or stages of the approaches to apply them correctly. There are seven instructional approaches which are ordered by degree of teacher support required.



Dear students, please, I suggest that you read in the [Annex 5 Instructional Approaches to Reading](#), each one of the following approaches (reading aloud to students, modelling reading, language experience approach, sharing reading, guided reading, literature circles and independent reading).



After you have read the seven instructional approaches to teach, it is necessary that you are able to apply them in a class; that is why, I recommend that you write a short essay in which you provide two specific exercises that include at least two of the seven approaches to teach the skill of reading. Remember, this activity will be graded as part of this course; if you need any further help, please consult your tutor by means of the virtual platform.



Well, I hope dear students that you did a good job. I also invite you check the academic posts in the virtual platform in relation to these two weeks. Now, it is time to continue revising the next skill of writing. Let's begin.



Week 11 and 12

Dear students, welcome to weeks 11 and 12. In this section, you are going to recall about teaching writing. I am sure that you have learned in the English program and used the next approaches; thus, it will be not complicated the contents you are going to read.

3.2. Teaching Writing

The teaching of writing, as it was explained in the previous skill, is part of the four strands that Newton and Nation (2020) addressed. Since writing belongs to the productive skills of a language, the meaning-focused output strand is part of this. In this strand, students have to produce language in order for others to understand the message. This process occurs when learners write essays and assignments, when they write letters or a diary, when they send email and text messages to each other, or when they write about their experience.

When designing a course, as it was discussed in the previous skill, it is necessary to have a well-balanced structure. As part of the teaching of writing to EFL students, it is necessary that instructors develop writing fluency, especially in cases when learners need to sit a written test as part of their academic study and where they have to write under time pressure.

Annandale et al., (2013) *Writing resource book* manifest that using a variety of instructional approaches generates a strong basis for a comprehensive approach to teaching writing. EFL teachers should be familiar and use a variety of instructional approaches to teach writing in which explicit instruction and guidance are included when needed in order to provide students opportunities to apply understandings, strategies, and processes. Dear students, it is necessary that you are aware of the different approaches so that you are able to determine which approach is better or most appropriate to use according to your students' needs, familiarity with the task, or the purpose of the writing session. It is important to remark that we have different EFL contexts and thus, the inclusion of each instructional

approach will much depend on the circumstances in which the teaching-learning process is being developed.

The next approaches are aimed to provide meaningful contexts for focusing on certain parts of the writing process. Consequently, it is important that you focus your attention on the phases or stages of the approaches to apply them correctly, you read each one in the [Annex 6 Instructional Approaches to Writing](#). There are six instructional approaches which are ordered by degree of teacher support required. Such approaches include modelling writing, language experience approach, shared and interactive writing, guided writing, independent writing and author's chair.



Dear students, please, I suggest that you read each one of the above mentioned approaches. Please, do not forget to focus on the different steps to develop these skills appropriately.



After you have read about the six instructional approaches to teach writing, it is necessary that you are able to apply them in a class; that is why, I recommend that you devise two specific exercises in which you include at least two of the six approaches to teach the skill of writing. To do this task, you will have a forum activity in which you are going to share your ideas with the rest of the class and thus, you will be able to learn from each other's ideas. Remember, this activity will be graded as part of this course; if you need any further help, please contact your tutor by means of the virtual platform.

As a way to get ready for the next activity, I invite you to reinforce your knowledge by doing this interactive activity.

[Interactive Resource_Second](#)



Dear students, I am sure that you did a good job. I also invite you check the academic posts in the virtual platform in relation to these two weeks. Now, it is time to continue revising the next skills of listening and speaking. Let's begin.



3.3. Teaching Listening and Speaking (Part 1)

Dear students, welcome to weeks 13 and 14. The intention of this section is to provide information on different approaches to teach listening and speaking. I have divided the contents into two parts due to we are going to discuss both skills at the same time.

According to Newton and Nation (2020), the skills of listening and speaking belong in a way to two different strands; the former to (meaning-focused input) and the latter to (meaning-focused output). The opportunities for learning a language are called strands because they can be seen as long continuous clusters of learning circumstances that run through a whole language course or program. If there is balance in teaching the four strands as it should be, students will be able to achieve the goals of the language course whether they are related to have a good command of the sounds, spelling, vocabulary, grammar and discourse features of the language, so that they can be used to communicate effectively.

Brace et al., (2013) explain that using a wide variety of instructional procedures creates a strong foundation for a comprehensive approach to teaching speaking and listening. The teaching procedures have to be chosen in such a way that learners are given opportunities for independent application of understandings, processes and strategies. After familiarizing with the procedures, teachers will be able to use them more effectively in accordance to the learners' needs, their familiarity with the task or the speaking and listening context. Moreover, each procedure involves varying degrees of responsibility for both the teacher and the student.

Dear students, it is important that you are aware of the essential elements of each procedure; therefore, in the [Annex 7 Teaching listening and speaking \(Part 1\)](#), you will read about three of the seven instructional procedures (modelled speaking and listening, language in action and substantive conversations); please focus your attention on their stages on how they are taught so that you can select the most appropriate instructional procedure to meet the needs of your students.



Dear students, please, I suggest that you read each one of the above mentioned approaches. Please, do not forget to focus on the different steps to develop these skills appropriately.

I am sure that after reading the first three instructional procedures, you were able to remember about them as you might have learned these approaches as part of the English program. Remember that if you need any help, you can contact your tutor by means of the virtual platform. Before you continue revising the next four and last instructional procedures to teach listening and speaking, I invite you to watch the next **OER** video whose aim is to use role-play strategy as it works well to improve the speaking skills. Therefore, please watch the [Role-Plays](#) video since it will help you this strategy as future EFL teachers.



I also want to encourage you to check the academic posts that belong to these weeks because, I will include additional information to support this topic.



Week 15

3.4. Teaching Listening and Speaking (Part 2)

Dear students, welcome to week 15. The purpose of this second part of teaching speaking and listening is to provide information about the last four instructional procedures to teach these language skills, which include *exploratory talk, investigating language in a communicative environment, scaffolding and small group inquiry*. But, before actually continue revising about the former procedures, I invite you to watch the next video.



I am sure, you will find interesting the Webinar on YouTube: about [Teaching Speaking and Listening to EFL Children](#) since I understand you might work with these learners in the future or if it will not be your case, I still think that this webinar is going to help you. I hope you enjoy it.



Now, it is time to begin with the four last instructional procedures to teach speaking and listening. Therefore, please dear students, let's read the [Annex 8 Teaching Listening and Speaking \(Part 2\)](#) and focus your attention on the steps to the approaches present to teach the skills appropriately.



After you have read about the four last instructional approaches to teach listening and speaking in this second part, it is necessary that you are able to apply all the approaches in a class. Thus, I recommend that you design two specific exercises in which you include at least two of the seven approaches to teach the skills of speaking and listening. Remember, this activity will be graded as part of this course; if you need any further help, please contact your tutor by means of the virtual platform.



Dear students, I am sure that you did a good job. I also invite you check the academic posts in the virtual platform in relation to this week.

The strategies to teach the four communication skills as you were able to identify also included, as mentioned before, some hints on how to assess students. In this regard, I invite you to watch the next **OER** video focused on **Assessment Strategies**, which is going to help you expand your knowledge in this field. The topics, that Dr. Tony Bates will discuss, include a comparison between continuous and summative assessment, how to assess group work, using authentic learning and e-portfolios, cheating and monitoring among others. After watching it, I encourage you to ask your tutor questions in this field so that you are clear on how to assess students.



After you have read the information of unit 3 and have done all the recommended activities, I suggest that you ask questions to your tutor in case you have any so that you are ready to continue with a short quiz which will verify how much you have understood of the previous topics discussed

Dear students, after you have studied the contents of unit 3 in this course, it is important that you verify your progress; therefore, I invite you to complete the next quiz.



Self-assessment 3

A. Please, read the next statements and respond true or false accordingly.

1. The Reading Aloud to Students teaching strategy is focused on sharing a text for pleasure, not on explicitly teaching reading strategies, language structures, or vocabulary.
 - a. True
 - b. False
2. The Modelled Writing strategy involves students in a shared experience, then it uses students' language to jointly construct a written text.
 - a. True
 - b. False
3. The Language in Action strategy occurs when language use accompanies hands-on activity such as construction, model building, movement manipulation, cooking, science investigations, and so on.
 - a. True
 - b. False
4. The Substantive Conversations strategy focuses on the explicit teaching of a selected speaking and listening function, convention or behavior. The focus should be based on an identified class, group or individual need.
 - a. True
 - b. False
5. The Exploratory Talk strategy involves studying authentic language use in any context outside the classroom. Thus, students observe and record the function of language or the vocabulary used.
 - a. True
 - b. False

B. Please, read the next statements and match them with the corresponding skill of Reading, Writing, and Listening and Speaking. Write the number in the space accordingly.

1. Reading
- _____a. In this strategy, the teacher's role is to contextualize the teaching of language through language use, and to effectively model the functions of language. In order to do this, teachers should use authentic situations that provide natural opportunities to model appropriate language structures and vocabulary in meaningful ways.
2. Writing
- _____b. When using this strategy, a text has to be chosen that is most suited to demonstrate the selected passage. It is also critical to locate a variety of literary and informational texts that can be used to demonstrate the same strategy over a series of sessions.
- _____c. This strategy is the temporary assistance that teachers provide to help students complete a task or develop new understandings that will enable them to complete similar tasks alone. This strategy is designed to help learners work with increasing independence, so that new skills and understandings can be applied in new contexts.
3. Listening & Speaking
- _____d. In this strategy, the teacher's initial role is to facilitate sessions and guide audience responses. Thus the instructor uses model language that is useful for promoting constructive criticism.
- _____e. This strategy enables students to practice using strategies that have already been introduced. The teacher guides or directs the learners to sections of the text using the following pattern: set a focus question, predict, discuss.
- _____f. In this strategy, students are actively involved, as they are invited to contribute, develop, and organize ideas. Teachers respond to learners' contributions with comments and questions, using the results to shape the text.

C. Read the next information and choose the correct response.

1. The focus of _____ is on a small group of students selecting a text, reading it independently, and meeting regularly to discuss and respond to it. With certain adaptations, this strategy is applicable across all grade levels and can work equally well with literary and informational texts.
 - a. Independent Reading
 - b. Shared Reading
 - c. Literature Circles

2. The focus of _____ is to involve students in a shared experience, then use students' language to jointly construct a written text. The teacher scribes the text and students are supported as active participants in the writing process.
 - a. Language Experience
 - b. Shared and Interactive Writing
 - c. Guided Writing

3. A planning cycle for small-group learning, where students work through a sequence of stages in groups of four: engagement, exploration, transformation, presentation and reflection.
 - a. Modelled speaking and listening
 - b. Language in action
 - c. Small-Group Inquiry

4. The _____ strategy is withdrawn as the learner develops control of the new skills. The teacher then provides further support for extended or new tasks, understandings and concepts. Interactions between the student and the teacher are the key to success in teaching and learning; they are mediated through language as the teacher and student jointly construct shared understanding and knowledge.
 - a. Substantive conversations
 - b. Scaffolding
 - c. Exploratory Talk

[Ir al solucionario](#)



Dear students, remember that you can consult your tutor about the topics of the unit 3 by means of the EVA platform. Besides, you have the answers of the previous self-evaluation at the end of the guide, so that you can verify your responses. I am sure you did it really well. Congrats!



Week 16



Second term final activities

Dear students, I am sure that you have successfully done all the requested activities in this second term. I understand that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.



Please, continue studying during this week; I suggest that you use the links, resources, and exercises you have in this academic guide. In this regard, go back to the self-assessment section you have in unit 3. Also, consider the recommended learning activities because they will help you recall the most important topics reviewed in unit 3. Finally, I suggest you use your own strategies to get prepared to take the Second-Term Evaluation.



Congratulations you have reached the second learning outcome of this course. Good luck in the rest of the courses of the English program.



4. Answer key

Self-evaluation 1		
Parts and Questions	Responses	Feedback
Part A		
1	False	The complex exam is formed mainly by a written (multiple-choice questions about all subjects studied in the English program and an essay part) and an oral (listening and speaking) section.
2	True	The complex exam will be based on the SOLO taxonomy in which contexts are going to be used in the written section.
3	False	The SOLO taxonomy includes only 4 levels, which are Unistructural, Multistructural, Relational and Extended Abstract.
4	True	The fields in which the complex exam will be based are generic and specific; they belong to the training fields of the English major program.
5	True	Prácticum 4.1 will focus on explaining about the generic part of the complex exam.
Part B		
1	c	One aspect of a task is picked up or understood serially, and there is no relationship of facts or ideas. (Unistructural category)
2	a	Two or more aspects of a task are picked up or understood serially, but they are not interrelated. (Multistructural category)
3	d	Several aspects are integrated so that the whole has a coherent structure and meaning. (Relational category)
4	b	The coherent whole is generalized to a higher level of abstraction. (Extended Abstract category)
Part C		
1	b	Prácticum 2 will deal with Research in the EFL context, EFL curriculum design and linguistics.
2	c	The Extended Abstract category requires that students go beyond the information, facts, or ideas and deduce a more general rule or proof that applies to all cases.

Self-evaluation 1		
Parts and Questions	Responses	Feedback
3	a	The Relational category involves responses in which learners need to integrate at least two separate pieces of information, facts or ideas, which when working together answer the question.
4	b	In the Multistructural level students are asked to respond in relation to the knowledge about or use of more than one piece of information, facts or ideas, each used separately, or in two or more different steps, with no integrations of the ideas.

[Ir a la autoevaluación](#)

Self-evaluation 2 Unit 2		
Parts and Questions	Responses	Feedback
Part A		
1	True	Predicting is in fact the strategy used in listening and speaking that allows to activate students' prior knowledge of a context.
2	False	Code-switching is the term used to describe the process a speaker uses to alternate between one or more languages.
3	False	Paraphrasing is the strategy speakers and listeners use to restate a spoken text in a way that retains the sense of meaning and provides clarification for understanding.
4	True	When inferring, students are able to make predictions, draw conclusions, and make judgments to create interpretations of a text.
5	False	When composing text, effective writers use synthesizing to bring together information from a variety of sources.
Part B		
1	a, c, f	<p>Readers will encounter new words in which they understand the meaning in one context, but cannot transfer the same meaning to another context (Vocabulary).</p> <p>High-frequency words serve particular grammatical functions and are the glue that holds sentences together. If students are able to recognize such words automatically, they can focus on the meaning of the text (Vocabulary).</p> <p>Selection-critical words are terms that occur frequently in a particular text and that students must be able to recognize to understand the text (Vocabulary).</p>

Self-evaluation 2 Unit 2

Parts and Questions	Responses	Feedback
2	b, d, e	<p>Reading and writing a variety of sentences will help students to identify different sentence types. Thus, it is important to model the functions of each sentence (Grammar).</p> <p>Understanding the structures of different sentences allows students to write more interesting sentences and suitable to their purpose and audience (Grammar).</p> <p>This strategy occurs when students are given simple sentences on a topic, then given time to link the sentences using conjunctions, commas, or other punctuation devices in order to compose more complex sentences (Grammar).</p>

Part C

1	b	The topic that is mostly related to the text is voter eligibility.
2	a	The topic of the text is mostly related to the impact of technological limitations on Elizabethan theater.
3	d	The topic in the paragraph is mostly represented by men's life expectancy.
4	c	The reading strategy is Skimming, which involves glancing quickly through material to gain a general impression or overview of the content.

Ir a la
autoevaluación

Self-evaluation 3		
Parts and Questions	Responses	Feedback
Part A		
1	True	Reading Aloud to Students is a strategy in which teachers share a text for pleasure, not on explicitly teaching reading strategies, language structures, or vocabulary.
2	False	The Language Experience is the strategy that involves students in a shared experience, then uses students' language to jointly construct a written text.
3	True	In the Language in Action strategy hands-on activities such as construction, model building, movement manipulation, cooking, science investigations have to accompany the teaching-learning process.
4	False	The Substantive Conversations strategy is characterized by a series of topically linked exchanges between students, or between teachers and students.
5	False	Exploratory talk allows learners to explore and clarify, and to try out a line of thought through questioning, hypothesizing, speculating, making logical deductions and responding to others' ideas.
Part B		
1	b, e	<p>When using this strategy, a text has to be chosen that is most suited to demonstrate the selected passage. It is also critical to locate a variety of literary and informational texts that can be used to demonstrate the same strategy over a series of sessions (Reading).</p> <p>This strategy enables students to practice using strategies that have already been introduced. The teacher guides or directs the learners to sections of the text using the following pattern: set a focus question, predict, discuss (Reading).</p>

Self-evaluation 3		
Parts and Questions	Responses	Feedback
2	d, f	<p>In this strategy, the teacher's initial role is to facilitate sessions and guide audience responses. Thus the instructor uses model language that is useful for promoting constructive criticism (Writing).</p> <p>In this strategy, students are actively involved, as they are invited to contribute, develop, and organize ideas. Teachers respond to learners' contributions with comments and questions, using the results to shape the text (Writing).</p>
3	a, c	<p>In this strategy, the teacher's role is to contextualize the teaching of language through language use, and to effectively model the functions of language. In order to do this, teachers should use authentic situations that provide natural opportunities to model appropriate language structures and vocabulary in meaningful ways (Listening and Speaking).</p> <p>This strategy is the temporary assistance that teachers provide to help students complete a task or develop new understandings that will enable them to complete similar tasks alone. This strategy is designed to help learners work with increasing independence, so that new skills and understandings can be applied in new contexts (Listening and Speaking).</p>
Part C		
1	c	When using Literature Circles students work on a small group to select a text, read it independently, and meet regularly to discuss and respond to it.
2	a	In the Language Experience, students are active participants who share experiences, then use the language to construct a written text.
3	c	In Small-Group Inquiry students work through a sequence of 4 stages that includes engagement, exploration, transformation, presentation and reflection.
4	b	In Scaffolding, students and teachers interactions are the key to success in teaching and learning; they are mediated through language as teachers and students jointly construct shared understanding and knowledge.

**Ir a la
autoevaluación**



5. Bibliographic references

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6. Annexes

Lineamientos Unidad de Integración Curricular



Vicerrectorado Académico

Lineamientos Unidad de Integración Curricular

La unidad de integración curricular (UIC) está conformada por el Prácticum 4.1 y 4.2; y se desarrolla en dos períodos académicos ordinarios; en las licenciaturas se establece en el séptimo y octavo ciclo y en las Ingenierías en el octavo y noveno ciclo.

Prácticum 4

- Valida las competencias profesionales para el abordaje de situaciones, necesidades, problemas, dilemas o desafíos de la profesión y los contextos. (Art. 31 RRA).

La aprobación de la UIC se realizará a través de las opciones:

1. Desarrollo de un trabajo de integración curricular (TIC); o,
2. La aprobación de un examen de carácter complejivo.

Opción Trabajo de integración curricular:

- a) Las carreras deberán garantizar que los estudiantes que van a cursar el Prácticum 4.1 cuenten con el proyecto de Integración curricular aprobado ya que en el mismo se planifica únicamente el desarrollo del TIC.
- b) La planificación del Prácticum 4.1 y 4.2 se realizará para el periodo académico ordinario, no habrá divisiones por bimestre.
- c) No hay división de componentes de aprendizaje (en contacto con el docente, práctico experimental y autónomo).
- d) Todas las actividades de evaluación se valoran sobre 10 puntos con la respectiva ponderación y se registra una sola calificación (gradebook) al final del periodo académico según lo establecido en calendario.

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- e) La aprobación del Prácticum 4.1 y 4.2 será según lo establecido en Reglamento de Régimen Académico Interno; es decir, con el 70% del total de la nota (7/10).
- f) El Prácticum 4.1 y 4.2 no contemplan evaluación de recuperación.
- g) Las actividades de evaluación que se planifiquen deberán ajustarse a lo establecido en la siguiente tabla:

Tabla 1. Actividades de evaluación del Prácticum 4.1 y 4.2 -Trabajo de integración curricular

ASIGNATURA	EVALUACIÓN	
	ACTIVIDADES	PONDERACIÓN
Prácticum 4.1	Seguimiento-tutoría: Indicar las actividades evaluables desarrolladas en el horario establecido	20%
	Informes-entregables: Desarrollo del 50% del Trabajo de Integración Curricular, cumplir con: tema aprobado por las instancias correspondientes, postulación a tema, elaboración del proyecto, objetivos, introducción, marco teórico (de ser el caso), materiales y métodos, etc.	50%
	Revisión y aprobación del tribunal	30%
Prácticum 4.2	Seguimiento-tutoría: Indicar las actividades evaluables desarrolladas en el horario establecido	10%
	Informes-entregables: Desarrollo y culminación del Trabajo de Integración Curricular, con los apartados de resultados, discusión, conclusiones, recomendaciones y bibliografía, (Los Coordinadores revisarán los Anexos según los casos)	25%
	Revisión y aprobación del tribunal.	25%
	Presentación oral del Trabajo de Integración Curricular ante el tribunal.* (nota mínima 7/10)	40%

* En caso de no contar con la nota mínima en la presentación podrá realizarla en las fechas de recuperación.

- h) Se puede realizar la presentación oral del TIC, cuando haya aprobado el Prácticum 4.1 y el TIC se encuentre culminado, revisado y aprobado con el informe correspondiente.

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- i) Si un estudiante no culmina la malla, puede rendir la presentación oral del TIC.
- j) Para titularse el estudiante debe contar con la malla total aprobada incluida la UIC y cumplir los requisitos académicos, administrativos y financieros establecidos para el efecto.

Opción Examen Complexivo:

- a) La planificación de cada uno de los talleres preparatorios del Prácticum 4.1 y 4.2 se realizará en el período académico ordinario con la respectiva división de bimestres, según el formato de plan docente de las materias regulares.
- b) Todas las actividades de evaluación dentro de los talleres se valoran sobre 10 puntos con la respectiva ponderación según lo establecido en el Instructivo Interno de Evaluación Estudiantil (componente de aprendizaje en contacto con el docente 35% componente de aprendizaje práctico experimental 35% componente de aprendizaje autónomo 30%).
- c) La aprobación del Prácticum 4.1 y 4.2 – Examen complexivo se ajustará a lo establecido en Reglamento de Régimen Académico Interno; es decir, con el 70% del total de la nota (7/10).
- d) La calificación del Prácticum 4.1 se registra al final de cada bimestre según lo establecido en el calendario académico.
- e) Para el Prácticum 4.2 se registrará una sola nota al final del ciclo académico según lo establecido en el calendario académico.
- f) Las actividades de evaluación que se planifiquen deberán ajustarse a lo establecido en la siguiente tabla:

Tabla 1. Actividades de evaluación del Prácticum 4.1 y 4.2 –Examen Complexivo

EVALUACIÓN		
ASIGNATURA	ACTIVIDADES	PONDERACIÓN
	Talleres: Actividades del componente en contacto con el docente.	35%

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EVALUACIÓN			
PRACTICUM 4.1	Talleres: Actividades del componente práctico experimental.	35%	
	Talleres: Actividades del componente autónomo	30%	
PRÁCTICUM 4.2	Talleres: Actividades del componente en contacto con el docente.	35%	30%
	Talleres: Actividades del componente práctico experimental	35%	
	Talleres: Actividades del componente autónomo	30%	
	Examen Complexivo* (nota mínima 7/10)	70%	

*En el caso de no obtener la nota mínima tendrá un examen de gracia en las fechas de recuperación.

Aprobación de la Unidad de integración Curricular: Para aprobar la UIC el estudiante deberá aprobar el prácticum 4.1 y 4.2 y la nota será el promedio de las calificaciones obtenidas en cada uno.

Cambio de opción de titulación dentro de la UIC

Los cambios de opción de titulación serán analizados por las carreras y aprobados por el área académica correspondiente bajo los siguientes parámetros:

- Si un estudiante reprueba el Prácticum 4.1 puede solicitar el cambio de opción de titulación y deberá matricularse nuevamente en el Prácticum 4.1 con la otra opción.
- Si un estudiante reprueba el Prácticum 4.2 y solicita el cambio de opción de titulación, deberá tomar en educación continua el curso preparatorio correspondiente a la 4.1 y luego de aprobar podrá matricularse nuevamente en el Prácticum 4.2 con la otra opción.

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- Si un estudiante aprueba el Prácticum 4.1 y solicita cambio de opción deberá inscribirse y aprobar, en educación continua, el curso preparatorio correspondiente al Prácticum 4.1 con la nueva opción; luego de aprobar deberá matricularse en el Practicum 4.2 con la otra opción de titulación.

Segunda reprobación de la opción de titulación dentro de la UIC

Si un estudiante repreba por segunda ocasión el Practicum 4.1 o 4.2 deberá inscribirse y aprobar el curso de competencias específicas para luego solicitar la tercera matrícula en el periodo extraordinario correspondiente para el registro de calificaciones.

Elaborado:

Dirección de Planificación y desarrollo del Currículo

Aprobado



Dra. Rosario de Rivas

VICERRECTORA ACADÉMICA

15 de marzo de 2021

Dirección de Planificación y Desarrollo del Currículo

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What Are the Strategies?

Many teachers have attempted to catalogue a list of the strategies that readers use as they comprehend text. As the reading process is silent and motionless and involves cognitive strategies that are often not observable, this task is challenging.

Reading research over the past two decades has provided insights into the identification of the processes most commonly used by skilled or effective readers. Keene and Zimmerman (1997) and Harvey and Goudvis (2000) focused on the instruction of strategies used by effective readers. Although educators will list and categorize strategies in different ways, most lists contain similar elements.

The common element in all work is the focus on what “good readers” do as they identify words and comprehend text. This focus provides a valid framework for determining the strategies to introduce to students.

Effective readers are active as they read, simultaneously using a range of strategies to identify unknown words and comprehend text. They may use a combination of such strategies as these:

- clarifying the goal of reading the text (purpose)
- skimming or looking through a text before reading
- making predictions about what might be presented next in the text
- refining predictions as the text is read
- making connections to what is already known
- determining which information is the most important in the text
- rereading any information considered important or difficult to understand
- reading on when searching for some specific information
- making inferences about information not explicitly stated in the text
- synthesizing information in the text to summarize and monitor understanding
- generating questions about the text
- creating images from what is read
- paraphrasing or summarizing the information read
- seeking clarification when meaning is lost

These strategies provide useful information about what is important in reading. A list of reading strategies to introduce to students has been compiled. The following strategies are not hierarchical or phase

specific; however, the last seven can be seen as aspects of monitoring and revising comprehension. In any reading event, a number of reading strategies will be used simultaneously to aid comprehension, to identify unknown words, or both.

A Range of Reading Strategies

- | | | |
|----------------------|--------------------------------|--------------------------|
| • Predicting | • Generating Questions | – Rereading |
| • Making Connections | • Skimming | – Reading On |
| • Comparing | • Scanning | – Adjusting Reading Rate |
| • Inferring | • Determining Importance | – Sounding Out |
| • Synthesizing | • Summarizing and Paraphrasing | – Chunking |
| • Creating Images | • Monitoring and Revising | – Using Analogy |
| | Comprehension | – Consulting a Reference |

Defining the Strategies

Predicting

Predicting helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text, such as pictures, illustrations, subtitles, and plot. These are called *text features*. Clues for predictions will also come from readers' prior knowledge about the author, text form, or content. Students should be able to justify the source of their predictions.

Readers can be encouraged to make personal predictions before and during reading. During reading, effective readers adjust and refine their earlier predictions as new information is gathered and new connections are made. Predictions are usually related to events, actions, or outcomes and will be either confirmed or rejected once the text has been read. Students can also use predicting to identify unknown words either before or after decoding. These types of predictions are usually based on the context clues; students need to determine whether the word makes sense in the text.

Strategy: Predicting

- Before
- During
- After

Specific strategies that help activate prior knowledge include predicting, making connections, generating questions, and creating images.

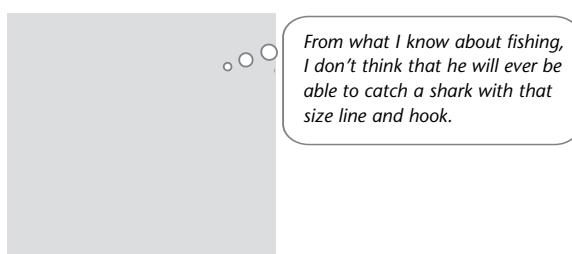


Figure 4.5



Strategy: Making Connections

- Before
- During
- After

Making Connections

Effective readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Activating each student's prior knowledge before reading is important. However, students need to use this strategy during reading as well to continually make connections as they read.

Keene and Zimmerman (1997) categorize the types of connections made by effective readers.

- **Text-to-Self Connections:** Readers think about their life and connect their own personal experiences to the information in the text.
- **Text-to-Text Connections:** Readers think about other texts written by the same author or with common themes, style, organization, structure, characters, or content.
- **Text-to-World Connections:** Readers think about what they know about the world outside their personal experience, their family, or their community.

It is important that readers learn to limit their connections to those that help them understand the text better. At first, students may make connections that have little relevance to helping comprehension. By discussing connections, students will be able to focus on how making relevant connections leads to an understanding of texts.

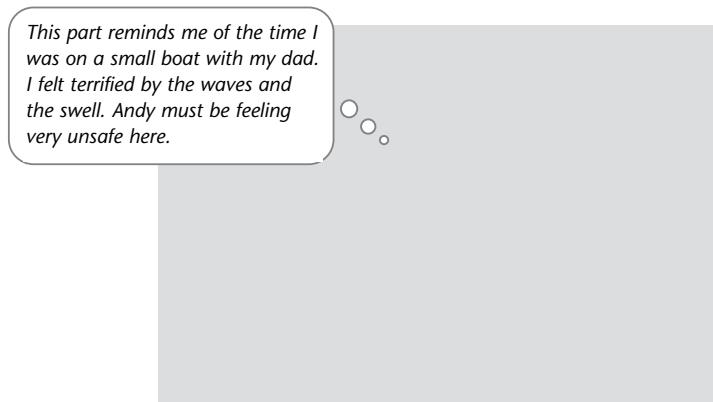


Figure 4.6

Comparing

Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts, or texts and the outside world, they also begin to make comparisons.

Making comparisons involves students thinking more specifically about the similarities and differences between the connections they are making. When students make comparisons, they may ask questions, e.g., How is this different from what I do? How is this text the same as the other one I read? How does this information differ from what I believe about this issue?

Strategy: Comparing

- Before
- During
- After

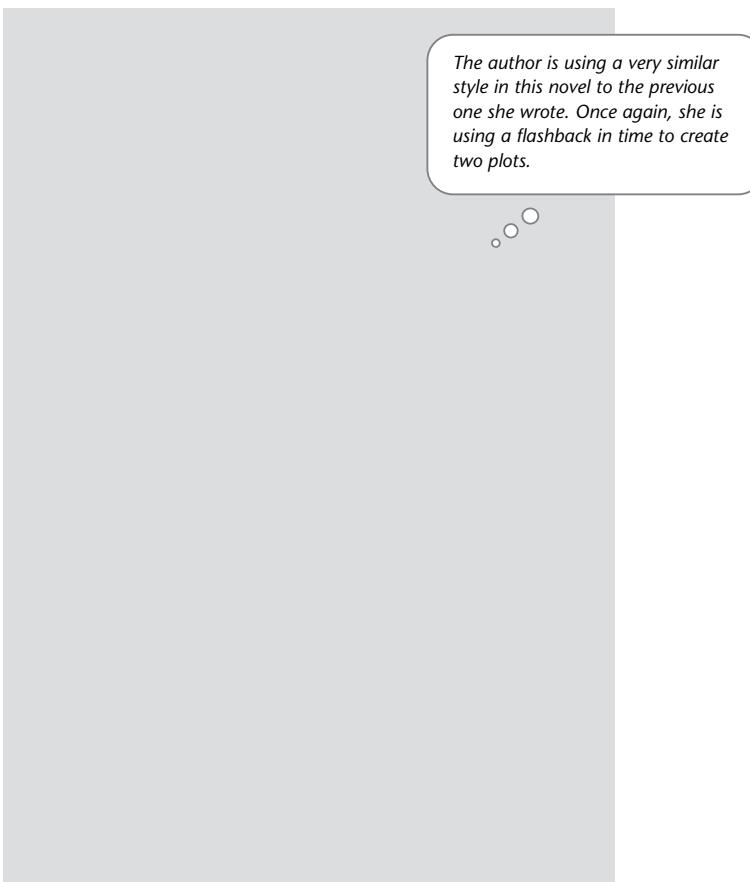


Figure 4.7



Inferring

Strategy: Inferring

- Before
- During
- After

Effective readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions, and make judgments to create interpretations of a text. Drawing inferences allows students to move beyond the literal text and to make assumptions about what is not precisely stated in the text. Inferences made by students may be unresolved by the end of text, neither confirmed nor rejected by the author.

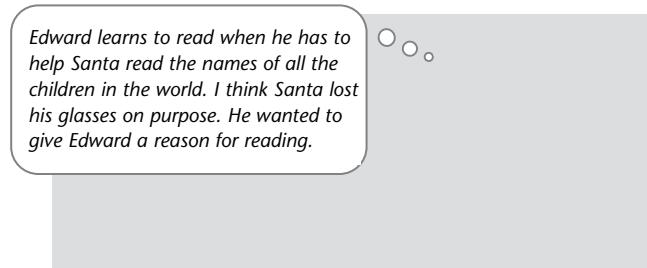


Figure 4.8

Effective readers can also infer the meaning of unknown words using context clues and pictures or diagrams.

Synthesizing

Strategy: Synthesizing

- Before
- During
- After

When comprehending text, effective readers use synthesizing to bring together information that may come from a variety of sources.

Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what they have read. Doing this helps them to keep track of what is happening in the text.

Students who are consciously aware of using this strategy are able to continually monitor their understanding of text. During the process of synthesizing, students may be connecting, comparing, determining importance, posing questions, creating images, and representing their understanding of text in a unique form.

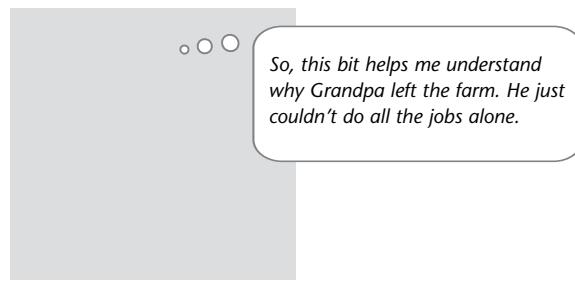


Figure 4.9

Creating Images

Effective readers use all their senses to create images as they read text—it is as if they are making DVDs in their heads. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details, and generally comprehend text. Images may be visual, auditory, olfactory, kinesthetic, or emotional.

Students may need extra encouragement to create images with lots of detail or those that go beyond the literal information in the text. Support can also be provided to help students revise their images when new information is gained.

It is important that students are also given the opportunity to share their images and to talk about how creating images helps them gain a better understanding of the text. Images can be shared orally, as drawings, as jottings, or through drama.

Strategy: Creating Images

- Before
- During
- After

Creating Images goes beyond the visualizing strategy often identified as a reading strategy. It encompasses the creation of other types of images, including visual art and dramatic representations.

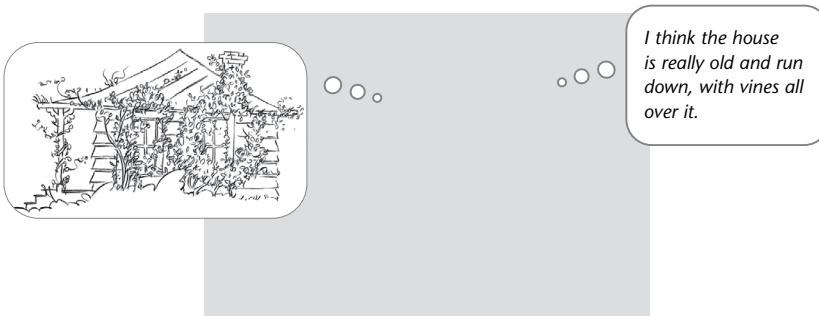


Figure 4.10

Generating Questions

Effective readers continually think of questions before, during, and after reading to assist them in comprehending text. Often, these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages, events, actions, inferences, predictions, or author's purpose; they may be an attempt to clarify meaning. Self-formulated questions provide a framework for active reading, engaging students in the text as they go in search of answers. Students need to be aware that answers to all questions may not always be in the text.

Helping students to become aware of the questions they naturally ask is an important goal for teaching this strategy. Encouraging

Strategy: Generating Questions

- Before
- During
- After

Note that this strategy focuses on the questions students generate themselves, not on questions asked by a teacher.



students to understand how the generation of questions helps develop a deeper understanding of the text being read is also important.

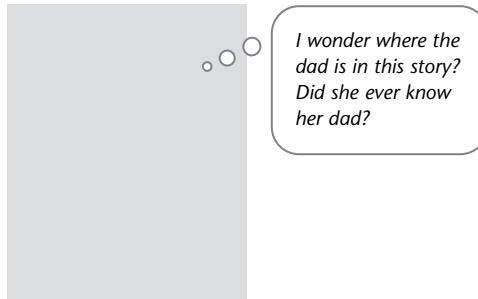


Figure 4.11

Skimming

Strategy: Skimming
■ Before
□ During
□ After

Skimming involves glancing quickly through material to gain a general impression or overview of the content. The reader passes over much of the detail to get the gist of what the text contains. Skimming is often used before reading to

- quickly assess whether a text is going to meet a purpose
- determine what is to be read
- determine what's important and what may not be relevant
- review text organization
- activate prior knowledge

Students can be helped to use skimming by being encouraged to check any graphics, and read all boldfaced, italicized, or highlighted text as well as titles and subheadings.

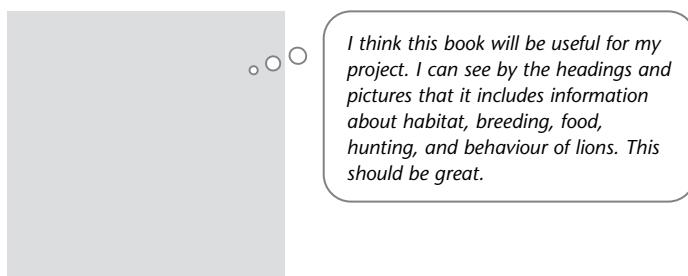


Figure 4.12

Scanning

Strategy: Scanning
■ Before
■ During
■ After

Scanning involves glancing through material to locate specific details, such as names, dates, or places. For example, a reader might scan a contents page or index to find the page number of a specific

topic, scan a dictionary or telephone book in search of a particular word or name, or scan a text to substantiate a particular response to an earlier reading.



Figure 4.13

Beginning readers may also scan a text looking for picture clues that may help them identify any unknown words.

Determining Importance

Effective readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text.

Students benefit from understanding how to determine the important information, particularly in informational and Web site texts. Factors such as purpose for reading, knowledge of topic, prior experiences, beliefs, and understanding of text organization will help readers to identify important information in a text and to prioritize it.

Students can begin to identify important concepts or ideas from short pieces of texts. Key words, phrases, and sentences can then be identified. It is beneficial to begin with informational texts and highlight text features that will help students to decipher important information from less important information. These features include headings, subheadings, titles, illustrations, boldfaced text, icons, hyperlinks, and font size. Students also need opportunities to determine important information in literary texts.

Strategy: Determining Importance

- Before
- During
- After



Figure 4.14

Summarizing and Paraphrasing

Strategy: Summarizing/ Paraphrasing

- Before
- During
- After

Linked closely to the strategy of determining importance, summarizing and paraphrasing are part of the process of identifying, recording, and writing the key ideas, main points, or most important information from a text into the reader's own words.

Summarizing is the ability to reduce a larger piece of text so the focus is on the most important elements in the text. The restating or rewriting of text into other words is referred to as paraphrasing, a less difficult strategy. Summarizing and paraphrasing involve using the key words and phrases to capture the main focus of text.

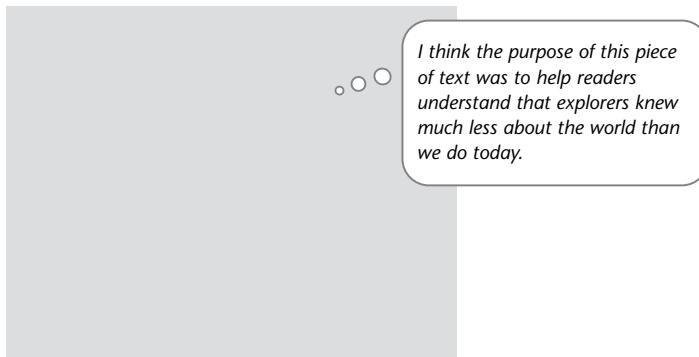


Figure 4.15

Strategy: Monitoring/ Revising Comprehension

- Before
- During
- After

Monitoring and Revising Comprehension

This broad strategy, which could also be called monitoring and repairing comprehension, is exercised during reading. Closely related to metacognitive thinking, it comes into play when readers encounter problems with making sense of a text. Effective ways of dealing with a problem include rereading all or part of the text,

reading on in the hope that clues to understanding will emerge, slowing down to digest an idea, or skimming or scanning ahead.

• **Rereading**

Effective readers understand the benefits of rereading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.

Rereading can also be used as a word identification strategy.

Effective readers sometimes reread to work out the meaning of difficult words using context clues. The opportunity to reread a text also helps to improve fluency.

• **Reading On**

When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy. Skipping the unfamiliar word and reading on to the end of the sentence or the next two or three sentences often provides the reader with enough context clues to help determine the unknown word. Once the unknown word has been determined, students can reread that section. Reading on can also be used with larger chunks of text in an attempt to clarify meaning. For example, reading on to the end of a section, page, or chapter can often support understanding.

Some students may need to be made aware that all readers encounter problems understanding some texts, but many comprehension processes are available to deal with them.

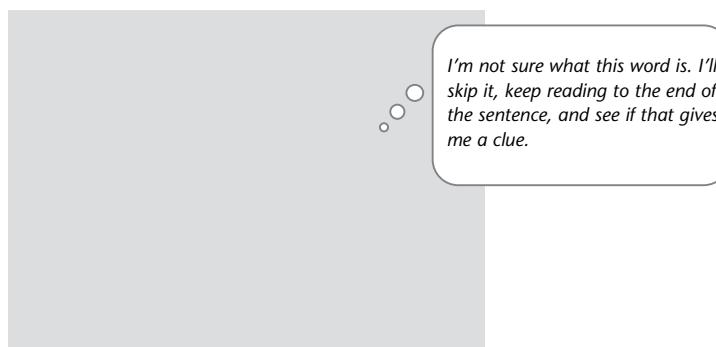


Figure 4.16

• **Adjusting Reading Rate**

It is important that students learn to adjust their reading rate or pace and recognize when doing this may be necessary. The purpose for reading often determines the most appropriate rate. Readers may slow down to understand new information, clarify meaning, create sensory images, or ask questions. Readers may speed up when scanning for key words or skimming to gain an overall impression.

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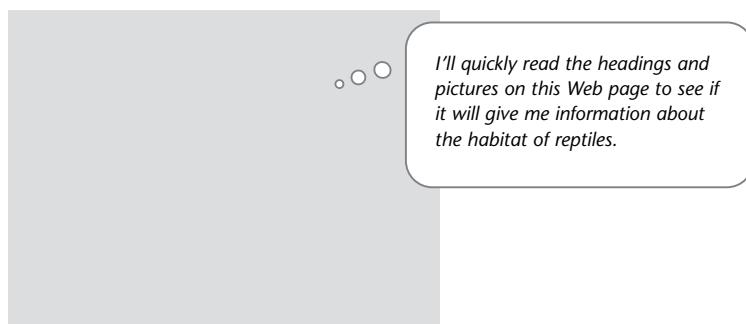


Figure 4.17

- **Sounding Out**

Readers use their knowledge of letter–sound relationships to take words apart, attach sounds to the parts, and blend the parts back together to identify unknown words. Sounding out phonemes that are associated with the grapheme is often used as a strategy to decode unknown words.

- **Chunking**

As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers might chunk words by pronouncing word parts, such as onset and rime, letter combinations, syllables, or word parts that carry meaning.

- **Using Analogy**

Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students will transfer their knowledge of common letter sequences, onsets and rimes, letter clusters, base words, word parts that carry meaning, and whole words.

- **Consulting a Reference**

The use of word identification strategies such as sounding out or chunking may unlock both the pronunciation and meaning of words. However, if the word is not in a reader’s vocabulary, the reader will be unable to understand the meaning of the word. Consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart, or glossary will help students locate the meanings, pronunciations, or derivations of unfamiliar words.

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laborious as they employ word identification strategies to determine the pronunciation and meaning.

What Students Need to Know

When working with students to build their reading vocabularies, Johnson and Pearson (1984) identify three broad categories:

- high-frequency words
- selection-critical words
- multi-meaning words

Students will benefit from teaching and learning experiences that include vocabulary from all three categories.

High-Frequency Words

High-frequency words are so called because they occur frequently in all texts. They include function words and concrete words.

Many lists of high-frequency words include function words such as these:

- noun determiners, e.g., the, a, this, that
- verb markers, e.g., am, have, may
- conjunctions, e.g., and, but, because
- prepositions, e.g., by, under, after
- pronouns, e.g., he, she, they

These words serve particular grammatical functions and are the glue that holds sentences together. Students often have difficulty remembering these words, as they cannot be represented by illustrations or demonstrations or by showing them as objects.

These high-frequency function words occur so often that if students are able to recognize them automatically, they can then focus on the meaning of the text. Students need to be able to automatically recognize many of these words as they are difficult to decode using word identification strategies.

Other high-frequency words can be represented by illustrations, demonstrations, or objects, e.g., dad, morning, night, school, little, run, red. These words are relatively easy to learn because they are real to students.

Selection-Critical Words

Selection-critical words are words that occur frequently in a particular text and that a reader must be able to recognize to understand the text. They are specific to a particular topic. For

instance, students reading a text about butterflies are likely to encounter such words as *cocoon*, *caterpillar*, *antenna*, *abdomen*, *thorax*, *chrysalis*, and *life cycle*. Students need to understand these words if they are to successfully understand the overall text. Teachers can help students with these selection-critical words by determining those words that may be problematic. Before reading, students can be involved in activities that will help develop their understandings.

Multi-Meaning Words

Readers encounter new words regularly, but they may not know the meanings of all the words. Once these words are known, they are added to a reader's vocabulary which increases.

A reader will also encounter new words in which they understand the meaning in one context, but cannot transfer the same meaning to another context. Even the basic lists of high-frequency words contain words that have more than one meaning.

Consider the multiple meanings of the word *run*.

One can

- run in a race
- run a raffle
- have a run in nylon stockings or tights
- run a boat aground
- run an errand
- run in an election
- watch the salmon run
- apply paint too thickly, causing it to run
- run a car
- run across a friend in the street
- be run out of town

When readers learn new meanings for old words, their vocabulary increases.

Supporting the Development of Vocabulary

Words are the verbal labels that represent concepts or ideas. Graves and Graves (1994) make the distinction between vocabulary learning (learning new labels for known concepts) and concept learning. When a concept is totally unfamiliar to the students, they need to develop an understanding of the concept first; vocabulary can be introduced later. However, if a concept is familiar to the students,

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then introducing new vocabulary to describe it is a matter of connecting the new words to an already understood concept. For example, if students already understand the concept of fair/unfair, teaching vocabulary such as bias, justice, favoritism, or discrimination is a matter of introducing new words to the known concept.

Research supports both the direct teaching and the indirect learning of vocabulary. Certain vocabulary knowledge is acquired indirectly through reading and discussion (Nagy et al. 1985). It also appears that direct teaching is more effective for the acquisition of particular vocabulary (McKeown and Beck 1988).

Learning Vocabulary Indirectly Teachers can	Teaching Vocabulary Directly Teachers can
<ul style="list-style-type: none">provide background experiences	<ul style="list-style-type: none">teach specific words
<ul style="list-style-type: none">increase awareness of words	<ul style="list-style-type: none">introduce a range of word identification strategies
<ul style="list-style-type: none">provide a wide range of everyday language experiences	<ul style="list-style-type: none">teach students how to determine the meaning of words

Figure 3.12 Ways to support vocabulary development

First Steps Reading Map of Development, Canadian Edition, provides further suggestions for appropriate learning experiences for supporting students' vocabulary knowledge in each phase of development.

Learning Vocabulary Indirectly

Provide Background Experiences

Providing students with meaningful first-hand experiences is important for the development and reinforcement of vocabulary. These experiences can be gained from activities inside or outside the classroom.

If first-hand experiences are not possible, teachers can facilitate the development of vocabulary by providing a range of vicarious experiences through role playing, viewing, speaking and listening, or further reading.

Increase Awareness of Words

- Discuss words at every opportunity, pointing out the author's choice and why it is suitable in the context.
- Encourage students to collect and display new and interesting words that they come across in their reading.

- Involve students in word-play activities.
- Jointly construct Word Walls featuring the words students have collected, e.g., current topic or theme words, words with unusual spelling patterns, words that interest students.

Provide a Wide Range of Everyday Experiences with Language

Students learn new vocabulary incidentally through everyday experiences with oral and written language.

- Involve students in discussions that require them to explain and defend their ideas.
- Build prior knowledge by giving students the opportunities to discuss topics, themes, or issues before reading.
- Provide opportunities for students to interact with a variety of people.
- Provide opportunities for students to read and write for a range of purposes. Reading provides models of rich language that help students learn many new words, and writing provides authentic contexts for students to use those words and develop ownership of them.
- Provide opportunities for students to discuss their reading and the texts they find interesting.
- Enable and encourage students to read independently.

Teaching Vocabulary Directly

Teach Specific Words

There are two criteria that may be useful when deciding which words should be directly taught to students.

The first group of words includes those words that students will see many times in many different contexts. High-frequency words fall into this group.

The second group of words includes those that are essential for understanding the major concepts, issues, or themes of a text. Words in this group are often called selection-critical words, subject-specific words, topic words, or technical terms. Where direct teaching of these words is required, teach words in related groups when possible. Doing this will help the student to create relationships among the words so the meanings of the words will develop as the relationships become clearer.

Students working with informational texts or more complex literary texts often have difficulty with the specialized vocabulary they contain.





When beginning a new text or unit of study, ascertain those selection-critical words students already know and those that will need to be introduced.

Once the selection-critical words have been chosen, copy the sentences in which they will appear. Students can then be given an opportunity to say whether or not they know the words presented.

Giving the words a rating such as the following might be useful (Armbruster, Lehr, and Osborn 2001):

unknown: the word is totally unfamiliar and the meaning is unknown

acquainted: the word is somewhat familiar and the basic meaning is known

established: the word is very familiar—it is recognized immediately and the meaning in the context in which it is used is known

Students may find it helpful to record and organize the words on a graphic organizer. Figure 3.13 provides an outline.

How Well Do I Know These Words?		
Unknown Don't know it at all.	Acquainted Have seen or heard the word before and I think I know the meaning.	Established I know the meaning of the word in this context.

Figure 3.13

Introduce a Range of Word Identification Strategies

(See Chapter 4: Section 1—Teaching Comprehension and Word Identification Strategies.)

Teach Students How to Determine the Meanings of Words

It would be impossible to teach students the meanings of all the words they will encounter. The words that students need to know will vary from student to student as their language backgrounds differ. Instead, consider teaching strategies so students can apply them independently to determine what new vocabulary means.

The meanings of words can be determined using any of the following:

- reference aids
- morphemic analysis
- text features
- context clues

Reference aids

Reference aids include dictionaries, thesauri, experts, glossaries, and search engines.

Dictionaries provide *all* the meanings of a particular word. Students, therefore, need to consider and choose a meaning that best suits the context in which the word is used.

Glossaries in informational texts are often more useful than dictionaries as they give the definition of a word in the context in which it has been used.

Morphemic analysis

Morphemes are the smallest units of meaning in words. For example, the word *unreasonable* contains three morphemes: **un**, **reason**, and **able**.

To use morphemic analysis successfully, it is necessary for students to know about the following word parts and the meaning attached to each:

- prefixes and suffixes
- base words, including foreign roots
- compound words

With constant practice at discovering the meanings of morphemes, students will be able to work out meanings for themselves and to make generalizations.

Text features

Authors include a range of clues that enable readers to determine the meanings of words. These can be typographical aids, such as bold or italic print; illustrations, such as photos, sidebars, graphs, and charts; and structural or navigational aids, including footnotes and endnotes, a glossary, and an index. Such aids can provide a direct reference to an unknown word. Teachers can model how to use them so students can work out the meanings of unknown words.

Context clues

Being able to recognize context clues that enable readers to infer the meaning of new vocabulary is important when reading. Effective readers tend to recognize context clues automatically. Less



effective readers can be taught how to recognize them. Students should also realize that not all texts provide sufficient context clues for readers to infer what unknown words mean.

Figure 3.14, adapted from Vacca and Vacca (1989), illustrates some of the ways authors include context clues. Students do not need to be able to define and label these clues; they are provided for teacher reference and as a guide when selecting content to be modelled or discussed with students. Understanding what these clues are and how they work can help students determine the meanings of unknown words.

Using Context Clues to Infer the Meanings of Unknown Words		
Type of Context	Clue Definition	Example
Definition	A direct explanation or description is given.	A <i>habitat</i> is a place where an organism lives.
Linked synonyms	A word is linked with another similar word.	Centipedes are very dangerous because they have <i>venom</i> or poison which can be released into or onto a victim.
Summary	A word is used to summarize previous concepts.	Grazing animals, such as rabbits, sheep, horses, and cattle that eat only plant material, are called <i>herbivores</i> .
Compare and contrast	An antonym or phrase with an opposite meaning is used to define another word.	It wasn't a <i>Conestoga</i> , like Pa's folks came in. Instead it was just an old farm wagon drawn by one tired horse.
Cause and effect	The cause or result of an unknown word enables the meaning to be inferred.	Because the man deliberately tried to get him into trouble, Albert became <i>irate</i> .
Example	A word is clarified by the use of an example.	All substances can occur in three different <i>states</i> . Water, for example, can occur in a solid <i>state</i> as ice, in the liquid <i>state</i> as water, and in a gaseous <i>state</i> as steam.
Mood or tone	The meaning of the word can be inferred or hypothesized from the general mood of the sentence.	The animal screeched and <i>wriggled</i> in pain as it tried desperately to escape from the hunter's trap.

Figure 3.14

First Steps Reading Map of Development, Canadian Edition, provides suggestions for appropriate learning experiences for supporting students' vocabulary knowledge in each phase of development.

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What Are the Writing Strategies?

Writing strategies are used within the processes. Being able to control a wide range of strategies is vital to successful writing. Writers use various strategies as they compose texts and spell unknown words. Students need to understand that some strategies will be more appropriate to use during planning or drafting, while others will be more suited when conferring, refining, or publishing. Students should apply writing strategies as needed, throughout the process of writing. For example, students may use the Determining Importance strategy during planning, drafting, or refining.

The following 17 writing strategies are not viewed by *First Steps* as phase specific or hierarchical. During any of the writing stages, a number of strategies can be used simultaneously to compose texts and spell unknown words.

- Predicting
- Generating Questions
- Creating Images
- Determining Importance
- Paraphrasing and Summarizing
- Connecting
- Comparing
- Rereading
- Synthesizing
- Sounding Out
- Chunking
- Using Visual Memory
- Using Spelling Generalizations
- Using Analogy
- Using Meaning
- Consulting an Authority
- Using Memory Aids

Predicting

Writing is decision making. Good writers predict which content, text form, text product type, and conventions are appropriate for their audience, purpose, and context. For example, they determine whether

- the content of their text will be too easy or too hard for the audience
- a narrative form will best suit the purpose of entertaining a reader
- a joke they heard can be effectively shared as a text message or whether it would be more suited to e-mail
- colloquial language will be suitable in a job application

Writers make predictions on a cyclic, ongoing basis as they consider word choices and sequences, and the impact they might have on a reader. Following reflection, initial predictions are often rejected or refined, requiring alterations to drafts—and sometimes even abandonment of the writing task.

Students in the early phases of development often display a limited capacity to predict. For example, they may include characters without introduction, not anticipating that the audience is unfamiliar with them.

Generating Questions

Effective writers continually form questions in their minds before, during, and after writing. They use these questions to help them confirm or reject their predictions, and to compose text. Often, these questions are formed spontaneously and naturally, with one question leading to the next.

As they make more sense of how language is used, young writers ask more questions with increasing sophistication. Initially, they might ask these questions:

- Will my reader understand this?
- Does this sound right?
- Will this achieve my purpose?

Lucy Calkins, author of *The Art of Teaching Writing* (1986, 1994) and *Seeing Possibilities*, a DVD, uses questions to increase her metacognitive awareness as a writer. She provides many examples of the questioning strategy, recognizing its great value.

Later, they may ask these questions:

- Is there a better word I can use?
- Is a limerick the best form for persuading Dad to let me go to the movies?
- Is it appropriate to fax this to Mom's workplace?

Helping students to become aware of questions they naturally ask is an important part of supporting writing.

Creating Images

Writers use all five senses to create images in their minds; they then use these images to describe characters, events, and phenomena in a wide range of forms. The images that individuals create are based on their prior knowledge. They visualize detail and sequence as a means of selecting appropriate words and phrases. Often, writers draw on visualized images to create powerful similes, metaphors, and analogies.

Creating images goes beyond the visualizing strategy often identified. It encompasses the creation of other types of images than mental, including visual art.

Students in the early phases of development regularly use images to underpin their writing. They become motivated by television and computer images they have seen, then draw their own pictures as a rehearsal for, and as an accompaniment to, their first writing attempts.

Writers in later phases benefit from being able to mentally create images that can work in a similar way. It is important to give students the opportunity to share their images and to talk about how creating images helps them compose better texts.



Determining Importance

The key to effective writing is making the greatest impact with the fewest possible words. To achieve this, writers need to master the strategy of determining importance. Determining Importance in writing extends far beyond word choice; it includes selecting content, form, text product type, and conventions to suit the intended purpose and audience. The impact of information and communications technology also demands that writers make choices about sequence, positioning, and linking.

Students in early phases of development display a limited ability to determine importance and often include irrelevant details, e.g., giving all elements of description equal prominence in a retelling.

Teaching students about text organization (which encompasses framework and features) and text structure makes patterns of writing explicit—and helps developing writers determine the importance of different parts of the text, including paragraphs, sentences, and words.

Paraphrasing and Summarizing are similar, but Summarizing is at a higher level. Not only does the writer need to restate the original text in his or her own words, the writer needs to consider which information is most important.

Paraphrasing and Summarizing

As developing writers assume greater control of the Determining Importance strategy, they become more able to paraphrase and summarize. Paraphrasing is the strategy writers use to restate a text (or part of a text) in a way that retains the sense and meaning of the original.

Paraphrasing often involves summarizing, or restating the gist of the original text in a more concise form. Determining Importance is one strategy that writers can use to paraphrase and summarize; they can also use others, such as the Predicting and Synthesizing strategies.

There are many strategies that underpin Paraphrasing and Summarizing, making them complex to learn. However, the incredible volume of text in a growing range of modes, multi-modes, and text product types that students are exposed to make these closely related strategies an essential part of writing.

Connecting

Effective writers often compose text about subjects and topics they know and care about. Doing this allows them to make strong connections between their prior knowledge and the information they present in their texts. Activating students' prior knowledge before writing allows them to consider what they know about the content, form, text product types, and conventions to be used.

The types of connections made by effective readers, as outlined by Keene and Zimmerman (1997), can also be applied to support writers as they make connections. Encourage writers to make the following connections.

- **Text-to-Self Connections:** These involve writers thinking about their life, and connecting their personal experiences to the information they wish to present in a text.
- **Text-to-Text Connections:** These involve writers thinking about texts they have previously composed, as well as texts written by other authors. They may make connections to common themes, styles, organizations, structures, characters, or content.
- **Text-to-World Connections:** These involve writers thinking about what they know about the world outside their personal experience, their family, or their community as they compose texts. Effective writers also gather additional information about topics that are not directly related to their own experiences.

Comparing

Making comparisons relates closely to, and is an extension of, the connecting strategy. As students make connections to their prior knowledge, they also begin to make comparisons with what they know, helping them to decide what they will include in a text.

Making comparisons involves students thinking specifically about the similarities and differences between the connections they are making and what they will include in a text, e.g., **How can I make this text have a different ending to the one I read? How is what I have written different from what I saw happening in real life?**

Rereading

Rereading is a strategy that all writers use to maintain sense and flow. Rereading operates at the word, sentence, paragraph, and text level. It is a recursive strategy, returning to a point in the text to read it through again before extending the text. Rereading enables students to confirm that a draft piece of text is coherent and cohesive. It is a strategy writers use to check that they have maintained the thread of meaning.

Writers may initially vocalize and sub-vocalize as they reread, progressing later to rapid, mental skimming of large sections of text, and more focused scanning of areas of potential concern.

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Synthesizing

When composing text, effective writers use synthesizing to bring together information from a variety of sources. Synthesizing involves piecing information together, much like putting together a jigsaw. As students write, they synthesize by stopping at selected places in their text and thinking about what has been written; this allows them to keep track of what is happening in their text.

Students who are consciously aware of using the synthesizing strategy are able to continually monitor the meaning being created in their text. When synthesizing, students may be rereading, connecting, comparing, determining importance, generating questions, and creating images.

Sounding Out

Writers use their knowledge of letter–sound relationships to take words apart, attach sounds to the parts, and blend the parts back together to spell unknown words. Sounding out phonemes is a strategy students often use to spell unknown words in the early phases of development.

Chunking

As students encounter greater numbers of multi-syllabic words, they need to be encouraged to break words into units that are larger than individual phonemes. Writers chunk words by pronouncing word parts, such as onset and rime, letter combinations, syllables, or word parts that carry meaning.

Using Visual Memory

Students need to understand that words not only need to sound right, but also need to look right. Writers who recall the visual features of a word are using visual memory as a strategy to spell unknown words. Students use graphic patterns, critical features, length of words, little words within big words, or word shapes when using visual memory. The “look, say, cover, visualize, write, check” routine is based on improving students’ visual memory for words and letter strings.

Using Spelling Generalizations

Using spelling generalizations is a strategy that can be used to spell unknown words during writing. However, students are often confused by the many exceptions to spelling “rules.” Encourage students to explore words and to make their own spelling

hypotheses; this is an effective way to lead students to make spelling generalizations and apply them in their own writing.

Using Analogy

When writers manipulate or think about words they already know how to spell in order to spell unknown words, they are using analogy. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students transfer their knowledge of common letter sequences, onset and rimes, letter clusters, base words, word parts, or whole words that carry meaning.

Using Meaning

Most English words that have the same meaning base are spelled the same, e.g., nation, nationality. When the meanings of the words are different, then the spelling is different, e.g., seen and scenery. Using knowledge of word meanings is an effective strategy for spelling unknown words.

Writers are also using meaning as a strategy when they use knowledge of the function of different parts of words, e.g., past tense can be represented by ed or maybe t.

Consulting an Authority

This strategy supports students as they unlock the spelling of unknown words. Consulting an authority is a secondary strategy; encourage students to use other strategies before consulting an authority. Teach students how to use resources such as a dictionary, Word Wall, or spellchecker, and how to consult a human resource, such as an adult helper.

Be sure to make students aware that a spellchecker has limitations. It may identify something as a real word, but not indicate if the word is the right one for the context.

Using Memory Aids

Memory aids, such as mnemonics, help writers to remember the correct spelling of particular words. Creating rhymes or making personal associations are simple but effective ways to help students memorize the spelling of words.

Teaching Writing Processes and Strategies

At all phases of development, the processes of writing—and the strategies used within those processes—are most effectively introduced through the sequential and recursive use of four effective teaching practices. These teaching practices are modelling, sharing, guiding, and applying.

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Punctuation

Punctuation is the use of certain marks to break words into groups to clarify the meaning and make the writing readable. It is important to expose students to a range of texts at all phases of development, and to draw their attention to punctuation. Give students time to investigate and analyze the use of punctuation, as this helps them to discover how it is used. Encourage students to apply their discoveries about punctuation when they are creating their own texts.

What Students Need to Know

It is important for writers to be able to talk about, understand, and use the following types of punctuation.

Capital Letters are used

- to begin sentences
- for proper nouns
- for adjectives derived from proper nouns, e.g., Canadian
- for the pronoun "I"
- for emphasis
- for names of special days, titles
- for acronyms, e.g., RCMP, NDP, CBC

Periods (.) are used

- to end statements
- in initials
- in some abbreviations that do not end in the final letter of the word, e.g., Mon., Dec.
- in shortforms of titles, e.g., Dr., Mr.

Question Marks (?) are punctuation marks that appear at the end of sentences that directly ask or request something or, in the case of rhetorical questions, seem to ask without expecting a response.

They are not needed when using indirect speech, e.g., I was asked if I wanted to report the incident.

Exclamation Marks (!) are used to show sudden emphatic utterances or strong feelings, e.g., What a noise!

Commas (,) are used

- to separate items in a series, e.g., They collected buttons, needles, material, and cotton.
- to separate a word or words used in a sentence for further explanation, e.g., Dean, the tallest boy in the class, helped to put up the poster.

Although capital letters are not exactly a type of punctuation, they are included here due to their crucial role in making a text readable and accessible. Writers know that when a sentence ends with a punctuation mark, they can expect the new sentence to begin with a capital letter. Like marks such as periods, capital letters telegraph information about the inner structures of a text. Without the use of such conventions, text would be largely unintelligible.

- before conjunctions that join two independent clauses, e.g., *Graham wanted to travel to Japan, but he wanted to learn the language first.*
- to separate independent and dependent clauses, e.g., *When they heard the final siren, the hockey players leapt into the air.*
- to separate the person spoken to from the rest of the sentence, e.g., *Roger, look where you are going.*
- after introductory words such as *oh, yes, and no* at the beginning of a sentence, e.g., *No, I don't like those shoes. Oh, I didn't know that.*
- to follow signal words at the beginning of sentences, e.g., *First, I think that...*
- in front of a direct quotation in the middle of a sentence, e.g., *She asked, "Where did you get those shoes?"*
- where the quotation is a statement at the beginning of a sentence, e.g., *"Today is Friday," said Jenny.*

Apostrophes (') are used

- for contractions
- to show ownership
- to indicate that letters or numbers have been omitted, e.g., *'04, o'clock*

In North American usage, double quotation marks are used first, single next; that pattern is the reverse in the United Kingdom and Australia.

Quotation Marks (double or single) are used

- for words spoken in direct speech
- to show quotations within quotations
- before and after titles of stories, poems, songs, TV episodes...
- before and after words that have been used in an unorthodox way, e.g., *slang, the word being explained*

Colons (:) are used

- to introduce a list if a full sentence or the phrase “such as the following” precedes the list
- to introduce a long direct quotation
- to introduce an explanation, summary, or elaboration of the first half of a sentence
- after the headings in memos, journals, and faxes
- after the name of a character in a play script, to indicate who is speaking

Semi-colons (;) are used

- to join sentences with two or more main clauses
- in a series of three or more items when commas are used within the items
- to separate the main ideas in dictionary and glossary definitions

Hyphens are used

- to show that two words should be read as a single word,

e.g., **one-way**

- to join a group of words to form an expression, e.g., **Have-a-Go pad**
- to write numbers and fractions that consist of more than one word, e.g., **one-third**

Dashes (—) are used

- to introduce a list
- to add or emphasize information
- to add extra details to a sentence
- to represent a break in thought or a tangent

Brackets (rounded parentheses) always appear in pairs and are used

- to enclose non-essential information, e.g., You are required to attend the meeting (it should take only half an hour).

Ellipses (...) are used

- to show incomplete lines of text, e.g., To be or not to be...
- to show words that have been omitted from quotations

Parts of Speech and Their Relationships

Writers don't just put down words on the page at random; the words are organized in specific ways to convey meaning. By learning about the parts of speech and their relationships, students can begin to understand the use and function of words, and how to use words for meaningful communication.

What Students Need to Know

Developing and refining knowledge about the following will help students to make decisions when they are composing texts:

- parts of speech
- relationships between parts of speech

1 Parts of Speech

Each word can be categorized as a part of speech. However, the same word can serve at different times as two or more parts of speech, depending on the context. A word can be a noun in one sentence and a verb or adjective in the next, e.g., I just love roses. Growing them is my love.

It is possible to learn a language without knowing the parts of speech, but knowing *about* the parts of speech makes things easier. The next page outlines parts of speech in the English language.

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Noun

A noun is a word or phrase that names a person, place, thing, quality, or act, e.g., Michelle, New York, table, beauty, execution.

Verb

A verb is a word or phrase that expresses action or existence. Verbs are the heart of a sentence. Unlike other parts of language, verbs change their form, e.g., endings are added or the word itself changes. Verbs are closely related to time and tell if something has already happened, if it will happen later, or if it is happening now.

Adjective

An adjective is a word that describes or gives more information about a noun or pronoun. Adjectives describe nouns in qualities such as size, colour, number, and type.

Adverb

An adverb is a word that gives more information about a verb, an adjective, or another adverb. Adverbs describe qualities such as time, frequency, and manner. They often end in *ly*.

Pronoun

A pronoun is a word that is substituted for a noun. It refers to a person, place, thing, idea, or act that was mentioned previously or that can be inferred from the context of the sentence, e.g., he, she, they, it.

Preposition

A preposition is a word that shows the relationship between words in a sentence. The relationships include direction (*to*); time (*at*); place (*under*); and manner (*by*).

Conjunction

A conjunction is a word that connects other words, phrases, or sentences, e.g., and, but, or, because.

Interjection

An interjection is a word, phrase, or sound used as an exclamation and capable of standing by itself, e.g., Oh, my goodness.

Article

One of three words used in the presence of a noun, an article can be definite (*the*) or indefinite (*a, an*).

2 Relationships Between Parts of Speech

As well as knowing how to use the parts of speech, students need to know the relationships that govern their use.

Noun-pronoun agreement is linking written ideas by using pronouns that refer to preceding nouns. The pronoun needs to agree in number (singular or plural), in person (first, second, or third), and in gender (masculine, feminine, or neutral).

Subject-verb agreement means that the subject in a sentence must agree in number and in person with the verb to which it is attached, e.g., John and Marilyn were the first to arrive at the party.

Tense: There are three basic verb tenses in English: present, past, and future. When using standard English, the tenses fit together in a consistent manner to avoid confusing the reader.

Present tense expresses an unchanging or recurring action or situation that exists now. It can also represent a widespread truth, e.g., The mountains are tall. The council elects a new leader each year.

Past tense expresses an action or situation that began and finished in the past. Most past tense verbs end in *ed*, e.g., The shop closed at 6 p.m.

Future tense expresses an action or situation that will occur in the future. This tense is formed by using *will* or *shall* or by using *am going to*, *is going to*, or *are going to*, e.g., We are going to finish writing the book by the end of March.

Person is determined by whether writers are referring to themselves; to their readers; or to objects, ideas, or persons other than themselves and their readers.

First person is the writer speaking, e.g., I, we, me, us, my, mine, our, ours.

Second person is the person spoken to, e.g., you, your, yours.

Third person is the person or thing spoken about, e.g., he, she, it, his, hers, him, its, they, them, their.

The ultimate aim is for writers to be able to make decisions about their use of punctuation and parts of speech and the relationships between parts of speech. While they are making these decisions, writers need to be reminded of their social obligations to the reader.

In an effort to be inclusive, some writers are tempted to write like this: Be sure to ask the student if they understand the idea. Ignoring subject-verb agreement should be avoided, though, as should using awkward his-or-her constructions. Writers may find it easiest to switch the subject to plural: Be sure to ask the students if they understand the idea.

Sentences

It is important for students to build knowledge and understandings of the basic types and structure of sentences. Once students have these understandings, they can “write more syntactically sophisticated and rhetorically effective sentences” (Weaver 1998) to suit the purpose and audience.



What Students Need to Know

Developing and refining understandings about the following will help students decide which sentences to use when composing texts:

- different types of sentences
- how sentences are constructed
- how sentences are manipulated

1 Different Types of Sentences

It is important to provide many opportunities for students to read and write a variety of sentences, as this will help them to identify different sentence types. There are four basic types of sentences; it's important to model the functions of each sentence, even though students do not need to know the sentence names.

A statement declares or states something. Statements are used to provide information or to make remarks and assertions, e.g., *It's my turn next. The dog ran down the street.* Written texts consist mainly of statements, unless deliberate interaction with the reader is intended.

A question is used to inquire about something, request information, or gain further information, e.g., *Is it lunchtime? Where is the train station?*

A command is also known as an imperative sentence.

A command directs or gives orders. Commands are used to get things done, to obtain services or goods, e.g., *Mix sugar and butter until smooth. Two tickets to New York City, please.*

An exclamation expresses strong feelings. Exclamations are often used to express emotions, including surprise, fear, excitement, and happiness, e.g., *Wow! I have just won the lottery!*

2 How Sentences Are Constructed

A sentence is defined as a group of words that expresses a complete thought, begins with a capital letter, and ends with some form of punctuation.

Subject and Predicate: A sentence has two parts: the *subject* and the *predicate*.

The *subject* tells what the sentence is about. The subject can be made up of a word, words, or phrases, e.g., The duck swam in the pond.

The *predicate* contains a verb and tells the reader about the subject, e.g., The duck swam in the pond.

A clause is a group of words that contain a verb; it is often referred

to as the basic unit of meaning in the English language. Students need to understand clauses to be able to construct sentences.

Clauses fall into two main categories: *independent* and *dependent*. An *independent clause* makes sense on its own, e.g., *The principal is sick*. A *dependent clause* does not make sense on its own and needs the independent clause to complete it, e.g., *with the flu*.

Sentence Structure

The number of clauses in a sentence helps students to identify the sentence structure. Understanding the structures of different sentences allows students to write more interesting sentences, constructing writing that is more interesting and suitable to their purpose and audience. The three main sentence structures are *simple*, *compound*, and *complex*.

Simple sentences contain one independent clause, e.g., *We went to the zoo*.

Compound sentences contain two or more independent clauses. Each clause must be able to stand alone in conveying a complete message, e.g., *We went to the zoo and we saw a tiger*.

Complex sentences contain at least one independent clause and one dependent clause, e.g., *When we were on holidays, we went to the zoo and saw a tiger*.

Voice: Sentences can be written in active or passive voice. Students need to be aware of how they can make their sentences active or passive.

When writing with *active voice*, the subject performs the action, e.g., *Kerry hit the ball*.

When writing with *passive voice*, the action is performed on the subject, e.g., *The city was levelled by fire*.

3 How Sentences Are Manipulated

Once students have an understanding of the different sentence types and structures, model how to combine, expand, reduce, and transform sentences. Doing so will help students learn how to manipulate sentences for specific effects.

Sentence Combining

Sentence combining occurs when students are given simple sentences on a topic, then given time to link the sentences using conjunctions, commas, or other punctuation devices. The aim is to

Simple sentences:
He ran to the park.
He walked to school.

A combined version:
*He ran to the park,
but he walked to
school.*



compose more complex sentences. Students then compare their sentences with other students' sentences.

A sentence expanded by adjectives:
She loved her purring cat and her friendly dog.

A sentence reduced and transformed:
In sentence reducing, students delete detail that does not contribute to making meaning.

Sentence Expanding

Sentence-expanding activities help students to add words and details to existing sentences.

Sentence Reducing

Sentence reducing helps students to compose concise sentences that don't contain any irrelevant details. Challenge students to see if they can take away any parts of the sentence without losing meaning or important information. This activity will help students to understand different structures.

Sentence Transforming

Sentence transforming involves students in rewriting sentences to make their meaning clearer.

Paragraphs and Whole Texts

Just as punctuation helps readers understand what has been written, the organization of sentences helps the reader to understand the meaning of the text. Once students have an understanding of writing a simple sentence and begin to write for different purposes, the focus is on composing coherent texts.

What Students Need to Know

Students need to develop an understanding of how to compose paragraphs and whole texts by

- grouping related information
- writing a cohesive paragraph
- writing cohesive paragraphs to compose a coherent text

1 Grouping Related Information

Students don't initially write texts that are long enough to require paragraphs, although they do develop an awareness of paragraphs through Shared Reading and immersion in quality literature. As a precursor to paragraph writing, provide students with many opportunities to group sentences that contain related information. For example, when writing a scientific report about an animal, students need to be able to sort the gathered information into categories. These categories could be information about where it lives, what it eats, what it looks like, how it moves, how it reproduces, and how it protects itself. Once students become familiar with grouping related information together, move the focus to creating paragraphs.

2 Writing a Cohesive Paragraph

A paragraph is a group of sentences that contain related information and work together to clarify the organization of a text. By constructing paragraphs, the writer assists the reader to “chunk” ideas and information. There is no one correct way to compose a paragraph; however, the following outline provides a useful structure.

Topic Sentences

A topic sentence expresses the main idea and is usually found at the beginning of a paragraph.

Supporting Sentences

Supporting sentences explain, expand, illustrate, or prove the main point.

Concluding Sentences

Concluding sentences draw a conclusion from what has been said or provide a summary. The conclusion is left to the very end of the text in texts that are longer than one paragraph.

Paragraph Layout

A new paragraph signals to the reader that there will be a change of focus, a change of time, a change of place, or a change of speaker. The break between paragraphs gives the reader time to take in each idea.

A new paragraph can be indicated in two ways.

- *Leave a one-line gap.* This practice has become more common since the use of word processors.
- *Indent.* The first line of the new paragraph is set slightly in from the left-hand margin. All following lines are set against the left-hand margin. The text is indented each time a new person or character speaks when writing dialogue.

Paragraph Length

The length of a paragraph cannot be specifically defined—except that there should be enough text to fully explore the topic. If paragraphs are too short, there may not seem to be enough detail. If paragraphs are too long, the reader might have difficulty maintaining focus. Sometimes, one-sentence paragraphs are used to create a special effect. Use class-generated charts (as shown in Figure 3.18) to help students check and monitor their own writing.

- Is the topic sentence clear?
- Does the topic sentence clearly relate to the whole paragraph?
- Do the details and examples develop the topic sentence?
- Have I provided sufficient detail or support?
- Have I presented the detail or support in some sort of logical sequence?
- Does the concluding sentence summarize or restate the main point of the paragraph?

Figure 3.18 Class-generated paragraph chart

3 Writing Cohesive Paragraphs to Compose a Coherent Text

Once students are able to write paragraphs, they need to develop and refine their understanding of the characteristics of cohesive paragraphs. This will help them to construct coherent texts. A cohesive paragraph is one that “hangs together.” Cohesion can be created through the use of conjunctions and signal words and phrases.

Compare and contrast, cause and effect, problem and solution, and listing are common text structures for informational texts.

It is important for students to understand that different sentence connectors or conjunctions are used to link and organize information. These include words and phrases related to the following:

- *Compare and Contrast* These involve attempting to explain how two or more objects, events, or arguments are similar or different.
- *Cause and Effect* These involve showing causal relationships between events.
- *Problem and Solution* These involve identifying a problem, then attempting to generate solutions or ways of overcoming the problem.
- *Listing* Characteristics of people, animals, objects, or places are explained by drawing on lists, collections of details, and sequences.

Another way to form coherent texts is to use words that refer back to other parts of the text. Writers use synonyms, pronouns, and repetition.

COMPARE AND CONTRAST	<ul style="list-style-type: none"> • similarly • on the other hand • otherwise • but • yet • the opposing view • not only...but also... • in spite of • in contrast • instead • however • meanwhile • although • compared with 	<ul style="list-style-type: none"> • accordingly • due to • consequently • nevertheless • if • cause • effect 	LISTING
PROBLEM AND SOLUTION	<ul style="list-style-type: none"> • one reason for that • a solution to this • the problem is • one response is • this situation leads to • to prevent • question • answer • trouble • difficulty • solved • propose 	<ul style="list-style-type: none"> • an example • for instance • such as • another • in fact • several <p><i>Sequence:</i></p> <ul style="list-style-type: none"> • earlier • finally • after this • next • first • in addition • eventually • to begin with • on (date) • below 	
CAUSE AND EFFECT	<ul style="list-style-type: none"> • because • as a result of • then • so • therefore 		

Figure 3.19 Sentence connectors associated with common text structures

Synonyms: Substituting words with similar meanings for words already used, e.g., Honey bees collect nectar from flowers to make honey. These insects travel far to gather the nectar.

Pronouns: A pronoun is used to refer to a previously used noun, e.g., Denise was having a coffee. She had ordered a latte.

Repetition: There is a deliberate repetition of key words or related words.

A cohesive text can use synonyms, pronouns, and repetition, but still lack coherence. In a coherent text, the evidence and examples relate to the rest of the text and the reader can easily follow its meaning. For a text to be coherent, it has to maintain a topic, use appropriate text organization, and structure a logical sequence of sentences and paragraphs. Consistency in point of view, verb tense, and number are also important aspects of coherence.



Coherence is one of the most important aspects of a text and one of the most difficult for writers to manage. Writers may believe that a text is coherent because of their closeness to it, whereas a reader might not make the same connections without considerable thought.

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Reading Aloud to Students

Definition: Reading a text aloud to students with the purpose of engaging them

Description

The major focus of Reading Aloud to Students is on sharing a text for pleasure, not on explicitly teaching reading strategies, language structures, or vocabulary. Reading Aloud to Students allows the reader to demonstrate effective reading behaviours and a positive attitude—to read fluently and expressively.

When Reading Aloud to Students, it is important to choose a wide variety of texts that appeal to the age group and developmental capacity of the students. Doing so will enable students to make personal connections, expand their world knowledge, challenge their thinking, and create an emotional response. Encouraging students to recommend or provide texts they have enjoyed is a good source of texts for read-alouds.

Reading Aloud to Students becomes an interactive approach when the teacher encourages discussion intended to build prior knowledge and to address listeners' ideas and questions. Discussion supports students in their efforts to arrive at meaning.

Key Features

- The primary purpose is to share an enjoyment and love of reading.
- Reading is uninterrupted.
- Use of reading strategies is incidental and a natural part of the interactive read-aloud.
- Sessions are most effective when kept to a 10- to 15-minute time span daily.

Benefits for Students

Reading Aloud to Students helps students to

- develop a positive attitude towards reading
- become aware of a range of text forms
- extend their vocabulary
- extend their imagination and generate new ideas
- develop a sense of how texts work
- gain access to ideas in texts that they cannot read independently
- comprehend challenging or abstract concepts and issues that might be too difficult for independent reading
- learn about different authors, illustrators, and their styles
- make personal connections to texts
- listen actively

Suggestions for Using Reading Aloud to Students in the Classroom

Planning for Reading Aloud to Students—Before

- Choose the text with the students actively in mind.
- Pre-read the text to develop familiarity with it and to ensure the text is appropriate.
- Decide how much of the text will be read in the session, e.g., an extract, a chapter, or the whole text.
- Consider the students' familiarity with the content or concepts covered in the text. Encourage discussions to help build prior knowledge and foster understanding if content or concepts are unfamiliar to students.

Discussing content and concepts is particularly important for students learning English as another language.

Implementing Reading Aloud to Students—During

- Introduce the text and explain your purpose in choosing it.
- Activate the students' prior knowledge in ways such as discussing and predicting from the cover, illustration, and title or predicting the content, language, and text form.
- Read the text to students. Interact with students by sharing a sense of enjoyment, suspense, and any other natural reactions to the text. Avoid interrupting the flow unless the meaning has been lost.
- Allow time for students to reflect on and respond to the reading.

Following Up on Reading Aloud to Students—After

- Make texts available so students can explore them during other times.
- Be prepared to reread texts that the students have enjoyed.

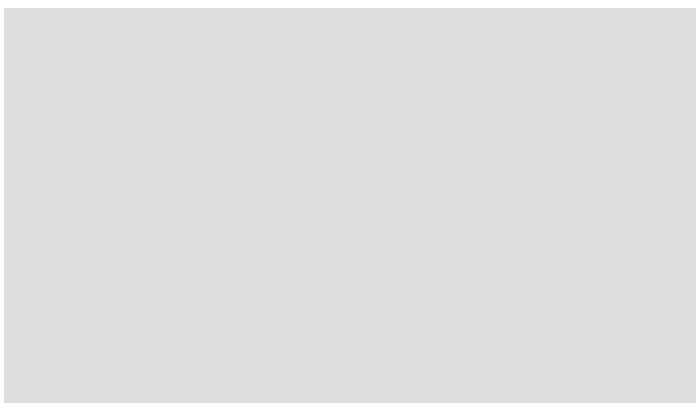


Figure 1.4 Students listen to a read-aloud.



Ideas for Assessment

During a read-aloud, make informal observations about the students' behaviours, e.g., Do they sit and listen to the text? Are they easily distracted? Do they actively take part in discussions?

Reflecting on the Effective Use of Instructional Approaches: Reading Aloud to Students

- Do I read to my students daily?
- Do I read a variety of text forms?
- Do I focus on enjoyment?
- Do I choose texts within the conceptual capacity of the students? If not, do I prepare students for the concepts they will encounter?
- Do I model positive reading behaviours?
- Do I use a consistent language for reading strategies, such as predicting?

Modelled Reading

Definition: Demonstrating reading strategies and behaviours and verbalizing the cognitive processes involved with them

Description

The focus of Modelled Reading is on the planning and demonstration of selected reading strategies and behaviours.

Demonstration of comprehension and word identification strategies, where students participate by actively listening and watching rather than by contributing, suggesting, and pursuing discussion, is common practice.

Think-Alouds permit teachers to model what is going on in their minds as they read. They are demonstrations of what effective readers do.

Modelled Reading is most effective when used immediately before students are asked to try using a new reading strategy. The shared use and practice of new learning by students may not happen immediately and will require many demonstrations.

When using Modelled Reading, choose a text that is most suited to demonstrate the selected reading strategy. It is also critical to locate a variety of literary and informational texts that can be used to demonstrate the same strategy over a series of Modelled Reading sessions. Enlarged texts allow the students to see the text as the teacher reads and thinks aloud.

Key Features

- Clear Think-Aloud descriptions are used.
- The focus is singular or limited in a session.
- The same strategy or behaviour is modelled many times.
- Sessions are most effective when kept brief (5 to 10 minutes).

Benefits for Students

Modelled Reading helps students to

- understand how effective readers read and process text
- gain a deeper understanding of when, how, and why particular reading strategies are used by effective readers
- see how a particular text form can be read
- build their understanding of the English language
- understand how reading and writing are related

Strategies for Think-Alouds

- Predicting
- Confirming
- Visualizing
- Inferring/Making connections
- Paraphrasing/ Summarizing
- Monitoring comprehension



Suggestions for Using Modelled Reading in the Classroom

Planning for Modelled Reading—Before

- Determine the focus of the session and choose a text that allows multiple demonstrations of a particular reading strategy.
- Pre-read the text to determine the places where Think-Alouds will be used to demonstrate a specific reading strategy.
- Consider the language that will be used at each selected place in the text.

Implementing Modelled Reading—During

- Explain to students the reading strategy that will be demonstrated and why the text was chosen.
- Introduce the text. Pause at a pre-determined place in the text to think aloud and to demonstrate the strategy.
- Continue explicit demonstrations of the selected strategy, including thinking aloud. Students may ask questions to clarify their understanding of the text; however, the focal point of the session should be the thinking aloud by the teacher.
- After modelling with the text, review the selected focus.
- If appropriate, involve the students in creating a record of the reading strategies. As only one or two are usually modelled at a time, this anchor chart would be cumulative and could be posted prominently.

Following Up on Modelled Reading—After

- After many Modelled Reading sessions with the same focus, it is important for students to take part in Shared, Guided, or Independent Reading sessions. These sessions will provide opportunities to practise and apply the new strategies.

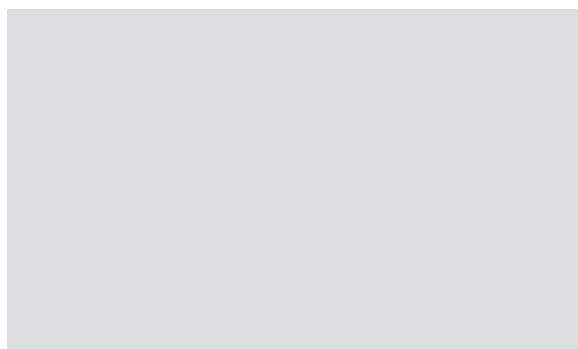


Figure 1.5 Here, the teacher and students create a record of effective reading behaviour.

Ideas for Assessment

Within the Modelled Reading session, there is little opportunity to gather information about the students. During Shared, Guided, and Independent Reading sessions, though, teachers will be able to observe students applying previously modelled strategies or behaviours.

Reflecting on the Effective Use of Instructional Approaches: Modelled Reading

- Did I keep the session short and sharp? (5 to 10 minutes)
- Did I focus on the selected strategy or behaviour?
- Did I use Think-Aloud effectively as part of my demonstration?
- Did the students stay focused and attend to the demonstration?

Assessment for Learning

After several teaching–learning opportunities with a particular strategy, have students write reflections where they assess how use of the strategy helped them as readers.



Language Experience Approach

Definition: To use a shared experience as a basis for jointly creating a text that is then used for further reading; commonly seen as part of a Shared Writing process

Description

The focus of Language Experience is on involving students in a shared experience. As a result of the experience, oral language is generated and a written text is created. This jointly created text, scribed by the teacher, becomes the text for further reading.

Language Experience opportunities can be generated in a range of ways:

- planned activities inside the classroom, e.g., bringing in an animal or object to observe and discuss, inviting a guest to class, cooking
- planned activities outside the classroom, e.g., taking a trip to the fire station, the zoo, a conservation area
- unplanned events, e.g., the builders arriving at the school, a stormy day

Key Features

- The students' oral language forms the basis for creating the written text.
- The text can be created through the instructional approach Shared Writing (see *Writing Resource Book*, Canadian Edition).
- The whole class participates.
- The created text can be used for further reading activities.

Benefits for Students

The Language Experience Approach helps students to

- talk and read about events in which they have taken part
- feel ownership of a text
- develop their vocabulary
- build concept and topic knowledge
- build self-confidence in reading
- understand the relationship between speaking, writing, and reading

Suggestions for Using the Language Experience Approach in the Classroom

Planning for Language Experience—Before

- Decide on a purposeful experience that will interest students.

- Where possible, involve students in the planning, preparation, and organization of the experience, e.g., preparing questions for a guest speaker, sending invitations, making bookings.
- Practise welcome remarks or greetings when appropriate.

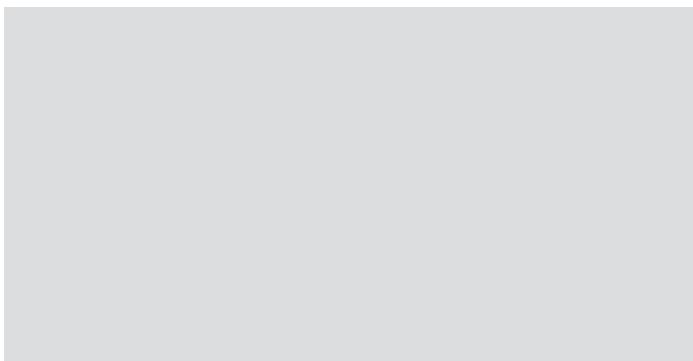
Implementing Language Experience—During

- Share the experience. (If desired, take photographs to record the event.)
- Encourage students to be as involved as possible in the experience, ensuring that there is lots of experience-centred talk.
- When the experience is completed, discuss the event as a whole class.
- Conduct a Shared Writing session to record the experience.
- Revise and edit the text with students until it is ready to be published.
- Publish the text, e.g., create a big book, a bulletin board display, or an illustrated chart.
- Involve the students in purposeful reading and rereading of the text.

In a Shared Writing session, the teacher serves as the scribe, taking suggestions on what to write and talking about the writing process.

Following Up on Language Experience—After

- Use the text as a springboard for other reading activities, e.g., word searches, word sorting, cloze, sequencing, sentence matching.
- Use the class-made text in Modelled, Shared, or Guided Reading sessions.
- Make a copy of the text available for independent use.
- Produce small copies of the text so each student can take it home to share.
- Engage students in further purposeful writing activities related to the experience, e.g., thank-you letters, newspaper reports, assembly reports.



Debbie Diller explores the potential of literacy work stations in her 2003 Stenhouse title, *Literacy Work Stations: Making Centres Work*.

Figure 1.6 In this Language Experience, students read at a literacy work station.



Ideas for Assessment

Language Experience Approach sessions enable the teacher to observe individual students as they work as part of the whole class. Valuable information can be gathered about students by observing their individual contributions to the Shared Writing, directing particular questions to them, or asking them to read sections of the text independently.

Assessment for Learning

- Are students able to use key vocabulary in their own text creations?
- Are students able to make, break, and complete cloze exercises using key vocabulary?

Reflecting on the Effective Use of Instructional Approaches: Language Experience Approach

- Did I stimulate enough discussion to generate sufficient oral language?
- Did I ask open-ended questions?
- Did I value the students' oral language in the creation of the written text?
- Did I take the opportunity to extend the students' vocabulary?
- Did I use the text for other reading purposes?

Shared Reading

Definition: A teacher-managed blend of modelling, choral reading, echo reading, and focused discussion

Description

Shared Reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and are invited to join in. All of them can see the text being shared.

Shared Reading provides a common starting point and context for a variety of whole-class literacy activities. Whole-class Shared Reading sessions also provide a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels.

The text can be presented on an overhead or chart or as a big book. Students need to be able to see it so that they can chime in or read specific bits aloud.

Texts selected for Shared Reading sessions need to enable the teacher to demonstrate the chosen reading strategies or behaviours. Enlarged texts allow the students to see the text and possibly contribute to the oral reading. Texts can be reused several times; however, it is important to sustain the students' interest and attention when revisiting the same text.

Key Features

- Sessions are most effective when kept to 10 to 20 minutes.
- All students in the class actively participate.
- The focus is singular or limited in one session.
- The text is visible and accessible to all.
- Differentiated activities follow the shared reading.
- There are multiple readings of the text.

Benefits for Students

Shared Reading helps students to

- be actively involved in reading in a supported way
- understand how texts are read and hear effective reading
- experience success and satisfaction as they become familiar with texts
- gain access to and enjoy texts that may be beyond their independent reading levels
- interact with texts at their own reading levels
- develop knowledge of texts and text conventions
- be exposed to a range of text forms



Suggestions for Using Shared Reading in the Classroom

Planning for Shared Reading—Before

- Determine the focus of the session and choose a text that allows multiple demonstrations of the focus.
- Pre-read the text.
- Determine the points in the text where the particular focus can be demonstrated.
- Determine the places in the text where the students can participate in choral or echo reading.
- Plan follow-up activities for the whole class, small groups, or individual students.

Implementing Shared Reading—During

- Explain the focus of the session.
- Activate prior knowledge, perhaps by inviting students to make predictions about content, discussing the form of the text, looking at illustrations, and identifying possible vocabulary.
- Read the whole text focusing on meaning and enjoyment.
- Reread the text, inviting students to participate either in directed parts or as they feel comfortable, e.g., read a repetitive pattern, join in the reading, complete a rhyming section.
- After rereading, return to the text to emphasize a selected focus, e.g., “Can you find any rhyming words on this page?”

Following Up on Shared Reading—After

- Involve students in whole-class, small-group, or individual practice activities that relate to the selected focus.
- Consider providing small copies of the text for guided, independent, or home reading.
- You could provide an audio version of the text for students to listen to or read along with.

Ideas for Assessment

Shared Reading allows the teacher to observe individual students working as part of a whole class. Valuable information can be gathered about students by observing their participation, directing particular questions to them, or asking them to read a section of the text independently.

Reflecting on the Effective Use of Instructional Approaches: Shared Reading

- Did the students actively participate in the reading?
- Could all students clearly see the text?
- Did I keep the session focused and about 10 to 20 minutes long?
- Did I select a text that was appropriate for the chosen teaching focus?
- Did I involve the students in follow-up activities related to the text?

Assessment for Learning

- Did students successfully apply the reading strategy when working on...?

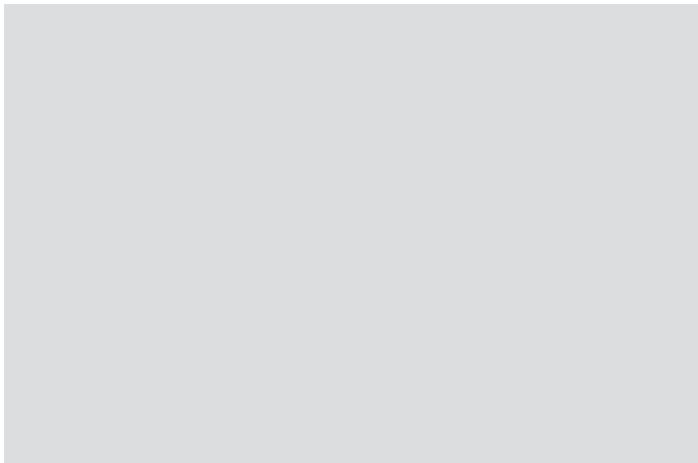


Figure 1.7 All students see the text in Shared Reading.



Guided Reading

Definition: Providing scaffold and support to a small group of students with a similar identified need as they read a common text

Description

Guided Reading is an instructional approach that enables teachers to support small groups of students who use similar reading strategies and read texts at a similar level.

Guided Reading enables students to practise using strategies that have already been introduced. The teacher guides or directs the readers to sections of the text using the following pattern: set a focus question, predict, read, and discuss. Most of the reading is performed silently. Reading aloud is part of discussions.

It is essential that the texts used in Guided Reading sessions be selected to match the readers' interests and instructional level. Guided Reading texts need to provide a challenge without being so difficult that readers become discouraged. Selected texts need to be appropriate so they allow students to practise the chosen reading strategies.

Instructional-level text is text that the reader can read with 90 to 95 percent accuracy.

Key Features

- Teacher-selected texts match students' instructional level.
- Small groups of students work with individual copies of the same text.
- Students are grouped to focus on an identified need.
- Most reading is performed silently.
- The teacher guides the reading.

Benefits for Students

Guided Reading helps students to

- practise and monitor their use of strategies in a supportive setting
- develop confidence in their use of strategies
- deepen their understandings about the text as they read
- explore questions, feelings, and ideas about the text
- compare their interpretations of the text with those of other students

Suggestions for Using Guided Reading in the Classroom

Planning for Guided Reading—Before

- Identify a small group of students who have a similar instructional need. The identified need will become the focus of the session.
- Organize other students to work independently.
- Choose a text at the students' instructional level so the focus can be practised.
- Pre-read the text and identify a task that matches the focus or purpose of the Guided Reading experience.
- Formulate guiding questions.

Implementing Guided Reading—During

- Outline the focus of the lesson, explaining why it is important for successful reading. The focus might be expressed as a statement and a task.
- Activate the students' prior knowledge and supply additional information that will help them relate to the text.
- Pose an initial guiding question related to the focus of the lesson and assign a section of the text to be read silently.
- Encourage students to share and discuss their responses, ensuring that they back up their opinions by returning to the text. Responses may also include discussing the strategies used to find the required information.
- Pose the next guiding question and assign the next section of text. Continue this process until the text has been completed.
- Reflect on the focus of the session and review the initial reason for the reading.

Taking a walk through the text is a good idea that involves asking students to consider information such as the cover and title.

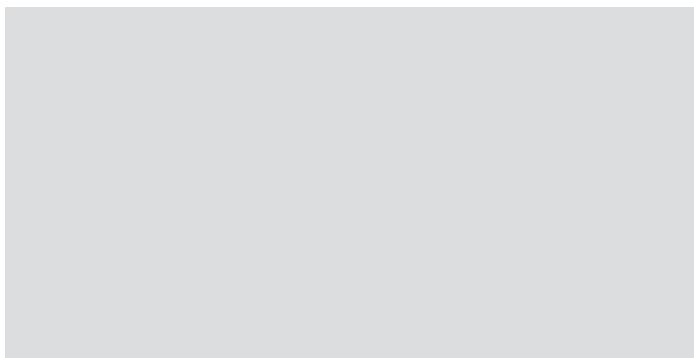


Figure 1.8 Students read a section of the text silently.



Following Up on Guided Reading—After

- Make the text available for independent or home reading.
- Provide practice activities that relate to the selected focus.

Ideas for Assessment

Guided Reading allows the teacher to observe individual students as they work in small groups. Information can be gathered about students' reading strategies, comprehension, metacognitive approaches to reading, and personal responses to the text.

Assessment for Learning

- Students can write self-reflections based on the purpose or focus of the experience.
- Students can assess how they did on the task by completing rubrics.

Reflecting on the Effective Use of Instructional Approaches: Guided Reading

- Did I select a text appropriate to the students' instructional level and selected focus?
- Did I select a small group of students with a similar need?
- Did my guiding questions help students practise the identified focus?
- Did I allow the students to read the text silently?
- Did I allow time for students to reflect on their use of reading strategies?

Literature Circles

Definition: Groups of students who meet to discuss, respond to, and reflect on a common text they have chosen to read

Unlike the more loosely organized book clubs, Literature Circles are structured to promote student independence, responsibility, and ownership. They provide a context in which students can practise and develop the skills of effective readers. Students determine what to discuss, and within a group, may play different roles.

Description

The focus of Literature Circles is on a small group of students selecting a text, reading it independently, and meeting regularly to discuss and respond to it. With certain adaptations, Literature Circles are applicable across all grade levels and can work equally well with literary and informational texts.

It may be necessary for the teacher to facilitate discussions with younger students or with students inexperienced or unfamiliar with the instructional approach. Once students are confident about how to operate in a Literature Circle, several groups within the class may meet simultaneously.

By providing a range of texts to choose from, teachers are able to guide students to select appropriate texts. It is critical that students in each group have their own copies of the selected text.

Literature Circle Roles

- Discussion director
- Literary luminary
- Illustrator
- Connector
- Summarizer
- Vocabulary enricher
- Travel tracer
- Investigator

Key Features

- Students select their texts.
- Temporary groups are formed based on text choice.
- Groups meet regularly for a pre-determined time span.
- Different groups read different texts.
- Students are responsible for being prepared for each meeting and may fulfill different roles.
- Assessment is embedded in the approach.

Benefits for Students

Literature Circles help students to

- choose their own reading materials
- read independently
- think critically
- make personal connections
- respond to texts in meaningful ways





- solve problems
- develop questioning skills
- actively participate in student-led group discussions
- collaborate, set goals, and pursue their own questions
- appreciate other viewpoints

An alternative, but similar approach is to introduce book clubs, where even primary students can discuss books previously read aloud and reread before a meeting of about five students during Independent Reading time. Book clubs, which might meet about once every five weeks, are less formally structured than Literature Circles.

Suggestions for Using Literature Circles in the Classroom

Planning for Literature Circles—Before

- How to participate in a Literature Circle will need to be modelled several times with the whole class. The whole class could read the same text or a Fishbowl¹ technique could be used. It is important to model elements such as generating questions, determining amounts of text to be read, using roles to promote group discussion, and preparing for a Literature Circle meeting.
- A range of anchor charts can be jointly created and prepared to provide scaffolds for students. Figure 1.9, on the following page, outlines a few roles students may play.
- Determine how long and how often students will meet in their groups, e.g., an hour once a week, 30 minutes twice a week, daily.
- Set a completion date. Estimate how long it will take students to read and discuss the entire text.
- Decide when reading and preparing for discussions will happen, e.g., regular classtime, at home, or a combination of the two.
- Decide how many students will be in each group. Groups of four or five students are recommended as this gives all students an opportunity to be involved. Note that up to eight roles are identified.
- Choose six to eight diverse texts from which the students can select. Where possible, pre-read part or all of the texts.
- Decide how students will identify the texts they wish to read, e.g., ballot with top three choices.

Implementing Literature Circles—During

- Display texts and briefly talk about each text referring to the title, author, illustrator, cover, and blurb.
- Allow students to identify the text they wish to read and form into small groups. Group members' first task is to ascertain roles and decide how many pages are to be read before they meet for their first discussion.

¹A Fishbowl technique involves students seated around the perimeter of the room observing a group rehearsing the process. The teacher directs observations and facilitates discussion about the process being used.

- Have students read the designated pages independently and prepare for the meeting. Provide students with sticky notes to make recordings during their reading.
- Organize a time for Literature Circles to meet to discuss their text. Move around the room offering advice or observing student behaviours. Be sure not to become actively involved in the discussions.
- At the conclusion of the meetings, direct students to ascertain new roles and decide how many pages they will read before they next meet.
- Gather the whole class together to reflect on the issues and successes of their group meeting.

Following Up on Literature Circles—After

- Provide time for the students to write in their response journals or reading logs.
- Once the entire text is completed, allow students to respond to the text, individually or as a group demonstrating their understanding or appreciation of the text.
- Consider forming online Literature Circles, perhaps with students at another school.

<p>Discussion Director</p> <p>Selects or generates questions that will lead the group discussion</p> <p>Asks the questions of the group</p> <p>Keeps the group on task</p>	<p>Vocabulary Enricher</p> <p>Locates interesting words within the text before the meeting, recording page number and definition</p> <p>Researches information about each word</p> <p>Shares findings with the group</p>
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A Sampling of Literature Circle Roles

<p>Summarizer</p> <p>Summarizes the section of text that has been read by the group</p>	<p>Connector</p> <p>Locates significant passages and connects these to real life and to other books</p>
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Figure 1.9



Ideas for Assessment

During a Literature Circle session, there are opportunities to observe group discussions, noting individual students' reading or social behaviours as well as group interactions. Periodically collecting students' response journals or reading logs will provide information about their understanding of the text. Student self-assessments or reflection sessions may provide insights into the way groups are working and the goals they are setting.

Assessment for Learning

Students could engage in self-reflection on how they took part in group discussion. For example, a student might determine "I participated by sharing on-topic ideas, extending ideas, and providing examples or proof for my own ideas."

Reflecting on the Effective Use of Instructional Approaches: Literature Circles

- Did I act as a facilitator and observer, not as the director of the discussion, during student meetings?
- Did I introduce the essential processes required for students to fully participate?
- Did I allow students to select the text from the range provided?
- Did I provide time for students to reflect on their participation?
- Did I allocate sufficient time for students to complete the texts?

Independent Reading

Definition: The independent application of previously learned reading strategies to a text selected by the reader; part of the continuum of diminishing support seen in the Gradual Release of Responsibility Model (Pearson and Gallagher 1983)

Description

The focus of Independent Reading is students taking charge of their own reading: they choose their own texts, read silently, and take responsibility to work through any challenges presented by the text.

Independent Reading for readers who are unable to accurately read the print is still possible. It could take the form of looking at the pictures and telling the story or sitting with a partner and sharing a text. During such sessions, the noise level may rise, but as long as it is kept at an acceptable level students are fostering a love and enjoyment of reading.

In Independent Reading, the responsibility for choosing the text is in the hands of each student. Texts should be at an easy or instructional level. While students are free to choose the texts they prefer, they can be encouraged to select from a wide variety of literary *and* informational texts.

As an instructional approach, Independent Reading differs from other types of independent reading, such as USSR—Uninterrupted Sustained Silent Reading—and DIRT—Daily Independent Reading Time. It promotes use of and reflection on strategies and the making of connections, while the other types promote reading for recreation without accountability for doing more than that.

Key Features

- Students select their own texts.
- Students practise reading skills and strategies independently.
- Everyone reads.
- The session is uninterrupted.
- Time increases as students are able to sustain silent reading.

Through focused mini-lessons, teachers can offer guidance on how to choose texts—or when to abandon one.

Benefits for Students

Independent Reading helps students to

- read texts for enjoyment
- apply reading strategies
- pursue their favourite authors or text forms
- select texts that match their interests
- respond to texts



Suggestions for Using Independent Reading in the Classroom

Planning for Independent Reading—Before

Using the time for Independent Reading effectively is important. That means students need to be taught how to read independently—to look at pictures, to read text, and to reread as necessary. One common practice is to have most students engage in Independent Reading while the teacher meets with a small group for a Guided Reading session.

- Ensure that a range of reading material is available.
- Establish routines for Independent Reading, e.g., borrowing system, seating arrangement, noise level.
- Teach students how to select texts (see pp. 48–50). Jointly construct a class anchor chart and have students refer to it when necessary.
- Ensure that the text organization system is clearly understood.
- Allocate time each day for Independent Reading.

Implementing Independent Reading—During

- Reiterate the routines for Independent Reading.
- Invite students to select their own texts.
- Have everyone read for the allocated time.

Following Up on Independent Reading—After

- Provide time for students to reflect on their reading.
- Provide opportunities for students to respond to their texts, e.g., write in reading journal, discuss with a partner.

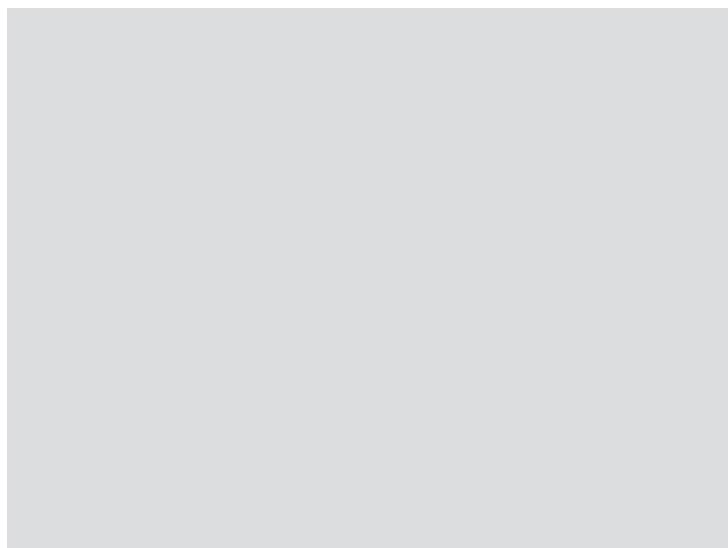


Figure 1.10

Ideas for Assessment

Independent Reading allows teachers to observe individual students as they read. Information can be collected about students' self-selection of reading material, reading behaviours, and attitudes.

Reflecting on the Effective Use of Instructional Approaches: Independent Reading

- Did I set aside an uninterrupted time each day for Independent Reading?
- Did I encourage all students to read independently?
- Did I allow students to choose their own reading materials?
- Did I use the time to observe and gather information about the students?
- Did I introduce the essential processes needed for Independent Reading?

Assessment for Learning

Self-assessment by an individual student might look like this:

I can

- choose an easy or "just right" book
- read expressively
- retell the main ideas
- share my connections
- write a personal response

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Modelled Writing

Definition: The teacher explicitly demonstrates writing strategies and behaviours, and verbalizes the thinking processes involved with them.

Description

Think-Alouds are an integral part of Modelled Writing.

The focus of Modelled Writing is on the explicit planning and demonstration of selected writing behaviours. Demonstrating the interactive nature of the writing process shows how writers continually make decisions as they construct texts. The teacher holds the pen and makes decisions about the writing; students observe the process and the product rather than contribute towards it.

Modelled Writing is most effective when the teaching focus is based on thoughtful assessment of students' learning needs. It scaffolds where students are at as writers to where they could go. Students might need repeated demonstrations before they can apply the understandings to their own writing.

It is important to explicitly model all aspects of writing. It may be beneficial to work on the same text over several Modelled Writing sessions, demonstrating the many interrelated processes associated with writing.

Key Features

- Sessions are brief: 5 to 10 minutes.
- Sessions have a clear, singular focus.
- Clear Think-Aloud statements are used.
- The writing is composed as the students watch.
- The text being composed can be seen by all students.

Benefits for Students

Modelled Writing helps students to

- understand how effective writers compose texts
- understand that writing is composed for a specific audience and purpose
- develop an understanding of the process of writing
- understand the relationship between spoken and written language
- understand how particular text forms are explicitly constructed
- use a piece of writing as a reference point for their own writing

Suggestions for Using Modelled Writing in the Classroom

Planning for *Modelled Writing*—Before

- Determine the purpose, audience, and form for the writing.
- Determine an explicit session focus based on students' needs.
- Decide on the explicit language that will be used during the Think-Alouds.
- Select the required writing tools and materials, e.g., large sheet of paper and a thick marker, overhead projector, interactive whiteboard, large computer screen.

Consider recording the purpose or focus for the writing as a simple statement on chart paper, whiteboard, or chalkboard.

Implementing *Modelled Writing*—During

- Clearly explain the chosen writing focus, making links to students' experiences and prior learning.
- Explain the purpose, intended audience, and form or structure of the writing.
- Begin to write, pausing often to demonstrate the specific focus by thinking aloud. The teacher is in charge of the pen and thinking aloud is the focal point of the session.
- Invite students to verbally rephrase the session focus.
- Display the Modelled Writing sample prominently to provide a clear reference point for students' own writing.
- Involve students in recording the Modelled Writing behaviours.

Expect to cover the same strategies and to reinforce the same understandings in numerous instances of explicit teaching over time.

Following Up on *Modelled Writing*—After

- Provide opportunities for students to practise and apply their understandings by taking part in Shared, Interactive, Guided, or Independent Writing sessions.
- Repeat Modelled Writing sessions on the same focus using different contexts, as required, until students can independently apply their understandings to their writing.

One way to assess understanding of the lesson is to offer the sentence stem “Good writers...” and have students respond.

Ideas for Assessment

There are few opportunities to gather information about students during a Modelled Writing session. It is sometimes possible to gauge students' understandings by the questions they ask or through the comments they make during demonstrations. Observe and monitor students' use of the modelled strategies and behaviours during Shared, Interactive, Guided, and Independent Writing.



Reflecting on the Effective Use of Instructional Approaches: Modelled Writing

- Did I keep the session short and sharp (5 to 10 minutes)?
- Was my purpose clear and explicitly stated in a way that students could understand?
- Did I use Think-Alouds clearly as part of my demonstration?
- Did the students stay focused and attend to the demonstration?
- Were the students able to explain why good writers do this?

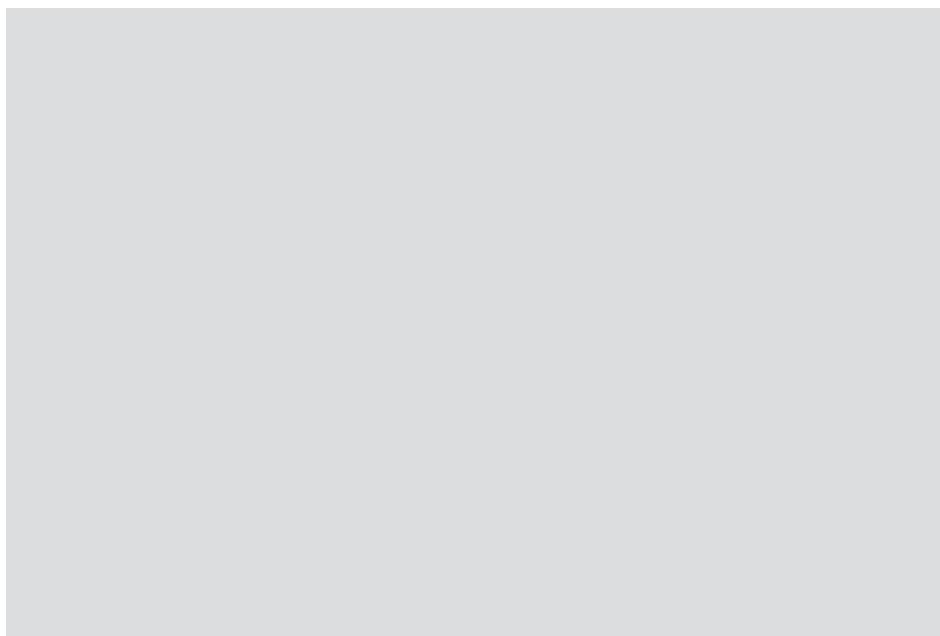


Figure 1.4

Language Experience Approach

Definition: An experience shared by teacher and students is used as the basis for jointly composing a text; closely associated with the Shared Writing instructional approach.

Description

The focus of Language Experience is to involve students in a shared experience, then use students' language to jointly construct a written text. The teacher scribes the text and students are supported as active participants in the writing process.

Language Experience opportunities can be created in a range of ways:

- planned activities inside the classroom, e.g., cooking, blowing bubbles, hatching chickens, bringing in an animal or object to observe and discuss, inviting a guest speaker
- planned activities outside the classroom, e.g., taking a trip to an interesting location such as a park, museum, or zoo
- unplanned events, e.g., a thunderstorm, first snow

Key Features

- Text composed is based on a shared experience.
- Students' reading, writing, speaking, listening, and representing are integrated.
- The Shared Writing approach is used to compose the text.
- The whole class usually participates.

Benefits for Students

Language Experience helps students to

- understand the similarities and differences between spoken and written language
- talk and write about events in which they have participated
- develop understandings about print
- produce meaningful and supportive texts for reading
- have ownership of the texts produced
- develop vocabulary and conceptual understanding
- understand the relationships between thinking, speaking, writing, and reading



Suggestions for Using Language Experience in the Classroom

Planning for *Language Experience*—Before

- Decide on a purposeful experience that will interest the students.
- Involve students in the planning, preparation, and organization of the experience, where possible, e.g., writing invitations to parents for a special class event, making bookings for field trips, preparing questions for a guest speaker.

Implementing *Language Experience*—During

- Share the experience. If appropriate, take photographs to record the event.
- Ensure that students are as involved as possible and that there are lots of opportunities for conversations during the experience.
- After the experience, discuss the event as a whole class, encouraging students to use vocabulary related to the experience.
- Involve students in a Shared Writing session to record the experience. Use students' ideas and language to demonstrate the relationships between thinking, talking, and writing.
- Jointly reread the text as it is being constructed to check and maintain its meaning.
- Refine the text together until it is ready to be published.
- Publish the text with photos or student drawings, e.g., make a big book, a chart, a wall display.
- Involve students in purposeful reading and rereading of the text.
- Make connections between this text and other texts that the class has written or read together.

Following Up on *Language Experience*—After

- Display the text so that students can use it as a future writing reference.
- Involve students in further writing activities related to the experience, e.g., reports for school newsletter, thank-you letters.
- Use the text as a springboard for other writing and reading activities.
- Use the text in Modelled, Shared, or Guided Reading sessions.

Ideas for Assessment

Language Experience sessions allow the teacher to observe students at work as part of the whole class. Teachers are able to gather valuable information by observing individual students' involvement and contribution to the Shared Writing session.

**Reflecting on the Effective Use of Instructional Approaches:
Language Experience Approach**

- Did I provide an experience that was interesting and relevant to the students?
- Did I stimulate enough discussion to generate rich oral language?
- Did I ask open-ended questions?
- Did I value the students' own oral language in the creation of the written text?
- Did I use the opportunity to extend students' vocabularies?

Ideas for Student Assessment

Consider a reflection exercise based on a few prompts:
I learned that good writers use...
The best part of today's experience was...because
I learned that...

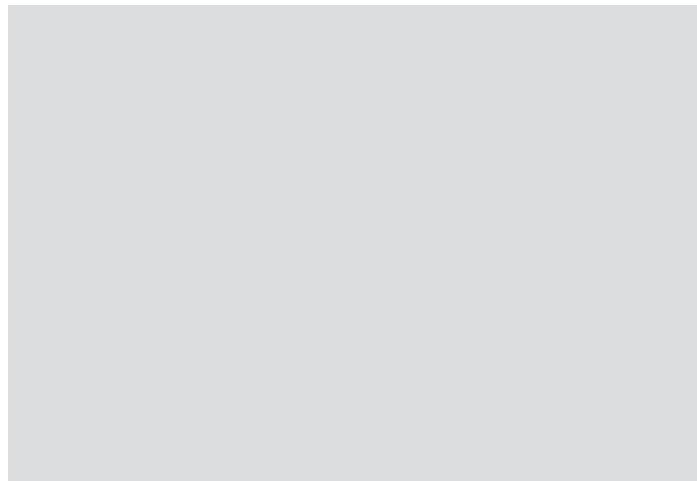


Figure 1.5



Shared and Interactive Writing

Definition: In these teacher-managed processes, a piece of text is composed and constructed collaboratively.

Description

Shared and Interactive Writing are supportive instructional approaches to writing that involve the teacher and students working together to make joint decisions about planning, drafting, refining, and publishing a text.

In Shared Writing, the teacher acts as the scribe, allowing students to participate in the creation of a text without having to write it. Students are actively involved, as they are invited to contribute, develop, and organize ideas. The teacher responds to students' contributions with comments and questions, using the results to shape the written text.

In Interactive Writing, the teacher makes decisions about where students can take over the pen to write parts of the text. Students are invited to "share the pen" at strategic points so that they can actively take part at their instructional level. Interactive Writing usually works best with a small group of students, as each student has the opportunity to write; however, it can also be done with individuals or with the whole class.

Shared and Interactive Writing enable students to collaboratively compose texts at a level beyond their normal independent writing. Both instructional approaches can be used to consolidate and extend students' writing behaviours and understandings, and both can be adjusted to meet individual needs.

A short text may be completed in a Shared or Interactive Writing session; however, the same piece of writing might be worked on over several sessions with a different focus each time. The texts can then be used for a variety of follow-up writing and reading activities.

Key Features

- Sessions are most effective when kept brief and lively: 10 to 20 minutes.
- The teacher is the scribe during Shared Writing.
- The pen is shared between the teacher and students during Interactive Writing.
- All students actively participate.
- Planned and explicit focus in a session is based on students' needs.

- The teacher questions and “steers” discussion to engage the students.
- All students can see the text being composed.
- The text is reread after composing.

Benefits for Students

Shared and Interactive Writing help students to

- actively take part in the process of writing in a supported way
- engage in the production of texts that may be beyond their independent writing level
- transfer the behaviours and strategies used by competent writers to their own writing
- develop confidence in writing
- understand how particular text forms are explicitly constructed
- be exposed to a range of text forms

Suggestions for Using Shared and Interactive Writing in the Classroom

Planning for *Shared Writing* or *Interactive Writing*—Before

- Determine an explicit focus for the session based on students’ needs.
- Determine the purpose, audience, and form of the writing.
- Select the writing tools and materials that will be used, e.g., a piece of chart paper and a thick marker, a large computer screen, an interactive whiteboard.
- When conducting Interactive Writing, carefully consider at which point in the text you can allow specific students to “share the pen.”

Implementing *Shared Writing* or *Interactive Writing*—During

- Explain the purpose, audience, and form of the writing.
- Clearly explain the writing focus of the session.
- Explain that joint decisions will be made about the writing.
- Activate students’ prior knowledge and experiences of the topic and task.
- Engage students in the construction of the text, e.g., word choices, how to best express ideas, inviting students to “share the pen” in Interactive Writing.
- As a group, constantly reread the text as it is constructed to check its meaning.
- Invite students to refine the text, if appropriate.
- Review the selected focus at the end of the session.



Following Up on *Shared or Interactive Writing*—After

- Display the Shared or Interactive Writing text prominently. Remind students to use it as a reference for their own writing.
- Provide opportunities for students to practise and apply the understandings, processes, and strategies shared.
- Make the composed text available for independent reading.

Ideas for Assessment

Shared and Interactive Writing sessions allow the teacher to observe students working as part of a group or as part of the whole class. Teachers are able to gather valuable information by observing individual students' participation and contributions during the writing session and by directing questions to specific students.

Reflecting on the Effective Use of Instructional Approaches: Shared and Interactive Writing

- Did students actively participate in the construction of the text?
- Was the session short and focused so that students were attentive, engaged, and eager to participate?
- Was the session paced so that a reasonable amount of print was produced in a short time?
- What did students learn from this session that they will be able to use in their own writing?
- Did I make the most appropriate teaching points for the students?
- What do I need to do next to help students with their writing?

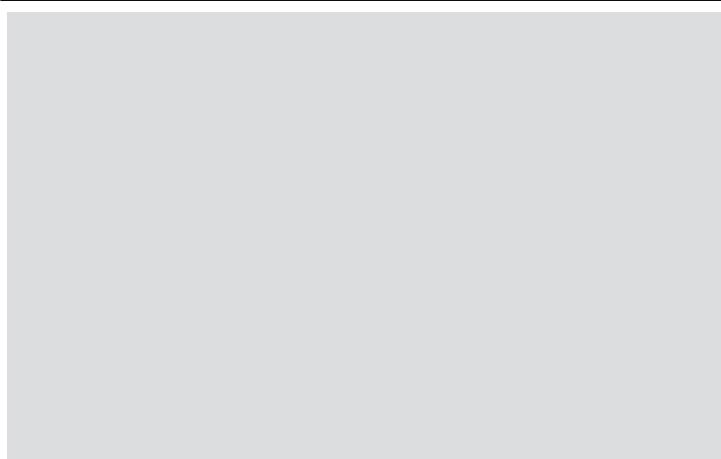


Figure 1.6 The teacher “shares the pen” in Interactive Writing.

Guided Writing

Definition: In this instructional approach, the teacher scaffolds a small group of students with a similar identified need by targeting and supporting writing strategies and behaviours.

Description

Guided Writing involves guiding and supporting students through the process of writing, providing explicit instruction and feedback through planned mini-lessons and conferences. It is based on assessment of students' needs and behaviours, and leads them towards becoming independent writers. Texts that students write are usually more complex than texts they could write on their own.

Guided Writing uses—and builds on—strategies and behaviours taught in Modelled and Shared Writing. Students with similar needs (or at similar phases of development) work together on a part of the process of writing relevant to their learning needs. Students usually write on their own; however, explicit feedback is given and demonstrations provided when anyone requires support.

When students are assessed as not fully understanding a concept covered in a larger group, this approach affords them with more explicit instruction to reach the understanding.

Key Features

- Students are grouped to focus on an identified need.
- Most writing is done as individuals.
- The teacher is the guide and supporter.
- Session length: 10 to 20 minutes.
- Students receive support and explicit feedback as required.

Benefits for Students

Guided Writing helps students to

- independently write texts of increasing difficulty
- make choices and decisions about their writing in consultation with peers and the teacher
- develop as individual writers by practising, exploring, experimenting, and taking risks in a supportive environment
- develop writing behaviours that they can apply to all writing
- experience success with writing by receiving immediate feedback
- develop the ability to self-monitor their writing and set writing goals

Shelley Peterson's *Guided Writing Instruction: Strategies to Help Students Become Better Writers* includes writing samples, mini-lessons, and assessment strategies for teachers of students in Grades 4 to 8.

Suggestions for Using Guided Writing in the Classroom

Planning for *Guided Writing*—Before

- Identify a small group of students who have a similar instructional need. This identified need will become the focus or purpose of the session.
- Determine the purpose, audience, and form of the writing event.
- Make sure that students come organized and equipped with writing tools, e.g., writing folder, pens, paper, personal dictionaries, laptop computer.
- Organize other students to work independently.

Implementing *Guided Writing*—During

- Gather the group in an area where they can work easily.
- Tell students the session focus; make sure that they understand the purpose, audience, and form of the writing event.
- Link the focus back to previous Modelled and Shared Writing sessions.
- Invite students to share their ideas or their first sentence before writing. (Doing so ensures students have grasped the focus of the lesson.)
- Prompt each student to start writing immediately after this brief discussion.
- Interact with students to develop and clarify their ideas and understandings as they write.
- Provide assistance and explicit feedback as required.
- Assess what students are doing by observing, taking notes, and asking questions.
- Review the selected focus at the end of the session, linking it back to students' writing; reiterate the main points.

Following Up on *Guided Writing*—After

- During Independent Writing, encourage students to continue working on the texts they produced in Guided Writing.
- Provide opportunities for students to share their writing.
- Have students reflect on the writing produced during Guided Writing.
- Encourage students to apply what they learned in Guided Writing during Independent Writing.
- Use observations and notes taken to direct further teaching and learning experiences.

Ideas for Assessment

Guided Writing allows teachers to question, observe, and confer with students as they write, and to note what students are able to do when working with guidance. Use students' performance to monitor their development, and for planning further teaching and learning experiences that will support and extend them.

Reflecting on the Effective Use of Instructional Approaches: Guided Writing

- Did I select a small group of students with a similar need?
- Was my focus clear and explicitly stated?
- Did I provide explicit feedback and support to the students?
- Did I make the most appropriate teaching points during the session?
- What do these students need next to support their writing?
- Did I see any evidence of students using what I have previously modelled?
- Did I provide enough challenges to encourage further development?
- Did the rest of the class stay on task with independent activities?

Ideas for Student Assessment

Consider a reflection exercise based on a few prompts:
*Today, I learned that good writers...
I am proud of...
Next time, I will...*

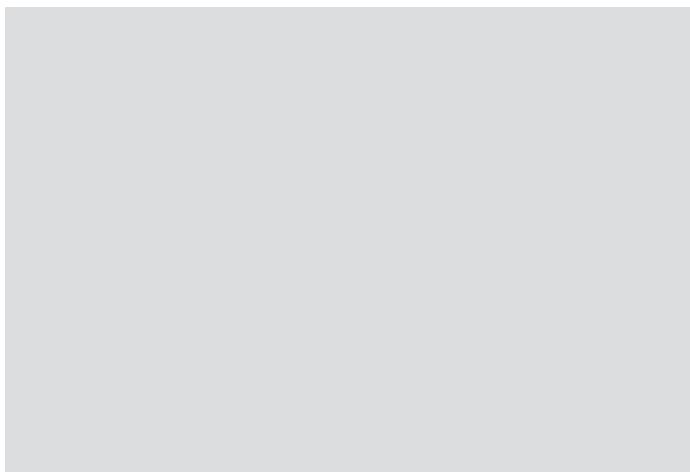


Figure 1.7



Independent Writing

Definition: Students independently apply previously learned writing understandings, processes, and strategies to compose their own texts in the time provided for the practice.

Description

Independent Writing focuses on students taking charge of their own writing. Students apply the understandings, processes, and strategies learned through the previously outlined instructional approaches.

During Independent Writing, the writing tasks may be

- self-selected projects and topics
- jointly decided short-term writing projects
- self-selected topics within given parameters

Refining texts refers to revising, editing, and proofreading them.

Students often refine texts they have previously written, possibly revisiting them over an extended period to improve them for possible publication. Ensure that students have sufficient time during Independent Writing to work through processes, think deeply, and produce writing they find personally satisfying. Conduct conferences during Independent Writing time to give guidance and feedback to individuals or small groups. It is also possible to monitor and observe students as they work.

Key Features

- Students take responsibility for their writing.
- Students apply previous learning, focusing on craft.
- The whole class is engaged in a writing-related task.
- A sustained period is provided for writing.
- Students write for authentic purposes.

Benefits for Students

Independent Writing helps students to

- apply writing understandings, processes, and strategies in meaningful contexts
- practise writing strategies
- refine and consolidate their learning
- build fluency and confidence with the process of writing
- write for enjoyment and for their own purposes
- polish texts for publication

Suggestions for Using Independent Writing in the Classroom

Planning for *Independent Writing*—Before

- Provide adequate time for students to write, so that they are able to think about their task and produce texts that satisfy them as writers.
- Make sure that the understandings, processes, and strategies needed to undertake Independent Writing have been previously modelled, shared, and discussed.
- Provide a rich variety of writing materials and resources.
- Reinforce key elements of writing previously demonstrated by displaying jointly constructed charts as models and prompts.
- Establish suitable areas for students and groups to work in.
- Establish any necessary routines, e.g., noise level, storage of work, conferencing etiquette.

Implementing *Independent Writing*—During

- Reiterate the routines for Independent Writing.
- Make sure that students have a clear understanding of the purpose and audience for writing events.
- Encourage students to refer to, and reflect upon, learning covered in Modelled, Shared, Interactive, and Guided Writing.
- Observe students and confer at the point of need by prompting, responding as a reader, and extending their thinking.
- Work with individuals or small groups while the rest of the class is writing.

In some instances, it will be more appropriate to let students write independently in notebooks or journals that they can turn to at a later time for the seeds of pieces for publication. That way, students can focus on craft over publication.

Following Up on *Independent Writing*—After

- Provide opportunities for students to share their work and receive feedback.
- If appropriate, have students share published texts with an intended audience.
- Provide opportunities for students to reflect on their writing.
- Use observations and work samples to guide future teaching and learning experiences.



Ideas for Assessment

Independent Writing sessions provide the opportunity to observe individual students as they write. Note which elements of Modelled, Shared, Interactive, and Guided Writing sessions have been understood by students and which elements need further teaching. Assess the process of writing and the writing produced. Collect information about students' selection of writing topics and forms, writing behaviours, understandings, attitudes, and interests.

Plan to write yourself, but reserve most of valuable classroom time for conferring with students.

Ideas for Student Assessment

Consider a reflection exercise based on a few prompts:

*Today, I learned...
about myself.*

*As a writer, I am
proud of...*

Next time, I will...

Reflecting on the Effective Use of Instructional Approaches: Independent Writing

- Did I set aside sufficient time for Independent Writing?
- Did I introduce the essential understandings and strategies necessary for Independent Writing?
- Did I encourage all students to write independently?
- Did I offer a choice of writing materials?
- Did I celebrate writing successes?
- Did I use the time to gather information about the students?
- What can I do to help students extend their writing?

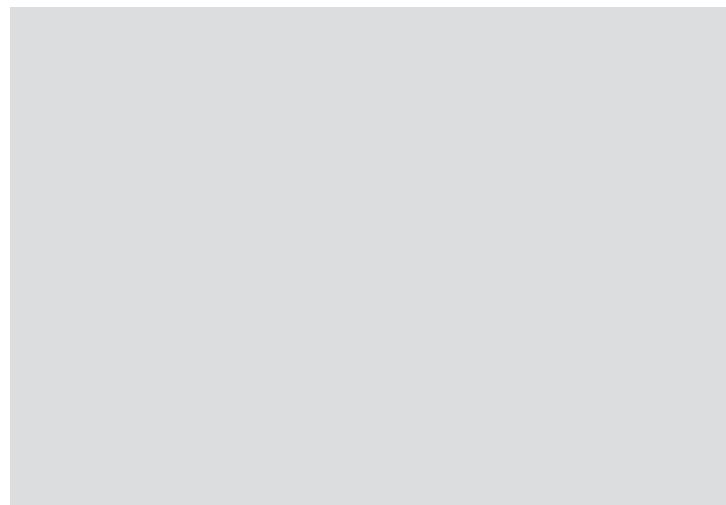


Figure 1.8

Author's Chair

Definition: An opportunity is created for students to voluntarily read aloud their writing and receive constructive feedback, while sitting in a special chair.

Author's Chair, also known as Authors' Circle, allows students to see themselves as authors and as constructive supporters of one another's writing.

Description

The focus of Author's Chair is for students to share their writing and receive constructive feedback. They can then incorporate their peers' suggestions into their writing, if they choose to.

A special chair is designated as the author's chair. A student sits in the author's chair and reads a piece of writing aloud to a group of peers. The writing, often a draft, should be current, and the group should listen carefully and respectfully, then respond as critical friends. Each student in the group thinks of an element of the writing to comment on or develops a question to ask the author. Students in the group are asked to identify exactly what worked for them in the writing, referring to criteria set for that particular element or purpose. Authors are encouraged to respond to the comments they receive or to reflect upon them.

The teacher's initial role is to facilitate sessions and guide audience responses. Model language that is useful for promoting constructive criticism, such as using "I" statements, e.g., *I wondered..., I think..., I could picture...* Model how to ask questions about specific elements of the writing, e.g., *Why did you represent the character in that way?* Several groups can be operating in the classroom at the same time once students know the approach; when this happens, the teacher no longer takes an active part, concentrating instead on observing and conferring.

Key Features

- Writing is shared aloud with peers.
- Feedback is explicit and constructive.
- Session length: 10 to 15 minutes.
- Opportunity can be taken at the end of daily writing sessions.

Benefits for Students

Author's Chair helps students to

- develop reflective and critical thinking as they talk about their writing with other writers
- give and receive feedback on writing
- develop active listening skills



- ask effective questions about their peers' writing
- develop a sense of a community of writers
- improve their writing based on constructive feedback
- learn that their ideas are valued
- view themselves as authors who write for an audience and make choices about their writing
- become perceptive readers and writers as they shift between author and audience

Suggestions for Using Author's Chair in the Classroom

Planning for Author's Chair—Before

- Establish a cooperative and caring environment that invites students to share and respond constructively.
- Designate a special place in the room and a special chair for the author.
- Model how Author's Chair works several times with the whole class before attempting it with small groups. You might use a fishbowl technique, where students sit around the perimeter of the room and observe a group trying out the Author's Chair process. Then discuss the strengths and weaknesses of the process.
- Decide how many students will participate, e.g., whole class, small group of writers.

Implementing Author's Chair—During

- Review the instructional approach, if needed.
- The selected author sits in the special chair, reads his or her writing aloud, and shares any accompanying illustrations or diagrams.
- On the first reading, the audience listens respectfully, trying to get a sense of the piece.
- The author invites the audience to listen as the work is read again and to focus on a specific feature of the writing.
- The author invites the audience to make comments or suggestions, and to ask questions about the specific feature of the writing identified.
- The author can choose to listen to each comment, to respond, or to make notes. A second student could make notes on the discussion to give to the author at the end.
- The author thanks the audience for their feedback. The author has the final say in accepting or rejecting any of the suggested changes to the text.
- The process continues with the next volunteer in the group.

Following Up on Author's Chair—After

- Gather the class together to reflect on their own involvement in Author's Chair. Discuss the successes of the session and any issues arising from it.
- If needed, schedule an individual conference with the author to discuss any suggested changes to the writing.
- Encourage all students to apply ideas and suggestions from the session to their own writing.
- Record useful sentence stems for providing feedback to peers. Jointly construct cumulative charts of the stems and display them for future reference.

Comments We Use During Author's Chair

- I loved the way that...
- Your writing reminded me of...
- One suggestion I would give is...
- What did you mean by...
- I was puzzled when...

Figure 1.9 Useful sentence stems for giving feedback

Ideas for Assessment

Author's Chair is an opportunity to observe and record students' interest and participation as authors and listeners. Record students' comments and questions and use them to provide the focus for further instruction. During Independent Writing, make note of how students have incorporated audience comments into their own writing.

Reflecting on the Effective Use of Instructional Approaches: Author's Chair

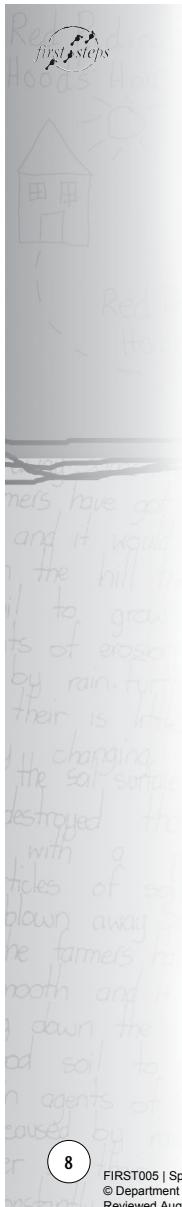
- Did I act as facilitator of Author's Chair?
- Could students effectively manage the session independently? If not, what can I do to help them do this in the future?
- Did different students participate as authors?
- Did students provide specific and positive feedback to each author?
- Did I give students time to reflect on their participation in Author's Chair?

Ideas for Student Assessment

Author reflection prompts:
*The best part about my writing is...
 During our sharing, I learned that I could...*

Peer reflection prompts:
*Today, I noticed that you...
 Next time, you could...*

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Use of Texts

Modelled Speaking and Listening

Definition: The explicit demonstration of a speaking and listening function, behaviour, interaction or convention.

Description

A modelled lesson focuses on the explicit teaching of a selected speaking and listening function, convention or behaviour. The focus should be based on an identified class, group or individual need. Modelled speaking and listening lessons are most effective when used prior to a new speaking and listening activity, although students will require many demonstrations before they become proficient.

Key Features

- Sessions are brief: five to ten minutes.
- Sessions have a clear, singular focus.
- Clear Think-Aloud statements are used.
- Can involve small groups or the whole class.
- Students practise the skill immediately, as the teacher assists and observes.

Benefits for Students

Modelled speaking and listening helps students to:

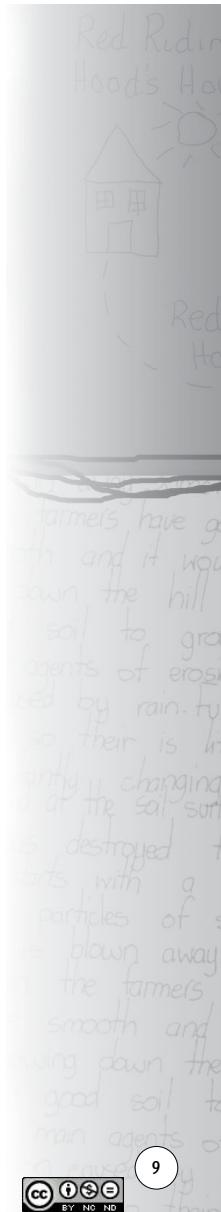
- understand the different functions of language
- become familiar with the use of specialised vocabulary and concepts
- gain an insight into the behaviours associated with different contexts, and understand why they occur
- internalise the models of language, eventually using them to construct their own speech.

Suggestions for Using Modelled Speaking and Listening in the Classroom

Planning for a Modelled Lesson

- Determine the purpose, audience and situation for the speaking and listening activity.
- Establish an explicit focus for the session based on students' needs.
- Decide if the teaching and learning will be recorded, e.g. class chart, flip chart, individual journals.





Procedures for Teaching Speaking and Listening

Conducting a Modelled Lesson

- Clearly explain the chosen speaking and listening focus, making links to students' experience and prior learning.
- Explain the purpose, audience and situation of the speaking and listening event.
- Use clear Think-Aloud statements.
- Emphasise and explain any specific vocabulary or phrases that students should use.
- Record useful vocabulary or phrases.
- Display any charts made jointly with the students.

After a Modelled Lesson

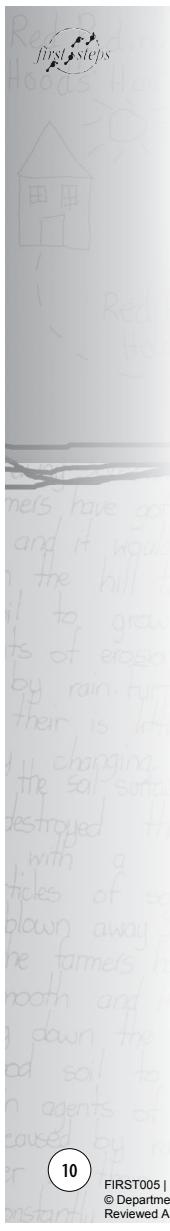
- Provide opportunities for students to practise and apply their understandings independently.
- Display any charts or lists that have been jointly constructed, referring to them as needed.

Ideas for Assessment

There are few opportunities for assessment in Modelled Speaking and Listening. The purpose of this procedure is for teachers to model specific language use to address students' needs, e.g. understanding of the different functions of language and their related contexts; familiarity with the specific vocabulary and concepts used, and accompanying behaviours that relate to the context.

Reflecting on the Effective Use of a Modelled Lesson

- Do I provide meaningful opportunities for my students to talk?
- Do I discuss the specific demands of different spoken contexts with my students?
- Do I explicitly teach students about the different components of discourse, e.g. planned and unplanned, formal and informal, public and private, dialogue and monologue?
- Do I provide opportunities for students to apply their understandings?



Use of Texts

Language in Action

Definition: Language in Action occurs when language use accompanies hands-on activity such as construction, model building, movement manipulation, cooking, science investigations, etc.

Description

Language accompanying action allows teachers to contextualise the teaching of language through language use, and to effectively model the functions of language (Jones 1996). These authentic situations provide natural opportunities for teachers to model appropriate language structures and vocabulary in a meaningful ways.

Key Features

- Based on a shared experience that provides the impetus for talk.
- Can be planned or spontaneous.
- Uses any shared experience that captures students' interest as a stimulus for talk.

Benefits for Students

- Helps learners to become familiar with particular concepts and related vocabulary.
- Specialised vocabulary and concepts are introduced and modelled in a meaningful way.
- Allows students to develop a set of shared understandings about language, effectively developing a metalanguage (MacLean 2005).
- Repeated interactions allow students to internalise the models of language they hear, eventually using them to help construct their own language.

Suggestions for Language in Action in the Classroom

Planning for Language in Action

- Decide on a focus for the session based on students' needs.
- Capitalise on student, group or class interests.
- Involve students in the planning, preparation and organisation of the experience.
- Clearly explain the chosen speaking and listening focus, making links to students' prior knowledge and experience.



Procedures for Teaching Speaking and Listening

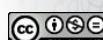
Conducting Language in Action

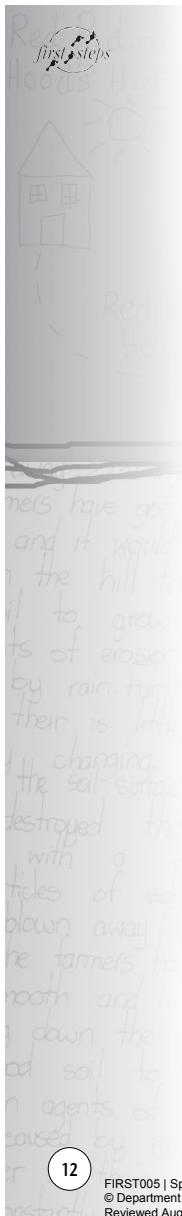
- Explain the purpose, audience and situation surrounding the speaking and listening; discuss the type of language we use when the context is immediate and when it is distant. A group of 10-year-olds during a science experiment share an immediate context, e.g. 'This ...'. 'No, it doesn't go ...'. 'It doesn't move ...'. 'Try that ...'. 'Yes, it does ...'. 'A bit ...'. 'That won't ...'. 'It won't work, it's not metal ...'. 'These are the best ...'. 'It's going really fast'. One student from the group speaking after the experiment needs to explain the distant context, e.g. 'We tried a pin, a pencil sharpener, some iron filings and a piece of plastic. The magnet didn't attract the pin'. The first example uses embedded language in a face-to-face interaction. The speaker is able to use reference words such as *this*, *these* and *that*, because all of the students can see what is being talked about. The second example has a distant context; the student no longer has the materials in front of them and has to rely on language to reconstruct the experiment. This involves making explicit the people and objects they are referring to (we, pin, pencil, sharpener, iron filings, piece of plastic) and to name what happened (attract) (Gibbons 2002).
- Respond to students' comments when talking about the shared experience; extend the comments and use them to make salient points about the language (Jones 1996).
- Make sure that all students are involved. Provide plenty of opportunities for conversation during the experience.
- Use clear Think-Aloud statements.
- Highlight and explain any specific vocabulary or phrases that could be used.

After Language in Action

- Discuss and highlight the mode features of spoken language. Because the language is used in a face-to-face context where we can see what is being talked about, we often use reference words such as *this*, *these* and *that*. We can also point to items in the immediate environment and have others know what we are talking about.
- Discuss what happens when students tell others what they have learnt. The context has changed, and language use moves from more concrete to more abstract. This puts pressure on the speaker to reconstruct the experience through language; the speaker now has to provide a context for the reader, as the speaker is unable to depend on shared assumptions.

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Use of Texts

- Compare and discuss the linguistic demands of the spoken text as opposed to the written text.
- Record any useful vocabulary or phrases. Display any charts made jointly with the students.
- Discuss ways of recounting or reporting the experience for different purposes and different audiences (Jones 1996).

Ideas for Assessment

Language in Action allows teachers to observe students working as part of the whole class or in a small group. These observations provide valuable information about each student's confidence level in using (or having a go at using) appropriate vocabulary, behaviours and language structures in different communicative contexts. They also enable the teacher to provide immediate corrective oral feedback and explicit information about each language feature.

Reflecting on the Effective Use of Language in Action

- Did I help students make sense of the activities we were engaged in?
- Did I provide opportunities for students to say what they had learnt, describe the events that happened or explain outcomes?
- Were students engaged in a genuine communicative situation?
- Did I make use of open-ended questions?
- Did I use the opportunity to extend students' knowledge of vocabulary, language structures or functions?



Substantive Conversations

Definition: Sustained conversational dialogue that extends beyond the typical Initiate, Response, Evaluate pattern (IRE). It is characterised by a series of topically linked exchanges between students, or between teachers and students. (Department of Education, Queensland, 2002).

Description

Substantive classroom conversations are sustained conversational dialogues that occur among students, and between students and the teacher. These interactions are reciprocal and promote shared understandings; they are used to create or negotiate understanding of a topic. The talk is characterised by intellectual substance and encourages critical reasoning, e.g. making distinctions, applying ideas, forming generalisations and raising questions (Department of Education, Queensland, 2002).

Key Features

- Dialogue that constitutes a sustained exchange that extends beyond the typical **Initiate, Response, Evaluate** (IRE) pattern, i.e. the dialogue features a series of topically linked exchanges among students or between teacher and students.
- A progressive dialogue that builds rationally on participants' ideas to promote and improve shared understandings of a topic or theme, e.g. use of linking words, explicit reference to previous comments, etc.
- Interactive conversations that involve sharing of ideas. It is not a scripted task that can be controlled by one party, such as the teacher (Department of Education, Queensland, 2002).

Benefits for Students

Substantive Conversations provide students with an opportunity to:

- co-construct, develop or extend their knowledge and understanding in a coherent way
- respond to, explain or elaborate on a comment by the teacher or another student
- question or invite responses from other students.



Use of Texts

Suggestions for Using Substantive Conversations in the Classroom

Planning for Substantive Conversations

- Provide students with the space to talk, observe and comment; to question and query; to discover and explain; to initiate conversations on topics of interest; and to experiment with language in the context of daily classroom life (Swan 2004).
- Engage students in activities that require co-construction of knowledge.

Conducting Substantive Conversations

- Explicitly teach students how to scaffold conversations so they become engaged in sustained exchanges that extend beyond routine **Initiate, Response, Evaluate** (IRE) or **Initiate, Response, Feedback** (IRF) patterns, e.g. provide 'point of need' scaffolding by asking certain kinds of questions, listening carefully to students' responses and using a variety of strategies to extend and clarify students' thinking (Hammond 2001). See Figure 1.4.

Teach students to build on others' ideas by making explicit reference to previous comments	<ul style="list-style-type: none">That was a good point about ... It could alsoI would like to add to what Sam said byYes! And then you couldOkay, but don't you think ... ?
Encourage students to summarise and extend others' contributions to confirm or clarify their ideas	<ul style="list-style-type: none">Am I right in thinking that you mean ... ?Are you saying ... ?Have I got it right? You think ...So are we supposed to be ...So that suggests that ...So we don't understand the bit where ...
Teach students to redirect their comments, questions and statements to others, and how to probe to select the next speaker	<ul style="list-style-type: none">What is it about ... that makes you say ... ?Can you tell us a little more about ... ?
Teach students how to seek clarification	<ul style="list-style-type: none">What do you mean when you say... ? Can you give us an example?Is that the same as ... ?Can you explain a little more about ... ?What do you think it means?

Figure 1.4 Strategies for Extending and Clarifying Students' Thinking



Procedures for Teaching Speaking and Listening

- Capitalise on teachable moments that arise through unplanned discussions, students' interests and observations. Listen to students' comments, queries and questions, and respond to them.
- Ensure that all responses to student interactions clarify and elaborate.
- Encourage and invite students to participate through questioning, discussion, role-play or rehearsal.
- Discuss how knowledge is collaboratively constructed through conversation or dialogue. Teach students to value their classmates' contributions, as this promotes shared understanding of a topic or theme.
- Teach students to critically reason by demonstrating how to make distinctions, apply ideas, form generalisations and ask questions (Department of Education, Queensland, 2002).
- Explain how the Exploratory Talk stage gives students the opportunity to develop their knowledge of technical language.

After Substantive Conversations

- Discuss what scaffolding was utilised by yourself and the students to extend the conversation; use examples to make the references explicit. Use video or taped transcripts, or analyse extracts from radio discussion programs.
- Have students record their reflections in a talk diary.

Ideas for Assessment

Substantive conversations allow teachers to observe students as they talk, e.g. how students construct and sustain dialogue when negotiating understanding of a topic. Look for students who promote shared understanding of a topic or theme, raise questions, form generalisations, apply ideas and make distinctions. This enables the teacher to monitor each student's development and plan for future teaching and learning experiences.

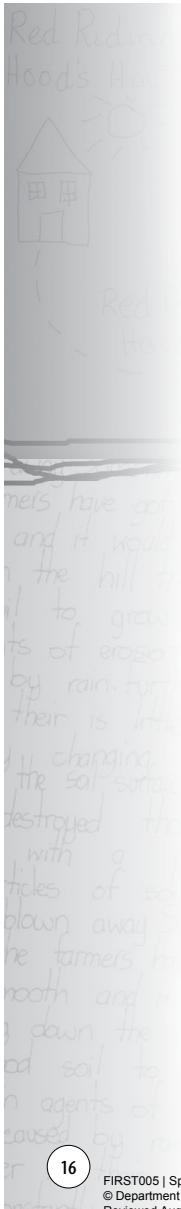
Reflecting on Substantive Conversations

- Did teacher and students scaffold the conversation in an ongoing way?
- Was there evidence of critical reasoning, e.g. making distinctions, applying ideas, forming generalisations, asking questions?
- Did teacher and students provide extended statements and address their comments, questions or statements directly to others?

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Use of Texts

Exploratory Talk

Definition: Exploratory talk allows learners to explore and clarify, and to try out a line of thought through questioning, hypothesising, speculating, making logical deductions and responding to others' ideas (Gibbons 2002).

Description

Exploratory talk is unplanned dialogue between two or more students, allowing speakers and listeners to construct meaning together. In exploratory talk, students are trying to find the language structures and features they need to explain an idea or process, or to pool collective knowledge about a topic or concept. Language is being used as an instrument of learning, so speech is characterised by hesitations, experiments with vocabulary, false starts, repetitions and unfinished statements (Derewianka 1992).

Teachers do not teach exploratory talk; instead they provide authentic opportunities that *require* this sort of speaking and listening. Gibbons states that 'it is important ... for learners to have opportunities to use stretches of discourse in contexts where there is a press on their linguistic resources, and where, for the benefit of their listeners, they must focus not only on what they wish to say but how they are saying it' (Gibbons 2002).

Exploratory talk falls under 'function of language' on Halliday's Heuristic: 'Tell me why' — seeking and testing knowledge. This function requires language for academic purposes and so the language is linguistically more complex. It is important for students to gain control of this language function. (See Figure 1.15 on page 41 for more detail on Halliday's Heuristic.)

Key Features

- Tasks are characterised by doing and thinking.
- Thinking aloud enables students to grapple with ideas and to clarify thoughts (Reid et al 2001).
- Students use language in interaction with others.
- Language learning is facilitated because students enter into dialogue on their own terms.
- Students' topic knowledge is built up as reasoning is made more visible.



Procedures for Teaching Speaking and Listening

Benefits for Students

- Students jointly participate in constructing dialogue.
- Students have the opportunity to complete each others' remarks and prompt each other to continue.
- Wording is refined through joint construction, and concept understandings are reworked and modified.
- Students' talk helps them to develop better understanding (Reid et al 2002).
- Individual students are scaffolded by the group as a whole.
- Language exercises are a result of a real and shared purpose.
- Producing language encourages learners to process the language more deeply than when they simply listen, and tends to stretch (or push) the language learner in way that listening alone does not (Swain 1995, cited Gibbons 2002).
- Context requires learners to focus on the ways they are expressing themselves, pushing them to produce more comprehensible, coherent and grammatically improved discourse (Swain 1995, cited Gibbons 2002).

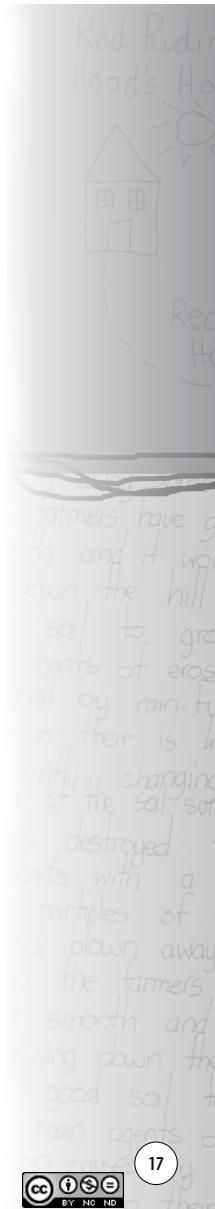
Suggestions for Exploratory Talk in the Classroom

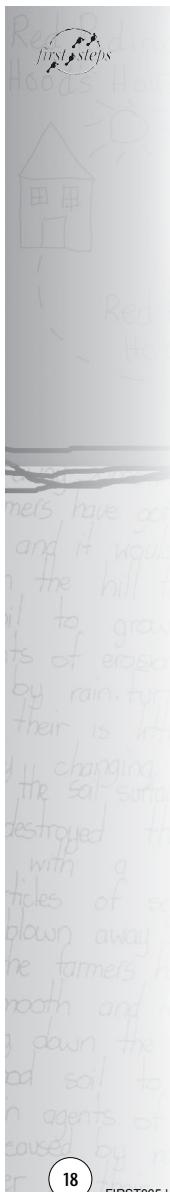
Planning for Exploratory Talk

- The opportunity for students to use exploratory talk is the most important stage in all learning activities. Teachers should provide regular time and opportunities as part of their teaching routine (Reid et al 2002).
- Find out about students' current language abilities and the language used in the subjects and topics they are studying; use this language in developing teaching and learning activities (Jones 1996).
- On occasions, give students time to think or write for themselves before a small-group discussion begins. This strategy is non-threatening, provides a focus for talk and potentially provides the individual with something to contribute. Encourage younger students to use the Think, Pair, Share strategy (Reid et al 2002).
- Groups of four are recommended for small-group exploration. Working in pairs is also useful, particularly if students are younger or in the early stages of learning about group work.

Conducting Exploratory Talk

- Provide time for students to talk — and to talk only — in home groups or with partners whenever they encounter new information. This allows students to explore the information for themselves before being directed to do anything with it (Reid et al 2002).





Use of Texts

- The tentative nature of exploratory talk often makes it sound like students are not on-task, especially when they use their own personal life experiences to make sense of new information. They actually are on-task; this is an important phase in their learning and a phase that Reid et al (2002) states will pay dividends as the learning progresses.
- Set up situations where students work at different tasks in a related subject area. This enables each group of students to hold different information and provides an authentic purpose for reporting back to the whole group (Gibbons 2002).
- Explain why you are encouraging talk, and provide students with opportunities to reflect on how talking has clarified their thinking (Reid et al 2002).
- Formulate well-guided instructions, e.g. **Try and explain what you see.** Such instructions encourage extended individual responses, extending the task from just doing to doing and thinking (Gibbons 2002).
- Monitor students' concept or skill development and decide if explicit teaching is needed for individuals, groups or the whole class (Reid et al 2002).
- After engaging students in investigations in which they develop shared knowledge, use this as the basis to introduce subject-specific vocabulary (Gibbons 2002).

After Exploratory Talk

- Invite students to share what they have learnt. Encourage extended responses by setting up a context that allows students to initiate what they want to talk about, e.g. **What would happen if ... ? How can you tell? What will be the consequences?**
- Provide opportunities for students to report back to the class. This allows students to make sense of the activities they have been engaged in, to say what they have learnt, and to describe the events and their outcomes.
- Value and scaffold students' oral contributions and explanations. Guide students' responses without taking over; this can be done by increasing wait time following questions, and by asking questions that require general rather than personal responses.
- Provide time for reflective journal writing.



Procedures for Teaching Speaking and Listening

Ideas for Assessment

Exploratory Talk provides teachers with an opportunity to observe how students express themselves in each language function, e.g. imparting and seeking factual information, getting things done, socialising, expressing and finding out. They use these observations to identify students' learning needs and make the necessary adjustments to their teaching and learning programs to address these issues.

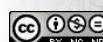
Reflecting on the Effective Use of Exploratory Talk

- Did I help students to make sense of the activities we were engaged in?
- Did I provide opportunities for students to say what they had learnt, describe the events that happened or explain outcomes?
- Were students engaged in a genuine communicative situation?
- Were students engaged in meaningful dialogues?
- Did students engage in the broader concept understandings and language of the particular subject area?
- Did I make use of open-ended questions to scaffold students' conversations?
- Did I ask supportive questions that extended discussion or extended a student's contribution?



Figure 1.5 Exploratory Talk Helps Students Make Sense of Activities

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Use of Texts

Investigating Language in a Communicative Environment

Definition: A communicative environment is any context where people are communicating. Investigating oral language in a communicative environment occurs by observing and recording the authentic language used in that context.

Description

Investigating oral language in a communicative environment involves studying authentic language use in any context outside the classroom. Teach and encourage students to observe and record the function of language or the vocabulary used, any displays of sociolinguistic competence, the topics of conversation or the patterns of interaction (Haig, Oliver, and Rocheleoste 2005).

Key Features

- Observe authentic language use in real contexts.

Benefits for Students

- Students develop communicative competence through understanding how to use linguistic and pragmatic resources to communicate effectively.
- Students become familiar with the different functions of language.

Suggestions for Investigating a Communicative Environment in the Classroom

Planning for Investigating Language in a Communicative Environment

- Describe and discuss what a communicative environment is.
- Provide background information on how to map a communicative environment. Oliver et al (2005) break it down to a set of simple stages:
 - Observe the way people talk to each other.
 - Observe what they talk about.
 - Observe when and how often they talk to each other.
 - Record the words they use.
 - Record what they talk about.
 - Record the type of language they need.
 - Observe how they change their language in different settings.
- Teach students how to record their observations in the communicative environment. Oliver et al (2005) recommend:

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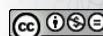
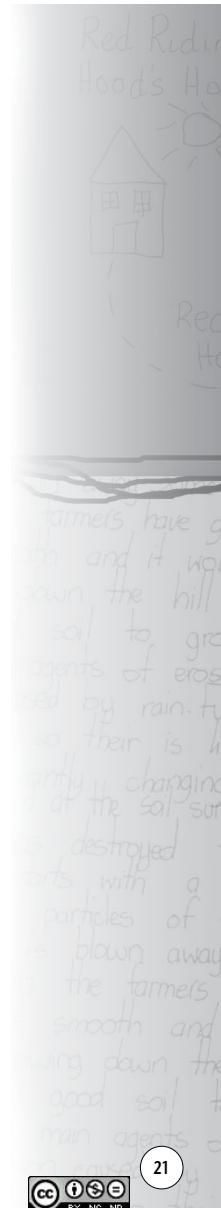
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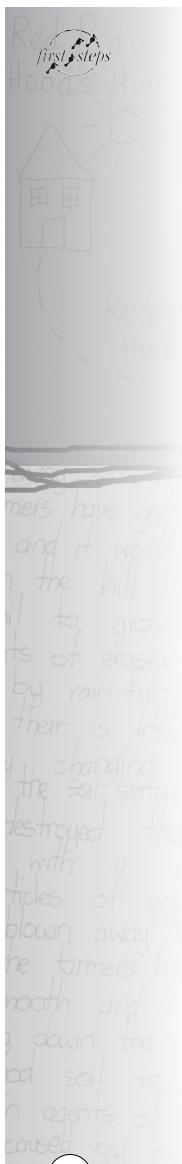


Procedures for Teaching Speaking and Listening

- drawing concept maps that illustrate how people communicate, and how often
- noting or recording the situations in which people use the language
- recognising the types of things people use language for
- acknowledging the things students most often talk about
- noting the things that students say frequently.
- Discuss the social functions of oral language. Brainstorm a list, e.g. give or ask permission, greet, invite, accept or refuse, apologise, express feelings, request something, ask someone to do something, request information, respond, negotiate, encourage, express needs, interrupt, give and receive messages or information, thank (Oliver et al 2005).
- Brainstorm a list of how language can be used for learning, e.g. challenging others' ideas, expressing an opinion, exchanging views, solving problems, agreeing or disagreeing, making suggestions, building on others' ideas, seeking information, giving feedback, giving or following instructions, clarifying, confirming, negotiating or evaluating, reporting, describing, explaining, summarising, comparing or classifying as students tell their own story, retell a story or recount an event (Oliver et al 2005).
- Describe and discuss what sociolinguistic competence is, and how it can be improved, e.g. shifting style according to the formality of the situation, or according to the context and status of those involved in the interaction; giving information in small chunks if somebody is recording it; knowing how to repair a communication breakdown.
- Discuss how awareness of pragmatic factors influences the way we communicate. Pragmatics studies the factors that decide our choice of language in social interaction. It looks at the social rules that affect our choice, the meaning of speech acts and the intention of the speaker. Pragmatics includes information about the social status of the speakers, cultural features such as politeness and formality, and explicit and implicit linguistic features. Emphasise how students' competence in these aspects in different social situations improves their ability to communicate effectively and reflects their communicative competence in that situation. Discussions such as these will teach students to reflect on what they are comfortable and familiar with and what they need to learn.
- Explicitly teach the strategies for effective communication so that students know what to do when communication breaks down.
- Identify students' needs.

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Use of Texts

Conducting a *Guided Investigation of a Communicative Environment*

- Investigate one aspect of the language used in a communicative environment. The focus could be on the function of language or the vocabulary used, displays of sociolinguistic competence, topics of conversation or patterns of interaction (Oliver et al 2005).
- Decide how data will be collected, e.g. audiotape, videotape, note-taking.
- Review the range of language functions that students observed.
- Reflect and encourage students to describe how language was used in their communicative environment. This will help students' *metalinguistic awareness*, which is knowledge of how language is used around us and our ability to describe it.
- Recognise students' current communicative skills and identify the skills that they will need in the future.

After *Investigating a Communicative Environment*

- Discuss how awareness of language use enables speakers to be aware of the needs of different audiences, and how this might involve using language that has:
 - a different choice of words, e.g. talking with teachers and principals
 - a different choice of tone, e.g. talking with visitors to your home or school
 - a different choice of pace and loudness, e.g. talking with grandparents or older people.
- Discuss how awareness of language requires the speaker to be aware of language behaviour, e.g. body language, eye contact, non-verbal communication. This includes the language behaviour to show that you are interested and that you are listening, e.g. looking at the speaker and nodding or saying 'Mmmm' and 'Yes'.
- Discuss how our familiarity or unfamiliarity with a topic can hinder effective communication (thus reducing our sociolinguistic competence).
- Discuss how some transactions are formulaic and brief in contexts such as requesting something from an unknown person in the street. They usually take the form of a set of phrases in a particular sequence with closed questions that anticipate brief replies, e.g.

Person A: Excuse me, but ...

Person B: [Makes eye contact]

Person A: ... you have the time?

Person B: Sorry, no watch.

Person A: Thanks anyway.

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Procedures for Teaching Speaking and Listening

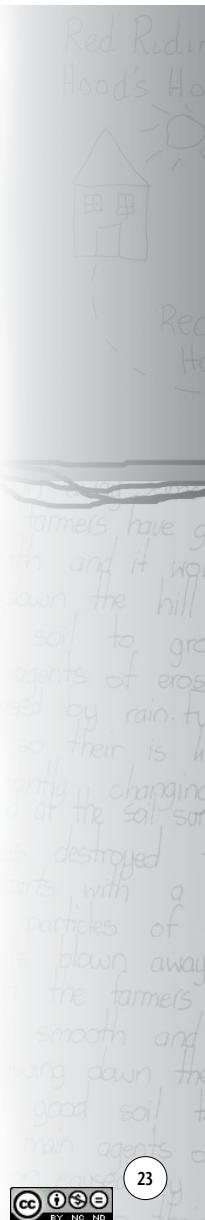
- Discuss how other transactions are more protracted, such as selecting something in a shop. These interactions are noticeably more open, less predictable and more personal, e.g.
Seller: Who's next?
Buyer: I think I am. I'll have ten oranges and a kilo of bananas, please.
Seller: Yes, anything else?
Buyer: Yes, I want some strawberries, but these don't look very ripe.
Seller: Oh they're ripe all right. They're just that colour, a greeny pink.
Buyer: Mmm, I see. Will they be okay for this evening?
Seller: Oh yeah, they'll be fine; I had some yesterday and they are good, very sweet and fresh.
Buyer: Oh, all right then, I'll take two.
Seller: You'll like them, 'cause they're good. Will that be all?
Buyer: Yeah, thank you,
Seller: That will be ten dollars seventy thanks.
Buyer: I can give you the seventy cents.
Seller: Yeah, okay, thanks; ten, ten is twenty. Thank you. Have a nice day.
Buyer: See ya. (Based on Halliday and Hasan 1985)
- Identify students' needs. Be explicit about the particular linguistic and pragmatic behaviours that students will need to know in order to achieve the planned outcomes, then plan a learning program.

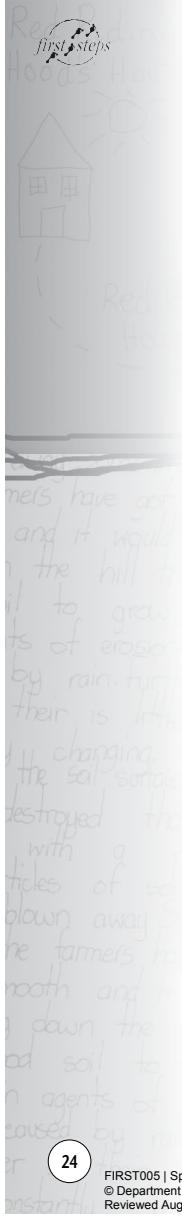
Ideas for Assessment

Investigating Language in a Communicative Environment enables the teacher to observe students investigating, learning and discussing the use of authentic oral language in real contexts. Through listening to students' conversations and discussions, teachers can gather valuable information about the class; they can also gather information about the proficiency of groups and individuals with different language functions, the vocabulary required, the patterns of interaction and the expected accompanying behaviours.

Reflecting on the Effective Use of Investigating Language in a Communicative Environment

- Did I help students develop their ability to interact in an appropriate way in the communicative context?
- Did I work to improve students' sociolinguistic competence?
- Did I prepare students for future communicative situations?
- Did I provide opportunities for students to develop their oral language vocabulary?
- Did I identify students' needs, then plan a learning program accordingly?





Use of Texts

Scaffolding

Definition: Scaffolding is the essential but temporary support structures that teachers provide to assist students to develop new understandings, new concepts and new abilities (Hammond & Gibbons 2001).

Description

Scaffolding is the temporary assistance that teachers provide to help students complete a task or develop new understandings that will enable them to complete similar tasks alone. Scaffolding is designed to help learners work with increasing independence, so that new skills and understandings can be applied in new contexts. Scaffolding allows students to know not only what to do, but to know how to think and do. The scaffolding is withdrawn as the learner develops control of the new skills. The teacher then provides further support for extended or new tasks, understandings and concepts (Hammond & Gibbons, cited Hammond 2001). Interactions between the student and the teacher are the key to success in teaching and learning; they are mediated through language as the teacher and student jointly construct shared understanding and knowledge.

Key Features

- Specific help that enables students to achieve tasks that would not be possible without support (Jones, cited Hammond 2001).
- Provides a means of supporting students to achieve their goals.
- Provides quality cognitive support and guidance to support student learning.
- Timely instruction at point of need; the ‘teachable moment’ can be identified and student potential maximised.
- Temporary in nature.
- Support is withdrawn as learners become able to complete the task independently.
- Challenging and supportive.
- Focuses on meaning and responding to meaning; this enables students to ‘make meaning’ from the grammar and structure of what was said (Gibbons 2002).

Benefits for Students

- Students are challenged and extended in what they can do.
- Students learn *how* to think, not simply *what* to think; they go



Procedures for Teaching Speaking and Listening

- beyond learning items of knowledge to being able to use that knowledge in other contexts.
- ‘Assisted performance’ leads learners to reach beyond what they are able to achieve alone and enables them to tackle future tasks in new contexts (Gibbons 2002, Hammond 2001).
 - Helps students to internalise knowledge and connect it with other knowledge, allowing them to understand new concepts and ideas, known as ‘deep knowledge’ (Jones in Hammond 2001).

Suggestions for Scaffolding in the Classroom

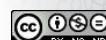
Planning for Scaffolding

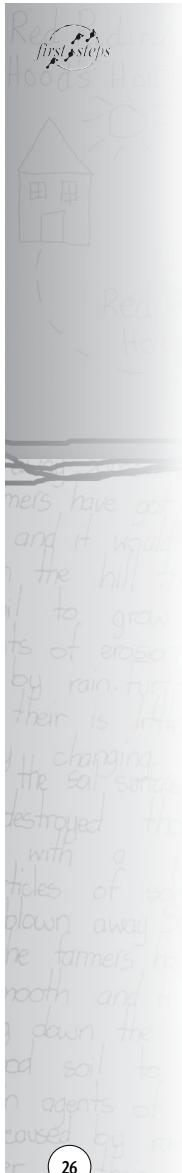
- Focus on how the learning will be sequenced.
- Focus on *what* will be scaffolded and *how* it will be scaffolded.
- Focus on determining what activities will be included, and why.
- Focus on the points where students’ attention will be directed to the patterns and choices of language that demonstrate how educational knowledge is constructed.
- Focus on ‘point of need’ scaffolding, e.g. how to help students make explicit connections to previous experiences and to future goals.
- At the beginning of an activity, focus on developing a thorough understanding of what students do and do not know. Use wallpapering to collect ideas about students’ current knowledge. (Give groups of students small sheets of paper to write down one thing they know about the topic. Then stick the pieces of paper on the classroom walls so that students can walk around, look at and comment on each others’ ideas [Gibbons 2002].)
- Have a good understanding of the curriculum area or field of inquiry that the learners are engaging with.
- Understand the demands of the specific tasks that will enable learners to achieve relevant goals.
- Have clearly articulated goals. Structure learning activities so that learners can extend their current understandings, setting this micro level within the broader framework of program and curriculum goals, which Hammond (2001) refers to as a ‘macro level’.
- Focus on the learning of some specific skill or concept.
- Build field knowledge by making connections to existing knowledge, referring to shared experience or providing relevant simulation experiences.

Conducting Guided Scaffolding

- Sequence learning activities.
- Effective teaching is not only providing room for learner initiative, but also providing additional support if the learner begins to falter.

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Use of Texts

Make sure that the use of teaching strategies is relevant to students' current level of understandings. Effective teachers are characterised by how well they are able to judge the need and quality of the assistance required by the learner, and how to pace the assistance based on students' evolving understandings, which Van Lier refers to as 'contingency'. This 'contingent pacing' is evident in the way the teacher decides at which points particular students are challenged, others are supported and when they decide to withdraw support altogether so that students can work independently (Van Lier 1996, cited Hammond 2001).

- Help students to develop appropriate technical vocabulary by repeating students' remarks, or by recasting or appropriation.

Recasting is acknowledging a student's comment and then modifying it to make it more appropriate (Gibbons 2002).

Appropriation is transforming the information offered.

Appropriation operates at a deeper level than recasting, as the teacher takes up the idea behind the student's remark and offers it back in a more technically appropriate way (Newman, Griffin & Cole 1994, cited Hammond 2001).

- Ask questions that push students to provide extended or reformulated responses. Encourage further elaboration by extending the teacher-student dialogue beyond the typical

Initiation, Response, Feedback (IRF) exchange. A typical IRF exchange is:

- (I) Teacher: What is a shark?
(R) Student: A fish.
(F) Teacher: Right.

Student learning can be deepened by asking a follow-up question that requires the student to engage in further talk. This allows teachers to support students as they assimilate new information into their current understanding. An extension to the previous feedback response could be:

Teacher: Right. What else do you know about sharks?

This question requires students to extend their thinking, and gives the teacher the opportunity to guide students in the co-construction of knowledge (Sharpe, cited Hammond 2001).

- Use a range of modalities to enhance language interactions and understandings, e.g. visual aids, writing on a whiteboard, gestures, voice cues, shared experience of work in progress (Sharpe, cited Hammond 2001).
- Stimulate students' responses through questioning, elaborating and redefining the requirements of an activity; use the pronoun 'we' to show shared experience (Mercer, cited Sharpe in Hammond 2001).

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Procedures for Teaching Speaking and Listening

- Draw students along a line of reasoning.
- Design learning activities that provide opportunities for students to assimilate new ideas and transform their learning.
- Recast the dialogue or slow down its pace so that students have the opportunity to explicitly formulate what they want to say (Gibbons 2002).

After Scaffolding

- Provide opportunities for students to reflect on what they have learnt and to reformulate their own talk by writing in a journal (Gibbons 2002).

Ideas for Assessment

Scaffolding enables the teacher to question, observe and confer with students as they speak, and to record what students can achieve with assistance. The teacher can then use this information to plan future learning activities that will support and extend each student.

Reflecting on the Effective Use of Scaffolding in the Classroom

- Did I provide specific help that enabled students to achieve tasks that would have not been possible otherwise?
- Did I focus on the learning of some specific skill or concept?
- Did I ask questions that pushed students to provide extended or reformulated responses?
- Did I ask follow-up questions to engage students in further talk?

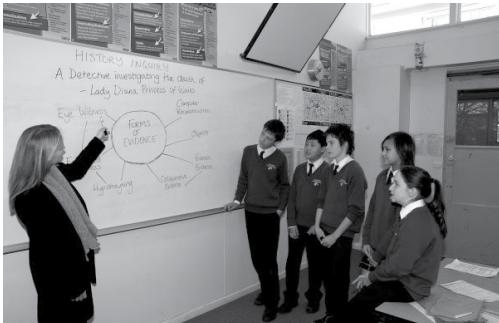
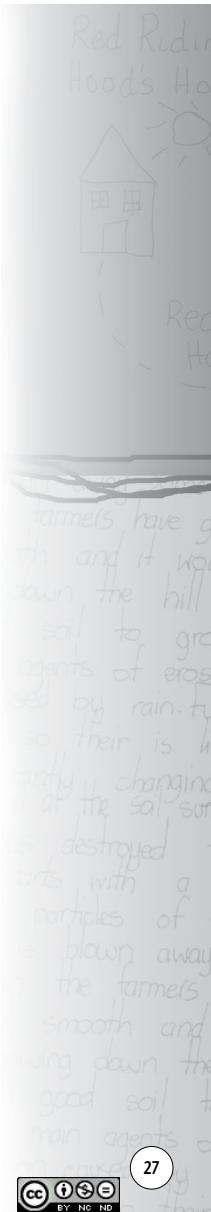
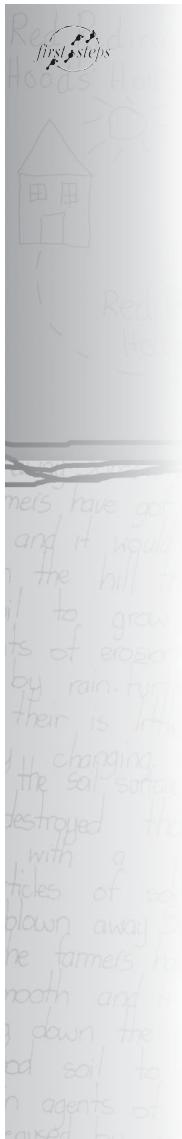


Figure 1.6 Scaffolding Allows Teachers To Focus On Point Of Need

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Use of Texts

Small-Group Inquiry

Definition: A planning cycle for small-group learning, where students work through a sequence of stages in groups of four: engagement, exploration, transformation, presentation and reflection.

Description

This sequence provides a framework for planning a lesson, a series of lessons or an entire unit of work (Reid, Green & English 2002). The purpose of each stage is to make certain that students can progress from receiving information towards understanding what is being taught (adapted from Barnes 1975, cited Reid et al 2002). The process of small-group inquiry enables students to personalise knowledge and understandings. The sequence of stages is:

- Engagement
- Exploration
- Transformation
- Presentation
- Reflection

Engagement

Engagement is the stage where students gather new information, or participate in an experience that provides the basis of their ensuing learning. The teacher's main role at this stage is to engage students' curiosity in the problem or dilemma, to help students understand why they are exploring a particular topic, text, information or material, and to help them understand what they are expected to learn or achieve. Murdoch (2004) suggests it is important for the inquiry to involve real people, real places, real objects and real stories so that students are engaged emotionally. Establishing students' prior knowledge and understandings is an important feature of this stage.

Exploration

Students work in small groups during the exploration stage, with enough time to explore and make sense of any new ideas or information through talk only. This stage should encourage thinking aloud as students negotiate and seize ideas; talk is often tentative and hesitant, and students can fall back on their home language if using Standard Australian English reduces their ability to express themselves. The teacher's role in this stage is to be a careful observer, listener and learner; to identify areas of need and reflect on how they will be addressed in the sequence of the teaching/learning cycle. These could be whole-class, small-group or individual needs.

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Procedures for Teaching Speaking and Listening

Transformation

Transformation is the stage where students work with the new information to construct a deeper understanding of it. Transformation activities, e.g. clarification, ordering, reorganising and elaborating, are carefully selected so that students use or practise the new knowledge in a purposeful way, reflecting on the identified learning outcomes. The teacher's role at this stage is active; it involves guiding, teaching and monitoring students' learning, providing additional information and correcting any misconceptions in response to individual and group needs.

Presentation

The presentation stage is when ideas are presented to an interested and critical audience, and students explain and elaborate on what they have learned. Presentation provides a degree of tension, as well as giving a sense of purpose to the group work completed (Reid et al 2002). Students can be asked to present in different ways: pairs telling pairs, small groups 'doubling up' to form larger groups, one representative speaking from each of four different working groups, etc. Presentations can be made to wider audiences such as other classes, parents and the whole school. Presentations can also be more formal, although this depends on the stated learning outcomes.

Reflection

Reflection is the final stage in the cycle. It is an important stage, as it gives students an opportunity to reflect on the learning process and on their understanding of the content. Students can develop more in-depth reflection on how they learn over time.

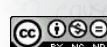
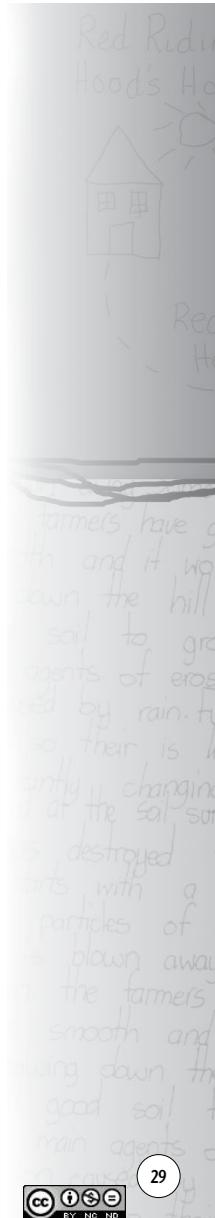
Key Features

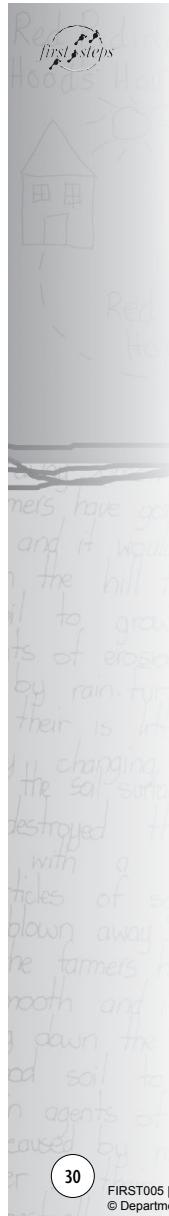
- Students work in groups of four.
- Curriculum content is constructed through talk (Jones 1996).
- Concepts and ideas become known and understood through interactions between people, texts and artefacts (Jones 1996).
- Talk is a tool for thinking and communicating in subject-specific ways.

Benefits for Students

- Students are engaged in speaking and listening for authentic purposes.
- Students assume responsibility to think, solve problems and evaluate the outcomes of their efforts in realistic ways.

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Use of Texts

- Students make choices regarding what they learn, how they learn and how they will share their learning.
- Students are able to make choices and practise skills in a supportive environment; they should realise that learning requires both effort and a measure of challenge.

Suggestions for Small-Group Inquiry in the Classroom

Planning for Small-Group Inquiry

- Understand what small groups can do.
- Plan how you will use small groups in the classroom and organise the classroom furniture accordingly.
- Develop students' understandings about how small groups operate.
- Foster group skills among students. Reid et al (2002) suggest using carefully structured questions to assist this process.
- Discuss the language required to successfully work in small groups, distinguishing between language used for social interaction and language used for learning.
- Identify what language is needed for effective group interaction. Identify students' competencies, then identify the skills, understandings and values that students need to work more productively.

Conducting Small-Group Inquiry

Engagement and Exploratory Stages

- Arouse real intellectual curiosity and a sense of purpose.
- Engage students' attention in the introductory phase.
- Present new content material in a way that will stimulate interest.
- Link unknown material to known material.
- Encourage prediction and hypothesising.
- Provide a structured overview.
- Demonstrate or model new skills.
- Encourage students to reflect on what they have learnt.
- Review students' progress and point to further directions.
- Pose organising questions.
- Teach component skills where needed (Boomer 1999).
- Constantly model and facilitate the development of speaking and listening skills and provide new information as necessary.

Transformation and Presentation Stages

- Be clear about the purpose of the activity, so that students can judge the effectiveness of their thinking, discussion and the end product, e.g. text, performance, artefact, website, diagram, model, etc.

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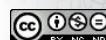
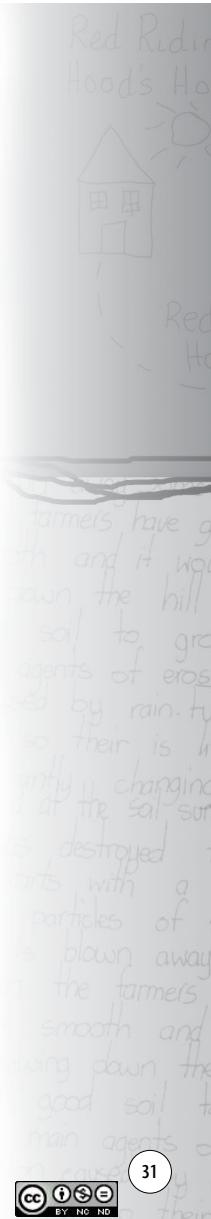
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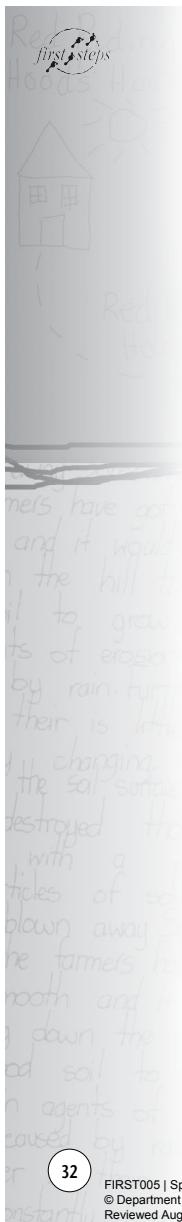
- Make sure that the activities set provide opportunities for students to synthesise, hypothesise and generalise.
- Keep all students equal participants in the group by not appointing any group leaders. This improves the group's sense of identity as they explore a problem, and encourages shared leadership (Reid et al 2002).
- Keep recording as a collective responsibility by not appointing a group recorder. Note-taking is a useful process for all group members to develop, and should be used as an aid to learning and as a prompt for sharing information with other groups (Reid et al 2002).
- Allow students to work individually when necessary (Reid et al 2002).
- Recognise that talk is more formal in the Transformation and Presentation stages, and that Standard Australian English is the preferred mode of communication (Reid et al 2002).
- Teach students to think of presentation talk as 'final-draft talk' (Barnes, cited Reid et al 2002). Emphasise that at this stage students should be well prepared and fluent in what they have to say (Reid et al 2002).

After Small-Group Inquiry

- Make time for reflection so that students become aware of how they learn.
- Encourage groups to pause when they encounter difficulties or when they are not demonstrating social courtesies.
- Model reflective practice.
- Encourage students to assume some responsibility for their learning through the use of self-assessment checklists. The criteria used should be explicit and jointly constructed by teacher and students, e.g. students could identify characteristics of effective and ineffective group work by reviewing a video of a group discussion. Display these lists on the wall and encourage students to use them to assess their own language use (Derewianka 1995).
- Make students aware that some students work more slowly than others and tasks need to be allocated accordingly. Also make sure students are aware of any time constraints, so that they can organise to complete their work on time.
- Reflect on the language needed for effective group interaction. Share students' competencies, then reflect on and identify the skills, understanding and values that students need to develop to work more productively.
- Identify what students can currently do. Then identify what students need to be able to do, then think about the difference

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Use of Texts

between what they can do and what they need to be able to do. Design a way to teach and assess the skills that cover the gap (Oliver et al 2005).

- Be explicit about the rules and assumptions that direct what people do, say and think when participating in particular discourse communities, e.g. a scientific discourse, conversational discourse, speculative or exploratory discourse. Immerse students in situations that require participating and interacting in a range of social discourses so that they gain mastery over how to behave, talk and dress in these situations. These need explicit teaching and instruction, e.g. a teenager entering a RSL club with his grandfather begins to learn how to behave in this situation when he is told to take off his baseball cap (Reid et al 2002).

Ideas for Assessment

Small-Group Inquiry sessions provide opportunities to observe and record students' participation as speakers and listeners, and to assess their contribution to group learning. Recording students' comments, queries and questions and their group interactive skills allows teachers to address individual strengths and needs in future teaching and learning programs. Observations can be recorded by anecdote, checklist, rubric, oral methods or a video recording.



Reflecting on Using Small-Group Inquiry

- Did students use different types of speaking and listening throughout the inquiry process?
- Did I take the opportunity to observe and assess students' speaking and listening skills as they were involved in the inquiry process?
- Did I utilise the 'teachable' moments that arose throughout the inquiry process?

