

Helping students get hooked on
reading and writing

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Principles of literacy development in a second or foreign language

Literacy development is complex.

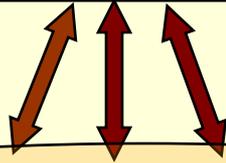
Foreign-language literacy development takes time and practice.

Learning a foreign language is much easier when the students have a strong motivation to accomplish whatever task is set before them.

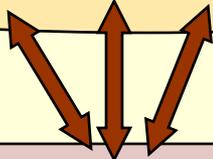
Foreign-language learning is easier when meaning is at the center of all lessons.

Language is always about something: It is the desire for discovery of that something that drives proficiency forward.

Top Down
Knowledge of the world
Knowledge of academic content areas
Life experiences
Interests

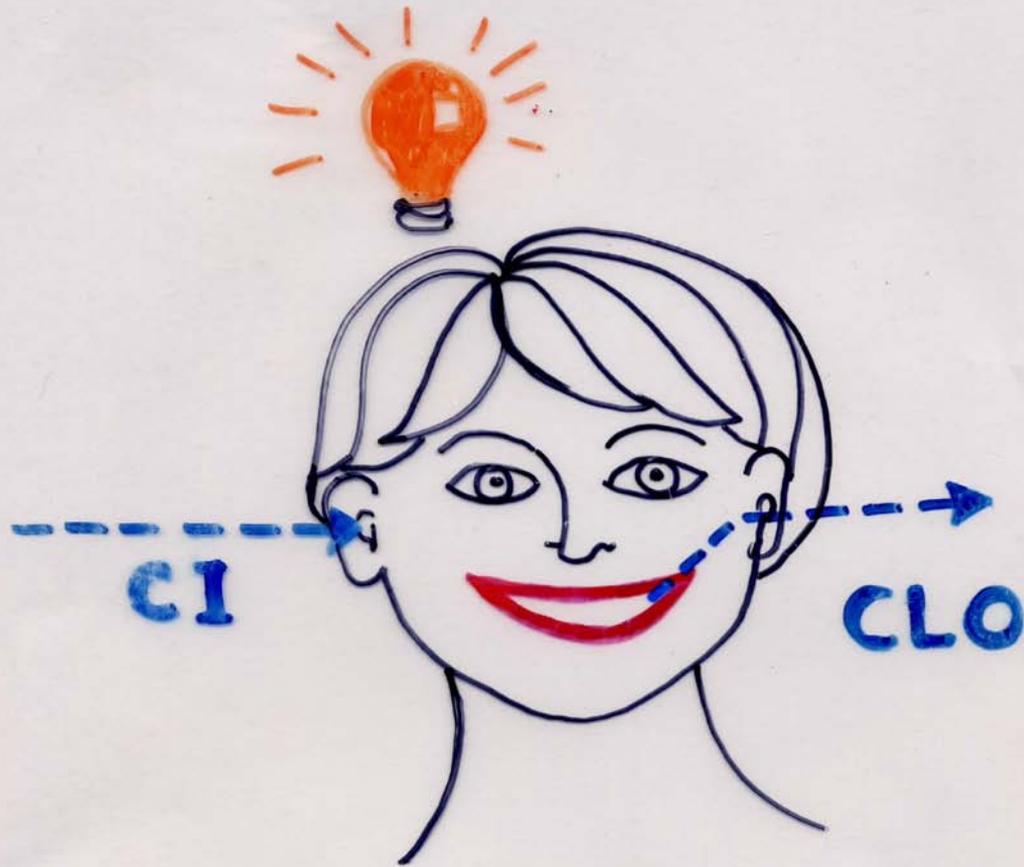


Knowledge of How the English Language Works (Knowledge of Text Structure)
Knowledge of Phrase and Sentence Structure
Knowledge of Words and Word Structure
Prior Literacy Experiences in Other Languages and English



Knowledge of sounds, letters and symbols
from the Home Language and from English
Bottom Up

Getting
Language
In



Getting
Language
Out
Giving
Students
Practice
Opportunities



COMPREHENSIBLE
INPUT

COMMUNICATIVE
LANGUAGE OUTPUT

Language Use

Language use is language learning.

- Repeated practice is necessary for fluency.
- Increased practice creates conditions for restructuring.
- Optimal practice activities should be comprehensible, interesting, relevant, challenging, and in sufficient quantity.
- Optimal practice activities should be meaning-focused and communicative.
 - We must create every possible opportunity for students to use language in an authentic and functional way.

Every activity that takes place in the classroom must be intrinsically motivating to students. This is especially crucial for younger students.

We must constantly ask ourselves:
Is this meaningful to the students?
Does it serve a useful function for the students?

For reading, use reading materials that are written for real-life reading:

- Children's books
- Newspaper articles
- Magazine articles
- Short stories written by established authors

For writing, engage students in writing for real-life purposes:

- Notes
- Lists
- Letters & messages
- Stories that will serve a purpose (that is, someone is meant to read them!)

Challenges for reading:

Where do I get the materials from?

Materials are too complex for my students!

How do I teach the grammar points that I'm supposed to teach?

Challenges for writing:

How do I teach the students what they're supposed to "know"?

Finding reading materials

www.ipl.org/div/books

www.lib.utexas.edu/books/etext.html

www.archive.org/details/millionbooks

www.free-ebooks.net

www.archive.org/details/texts

Children's books:

onlinebooks.library.upenn.edu/archives.html

en.childrenslibrary.org

Making reading materials more comprehensible:

Pre-reading activities:

- Visual support: start a collection of visuals and organize them on your computer
- Vocabulary instruction:
 - Total Physical Response
 - 4-corners
- Language Experience Activity:
 - Start with a shared activity
 - Elicit an oral story of what happened during the activity
 - The story gets written down
 - Extension activities



Pre-Reading: Guidelines for Effective Use

- ✓ Select “useful,, words, also ones that will affect comprehension of that passage
- ✓ Don’t require learning of more words than students can remember; success is a key factor
- ✓ If passage is loaded with other “difficult,, words, learning 6-10 before reading may not improve overall comprehension

Joanne F. Carlisle, University of Michigan/CIERA

4 Corners Vocabulary

<p>Word</p> <p><i>Cooperation</i></p>	<p>Picture</p> 
<p>Word in context</p> <p><i>Through cooperation we were able to build this model together.</i></p>	<p>Definition</p> <p><i>The act of working or acting together for a common purpose or benefit</i></p>

How do I make writing more authentic?

Dialogue journals:

A written conversation that takes place over time between you (the teacher) and the student. The purpose of this on-going conversation is to find out things about the other person, NOT to correct language.

Dialogue Journals

- For your first prompt: Ask the student about something that you know he or she is passionate about.
- Modulate your language so that it is at or just beyond the student's proficiency level.
- Avoid generalizations such as "Very interesting"; rather, individualize your response to what the student has written.
- Make your responses personal—tell a story from when you were a child or adolescent that relates to the conversation you are having.
- If you feel the student needs prompting, ask a question, but avoid asking too many questions. It is more important for the students to ask you questions because then they will want to read your response.
- Have fun "talking" to your students; this is a great opportunity to get to know them.

ESL Websites

www.esl-galaxy.com

www.ecenglish.com/learnenglish/

www.testtools.com/

www.webenglishteacher.com/esl.html