



# New Teachers Program

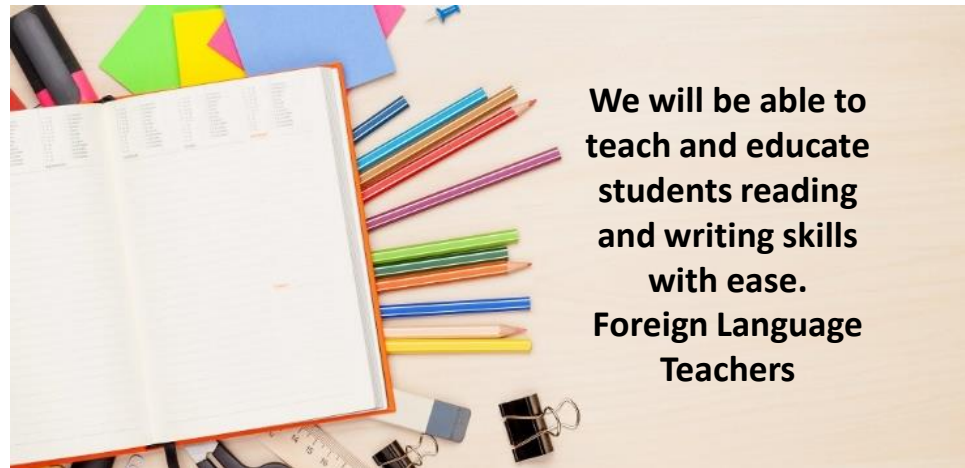
**Training Course (16)**  
**Specialized Content/ Foreign**  
**Languages**

# **Day 4**

## **Teaching the Skills of Reading and Writing**

# General Outcomes for the Fourth Day

- Enabling teachers to teach reading and writing skills in foreign languages to students in the classroom.



# Specific Outcomes for the Fourth Day

At the end of this training day, you will be able to:

- Demonstrate understanding the reading skill and its types.
- Recognize the steps of teaching reading skill in foreign languages to students in the classroom.
- Design educational tasks to develop students' reading skills in foreign languages.
- Recognize the writing skill and the steps to teach it in foreign languages to students in the classroom.
- Apply the steps of teaching writing skill.
- Design educational tasks to develop students' writing skills in foreign languages.

# Fourth Day Activities

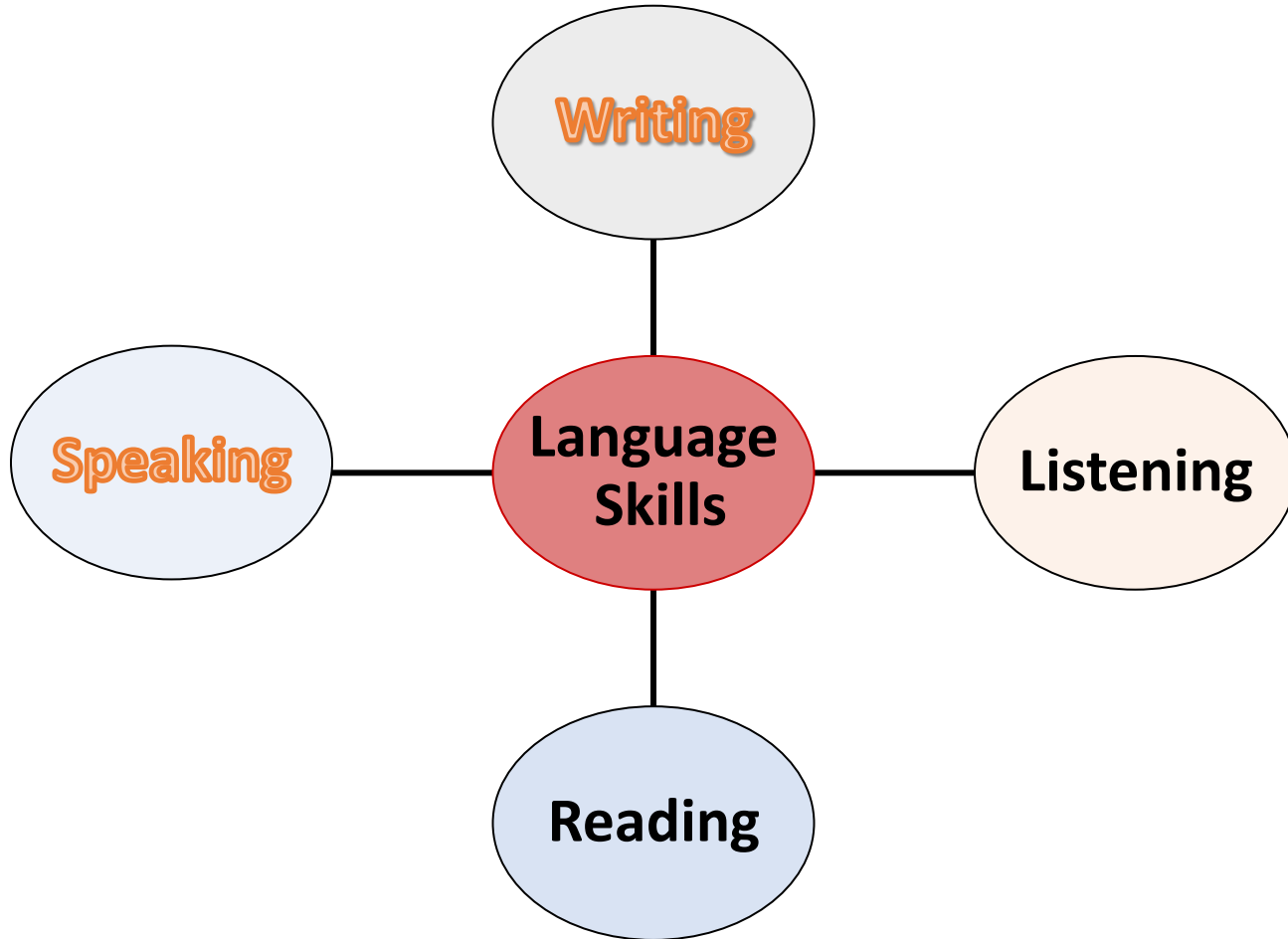
Activity	Time
Activity (4/1): Opening Activity	15 min
Activity (4/2): Reading Skill and its Types	25 min
Activity (4/3): Steps for Teaching the Reading Skill and its Applications	50 min
Activity (4/4): Design and Evaluate Educational Tasks to Develop Students' Reading Skills	50 min
Break	30 min
Activity (4/5): Writing Skill and Steps for Teaching It	50 min
Activity (4/6): Design and Evaluate Educational Tasks to Develop Students' Writing Skills	45 min
Activity (4/7): Final Activity	20 min
Final Evaluation	15 min

## Activity (4/1): Opening Activity

Can you read the following statement?

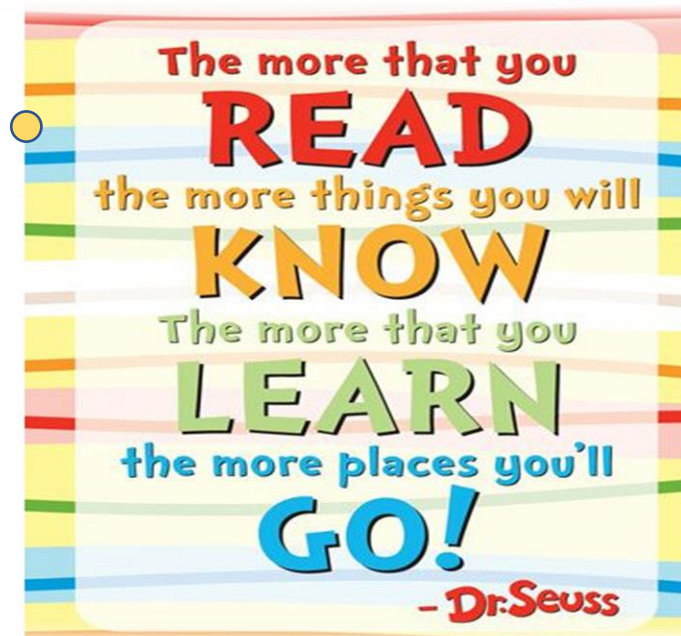
She's a "natural" teacher! (And it was a pleasure  
to have her with us)

# Language Skills



## Activity (4/2): Reading Skill and its Types

The more you read, the more things you will learn, the more you will learn and the more places you will go.

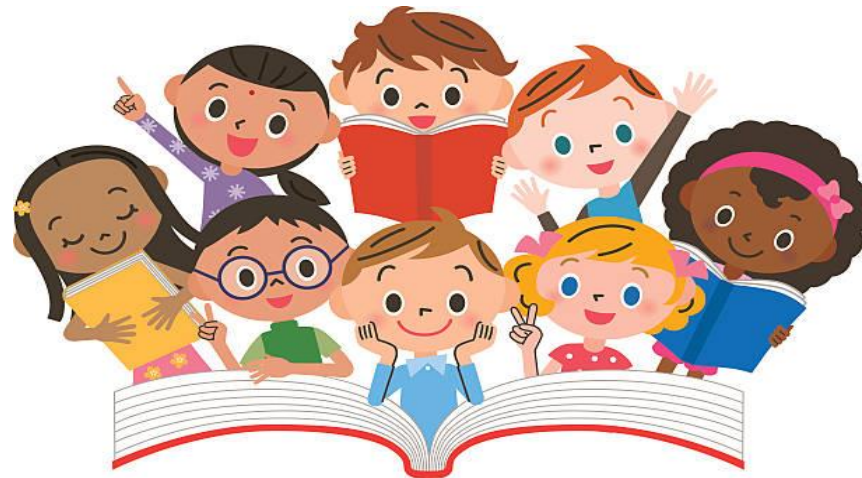




# Reading Skill

A complex thinking process that involves interpreting written symbols (words and structures) and associating them with meanings, then interpreting those meanings according to the reader's personal experiences.

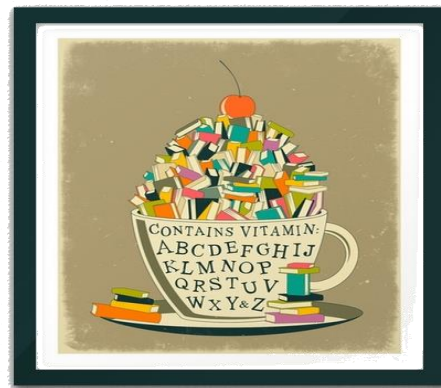
Adler, C.R. (Ed). 2001. Put Reading First: The Research Building Blocks for Teaching Children to Read



# The Importance of the Reading Skill

- Acquisition of knowledge, analysis of information and drawing conclusions.
- The formation of objective, balanced judgments emanating from understanding and conviction.
- Recreation and a useful leisure time.

(Maarouf Nayef, 2012) •



# Types of Reading Skills

What are the types of reading skills?

Performance

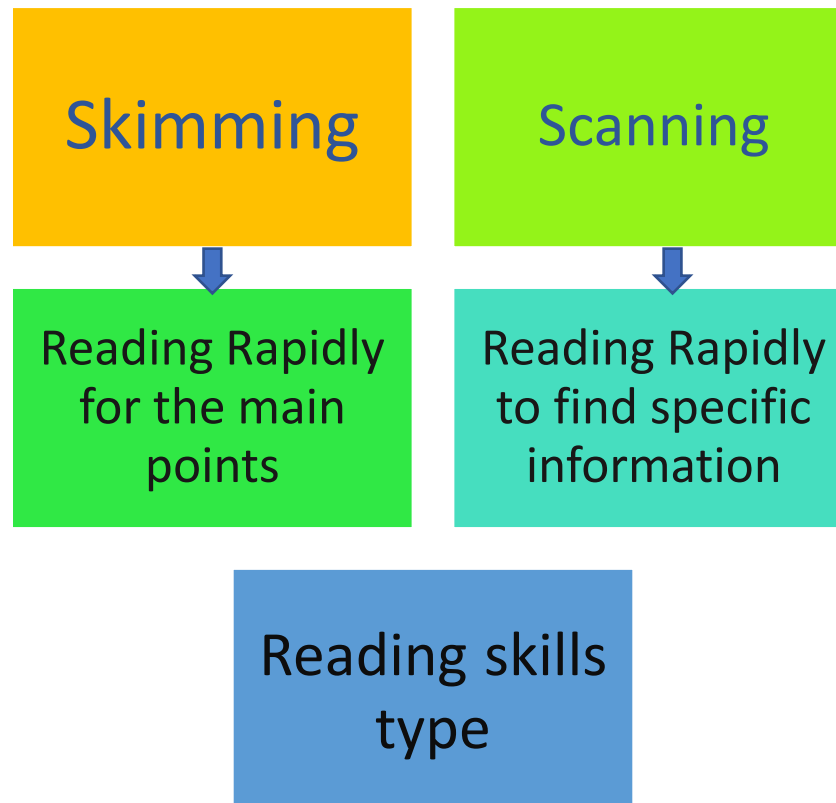
Purpose

# Types of Reading in Terms of Performance

- **Reading out Loud:** It means that the reader pronounces words or sentences in an audible voice, as the reader must use his/her eyes, tongue, lips, and other speech organs to produce the sound.
- **Silent Reading:** It means that the reader sees the words and understands their meanings without involving the organs of articulation.

(Dr. Nayef Maarouf, Language Characteristics and Methods of Teaching)

# Types of Reading in Terms of Purpose



Vaezi, S. (2001). *Metacognitive reading strategies across language and techniques*. Unpublished doctoral dissertation, Allameh Tabataba'i University, Tehran, Iran

## **Task/ Types of Reading in Terms of Purpose**

- Duration of the task: (10 minutes)
- Divide the teachers into 3 groups.
- Distribution of textbooks according to specializations for each group.
- Ask the groups to select reading texts from their subject.
- Give examples of the mechanism of applying the types of reading in terms of purpose of the lesson or the study unit chosen by the groups.

# **The Skills Needed to Achieve Effective Reading**

- Vocabulary
- Fluency
- Sentence Construction and Cohesion
- Understanding
- Decoding

## **Task:** Applying the Steps of Teaching the Reading Skill

- Indicate that the steps of teaching reading skill through role-playing will be recognized.
- The trainer plays the role of the teacher.
- Teachers play the role of students.
- Apply the steps of teaching reading skill using the worksheets for the task.



## **Activity (4/3): Steps to Teach and Apply the Reading Skill**

The steps for teaching the reading skill will be applied using a story.



## **Activity (4/3): Steps to Teach and Apply the Reading Skill**



## Question/ Applying the Reading Skill

What are the steps of teaching the reading skill that were applied during the role-playing task?



# Steps to Teach the Reading Skill/ Per- Reading

- The teacher shows pictures of the reading text.
- To evoke the students' previous experiences and knowledge about the reading text.
- Asking students questions about their expectations about the title and topic of the reading text.
- Presenting the title of the reading text and asking the students about their expectations about the topic of the reading text.
- Show some difficult and new vocabulary and practice reading and understanding their meanings.

Adler, C.R. (Ed). 2001. Put Reading First: The Research Building Blocks for Teaching Children to Read

# Steps to Teach the Reading Skill

During reading, the teacher will:

- Direct students to read the reading text (Scanning and Skimming) to identify the main ideas of the text and its subject.
- Direct students to read the text silently.
- The teacher reads the reading text in an expressive, loud voice.

# Steps to Teach the Reading Skill

The Post Reading stage, also called the evaluation stage, in which:

- The teacher assesses the students' understanding of certain parts of the text or of the whole text.
- Students solve activities to measure their understanding of the reading text.
- All students or a group of them read the lesson aloud and expressively.

# Reading Skill

- Word discovery skill: that is, the ability to distinguish between letters, distinguish the different positions of one letter according to its place in the word, and pronounce the words correctly and expressively.
- Guessing skill: the ability to recognize words, understand their meaning, extract the main idea, extract partial ideas, and understand the meaning from the context.

# Reading Skill

- Criticism: that is, distinguishing between the main content of the text and the non-essential content, such as: distinguishing between main ideas and sub-ideas.
- Fluency: The ability to read easily and expressively, and helps the reader to see the largest group of words and phrases in the form of one unit.

(Vaughn, Sharon. Morris, Pam. 2003. Effective Reading Instruction)



## **Activity (4/4): Designing Educational Tasks to Develop and Assess the Reading Skill**

- Duration of the task: (30 minutes)
- Divide the teachers into 3 groups.
- Distribute textbooks to groups according to specializations.
- Distribute white papers and ink pens.
- Choose a lesson from the course material and assign a reading text.
- Design educational tasks and activities to teach reading skills by making use of Handout No. (4/4) and the steps for teaching reading skill in foreign languages.

# Break



# Activity (4/5): Writing Skill and Steps of Applying It

How many new words can you make?

How many words can you make?

Use the letters in **CORONAVIRUS** to make new words:

3 letter words:

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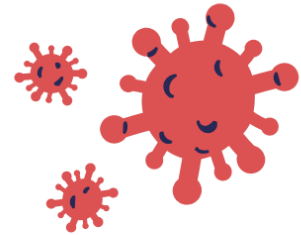
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# Writing Skill

It is the process of using symbols such as the alphabets and punctuation, as well as grammatical and linguistic structures to communicate ideas in a readable manner.

(Adrian Doff, 2003)



# Task/ Writing Skill

What is the importance of teaching the writing skill?



**Dear students: I  
will teach you  
how to write  
accurately and  
quickly in  
foreign  
languages.**

# The Importance of Teaching the Writing Skill

- Documenting the course of life.
- Expansion of human knowledge and increasing experiences.
- Learning about the heritage of peoples and civilizations.
- Connecting with others and sharing ideas.

(Sharon Watson, 2012)

# Writing Skill

**Spelling :** It means students' ability to perform two types:

- Pronouncing the letters individually and consecutively in the word and the pronunciation of consecutive words in the sentence in a proper manner.
- Writing the letters separately and in cursive in the word and writing the words consecutively in the sentence in a proper manner.

# Writing Skill

## Punctuation Marks:

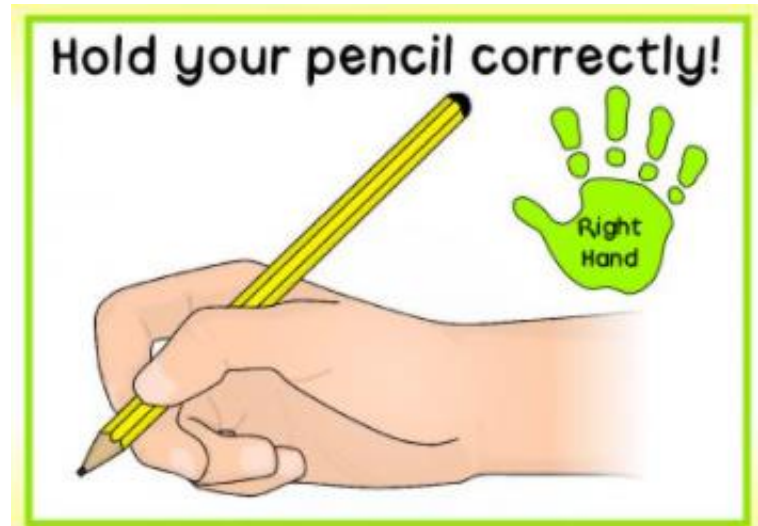
The goal of teaching punctuation is to help students write correctly and to increase the reader's readability of this writing.





# Writing Skill

**Calligraphy:** the skill of clearly drawing letters, words and sentences. Writing and beautiful calligraphy are two means of successful written communication.



# Teaching the skill of Writing

- Duration of the task: (47 minutes)
- The trainer plays the role of the teacher.
- Teachers play the role of students.
- View the assignment worksheets.
- Apply the steps of teaching the writing skill.



# Question/ Teaching the Writing Skill

After completing the role-playing task, in your opinion, what are the steps for teaching the writing skill as you noticed during the implementation of the task?



# Steps for Teaching the Writing Skill

To teach the writing skill, there are several steps as follows:

- Pre-writing stage
- During writing
- Reflection stage
- Revising and Editing Phase
- Sharing and Publishing Phase

(Dr. Nayef Maarouf, Language Characteristics and Teaching)

# Steps for Teaching the Writing Skill

Pre-writing stage: In this stage, students' previous experiences and observations are elicited. Therefore, pre-writing activities should be integrated with the writing process to help students generate ideas. This stage includes several methods that can be used:

- Meditation on a personal experience
- Study writing patterns
- Role- play
- Watch photos, movies and TV
- Brainstorming
- Classification and arrangement of information

# Steps for Teaching the Writing Skill

During the writing task: In this stage, training is done on the use of many activities such as pictures and completing the blank by choosing the appropriate words or completing the paragraph or using scattered word activities. At this stage, students write their opening sentences for the topic and organize their sub-ideas, taking into account the tools for connecting sentences and ideas, and writing the closing paragraph or sentence of the topic.

# Steps for Teaching the Writing Skill

## Reflection stage

At this stage, students reflect on what has been written, and discuss it in pairs or with a group of colleagues, in addition to receiving feedback from the teacher, reflecting on it and thinking about how to implement it.

# Steps for Teaching the Writing Skill

## Revising and Editing Phase

At this stage, the student reviews what he/she wrote in light of the previous stage (reflection) and makes the necessary adjustments, such as adding, deleting, or reformulating words, sentences, or paragraphs. Among the matters that must be paid attention to during the review and editing stage are the following:

- Writing the sentences
- Diversity in sentence structure
- Use of punctuation
- Choosing a suitable title
- Choosing the right words



# Steps for Teaching the Writing Skill

## Publishing and Sharing:

After completing the revision and editing, the students share their writing either by presenting it in front of the class or school or publishing it, then they save it in their achievement file and compare it from time to time with their previous work to determine the extent of their progress in the work.

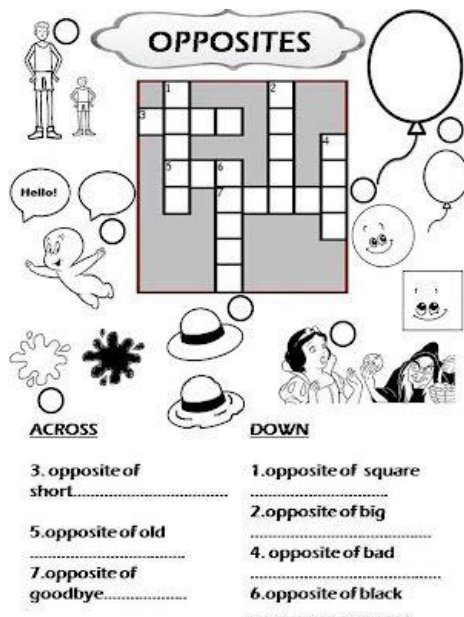


## **Activity (4/6): Methods and Means of Teaching Writing**

- Expanding Sentences
- Practice the parts of speech using motivational stickers.
- The use of written graphic organizers to include writing in a correct manner and taking into account the topic of writing and adherence to it.

# Methods and Means of Teaching Writing

You can benefit from the following forms during the work assignment.



**Handy Flow Chart**

Directions: Write your topic at the top. Then, list the steps or events in chronological order in the areas indicated.

Topic: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Time-Order Spider**

Directions: Write the topic in the center square. Write events in the outer boxes and details on the lines beneath them.

Topic: \_\_\_\_\_

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Event 4: \_\_\_\_\_

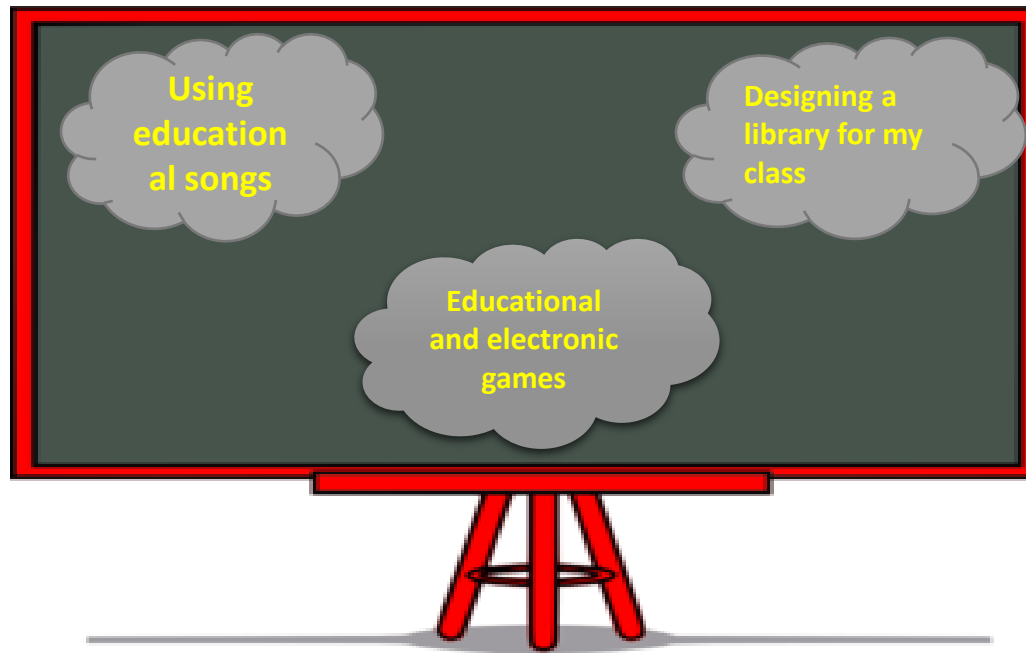
# Task/ Design of Educational Tasks

- Divide teachers into two groups.
- Distribute white papers and textbooks according to the specialization for the two groups.
- Choose a lesson from the textbook.
- Design educational tasks to develop the writing skill.



## Activity (4/7): Final Activity

Write practical advice for you and your fellow teachers in educational field to teach foreign language skills in a safe and stimulating learning environment.



# Today's Final Evaluation

- Duration: 15 minutes (5 minutes of work + 10 minutes of presentation of teachers' answers)
- Task: Ask the teachers to write a paragraph summarizing the main ideas of the fourth day.
- Final product: Paper cut-outs that reflect the main ideas of Day 4 in a summary.

# References and Sources

- Barkley, Elisabeth F (2010). Students Engagement Techniques: A hand Book for College Faculty. San Francisco. Jossey Bass.
- Adrian Doff (2003). Teach English: a training course for teachers. UK. Cambridge university press.
- Vaughn, Sharon. Morris, Pam. 2008. Effective Reading Instruction (Power Point Presentation). The University of Texas. Texas Center for Reading and Language Arts.

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- Adler, C.R. (Ed) (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read, pp. 49-54. National Institute for Literacy.  
[http://www.nifl.gov/partnershipforreading/publications/reading\\_first1text.html](http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html).
- Tonges, Scott( 2018), How to Improve Students Writing, Article. Teacher Starter Journal. Uk