

Reading and Writing Strategies for EFL Students

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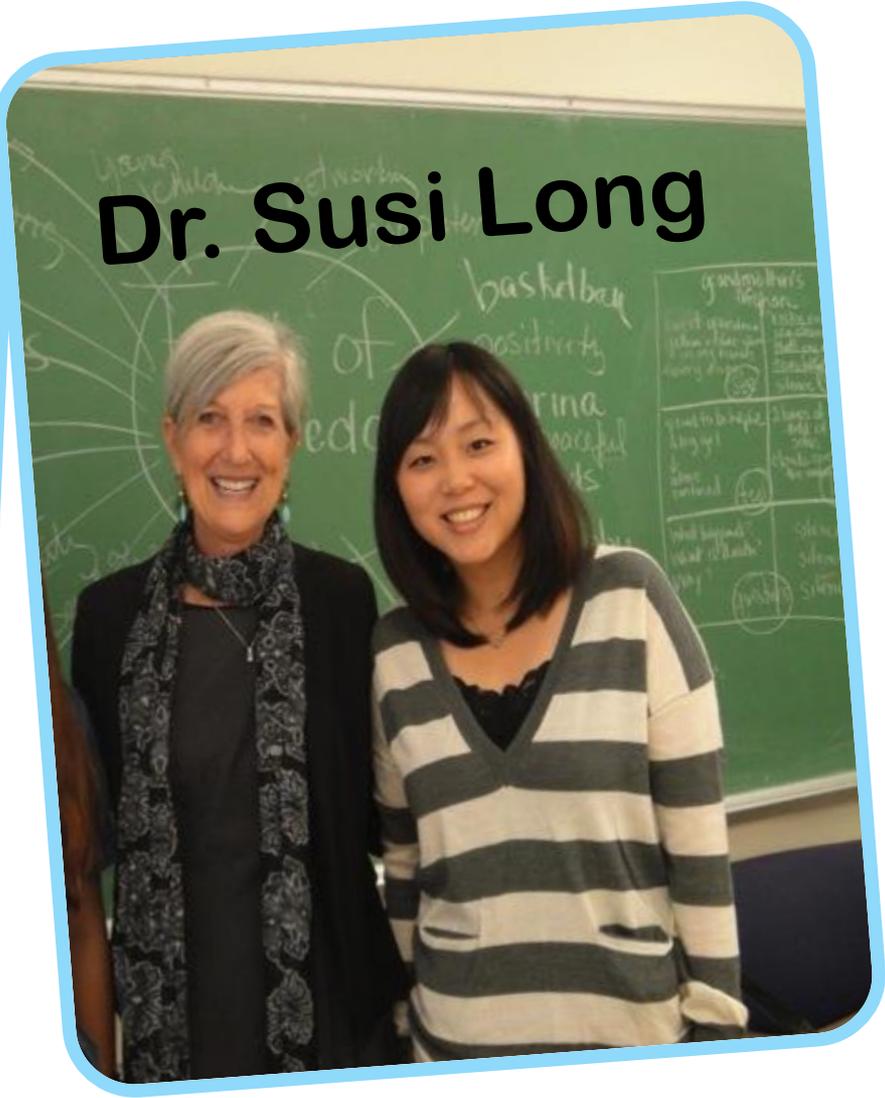
Outline

- **Respect Students' Expertise**
- **“Do the Most Difficult Problem First”!**
- **Respect Student's Learning Time**
- **Other Strategies**
- **Summary**

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Pinedo-Burns**



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Respect Students' Expertise

Let's think...

- Do students really have learning problem? Or they just simply couldn't connect with the school materials?
- By understanding and respect of students' life experience, teachers can design courses that are suitable for students.

Respect Students' Expertise

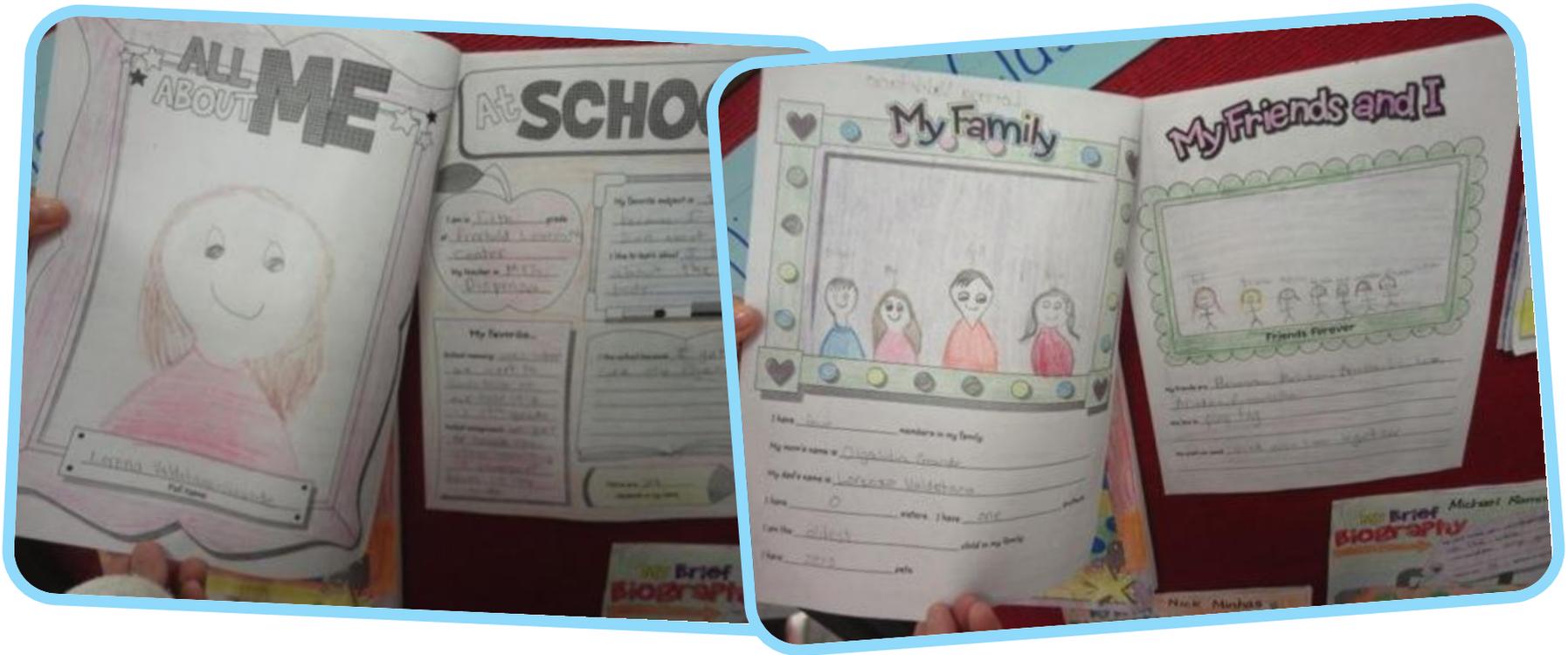
What teachers can do...

- Develop “our” own texts
- Create a “Me Box”
- Make connection between students and the teaching materials.



Respect Students' Expertise

Books in the boxes are labeled with different color to indicate difficulty levels and number of new words.



Respect Students' Expertise

Write something that students can relate to.

“Do the most difficult problem first”!

- **Teachers should put forward the most difficult subject for students to understand what is the “vision” of learning.**
- **Create learning objectives that students can identify with.**

“Do the most difficult problem first”!

Example: 5th graders’ freelance writing class

- **Self pick topic-telling their own stories**
- **No templates**
- **self-checklist**
- **Teacher read aloud some students’ work**

Name: Sky Zhu

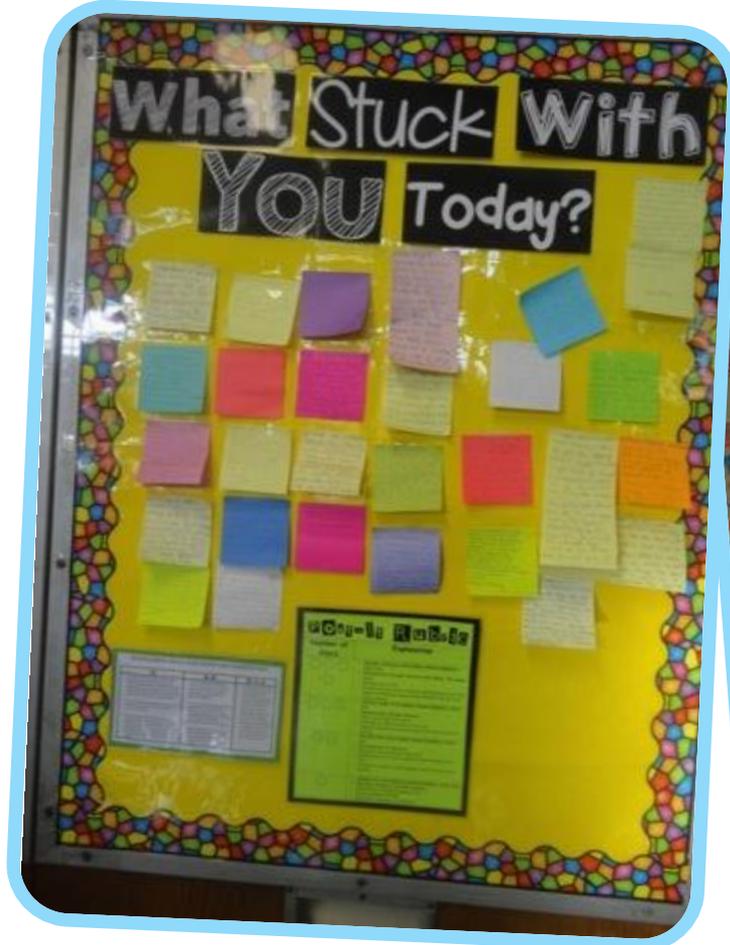
Date: 10/14/14

Narrative Writing Checklist

Grade 5		NOT YET	STARTING TO	YES!
Structure				
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I gave readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development				
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I showed why characters did what they did by including their thinking and their responses to what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my sentences to create the pace and tone of my narrative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Conventions				
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; I also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-checklist

- Structure
- Overall, Lead, Transitions, Ending, Organization
- Development
- Elaboration, Craft
- Language Conventions
- Spelling, Punctuation



“Do the most difficult problem first”!

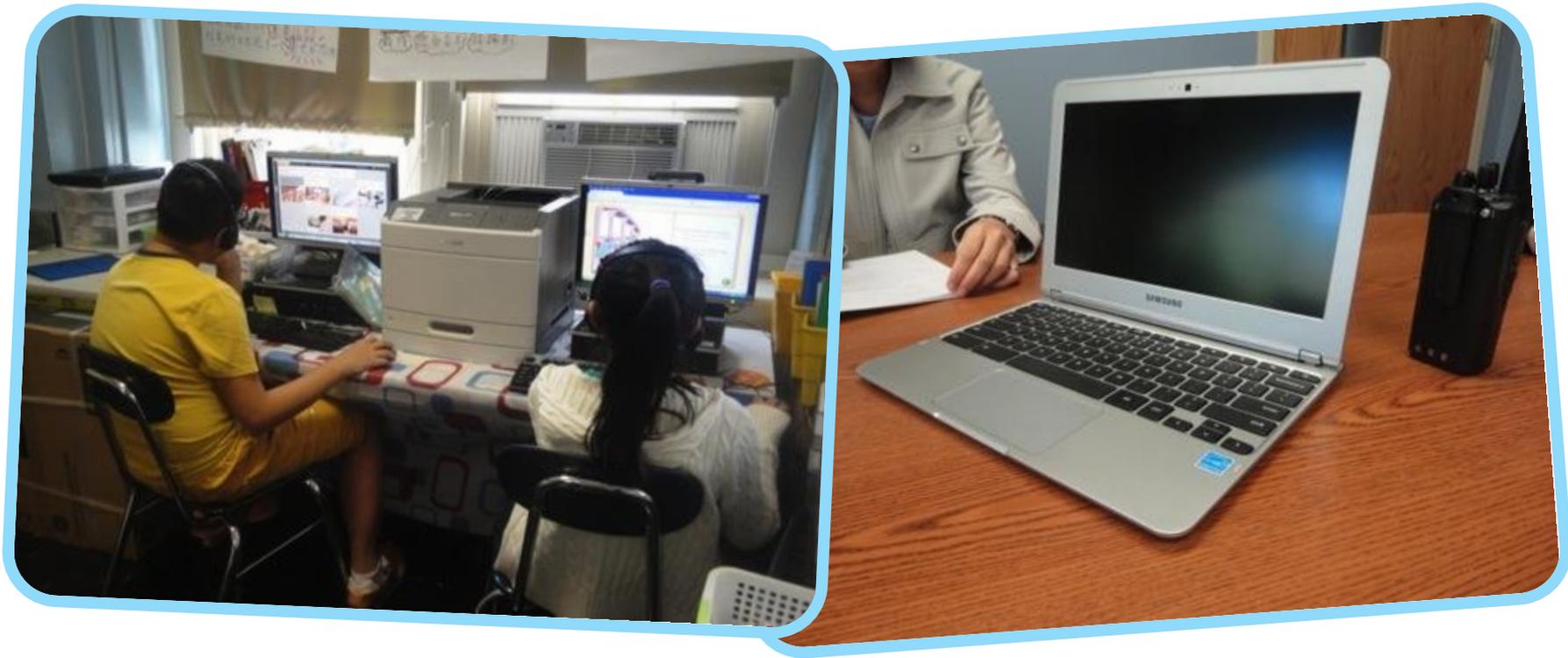
Set the goals for students.

Respect Student's Learning Time

- **Let students in different level apply different strategies.**
- **So students in the same class could complete learning contents/learning tasks according to their own learning paces.**

Respect Student's Learning Time

- Group work – higher achievers can scaffold slightly lower achievers
- Pulling out – apply different materials/learning process but try to reach similar competence

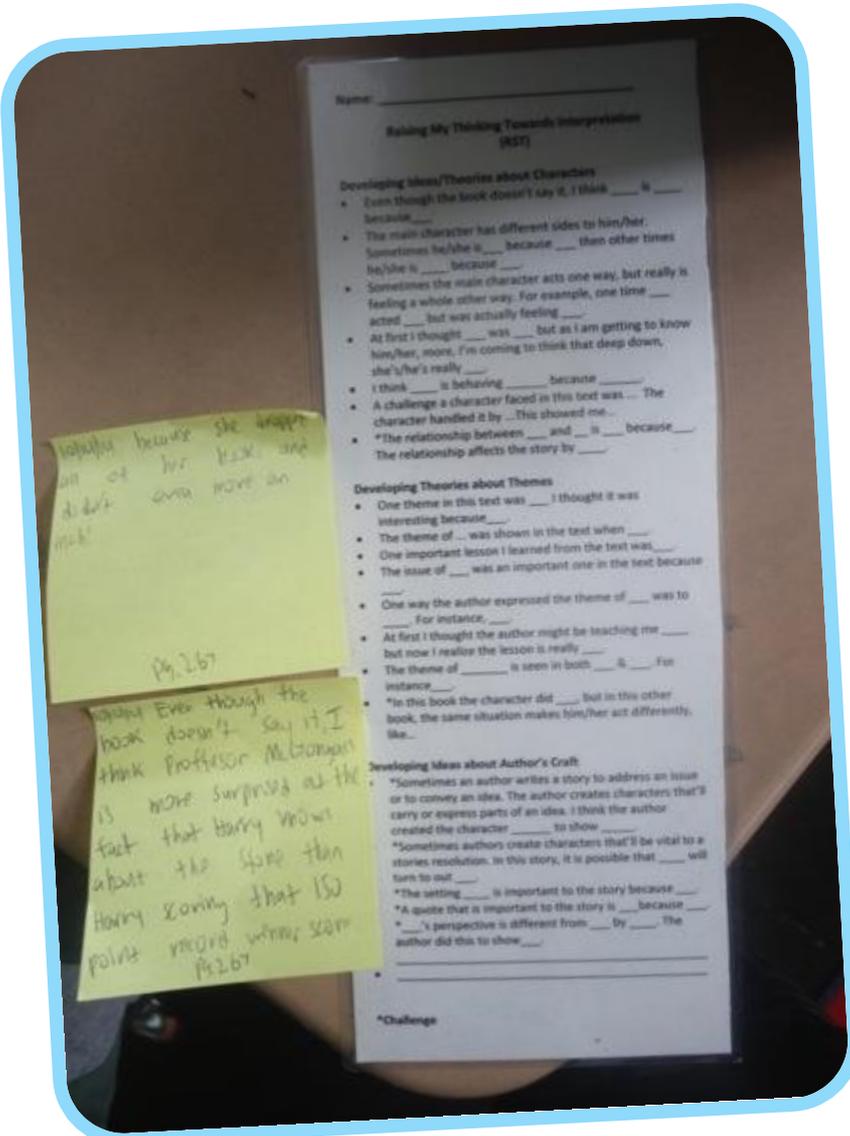


Respect Student's Learning Time

Apply different materials for students in different level.

Other Strategies

Sticky notes



When to Use Sticky Notes During Reading

Good readers stop and jot when:

- there is something to infer
- characters do, say or think of something important
- you describe a character's trait or feeling
- characters face an obstacle or struggles with a major problem
- characters act strangely and not like themselves
- characters change
- the problem arrives
- the problem is resolved
- the setting influence or affect the characters or plot
- you notice an important event that connects to the lesson or theme
- there is something to predict
- a text to text connection is made
- new and interesting fact
- come across an unfamiliar word
- questions or wonderings
- words, phrases or quotes you may like
- a reaction
- theories, ideas or thoughts about the text

During reading...

○ There is something to infer...

○ There is something to predict...

○ Questions or wonderings...

side	Real Hour Day	RF	R	S
side	Real Hour Day	RF	R	S

10/14/14 Treasure Hunters

James Patterson
and
Chris Greenstein

They really care about their dad because when they realized Dad died they were devastated this makes me think that they love their dad in any situation
17

He called him a trader since they always fight.
18

He thinks they have a 360 degree relationship
19

10/14/14 Treasure Hunters
20

10/14/14 Treasure Hunters
21

10/14/14 Treasure Hunters
22

10/14/14 Treasure Hunters
23

10/14/14 Treasure Hunters
24

10/14/14 Treasure Hunters
25

They didn't just go with it and they didn't need help. They admitted they needed help and decided to call Louie.
125

not normal
21

214

kidnaped by pirates and that their parents were missing a certain part
215

is telling truth about they "love" him & they're not so naive.
287

287

be called Jack.
291

11/11/14
292

2 theories

10/14/14 Same as previous page

I think Capric came back to trick Patricia into saying that they got the bee amulet from Dario and that Dario was supposed to get something from the museum 322

322

322

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322

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322

Writing Long About Thinking Stickers

Title: Because of Winn-Dixie
Author: Kate DiCamillo

Thinking Sticky

Opal seems to miss her mom. She also seems sad about it. First, when she first met Winn-Dixie, she told that they both had one thing in common and that was they were both kind of orphans. Winn-Dixie did not belong to a family and she did not have mama. She also mentions that since she moved to Naomi, she had been thinking about her mama more than before.

Later on in chapter 4, Opal asked her father to describe ten things about her mama. She wrote all the ten descriptions and made sure to memorize it.

This shows me that Opal is a character who truly misses her mom because Naomi is a brand new place. This also makes me think that she needs a "mother figure" or someone to help her deal with her loneliness in a brand new place.

Text-based evidence

Connection

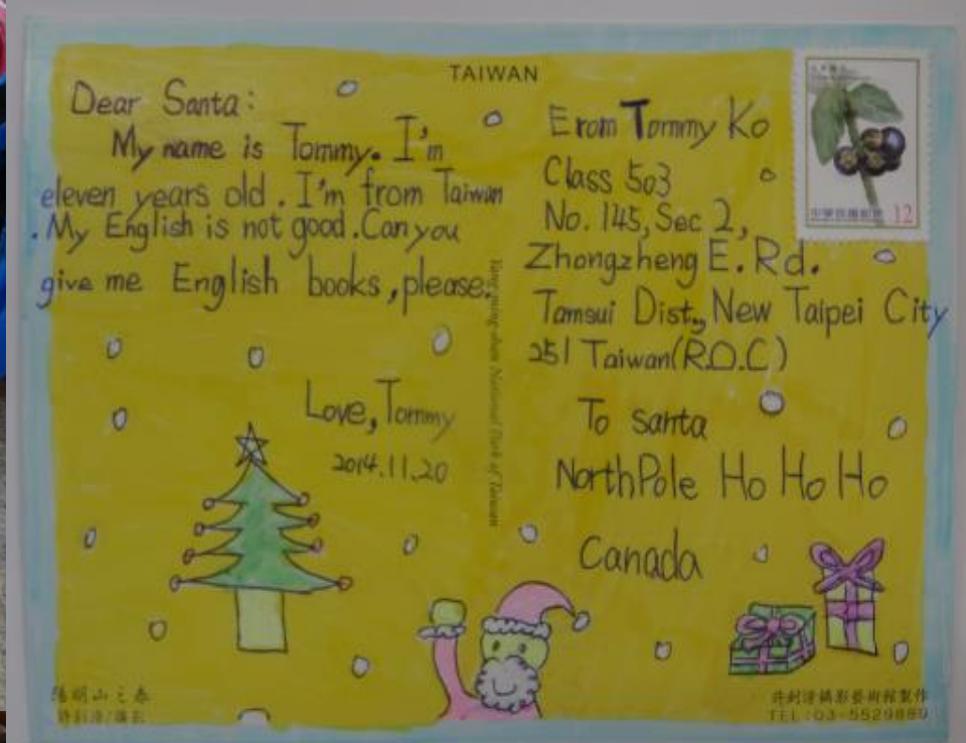
After reading...

- Text-based evidence
- Connection

Summary

Something I've tried with my students...

- Read/ Write something they can relate to.
- Set goals for them.
- Apply different learning strategies for students in different level.



Write to Santa

Class 503 Number 21 Name Jolie

Peas Porridge

Peas porridge hot,
 Peas porridge cold,
 Peas porridge in the pot,
 Nine days old.
 Some like it hot,
 Some like it cold,
 Some like it in the pot,
 Nine days old.



Can sing!

林鍾文 Kelly

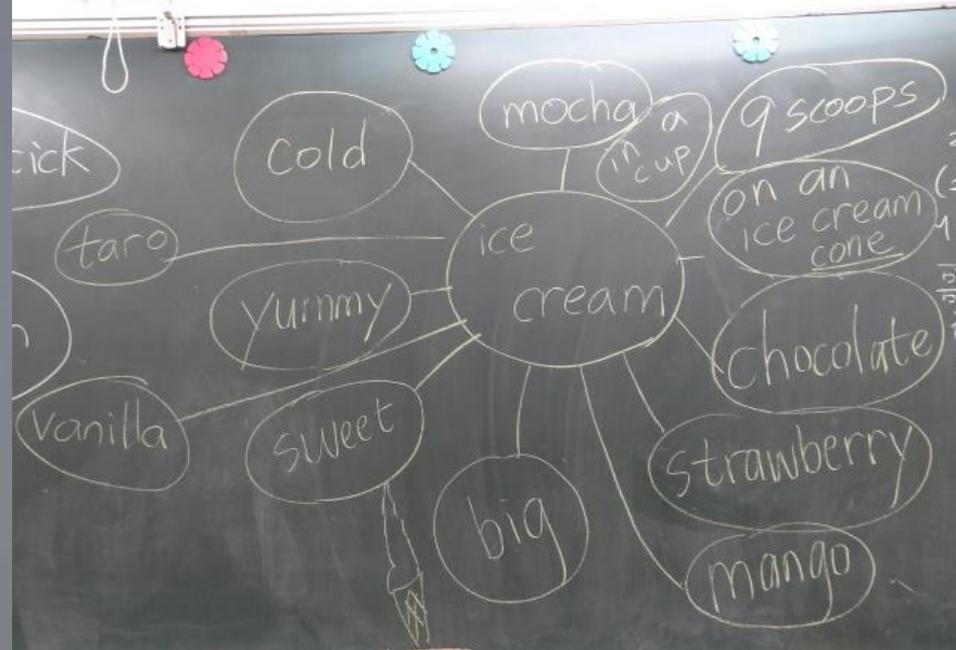
stalie

徐新 Judy/Xenia

謝玉婷 Sarah

陳嘉豪

莫芳芳



Hot Dogs

I like hot dogs
 Big, juicy hot dogs
 On a stick,
 In a bun,
 Eat it quick,
 One by one!
 Big, juicy hot dogs,
 I love hot dogs!



Can read!

Kelly Sarah

徐新 Judy/Xenia

謝玉婷

stalie

陳嘉豪

莫芳芳



Create food poem

Unit: short vowel

Date: / /

a(æ) hat cat fat bat mad

happy sand apple grass can

e(e) bed end red egg pet

leg pen men beg net

i(i) pink pig fish ink big

sing six in inch info

o(o) god rock pot top not

clock long fox box body

u(u) sun cut bug gun up

nug jump mud drum

Teacher's Comment

Excellent(A+) Good Job (A) Fair(B) Rewrite(C)

Teacher's Signature :

Unit: **ui**

Date: / /

All work and no play makes Jack a dull boy.

Write

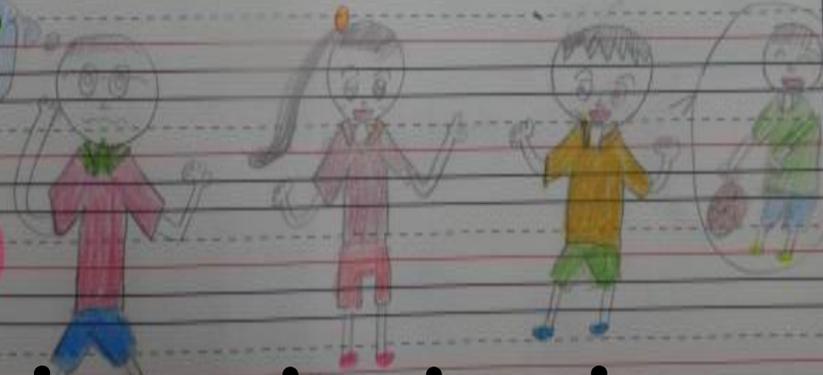
Homework

Write

Homework

Write

Homework



What I don't know:

Teacher's Signature : Excellent(A+) Good Job (A) Fair(B) Rewrite(C)

Parent's Signature :

Different learning strategies... and there will be more...



Thank you!