

Literacy Instruction for Young EFL Learners



Joan Kang Shin PhD, Education Department
University of Maryland, Baltimore County

POLL

Choose one that most appropriately defines you.

I am a...

- Pre-primary teacher
- Primary teacher
- Secondary teacher
- University professor
- Teacher trainer
- English teacher in training
- Other

**Literacy is
the ability
to read and write.**

**One only has
to become
“literate” once.**

From Shin & Crandall's (2014) *Teaching Young Learners English*

Early Literacy

Knowledge, skills, and dispositions that precede learning to read and write in primary grades (K-3).

Phonological awareness

Phonemic awareness

Phonics

POLL

True OR False?

Phonological awareness and phonemic awareness are the same thing.

- True
- False

False

Phonological awareness is a broader term that includes phonemic awareness.

Phonological awareness

- Word awareness
- Rhyme awareness
- Onset and rime
- Syllable awareness
- Phonemic awareness

Phonemic awareness

Aware of the smallest units of sound in a word and can segment, blend, and manipulate these units.

Example: Can hear three sounds in the word bat: /b/, /a/, and /t/.

Old MacDonald Had a Farm

Old MacDonald had a farm

E-I-E-I-O

And on that farm he had some cows

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo

There a moo

Everywhere a moo moo

Old MacDonald had a farm

E-I-E-I-O

Hot Potato Game

The children will all sit in a circle on the floor. Provide them with a bag with picture cards (or objects). Begin passing the bag around when music starts playing. After a few seconds, stop the music. Have the child who is holding the bag reach in and pull out a picture. The child says the name of the picture and then says the beginning sound of that word. Continue until all the children have had a chance to name a card.

Phonics

Understands relationship between letters of the written language and the sounds of the spoken language. Phonics instruction focuses on 1:1 correspondence between letters and sounds.

Content of Early Literacy Instruction

Teaching preschool children...

- What reading and writing can do,
- To name and write alphabet letters
- To hear rhymes and sounds in words
- To spell simple words
- To recognize and write their own names
- To listen to stories for meaning

BINGO

There was a farmer who had a dog,
And Bingo was his name-o.

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was his name-o.

Valuable Dispositions of Early Literacy Instruction

Cultivating preschool children's...

- Willingness to listen to stories
- Desire to be read to
- Curiosity about words and letters
- Exploration of print forms
- Playfulness with words
- Enjoyment of songs, poems, rhymes, jingles, books, and dramatic play

POLL

True OR False?

It is detrimental to children to learn to read in their native language (L1) and a foreign language (L2) at the same time.

- True
- False

False

Children can transfer literacy skills successfully between the two languages (Dlugosz, 2000; Lenters, 2004/2005; Verhoeven, 1994).

Making the Case for Literacy Instruction

- Literacy instruction should be an integral part of an EFL program for young learners.
- Integrating literacy instruction can assist in oral language development.
- EFL literacy instruction should be meaning-focused and balanced.

Phonics

vs.

Whole Language

Bottom-up

vs.

Top-down

POLL

Choose one.

Which is emphasized more in your EFL literacy program?

- Phonics
- Whole language

Balanced Literacy Approach

Five helpful building blocks for an effective EFL literacy program

- Immerse students in print and literature
- Utilize and build students' background knowledge
- Model and teach various reading and writing strategies
- Build vocabulary and automaticity of high frequency words
- Give explicit instruction in phonics

Give explicit instruction in phonics

- Need bottom-up skills to decode and spell words
- English has 26 letters representing 44 sounds with more than 500 ways to spell them
- Phonics instruction differs depending on writing system and literacy practices of L1

I take it you already know
 Of tough and bough and cough and dough?
 Others may stumble, but not you,
 On hiccough, thorough, slough, and through.
 Well done! And now you wish, perhaps,
 To learn of less familiar traps?

Beware of heard, a dreadful word,
 That looks like beard and sounds like bird,
 And dead, it's said like bed, not bead.
 For goodness sake, don't call it "deed"!
 Watch out for meat and great and threat
 (They rhyme with suite and straight and debt.)

A moth is not a moth in mother,
 Nor both in bother, broth in brother,
 And here is not a match for there,
 Nor dear and fear, or bear and pear.
 And then there's doze and rose and lose,

Just look them up
And goose and choose,
And cork and work, and card and ward,
And font and front, and word and sword.
And do and go, and thwart and cart.
Come, come, I've hardly made a start!

A dreadful language, man alive.
I'd learned to speak it when I was five.
And yet to write it, the more I sigh,
I'll not learn how 'til the day I die.

Author unknown

From Shin & Crandall's (2014) *Teaching Young Learners English*

Immerse students in print and literature

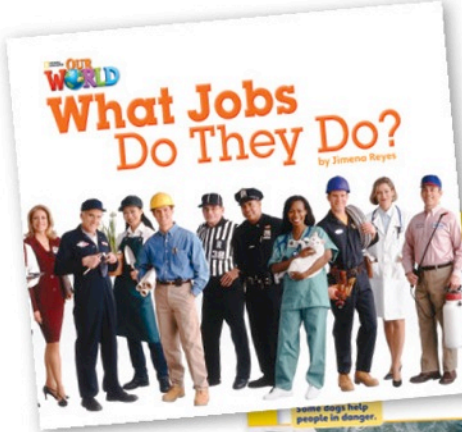
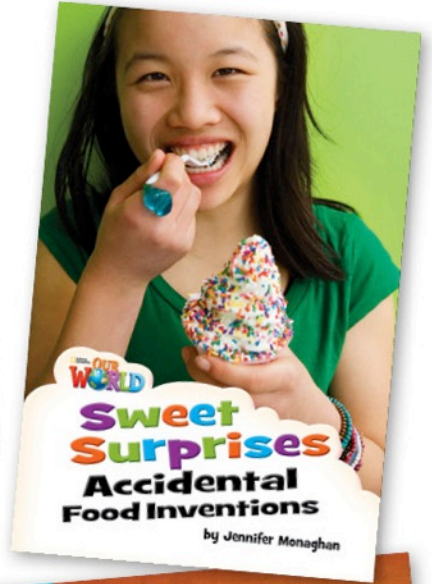
- Surround them in print in their classroom environment
- Environmental print on walls
- Make a variety of texts available: picture books, non-fiction, poetry, basal textbooks, and internet materials

Utilize and build students' background knowledge

- Tap into prior experience with topics and text types from L1
- Use content-area texts on science and social studies topics to make cross-curricular connections
- Build cultural knowledge to read information/stories across cultures

BRING STORYTELLING INTO YOUR CLASSROOM

- One graded reader for each unit
- Original stories, folk tales, myths and non-fiction
- Big Books for levels 1 and 2
- Story Time video clips



Stories from Around the World

Denmark

Ukraine

Ghana

India

Indonesia

Korea

China

Egypt

Mexico

Africa

Nigeria

Vietnam

Japan

Russia

Ireland

Greece

Europe

Aztec

Guatemala

Philippines

U.S.

Hawaii

Native

American

Model and teach various reading and writing strategies

- Recognizing and using text structure (e.g., stories have a beginning, middle, and end)
- Previewing text by examining the surrounding pictures and headings
- Predicting what happens next
- Writing for a particular audience and purpose

Build vocabulary and automaticity of high frequency words

- Readers need to know at least 95-98% of the words in a text to gain comprehension independently
- 100 most frequently used words represent 50% of all written text
- Automatic recognition of these words and content-area vocabulary instruction will help children comprehend and create text more fluently

Fry Sight Words - The First Hundred

LIST 1	LIST 2	LIST 3	LIST 4
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	am
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Young EFL learners...

- should be actively involved in the learning process.
- need effective scaffolding to become independent readers and writers.

TO/WITH/BY APPROACH

- Reading and writing TO students
- Reading and writing WITH students
- Reading and writing done BY students

Reading and writing TO students

Modeling comes first!

Read-alouds

Writing think-alouds

We All Pull



Reading and writing **WITH** students

Gradually give students more responsibility

Big book shared reading

Language Experience Approach

Choral reading and Readers Theater

Interactive writing

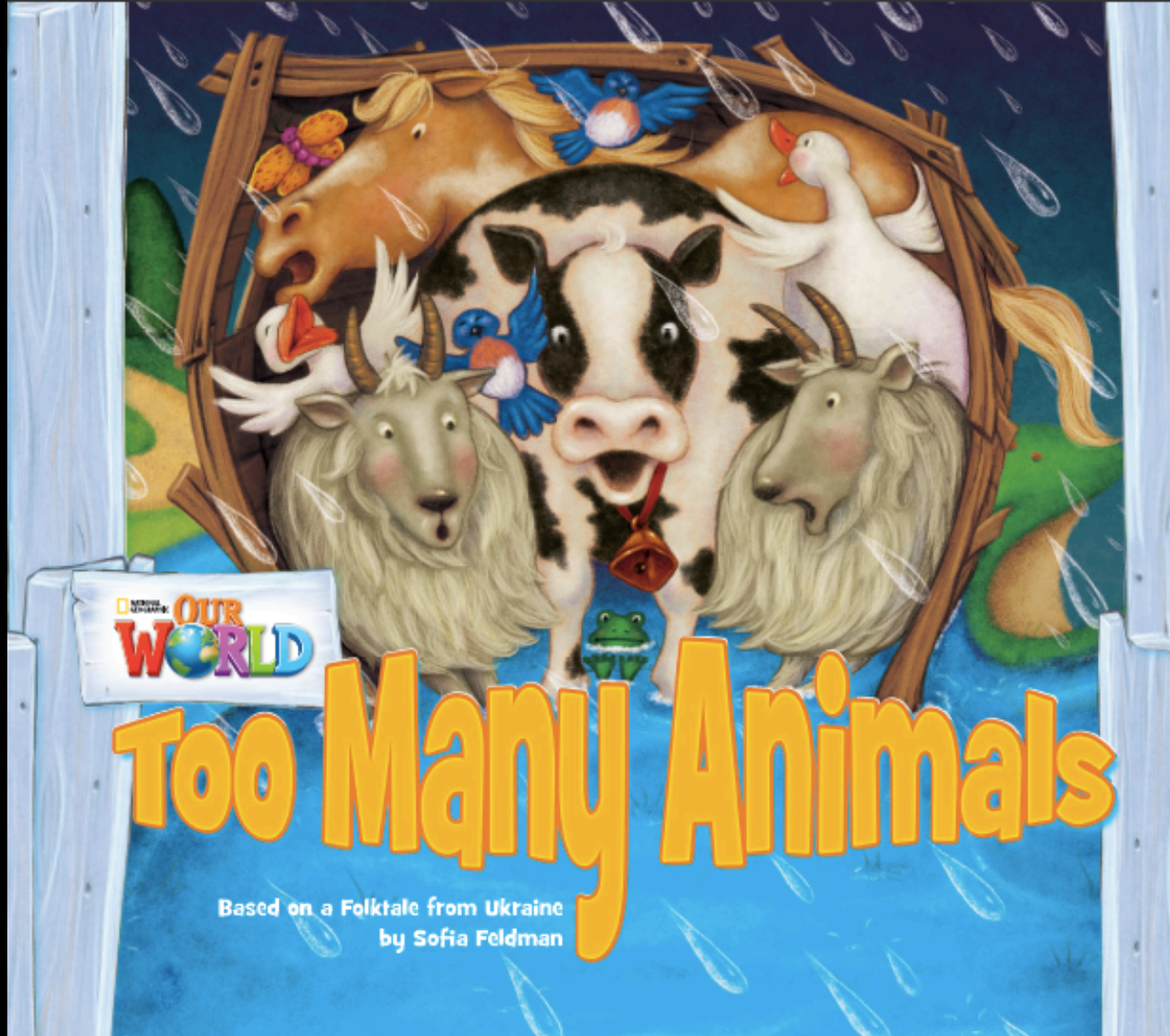
Guided reading

Class book

Big Book

Shared Reading





OUR
WORLD

Too Many Animals

Based on a Folktale from Ukraine
by Sofia Feldman

Readers Theater

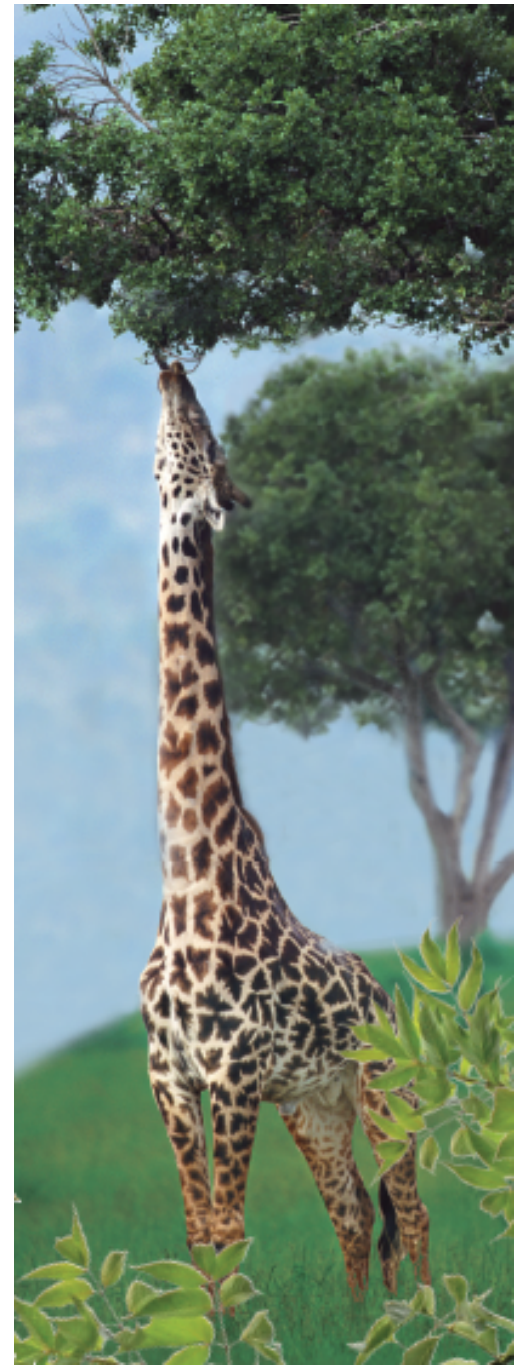
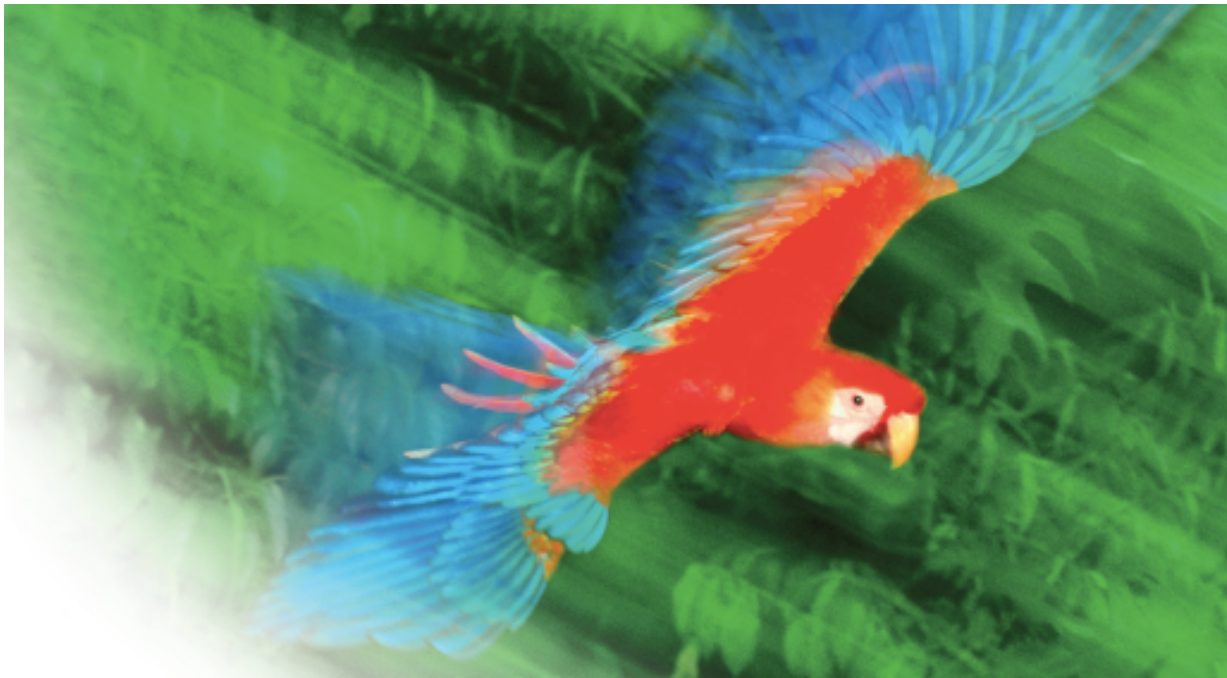




A BIG

Lesson for Little Frog





Reading and writing BY students

Children can read & write on their own now!

Literacy centers

ABC center (with letter manipulatives), memory card games, word family center, sight word center, art center, play dough center (make letters), computer center (with e-books and games), listening center, buddy reading center, big book center, writing center (postcard center), etc.

What are other centers you like to use?

For more information:
<http://ngl.cengage.com/ourworldtours/>



Literacy Instruction for Young EFL Learners: A Balanced Approach

Joan Kang Shin, Ph.D.,
University of Maryland, Baltimore County

Literacy instruction should be an integral part of an EFL program for young learners.

Developing literacy skills in a foreign language can begin as early as foreign language instruction begins. Although

Even preschool-age children who are not yet literate in their L1 can still engage in early literacy activities that build reading readiness and phonemic awareness. Teachers can read big books with print aloud and use songs and rhymes to focus on the sounds

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