

PROGRAMA DE ACOMPAÑAMIENTO A DOCENTES DE NIVEL SECUNDARIO

LENGUAS EXTRANJERAS

TEACHING ENGLISH AT SECONDARY SCHOOL

Módulo 2: Desarrollo de habilidades lingüísticas

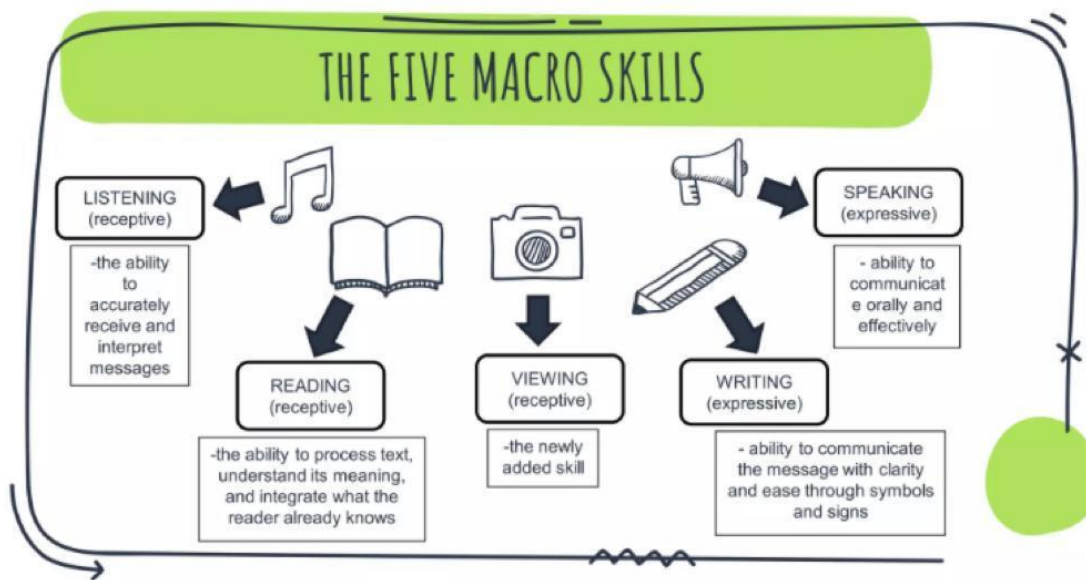
Desarrollo de la lectura y la comprensión de textos: estrategias de lectura, vocabulario y comprensión de textos adaptados al nivel de competencia de los estudiantes.

Desarrollo de la escritura: técnicas para mejorar la expresión escrita y la corrección de errores.

Hello fellow teachers! How are you? Welcome to the second part of Module 2!

This week we are going to continue working with macro skills in the classroom. This time we are going to deal with Reading, Writing and we will add one more: Viewing.

There are four ways to express language: Listening, reading, speaking and writing . In recent years, viewing was added as a fifth skill. These skills are also referred to as communication's macro skills. As they are all interconnected, the best way to teach and learn a new language is to balance the activities in each of these categories.



Source: The Flipped Classroom



Before we get deeper and deeper into the theoretical framework, we will ask you to register your views in the **Discussion Forum “Reading, Writing and Viewing: essential macro skills in learning”**.



What I Know	What I Want to know	What I Learnt

Complete the first two columns of the KWL chart. In the first column, write what you already know about these three macro skills and their use in the classroom. In the second column, write what you want to know about these skills and the way of teaching them to students. Leave the third column blank.



Now, let's revise some concepts and thoughts from the authors' perspectives.

Reading

Reading comprehension involves decoding symbols with the intention of deriving meaning from the text. This can be used for sharing knowledge, for self-development or simply for pleasure and relaxation.

Zborowska introduces what implies using this skill with our learners in the video **“Teaching Reading in an EFL/ESL Classroom”** <https://www.youtube.com/watch?v=PuyocXXXAEA>

As we have said before, reading is a crucial skill that all students should be confident in exercising. In the video **“Reading effectively - a 3-stage lesson guide Teaching English with Oxford”** https://www.youtube.com/watch?v=xh8M_x57pa4Y Nicholas Tims explains how the three stages of a reading lesson can work for you and Campos in **“Three Stages for Teaching Reading”** offers tips and resources for Reading class structure.

Writing

Writing, as Lustañas¹ defines it, is the process of using symbols to communicate thoughts and ideas in a readable form. It allows for a more meaningful and in-depth transmission of ideas compared to speaking.

Of all the skills, writing is the one that teachers and learners seem most reluctant to focus on because it requires them to make special efforts and it takes much time. As a result, it sometimes tends to be neglected as Harmer² stated.

In order to get a full view on the Teaching of Writing Skills and its implications, observe the video **“Teaching ESL_EFL Writing to Young Learners”** <https://www.youtube.com/watch?v=OrLnL4GkvrA> . Server, then, explains in detail the different stages of the writing process in **“The 7 stages of the writing process”**, which input is complemented by **“Elements of the Writing Process”** and **“Prewriting Strategies-5 useful strategies”**

¹ Lustañas, B (2015, Feb) Macro Skills and Communicative Competence. Scribd slideshare

² Harmer, J (2015) The Practice of English Language Teaching . 5th ed. Pearson-England



Writing is an essential tool for expressing thoughts, facts and figures. Although typing is gradually replacing handwriting as the focus shifts to electronic devices, computer keyboards and texting devices, the writing competence is still a must.

Viewing

The fifth macro skill which has been added in recent years is linked to the ability to perceive, analyze, interpret, and construct meaning from visual images. It is very useful to improve students’ comprehension of written and non-written materials. Lustañás³ categorizes the types of viewing into

Visual Literacy

- ❖ ability to interpret meaning from visual images (Georgis,1999)
- ❖ ability to construct effective visuals in order to convey ideas to others (Valmont, 2003; Heinich, 1999)

Critical Viewing

- ❖ ability to carefully comprehend and evaluate information presented by visual media
- ❖ ability to think critically about the composition of the picture

Technology use has exponentially risen and learners are exposed to various forms of media. Undoubtedly, this is the competence that needs to be developed in order to help students become critical and responsible viewers.

Hughes in “**A before, while, after you watch approach to planning a video lesson**” introduces a way of planning a lesson which works with most videos and he suggests some of the activity types which are often used.



Now, what about an **Application Group** task ?

Watch the video “**Reading Stages in a Class**” https://drive.google.com/file/d/1vUpHZziQ7jtW7DhnLLo3Gkrxheg3Wtv8/view?usp=share_link

. In groups of five, complete the chart and answer the questions in the collaborative doc. Use a different colour for each member.



Time for a break! Go grab a cup of coffee or some mates and get ready to participate in the **Discussion Forum** again! This time, you will be asked to complete the third column and add new questions or doubts to the second column.

What I Know	What I Want to know	What I Learnt

³ Lustañás, B. (2015, Feb) Macro Skills and Communicative Competence. Scribd Slideshare.



We have arrived at the last part of this module. Well done! Now it's time to do the **weekly assignment**.

1. Choose one of the macro skills: Reading, Writing or Viewing
2. Design an interactive task for your students based on any content you have been working with, or any topic you'd like to introduce.
 2. a) Include activities for the pre, while and after stages.
 2. b) Take into consideration the theoretical framework, the discussion forums and the tips and suggestions offered, design an interactive activity for your students This activity should engage students in a meaningful learning experience.

You can borrow some ideas from these documents (carpeta documentos soporte) and adapt them to your class context.

- *Reading_ideas for activities*
- *Reading_Strategies_tips and activities*
- *Writing_definition_tasks and tricks*
- *Writing_ideas for activities*

REMEMBER! This **TAREA** has a deadline: **Monday, 06th November. 11:59 pm**

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