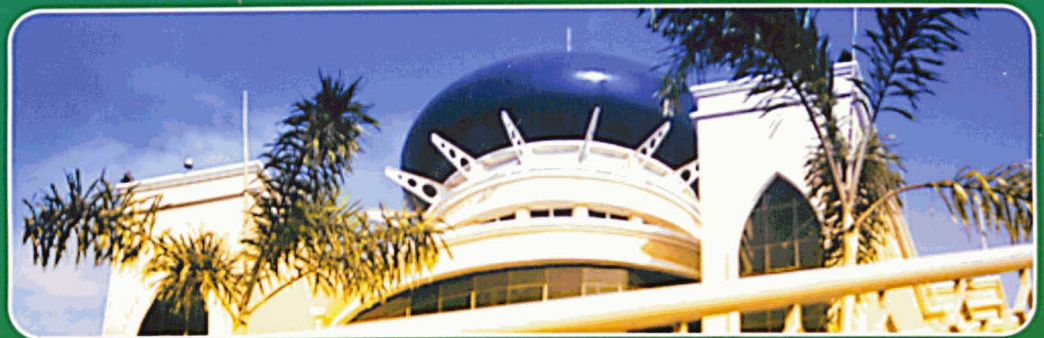


2013

ECL3083
**DEVELOPING READING
AND WRITING SKILLS
FOR PRIMARY SCHOOLS**

PROGRAM PENSISWAZAHAN GURU



**HARISON MOHD SIDEK
NORHAILI MASSARI**

**PROGRAM PENDIDIKAN
FAKULTI PENGAJIAN BAHASA UTAMA**

DEVELOPING READING AND WRITING SKILLS FOR PRIMARY SCHOOL

**ECL3083
Program Pensiswazahan Guru**



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HARISON MOHD SIDEK
NORHAILI MASSARI

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PROGRAM PENSISWAZAHAN GURU (PPG)

ECL3083

DEVELOPING READING AND WRITING SKILLS FOR PRIMARY SCHOOL

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COURSE GUIDELINES

Unit 1	About Reading
Unit 2	Emergent Literacy
Unit 3	Fluency
Unit 4	Phonics and Spelling
Unit 5	Prior Knowledge and Vocabulary Meaning
Unit 6	Reading Comprehension
Unit 7	About Writing
Unit 8	Becoming an Effective and Influential Literacy Teacher

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INTRODUCTION

The course guideline is provided in order to assist students in understanding the content and the requirements of the course. Students are advised to read and refer carefully to the course guidelines to enable them to complete the course successfully.

The ECL3083 Developing Reading and Writing Skills for Primary Schools course was developed with the aim to provide exposure and knowledge to students in the various major components of the English language reading and writing theories and skills to be taught to the primary school pupils. Therefore, this course would enable English language teachers to gain better understanding of the English language reading and writing skills components and the relevant theories. Such understanding may assist the teachers in enhancing their knowledge and competency when preparing and delivering reading and writing lessons. The input acquired from this course may also contribute in their professional development and lifelong learning.

TARGET GROUP

This course is offered to all students in the Teaching of English as a Second Language (TESL) undergraduate program for primary schools in Malaysia.

ALLOCATION OF STUDENT LEARNING TIME

According to the MQA standard, each credit hour requires 40 hours of learning time on the students' part. Hence, for this course students are required to spend 120 hours of learning time. The estimate learning time for ECA 3083 course is shown in Table 1.

Table 1: Estimation of Student Learning Time for ECL3083 Course

No.	Learning Activities	Learning Hours	
		Face to Face	Independent Learning
1.	Tutorial	10	
2.	Online Tutorial	-	40
3.	Module reading, macro teaching and assignment completion	-	40
4.	Teaching & Learning Video via G.O.A.L.S	-	30
Total Learning Time		120	

CURRICULUM SPECIFICATIONS OF ECL3083 (DEVELOPING READING AND WRITING SKILLS FOR PRIMARY SCHOOLS)

LEARNING OUTCOMES OF THE COURSE:

At the end of the course, students will be able to:

1. Analyze theories and issues on reading and writing for primary schools (C4),
2. Construct effective written reflections on reading and writing theories and issues (P2),
3. Exemplify understanding of the reading and writing theories by presenting effective lesson plans (A4), and
4. Participate effectively in group discussions and peer conferencing (CS3).

COURSE SYNOPSIS

This course provides an insight into the teaching of reading and writing to primary school children. In addition, students will be exposed to the theories, approaches, methods and techniques involved in the teaching and learning of reading and writing.

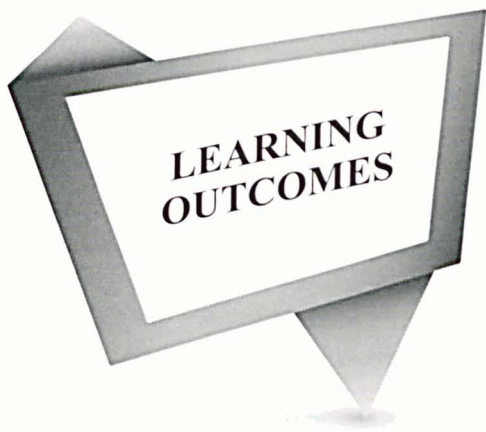
COURSE CONTENT

This module comprises 8 units. The overall content of the course is as follows:

Unit 1	About Reading
Unit 2	Emergent Literacy
Unit 3	Fluency
Unit 4	Phonics and Spelling
Unit 5	Prior Knowledge and Vocabulary Meaning
Unit 6	Reading Comprehension
Unit 7	About Writing
Unit 8	Becoming an Effective and Influential Literacy Teacher

UNIT 1 ►

ABOUT READING



At the end of the unit, you will be able to:

1. Analyse theories and issues on reading for primary schools.
2. Construct effective written reflection on theories and issues on reading for primary schools.

1.1 INTRODUCTION

This unit discusses theories and issues on reading and writing for primary schools. The discussion in this unit includes developing reading skills, theories of literacy, reading components and literacy issues.

1.2 DEVELOPING READING SKILLS¹

Developing reading skills in a second language among young learners demands considerable effort on the part of the teacher. Learning to read is viewed as a process of learning and not incidental acquisition to “break the code” (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998). Frequently practicing reading is important in order to develop one’s reading skills. Young readers need initial instruction to ensure that the reading process benefits learners. In addition, teachers and parents play an important role in helping young learners to acquire literacy skills via frequent modeling of reading. Such modeling will enable readers to develop their reading skills to the level that fluent reading is a characteristic of their abilities in which oral reading can be accentuated by expression and voice inflection (Griffith & Rasinski, 2004). Fluent reading may enable learners to develop to fully comprehending the text from the identifying word level. They can then use this comprehension to drive their oral reading.

Full comprehension may help a young learner in focusing on the meaning and appropriately using expression in promoting that meaning. Oral reading with the right prosody and expressions leads to an enjoyable reading experience. Prosody is the general linguistic term that is used to describe the rhythmic and tonal features of speech (Dowhower, 1991). Learners’ ability to read with good phrasing

¹ Taken and adapted from <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1039&context=doctoral>

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