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# Chapter 10

## Literacy Development

by  
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# Introduction

## AFSANA-SISANA

Afsana-Sisana

Forty birds clamor...

I cooked a very good stew

And ate it so nobody knew.

I gave some to a farmer to eat;

The farmer gave me some wheat.

I took the wheat to a mill;

They gave me flour, my fill.

With flour to a taghaar I went;

The taghaar gave me some ferment.

The ferment I gave to a baker;

He gave me a loaf, the bread-maker.

To a shepherd I gave the bread;

He gave me a lamb instead.

The lamb to a wise man I took;

The wise man gave me a book.

The book I learned to read.

God has given me what I need.

Anonymous, Afghanistan

Perhaps the most important task of language teachers is to teach their students how to read and write. And the most valuable activity for developing a skill is to involve the learner in understanding and practicing this skill. Other chapters in SPEER address ways to get children ready to read in English by developing their oral language (Chapter 9), using chants, songs, and rhymes (Chapter 4), reading with them in shared reading (Chapter 11), playing games (Chapter 5), and reading aloud to them (Chapter 12). This chapter will address how to help children begin to learn to read in English. If we want to teach our students to read, we have to involve them in actual reading in an enjoyable way. Teachers may complain that the task of teaching reading and writing to beginners is not an easy task. We strongly agree with this, but if teachers are aware of what it takes to make good readers, their job and their students' task will be made much easier.

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Teachers who want to teach their primary school students in Egypt to read should consider the following points:

1. Students should be aware and appreciate the variety of purposes reading in English serves in their everyday lives, for example, reading books, using the computer, reading instructions to use a new game or small appliance, reading a menu in a restaurant or writing a letter to a foreign friend.
2. Students should understand the relationships between print (words they see in their books) and oral language.
3. Students should know the print conventions, such as writing from left-to-right.
4. Students should know phonics, or sound/symbol correspondences.
5. Students should have the ability to recognize a growing number of words on sight. (Peregoy & Boyle, 1992).
6. Students should learn to use multiple cues to determine the meaning of a text, including context, phonics, vocabulary knowledge, and text knowledge.

In the following few pages we are going to explain what is meant by the above concepts, and how you can go about helping your young learners learn these concepts and be independent readers.

## The Value of Reading

Students have to be aware of the importance of reading in English in their everyday life. It is necessary to emphasize this from the beginning. They will need to read in English in order to use computers, to read ads in the street, to read an address for a tourist and, most important of all, to read most of their future textbooks in science and literature as part of their academic studies.

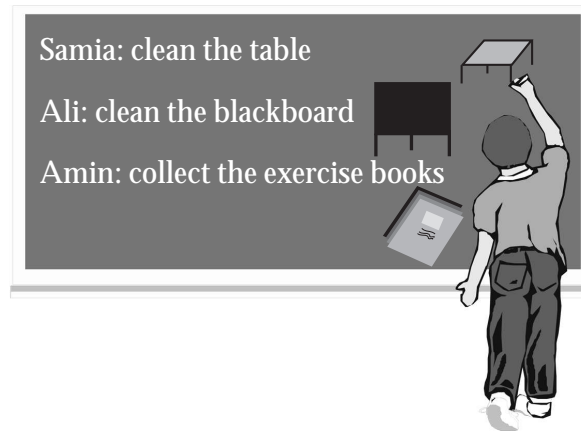
**Task Chart.** You can enhance students' awareness of this concept from the very first days of class by writing a list of names and classroom tasks on the board, for example,

*Samia -- clean the table.*

*Ali -- clean the blackboard.*

*Amin -- collect the exercise books, etc.*

Illustrate each task with an appropriate picture to aid students' understanding. Change the name lists often to involve the whole class in reading their tasks.



**Wall Dictionary (or Word Wall).** Another way to enhance students' opportunities for everyday reading is the wall dictionary, to which students and teachers can add words every day. Below is an example of a wall dictionary:

A	B	C	D	E
a	b	c	d	e
Amal	Bahia	Catherine	Dalia	Ekbal
an	be	cat	did	eat
animal	baker	can	dog	ear
and	but	car	dig	elephant
are	bat	catch	dark	easy
about	bread	cut	dish	end

You can start a wall dictionary by putting an alphabet on the wall, and adding students' names under the appropriate letter. Later on, add other words from their books or class situations. Every day, invite the students to read a part of the wall chorally or individually. One day you might read all the words beginning with a B or M; another day you might read all the words that refer to animals. Use the wall dictionary to help students to become aware of the alphabet and its sound/symbol correspondences and to develop sight vocabulary - words that students learn to recognize as soon as they see them (Peregoy & Boyle, 1992).

You can also think of other activities to enhance students' awareness of the importance of reading by asking students to:

- write birthday cards for another student or friend on his/her birthday
- keep a personal book to write their friends' numbers

- 
- write a shopping list for mother with drawings
  - illustrate the words
  - write a welcome note to a friend who was absent from class, etc.

Students can read these to the whole class or to one another in pairs.

**Key Words.** The Key Words Strategy can enhance students' awareness of the importance of reading. Schedule "key word" times with children sitting in small groups. Key words have to be chosen by the students themselves and should be words that are important to them that they want to read and preserve. Children choose different key words like, "*fast*," "*fight*," "*hit*," "*catch*," or "*play*." The teacher can write the words on the board and read them for the students or they can read them by themselves. Children then copy the words in their notebooks and practice them in many ways, e.g. reading, translating, or acting them out. Help the students to store the words in a "word bank." This can be a notebook divided into alphabetical sections or a little book made from scrap paper. (See Chapter 18: *Creating and Using Low-Tech Teaching Aids* for instructions on making the book, and Chapter 8: *Vocabulary Development* for more ideas about key words.) Encourage children to use the words over and over in writing messages or telling stories and to check spellings or meanings when they are writing (McCloskey & Davidson, 1989).

## Understanding the Relationship Between Print and Oral Language

**The Alphabetic Principle.** Teachers should make it clear to students that just as the words they hear in Arabic can be written in print, English can be, too. But the English alphabet is written in a different way. To develop the alphabetic principle, that is, the idea that language sounds are represented by letters and letter sequences, teachers can use alphabet books for teaching both the alphabetic principle and the alphabet itself. Alphabet books usually associate one word with a letter of the alphabet, e.g., A is for Apple, B is for Bear, etc. Your class can create its own alphabet book if each child draws and illustrates one letter. Other activities such as wall dictionaries, rhyming games, the alphabet songs, language experience stories, and shared reading can be used for the same purposes. (For more examples of these activities, see Chapter 4: *Songs, Chants and Rhymes* in ELT, Chapter 13: *The Language Experience Approach*, and Chapter 11: *Shared Reading*.) Through developing an understanding of the alphabet principle, children can also come to know the relationships between letters and sounds in the English language. (Peregoy & Boyle, 1992).

## Knowledge of Print Conventions

Conventions of print are the ways print is written and used, such as left-to-right orientation, top-to-bottom sequencing. They also include arrangement of text on the page in paragraphs, lists, letter format, etc., and principles of capitalization and other punctuation conventions.

*Hello! 1* (Dallas 1994) introduces writing in the following ways:

- Children use hand-movement exercises to practice left-right orientation of text.
- New letters are taught every other unit, two or three letters at a time.
- Pupils first write words in Unit 7.
- The first words pupils write are *a cat*, *a pen*. These are words pupils saw, read and learned in Units 1 and 2. (For further ideas information about handwriting, see Chapter 14: *Teaching Handwriting*.)

You can accustom students to reading words in the right direction by pointing to words or phrases from left to right as they read them from the board.

## Knowledge of Specific Sound/Symbol Correspondences or Phonics

A fluent reader also has a thorough knowledge of the sounds of the letters, and letter combinations. This knowledge of phonics helps readers particularly when they come to unknown or long words. To help students make these associations, you need to expose the children to many words and teach the connections between sounds and letters or letter patterns explicitly with words they encounter. English is a phonetic language like Arabic, yet because of its history of collecting words from many other languages and the changes in pronunciation over time there are many words in English that are exceptions to the regular phonetic spelling patterns.

Use the regular letter/sound correspondences of English to help pupils "decode" the word by the sounds of the letters. For example, the word "bag" consists of three sounds (/b/ + /æ/ + /g/). First, teach the learners to recognize the letters by showing them the differences in shape between them and providing lots of practice identifying and writing them. Then have students learn to match the letters with their sounds. All the learner has to do is to blend the sounds of the letters together to read the word. This method will help children not only to pronounce new words they meet but also to recognize and remember the spelling patterns of English words.

**Phonemes in *Hello! 1*.** Following is a chart of the major phonemes of English and the sequence in which they are introduced in *Hello! 1*.

Unit in Hello!1	Sound	Word Introducing Sound
One	/ k /	cat
	/ æ /	cat, rat, hat
	/ r /	rat
	/ h /	hat
two	/ t /	ten
	/ p /	pen
	/ e /	hen
three	/ I /	Pin, tin
four	/ n /	ten, pen
	/ d /	desk
	/ t /	top
	/ g /	girl
	/ ɜ: /	girl
	/ ɪ /	girl
	/ b /	boy
five	/ Δ /	bun
	/ s /	sun
eight	/ f /	fat
	/ m /	man, jam,
	/ dʒ /	jump, jacket
nine	/ i: /	key
	/ ɔ: /	ball
eleven	/ ʃ /	fish
	/ tʃ /	Chair
	/ j /	yellow

Unit in Hello!1	Sound	Word Introducing Sound
twelve	/ʊ/	w <u>o</u> man
	/ə/	wom <u>a</u> n
	/v/	<u>v</u> ase

Some teachers use "*pictograms*" - picture-based explanations - to help children remember the alphabet letters and important letter combinations and sounds. Some of these combinations and sounds are:

- *Consonant blends*, such as *bl, gr, fr, sm, str*  
(Two or more consonant sounds are blended together.)
- *Consonant digraphs*, such as *th, sh, ch, gh*  
(Two consonants together produce a new sound, different from each other. Note that these often produce more than one sound in English, e.g., *the, three; chat, character*)
- *Vowel or vowel-consonant patterns*, such as *ai, ea, ou, ear, ow, ough, ar, or, ei*  
(Letter combinations have new sounds when used together. Again, one pattern can have several pronunciations, as is well-illustrated by the poem below).

### English Pronunciation Troubles

I take it you already know  
 Of tough and bough and cough and dough?  
 Others may stumble, but not you,  
 On hiccough, thorough, laugh 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 -And 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 the moth in mother,

---

nor both in bother, broth in brother.  
And here is not a match for there,  
Nor dear and fear for bear and pear.  
And then there's dose 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 mastered it when I was five!

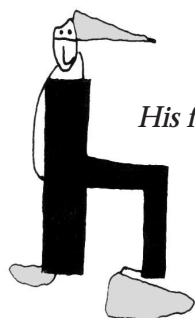
Anonymous

- Because there are so many variations of pronunciation of spelling patterns in English, it is best to teach only the most common patterns and combinations at first. (See the discussion of " *Word Families*" below for ways to do this.)

**Letterland Program.** The "Letterland" program uses pictograms for each letter to help the children learn the letter names and sounds. Corin (2000) describes this program as follows:

*The technique that the "Letterland" pictogram uses is to "dress up" each alphabet letter so it becomes something that seems more "real" to the children. The alphabet letter's shape is not altered by this "dressing up." Each letter suddenly enters the children's world as a real, "knowable" cartoon-person.*

Below is an example of how you might teach your class the shape and sound of "h" with a pictogram. You could create similar illustrations - or have your students create them - with all the alphabet letters. Below is a drawing and caption about "Hairy Hat Man" created by a student in Miss Patten's Primary One class in Australia.



*His for Hairy Hat Man*

Here is a picture of the Hairy Hat Man. The Hairy Hat Man hates noise. He just whispers his "hhhhh" sound, like a quiet breath, as he hops along.

Notice the simple, story-like language used in the example above. The letter shape should not be distorted by the "dressing up" in any way.

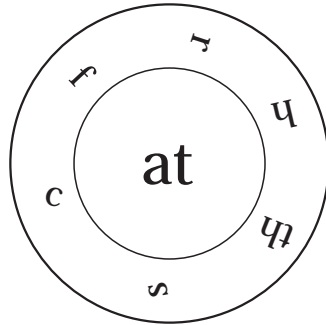
To summarize, we suggest the following components for phonics instruction:

1. Teach single consonants at the beginning of words *in context*.  
(*b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z*)
2. Teach "short" and "long" sounds (*Note: "Long" sounds are often spelled with vowel combinations or vowel - consonant - vowel patterns. There are also many other vowel sounds!*) Sample "short" and long sounds:  
a: /æ/ as in fat or /ei/ as in face;  
e: /e/ as in get or /i:/ as in eat,  
i: /i/ as in sit, or /ai/ as in ice,  
o: /p/ as in top or /ov/ as in goat,  
u: /ʌ/ as in cup or /v:/ as in suit.)
3. Teach common word families or onsets and rhymes in meaningful contexts.  
(Sample rhymes: *-at, -o, -un, -in, -am, -op, -an, -ail, -all, -ound, -ish, -ay, -oy*)
4. In meaningful contexts, teach common sounds made by combined letters together that make one sound such as /th/, /ph/, /sh/ /ight/, etc. (Peregoy & Boyle, 1992).
5. As much as possible, teach phonics in meaningful contexts, using language from the text or classroom conversations.

**Word Families.** Children can learn sounds and patterns more quickly if they are introduced to *word families*. Words in word families have different "onsets" or initial letters or sounds, but the same "rhyme" or ending part of the syllable. For example, *cat, rat, and hat* are all members of the *-at* family. They have different onsets, *c, r, and h*, but the same rhyme, *-at*. You might, for example, write *-at* on the blackboard. Then write different letters at the beginning of the word revising the sounds of the letters as you do. Have the children practice "decoding," or figuring out, the new words you make by changing the onset, e.g.:

_ at family
mat    cat    fat    hat

A Word Wheel is another useful aid that you or your children can make to practice word families:



Word Wheel

After children are good at the simple, common patterns, you can also use word families to introduce less common patterns such as -ight. (Chapter 18: *Creating and Using Low-Tech Teaching Aids* suggests several aids to help you practice word families, including the Pocket Chart, the Word Family Strip.)

Remember when you introduce letters, letter patterns and sounds to do so in a meaningful context, using words children have learned orally. For example, after you have already taught children to say and recognize the spoken word *hat*, you could teach the sounds of *hat* by holding up a card with the word, pointing to the sounds as you read them, blending them together, talking about the letter "h" and the sound it makes, looking for other "h" words on the word wall or in the text and studying the "-at" family.

Reading is much more complex than just learning the sounds of letters. It involves knowing about the world, about how texts are constructed and the common patterns of different kinds of texts and about the grammar of how words are put together into sentences. Thus, the "phonic method" or phonics teaching is only part of the answer to teaching beginning readers of English. If we use only the phonic method, then we cannot start teaching pupils to read until we have taught a large number of letter sounds. This would mean that pupils would be trying to read words that they did not yet understand orally. It would also mean longer gaps of time for pupils between learning a word orally and meeting it in writing. (Penrose, 1986). The phonic method does not address the important area of reading comprehension. Because the phonic method is not sufficient by itself for teaching reading, we must explore other routes as well. Students should be taught to recognize whole words as well as how to decode words with phonics. The whole word method is helpful used in combination with a phonics approach.

## The Whole Word Method

In this method, children are shown complete words that have recently been

taught orally and asked to recognize them as a whole. First, show the meanings of words through pictures, mime, gestures or real objects. At the beginning ask children to read words they don't already understand orally. Meaning is of paramount importance for learning to read. Make it clear to your students from the very beginning that the purpose of reading is meaning.

When you first introduce whole words, children will identify them by visual characteristics of the word such as shape of the word, e.g., *little*, length of the word, e.g., *beautiful* or *breakfast*, key features, like the double "bb" in *bubble* or *rubber*, initial letters, and any letter/sound combinations students know.

When you present the word with an illustration of its meaning, students will associate the word and illustration to understand the meaning. Students will begin to recognize these words as a whole and be able to identify them quickly, without breaking them down into sounds. Remember that children don't learn new words with just one exposure - they need to encounter a word a dozen or more times before they've learned it. If you expose students to words in meaningful contexts like, "morning messages", "wall dictionaries", "songs," "rhymes" and "games," children will begin to develop their sight word vocabulary.

Among the sight words that students will learn are those which may contain new spelling patterns and will therefore be difficult to read by sound alone. Below are examples of some words from *Hello! 1* which show the difficulty in pronouncing these words because they have new or unusual spellings for sounds.

Unit	Word	New Spelling Pattern
1	Right Learn	ight earn
2	Circle	Soft c /s/
3	Listen Page Eight Trace	Silent t Soft g eigh ace
4	Picture Write	ture Wr
5	Thanks Fine	Th ine

Unit	Word	New Spelling Pattern
7	Word	or
8	Eight Eat Singing	Eigh Ea ing
9	Table Wash	le sh

Another group of words which you should teach using whole word techniques are common grammar or function words, e.g., *the, is, are, a, some*, etc. The spelling and pronunciation of many of these words do not follow regular rules. It is important to teach students to recognize such frequently used words as sight words from the beginning. Children will enjoy practicing these words in pairs with flash cards. You can also use flash cards in the full class to assess the children's progress with sight words.

### Flash Card Assessment:

- Have each child make flash cards for the words you are learning on slips of scrap paper.
- Have the children spread the words out in front of them on their desks.
- Call out a word and give students a few seconds to select the correct card.
- Give a signal for students to hold the word card up for you to see.
- Look around the room and see which students have learned the word and who needs more help.

**Limitations of the Whole Word Method.** Like the phonic method, the whole word method has its limitations. These can be listed as follows:

- Students will tend to confuse words of similar shape, e.g., *bad* and *dog*.
- They may just read the first letter and guess the rest, e.g., *ball* read as *book*.
- Words with hardly any difference can be very difficult, e.g., *look* vs. *book*.
- One long word may be confused with another just because they are both long, even though they are completely different, e.g., *drawing* and *blackboard*.
- Students may depend entirely on the illustration that goes with the word. They can therefore tell you what the word is without even looking at the word, e.g., reading *tree* by looking at the illustration of a tree. This is "false

reading." To avoid this, we must not illustrate the word with a picture every time we want them to read the word, or students will always look at the picture and not the word.

- Students who just read a few letters and guess the rest may be confused by similar letter shapes, especially the initial letter, e.g., *log* and *dog* (Penrose, 1986).
- It takes much more memorizing to learn many individual words than to learn patterns of words.

As you can see, good readers don't just look at the whole word nor do they only use the sounds of the letters. Good readers use many different "cueing" systems at once to understand what is on the page.

## Developing Reading Comprehension

Until now we have talked only about teaching children to read single words. Is that all? Certainly not! Our ultimate aim as teachers is to teach children to comprehend the meaning of whole texts.

Children should know from the beginning that reading means comprehension. That is why phonics and whole word instruction should take place in the context of whole texts such as songs, stories, games and short passages. The understanding and enjoyment of these texts should come before focusing on individual words and sound symbol patterns (Peregoy & Boyle 1985).

You as a teacher have to put in mind that comprehension should be part of the reading process from the very beginning. You can help students practice looking for meaning by using many ways of finding meaning from text using non-print features, e.g., illustrations, graphs, maps, tables, etc. (TESOL, 1997).

## Building Comprehension through Reading Aloud to Children

Though children are beginning to read for themselves, don't stop reading aloud to them every day! When you read aloud to children, you support and develop their comprehension of English by making use of gesture, intonation, demonstration, action, and facial expressions to convey meaning. (Halliwell 1993). You can also support their learning by asking questions as you read, by stopping and asking them to predict what will come next, by analyzing stories through graphic organizers, and by discussing and comparing characters and plots.

As children begin to understand English, you can help them try to guess the meanings of new words from context. They can use many strategies for

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understanding text, including using phonetic cues, visual cues, syntactic cues (from common English language patterns they have learned), contextual cues, and their knowledge about the world. Language games which involve children in guessing what phrase or word someone has thought of, are powerful ways of teaching children the meaning of phrases and structures. While their conscious minds are focusing on playing the game, their subconscious minds are working on the processing of language (Halliwell 1993). (See Chapter 5: Games for Language Learning for more ideas.)



You can also develop your students' ability to predict, by showing them a picture or a title and asking them what the passage or the story will be about, or you can stop in the middle of a story and ask them to predict what will happen next or to tell why they liked or disliked a story they read.

## Building Comprehension through Wide Reading Practice

Our job as teachers is to enhance children's awareness of the importance of reading, by creating many opportunities for the children to read on their own or with each other. We can build classroom libraries of student-made books, teacher-made books or donated or borrowed books. We can also encourage students to copy down signs they see on the street and bring them to school so that the class can "solve" their meaning. Children can spend fifteen minutes two or three times a week reading a book of their own choice either individually, in pairs or in groups. Encourage children to share and discuss what they have read with classmates (McCloskey & Dorage, 1988).

## Conclusion

Reading is a complex task for young learners. Your students have an advantage in learning to read English because they already know what reading is and are developing fluency in reading Arabic. But reading in English is also challenging for many reasons: children must learn a new sound system, new language structures, and a whole new vocabulary.

Your first goal is to motivate students to want to learn to read by showing and telling them all the ways that reading can add to their lives. Then, you can support them in learning to read by helping them use a variety of cues: the context of the text, their previous knowledge and experiences, the sounds and sound patterns of English, the word and sentence patterns of English, and the vocabulary they have learned.

Primary school teachers of English have to bear in mind that a very important part of their task is to introduce students to reading and writing. If learners fail to begin to learn to read and write at the primary stage, their school days may be numbered and they may end up as "dropouts." But if they succeed, a world of possibilities and enjoyment will open up for them.

## voices from the field

### LITERACY DEVELOPMENT

Technique: Phonic method

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Before using the "Phonic Method", I noticed that the students could not read words or letters.

Using the phonic method proved to be a success. It helped Ss to pronounce single letters and a mixture of letters together. I started by drawing Ss' attention to the often confused English sounds, i.e., "p"/"b"- "th" as in 'this' and 'that'. I not only used the phonic method but also the "whole word" method to show Ss how separate sounds combine to read whole words. I noticed that Ss who couldn't read before did their best to read the words that I wrote on the board. The actual class teacher was interested in the lesson and asked me questions about these techniques.

Supervisor's Reflection

Mona Ahmed Abdel Tawab

Faculty of Education Fayoum

After using the phonic and the whole word method, Ayman, a student teacher at Fayoum Faculty of Education, third year basic education, asked me to come to class and observe him. He followed the steps mentioned in the procedure for the techniques. The students were responsive. Mr. Ahmed, the teacher of the class, followed what was going on thoroughly. He asked many questions about these techniques. When he saw his students learning and enjoying the reading of letter sounds and blending the sounds together to form words, he was satisfied. He even asked if he could learn more or read more about these techniques.

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## Key Terminology

### Wall Dictionary (or Word Wall)

A way used by the teacher to enhance students' opportunities to read everyday in class. Teachers put up groups of words under different classifications, e.g. initial letter, word family, or semantic groups. The word wall can be changed every now and then to add new words, classification and patterns.

### Key Word Strategy

A strategy used by the teacher to encourage students to learn new words. Children choose the word(s) they want to learn to read. They add them to their "word banks" and practice them in a variety of ways.

### The Alphabet Principle

The idea that letters and letter sequence represent language sounds. Arabic and English are both alphabetic languages. Other languages such as Ancient Egyptian or Chinese use pictures to represent words or ideas, not sounds.

### The Phonic Method

A method used to teach students to read by associating written letters and letter combinations with sounds and sound patterns. Students "decode" words by recognizing and blending the sound patterns from left to right.

### The Whole Word Method

A method for teaching students to recognize and read words as a whole through repeated display of the word and drawing children's attention to the word's shape and letter patterns.

### Sight Words

Words that contain irregular sounds and are very common are often taught to children as "sight words" - words to recognize by sight only through the whole word method.

### False Reading

When children seem to be reading but are using only the pictures, not the words, they are "false reading."

### Word Families

Words that have different *onsets* (initial sound) but the same *rime* (ending pattern) are members of the same word family. *Cat*, *mat*, *pat*, and *rat*, for example, are members of the -at word family. Learning word families helps children to learn to look for word parts and sound patterns as they read.

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## Understanding Check

1. What can you do to prepare students for reading?
  2. What are the different kinds of cues that students use in reading?
  3. Can you teach reading without having learners read real texts? Why or why not?
  4. Compare and contrast the Phonics Method and the Whole Word Method.
  5. How might you use a Word Wall or Word Families in your classroom?
  6. What can you do to make sure that children learn to understand what they read?
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## Resources

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## Summary Handout for Chapter 10: Literacy Development

Review of Literacy Development		
Method	Advantages & uses	Disadvantages
Whole word	<ul style="list-style-type: none"> <li>• Suitable for words with phonic irregularities., e.g., <i>Hello! 1</i>, Unit 1, <i>write</i> and <i>learn</i>; Unit 2, <i>circle</i>; Unit 3, <i>listen</i>, <i>page</i>, <i>repeat</i>, <i>eight</i>, <i>trace</i>, etc.</li> <li>• Students are only asked to read the words they understand orally.</li> <li>• Students learn to recognize words quickly, building up sight vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students tend to confuse words of similar shape, e.g., <i>bad</i> &amp; <i>dog</i> or <i>look</i> &amp; <i>book</i>.</li> <li>• One long word may be confused with another, though they are completely different, e.g., <i>drawing</i> &amp; <i>blackboard</i>.</li> <li>• Students may just read the first letter and guess the rest, e.g. <i>ball</i> read as <i>book</i>.</li> <li>• Students may depend entirely on illustration and therefore tell you what the word is without even looking at it. This is false reading.</li> <li>• Students need more efficient ways to read than memorizing many words,</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• It helps students to build up the sound of the word from different letters, for example, <i>if</i> /f/</li> <li>• If students know, e.g., the sounds /r/, /ae/, /t/ separately, they can add them up to say <i>rat</i>.</li> <li>• It is suitable for words that have regular sounds, e.g., <i>thin</i>, <i>fat</i>, <i>rat</i>, <i>hat</i>, <i>hen</i>, <i>pen</i></li> </ul>	<ul style="list-style-type: none"> <li>• It is unsuitable for words with irregular sounds, e.g. <i>women</i> /i/ <i>evening</i> /ɪ/, <i>camel</i> /L/</li> </ul>
Combination	<ul style="list-style-type: none"> <li>• Students are able to solve most words.</li> <li>• Students read thoughtfully, with meaning as a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers must teach reading techniques individually and teach children to figure out which will work for a word.</li> </ul>