

Virtual Course

Pedagogical and disciplinary knowledge for teaching practice

***At the secondary education
level - English Area***

Unit 2:

Pedagogical and disciplinary knowledge to **foster the development of the communicative competencies of English as a foreign language.**

Session 2:

Strategies for the development of the competencies “Reads different kinds of written texts” and “Writes different kinds of texts in English as a foreign language”.



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Unit 2

Pedagogical and disciplinary knowledge to foster the development of the communicative competencies of English as a foreign language.

Session 2

Strategies for the development of the competencies “Reads different kinds of written texts” and “Writes different kinds of texts in English as a foreign language”.

Reading material is the cornerstone of developing reading competency. That's why it is crucial for teachers to carefully select texts that match their students' language level, interests and age. Fortunately, educators have a vast library of written resources to choose from, suitable for both intensive and extensive reading programs.

This section delves deeper into the core elements of different types of reading materials. We will also explore various writing models like the product-based, process-based, and genre-based approaches to EFL writing. Finally, we will revisit effective strategies for nurturing students' comprehension and production of written texts.

Are you ready start our journey? Here we go!

**Reflection of the pedagogical practice**

Let's start by reflecting on the following case:

Sonia wants to involve her students in an extensive reading program to make them improve their reading skills. Which action would be more suitable to achieve her aim?

- She asks her students to go to the library and choose one of the graded readers for A2 level learners of English as a foreign language.
- She provides her students with a long list of websites where students would be able to choose a story to read according to their interests.
- She brings a story which has been divided into five chapters. She asks students to form five groups and asks them to read a chapter per group.

Based on your experience, which action would be more suitable to achieve Sonia's aim?

Before answering the question, we could reflect on the following aspects:

- What kind of reading material can be used to develop the reading competency?
- How could we connect reading and writing activities?
- What writing models to approach writing do you know about?
- What strategies for the development of the competencies for the comprehension and production of written texts do you know about?



Understanding knowledge

An **extensive reading** program emphasize reading large quantities of authentic materials for pleasure and general understanding, rather than focusing on detailed analysis or grammar drills.

Here there are some **characteristics** of the extensive reading programs:

- Focus on quantity: students read large amounts of text. This allows them to encounter a wide range of vocabulary and grammatical structure in context, promoting natural language acquisition.
- Authentic materials: students read real-world texts, such as graded readers' novels, magazines, websites and other materials designed for native speakers. This exposes them to natural language usage and provides insights into different cultures and perspectives.
- Pleasure and enjoyment: extensive reading programs aim to cultivate a love of reading in students. They choose materials based on their interests and read at their own pace, focusing on enjoying the content rather than dissecting it for grammatical errors.
- Extrinsic motivation: extensive reading programs often incorporate extrinsic motivators like reading logs, rewards and book clubs to encourage students to read regularly. This can be particularly helpful for younger learners or those who struggle with reading motivation.
- Fluency and comprehension: extensive reading programs are primarily concerned with developing students' reading fluency and overall comprehension. They spend less time on explicit grammar instruction and focus on developing automaticity in reading and understanding authentic language.

The **benefits** of extensive reading programs are:

- Increased vocabulary and grammar knowledge: through exposure to a vast amount of text, students naturally acquire new vocabulary and grammar structures without explicit instruction.
- Improved reading fluency: reading large quantities of text helps students develop automaticity in reading and decoding words, leading to faster and more efficient reading.
- Enhanced comprehension: it promotes deeper understanding of text by encouraging students to focus on the overall meaning and message rather than individual details.
- Increased motivation and engagement: students are more likely to be motivated to read when they are exposed to materials, they find interesting and enjoyable.
- Development of critical thinking skills: as students analyze and reflect on the text, they develop critical thinking skills and the ability to form their own opinions and interpretations.
- Exposure to different cultures and perspectives: reading authentic materials provided students with insights into different cultures and perspectives, fostering understanding and appreciation for diversity.

On the other hand, an **intensive reading** program aims to develop students' reading comprehension skills through focused and detailed analysis of texts.

- Now let's revise some **characteristics of an intensive reading** program:
- Short texts: students typically read shorter, more manageable texts, allowing for in-depth analysis and discussion.
- Explicit instruction: incorporate explicit instruction in grammar, vocabulary, and reading strategies. Teachers guide students through the text, highlight key points, and address specific challenges.
- Controlled vocabulary: texts are often chosen with controlled vocabulary, gradually increasing in difficulty as students' progress.
- Pre-reading, while-reading, and post-reading activities: employ a structured approach that includes pre-reading activities to activate prior knowledge, while-reading activities to monitor comprehension and apply reading strategies, and post-reading activities for discussion, reflection and assessment.
- Assessment and evaluation: intensive reading programs place a greater emphasis on formal assessment through comprehension checks, quizzes and essays to measure student learning and progress.

Process writing, product writing, and genre-based writing for the development of the competency writes in English as a foreign language

When students engage in a writing activity, they have to manage several key elements. They must **adapt the text to the communicative situation**, ensuring their message is clear and appropriate for the intended audience and purpose. They also need to **organize and develop their ideas coherently and cohesively**, building a logical flow of information and using effective transitions to connect sentences and paragraphs. Additionally, students must **use written language conventions in an appropriate way**, demonstrating mastery of grammar, punctuation, spelling and vocabulary. Finally, they should **reflect and evaluate the form, content and context** of their written text, identifying areas for improvement and revising their work accordingly.

There are different models to teaching writing in EFL, each with its own unique strengths and weaknesses. The product-based model focuses on the final written product, providing students with clear guidelines and feedback on grammar, mechanics and style. The genre-based model emphasizes the specific features and conventions of different text types, such as narratives, arguments or reports. Finally, the process-based model places greater emphasis on the writing process itself, encouraging students to engage in planning, drafting, revising and editing their work.

Choosing the right model depends on several factors, including the students' age, level of English proficiency, and learning goals. Additionally, teachers can combine elements of different models to create customized learning experience that meets the specific needs of their students.



In this section we will revise the three models mentioned above, as well as the stages that each of them suggests.

1. The product-based model

It focuses on the final written product rather than the writing process itself. It emphasizes clarity, correctness and adherence to specific writing conventions. Here are the key stages involved in this approach

Pre writing:

- Modeling: students analyze sample texts of the target genre to understand the structure, style, and key features.
- Brainstorming: students generate ideas and plan their writing through techniques like mind mapping.
- Planning: students organize their ideas and develop a clear outline for their writing.

Drafting:

- Writing without interruption: students focus on getting their ideas down on paper without worrying about perfection.
- Focusing on content and clarity: the emphasis is on conveying the message clearly and accurately.

Revising and editing:

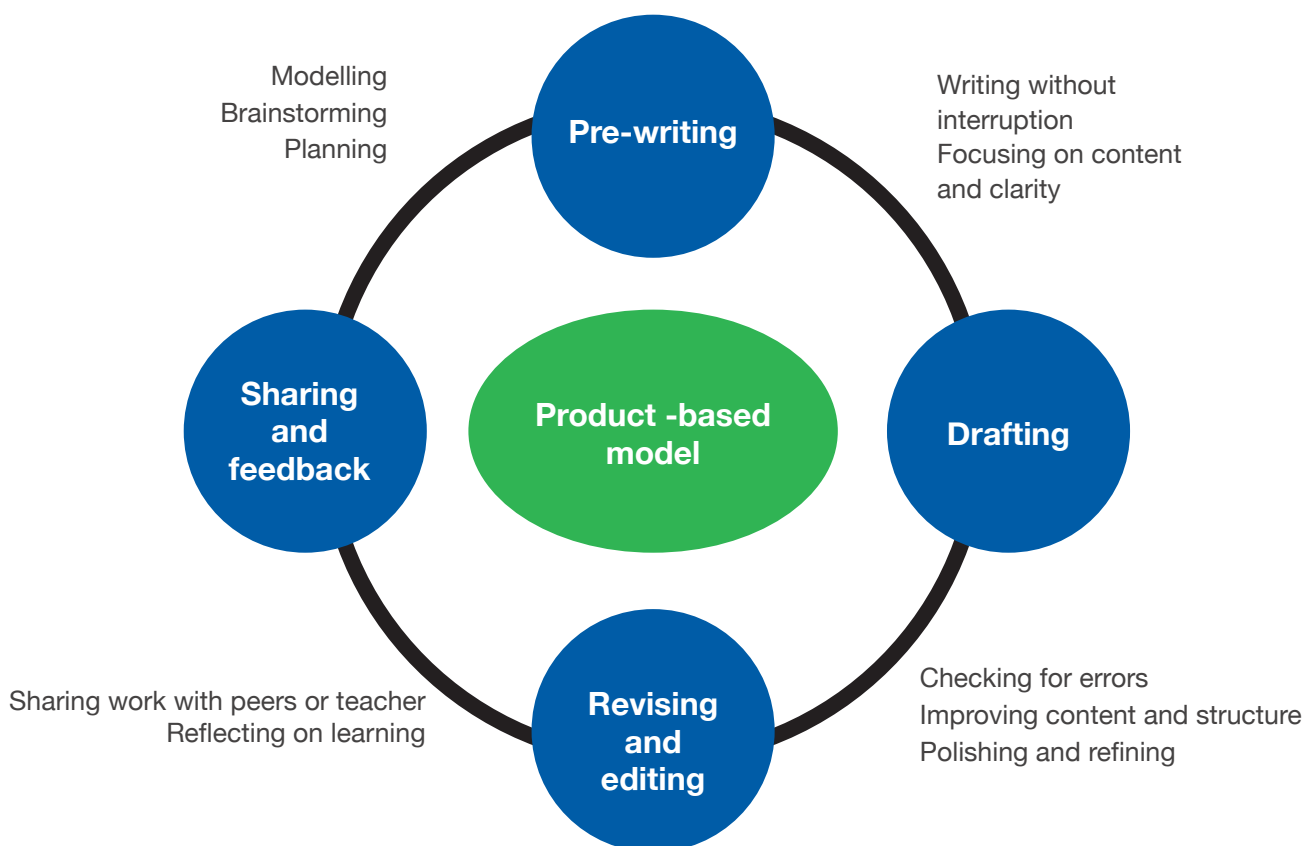
- Checking for errors: students proofread their work for grammatical mistakes and mechanical errors.
- Improving content and structure: students receive constructive feedback on their writing.
- Polishing and refining: students refine their writing style, vocabulary usage, and overall presentation.

Sharing and feedback:

- Sharing work with peers or teacher: students receive constructive feedback on their writing.
- Reflecting on learning: students analyze their strengths and weaknesses as writers, and identify areas for improvement.

Despite its strengths, the product-based model also has some limitations. The focus on correctness and adherence to rules can stifle creativity and individuality in students' writing, limiting their ability to express themselves in unique and authentic ways. Additionally, the emphasis on the final product can neglect the importance of the writing process itself. By overshadowing the crucial stages of planning, drafting and revising, this approach may hinder the development of critical thinking and self-editing skills, which are essential for effective writing. Furthermore, the constant focus on rules and correctness can make writing feel more like a chore than a joyful and expressive activity, potentially diminishing students' intrinsic motivation and love of writing.





The Process -based model

The process-based model to writing in EFL stands in contrast to the product-based model, which focuses primarily on the final written text. Instead, the process approach emphasizes the importance of the writing process itself and the various stages involved in creating a successful piece of writing. This model aims to foster independent writers who are confident and creative in their writing abilities.

The stages of the process -based model are the following:

Planning and brainstorming:

- Generating ideas: students brainstorm ideas through techniques like mind mapping, freewriting and discussion.
- Developing a focus and purpose: students determine the main message they want to convey and the audience they are writing for.
- Organizing ideas: students create an outline or plan to structure their writing.

Drafting:

- Writing freely without interruption: students focus on getting their ideas down on paper without worrying about perfection.
- Experimenting with language and style: students explore different writing styles and vocabulary choices to find their own style.

Revising and editing:

- Evaluating content and structure: students assess the overall effectiveness of their writing and make adjustments to improve clarity, coherence, and flow.
- Checking for errors: students proofread their work for grammar, punctuation, and spelling mistakes.
- Refining style and language: students polish their writing by using stronger verbs, vivid imagery, and precise vocabulary.

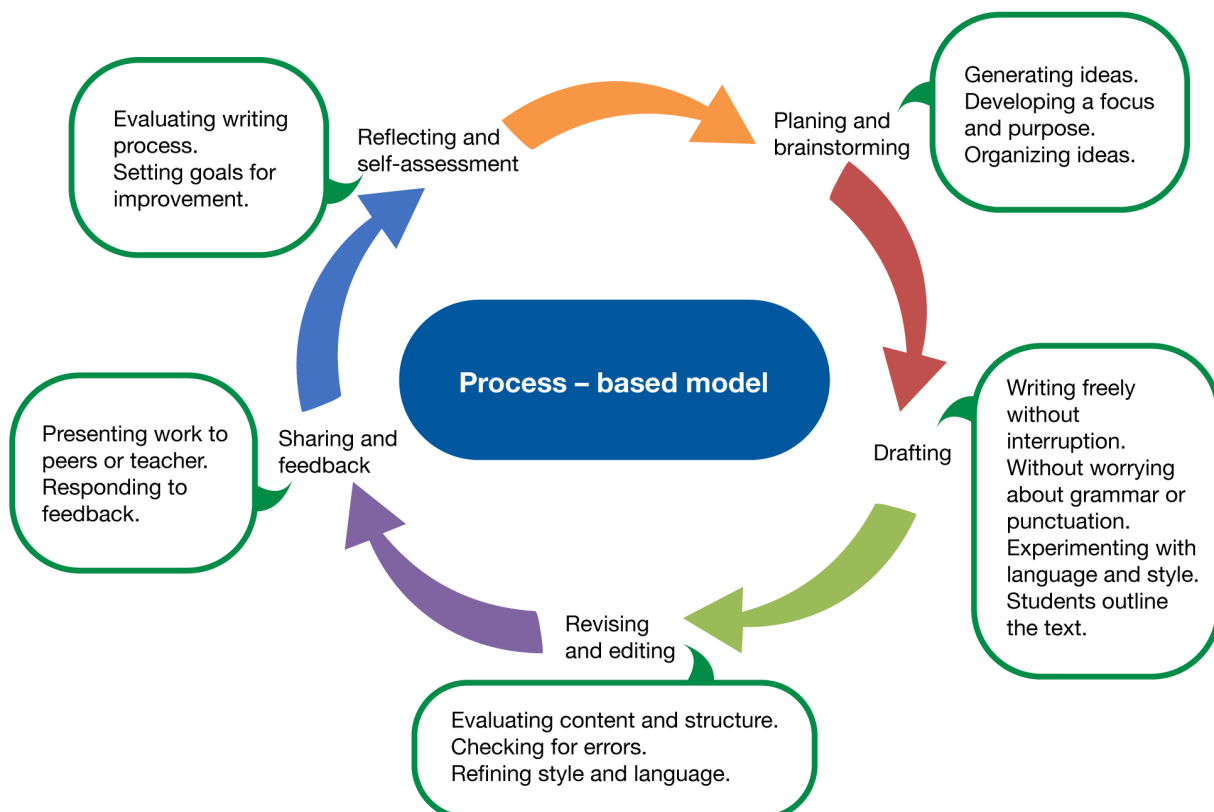
Sharing and feedback:

- Presenting work to peers or teacher: students share their writing and receive constructive feedback from others.
- Responding to feedback: students analyze the feedback they receive and use it to revise and improve their writing.

Reflecting and self-assessment:

- Evaluating writing process: students reflect on their writing process and identify areas of strength and weakness.
- Setting goals for improvement

One of the key strengths of the process-based model is its ability to empower students as writers. By taking ownership of their writing and exploring different creative and stylistic choices, students develop their unique voices. Additionally, the emphasis on planning, self-editing, revision and critical thinking fosters the development of essential writing skills. Furthermore, the process-based model fosters a love of writing, as students experience the joy of self-expression and the satisfaction of crafting a successful piece of writing.



3. The Genre- based model

This model focuses on teaching writing skills through the study and analysis of specific genres, such as narratives, arguments, reports, or emails. This approach emphasizes the importance of understanding the conventions and features of different text types, and applying them effectively in writing.

The stages of the genre-based model are the following:

Modeling and analysis:

- Students are exposed to model texts of the target genre.
- Students analyze the structure, language features, and rhetorical strategies used in the model texts.

Joint construction:

- Teachers and students collaborate to create a sample text together.
- Students apply their understanding of the genre features and conventions to draft the sample text.
- Teachers provide feedback and guidance throughout the process.

Independent writing:

- Students independently write texts in the target genre.
- Students apply their knowledge of genre features and conventions to their own writing.
- Teachers continue to provide feedback and support as needed.

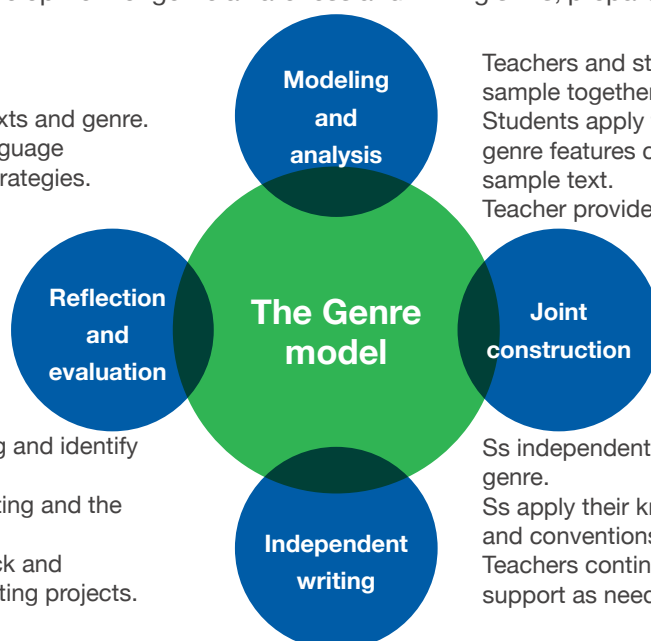
Reflection and evaluation:

- Students reflect on their learning and identify areas for improvement.
- Students evaluate their own writing and the writing of their peers.
- Teachers provide feedback and suggestions for future writing projects.

Among the strengths of the genre-based model is that it develops genre awareness, enabling students to gain a deeper understanding of different text types and their conventions. By helping students apply genre features and conventions effectively in their own writing, the model improves their writing skills overall. Moreover, understanding the purpose and audience of their writing increases students' motivation to write. This, along with the development of genre awareness and writing skills, prepares students for the demands of academic writing.

Exposure to the model texts and genre.
Analyze the structure, language features, and rhetorical strategies.

Ss reflect on their learning and identify areas for improvement.
Ss evaluate their own writing and the writing of their peers.
Teachers provide feedback and suggestions for future writing projects.



Strategies for the development of the competencies for the comprehension of written texts

Reading different types of texts written in English as a foreign language allows students to develop a range of critical literacy skills. These include extracting information directly from the text, inferring and interpreting deeper meanings, and critically evaluating the form, content, and context of the written text.

There are three stages that teachers should take into consideration when designing reading activities for their students. In this part, we will revise some strategies that can be applied before, during and after reading.

When students engage with written texts, they develop a range of reading comprehension skills before, during and after reading. These skills include activating prior knowledge, predicting content, identifying key points, summarizing information and questioning the text. While students play a crucial role in developing these strategies independently, teachers also play a vital role in mediating and supporting this process. By providing explicit instruction, modeling effective strategies, and creating opportunities for students to practice and reflect, teachers can foster the development of strong reading skills in their students.

Strategies to be developed **before or in the pre-reading stage:**

- Prior knowledge activation: students activate their existing knowledge and experiences related to the topic of the reading. This helps them make connections to the text and understand unfamiliar concepts more easily.

Example activities to develop this skill are brainstorming related to vocabulary and concepts, discussing personal experiences or background information related to the topic and viewing pictures or videos related to the topic.

- Vocabulary development: students learn and practice new vocabulary words that are likely to appear in the text. This improves their understanding and ability to decode the meaning of the text.

Example activities to develop this skill are matching words to definitions, creating flashcards or word maps, and engaging in vocabulary games and activities.

- Predicting content: students predict what the text will be about based on the title, headings, images, or other cues. This helps them focus their attention and anticipate key information.

Example activities to develop this skill is discussing predictions based on title and images, completing sentence starters related to the topic, and creating a KWL chart (What I Know, What I Want to know, What I Learned).

- Developing questioning skills: students learn to formulate questions about the text before they start reading. This promotes active engagement and encourages critical thinking.

Some example activities to develop this skill are generating questions based on the title and headings, asking open-ended questions to encourage discussion, and planning specific questions to answer while reading.

- Building schema: students develop a mental framework for understanding the text based on their prior knowledge and predictions. This helps them organize information and make sense of the text as they read.

Example of activities that help students develop this skill is creating a mind map or graphic organizer, discussing the structure of the text (e.g., narrative, informational), predicting the sequence of events or the main argument.

- Activating metacognitive strategies: students become aware of their own reading processes and develop strategies to improve their reading comprehension. This includes monitoring their understanding, adjusting their reading pace and using various comprehension strategies.

Some example activities to develop this skill are discussing different reading strategies (e.g., skimming, scanning, summarizing), practicing self-questioning and self – monitoring techniques and reflecting on their learning process. Some examples for self-questioning are “What do I already know about this topic?”, “What is the title of the text and what does it tell me?”, “What kind of text is this (article, story, poem, etc.)?”, “What questions do I have about this topic?”, etc.

The pre-reading or before reading stage also helps students develop motivation and interest in the reading material. This is crucial for sustained effort and learning. By creating a positive and engaging learning environment, teachers can encourage students to become more active and successful readers.

Strategies to be developed **during or in the while-reading stage:**

The while-reading stage is crucial for comprehending engaging with the text. Several strategies can be developed during this phase to enhance students’ reading experience and maximize their understanding. Here are some key strategies:

- Monitoring comprehension: students actively monitor their understanding of the text by identifying areas they understand well and those requiring clarification. This allows them to adjust their reading pace and engage in targeted strategies.

Some example activities are summarizing key points after each paragraph or section, asking clarifying questions if something is unclear, and using graphic organizers to map out the text’s structure.

- Using context clues: students learn to use surrounding words, phrases, and sentences to understand the meaning of unfamiliar words or concepts. This reduces reliance on dictionaries and promotes independent comprehension.

Example activities that foster the development of this strategy are identifying synonyms, antonyms, and other related words in the text, using context clues to complete sentences or answer questions, and discussing the meaning of words based on their context.

- Making inferences: students learn to draw conclusions based on the information presented in the text and their prior knowledge. This facilitates deeper understanding and critical thinking.

Example of activities that help students develop this strategy are predicting what will happen next in the text, identifying the author’s purpose or point of view and analyzing the character’s motivations and actions.

- Identifying text structure: students recognize the organizational pattern used in the text, such as chronological order, cause-and-effect, or problem-solution. This helps them understand the flow of information and make connections between ideas.

Some example activities that help students develop this strategy are identifying signal words or phrases indicating different text structures, mapping out the text’s structure using graphic organizers, and discussing the relationship between different sections of the text.



- Annotating the text: students actively engage with the text by taking notes, underlining key points, and writing their thoughts or reactions in the margins. This enhances their focus and aids in comprehension and recall.

Some example activities are highlighting key vocabulary words and phrases, taking notes on main ideas and supporting details, and writing questions for further discussion or reflection.

- Visualizing and imagery: students use their imagination to create mental images and representations of the text. This enhances engagement, comprehension, and memory.

Example of activities that help students develop this strategy are drawing pictures or diagrams to visualize the text's content, creating mind maps or concept webs to represent relationships between ideas, and engaging in role-playing activities to act out scenes from the text.

- Collaborative reading: students work together to discuss the text, share their understanding and answer questions. This promotes peer learning, different perspectives, and deeper engagement.

Some example activities are discussing the text in pairs or small groups, participating in book clubs or literature circles, and debating or discussing different interpretations of the text.

- Adjusting reading pace: students learn to adjust their reading pace based on the complexity of the text and their understanding. This ensures they devote enough attention to challenging sections and avoid wasting time on familiar material.

Example activities to develop this strategy are skimming over sections with familiar content, slowing down and re-reading sections that are unclear, and using different reading speeds for different purposes (e.g., pleasure reading vs. research reading).

Strategies to be developed in the **after-reading stage**:

The after-reading stage is crucial for consolidating understanding, reflection on the text, and extending learning beyond the printed text. Here are some key strategies that can be developed in this stage:

- Summarizing and paraphrasing: students rephrase the text in their own words, highlighting the main ideas and supporting details. This promotes comprehension, memory consolidation, and identification of key information.

Some examples of activities that can help students develop this strategy are writing summaries of each chapter or section, creating graphic organizers that capture the main points and supporting details, and paraphrasing specific passages to demonstrate understanding.

- Answering questions: students answer literal, inferential and evaluative questions about the text. This assesses their comprehension, critical thinking skills, and ability to apply their learning.

Example activities to develop this strategy are answering comprehension questions at the end of chapters or articles, participating in class discussions and debates about the text and creating their own questions to explore the text's meaning in more depth.

- Analyzing and evaluating the text: students analyze the text's structure, characters, themes and author's purpose. They evaluate the text's effectiveness and consider its strengths and weaknesses.

Some example activities that can help develop this strategy are identifying the text's main theme and supporting evidence, analyzing the characters' motivations and actions, and comparing and contrasting different viewpoints presented in the text.

- Making connections and applications: students connect the text to their own lives, experiences, and prior knowledge. They explore the text's relevance to other subjects, current events, or broader social issues.

Some examples of activities that could help students develop this strategy are discussing personal connections to the text's themes or characters, researching topics related to the text, applying the text's lessons to real-world situations, and creating creative projects inspired by the text (e.g., artwork, writing, music).

- Responding to the text: students express their personal reactions and opinions about the text. They engage in critical reflection and consider the text's impact on them.

Some example activities are writing personal responses to the text in the form of journals, letters, or creative writing pieces, participating in discussions and debates about the text's message or meaning, and creating artwork or other creative expressions that respond to the text.

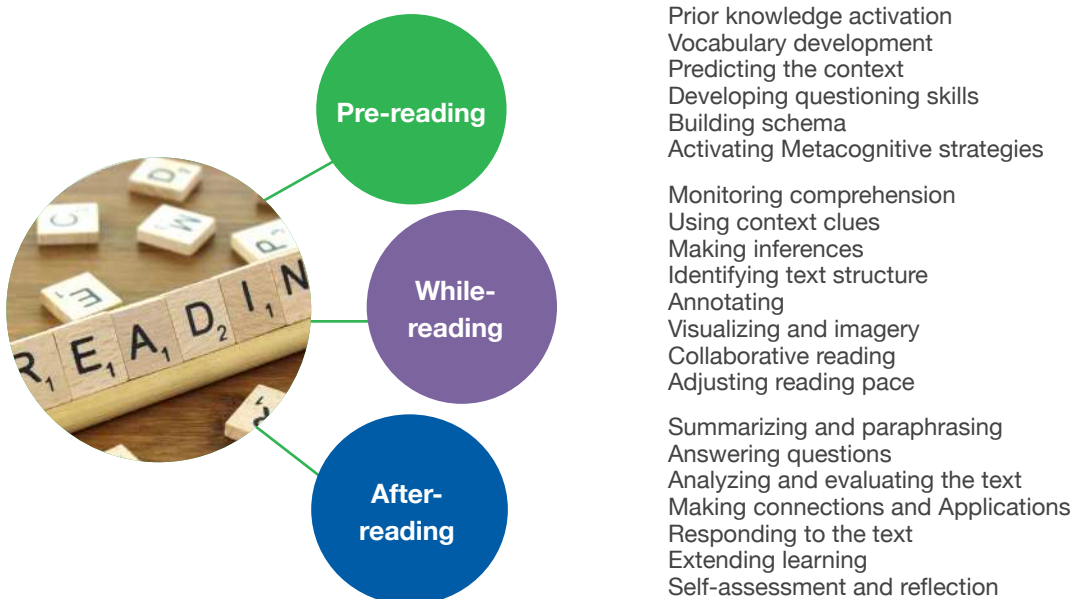
- Extending learning: students use the text as a springboard for further research, exploration and discussion. They engage with other texts, media, and resources related to the topic.

Examples activities to develop this strategy are conducting research on the text's author, historical context, or related themes, reading other works by the same author or on similar topics, participating in book clubs or online communities related to the text, and taking action to address issues raised by the text.

- Self-assessment and reflection: students reflect on their reading process and identify areas for improvement. They set goals for their future reading development.

Some example activities to develop this strategy are answering reflective questions about their reading experience, identifying specific reading strategies that were effective or challenging, setting personal goals for improving reading comprehension or fluency, and discussing their reading experiences with a peer or teacher.

These strategies can be implemented in various ways, such as individual work, group discussions, creative projects, or presentations. By focusing on the after-reading stage, teachers can help students move beyond simply decoding words and ensure they engage deeply with the text, making meaningful connections and extending their learning beyond the classroom.





Key ideas

- a. **Extensive reading** prioritizes enjoyment and fluency development by immersing learners in large volumes of comprehensible texts. Unlike intensive reading focused on detailed analysis, extensive reading emphasizes pleasure and sustained engagement. Material selection considers interests and age, with minimal dictionary use encouraged to foster natural language acquisition. This approach boosts reading speed, vocabulary, and comprehension through repeated exposure, promoting motivation and a lifelong love of reading.
- b. In **intensive reading**, EFL learners deconstruct and analyze challenging texts to deepen their understanding of specific language features and structures. This goes beyond simply comprehending the main ideas and delves into vocabulary development, grammar nuances, and text organization. Teachers chose shorter, targeted texts and employ activities like close reading, answering detailed questions, and completing exercises. While demanding more effort, intensive reading refines critical thinking skills, enhances accuracy, and prepares learners for academic and future professional reading demands.
- c. **The product –based model** for EFL writing focuses on the final written product as the primary objective. It emphasizes mastery of specific language forms and structures to create a well-crafted text that adheres to clear criteria.
- d. In contrast to the product-based approach, **the process-based model** in EFL writing prioritizes the development of writing skills and strategies over the final product itself. It encourages learners to see writing as a cyclical journey involving brainstorming, drafting, revising, and editing.
- e. **The genre-based model** in EFL writing emphasizes understanding and utilizing the conventions and structures of different text types. It goes beyond grammar and vocabulary to equip learner with the ability to communicate effectively in various writing contexts.
- f. Reading diverse English texts helps students become savvy detectives of meaning. They learn to unlock facts right from the page, crack hidden messages between the lines, and question the writer’s choices and context. To support this journey, teachers can embark on a three-stage mission: **before, during, and after reading**.





Application in practice

Let's recall the case from the beginning of this session:

Sonia wants to involve her students in an extensive reading program to make them improve their reading skills. Which action would be more suitable to achieve her aim?

- She asks her students to go to the library and choose one of the graded readers for A2 level learners of English as a foreign language.
- She provides her students with a long list of websites where students would be able to choose a story to read according to their interests.
- She brings a story which has been divided into five chapters. She asks students to form five groups and asks them to read a chapter per group.

Based on your experience, which action would be more suitable to achieve Sonia's aim?

Now that you have read and understood the core elements of different types of reading materials, the writing models like the product-based, process-based, and genre-based approaches to EFL writing, and the strategies for nurturing students' comprehension and production of written texts, try to choose the best option for teacher Sonia.

Let's check each of them:

Option	Let's analyze
a. She asks her students to go to the library and choose one of the graded readers for A2 level learners of English as a foreign language.	Option a is not the most suitable to achieve her aim. Even though graded readers are used in extensive reading programs, telling students to choose just from the ones which belong to A2 level, reduces the opportunities to students to engage in more real reading texts.
b. She provides her students with a long list of websites where students would be able to choose a story to read according to their interests.	This is the right answer. Option b is the most suitable to achieve her aim. Extensive reading fosters students to deal with reading for pleasure and if students are asked to choose among a great variety, it is beneficial for students to develop their reading skills.
c. She brings a story which has been divided into five chapters. She asks students to form five groups and asks them to read a chapter per group.	Option c is not the most suitable to achieve her aim. It is important to notice that after having students involved in extensive reading, this could be an activity to be developed in class as an after reading activity, so that students can share what they have read.



Now is your turn!

Let's see this case:

Fidel wants his students to develop their reading skills. He has thought of the following activity to aim his purpose.

- First, he chose a short text about endangered animals.
- He planned three stages: pre-reading, while- reading, and post-reading.
- He also considered a comprehension quiz to assess students' comprehension of the text.

What kind of reading material and program has Fidel applied?

- Extensive reading
- Intensive reading
- Reading for pleasure

Let's check the answer:

Option	Feedback
a. Extensive reading	Try again. Extensive reading texts are not chosen by the teacher, but by students, according to their interests. Teachers can suggest a wide variety of texts, so that students have where to choose from.
b. Intensive reading	Congrats! This is the right answer. Option b is the correct option. Intensive reading engages students in reading and understanding short texts so that students can focus on specific language items.
c. Reading for pleasure	Try again. When students read for pleasure, they choose and enjoy the text. Most of the time is authentic or real-like texts from a great variety.



Let's check one more case:

Dora's students are writing an essay using the Process writing model. Now, she is performing the following activities:

- The teacher asks the students to make sure there is a main idea in each of the sentences they have written, and that the sentences are related to the topic of the essay.
- Then she tells them to add examples to support the topic, as well as commas and periods to separate the ideas.
- Additionally, she suggests the students to add adequate connectors wherever they consider necessary.
- Finally, the students hand in the essay containing the changes they have done

To which step of the writing process do the activities presented above belong to?

- a. Planning and brainstorming
- b. Revising
- c. Drafting

Let's check the answer:

Option	Feedback
a. Planning and brainstorming	Try again. During the planning and brainstorming step, students are concentrating on getting ideas about the topic of the writing. They can use graphic organizers to brainstorm some ideas.
b. Revising	Congrats! This is the right answer. Option b is the answer because the set of activities described are related to revising the content and the organization of the ideas. Teacher helps students to check if they have written their ideas properly, so that they can make improvements.
c. Drafting	Try again. Drafting is when students put their ideas on paper just without having into consideration details like punctuation, spelling, or grammar.



Let's see the following case:

Carolina's students are going to design a poster about recycling in order to make the school community aware of how important it is. To help the students design their posters, she brings different samples. Here are two of the activities she does during the session:

- The teacher groups the students and gives each group two sample posters for them to analyze the features. (Language conventions, style, organization, etc.).
- Once familiar with the features analyzed, each group designs their own poster using the samples as models.

Based on the activities presented above, **which model to writing is the teacher using?**

- Process approach
- Genre approach
- Product approach

Let's check the answer:

Option	Feedback
a. Process approach	Try again. The activities described do not correspond to the Product approach.
b. Genre approach	Try again. The activities described do not correspond to the Process approach.
c. Product approach	Congrats! This is the right answer. The activities described correspond to the Product approach, students first are shown a model, they analyze the main features and write their own piece of writing.



Here is one more case:

Sophia wants to help her students develop their reading comprehension skills. She gives the students the following written text:

The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the pieces of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he "that was all I wanted. In exchange for your cheese, I will give you a piece of advice for the future: 'Do not trust flatterers'".

After the students read the text, the teacher writes the following questions on the board for the students to answer them:

- What type of text is this?
- Who is this text written for?
- What is the story about?

Which reading skill is the teacher trying with her questions?

Let's check the answer:

Option	Feedback
a. Predicting content	Try again. The questions posed do not lead students to predict the content.
b. Reading for specific information	Try again. The questions do not lead students to find specific information in the text. Students will not need to scan the text to answer the questions posed.
c. Reading for global understanding	Congrats! This is the right answer. Option c reading for global understanding, is the answer. The questions posed lead students to global understanding of the text.

Let's see the following case:

Teacher Sophia pairs up the students and tells them the following: "In the fable, the fox gives the crow this piece of advice: 'Do not trust flatterers.' Do you agree with this advice? Why? Why not?" The students work for some minutes to exchange their opinions. **What is Sophia's main purpose with her questions?**

- She wants the students to infer meaning from the text.
- She wants the students to reflect on the content of the text.
- She wants the students to retrieve information from the text.

Let's check the answer:

Option	Feedback
a. She wants the students to infer meaning from the text.	Try again. The questions posed by the teacher do not lead students to infer meaning from the text.
b. She wants the students to reflect on the content of the text	Congrats! This is the right answer. The questions posed by the teacher lead students to reflect on the content of the text. Students will have to share their opinion and support their viewpoint.
c. She wants the students to retrieve information from the text.	Try again. The questions posed by the teacher do not lead students to retrieve information from the text.





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