

L.I.F.T.

LITERACY INSTRUCTION FOR TEACHERS –
Facilitators' Workshops

January 2005

DESIGNING, ORGANIZING, AND MANAGING
READING WORKSHOPS

> 8.3 ORGANIZING READING WORKSHOPS AS A READING CYCLE

ORGANIZING READING WORKSHOPS AS A READING CYCLE

The development of a Reading Cycle.

- > Identify a theme
 - GE Programme
 - textbook units
 - current affairs
 - school events
 - cross-curricular links
- > Choose books for the Reading Workshops
 - different teaching strategies
 - a variety of text types
 - interesting topics
 - appropriate language level
- > Design focus questions
 - linkage between the books
 - linkage between the GE Programme and Reading Workshops
 - linkage between the theme with other subjects
- > Design an overall plan for each book
 - development of reading skills and strategies
 - language features of the book
 - teaching procedures for each session
 - key guiding questions for reading and discussions
 - follow-up activities for further development of language skills
 - development of generic skills
- > Design assessment tasks
 - development of reading skills, creativity and critical thinking skills
 - understanding and interpretation of book content
 - questions on application, analysis, synthesis and evaluation

> NOTES

> 8.7 SUMMARY OF THE COURSE

<p>SUMMARY OF THE COURSE</p> <p>Aims of the Course</p> <p>This course was developed to achieve the following objectives:</p> <p>a. To develop participants' understanding of:</p> <ul style="list-style-type: none">• the philosophy and theory of learning to read and reading to learn;• the teaching steps and the techniques in conducting storytelling, reading aloud, shared, supported and independent reading;• the rationale behind the choice of texts for use with different teaching strategies for reading; and• the design of activities/tasks based on the texts to help young learners develop their listening, speaking, reading and writing skills. <p>b. To enhance participants' knowledge, skills, confidence, and enthusiasm in using storytelling, reading aloud, shared reading, supported reading, and independent reading as key strategies of Reading Workshops, and to enable participants to reflect on how to make adaptations to suit local context.</p> <p>c. To help equip participants with the knowledge and skills to:</p> <ul style="list-style-type: none">• choose appropriate texts for various types of reading workshops and/or cycles;• make use of storytelling, reading aloud, shared reading, supported reading, independent reading, and related strategies to contribute towards the improvement of literacy standards and learners' enjoyment of reading, and equip learners with appropriate reading strategies;• recognize the value of shared and supported reading in meeting diverse needs; and• design and incorporate Reading Workshops into their school-based English Language curriculum.

> NOTES
