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PRINT RICH ENVIRONMENT: CREATING PRIMARY CLASSROOMS CONDUSIVE FOR TEACHING WRITING

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Abstract

Reading and writing are meaningful and goal directed activities. At home, children often see their significant others using reading and writing to fulfill some specific purpose such as writing grocery lists, filling up a form or consulting a manual to read specific directions. However, in classrooms they do not find reading and writing drills fulfilling any purpose. Writing tasks in classrooms do not establish the link between child's oral language resource and prior experiences. This paper highlights the importance of a print rich environment in teaching of writing to primary grade students and suggests some ways in which reading and writing can be brought together in meaningful contexts, based on the emergent literacy perspective.

Index Terms: literacy, print rich environment, primary classroom, reading, writing.
