

DOCUMENT RESUME

ED 106 254

SP 009 163

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TITLE Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.16; Reading for English as a Second Language. Teacher Corps Bilingual Project.
INSTITUTION Hartford Univ., West Hartford, Conn. Coll. of Education.
NOTE 13p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-162; Text printed on yellow paper and may not reproduce sharply
EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; Elementary School Students; Learning Activities; *Reading Instruction; *Spanish Speaking; *Teacher Education
IDENTIFIERS *Learning Modules

ABSTRACT

This training module provides participants with a theoretical overview of both process and skills of second-language reading, as well as practical classroom applications. Upon completion of the module, participants should be able to (a) differentiate between three categories of second-language readers, (b) explain developmental reading stages, (c) design a teaching activity to combat native-language interference, (d) design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on one or more of six specific approaches to reading instruction, and (e) design a teaching activity for advanced-level reading. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test.
(PB)

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE:
TEACHING READING TO
BILINGUAL LEARNERS

TTP 002.16 READING
FOR ENGLISH AS A
SECOND LANGUAGE

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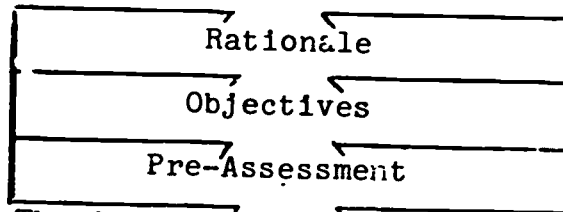
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READING

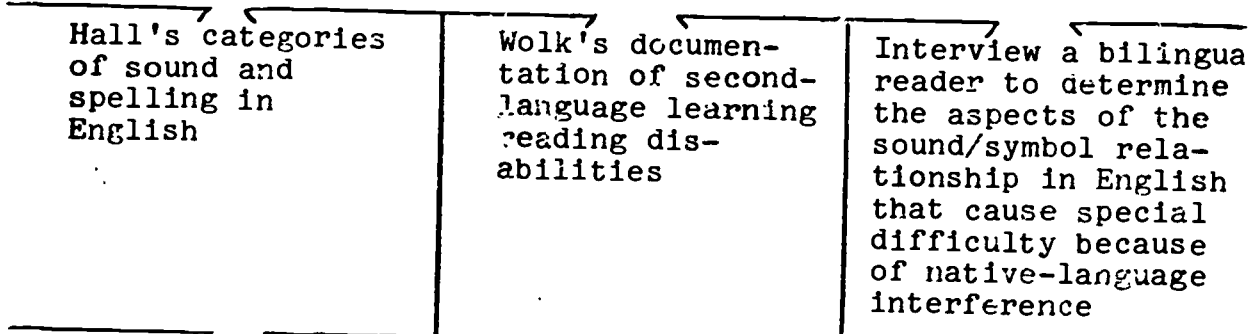
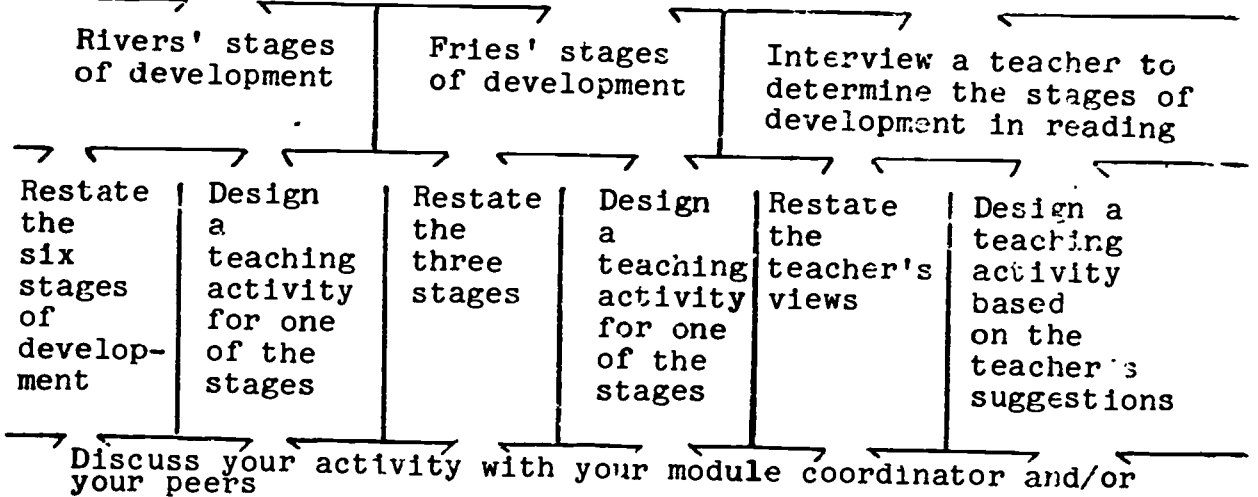
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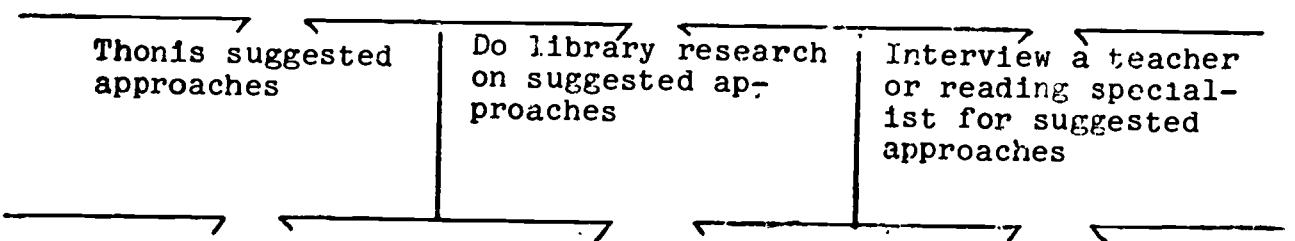
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Thonis classification of Second-Language Readers

Restatement of relationship of an oral language program to each category



Prepare a teaching activity designed to combat native-language interference



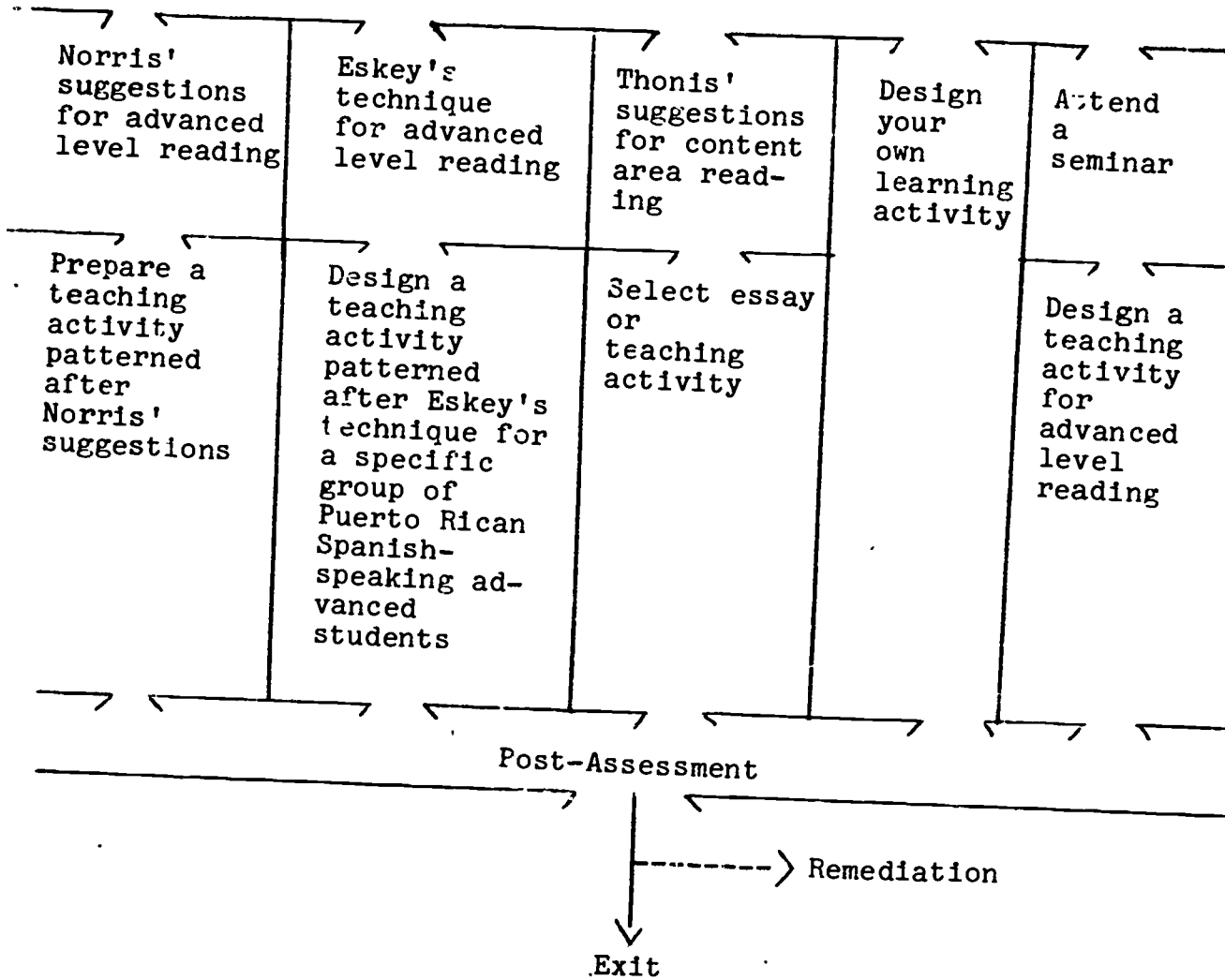
RATIONALE

The process of reading, in any language, involves the major actions of decoding the written system and attaching meaning to the decoded oral symbols. In addition, reading involves certain proficiencies and specific skills -- "physical, developmental, social, emotional, perceptual and intellectual prerequisites common to success in reading in any classroom."¹ For the second-language learner, however, there are special problems in learning to read the target language.

This unit of work will provide the participant with a theoretical overview of the process and skills of second-language reading and practical classroom applications.

¹Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New-York: Macmillan Company, 1970), p.3.

Design a teaching activity based on the premises of a particular approach. Focus on a particular skill or skills to be developed.



OBJECTIVES

Given a series of learning activities on teaching reading to second-language learners, the participant will be able to:

- distinguish the characteristics of three categories of second-language readers.
- explain the stages of development in reading.
- design a teaching activity to combat native-language interference.
- design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of (one of or a combination of) the following approaches:
 - language experience
 - linguistic
 - programmed instruction
 - words in color
 - individualized reading
 - ITA
- design a teaching activity for advanced level reading.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each:

- I. What are the three categories of second-language readers?
- II. What are the characteristics of each category?
- III. What are the stages of development in second-language reading?
- IV. Prepare a teaching activity designed to combat native-language interference.
- V. Prepare a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of one of the following approaches:
 - A. Language experience
 - B. Linguistic
 - C. Programmed instruction
 - D. Words in color
 - E. Individualized reading
 - F. ITA
- VI. Prepare a teaching activity for advanced level reading.

I. Learning Alternatives:

A. Read:

Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 103 - 134.

Activity: Restate Thonis' three major classifications of second-language readers and the relationship of an oral English language program to each category of learners.

B. Select one of the following numbered options. You may wish to focus your attention on the following questions as you complete this activity:

- What are the three levels of meaning which a reader extracts from printed symbols?
- What is the main element second-language learners transfer from his training in native-language reading?
- What specific problems might a native-language reader bring to second-language reading?
- When should a second-language learner be introduced to reading materials?
- Is reading a passive activity? Be prepared to substantiate your answer.

1. Read:

Wilga M. Rivers, Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 213-239.

Activities: Select 1 (one):

- a. Restate Rivers' six stages of learning to read in the target language. Include the characteristics of each stage.

or .

- b. Select one of Rivers' stages and design a teaching activity for a specific group of Puerto Rican Spanish-speakers.

2. Read:

Charles C. Fries, Linguistics and Reading
(New York: Holt, Rinehart, and Winston,
Inc., 1963), pp. 113-132, 186-189, 204-215.

Activities: Select 1 (one):

a. Restate Fries' three stages of learning
to read in the target language.

or

b. Select one of Fries' stages and design
a teaching activity for a specific group
of Puerto Rican Spanish-speakers.

3. Interview a teacher or reading specialist to
determine the stages of development in learning
to read.

Activities: Select 1 (one):

a. Restate the interviewee's views in a
brief essay.

or

b. Design a teaching activity based on
the interviewee's suggestions.

C. Select one of the following options:

1. Read:

Robert A. Hall, Jr., "Spelling and Sound in
English," Readings on English as a Second
Language, Kenneth Croft, Ed. (Cambridge:
Winthrop Publishers, Inc., 1972), pp. 174-
187.

2. Read:

Elsie Wolk, "Reading Disabilities of Children
Learning English as a Second Language,"
Elementary English, XLIX:3 (March, 1972),
410-414.

3. Interview a bilingual reader to determine the
aspects of the sound/symbol relationships in
English that cause special difficulty because
of native language interference.

Activity: Prepare a teaching activity designed to combat native-language interference.

D. Select one of the following:

1. Read:

Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 136-168.

2. Conduct library research on suggested approaches for teaching reading.

3. Interview a teacher or reading specialist to determine suggested approaches for teaching reading.

Activity: Design a teaching activity based on the premises of a particular approach (or combination of approaches). Focus on a particular skill or skills to be developed.

E. Select one of the following:

1. Read:

William E. Norris, "Advanced Reading: Goals, Techniques, Procedures," in Croft, pp. 188-206.

Activity: Prepare a teaching activity for advanced level reading for a specific group of Puerto Rican Spanish-speakers patterned after Norris' suggestions. Define a specific goal, list particular techniques and exercises for achieving improvement in one of the five skill areas, and indicate your procedure(s) for conducting your activity.

2. Read:

David Eskey, "A New Technique for the Teaching of Reading to Advanced Students," TESOL Quarterly IV (December, 1970), 315-321.

Activity: Design a teaching activity patterned after Eskey's technique for a specific group of Puerto Rican Spanish-speaking advanced students.

3. Read:

Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 169-190.

Activities: Select 1 (one):

- a. "...Pupils who have strong abilities and good aptitudes for subjects appear less able or promising because their inadequate reading skills make them appear limited."¹ Prepare an essay detailing the ways an ESL teacher can aid this type of student.

or

- b. Based on Thonis' suggestions, design a teaching activity on one aspect of one of the following English language content areas for a specific group of Puerto Rican Spanish-speakers:
- 1.) Mathematics
 - 2.) Science
 - 3.) Social Studies
 - 4.) Literature
- c. Design your own learning activity in advanced level reading.
- d. Attend a seminar as scheduled by your module coordinator. Based on this discussion, design a teaching activity for advanced level reading.

¹Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: Macmillan Company, 1970), p. 189.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

- I. What are the three categories of second-language readers?
- II. What are the characteristics of each category?
- III. What are the stages of development in second-language reading?
- IV. Prepare a teaching activity designed to combat native-language interference.
- V. Prepare a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of one of the following approaches:
 - A. Language experience
 - B. Linguistic
 - C. Programmed instruction
 - D. Words in color
 - E. Individualized reading
 - F. ITA
- VI. Prepare a teaching activity for advanced level reading.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Croft, Kenneth. Readings on English as a Second Language. Cambridge, Mass: Winthrop Publishers, Inc., 1972.
2. Eskey, David, "A New Technique for the Teaching of Reading to Advanced Students," TESOL Quarterly IV (December, 1970).
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4. Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.
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6. Wolk, Elsie, "Readings Disabilities of Children Learning English as a Second Language," Elementary English, XLIX:3 (March, 1972).