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.
MODULAR SEQUENCE:
TEACHING READING TO
BILINGUAL LEARNERS

TTP 002.16 READING
FOR ENGLISH AS A
SECOND LANGUAGE

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Rationale
Objectives
Pre-Assessment

Thonis classification of Second-Language Readers

Restatement of relationship of an oral language program
to each category

Rivers' stages of development

Fries' stages of development

Interview a teacher to
determine the stages of
development in reading

Restate the six stages of development

Design a teaching activity for one of the stages

Restate the three stages

Design a teaching activity for one of the stages

Design a teaching activity based on the teacher's suggestions

Discuss your activity with your module coordinator and/or your peers

Hall's categories of sound and spelling in English

Wolk's documentation of second-language learning reading disabilities

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

Prepare a teaching activity designed to combat native-language interference

Thonis suggested approaches

Do library research on suggested approaches

Interview a teacher or reading specialist for suggested approaches
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.

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

<table>
<thead>
<tr>
<th>Norris' suggestions for advanced level reading</th>
<th>Eskey's technique for advanced level reading</th>
<th>Thonis' suggestions for content area reading</th>
<th>Design your own learning activity</th>
<th>Attend a seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a teaching activity patterned after Norris' suggestions</td>
<td>Design a teaching activity patterned after Eskey's technique for a specific group of Puerto Rican Spanish-speaking advanced students</td>
<td>Select essay or teaching activity</td>
<td>Design a teaching activity for advanced level reading</td>
<td></td>
</tr>
</tbody>
</table>

Post-Assessment → Remediation
→ Exit

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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:


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:


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:


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:


2. Read:


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:


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:


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:


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


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." 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.

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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.


