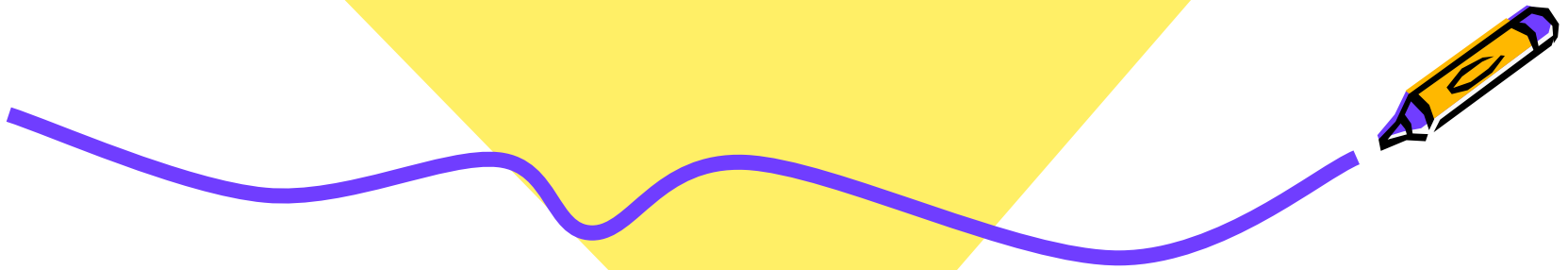




Teaching Emergent and Early Reading to ESL Students



Brainstorm



How does learning to read in an L2 (second, foreign or additional language) differ from learning to read in an L1 (first language)?

(Take a few minutes to brainstorm before going to the next slide.)



Limited or No Oral Language Base



- An L2 student hasn't had 4-5 years to develop oral language before learning to read in that language.



Phonological Awareness



- The student may not be hearing or distinguishing sounds that a native English speaker is accustomed to (e.g. Spanish speakers often find it difficult to distinguish *sh* and *ch*.)



Pronunciation



- Pronunciation may be difficult or interpreted as a miscue.





Context Cues

- An L2 emergent reader may not have the vocabulary to take advantage of context clues, such as predicting a word by looking at the picture.





Semantic Cueing

- An L2 reader may not have the language proficiency to predict a meaningful word in the context of the sentence.
- The L2 reader's comprehension may be hindered due to lack of vocabulary and/or cultural knowledge.



Syntactic Cueing



- An L2 learner may not have the sentence structures to predict a word that would make grammatical sense.





Sight Words

- Many high frequency words and early sight words (e.g. *can, away, is, for, the*) are abstract words and come into the L2 relatively late. It is difficult for a student to recognize and remember words that are not a part of the student's acquired vocabulary.



Culturally Specific Notions about Reading



- Students may have culturally specific notions about reading, such as :
 - Reading means decoding only.
 - Reading is memorization.
 - Reading is difficult.
 - Strategy use, such as looking at the pictures, is "cheating".
 - Questioning text (and the teacher) is not acceptable.



L1 Reading Transfer



- If the student can read in the L1, it is a big plus but may cause some negative transfer, such as when a letter in the L1 has a different sound from the same letter in the L2.



Home Support



- L2 learners may not have home support for reading in the L2.



L2 emergent and early readers need:



- All the techniques that native speakers need (guided reading, shared reading, take-home reading, a levelled reading program...)
- Time and support to develop phonemic awareness
- Texts with limited new vocabulary, idioms and expressions
- Explicit strategy training
- Support to understand cultural references
- Buddy reading and/or other opportunities to read with English speakers





Questions, Comments?

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