Methods of Teaching to read in English as a Second Language

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K. International School Tokyo
“educated citizens are expected to function well in more than one language. L2 reading ability, particularly with English as the L2, is already in great demand as English continues to spread, not only as a global language but also as the language of science, technology and advance research. (Grabe & Stoller 2002)
We know very little about how students learn to read in English as a L2; research information related to this matter is limited and cannot be generalized.
Conditions that make it difficult to generalize:

* socio-cultural background
* students’ L1 and their level of proficiency
* students’ oral proficiency in L2
* the country were the students are being educated in the L2.
The L2 learner has to deal with more issues than the L1 learner. Grabe & Stoller (2002) in “Teaching and Researching Reading”

1- The amount of vocabulary and basic grammar knowledge.
2- The L1 proficiency level.
3- Amount of exposure to oral, print, and reading in English.
4- Motivation to read in English.
5- Type and level of the reading texts.
6- Support resources.
7- The school’s expectations.

K. International School Tokyo
• **Code-emphasis** (Phonics first)
  This approach teaches word recognition through learning grapheme-phoneme (letter sound) associations. The student learns vowels, consonants, and blends, and learns to sound out words by combining sounds and blending them into words.

• **Meaning-emphasis** (Sight words first)
  Words are taught only as a whole. The student is not directly taught the relationship between letters and sounds, but the meaning of the words. Words are taught through familiar topics or themes.
a) **The Alphabet (ABC) Method**  
   *From: letters - words - reading*

b) **The Spelling Method**
QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.
The Alphabet (ABC) Method

The Spelling Method

From: letters - words - reading

Synthetic Phonic Method

From: sounds - letters - reading.

Code-emphasis
(Phonics first)

Meaning-emphasis
(Sight words first)

m-a-t
m-e-t
s-i-t
p-o-t
p-u-t
**Code-emphasis**  
(Phonics first)

a) The Alphabet (ABC) Method  
   *From: letters - words - reading*

b) The Spelling Method  
   *From: letters - words - reading*

c) Synthetic Phonic Method  
   *From: sounds - letters - reading*

**Meaning-emphasis**  
(Sight words first)

d) **Word Method**  
   *From: words - letters - reading*
VI.

Aér

The Air.

A cool Air 1.

breatheth gently.
The wind 2.
bloweth strongly.
A Storm 3.
throsteth down Trees.

A whirl-wind 4.
whirlith it self in a round compass.
A wind under

ground 5.

shaketh an Earthquake.

An Earthquake, causeth gapings of the Earth, (and falls of Houses.) 6.

Auræ 1.

spirat leniter.

Ventus 2.

flat validè.

Procellæ 3.

sternit arbores.

Turbæ 4.

sc agit in gyrum.

Ventus

subterraneus 5.

excitat
Terra-motum;
Terra-motus
facit
Labes (ruinas.) 6.
A. Where are you?
B. I'm in the living room.
A. What are you doing?
B. I'm dusting* the **coffee table**.

* dusting/cleaning

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1. coffee table
2. rug
3. floor
4. armchair
5. end table
6. lamp
7. lampshade
8. window
9. drapes/curtains
10. sofa/couch
11. (throw) pillow
12. ceiling
13. wall
14. wall unit/entertainment unit
15. television
16. video cassette recorder/VCR
17. stereo system
18. speaker
19. loveseat
20. plant
21. painting
22. frame
23. mantel
24. fireplace
25. fireplace screen
26. picture/photograph
27. bookcase

---

A. You have a lovely living room!
B. Oh, thank you.
A. Your... is/are beautiful!
B. Thank you for saying so.

---

A. Uh-oh! I just spilled coffee on your...
B. That's okay. Don't worry about it.

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Tell about your living room.
(In my living room there's ............ )
<table>
<thead>
<tr>
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<td>/ The Primer Reader books</td>
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Words of five Syllables.
A-bo-mi-na-ble  ad-mi-ra-tion
Be-ne-dic-ti-on  be-ne-fi-ci-al
Ce-le-bra-ti-on  con-fo-la-tion
De-cla-ra-ti-on  de-di-ca-tion
E-du-ca-ti-on  ex-hor-ta-tion
For-ni-ca-ti-on  fer-men-ta-tion
Ge-ne-ra-ti-on  ge-ne-ro-ty

Words of six Syllables.
A-bo-mi-na-tion  Gra-ti-fi-ca-tion
Be-ne-fi-ci-al-ly  Hu-mi-li-a-tion
Con-ti-nu-a-tion  I-ma-gi-na-tion
De-ter-mi-na-tion  Mor-ti-fi-ca-tion
E-di-fi-ca-tion  Pu-ri-fi-ca-tion
Fa-mi-li-a-ri-ty  Qua-li-fi-ca-tion

A Lesson for Children.
Pray to God.  Call no ill names.
Love God.  Use no ill words.
Fear God.  Tell no lies.
Serve God.  Hate Lies.
Take not God’s Name in vain.
Do not Swear.  Speak the Truth.
Do not Steal.  Spend your Time well.
Cheat not in your play.  Love your School.
Play not with bad boys.  Strive to learn.

In A D A M’s Fall
We sinned all.

Heaven to find,
The Bible Mind.

Christ crucify’d
For sinners dy’d.

The Deluge drown’d
The Earth around.

E L I J A H hid
By Ravens fed.

The judgment made
F E L I X afraid.

“The New England Primer” (1777)
**Code-emphasis** (Phonics first)

a) The Alphabet (ABC) Method

b) The Spelling Method
   *From: letters - words - reading*

c) Synthetic Phonic Method
   *From: sounds - letters - reading.*

e) (USA) Alphabet Method
   / The Primer Reader books

f) Word method, Phonic Method (USA) (1879)

**Meaning-emphasis** (Sight words first)

d) Word Method
   *From: words - letters - reading*

e) (Europe) Word Method
   *From: words - letters - reading*
Lesson III.

"First Reader" (1879)

/â/ as in chair

How formed: The /â/ sound is an r-controlled vowel sound. The diacritical mark above the a is known as a circumflex.

Spellings: The most common spellings of the /â/ sound include air (chair), are (bare), and ear (wear).

Other spellings of the /â/ sound include: air (there), are (where), ayer (prayer), aire (doctrinaire), eair (مةmeen), eær (they're).

WORDS FOR INSTRUCTION

air  bare  mare  bear
chair  bare  rare  pear
fair  care  rare  wear
flair  dare  scare
hair  fare  share
pair  flare  spare
stair  glare  square

/û/ as in bird

How formed: The /û/ sound is an r-controlled vowel sound. The diacritical mark above the u is known as a circumflex.

Spellings: The most common spellings of the /û/ sound include ur (burn), ur (verb), and ùr (bird).

Other spellings of the /û/ sound include: ear (learn), err (err), eur (poseur), or (work), ear (scourge), urr (purrr), yr (myrtie).

WORDS FOR INSTRUCTION

blur  burn  burst  church  churn  curb  court  curse  curve  far  hurt
burr  purr  pursy  spurt  surf  study  turkey  turn  urge

nurse  purple  pursy  spurt  surf  study  turkey  turn  urge

bird  birth  birthday  chirp  circled  circled  circled  stir  swirled
quick  skirt  squirm  squirt  skirt  stir  swirled

after  better  certain  clerk  ever  fern  germ  her  serve
perch  perk  person  phone  serve  sister  serve  serve  serve

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c) Synthetic Phonic Method  
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d) Word Method  
   From: words - letters - reading

e) (Europe) Word Method  
   From: words - letters - reading

f) The Sentence Method  
   Reading a sentence - words - letters  
   (1881)

g) Eclectic approaches: The Activity Approach  
   (1883)

| (USA) Alphabet Method | Word method, Phonic Method (USA) |
| (1879) | (1879) |
live live live live live live

Can a live

with a ?

Can an live

with a ?

R. Pollard: First Readers (1889)
**Code-emphasis**
(Phonics first)

a) The Alphabet (ABC) Method
b) The Spelling Method
   *From: letters - words - reading*
c) Synthetic Phonic Method
   *From: sounds - letters - reading.*
e) (USA) Alphabet Method
   /* The Primer Reader books
f) Word method, Phonic Method (USA) (1879)

**Meaning-emphasis**
(Sight words first)

d) Word Method
   *From: words - letters - reading*
e) (Europe) Word Method
   *From: words - letters - reading*
f) The Sentence Method
   *Reading a sentence - words - letters (1881)*
g) Eclectic approaches: The Activity Approach (1883)
h) The Story Approach
The Fox and the Stork

A fox invited a stork over for dinner. The fox served a very thin soup in a very shallow bowl. It was easy enough for the fox to lap the soup out of the bowl. But the stork pecked with her long narrow beak and couldn’t get even one drop of soup.

“I’m dreadfully sorry, Stork,” said the fox. “It seems that my soup is not to your taste.”

“That’s quite all right, Fox,” said the stork politely. “Why don’t you come over to my house for dinner next Tuesday?”

Next Tuesday came around, and the fox visited the stork for dinner. The stork served soup also, but in a jar with a long skinny neck. It was easy enough for the stork to stick her thin beak into the jar and lap up the soup. But the fox could only lick the rim of the jar. He couldn’t get even a drop of soup!

“Oh, I’m so dreadfully sorry, Fox,” said the stork. “Perhaps the soup is not to your taste.”

The fox just sat there, hungrily licking his chops.

Moral One who tricks others is bound to get tricked.
Code-emphasis
(Phonics first)

Meaning-emphasis
(Sight words first)

1) Look-Say approach and Whole Word Method (1940s)

Oh, Jane.
See Spot and Tim.
See Spot run.
See funny Spot.
See funny Tim.

“We Look and see”, (1951)
Code-emphasis
(Phonics first)

Meaning-emphasis
(Sight words first)

i) Look-Say approach and Whole Word Method

j) (1956) Look-Say Method and the Analytic Phonic Approach

k) (1960) Remedial Approaches:
The Language Experience Approach, Individualized reading, Modified alphabets, Programmed reading, and Linguistic Approaches.


m) Language Experience Approach (1970)

o) Whole Language Approach and Phonics (1990)
Mach 9
I play at my
House I play
bengo my littl
bro/vre win
Did you play number
Bingo or word Bingo? I
guess your little brother
was happy when he won.
Both approaches, Code-emphasis and Meaning-emphasis, have advantages and disadvantages.

The Decoding-emphasis approach

😊 produces mechanical, independent readers

😊 but with no or too little comprehension

The comprehension-emphasis approach

😊 produces readers who have understanding in what they read

😊 but cannot read independently unfamiliar texts.
Teaching to read in English as L2

• Teaching to read in English as L2 is still leaning on L1 methods and practices.

• The best reading approach to use with young learners of English as L2, is the Eclectic Approach. Where the teacher would combined the Word Method, the Story Method/ sentence method and the Synthetic Phonics.

• Use of different resources and texts. (No reading schemes)

• Phonics should be taught later when the students have developed some reading skills.

• Use lots of basic oral and written structures practices. (To enhance decoding)
• Use texts which contain only a limited number of new words. (To enhance comprehension and decoding)

• Use a very effective introduction of the book (to enhance comprehension)

• Use familiar stories. (To enhance prediction and comprehension)

• Use of patterned and rhyme texts (to construct understanding, intonation and fluency)

• Use books with appropriately laid out and attractively illustrated (to get the meaning of the text)
Strategies for Teaching and Supporting Reading

- Demonstration of reading skills needs to be done as a matter of routine.
- Provide examples of many different types of stories, factual, fictional, fables etc.
- Choose storybooks carefully to ensure that the illustrations provide students with very good cues to the story line and sequence of events. Use reading material with lots of repetitions.
- Choose books that have uncomplicated story lines.
- Use the students’ own work as reading material.
- Allow students to take books home to share with their families.
“Learning to read is not simple; it is particularly vexing for some, and it is hard work for nearly everyone....., but ideally none should be allowed to develop a seriously negative mind-set toward reading”  (Sadoski)