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TEACHING READING TO ADULTS WHERE ENGLISH
IS THEIR SECOND LANGUAGE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education:
Reading/Language Arts

by
Judith Ann Powell

June 2008


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ABSTRACT

Teaching reading to English as a Second Language (ESL) adults can be a unique and very challenging experience. The total immersion language instruction process that is so often practiced with young school age children, high school age adolescents and young adults is a process that works as the lesson plans are patterned in the same style as the other lessons that are presented in a formal school setting. However, the older adult often does not have patience for learning by the rote memorization of word lists and various grammar-based instructional models. Often they do not want to speak until they feel comfortable with word comprehension. Because of this, it is important for educators working with the adult ESL population to be aware of their special needs, as well as the strengths they bring to the classroom.

This project sought to identify methods that will work best for this group and identify ways in which ESL can be taught to help facilitate learning for the older adult over 40 years of age. Additionally this project identified some of the problems caused by nature of the English language and the grammatical issues older ESL students face when attempting to learn to speak and read English. Each

student is different and therefore each ESL instructor will need to find various methods designed to help the individual student learn.

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CHAPTER ONE

INTRODUCTION

Introduction to the Study

In the last twenty years or so, educators have been inundated with various new techniques and methods that make the teaching and learning process more interesting, thought-provoking and insightful for the teacher and the learner. While many of these innovative strategies have focused on English-only students, several have been developed to engage the ESL or English as a Second Language student as well.

One system which has been developed by the "Daily Dose Learning System" (The Latter Day Trumpet, 2006) from Sandy, Utah uses illustrated charts and role playing as a major part of their daily instruction, in lieu of the traditional text book instruction. These new ideas have allowed students to become fully involved in the learning process and not just passive recipients of knowledge. By allowing students to become immersed in the learning process rather than sitting passively in the classroom, the concepts being taught will become more real for them, which in turn will help them to retain the information. Overall the syllabi

and general course of study from this program have made a significant contribution to foreign language learning.

There is a wide diversity of approaches to foreign language learning, specifically the Communicative and Progressivist approaches. These are of particular importance and value because they provide a framework in which to understand language acquisition. The philosophy promoted in the Communicative Approach is that language is to be viewed as a vehicle for communication; a conduit through which people express feelings or exchange information and opinions. The tenet that informs its structure and methodology is *embedding language in its situational context*. The importance of context in the communicative approach verifies that language is the way people communicate in a social environment. This implies that meaning is dependent on the context of situation and of the speakers using it (The Latter Day Trumpet, 2006).

The progressivist approach takes a holistic view of the teaching-learning process and aims to foster the development of the whole person rather than just one specific content area such as oral language or reading. The student is not considered to be a passive subject taught to function in a predefined, systematic way; instead

the student is looked upon as a self-actualizing individual whose cognitive, emotional and educational needs are respected and promoted. Progressivists consider learners effective participants in the learning process and are therefore responsible for their own learning outcomes. The teacher is a guide and facilitator who creates conditions for developing inventive, problem-solving situations and supports the student through the process (Dendrinos, 1992).

Language instruction is complex; encompassing linguistic, psycholinguistic, sociocultural, pragmatic, instructional and curricular dimensions (Richards, 1994). With this being said there are many factors involved in the dynamics of the educational process for ESL instructors to consider. Internationalism and the pragmatic status of the foreign language (e.g., English), teaching and learning styles, program characteristics, and the general expectation espoused by parents and teachers is that students should achieve a high level of proficiency in English. Factors that evolve when away from school influence both language policies and how foreign language learning will take place in a student. Some cultures have a passive attitude toward the teacher and the target language while others favor rote memorization. All agree

however, that the degree of preparation of teachers and the validity of testing and evaluation procedures have a tremendous impact on language learning (Richards, 1994).

Historical Overview

The educational opportunities offered to the American populace are on a scale matched only by a few nations in history. Many social and political forces within the country's school districts have resulted in inequitable educational opportunities for some populations. The goals of education differ depending on the geographic, socioeconomic, linguistic and cultural diversity that can be found across regions throughout the United States. Additionally the purpose of providing children with a free education has changed and evolved throughout America's history. Factors that have influenced this change include the following: a) economics, b) religion, c) politics, and d) societal and cultural factors (Anderson & Joels, 1986).

During the early 18th and 19th centuries the purpose of education was to instill religious beliefs and to develop strong moral qualities in the students. Schooling was available only to middle and upper class families. In the non English speaking communities, which were scattered

across the nation, instruction was in the vernacular, the language of the homes, and English was taught as a stand alone curricular subject (Anderson & Joels, 1986).

The late 19th century brought a new wave of immigrants who did not speak or read English and did not establish their own language-based communities. They settled in large urban areas or scattered in rural areas across the country. Many of the children from these homes became discouraged and unsuccessful in school and in turn received little or no formal education. Schools were viewed as a melting pot in which individual differences were not valued. The idea behind education was to assimilate all students into the language and cultural practices of the mainstream population. This blending of cultural and language differences persisted into the 20th century, and was especially prevalent for those who emigrated from Western Europe. Often these new citizens had a high desire to achieve in the United States in ways that were not open to them in their home countries. As the schools were able to educate them, they produced intelligent, conscientious citizens who in turn influenced educational policy for future generations (Anderson & Joels, 1986).

Many immigrants were anxious to enter the economic mainstream of American life and hoped their children would achieve success, both economically and socially. These children enrolled in school, acquired skills in English and achieved higher academic levels. However, advancements were not uniform and levels of success were related to language strengths in English (Anderson & Joels, 1986). Additionally, many children of foreign-born parents were embarrassed by their parents' "old ways." They disassociated themselves from their parents' native country's culture, language and values. This further supported the schools' desire to completely assimilate the children into the dominant language of the community. The schools benignly encouraged abandonment of the non-English mother tongue by immigrant children. Later in life, as a result of this disassociation with their native culture, many would no longer be able to communicate in their native language, the language they formed bonds with during the most significant part of their early lives.

During the 1950's and 1960's America began to focus on equality of educational opportunity which became an articulated priority as federal authorities exercised increased control over America's public schools. The

purpose of education came to include maintenance of ethnic and racial heritage through a growing group who identify ethnic, racial and linguistic minorities. These people rejected the melting pot theory and sought to promote cultural pluralism in America. A composite of culture and language contributed to society's richness. This resulted in reforms being presented to the United States Congress which resulted in legislative edicts so as to provide equal opportunities for limited English proficient (LEP) students (Matthews, 2001).

In 1974, a Supreme Court decision called *Lau v. Nichols* stated that equal treatment was not equal opportunity if the student could not speak, read or write in the language of instruction. Judicial edict, legislative mandates and federal regulations have provided guidance for school districts allowing the programmatic changes in instruction. Instruction in the mother tongue became the vehicle for meeting the needs of LEP students. In 1981, President Ronald Reagan announced that school districts would have flexibility meeting the needs of LEP students. This action reduced federal interference in local issues. Public schools began to be governed through local control which allowed for diversity of purpose and

programs. This was a step in the right direction for our ELL population.

While school districts will continue to differ in education philosophy and goals, however, it is hoped that cultural and language diversity will be valued. One way for this to happen is through the education of teachers as to the needs of ESL students as well as in relevant ESL teaching strategies. The ultimate goal is to provide all students with a quality educational program.

Meaning of Teacher and Teaching

The task or act of teaching encapsulates more than merely providing instruction and guidelines for students. The teacher portrays a psychological and philosophical knowledge base and combines these techniques to educate students, not only at the academic level but also at the emotional level as well. This puts a great deal of pressure on teachers to fulfill many roles, especially those who teach English Language Learner's.

Often teacher roles are related to three basic issues: 1) the teacher is expected to fulfill many types of functions, 2) the teacher influences a great deal of control over learning, and 3) the teacher is responsible

for linguistic content (Day, 1993). The teacher is called upon to perform several functions in foreign language learning. The teacher is the director and manager. The teacher is a counselor and a language resource; and the teacher is a model and language user.

The teacher as a director and manager creates a warm, stimulating atmosphere in order to make the students feel secure and confident. It is very important for learners to feel very much at home with both their teachers and fellow-learners, if they are to be expected to venture out into the deep waters of foreign language learning, to experiment with new and strange sounds, and to role-play in a language which they have barely begun to learn. Teachers also make decisions regarding the materials to be used as well as the activities, games, and strategies chosen to meet the learners' needs and abilities. The teacher is expected to choose a wide variety of materials, teaching techniques and strategies to meet the students' interests and capacities. Teachers are also encouraged to use technology to support their instruction. Online resources and software have given the computer an advantage, allowing for individualized instruction, immediate feedback and personal paced reading. The teacher will organize the class, decide

whether to role-play or use a game to simulate various situations in pairs or groups. The teacher will help develop the learner-centered approach and he or she takes into consideration the learners' preferences and tailors the materials and strategies to their needs.

The foreign language teacher is also a counselor and a language resource. It is her or his responsibility to provide the learners with input in order to foster understanding of the relationship between language and communication. He or she must modify and simplify language according to the grammatical competence and language proficiency of their students. The teacher may resort to miming and facial expressions in order to further demonstrate a concept for students. Learning and teaching is multi-sensory, everything in the classroom should be relaxing, fun and attainable. The teacher serves as a language resource to acquaint the students with and help them to acquire a taste for the target language and culture while still valuing their home language and culture. In addition to learning grammar, the teacher draws the students' attention to the socio-cultural and pragmatic aspects of foreign language. This will help them to

acquire the accuracy and appropriateness of language at the sentence level and discourse level.

Often teachers act as language rescuers or language supports and they help learners to develop learning strategies and techniques so they may be able to discover the answers to their own questions. By doing so, the teacher is helping the students to develop self-efficacy in relation to learning English and also being successful in school.

Teachers also act as mediators between the linguistic and extra-linguistic context of foreign language learning (Brantley, 2007). Herein lies a huge problem, the expectation that the teacher has begun to be everything to the ESL student. Because of this the teacher must be aware of the students' reliance on them and make sure to help them to become independent learners. Beyond a shadow of a doubt, teachers play an essential role in the foreign language classroom. They are directors, managers, and counselors who provide language resources and support for students. They are models and independent language users in order to overcome "the inherent shortcomings of the foreign language classroom environment" (Richards, 1994, p.104).

Based on research and my own experiences with teaching English Language Learners, it is my belief that teachers play a significant role in the subsequent success or failure of ESL students in the classroom. In order to further support this notion and move the research forward, it is essential to identify the qualities of a successful ESL program, and more specifically a program geared toward teaching adult ESL students.

With this being said, the present study is significant with respect to the fact that adults who are English language learners and are beginning to read, write and speak a new language have much in common with second language learners across the globe. They have the same needs, wants, desires and fears. Most older ESL students are learning a new language out of necessity or just to survive in their new environment. They have moved to a new country for various reasons and try to assimilate the best they can. They want to learn so they can be successful and also help their children succeed in their new homeland (Perdue, 1984). Because of the unique needs of older ESL students, it is important to study their specific language acquisition issues in more depth. By doing so, instructors

will have additional knowledge and tools to be able to meet their needs.

Organization of the Project

For the purposes of this study the research has been limited to basically two foreign languages with broad variations among each specific language. They are Spanish and Swiss-German. This was done because of the researcher's experiences with both languages and cultures and therefore would make it a much richer study.

The paper has been organized into five chapters. The first chapter presents the rationale for conducting this study. Chapter two provides insight as to what research and methods have been used in the past to teach non English speakers how to read and speak English. It also addresses how culture and ethnicity are major factors in the learning process. Additionally the age of the adult student is also very significant in the success of any program and therefore this has also been included in the second chapter. Chapter three identifies and details several curriculum projects that have had successful outcomes for adult ESL learners. This leads into chapter four which discusses the research findings and results. Chapter five

provides a discussion of the findings, conclusions, and suggestions for designing high quality curriculum and instruction for this targeted age group.

CHAPTER TWO
LITERATURE REVIEW

Many factors influence how people, and adults in particular, acquire a second language. In the following chapter, literature will be presented that looks at the varying aspects of second language instruction and how it impacts second language students within the classroom. To begin with it is important to clarify the need for multicultural education before delving into effective approaches for providing second language instruction.

Multicultural Education

Multicultural education has been defined in the following manner: "...educational programs and materials designed to illustrate the likenesses and differences among ethnic groups or among cultural subgroups of the same ethnic origin" (Harris & Hodges, 1995, p. 158).

Multicultural education may present quite a challenge for instructors no matter what age group they are working with. Usually young children are more open and accepting toward others from different cultural and racial backgrounds. However, as young people grow up and become

adults, their views, ideas, prior experiences and prior knowledge all play a part in their learning process.

Depending on the age of adult learners you are teaching, their views, ideas and the acceptance of literature that might be offered in class will vary based on their past experiences (Allen, 1965).

In order to provide adult ESL students with relevant and meaningful instruction, teachers must understand the students with whom they are working. This knowledge has been referred to as *cultural therapy*. "Cultural Therapy for the teacher is quite necessary and has many facets, but two are particularly important: *cultural knowledge and culture as perception*" (EPR4). In essence, teachers must learn the culture of their students. This can be done by researching a particular culture and/or by observation of the students within the classroom. Often a teachers' observation skills are highly developed due to their constant need watch their students and activities. This is quite important because when adult ESL learners feel that the instructor has an interest in their culture, where they come from and why they are trying to learn a new language at this point in their lives, they will feel at ease and begin to participate in class discussions. Both adults and young

children will learn a new language more quickly if they feel their instructor knows about and values their heritage (Allen, 1965). In many cases, adult learners will acquire new attitudes, beliefs and behaviors that are very different than what was taught to them as they were growing up.

Teachers who regularly reflect on their own cultural perceptions, interpretations, and blind spots can also share these reflections with students, modeling for them that it is not only acceptable to think about one's own cultural blind spots but that it can be instructive (Norte, 1996). Reflection and hindsight with regard to one's own experiences is the best tool for learning. When teaching adults, one must remember that teaching and learning are cultural processes that take place in a social context. A student's culture needs to be understood, valued and become part of the teaching and lesson planning to enhance the learning process for everyone involved.

Culture influences and shapes all dimensions of the learning and teaching processes employed in schools. ESL students expect the school to serve their human needs of cultural socialization and transmission of the values of the mainstream population (Allen, 1965). The educational

process in a pluralistic society such as the United States requires that teaching and learning be viewed as aspects of various cultural milieus. Psychological security and a positive feeling of self-worth are prerequisites for the more abstract need to know and learn. Edmundo Norte (1996) suggests that some of the ideas and arguments help explain the theory of Afro-centricity and the efforts by some school districts to create Afro-centric Schools. This same concept can therefore be applied to schools whose goal it is to provide English instruction to its students.

Developing ethnic and cultural literacy is a primary reason to include and correct what advocates call "sins of omission and commission" (Allen, 1965, p. 27). Adult ESL students have a need to learn and read instructional material and curricula with accurate and significant information. They need to learn about the history, heritage, culture, and contributions of groups of color in the United States. ESL students need to read and learn about their ethnic groups' contributions to the history, life, and culture of the United States and its historical backgrounds, languages, cultural characteristics, contributions, critical events, significant individuals, as well as the social, political, and economic conditions of

various ethnic groups. While children experience and learn about history as they grow, adult ESL learners have a lot of historical background to catch up on in order to understand the mainstream culture of the society into which they have moved. Therefore making this one of the main goals of multicultural education.

Another major goal of multicultural education is to facilitate the teaching and learning of basic literacy skills of ethnically different students (Allen, 1965). Multicultural education improves the mastery of reading and subject matter content. Using ethnic materials, experiences, and examples as the context for teaching, practicing, and demonstrating mastery of academic and subject matter skills therefore increases the appeal of the tools of instruction and improves students' ability to stay on task.

Additionally multicultural education combines content and process, which is often referred to as infusion. (Define infusion) For example, ethnic novels, poetry, stories, and folklore are used in the process of teaching various reading skills, such as comprehension, vocabulary, and inferring meaning. This provides a tremendous amount of reading material for adult ESL learners. They have so

much more to learn than a child and their prior knowledge and experience can in some way be a hindrance to their learning.

Some educators are under the impression that ESL adult learners will learn best by total immersion, while others feel that the best approach to learning to read, is reading itself. Whatever method is used, adult ESL learners come to the classroom with a great amount of prior knowledge and experience. An instructor must tap into this knowledge and channel it to reflect the types of material they use for the classroom instruction.

Second Language Instruction

When teaching adults another language, instructors often begin with letters and sounds (phonics) and many of the same processes used when teaching young children. This includes, but is not limited to, the use of sight word flash cards, leveled reading books, alphabet songs, games and rhymes as well as focused skill instruction (Weaver, 2003). In some cases, adults may be able to progress faster because they bring a greater amount of prior knowledge to the classroom with which to build upon. Other times, their progress might be slower because of negative

prior experiences and a lack of background knowledge. In either case, the common ground is providing materials for students that are interesting, create meaningful discussions, challenge the reader to ask questions and provide a common ground for a rich and full conversation among class members (Allen, 1965).

As with teaching ESL adults and teaching primary children how to read, the materials and the techniques used will vary depending on the type of students you have and what information they bring with them to the classroom. This is true whether or not you are teaching a child or an adult ESL student. They both must start with the basics of word and letter recognition and phonics. Primary children are open and honest and have the desire to learn something new. Adult ESL learners are sometimes set in their ways and may be more resistant change. In all cases, learners learn to understand that print is meaningful and context can help them figure out words through relationship and meaning of sentences.

Several important statements were voiced in the journal entitled *Educational Leadership* (November, 2001), that dealt with the overall summary of the teaching of reading. "Students do not all learn in the same cookie-

cutter fashion, and a dynamic analysis of learning and development provides powerful new tools for understanding their variations" (p. 7). A teacher must be able to incorporate many different modes of instruction ensuring that all students might have the opportunity to be successful. Individual students perform and understand differently depending on context, especially whether they receive high or low support from their instructors or others. A student's emotional needs must also be addressed. A primary goal of reading education is to improve the functional-level performance of ESL adults so that they can produce the skill on their own. This is what an adult ESL student's basic requirement is so that he or she can function as a successful citizen in his or her new environment.

Comprehension of messages is one of the key elements for language and literacy development. Comprehension allows you to understand what you read. Without achieving comprehension, all you are doing is "word calling". While word callers may sound like proficient readers, without the comprehension piece they are truly not fluent readers.

According to Gough, Alford, and Holley-Wilcox (1981) and Flesch (1981) readers "only" guess about one word in

four while reading. This high accuracy confirms that context enables readers to reduce the possibilities of error enormously. Context effects are categorized as follows: Over-determining, Un-determining, Partly determining, and Deceptive. You can prevent vocabulary acquisition by restricting contexts in an unnatural format.

Method comparison studies that involve all groups, children, older children-young adults and older adults present results consistent with comprehension hypothesis that "whole language" is a major goal which provides interesting texts and helping them understand these texts. Cho and Krashen (1994) reported on the effect reading had on adults engaged in second language acquisition. They suggested to their subjects that they begin their English reading program with novels from the *Sweet Valley High Series* (Pascal, 1983), which is part of a genre known as "adolescent fiction" (or 'teen romance'). These proved too difficult, so it was suggested that they use the *Sweet Valley Twins Series* (Pascal, 2003) which is at the fourth grade level. This proved too difficult also. The next level, *Sweet Valley Kids* (Pascal, 2000), which was at a second grade reading level was ideal for the subjects who were women in their forties. They were able to enjoy the

reading immensely, made impressive gains on tests of vocabulary and greatly improved their English speaking and comprehension skills. Cho and Krashen (1994) attributed their success to the fact that students could relate to the characters and the vocabulary was accessible to the readers. This supports Krashen's notion of the input hypothesis in second language acquisition.

The "Input Hypothesis" (Krashen, 1985) holds that certain skills are attainable only indirectly, and that true competence in speaking, writing and grammar are developed only via listening and reading for meaning. Most of the difficulty in language education comes from efforts to teach skills "directly"; i.e. to develop speaking skills via speaking practice, to develop grammatical accuracy via grammar drill and error correction. To the older adult ESL student, this direct approach style and high standards do not correlate with the fundamental way in which some individuals vary in their rate of growth and learning. Often these variances are more prevalent as we age. Speaking drills and grammar drills also gives the adult learner the feeling that he or she is being treated as young child. Because of this the older adult may then put up an invisible barrier because they feel being treated

this way is unacceptable to them at this stage in their adult life (Krashen 1982; Allen, 1965).

Oral Language Development in a Second Language

According to Krashen (1982) there are three theories that most effect second language acquisition success, instruction, different measures of exposure to the second language and the age of the acquirer. Although these factors are not really causative factors, they are highly related to success or failure to acquire a second language.

Adults have two distinct and independent ways of developing competence in a second language. While children acquire the second language, adults can only learn it.

When adults attend a language class, they are not afforded the silent period that children experience on the playground. They are often asked to produce very early in a second language before they have acquired enough syntactic competence to express their ideas. Adults also benefit from being able to have the silent period during the beginning of class instruction.

When adult ESL learners converse in 'tense', research has been conducted and concluded that beginning learners have the least control over the element and make the most

errors in formation and use. This is due probably to the fact that English does not have a 'tense' structure to their words as do other languages. Rather than speak out and or speak wrongly, the adult learner will avoid any interaction at this point. This is the most difficult part of second language acquisition for ESL learners, because there are no rules or patterns to follow which allows for correct meanings to be voiced.

The teacher correction of student errors can affect the classroom atmosphere as well as the learning process. The instructor needs to clarify proper pronunciation while at the same time not make the students feel intimidated by their errors. This is a delicate balance an instructor must learn to be effective in a class room with non-native speakers. It is more important in a class of older adults than with young children. Older adults are more easily offended by looks, gestures, tones of voice and body language, etc. A great amount of research in the language learning field has been addressing the need for teacher correction of students' errors.

Older students with limited English proficiency will influence the instructional approach used because they bring with them certain characteristics of their prior

learning. Many reading skills are transferable by students who have attained some measure of literacy in their primary language. Readiness and comprehension skills can be transferred from one language to another (Ada, 1980). Also they are able to apply context clues, how to use it and the value of such a skill when learning to read in English.

However, along with these advantages, the older student will experience more interference from the native language; such as tone familiarity. They also might require an individualized program to ensure success when they begin reading instruction. They would benefit greatly from a reading buddy or tapes which can be used as echo reading and fluency practice. These two methods would be highly successful for the older student who might feel embarrassed in a classroom with younger students and become intimidated. The reading buddy and or tapes allows a student to work on their own and at their own pace while at the same time receiving immediate feed back.

Skills Management Systems

Skills management systems reach into almost every major approach to reading instruction. They employ specific behavioral objectives, criterion referenced tests,

and reporting methods for test results. Currently many states require accountability for reading instruction and have turned to systems as indicators of reading progress. All the systems are able to divide the reading act into small and separate skills which can be easily measured. Much research has been conducted such as; Smith and Johnson, (1980) believe that dividing the reading act into many skills is a questionable practice. Harris and Smith, (1980) wonder about the development of a hierarchy of skills exists in reading, while Johnson and Pearson (1975) question if mastery of the skill relates to reading achievement. Sometimes skills management systems ignore the language relatedness of reading.

The language systems of phonology, grammar and lexicon according to Johnson & Pearson (1975, p. 758) are interdependent. At the same time, Harris and Smith (1980, p. 418) are concerned that the use of skills management systems will result in an instructional program that is abstract, un-integrated, and unrelated to reading as a language-based process. These fears are well founded.

Nevertheless, teachers using the language experience approach or individualized reading consider skills management systems a useful adjunct to their curriculum

programs. If skills management systems can be adapted and modified, they will be more appropriate and successful. Teachers must be careful not to apply a rigid application of mastery requirements for miniscule reading skills. This would be totally unfortunate as it would be more beneficial to integrate the total reading process and function into learning English in the classroom.

New Books

Existing programs in reading have been criticized as not being based on social or pedagogical rationale. Many local and state agencies have failed to reach an agreement on long-term goals of education students or the methods which should be used for goals to be reached. Many reasons have caused these issues to fail: resistance to federal guidelines, tenured teachers monolingual in the majority language, lack of trained personnel fluent in students' language and the cost associated with additional programs. In many instances, instruction in English (ESL) is carried out by volunteers or paraprofessionals who lack or are not fluent in the student's language and lack professional training in education.

A teacher cannot influence students' scholastic progress; however, a teacher's effectiveness is highly influenced by his/her flexibility, interpersonal perspectives, teacher competencies and resourcefulness with all subject areas. A teacher's flexibility and resourcefulness in reading instruction are especially crucial for the LEP student who attends a regular classroom. A teacher's knowledge includes an understanding of the child, the child's language and culture, and conflicts between the child's language and culture and those of the school and community. Teaching competencies appropriate for working with Limited English Proficient students do not differ in kind as much as they differ in degree. Behaviors related to teacher effectiveness include, thorough planning, instructional goals, communication clarity, purpose setting, prompt and frequent feedback and diagnostic and prescriptive teaching. Teacher's attitudes, program enhancement, and a positive, supportive environment will effectively control the climate for learning. Prominent among the purposes are enhancement of student's self-esteem, provision for sense of pride, and prevention of pupils' alienation (Teaching Reading to Students with Limited English Proficiencies, p.12).

Language Dependency

Reading as one of the four language arts is the most related to the child's strengths and weaknesses in listening, speaking and writing. Ching (1976) states that listening and speaking abilities in English are essential for success in reading. Asian students benefit from listening and speaking because there are no high and low tones in speaking and reading English. In their native language, high, medium and low tones have distinct different meanings.

Concept Development

The act of reading involves the reconstruction of meaning. The reader and writer must share common experiences or background knowledge for the reader to comprehend the text.

Affective Factors

Interest, motivation, self-concept and attitude are the most important influences in reading achievement. Instruction today with an emphasis on management systems and isolated skills is less influenced by students' interests and attitudes. When students feel the sensitivity and caring of the teacher, they tend to pay more attention. They are more enthusiastic and actively

participate when treated with respect and when methods used are based on awareness of the individual needs.

Language Differences

A teacher should be aware of contrasts that occur in the components of English and the student's mother tongue. The components include phonology, syntax and semantics. An understanding of linguistic contrasts enables the teacher to develop strategies which accentuate the abilities of the learner. This understanding will facilitate instructional practices to avoid confusion. Reading instructions primary focus should be developing meaning through comprehension. Stress on smaller linguistic units such as phonemes and syllables should be minimized.

Because some languages are closely related, (i.e. Spanish and Portuguese), their systems are more alike than the system of those languages which are extremely different, i.e., English and Vietnamese. Students who are learning to read in a language in which they have limited listening and speaking abilities are faced with many challenges. The knowledge and sensitivity of the classroom teacher will direct the ways reading instruction is facilitated. Most importantly, understanding the languages' differences will provide a foundation and

rationale for subsequent instruction planning (Anderson & Joels, 1986). Pragmatism should guide planning and many strategies should be used to achieve the desired outcome of reading instruction. Because reading involves receiving meaning and giving meaning, it is most unproductive and frustrating to stress phonics or nonsense words. Comprehension is strongly emphasized and successful word attack skills will support contextual analysis. This helps unlock unknown words.

The most significant factor in the teacher-student relationship is the teacher's attitude toward the LEP student. It is crucial to a student's progress. The vital link between teaching and learning is the ability to make students have a sense of self-worth and a desire to achieve. Providing motivation, interest, self-concept, and other aspects of the affective domain provides for positive development and reinforcement for student success in school. Keeping in mind that each student has a home language, a culture and life experiences makes them a unique individual. Knowing and valuing your students are prerequisites for making teaching strategies effective and being able to adapt approaches to reading instruction. It is because of this that it is essential for teachers to get

to know the students who enter their classrooms in order to provide meaningful instruction to them. To support this notion, Chapter Three will detail the research procedures followed to elicit feedback from adult ESL learners as to their own personal experiences when learning English. This information will serve to support or modify present-day ESL teaching practices in hopes of making the experience more rewarding for all students.

CHAPTER THREE

CURRICULUM PROJECT AND METHODOLOGY

Introduction

When teaching reading to ESL adults, it is imperative to remember that a huge discrepancy in written and oral language ability is common as these students learn English. In order to accommodate for such discrepancies, it is essential for teachers to implement a relevant curriculum that is culturally-responsive and effective. Chapter Two presented several pieces of literature supporting a curriculum that is based on the use of hands-on teaching practices that actively engage the students in the learning process. These activities are further supported with instruction that utilizes the semantic, syntactic and graph phonemic cueing systems leading to a more balanced approach to reading instruction (Weaver, 2003)

With this being said there are some teachers who teach reading purely through a phonetic approach and some that believe "whole language has always accommodated phonics, but phonics has never accommodated whole language" (Looking Closely, 1992, p.5). ESL adults need phonics to be incorporated into their reading instruction as it may be a

cueing system that they used when learning their primary language.

Harold Allen (1965) addresses the issue that some languages, such as Chinese and Thai, consist of sound segments, stress, and tones, while other languages such as Turkish and West African have some syntactic similarities with English. It is important to note that some ESL students have come to the classroom with prior knowledge about the use of phonics because their first language uses phonics extensively, others have not. The word *phonics* is used to mean, "knowledge about sound-symbol relationships in language (Allen, 1965, p. 101)." In the teaching of reading, there are three cueing systems that must be included. Figure 1 shows a graphic of how the cueing systems work together to help the reader to decode and gain meaning from a text. They are the sound-symbol relationship or graphophonic cueing system, the syntactic cueing system and the semantic cueing system.

Overlapping Cueing Systems in Reading

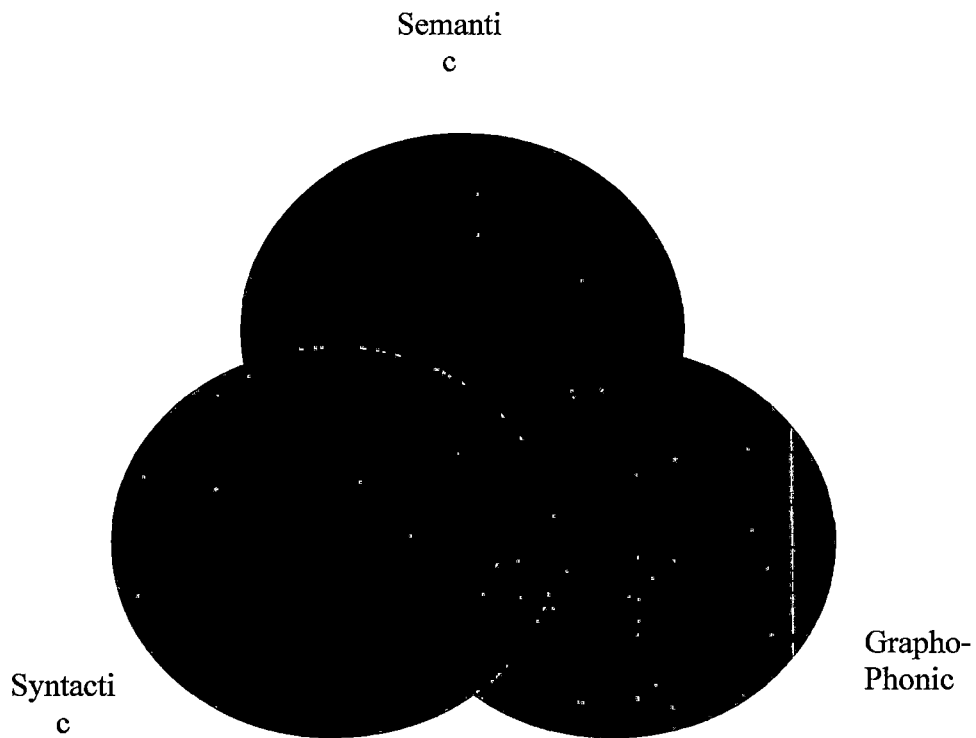


Figure 1. Overlapping Cueing Systems in Reading (Adapted from Weaver, 2003)

Knowledge about the structure of language is the syntactic cueing system; it allows the reader to predict what might come next in the sentence based on the structural cues within the sentence.

Prior knowledge of the world gained through life experience provides the reader with needed semantic cues and allows the reader to predict how the sentence will end. If the reader has little background knowledge on a given topic, the use of semantic cues will prove to be more difficult for the reader. In this case, it is important to find reading materials that are within the reader's lived experiences as a means of helping the reader to decode and comprehend a piece of text.

Graphophonemic knowledge, or knowledge of sound-symbol relationships, allows readers to verify their predictions based on the graphic symbols within a given word. Once the reader pronounces the word using sound-symbol knowledge, he or she can verify the pronunciation by using the semantic and syntactic cues within the sentence. It is in this way that all three cueing systems work together to help the reader to gain meaning from a text. In authentic reading events, especially when working with ESL adults, language must be kept whole and all cueing

systems are accessed. As adults begin to read sentences, an instructor can provide the students with appropriate materials, (i.e., pictures and posters), that would help them to make textual predictions using semantic and syntactic cues and confirm these prediction using graphophonemic cues. This helps students focus on meaning and make the reading experience more satisfactory.

In 1991, a meta-analysis containing nine high quality studies was conducted on the acquisition of English as a second language. The participants were residents of the South Pacific and Southeast Asia and were themselves ESL students. These studies utilized the following research methodologies to gain insights into how adults best learn a second language: a) case studies, b) simple and complex correlational approaches, c) survey résearch, d) ethnographic approaches, e) experimental designs using experimental and control groups, and f) multi-site comparisons of instructional approaches and student achievement.

The study found that a direct instruction approach typically involved principles that articulated a fully sequenced set of grammatical structures, through imitation, repetition, and reinforcement. This includes reading,

discussion, and related activities; or a combination of these, which in one instance also included a modified language experience approach. Overall these studies supported the use of a culturally sensitive curriculum that has been appropriately scaffolded to meet the needs of a specific group of students within a specific learning context. The most successful approaches to instruction involved a balance of oral language development activities combined with reading and writing instruction that strongly emphasized meaning (Bernhardt, 1991).

The comparison of these studies offers powerful evidence for the assertion of comprehensive literacy advocates that language and literacy are acquired gradually, through opportunities and events in meaningful contexts. Adult learners need a variety of learning opportunities such as whole-class, small-group and individual sessions. Curriculum should be designed to meet the needs of the students currently in the classroom. The pace and learning curve varies even in adults. Often younger adults are able to understand and grasp the concepts sooner than other adults.

The learning styles for teaching and learning strategies are the same for children and adults. It

doesn't matter what kind of learner you are born to be, whether you are an analytic learner, global learner, kinesthetic learner, auditory learner, visual learner, or tactile learner; you are generally the same kind of learner throughout your life (Gardner, 1983). ESL adults tend to rely on their auditory and visual senses more when trying to read in another language other than their first language. Generally speaking the younger the adult is, the faster they will learn to read and comprehend what they read.

Adding to the above information, I have had personal experience in trying to learn and read a second language as an older adult that did not go well at all. The instructors went through the material far too rapidly. One specific instructor believed that you go along at a certain pace and the student will eventually get it. It was a very unsatisfying experience for me as an adult to be pushed through the curriculum and reading material. I did not enjoy that style and my peers also became very frustrated with this immersion style. All the adults in my age group ended up dropping out of the class. This is essential to keep in mind when teaching adult ESL students so that they will successfully be able to learn English.

In sum, there are so many variables to teaching ESL adults to read. The students' age and range of experience with life and learning will dictate how you will teach reading. If all your students are of one language, they can help each other out immensely. If you have a class where there is more than one first language spoken by the students, you will have to find stories and jokes to tell about their native countries or books that have text and pictures to help them understand what is going on. Phonics also plays a big role in learning to read. They need the ability to sound out letters so that they can see how making a word can be satisfying. Additionally, writing activities are very helpful, but they should be short and interesting.

ESL adult learners also have the disadvantage that after class they do not have playground time or other social time with their peers to practice what they have learned in class. They usually go home and don't have anyone to speak with in English in order to practice the new second language.

Adults bring with them a life time of experiences and issues that affect their ability to learn to read: environmental factors, emotional factors, physical factors,

intelligence and language. Because reading is a form of language, a student who has poor language and reading skills in their native tongue will have greater difficulty with speaking the new language. Adults need to view learning to read as useful. Adults have a wealth of life experiences. Adults have many life constraints and view their reading difficulties as permanent. It is very important for the teacher of ESL adults, to maintain a positive attitude and be hopeful about the future.

A few of the techniques that are available to adult ESL students are, simultaneous assisted reading, echo reading, choral reading, simultaneous listening/reading and group oral reading technique. These reading techniques are more successful for the adult learner. In a general ESL class, adults benefit greatly in the development of their language skills (listening, speaking, reading, writing) when in context with real-life situations. Adult ESL students have different needs and goals because they come from different backgrounds and abilities. They need to be able to read and comprehend basic life skills such as; Health - make an appointment with the doctor; School-instructions from their children's teacher; Housing and employment-be able to read the want ads and Leisure-find

information about recreational facilities, and follow and read directions.

The value of teaching specific reading strategies is a topic of research for ESL adult learner's. Researchers Floyd and Carrell (1987) found that presenting cultural background information improved students' reading ability and recall of texts read. Knowledge driven reading is a successful tool in what to present to ESL students. Books that share knowledge of their former world, their cultural knowledge, shared versus idiosyncratic knowledge and their feelings and opinions. The second language reading process is integrative in nature.

Reading is a survival skill for many ESL students. In a sense, "reading is the most cost-effective of the second language skills that are taught throughout the world" (Reading Development in a Second Language). Webster's Seventh New Collegiate Dictionary (1971) offers seven principal definitions of the verb: to read. The key terms, "to take in," "to understand," and "to attribute an interpretation." An ESL student needs these survival skills to be successful in navigating in English populations. Reading is a social process and is used to

establish, structure, and maintain social relationships between and among peoples.

Expectations of the second language reading curriculum need to change. Adult learners are more capable of reading adult texts and should be expected to do so. Expectations should allow for the qualitative and quantitative gaining of increasing amounts of information from authentic texts. Materials used in the curriculum need to change. Textbooks should consist of authentic materials of interest to learners in comparable age ranges. Texts should be topics of concern to native readers in age ranges and educational levels. To this learning group, reading is not a matter of understanding. Culture teaching is more important and very helpful in gaining proficiency in garnering ever-increasing amounts of information. Reading should be related to specific tasks so that reading has some purpose.

In order for ESL adults to be successful in the "learning how to read" process, they must also feel safe in the classroom environment. They need to feel wanted and respected for themselves and any contributions they can make. The classroom must be as stress-free as possible. The students must feel free, in their reading attempts, whether during shared reading or reading out loud, to

attempt to use their new language without fear of correction, ridicule, or punishment. The instructor must validate the student's experiences and use them for learning purposes. For the sake of learning, reading is not taught alone. It is part of a "whole" and in context. The four skills - reading, writing, speaking, and listening - are parts of a whole and are essential components of each activity. Reading does not occur in isolation, but is extended to include discussion and writing. Composing does not take place without a great deal of discussion and reading.

The best way to teach ESL to adults is the integrated approach, which means that all teaching/learning activities have meaning and purpose. A teacher must have faith in the learners and set high expectations whatever their literacy level or competence in English. Teachers must recognize there is no right age or sequence of learning but that it is a "continuum of learning" where students learn according to their own individual stage of development.

According to Law and Eckes in the handbook entitled, *More-than-Just-Surviving*, (2000, p.110), they outline strategies for the ESL classroom teacher. They also define

reading as "getting meaning from print" (p. 111). Specific strategies for the ESL teacher are as follows:

- Creating balance in your reading program;
- Provide a wealth of materials at your students' level; selecting books to read aloud;
- Shared Reading (one of the most significant and critical strategies you can use);
- Cartoons and sharing time;
- Phonics, only known words, not isolated sounds;
- Use the buddy system;
- Use interpreters if necessary.

Most of all, don't give up on teaching your ESL students how to read and help them complete the "whole language process" that balances the three cueing systems along with the strengths, needs and interests of the students.

Working with students from different cultural and language backgrounds can be very rewarding.

All these experiences and achievements are rich and rewarding tasks for any teacher of ESL in teaching adults. Teachers can end each class session with the knowledge that he or she has helped them survive in their new country and they in turn will be able to help their own children be

productive and successful citizens. This is a noble task and one that should be taken seriously.

The next section of the chapter provides details on the participants whose voices informed this project and provided insights into the practices they experienced while learning to speak English as a second language.

Survey Data

To add depth to the literature on effective practices for teaching adult ESL students how to read and comprehend English texts, a survey was administered to 16 ESL adult learners. I felt it was necessary to add their comments to this work in order to underscore the need for meaningful instruction for the ESL student.

Participants

Sixteen adult ESL learners participated in the study. These participants came from two regions of the world: Southern California and Zurich, Switzerland. Table 1 provides a description of the each participant's first name, age at the time of the study, city and state of their present residence and native language spoken.

Participant Demographic Data

Table 1: Participant Demographic Data

Name	Gender (F or M)	Age	Primary Language
Bibiana	F	37	Spanish
Jose	M	45	Spanish
Octavio	M	50	Spanish
Dolores	F	47	Spanish
Claudia	F	39	Spanish
Jorge	M	29	Spanish
Gina	F	40	Spanish
Javier	M	39	Spanish
Max	M	51	Swiss-German
Katrina	F	33	Swiss-German
Margaret	F	36	Swiss-German
Kristen	F	40	Swiss-German
Carla	F	44	Swiss-German
Dieter	M	49	Swiss-German
Rudolpho	M	50	Swiss-German
Albin	M	35	Swiss-German

This group of participants was chosen due to ease of access. The researcher's primary residence is located in a small city in Southern California and therefore 50% of the participants came from the same locale. The second group of participants, located in Switzerland, was selected because of their proximity to the researcher's brother's primary residence. The researcher was slated to spend one month in Switzerland thus making this population accessible. Additionally, all of the participants were found to be fluent in English and at least one other language. A second characteristic shared by the participants was the fact that each of them learned to speak, read and write English as adults.

Data Collection and Analysis Procedures

Each of the participants was asked to complete a survey detailing their experiences while learning English as a second language. A copy of the survey instrument can be found in Appendix A. After completing the survey, the researcher asked the participants clarifying questions as needed. This also served to triangulate the data to ensure the accuracy of the information collected. The researcher then reviewed the data and developed domains based on the

CHAPTER FOUR
RESEARCH FINDINGS

According to Scarcella, Andersen and Krashen (1998), a great interest in discourse competence for English language learners began to surface in the 1970's. At that time, they conducted a battery of tests in the area of modality with ELL's and found that most wanted to be able to speak English at a level in which they felt competent to converse in different societal situations. Additionally they also confirmed that the ability to transfer skills from their first language had a strong impact on the second language learner's ability to converse competently in English. The present study serves to follow up on these findings and determine the most appropriate means² of providing instruction to ELL's who attempt to learn English as adults. The study begins with survey data gleaned from interviews with two groups of second language learners.

Survey Results

Demographic Information

Two distinct groups of English language learners participated in the study. The first group of participants

(n = 8) was located in Southern California and spoke Spanish as their primary language. The second group of participants (n = 8) lived in Switzerland and spoke Swiss-German. Table 2. details the specific demographic characteristics of each individual participant.

Demographic Data on Study Participants

Table 2. Demographic Data on Study Participants

Name	Gender (F or M)	Age	Primary Language
Bibiana	F	37	Spanish
Jose	M	45	Spanish
Octavio	M	50	Spanish
Dolores	F	47	Spanish
Claudia	F	39	Spanish
Jorge	M	29	Spanish
Gina	F	40	Spanish
Javier	M	39	Spanish
Max	M	51	Swiss-German
Katrina	F	33	Swiss-German
Margaret	F	36	Swiss-German
Kristen	F	40	Swiss-German
Carla	F	44	Swiss-German
Dieter	M	49	Swiss-German
Rudolpho	M	50	Swiss-German
Albin	M	35	Swiss-German

Based on the demographic data presented in Table 2, a total of 16 people participated in the survey. Their ages ranged from 30-55 years of age with the average age being 41.5 years of age. Fifty percent of the participants spoke Spanish as their primary language, with the other fifty percent speaking Swiss-German as their primary language. All of the participants were over the age of 18 when they began to learn to read, write and speak English as their second language.

According to the survey results, the participants believed that their age (adults) at the time they took their ESL classes was important for their limited success in learning the new language. They stated that they were "more focused and determined" as adults and also saw the social and economic value of learning English as a motivator during their studies. While age was seen as a positive factor as it related to motivation to learn English, it was also seen as a hindrance in relation to memory and potential hearing loss for older adults.

Overall, the participants felt that their personal learning goals were not met. The classes were not culturally responsive to them as learners and left much of the responsibility on them to learn the new language. In

other words, they were often given skill and drill types of tasks with little emphasis on interaction and the use of English in class. Much of their studies revolved around writing and understanding the grammar of the English language with little regard for the spoken language. However, they continued to try learning what they needed in order to be successful in their daily lives. They all felt that they would not attempt another language because it was too difficult a process and too time consuming considering that overall results were not that satisfactory.

The level of education participants had previously acquired before attempting a second language did not seem to be that important in the learning process. What was most important was the current need to learn English for personal, social or business survival purposes.

Qualitative Survey Data

The qualitative survey results indicated a mix of responses that were favorable, however, not many of the students felt that their English as a Second Language educational experiences were highly valuable. They believed that a person's age has a great deal to do with success of learning a second language in the way it is

currently presented by instructors. They did not see how young children and adolescents would have the "stick to it-ness" to forge through the process given its lack of direction and personal attention. One of the main comments noted was that it was the adult student's perseverance that was essential to second language acquisition.

All of the subjects agreed or strongly agreed that learning a second language would make their lives much easier. Because they were not native to this country and English was not their first language, the need to learn a second language would first and foremost help them to succeed in the work place. Additionally it would help them to function in their neighborhoods, their children's schools and when making friends in the community at large. They also noted that to be able to read the newspaper and carry on a conversation with their families and friends was important because it made them feel empowered with knowledge of current events.

The participants, overall, felt their learning experience was somewhat positive. They believed that some instructors left people behind while trying to keep the class moving at a specific pace to ensure interest and activity. Other instructors believed in a total immersion

environment and tried to use this method in a classroom setting, neglecting the fact that many of the classes only meet once a week with no other interaction between sessions.

With this being said, the qualitative survey results indicated that the overall level of instruction that was presented was complete and thorough. Most participants felt their instructors were knowledgeable and prepared on their particular subject matter. It appears that most instructors of ESL classes are using the total immersion technique to present another language to non-native speakers. Research and literature reviews show that this works most effectively on a younger age group population and therefore may not have been the best way to provide English instruction to adult learners.

In summary, the participants made it clear that it is important to find other ways of teaching and instructing adult ESL learners in order to achieve success and provide a more fulfilling experience for the student. The next section will clearly detail instructional adaptations found to be of particular benefit to the participants. While they did not know the names of the strategies, their

descriptions led me to find the researcher's names and procedures for each strategy.

Instructional Adaptations

The most widely used method for providing reading instruction has been the basal reader approach. However, other approaches are more highly recommended especially when working with the adult learner. These include the language experience approach (Dixon & Nessel, 2001), the sight word method, the skills approach to reading and an oral reading method that includes specific strategies for teaching older learners using a basal reading series. The next section will detail the approaches that were used when instructing the participants in this study, beginning with the Language Experience Approach.

The Language Experience Approach

The most proven approach for introducing reading instruction, especially those students with little or no previous reading instruction, is the language experience approach (Dixon & Nessel, 2001). Some advantages to the language experience approach are noted by Cheyney (1976) in the following section. If oral language is used to teach reading it will reflect appropriate syntax and sentence

structure in the given language of instruction.

Comprehension difficulties arise from artificial sentence patterns and thus it is important to introduce students to the everyday language patterns used by native speakers.

Vocabulary control is inherent in language experience and involves comprehension, not decoding. Words used to dictate a story are part of an oral language base previously developed by English Language Learner's.

Content and meaning come from the students' experiences and background knowledge and therefore make this approach to the teaching of reading one that is relevant and accessible to the students.

Harste, Burke & Woodward (1982) emphasize the importance of natural language forms for language learning. Also, Wiesendanger and Birlem (1979) recommend extensive oral language activities across several days. Using small group activities, a teacher can discuss and develop key vocabulary words and phrases. Vocabulary can be practiced orally using sentence patterns modeled by the teacher.

Another activity might involve drawing and discussing the vocabulary words at home with family members. New vocabulary words can be developed and classified in several

categories. This activity provides vocabulary review, word understanding and concept building.

An oral language activity using pictures is another highly effective activity noted by the study participants. Feeley (1979) described this variation on the language experience approach which has been very successful with ESL students. His lesson placed more emphasis on reading than oral language activities. However, he did use vocabulary enhancement activities and sentence development prior to reading. To achieve reading success, many unifying factors are included in this process: a) personal experiences, b) oral language, c) written language, and finally, d) reading. Such unstructured formats allow teachers to adapt and vary the process to fit the specific needs of individual learners or small groups of students. By using a particular emphasis on preliminary oral language activities, the language experience method can be used to introduce reading to those whose base in English is small. Many teachers use the basic language experience approach as part of their reading program. It has the flexibility of language experience activities and when used in combination with a basal series provides greater opportunities for teaching reading and achieving success.

The Sight Word Approach

Steinberg (1980) described a four-phase program that includes familiarization, word identification, phrase and sentence identification and text interpretation. Another method of reading instruction for ESL students which is popular in New Zealand and the South Pacific was presented by Elley (1981). This involves a high level of oral reading to familiarize students with sight word vocabulary. Schneeberg (1977) used echo reading as a method to introduce books and then had students listen and reread the stories using tapes at a listening center. Hoskisson (1977) used a combination of echo reading and oral cloze in a three-step program for beginning readers. The above approaches incorporate many of the features espoused in bilingual research and the present study's survey results (Elley, 1981; Steinberg, 1982).

Oral Reading and Basal Reading Programs

Basal Reading programs are the most widely used in the United States. Basal programs provide the teacher with the most guidance and help, and their materials offer more advantages for reading instruction. Basal reading material uses vocabulary control and frequent word repetitions which Coady (1980) considers as a highly effective teaching

method because it allows for control of readability in reading materials.

The older/adult student is likely to experience interference from the native language while learning to read a second language. Some may require an individualized program for beginning reading instruction. An introductory language experience, oral reading, a reading buddy, audio tapes, echo reading and fluency practice can all be adapted when designing a reading program. An advantage of individualized programs for bilingual students is that it helps the student feel at ease and allows them to develop a working relationship with the teacher. A student, young or old, new to this country and school, will have a feeling of security with individualized reading approaches and teacher-pupil conferences.

The Skills Approach

A successful skills management system in conjunction with all the major approaches to reading instruction warrants consideration. Some feel, (Smith and Johnson, 1980) that dividing the reading act into many separate skills is a questionable practice. Some criticize skills management systems and question if a hierarchy of skills exist in reading (Harris and Smith, 1980), while others

(Johnson and Pearson, 1975) question whether mastery of the specific skills relates to reading achievement. Another problem with the skills management system is that it ignore the language relatedness of reading. Johnson and Pearson (1975) feel that phonology, grammar and lexicon are interdependent. Harris and Smith (1980) feel that skills management will result in instructional programs that are abstract, rather than being related to reading as a language-based process. The participants in this study agree with this perspective.

Teachers who use this approach may find that they it is a useful adjunct to their programs. A rigid application of the mastery requirement for a number of miniscule reading skills would be very unfortunate for the ESL learner. A teacher will be more successful by placing the importance of the student's ability to integrate the total reading process and function comfortably in English in the classroom. However, these factors are not included in skills management systems.

Considering there are four areas of verbal ability, reading provides the ESL student an opportunity to work independently and in private. Reading involves decoding a linguistic message, interpreting what is being communicated

and allows for a certain amount of time to think about what is written. The process can become somewhat less intimidating if students are given ample time to read independently because this allows for time to look up words in a dictionary, ask someone the definition of a word or allows students to reread the passage over several times until the meaning is clear. In this scenario, reading is not an anxiety-provoking activity and allows the student to have more control over the process. Overall, the study participants stressed the importance of maintaining an anxiety-free learning environment in order to promote English acquisition. This leads into the next set of findings that relate to the psychological aspects of learning a second language.

Psychological considerations

The mind does not operate in a vacuum and when learning another language, other factors are involved in the learning process that are unrelated to the students' native intellectual facilities. Depending upon the learning environment, ESL students can become insecure, angry and isolated. Some students only come to this country for an education and will return to their native homes once this has been accomplished. Others are here for

political or economic reasons and cannot return home. This causes them to feel the pressure to succeed in order to survive. They also fear that learning English means assimilating culturally and they might lose contact with their native culture, and in turn, their cultural identities. To enable students to overcome the psychological trauma, it is essential to listen to them and allow them to voice their hopes, fears and needs (Aakin, 1982). Understanding goes a long way in helping students to be successful in their quest to learn to read, speak and write in English. Overall, the participants in the study stressed the importance of understanding the specific strengths and needs of ESL students while also providing them with relevant instruction in a supportive learning environment. The bottom line is that all students, regardless of language, culture, or age will benefit from knowledgeable, caring classroom teachers.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

Enculturation is a learned process that begins as soon as a child is born. Language is an integral part of this process, especially the communicative style of discourse used as community members interact with one another within various contexts. Language thus becomes an essential tool for sharing one's beliefs about people as well as understanding cultural morals, values, and customs (Brantley, 2007). This further supports the need for culturally relevant language instruction programs for children and adults alike.

This project has reviewed the literature on second language acquisition while also listening to the voices of many English Language Learner's who have had varying educational experiences along the path to becoming a fluent speaker of English. This chapter provides an overview of the study findings while providing insights into the best approaches for teaching adults to speak English as their second language.

Discussion

This comparative study investigated the relationship of one group of people from one part of the world, Southern California, and another group from Switzerland. Both groups had a similar goal as they both sought to learn the English language. Their native languages were entirely different from one another, however, this age group had similar experiences and feelings toward the process of learning English. To begin with, many of the participants spoke about the need for more relevant curriculum models.

Curriculum and instruction designs need to be addressed. This research has found that new ideas and research-based teaching practices are necessary when instructing adults in second language acquisition. One size fits all is not the answer. Adults tend to be treated as children when learning another language. This is very unfortunate because they do bring rich literacy backgrounds with them to the classroom. Older adults come to class with strong characteristics of a given culture. They have become competent in its language and "ways of behaving and knowing" (Gollnick & Chinn, 2002, p.7). Now they wish to learn another language and become immersed in another culture in order to enhance their lives. Culture is a

construct that is all encompassing. It is defined as the "knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by man as a member of society" (Scupin, 2000, p.6). Culture is not inherited, but rather a learned process termed enculturation.

For children, enculturation occurs on two levels, first as a child is consciously taught appropriate behavior by those closest to him or her growing up. It is also taught unconsciously through social interactions, experiences, texts, and observations taking place on a daily basis. In contrast to children, adults begin with the unconscious level and therefore it is important to provide them with a rich and accepting classroom environment. Creating a welcoming classroom involves an understanding of cultures while finding positives and similarities to insure a safe environment in which to learn. This process is called the development of an intercultural orientation.

Developing an Intercultural Orientation

Intercultural orientation is described in Bennett and Bennett's (1996) Model of Intercultural Sensitivity as a move away from measuring your own culture as a means by

which all others are judged. A teacher must develop empathy and cultural sensitivity so as to see the world through multiple lenses (Diaz-Rico & Weed, 2002). Teachers need to understand their own cultures as a means to better understand others. When teachers develop an intercultural orientation they are better able to meet the needs of all students, regardless of linguistic or cultural background. Most problems that occur between students and teachers in our schools are often traced to misunderstandings related to cultural differences. One way to prevent such misunderstandings is by promoting classroom practices that are congruent with the students' varying backgrounds. For example, divergent thinking is promoted through cooperative groups and collaborative activities but these may be new to the students. Students coming from cultures where the teacher is the "holder of knowledge" and are accustomed to lecture format find this type of classroom instruction quite unsettling. It would therefore be imperative to explain to students why a particular teaching method had been selected in order to lower the students' affective filters.

The effectiveness of classroom instruction, especially in reading, will be enhanced by the teacher's understanding

of differences that exist between the student's language and the instructional language (Anderson & Joels, 1986). The special needs of the student learning to read English are based on the interrelatedness of the language arts. The level of success in reading achievement is greatly dependent upon abilities that are developed concurrently in listening, speaking, and writing. Concepts also must underlie all the language arts abilities so the students can use them as communicative tools for expressing and receiving meaning. Expressiveness is an extension of a student's sense of self-worth which is influenced by and nurtured by the teacher.

Reading instruction must be adapted to the needs of the student. Language experience, oral reading, sight method, basal reader and other individualized approaches are all useful tools for instructing the LEP student. The knowledge, attitude, resourcefulness, flexibility and effectiveness of the teacher, gives value to any approach or adapting and implementing teaching activities and instructional approaches.

A teacher who can meet the challenge will have made a significant contribution to society's goal of providing maximum opportunities for academic achievement. These

opportunities do not come from courtrooms or administrative offices; they evolve from the efforts of an individual teacher who knows, who cares, and who fosters learning (Anderson & Joels, p. 78-1986).

Adult Learner

Most adults would rather depend on themselves, and become independent and responsible for their own learning. Dictionaries therefore, will become especially important tool in the ESL classroom (Allen, 1983). This is especially true for adult learners because it will help them not become dependent on the teacher, allow for additional learning through use of the dictionary and get immediate feedback which will eliminate some frustrations.

Dictionaries are passports to independence. The most commonly used is the two-language dictionary. However, bilingual dictionaries have many unsatisfactory results but are less expensive, easily obtained and manageable in ones pocket. Any dictionary can serve as a useful tool however, the best dictionaries for ESL learner's are the "*Oxford Student's Dictionary of American English*" and the "*Longman Dictionary of Contemporary English*" (Allen, 1983). In addition to supplying several definitions, these

dictionaries also include sample sentences. Additionally these dictionaries include pictures and illustrative sentences that the English as a Second Language learners will find helpful. This enables the students to increase their comprehension more rapidly. Phrasal verbs grouped in combinations are also illustrated. Another feature of English that is illustrated is what is called the *functional shift*. This allows a word that is commonly used as a noun to also function as a verb. It is these complex yet important aspects of the English language that can be supported through the introduction to dictionaries.

Writing

As the adult ELL's continue to learn to read, one of the most effective activities that will enable them to remember what they are learning, is to write. It has been stated over and over in various learning environments, that "*to write it down will help you remember it*". By doing so learners can read what they have written and the learning cycle begins, or rather, continues. Keeping a diary can be a simple and economical way of practicing in English. This helps students actively process new information and reinforce the language they just learned. Therefore,

practice in writing has two main objectives: a) it gives the student an opportunity write about what they read and make notes to themselves that have personal meaning, and b) it gives the ESL learner practice in the way formal English should be presented.

Native English speakers orally communicate and write very differently than second language learners of English. This can become confusing for ESL students because they may have learned a more formal type of English. Students must learn the difference between standard English and everyday communicative language so they will be able to function in society.

Before and After Teaching

How do you know what vocabulary words to teach an ESL learner? No one knows exactly how many words must be learned in order to have real command of the language. Some say approximately 30,000 are needed while others suggest beginning with the necessary conversational language before moving into a higher level of academic language. In either case, one does not need to speak or write 30,000 words to function in an English-language society. For many adult ELL's, understanding what has been

said is enough to begin with. As a teacher, when choosing what to teach, you need to choose the most important vocabulary based on the frequency of use for your particular student population.

Teachers of ESL often wish they could find a dependable word list of the most frequently used words. The most famous is, *The Teacher's Word Book of 30,000 Words* by E. Thorndike and I. Lorge, (1944). When comparing this list to *The Living Word Vocabulary; The Words We Know* by E. Dale and J. O'Rourke, (1970), we can see how as times change so do the use of words. Each generation has new words added to their lexicon which may cause the society to drop some of the *old* words that were commonly used in every day life. Again, the type of instruction provided is based on the culture and specific needs of the student population. Keeping this in mind, what other conditions are necessary for teachers to be able to successfully teach adult ELL's? The next section details seven factors that are essential conditions for success.

Conditions for Success

There are seven governing factors of achievement in learning a second language. The first factor is necessity

which in this case refers to the fact that learning the new language is essential to the learner. In other words, in the adult learner's mind, he or she must prevail or perish. This may sound harsh, but it does impact the learner's desire to learn the new language. Secondly, one must concentrate on speech, listening and speaking which must proceed reading and writing. Third, translation and the study of grammar are highly helpful to the adult learner, as it builds on the learner's background knowledge of syntax as they learn the new language (Allen, 1965). Fourth, the physical environment in which the learning takes place is not of supreme importance. What is essential is that the language being studied should be the sole medium of communication in any given environment. Fifth, the rate of progress depends on the amount of time allotted to the study of the language. Sixth, classes and groups must be kept small and the pace must slow down if there are more than ten adults so that no one is left behind. And finally, if the language is to be learned, it must be used. These factors along with good instruction will improve the learner's chances of becoming a fluent speaker, reader and writer of the new language.

Theories and Approaches to Enhance Second Language Acquisition

When teaching reading to ESL adult students you must keep in mind that teaching theories and techniques will vary and change depending on where the students come from and their level of knowledge in their native tongue. For some languages, English is a language of several past tenses and puzzling article usage. Other problems are the word-order patterns and tone of the language. All of these differences influence the order in which vocabulary and words are introduced.

One question is quite prevalent when teaching reading to ESL learners. Are words to be pronounced in the American fashion or the British way? Which is correct? What is the rule? Why do you say this and not that? Does correctness matter? YES; in the use of English it matters very much according to H.B. Allen (1965). A teacher who lets his or her class get away with careless performance when reading can actually do much harm to the students and to the teaching profession. In order to prevent problems, a teacher should develop a lesson plan based on high

expectations and clear guidelines. The next section will provide insight into such a reading lesson.

The Reading Lesson

Each teacher is different from all other teachers; furthermore, each class is different from all other classes. A.V.P. Elliott (1963) states in *English Language Teaching*, that the details of a lesson depends so much on the individual teacher and his/her individual class that no outside adviser can say exactly what is to happen. The teacher is like the producer of a play, making sure the pupils read clearly, audibly and intelligently with expression without extravagant or unnatural variation of stress or intonation. Expressing meaning while reading a passage can only occur after the passage has been read silently, the necessary questions have been asked and answered and the passage fully understood (Allen, 1965).

In addition to reading literature for pleasure, it is also important to allow your students to read short passages that provide information on a given topic. A teacher should be able to provide a great deal of such material to students both in and outside the classroom. This will not only provide general knowledge of the new

culture under study but also satisfies the student's curiosity about the world and most important provides a foundation for scientific and technical studies which require precise understanding. Overall, the following instructional methods have been found to support the academic and social needs of adult ESL students:

Instructional Methods

1. Maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.
2. Apply teaching strategies appropriate to differences in culture and other learning variables.
3. Organize, plan, and teach specific lessons using the appropriate terminology in the learner's language(s). Observe curriculum guidelines. Use basic elements and methodologies that are suited to the teaching of reading and language arts.
4. Utilize innovative techniques in content areas, namely:
 - a. Formulation of realistic performance objectives and assessments;

- b. Inquiry and discovery strategies;
 - c. Individualized instruction;
 - d. Learning centers;
 - e. Media and audio-visual materials;
 - f. Systems approaches to teaching reading;
 - g. Team teaching and interactive group sessions, and,
 - h. Interaction analysis.
5. Develop an awareness of learner's culture so as to permeate areas of the curriculum.
 6. Utilize first and second-language techniques in accordance with learner's needs.
 7. Utilize effective classroom management techniques.
 8. Work effectively with paraprofessionals.
 9. Utilize available community resources both inside and outside of the classroom.

Curriculum, Utilization and Adaptations

Equal to the teacher's understanding of culturally relevant teaching practices and meaningful instructional methods, the teacher should be able to demonstrate and identify any biases and deficiencies within the existing

curriculum. This can be done by reviewing the curriculum based on the following criteria:

- a. Identify suitability to student's language proficiencies and cultural experiences.
- b. Have respect for linguistic and cultural diversity.
- c. Identify objectives, scope and sequences of the material in terms of content areas.
- d. Identify student's reaction to materials.
- e. Acquire, evaluate, adapt and develop materials appropriate to bilingual/bicultural classroom.

Theories, approaches, reading lessons, curriculum adaptations and appropriate implementation will give the instructor adequate means to then develop a variety of useful assessment materials. The next section details such assessments.

Assessment

A TENES Conference was held in Salt Lake City, Utah in 1966 where the Teacher Preparation Committee developed three statements regarding the Bilingual/Bicultural Standards, the Foreign Language Standards as well as the ESOL Standards. These can be found in Appendix A, (Reprinted from Standards developed by The National

Association of State Directors of Teacher Education and Certification, 1976). To summarize their statements, the next section will address the highlights of their reports and how these standards can have a significant and positive impact on English as a Second Language instruction.

Competency-based Education versus Performance-based Education

Teacher behavior and attitudes, as well as training and certification, are extremely important in regard to the success of English as a Second Language students learning to read their second language.

Fanselow and Light (1977) identified the New York State requirement for TESOL instructors. Many other states are in the same predicament. The following quote summarizes their position on these requirements:

Those who elect to study French and other modern foreign languages are required to have certified teachers. Yet the non-native speakers of English for whom English is a necessity upon which each student's future is dependent, not an elective, are not required to have teachers certified in the field of Teaching English to Speakers of Other Languages. Thus, non-

native speakers of English are not required to have teachers with special training to teach them English. But their native English speaking peers who study either their first language or a second language are taught by teachers with special training and a certificate in the area of training be it English or foreign languages (p. 257).

Teaching the Printed Word:
Reading and Literature

Allen, (1965) reiterates the process of securing an interest in and encouraging voluntary reading of, literature are important aspects of education where English is a second language. Literature has a role to play in personal development and social adjustment and must be carefully selected by the instructor. Instructors must also insure their students walk before they run or they will risk rote learning instead of the development of learning to deal with literature. Allen (1965) quotes Professor Fries, from *The Modern Language Journal*;

A thorough mastery of a language for practical communication with real understanding demands a systematic observation and recording of many features

of the precise situations in which the varied sentences are used. Such a systematic observation and recording must be minute and sympathetic, not for the purpose of evaluation in terms of one's own practices, or of finding the "quaint" customs, but in order to understand and to feel and to experience as fully as possible (p. 293).

Richard Bedford, (1972) has designed text scenarios that include ten different stage settings which includes dialogue for ESL students to read, pronounce, provide tone and act out these common scenarios. He provides a diagram of a suitable stage set and a description of that set for each play. All stage directions require movement of characters, stage balance, entrances and exits and allows for interaction and personalities of each participating ESL student to surface. This approach allows the student interaction practice that is most beneficial when making contact with the outside world because practice becomes real in that it emulates real life.

Recommendations

Experienced teachers of reading know how important vocabulary development is when learning a second language.

However, for many years, programs to help teachers gave little attention to vocabulary instruction techniques. Teachers were told that they ought *not* teach words before the students had mastered the grammar and sound system of language in reading. The thought was that all the student needed to do was learn a large number of words and be able to master the language, be able to read and comprehend what is read.

More and more the emphasis is being placed on mastering grammar and the sound of words to identify their meaning. V.F. Allen (1983) devotes her entire book, *Techniques in Teaching Vocabulary*, to vocabulary, grammar and phonetics by giving in-depth and detailed suggestions for activities at all levels of learning and all age groups. Her use of visual aids and every day materials (i.e. magazines) provide for a effective and inexpensive way to use teaching materials. The activities and techniques are able to keep the student interested and encouraged. The one item that has become the most successful is the dictionary and it is referred to as the Passport to Independence.

Before and After Teaching

Some feel that one must learn approximately 30,000 word in order to have command of the English language. In the beginning, this seems discouraging and impossible. However, only about 3,000 are needed to gain an understanding level of comprehension. When choosing words to have the student learn, one measure of importance is the frequency of its use in their reading of English. It then becomes important to learn certain words.

Pictures showing actions, three hundred useful adjectives and over twelve hundred useful nouns and verbs are identified by V. Allen (1983) which will give teachers a good start on choosing which words can be used in reading and writing good sentence structure.

Modern technology has given audio-visual aids the premier standing and preferred choice by teachers to help their students with reading, grammar and word comprehension. Two modern aids that seem to be the most practical and efficient are the gramophone and the tape recorder. The gramophone and the tape recorder give the student a wide range of linguistic experience giving the student a real stimulus to individual effort. Modern audio-lingual theory stresses a listening-speaking-reading-

writing sequence in foreign-language instruction (H. Allen, 1965).

Finally, test and examinations in English may cover four fields of language proficiency: graphic (reading/writing) and audio-lingual (listening/speaking) skills both in reception and production. H. Allen highly suggests a system of examination in English which at the very elementary stage be almost entirely objective and at the advanced stage almost entirely non-objective.

Testing

The purpose of testing is to render information to make intelligent decisions about course content. It is much easier to teach a small class of students where you can give individual attention and allow for plenty of opportunity for practicing the correct use of the language. Every teacher of a large class is haunted by a large class. What can be tested are areas that include;

- Phonology - distinctive sounds
- Orthography - letter shapes, hand-writing and spelling.
- Grammar - structure of sentences, clauses, phrases and words.

- Lexis - the ability to use words appropriately.
- Combination of skills - comprehension and composition of language skills.
- Rhetoric - ability to recognize clichés, allusions, quotations, etc.
- Evaluation of tests - the readers personal reaction and background knowledge, social and historic factors.

Listen to Students' Needs

Educators have long acknowledged the power of learners' voices (Fullan and Stiegelbauer, 1991 (iteslj.org)). It is necessary to learn their needs and preferences. A simple questionnaire consisting of two parts will give you valuable insight. Ask what specific skills they wish to learn, i.e., talking to a doctor, filling out job applications, etc. Secondly, ask how they feel about these teaching methods, reading aloud after the teacher, grammar analysis, pair work and group work.

When working with adults, you can set higher expectations and give them some pressure to help them achieve some breakthrough to grow above the basic level. Most adults will be happy to be pushed a little to improve

their English. They yearn for a better life in this country and appreciate a caring teacher that will set higher expectations.

Teach Study Skills

Many ESL adults come to this country with little or no formal education background. They are eager to learn however, they do not know how to learn. Good study skills will help these students learn more effectively. Self-learning strategies can include some of the following ideas;

- Read aloud from text slowly, making sure the student hears the correct pronunciation clearly.
- Find materials that match the students' English level.
- Keep an English diary. Use native language to describe what the word means.

The growing movement toward whole language instruction refers to "the simultaneous, integrated teaching of listening, speaking, reading and writing within a meaningful context" (Acuna-Reyes, 1993,p.25 (www.iteslj.org)). Reading and listening are passive

processes which reinforce and activate language input making retention more effective and efficient.

A Balanced Approach

The four aspects of the balanced approach refers to the whole language instruction. Easy read books are essential and many recommend books by John Grisham. They are easy reading and he is a great storyteller. This allows the ESL learner to read for pleasure while being exposed to how English is written. Small talk, chit chat and idioms are a major part of the English language. Slang, reductions, consistent use of contractions are also areas of reading and speaking that will frustrate many English Language Learning students. Reading and conversation using these phrases allows ELL students to feel more comfortable with their English skills.

Reading Development

Many factors influencing reading development, performance, and comprehensions are based upon past, present, and future knowledge. Computer assisted instruction and reading allows for individualized instruction, immediate feedback, allows students to pace their reading and gives easy access to resources online. This benefits both the teacher and the student by allowing

individualized instruction and assessment. Computer access will also provide access to journals and organizations that help develop one's understanding of the reading processes.

Teachers' have access to the most current research and professional development for teaching reading to adult second language learners. It is critical for teachers to have sufficient knowledge, what issues are problematic and how to address these issues. Computer access provides references, resources and actual teaching practices. Professional development will help teachers understand the complexity of the reading processes and how to help second language readers become more proficient.

Teachers' and students' will become a unified team using the many approaches and ideas that have become available through research, computer access and simply caring about each other.

APPENDIX A
BILINGUAL/BICULTURAL, ENGLISH FOR SPEAKERS OF OTHER
LANGUAGES AND FOREIGN
LANGUAGE TEACHER EDUCATION STANDARDS

BILINGUAL/BICULTURAL, ESOL AND FOREIGN LANGUAGE TEACHER
EDUCATION STANDARDS

Bilingual/Bicultural Standards

The following common standards are appropriate for all college programs preparing teachers in bilingual/bicultural education:

Standard I

The program shall require that candidates for the bilingual/bicultural certificate possess a standard teacher's credential in another area of certification.

Standard II

The programs shall develop and/or evaluate the ability of the prospective teacher to function and instruct students both in English and in the language of the target student population with fluency and accuracy, good pronunciation and intonation.

Standard III

The program shall assure that the prospective teacher has an adequate knowledge of the history and culture of the target student population in addition to being competent with respect to the history and cultural patterns of the United States.

Standard IV

On the elementary school level the program shall develop in the prospective teacher the ability to instruct students in both English and in their dominant language in all basic subject matter content; on the secondary level the teacher shall be able to instruct students in both English and in their dominant language in his field(s) of specialization.

Standard V

The program shall prepare the prospective teacher to adapt existing materials to the needs of the bilingual/bicultural program.

Standard VI

The program shall include learning experiences in sociology and linguistics to the end that the candidate understands the differences between the language systems and can apply this understanding to a bilingual/bicultural teaching situation.

Standard VII

The program shall provide field opportunities for the prospective teacher in which he must demonstrate his ability to relate successfully to students, parents, and community members with the target cultural group.

Standard VIII

The program shall develop proficiency in teaching methods along with concomitant competencies which are appropriate for bilingual/bicultural teaching.

Standard IX

The program shall make the prospective teacher fully aware of the implications of dialect differences across cultural and social levels.

Standard X

The program shall provide the candidate with an understanding of the differences between the sound systems, forms, structures of the second language and English along with the ability to apply this understanding to teaching in the bilingual/bicultural program.

ESOL Standards

The following standards pertain to programs for preparing teachers of English as a Second Language:

Standard I

The program shall develop personal qualities which contribute to success as a classroom teacher, assure understanding and respect for the students and their cultural setting, and provide opportunities for making the prospective teacher a perceptive and involved member of the community.

Standard II

The program shall assure that the prospective teacher will have had the experience of learning another language and acquiring knowledge of its structure and perception of its cultural system. The language and cultural system shall be related to that of the population with which the teacher candidate is to work.

Standard III

The program shall include work in general linguistics and applied linguistics and shall assure that the prospective teacher can apply to language teaching an understanding of the differences in the sound systems, forms, structures, and lexicon of English and at least one other language.

Standard IV

The program shall assure that the prospective teacher understands the nature of language as an essential element of culture and the principal ways in which the culture of English-speaking people differs from other cultures.

Standard V

The program shall provide knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels and an understanding of the effects on language learning of socio-cultural variables in the instructional situation.

Standard VI

The program shall include specific work in language pedagogy and shall assure knowledge of present-day objectives of the teaching of English as a Second Language and an understanding of the methods and techniques for attaining these objectives. The program shall also develop a knowledge of the use of specialized techniques and the ability to evaluate the effectiveness of teaching materials, procedures, and curricula, as well as the professional literature of ESL teaching.

Standard VII

The program shall provide the prospective teacher with an understanding of the principles of testing and with the ability to apply the techniques and interpret the results

of second-language assessment of student proficiency and progress.

Standard VIII

The program shall provide the prospective teacher with opportunities to develop a sophisticated understanding of the factors which contribute to the life styles of various peoples and which determine both their uniqueness and their interrelationships in a pluralistic society.

Standard IX

The program shall require that prospective teachers demonstrate proficiency in spoken and written English at a level commensurate with their role as language models. Whether they are a native-language or second-language speaker of English, their command of the language shall combine qualities of accuracy and fluency, and their experiences shall include a wide acquaintance with writings in English. For prospective teachers who are non-native speakers of English, the program shall prepare them to be proficient in:

- A. Understanding of lectures, news broadcasts, and conversations in the English language at normal speed.
- B. Speaking with a native speaker of English without making glaring mistakes with a command of English vocabulary and syntax sufficient to express their thought in conversation at normal speed with reasonably good pronunciation.
- C. Reading with immediate comprehension English prose and verse of average difficulty and mature content.
- D. Writing correctly in English a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Foreign Language Standards

The following common standards are appropriate for all programs for preparing teachers of modern or classical languages:

Standard I

The program shall include work in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole) and literature.

Standard II

The program shall provide prospective teachers with:

- A. the ability to understand conversation at normal tempo, lectures and news broadcasts
- B. the ability to converse with a native with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed with good pronunciation
- C. the ability to read with immediate comprehension prose and verse of average difficulty and mature content
- D. the ability to write a simple "free composition" (such as a letter or message) with clarity and correctness in vocabulary, idiom, and syntax
- E. an understanding of the differences between the sound systems, forms, structures of the foreign language and English and the ability to apply this understanding to modern foreign language teaching
- F. an awareness of language as an essential element of culture, an understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of the foreign country
- G. a knowledge of the present-day objectives of foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives
- H. a knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum, and the ability to evaluate the professional literature of foreign language teaching

Standard III

The program shall include a study of the literature, history, geography, and contemporary civilizations of the appropriate country or countries.

Standard IV

The preparation of teachers of classical languages will follow the preceding standards except that the emphasis will be on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.

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