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AN EXPLORATORY STUDY: THE TRANSITIONAL
APPROACH TO TEACH READING TO BILINGUAL
FIRST-GRADE CHILDREN

A Dissertation Presented

by

ESPERANZA OLIVERAS

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1996

School of Education

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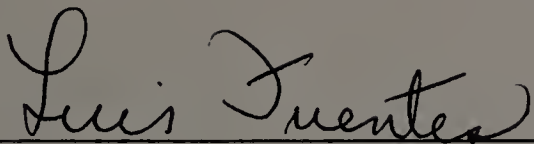
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Approved as to style and content by:



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DEDICATION

Recognizing the incalculable value of Puerto Rican culture in the social and economic development among communities within the United States, the researcher (who is the Bilingual teacher in this study) developed this teaching approach, "The Transitional Approach to Reading". This new approach to teaching is dedicated:

- To all Puerto Rican children who are our future.

In recognition especially to a group of Puerto Rican people, who have contributed their love, support, confidence, faith and patience so that this dissertation could become a reality, this dissertation is also dedicated:

- To you, dear Mother, for loving me with all your heart;
- To you, dear Father, for being here even when you are not;
- To you, dear Husband, for always believing in me and for listening with love and patience;
- To you, dear Son, for bringing me such happiness and pleasure, even during moments of frustration;
- To you, dear Nephews, for accompanying me to the library and for helping babysit;
- To you, dear Sister, for always praising me on even the smallest gain;
- To you, dear Brother, for patiently helping me with the computer;
- To you, dear Mother-in-Law, for all your support;

- To you, dear Sister-in-Law, for helping me with Mom;
- To you, dear God, for opening my mind and for giving me a family whose surname should have been LOVE.

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- To Luis Fuentes, Chair of my Committee, for his encouragement and steadfast support in providing his knowledge, expertise, and time; his guidance and belief in this research were motivating and most appreciated;

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- To the students who participated in this study, for their cooperation and enthusiasm; and to the parents who gave permission for their children to participate;

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- To my family and friends, for their love, concern and personal support; I am fortunate to have had their encouragement in all of my endeavors and their continual support throughout all aspects of my life;

- To my husband, for his unending love and support from the beginning to the end of this process;

- To my son, who is my greatest source of pride, strength, and joy;

- To my parents, who instilled in me the belief that any goal is achievable;

- Finally, I am thankful to God for His love, His care, His protection, and His guidance throughout this process.

AN EXPLORATORY STUDY: THE TRANSITIONAL
APPROACH TO TEACH READING TO BILINGUAL
FIRST-GRADE CHILDREN

FEBRUARY 1996

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This study explored the consummations of "The Transitional Approach to Reading" with Puerto Rican native language emergent and second language early emergent readers enrolled in a Transitional Bilingual Education Program of a public school system in Central Massachusetts. The objective of this study was to put forth a paradigm for a new reading approach, "The Transitional Approach", in a Bilingual first-grade class. The intent was to enhance their initiation into English reading. The principal goal was to transfer native language vocabulary whose definitions are the same in both languages (from one language to another) allowing reading comprehension to be achieved. The students were taught to manipulate "transference" in order to reach word comprehension in the second language. The vocabulary learned in native language reading, Spanish, will be transferred from Spanish to English.

The study inquired as to whether these students, at the culmination of five months, showed growth in vocabulary attainment in Spanish, in English, and in Spanish and English on the post-approach assessments.

No hypothesis was tested. The study was exploratory and descriptive in nature. The following tasks were accomplished:

- (1) Accumulation of Transfer Word Vocabulary from the entirety of the first-grade curricula: Spanish, Science, Social Studies, Culture, Mathematics, Language Arts, Reading, and English as a Second Language (a total of 235).
- (2) Assessment in Spanish, first, then in English of 78 Transfer Vocabulary Words: "Yes/No" Match, Pre-Test; and "Yes/No" Read and Match, Post-Test.
- (3) Observations made prior to, during, and after the implementation of the approach.

Fourteen children were chosen to participate in "The Transitional Approach to Reading". The research revealed that the students increased their native and second language transfer word vocabularies and initiated second language beginning reading. "The Transitional Approach" played an important role in the formulation of the child's vocabulary development, reading comprehension, and overall reading development. Knowledge of vocabulary, word

meaning, plays an essential part in the first-grade reading curriculum and accounts for about half of reading comprehension.

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C H A P T E R I

INTRODUCTION

Bilingual Education in the United States experienced a revolutionary rebirth eighteen years after almost being completely abandoned during the period from World War I to 1950. The resurrection of Bilingual Education began in response to an influx of newly-arrived Puerto Rican migrants to the northeastern part of the United States in the 1950s and the escape of Cuban refugees to Miami, Florida, in 1963. Lobbying efforts made by politically influential groups, such as the National Education Association (N.E.A.), various minority groups, and Chicano organizations in the Southwest (Keller & Van Hooft, 1982; Padilla, 1990), finally resulted in the Bilingual Education Act in 1968 which was passed by Congress as part of Title VII of the Elementary and Secondary Education Act. The program provided funds for those districts that voluntarily provided instruction using native language as a means of instruction to children who were of limited English proficiency. However it was not a compulsory law. In 1974, as a result of *Lau vs. Nichols*, the United States Supreme Court ruled that children have the right to receive equal education regardless of their inability to speak English (Lesson-Hurley, 1990).

Massachusetts became the first state to pass a Transitional Bilingual Education Act in 1971 (Lozaritis, 1992; Montero, 1982) which had the ultimate goal of mainstreaming bilingual students within a three-year span into monolingual classes (Bureau of Transitional Bilingual Education, 1978; Lombardo, 1978). Massachusetts had voluntarily initiated a Bilingual Program in an urban community in Central Massachusetts in September of 1972. The role of the native language instruction component of the program was to provide all content areas of instruction in the child's language. This included, at the first grade level, sixty minutes of Spanish Reading and Spanish Language Arts per day; fifty minutes of Mathematics per day; and sixty minutes of Culture, Social Studies, Science, and Health & Safety once a week. Of course, there were adjustments for each grade level.

Efforts to enforce the law were not seen as favorable or successful by the City's Hispanic Advisory Council; and in May, 1978, a suit was filed by parents claiming absence of equal education for their children. The major complaint of the parents was the lack of continuity in the Spanish Language Arts curriculum throughout the school system. It was viewed as inappropriate for their children; and that there was the absence of a measurement. As a consequence, when a bilingual student was transitioned to a monolingual program, he/she was confronted with unfamiliar material.

There was no knowledge as to whether the curriculum of the textbook series being used was the same as those used in the monolingual program (Gonzalez-Gomez, 1988). Prior to and after the settlement of the law suit, the school system began to write curricula in the areas of Spanish Language Arts, Reading, Social Studies, Culture, Science, and Mathematics. A basal series, entitled Reading in Two Languages/Lectura en Das Idiomas (Santillana Publishing Company, 1977), was instituted as the primary basal to be used in Spanish and English reading. Teachers within the system began to grow professionally as individuals and sought to write dissertations in curriculum development. Curricula have been designed by Cruz-Garcia (1985), Gil (1986), Candelaria (1992), and Lozaritis (1992). They designed curricula in Social Studies, Culture, and Language Arts. Only one dissertation, that of Lozaritis (1992), entitled An Exploration of Waldorf Education Principals in a Public School Bilingual Program, deals with English Reading.

English Reading, for some reason, has been perceived as part of the English as a Second Language (ESL) curriculum, even though English Reading has been part of the schedule in the Bilingual classroom since 1981. However, although the Reading in Two Languages/Lectura en Das Idiomas (Santillana Publishing Company, 1977) series was implemented, there is still a cry for reform and change.

Reasons for urging a reform vary, from schools piloting different series to a lack of uniformity in professional opinions regarding Cummins' (1981a) "Threshold Level Theory" and the three-year transitional law.

Today, twenty-five years after the rebirth of Bilingual Education and twelve years after the parents' lawsuit, the question of meeting the needs of the students continues. The Reading in Two Languages/Lectura en Dos Idiomas (Santillana Publishing Company, 1977) series will no longer be published, and the school system is again faced with the problem of finding a replacement series, with an approach that will meet the requirements set forth by the agreement of the lawsuit to prepare the children for transition in three years. Therefore, the children are mandated to read in English at grade level within a three-year period of time.

Statement of the Problem

Much has changed in the classroom since September of 1972 when the Bilingual Program was first initiated. The law called for no more than twenty students per class. Today, a typical bilingual classroom size ranges from twelve to twenty-eight students. The law now dictates no more than twenty-five students. The majority of the children in the districts served are Puerto Rican. The

numbers have increased and so have the responsibilities of bilingual educators. A Bilingual teacher has the task of preparing students for transition. In addition, educators must comply with the reading philosophy of the school, the two trends being the phonetic and/or the whole language approach. Compliance with the bilingual law demands scheduling of subject areas, notwithstanding the challenge of educating students with materials that inadequately meet the cultural needs of the children.

The evolution of Bilingual Education has brought about not only changes in law but also vast development of commercial materials which too often are adaptations or translations of those found on the market designed for monolingual children. Surely, a population different in ethnicity and culture (Watson, 1987) requires different materials. Barrera (1983) indicates that translated materials should be avoided. She found them to be of a higher difficulty level than when used in their original language. Goodman and Goodman (1978) purport in their book Reading in the Bilingual Classroom (via a study of Americans who speak other languages) that a major problem of second language readers is that too often instructional programs for bilingual children focus on the learners' reading skills rather than on the needs of the readers. The children are often offered materials whose developers have embedded "strict norms" and language which often

degrade the child's native language (Grosjean, 1982).

As a bilingual educator, the researcher has had the opportunity to use various reading materials for teaching Reading and has experienced the frustrations of using translated material as well as using material designed for monolingual children to teach English Reading to the Spanish dominant. Although some may argue that learning to read happens in the same manner across cultures regardless of the mother tongue (Goodman & Flores, 1979), it is evident to the bilingual teacher that learning to read in a second language is not as easy as learning to read in the native vernacular.

While implementing materials available for instructional reading approaches, the researcher made several observations. The method of one series is that of re-teaching English readiness and preliterate skills that the students had already mastered in the native vernacular prior to the introduction of English Reading. Secondly, the approaches used were either similar or the same as those used for teaching native language reading. There did not appear to be a method or approach that would meet the need of positive transition without re-teaching or re-doing. Many publishers rephrased reinforcement or re-doing as renaming skills that the children had already mastered. This causes feelings of puzzlement and a sense

of inadequacy for children because they think they know the techniques but upon using the materials are faced with doing them again. There appears to be no approach that would serve as a bridge to both languages. For these reasons, the participant/researcher selected this study for dissertation research.

Significance of the Study

In an age of diversity, schools have a set of shared beliefs. The underlying philosophy of education is based on the idea that every child has a right to be educated to his/her full potential. The sole objective of Transitional Bilingual Education and of all school systems in the United States is to educate children so that in the future they can effectively take part in society (Mace-Matluck, 1985A, 1985b). Therefore, it has become the duty of teachers to impart knowledge that will affect the students. The teacher's aim is knowledge that will allow students to transfer material learned in school to everyday life and to prepare them to contribute positively to today's society. It is vital to propel bilingual children to their potential both academically and socially so that they may live and contribute as citizens in a multicultural society which is constantly changing and becoming more and more technology oriented. English is necessary in order to partake of

opportunities in our society. Saville-Troike (1979) concurs:

While recognizing and accepting the culture that the students bring to school is important, the same reason exists for learning the dominant American culture as for learning English: It is necessary for full participation in the larger American society. (p. 79)

According to Fradd (1989), the National Coalition of Advocates for Students states there is a lack of effective programs providing an "environment for multicultural and multilingual students" (p. 6). Therefore, early intervention is vital in the preparation of bilingual students to read in English.

This research study is useful in exploring trends in the relationship of reading approaches and second language readers. In all school systems offering Bilingual Education, a relevant and meaningful approach is essential in addressing the needs of different ethnics, especially those of Puerto Rican children. Each child not only represents his/her ethnicity but is also a unique individual bring with him/her a set of background experiences. These cultural experiences, according to the Transitional Bilingual Education Law, Second Language Component, should be incorporated into meaningful language and learning experiences. They should be relevant in the teaching of vocabulary and structure, reading, and content areas. Strevich (1975) states that "people learn best when what

they are studying has considerable meaning to them" (Smith, 1980, p. 40) because "I hear and I forget, I see and I remember, I do and I understand" (Chinese Proverb). Therefore, a model reading approach is needed. This study will focus on the exploration of existing data in order to derive an approach with the sole aim of teaching Puerto Rican children at the first-grade level to read in English. This study will also answer a call for research in Second Language Reading.

Purpose of the Study

This study addresses one of the areas in which much research is needed in Bilingual Education, namely Second Language Reading in the bilingual classroom (Conseco, 1978; Lombardo, 1978; Lozaritis, 1992; Maria, 1983; Ulloa, 1985). Through the exploration and description of reading approaches used with bilingual children, the researcher will address an issue of concern to bilingual pedagogues of bilingual children.

A reader of "Dick and Jane", the researcher grew up in New York City and was taught to read English with "Dick and Jane", as were most of the other first-generation, mainland-born Puerto Rican Americans. Fun with Dick and Jane was a sight-word reading series that was published by Scott, Foresman and Company in 1951. It depicted stories,

adventures, and experiences of a White middle-class family in the suburbs. The Puerto Rican child's needs as a reader were more or less an issue unaddressed. The schools neglected (or rejected) the heritage of the Puerto Rican child, as well as his/her ancestral language of the Puerto Rican child--Spanish. The schools continue to maintain these traditional, disempowering practices. New York City's goal for first-generation, mainland Puerto Rican children was to have them achieve aural-oral competency in English by the end of Kindergarten. Fluency was supposed to have been equivalent to that of their non-Puerto Rican classmates. Then, it was hoped, by the end of first grade there would be relatively few students left who were still not competent in the English language (Morrison, 1958).

Urban and migrant children were not capable of adjusting to a highly impersonal reading series constituted around the "ideal" American family that lived in a white picket-fenced house in the country. The family (Father; Mother; Dick; Jane; Sally; Spot, the dog; Puff, the cat; and a teddy bear) lived in a one-family home that had a chimney (for Santa Claus to come down) and a huge lawn. Mother was home all day; she kept house and cooked the children's favorite cupcakes. She always smiled and dressed in her best clothes. Father worked. He had a new car, built the dog house, mowed the lawn, and had lots of fun with the children. The children (Dick, Jane, and

little sister, Sally) were always dressed in their best clothes, never got dirty, yet had lots of fun. Each page consisted of an illustration and one sentence, and slowly worked its way to two or three sentences. They often spoke like the robot on the program "Lost in Space": Dick said, "Come, Sally." Sally said, "Oh, no, Dick. No, no, no!" (Robinson & Monroe, 1962, pp. 10-11). New York City's students could not identify themselves with the pictures. The apartment tenements not only housed twenty-five families but had no lawn. Their backyards consisted of cement, not Kentucky bluegrass. Nor could they identify with the language because it was not the way they spoke.

The researcher remembers how puzzled she was when she learned that Santa Claus needed a chimney in order to deliver gifts. She thought he would not come to her home, because her family did not have a chimney! The only thing that blew out of the tenement smokestack was the smoke produced from the coal furnace. The children received lists of over two hundred words to study in preparation for future reading selections. Of the two hundred words, only a few were recognized and identified as to true meaning. The researcher could often identify with Hamlet's response when asked about what he was reading: "words, words, words" as depicted by Chall (1983, p. 41). This, according to Vygotsky (1962), "accomplishes nothing but empty verbalism, a parrot-like repetition of words by the

child, simulating a knowledge of these concepts but actually covering up a vacuum" (p. 14). These unknown words were not part of the vocabulary of the children and therefore were nonexistent in their minds. The result was minimal comprehension due to a lack of background experiences with the words (Tireman, 1955).

The Puerto Rican Study in 1958 by the New York City Board of Education brought to the public's attention the problems faced by the Puerto Rican children in the New York City Public School System. Among the problems was the concern for poor reading abilities. Forty years later, the problems seem not to have changed. Research in second-language reading has shown that the reading difficulties of limited-English proficient children in the United States may be related to vocabulary (Saville-Troike, 1984; Weber, 1970a, 1970b). Chall (1983) confirms that the difference tends to be in the area of vocabulary rather than in the reading process. Puerto Rican first-grade children of an urban city like the one the researcher lived and taught in Massachusetts face the same dilemma. Therefore, when the researcher became a teacher, attention focused on reading, more specifically, what approaches to use with Puerto Rican children beginning to read in the second language--English. This study focuses its attention on the six-year-old beginning reader, and the introduction of a second-language reading approach.

Objectives of the Study

The objectives of this research study were as follows:

(1) To provide information concerning approaches presently being implemented by educators of Puerto Rican students.

(2) To provide a new Second Language Reading approach to educate bilingual children.

(3) To provide educators of Puerto Rican six/seven-year-olds who are emerging readers of English with an approach specifically designed for their students.

(4) To provide an English Reading approach that will enable educators and decision makers to respond better to the needs of Puerto Rican students.

(5) To provide Bilingual programs which serve Puerto Rican six/seven-year-old children with a second-language reading approach that may transfer reading strategies from the native to the second language.

(6) To provide information and assist future research related to Puerto Rican beginning readers of English and (other Hispanics).

(7) To provide information to monolingual educators who wish to attain a better understanding of first graders of Puerto Rican origin.

(8) To provide information to monolingual educators who wish to examine a new reading approach.

(9) To provide new and updated research in the areas of Second-Language Reading to teachers and administrators.

(10) To provide information about second-language emerging readers to educators, administrators, and parents.

(11) To provide information that may lead to enabling (in equal competencies) English Reading in the time it takes to read in the first language.

(12) To provide an answer to a call for more research on Second-Language Reading.

Delimitations of the Study

This research study was exploratory in nature; thus, no hypothesis will be tested. The aim was not to test but rather to respond to the extremely limited research base that now exists to facilitate Reading for Puerto Rican beginning readers of English. The study will thus assist future research efforts. It will focus on the area of English Reading, and a new approach will be presented. Answers to the following major research questions were sought:

(1) Are the reading approaches presently being instituted appropriate for Puerto Rican children?

(2) Are the reading approaches presently being used appropriate for second-language emerging readers?

(3) Are the reading approaches presently used designed to consider transference of learning from one language to another?

(4) Have these approaches considered the time allotment of three years for transition to a monolingual program?

(5) Are the reading approaches designed and geared to meet the expectations of the Transitional Bilingual Education Law?

Assumptions of the Study

Assumptions of this research study included the following:

(1) A Second-Language Reading approach is needed at the first-grade level.

(2) The existence of a new approach will benefit bilingual six/seven-year-old children.

(3) Bilingual education will very likely implement this approach for this population.

(4) Significant word recognition/comprehension development can be expected through the use of this approach with emerging readers.

(5) After taking part in this approach, students will be able to transfer word comprehension strategies.

(6) After exposure to this approach, students will be able to begin reading in English and, therefore, will be prepared for transition within a three-year time period.

Definitions of Terms

The following definitions of essential words and terms give meaning to this study:

Bilingual Education: Instruction in two languages, Spanish and English, for part or all of the school curricula.

Bilingual Child: A child who speaks Spanish and English and is being trained to read in the second language.

Bilingual Classroom: A class within a school where Bilingual Education is implemented by a bilingual teacher.

Dual Language/Simultaneous Approach: Existence of two reading programs, Spanish and English, for an individual.

Emergent Reader: A child who has just begun to read. There are three stages: "Early Emergent", "Emergent", and "Advanced Emergent". The "Early Emergent" and "Emergent"

readers are at the reading readiness stages of reading. They are considered ready to read.

Hugging: The comparison of low-road transfer taught to complement the "resemblance conditions of low-road transfer" (Salomon, 1988).

Literate: A fluent reader who can use correct modulations and verbalizations and implement a broad assortment of strategies without hesitation. He/she has infrequent miscues, and autonomously can construct analysis of characters, model, content and goal. He/she autonomously shows interest in reading, has a good understanding, and reads an assortment of literature (books, magazines, etc.).

Low-Road Transfer: A strategy taught to teach transfer of thinking which compares the transfer properties of automatic "triggering of well-practiced routines, knowledge, where there is perceptual similarity to the original learning in order to activate knowledge" (Salomon, 1988).

Native Language Approach: Existence of two reading programs--one in Spanish preceding the second in English Reading.

Puerto Rican: A person whose descendants came from Puerto Rico and who speak Spanish.

Second Language Readers: Children who are learning to read in a language that is not their mother tongue, consequently a second language.

Transference: The ability of a bilingual individual to transfer training from one language to another while reading.

Transfer Words: Words that contain predictability according to their spelling and syntax, carrying the same meaning in both Spanish and English (also, sometimes referred to as "cognates").

Transitional Bilingual Education: In Massachusetts, especially, the use of the native language as a means of instruction until a limited-English-speaking child has learned enough English to be transferred into the monolingual classroom. This should occur in three years but not beyond the third grade.

Summary

This chapter outlined the problem to be addressed in this study. It included a brief description of current legislation, the delimitations, and the definition of terms used in this research. The purpose and the assumptions underlying this study have also been enumerated. Finally, a case has been made for a reading approach for Puerto Rican students. The following chapter presents a review of the literature related to the issue of reading and second language readers.

C H A P T E R I I
REVIEW OF THE LITERATURE

Introduction

This chapter discusses recent research in the problem area, analyzes the literature, and draws conclusions from the findings. For this study, it is necessary to view reading on a broader scale because of its pioneer nature. After researching the topic for over twelve years, this researcher found that studies of Puerto Rican first-grade readers of second language were extremely limited. Therefore, the researcher had to turn to a wide range of literature to help establish a theoretical base, that is, to an overview of related research to shed light upon the subject of reading and second language reading acquisition among students.

The following review of the literature documents readings as applied to general reading theory, studies defining second language emergent readers, discussion of two reading approaches, and studies related to the population. Not all of the studies pertain to Puerto Ricans. Many deal in general with second language readers, some of whom were Hispanics or Spanish-speakers, yet all relate to reading. Lastly, a discussion of the research on transference and its implications to second language

reading, second language readers, and word comprehension is presented.

Perspectives on Reading Development

This section provides a theoretical background of the development of English Reading. The views of reading which are considered here discuss the definition of reading and learning to read. These areas can provide issues that relate both to reading and to Hispanic readers.

A review of the current literature shows that in the 1970s a cognitive revolution brought to prominence psycholinguistic and schema-theory views of reading comprehension. Researchers and theorists shifted to several different definitions of reading. The definition of reading that has been widely supported and accepted is that of Goodman (1971):

A psycholinguistic guessing game in which the reader reconstructs, as best he can, a message which has been coded by a writer as a graphic display. The act of construction of meaning as being an ongoing, cyclical process of sampling from the input text, prediction, and sampling further. The reader picks and chooses from the available information only enough to select and predict a language structure, a precise perceptual process. (p. 135)

In essence, reading must have meaning to be fecund.

Goodman's (1971) definition is based on the importance of the roles of thought and language and was derived from his research with bilinguals since 1962 (Barrera, 1978,

1981; Hudelson, 1981; Maria, 1983). According to Goodman (1971), dependence on phonics, word and spelling patterns will develop word readers. Lack of language facility and familiarity will prevent the readers from developing sampling, predicting, and confirming strategies. In addition, the mismatch of the reader's background with that of the text can also hinder progression of the reader. Only the emerging reader who learns the strategies of processing information, scanning, sampling, predicting, and interacting with various types of text will progress.

Goodman, Goodman and Flores (1979) purport that although second-language readers cannot read in an unfamiliar language, they can learn language through implementation of reading; and as they read, they learn the language. As knowledge and familiarity with the language grows, so will the language system and the strategies. Hayward (1988) and Hillerich (1990) found that children involved learn, be it in writing, thinking or reading, through exposure and experience.

The interaction between thought and language has also been the focus of Smith's (1975, 1978) studies in reading. He defines reading as "spoken language moving from global understanding to more refined capabilities of dealing with specific forms of language in syntactic and phonological systems."

Printed material or visual information is needed by the reader. Without visual or background information, reading is not achieved because comprehension does not take place and tunnel vision occurs. Comprehension is weakened when the reader cannot identify word meaning with the non-visual information because his/her background experience is of another language (Beech & Colley, 1987; Mitchell, 1982; Morton & Patterson, 1980). It is necessary for the reader to learn different characteristics of written language and their association with letters, words, and definitions. Smith (1985) commented that "readers with limited relevant experiences often can't predict or understand the action described in a reading passage" (p. 70).

Coady (1979) and Clark and Silberstein (1977) studied the second-language reader and concluded that readers comprehend the content of the material read because they can associate meaning with a particular set of concepts saved in their memory: the reader's background has proven a better predictor of recall than verbal intelligence, word recognition, overall reading ability, and vocabulary knowledge. A person's background knowledge is a good predictor of comprehension, but it also guides the reader through the text and enables him/her to suggest scenarios, make predictions, identify and empathize with characters, and relate to events or settings and their interplay (Anderson & Pearson, 1984; Pirchert, 1979; Spiro, 1977).

Goodman, Goodman and Flores (1979) studied groups of limited English bilinguals from different cultures; amongst them was a group of Spanish-speakers from Texas. They concluded that several factors limited achievement: the mismatch of language, culture, and experiences. For this reason, many students scored lower than their actual ability. If they are concomitantly learning to speak, understand, and read in English, then their reading ability will reflect and add to their developmental control.

The emerging reader, as portrayed by Coady (1979), Goodman (1977), and Smith (1978), is a very active participant in the reading process. The reader and the author are involved in an active conversation (Goodman, Goodman & Flores, 1979). A reader brings a set of experiences which will apply in getting information from the text to achieve comprehension. Vital to comprehension are a wealth of experiences and a knowledge of the language read. For this reason, as noted by Goodman and Goodman (1978), the biggest problem a second-language reader has is making sense of the text. Smith and Lindberg (1973) warn that "if the reader does not already have related concepts, he will have trouble gaining information through his reading" (p. 85). Even the processing of one word can affect the depth of understanding of young readers (Lindberg, 1973).

According to studies by Clay (1972); Goodman, Goodman and Flores (1979); Holdaway (1979); and Smith (1971, 1978,

1985), reading attained a refined definition, a new dimension which is voiced as the theory of whole language. Reading is defined as a part, a sector of a bigger pie (listening, speaking, reading, and writing). Ferguson (1988) purports whole language to be based on experiences. Holdaway (1979) refers to Goodman's (1973b) findings as indicating reading requires strategies instead of skills. Strategies allow for "productive cues". The definition and description of reading has now focused on behavioral learning. Clay (1972) defines reading by declaring that "within the directional constraints of the printer's code, verbal and perceptual behavior are purposefully directed in some integrated way to the problem of extracting a sequence of cues from a text to yield a meaningful and specific communication" (p. 151).

Upon review of these definitions, it can be concluded that to a second-language emerging reader, reading is an interaction between thought and language; a discussion between the reader and the author and a set of behaviors, strategies and background experiences; a transfer of "application of knowledge to a hitherto unexperienced situation" (Gibson & Levin, 1975; Rodriguez-Brown, 1987) employed to derive meaning from print. The reader's use of background knowledge to compose meanings is the catalyst by which he/she navigates his/her way through

texts, using a repertoire of behaviors to create, refine, and rethink meanings (Tierney, 1990).

The Second Language First-Grade
Emergent Reader

A Puerto Rican child entering the first grade brings with him/her many traits to the classroom. "The eruption of the sixth-year molar makes a transition period which accentuates inherent differences in developmental patterns" (Gesell, 1946). It is the age, of major transformation, in which the child is between the preoperational (ages two to seven) and concrete stage (the concrete stage can begin as early as age six or seven). The school has become the child's most meaningful environmental influence. The child is fast to elucidate things and enjoys doing it. He/she likes to work and has an interest in the meaning of words. His/her vocabulary has begun to expand rapidly. Reviewing and revoicing the already learned are a game. The child can classify spontaneously and will try to do more than he/she can effectuate. He/she is curious about all kinds of symbols (codes). The child sees the world in order, logically for the first time. An understanding of the "concepts begins to be organized in a symbolic manner through understandable systems and approaches" (The Northeast Foundation, 1991, p. 199). The child only sees the world from his/her viewpoint. Perception is based on

personal observations and interactions with his/her surroundings. This child does not like to make errors or take risks because failure is difficult and so are transitions.

The child is not an empty vessel in contrast. He/she has a vast wealth of experiences that he/she can draw upon. The child has language resources that have been brought with him/her to the educational process. He/she has a native language vocabulary of at least 7,500 words (Stauffer, 1970; Ulloa, 1985). The child is not a novice in terms of his/her culture. He/she is, however, a novice reader--an emergent reader as defined by Holdaway (1979). The first grader is best described as in an Emergent Reading Stage in terms of reading development. Clay (1972) found that "there is a clear picture of beginning-reading behavior between the ages of five and seven years" in the native language (p. 89).

As noted by Holdaway (1979), an advanced emergent reader in his/her own language can:

- (1) Accompany a line of "enlarged" first-grade print in a book, chart, etc.;
- (2) Verify and amend through self-correction using syntactic and semantic words that are appropriate (is aware that there are less or more words);
- (3) Recognize and know that texts have the exact meaning every day, that is, it is fixed, a reproduction of word-by-word of language;

- (4) Locate and match known words in texts;
- (5) Find and match the same word in texts and leave spaces between words in writing. (pp. 107-108)

In addition, Holdaway (1979) stated that a plus advanced emergent early reader can:

- (1) Recognize day-to-day vocabulary in context;
- (2) Anticipate syntax and meaning in new texts;
- (3) Follow a known print successfully, using his/her newfound mastery of directional habits;
- (4) Recognize and recall letters and their names;
- (5) Identify words through configuration that begin with the same initial letter and can successfully copy them. (pp. 107-108)

Courtney (1992) developed a scale of Emergent Reading at eleven levels. Levels 1 through 5 are of the early emergent reader:

- (1) Listens to a story without seeing the pages;
- (2) Observes the illustrations while the adult reads;
- (3) Discusses each illustration; makes-believe he/she can read the text and composes new stories from the illustrations;
- (4) Partakes by providing rhyming words within predictable text;
- (5) Recites memorized texts and makes-believe he/she can read it.

Levels 6 through 11 represent the advanced emergent reader:

- (6) Word per word reader and identifies words in a new context;
- (7) Reads well-known stories with fluency;
- (8) Unfamiliar texts are read hesitantly and slowly but with little adult supervision;
- (9) Reads easy books with ease;
- (10) Finds new information and is willing to share it with others;
- (11) Reads books and other printed texts with fluency.

These descriptors are not carved in stone. The children are ever-moving and in transit. Developmental learning never ceases. The Puerto Rican child shares the same developmental commonalities as his/her peers (Candelaria, 1992). This same child is in the Early Emergent Stage (Levels 1-5) in English only because of the language gap. Getting ready for the highly demanding project of reading and learning to read are not separate, isolated processes.

Barrera (1978) states that "the assumption that English reading and Spanish reading are different processes and must, therefore, be taught differently is common in Spanish-English bilingual education" (p. 169). He/she can read community print (door signs, labels on cans, etc.) in the environment around him/her; but since he/she has not yet fully mastered the reading strategies necessary to read in English, he/she is unable to do so (Oliveras, 1989). Studies have shown that the bilingual

student is six months to one year behind in reading in the majority language (Goodman & Flores, 1979; Mace-Matluck et al., 1985a, 1985b).

A bilingual second language early emergent reader can process favorite stories in reading-like ways approximately to book language; reads back short experience stories written by the teacher; and has all the strategies of an advanced emergent reader which he/she already has through native language reading training/learning. Physically, as an advanced emergent reader, his/her brain is in tune with his/her eyes and has already had the experience of working together to deliver a message. The eyes have had the opportunity to move about the page in saccades and fixations. During each saccade, the eye has moved rapidly and the brain has ignored the visual information. However, during the fixation (which have lasted about a quarter of a second), the eyes have been still and have been able to identify four or five letters or words at any one time. Hence, the brain has informed the eye when it has received enough information and where to proceed next (Smith, 1985).

His/her good ocular pursuit makes it possible for him/her to manage reading instruction. He/she may be myopic, nearsighted. The size of print should be an inch and one-half in size on the board and on flash cards, bulletin boards, titles, etc. Print paper, penmanship

paper, and storywriting paper (this paper has about a six inch space for drawing the story) have one-half inch spacing. Book print is best seen in bold two-eighths of an inch letters. Reversals of the letters b and d are quite common, and confusion with the letters b and p may occur at this age. His/her eyesight is attracted by contrasting colors: red and black; yellow and purple.

There are basic strategies/skills that are applicable to beginning reading in English. There are points of positive transference of many readiness skills such as: management of left to right progression; sequencing; the alphabetic principles which have common roots in the Roman alphabet (/g/g;/f/f;/k/k,c;/m/m;/n/n;/p/p;/s/s,c,/t/t;/y/y,/br/br,/dr/dr,/pr/pr,/bl/bl,/fl/fl,/pl/and pl); the knowledge that print are words and that words are composed of letters that have symbol-sound correspondence which, when combined, form words (Lesson-Hurley, 1990; Mace-Matlock, 1985b). The bilingual pupil understands that print carries meaning, an awareness that has been developed through reading readiness, native language early emergent reader instruction. In addition, the child has developed the security of being an advanced emergent reader, although not literate. In other words, he/she is a capable young person who can concentrate and complete a simple task from one language to another. The student who has had experience with advanced emergent reading in his/her

native language can now apply the knowledge to the second language (Barrera, 1978).

Salomon (1988) suggests that these examples of transfer have not occurred by magic. He attributes the application of these strategies to rethinking learned experiences, for example, a child who has learned to put together puzzles. He/she visits the dentist; and while in the waiting room, puzzles attract his/her attention. The puzzles available have more pieces than those he/she put together in the past. At first, he/she is hesitant, cautious, and a little apprehensive because he/she has never worked one of these puzzles. It is familiar, yet unfamiliar. He/she begins to work on the puzzles and begins to feel both pleased and surprised. He/she proceeds with caution, but his/her confidence is growing. Finally, he/she feels secure and is able to finish the puzzle. This child has had an experience with the transfer of knowledge. The example, of course, is hypothetical and one must consider that this child is at least a mature learner. A novice would have been frustrated and discontinued the task. There are two strategies which have triggered this rethinking: "Low-road transfer" and "High-road transfer". "Low-road transfer" will be discussed in another section. "High-road transfer" is the "deliberate abstraction of a skill or knowledge from one context to another" (Salomon, 1988). There is "forward

and backward reading". Forward is to "abstract it to something else" and backward is to find a problem solution through "abstract characteristics from the situation and reading into an experience that matches" (Salomon, 1988). Both require reflective thought in abstraction from one context, seeking connections.

The bilingual six/seven-year-old first grader is an advanced emergent reader learning to re-channel the already attained strategies to a new situation. His/her reading levels are a combination of two stages, which have a missing piece (an essential part)--the language exposure that ensures comprehension. Therefore, compared to his/her monolingual counterpart, the bilingual child is at a disadvantage. The bilingual youngster entering school has heard the English language on the television set, in the streets, on the radio, and amongst his/her peers. (See Figure 1.)

Kaminsky (1976), in her study of the bilingual child, explains that the child may have some idea and knowledge of the two languages; but when he/she enters school, he/she has not yet separated them.

Albert and Obler (1978) found that separation may occur around the age of seven. Nonetheless, the emerging second language reader needs to be taught to read in the dominant language. This is the challenge for every bilingual educator--to implement a reading approach that

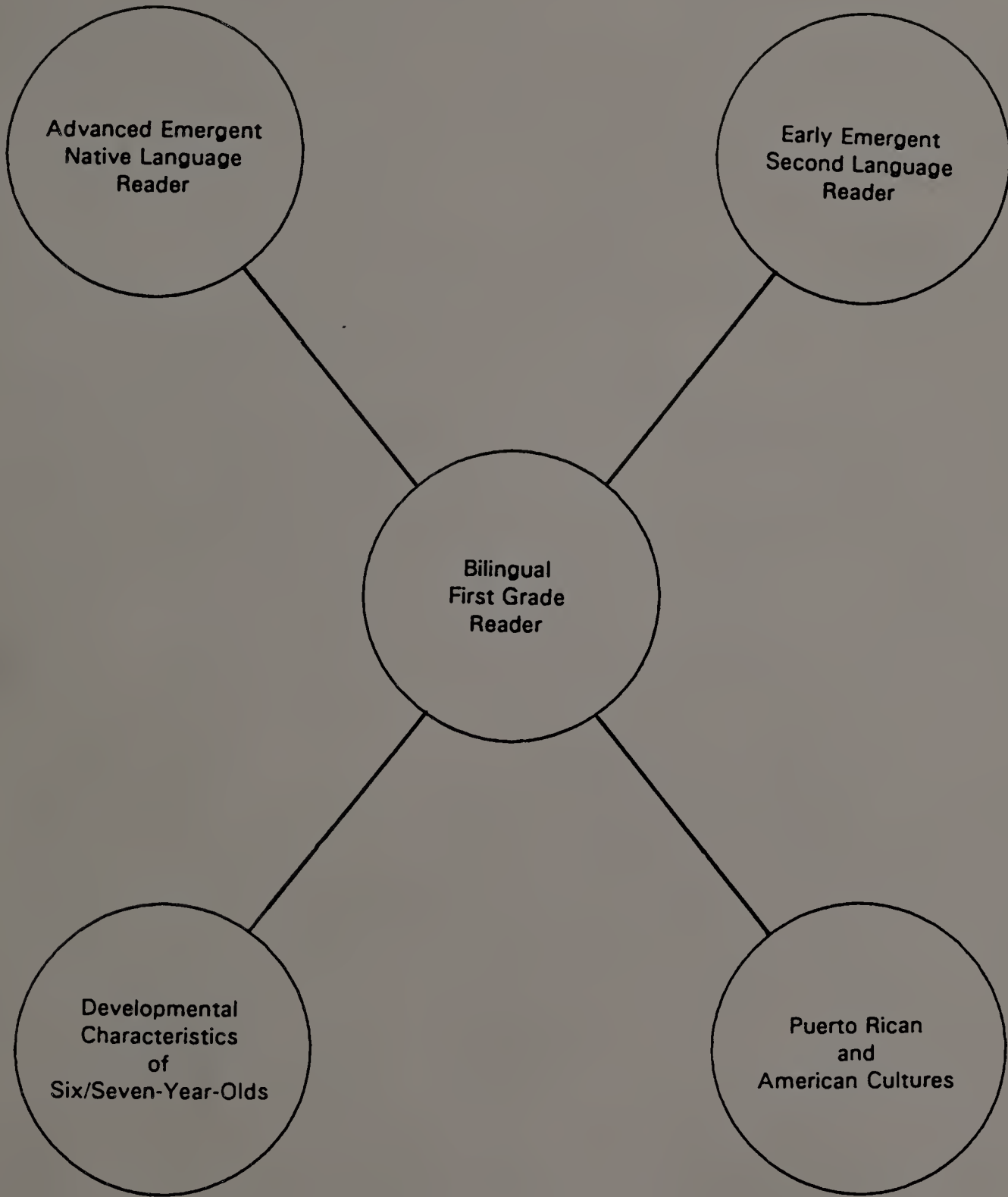


Figure 1. Characteristics of a Second Language First-Grade Emergent Reader.

takes into account the developmental uniqueness and reading characteristics which will bring forth a second language first-grade reader.

Reading Approaches in the Bilingual Classroom

For a newcomer (to the majority language community) from a minority language home, learning to read in English is an overwhelming task. Most Spanish-dominant students succeed in learning to read in their mother tongue. Reading has become an enjoyable and meaningful experience because it is related to the child's language and culture: a repertoire of words developed at home in listening and speaking vocabulary (Beech & Colley, 1987; Conesco, 1978; Ulloa, 1985). The educator can now initiate reading in a way that is pedagogically sound.

There are two reading approaches involving first language (L1) and second language (L2) teaching. The basic question seems to be to teach reading L1 and L2 simultaneously or L1 prior to L2. There is a small body of research to support each approach. These studies deal with reading first language and second language techniques in general and which approach would work better for bilingual populations of children. Unfortunately, except for these few isolated examples, very little research in reading has focused on reading approaches and bilingual

children. It is, however, necessary to discuss each one and its implications in the bilingual classroom.

Ehrlich (1971), a proponent of the Native Language Approach of L1 before L2, compared a group of forty-three second graders in New York City--those who received reading instruction in Spanish (the experimental group) and then in English (50% of each) with those who received instruction while immersed in English only reading (the control group). He found that the L1 to L2 group performed better on the intra-American Reading Tests in English than the control group. Instruction in the native language would lessen the problem of poor achievement levels for the Spanish-speaking pupils (Lombardo, 1978).

Golub (1978) conducted a study in Pennsylvania with a group of two hundred Hispanic first-to-third graders. The children received native language reading instruction for about six weeks prior to the introduction of second-language reading. Golub deducted that the Spanish-speakers performed better in English than the native language because reading in English was essential and important (Lombardo, 1978).

The Nester School Bilingual Program (1978), Lebya (1978) and Downing (1978) studies indicated they were in favor of native language reading. The Nester School Bilingual Program gradually introduced and increased English so that by the fourth grade instruction was

estimated at 50% per language. The Spanish subjects indicated an additional .36 growth for each year they partook in the bilingual program (Troike, 1981). In the Santa Fe Bilingual Program, Lebya (1978) revealed that those Spanish-speaking children who received Spanish instruction 30-50% per day did better in Reading and Mathematics than the control group (English) who spent the entire day immersed in English. They had achieved the expectancy of the United States norms by Grade 5 (Powers & Rossman, 1983). In addition, Downing (1978) concluded (after comparing study results in fourteen countries) that a frequent generator of reading discommodes stems from the use of instruction other than the mother tongue. He asserts that when the language of instruction is mismatched by the child's native language and that of the school, bedlam occurs and a lessening of development in literacy is evidenced (Lombardo, 1978).

Gardner and Lambert (1959), Spolsky and Cooper (1969), Michel (1971), Fishman (1972), and Chapa (1975), who are also espousers of the Native Language Approach, demonstrated that learning in the mother tongue induces self-esteem and encourages learning of the second-language (Lombardo, 1978). Blossom (1970), Herbert (1972), Hatch (1974), and Lombardo (1978) found that the initial use of the first language soothed the ills of "culture shock" suffered by Hispanics who speak Spanish when taking part

in monolingual English schools. The National Puerto Rican Development and Training Institute (1973) asserts that a child's emotional and learning development are influenced by his/her perception of his/her environment (Lombardo, 1978).

Further evidence in support of the success of the Native Language Approach first is provided by the results of the Iliolo Experiment (Conseco, 1978; Ramos, Aguilar, & Sibyan, 1967). An experimental group of first- and second-grade Hiligaynon bilinguals who had received native language instruction had also been taught to read in English. The control group received only instruction in English. Tests were administered at the termination of the first year. They manifested that the experimental group had scored significantly higher in their language of instruction. By the end of the second year of instruction in English, the experimental group's scores were significant. It took the control group four years for their scores to become significantly higher. Therefore, the control group showed insignificant predominance in English reading achievement (Conseco, 1978).

The Rizal Study (Ramos, Aguilar, & Sibyan, 1967), whose subjects were students who had been introduced to English instruction in Grades 1, 3, or 5, did not reveal any discrepancy associated with the initiation of English vs. Spanish reading. The implementation of English

instruction indicated that the longer the duration of exposure to English instruction, the better the scores of the English competency examinations. On the other hand, Herbert (1977) found no discrepancy between those bilingual students who had commenced reading instruction in the native language and the English-speaking monolinguals. The bilingual students had learned to read in two languages in the same time span their monolingual counterparts had learned to read in one (Conseco, 1978).

The Native Language Approach seems to be the most appropriate to initiate in a bilingual classroom because it takes into consideration native language reading prior to the introduction of second language reading; therefore, it appears that reading will be achieved more easily. Several observations seem noteworthy in examination of the aforementioned studies. Ehrlich's (1971) subjects, in both groups, had received English only instruction in Kindergarten and Grade 1. They were exposed to native language reading two years after immersion in English. Secondly, Venezky (1970) had evaluated The Rizal Study and had noted that the children had lost one year of curriculum while learning to read in English (Conseco, 1978). Although Venezky seems to be of the opinion that this was positive, it appears astonishing that children who are schooled to learn to read should sacrifice one year as first graders or, as in the case of The Rizal

Study, two years for third graders, and four years for the fifth graders. Such knowledge and time lost will not be recovered.

In the Iliolo Experiment, English reading was continued despite the achievement of the children in their Native Language (Conseco, 1978). The theory behind the L1 and L2 approach suggests that the child should learn and succeed in his/her native language, then in the second language. The philosophy behind bilingualism is for students to be gradually introduced to second-language reading. To teach and keep the child's native language is a maintenance or a Two-Way bilingual program. In addition, researchers do not agree as to the appropriate time to initiate English reading. This is evident because of the lack of uniformity among the grades chosen. The need for grade or age consistency is obvious.

During 1982-1983, the New York Department of Education implemented a program entitled a Native Language Reading Approach. The program was designed for on-site training of classroom teachers and assistants on how to help students transfer reading skills from the native language to English. The underlying assumption was that transfer occurs automatically. The Puerto Rican children, participants of Kindergarten and Grade 1, developed skills in the child's first language. Keyes et al. (1983) recommended that the third-grade curriculum be devoted to

transference skills. The results of the study were non-conclusive. In essence, the program was shortchanged due to a lack of funds and was not completed. The study did not yield any vital data, although principals voiced the opinion that the program had helped to transfer reading skills from Spanish to English. The study did not specify the reading skills designated for transference, how the skills were developed, or what instrument of measurement was used to determine mastery. Keyes et al. (1983) concluded, nevertheless, that the teachers developed an awareness of how to transfer reading skills as well as an awareness of the interrelationships that exist between the development of language and reading.

Prince (1988), in an evaluation of bilingual educational programs in Hartford, Connecticut, made several observations regarding the reading instructional practices implemented with Puerto Rican students who were in Kindergarten to Grade 3. The programs she visited during a three-month observational period introduced reading at different levels--starting as early as first grade or as late as the end of second grade. She attributed the lowest achievement test scores to beginning English reading too early. She concluded that the introduction of English reading might be occurring before Spanish reading skills were strong enough for transference to successfully occur.

Lastly, Hakuta (1990) initiated a study in New Haven, Connecticut, in a Transitional Bilingual Education Program, in order to acquire a clear picture of transference of knowledge and skills from one language to another. The children, sixty-eight Puerto Rican bilingual first-graders, received approximately three weeks of training in spatial and Spanish temporal concepts. Among Hakuta's goals were those of vocabulary development and word recognition. The results from the viewpoint of transference, according to Hakuta, were very disappointing. There was little evidence to substantiate specific step-by-step or skill-by-skill transfer of training from Spanish to English. The children did not have the ample opportunity to be guided through transference from Spanish to English, making it impossible. How could they use it, if they did not know how?

According to Salomon (1988), both the Native Language Reading Approach and the Hakuta (1990) study appear to have the assumption that transfer occurs through osmosis, and that it takes care of itself, known as the "Bo Peep theory of transfer": "Leave them alone and they'll come home wagging their tails behind them" (p. 23). This idea is inordinately optimistic because without proper guidance the sheep lose their way and remain lost. It appears that the children had very little experience with the transfer of knowledge skill in Hakuta's (1990) study. One could

not expect them to implement what they had not been taught to do. Three weeks of training does not develop expertise. Teacher awareness, in the Native Language Reading Approach, also does not develop expertise without implementation of teaching with the students.

The simultaneous or dual language approach, unlike the Native Language Approach, attempts to teach simultaneously the primary and second language without delay. Both languages often receive the same amount of instructional time. The two approaches are also often used for comparison in studies. A prime example of a dual language approach is the Two-Way bilingual program in which the student from the bilingual classes receives instruction from monolingual instructors each day in English reading. The bilingual teacher offers Spanish as a Second Language to the monolingual student and native language reading to hers.

Trevino (1968), Goodman and Stern (1971), and Hartwig (1971) found two successful dual language programs. In Texas, Trevino (1968) had experimental groups of Mexican Americans from first grade and second grade receive content instruction in both languages--one language in the morning and the other language in the afternoon. He concluded that the experimental groups performed better than the control groups. Goodman and Stern (1971) found different results in California. One hundred and eighty

minutes a day were dedicated to reading (ninety minutes in each language). The researchers found no difference in performance between the experimental and control groups. Hartwig (1971) also reported that Hispanic bilingual students (Kindergarten through Grade 3) who switched to Language Arts, Social Studies and Mathematics performed as well as those immersed in English. Concurrently, Rodriguez-Brown (1979) studied bilingual children in Grades 1 through 3 from Puerto Rican and Mexican backgrounds. She found that first graders were half a year behind their monolingual counterparts in English reading, a condition that lessened by the second grade and closed by the end of third grade. This occurred with the third-grade group that had been part of the dual language approach. Nonetheless, their reading ability was lower than that of their Anglo peers.

It is generally recommended to teach the child to read first in Spanish due to its high grapheme/phoneme correspondence, then in English after the child has mastered readiness for reading in the second language (Conseco, 1978; Herbert, 1972; Shender, 1976). A study conducted in Texas revealed that bilingual first graders introduced to dual reading programs demonstrated achievement in both languages. In one of the three sites, the English ability of the experimental group was equal to that of the control group, but it was lower in the other

two sites. Herbert (1972) accredited the difference to the fact that the control group actually invested more hours per week to English reading instruction; hence, they had more instruction.

The commonality that exists in all three studies is, of course, that they examined Spanish-speaking participants at the lower grade levels. The results were all consistent, but the time allotments were not. It is difficult to deduce whether ninety minutes per day of reading per language is more or less successful than half a day of each spent on the relearning of the same concepts. In the Rodriguez-Brown (1979) study, proficiency of language played a key role because the bilinguals were lagging one-half year behind their monolingual peers. Those that were proficient in English began to read in English first. In Conesco's (1978) study, the children had been taught to read first in Spanish using decoding skills (phonics). This approach seems to have been a key element for achievement.

Concurrently, during the same period, comparisons of reading approach methodologies surged. In Canada, Barik and Swain (1974) compared French/English bilinguals of Grades 1 through 3. Upon culmination of Grade 1, the three study groups that received L1 and L2 instruction simultaneously in Mathematics, Music, and Language in the morning and Language Arts and Physical Education in the

native language in the afternoon, performed equally as well as the control group. At the end of Grade 2, those children who had learned to read first in French had been able to transfer reading skills better than those who had learned to read in English first.

In a study conducted in Texas by Hillerich and Thorn (1969) with Mexican Americans, it was suggested that there seemed to be a relationship between the transference of one language to another because of its "natural process". Barik and Swain (1974) also attributed the results of three studies to the success of transference. Lesson-Hurley (1990) suggested that in reading behavioral skills, non-language skills (such as directionality, sequencing, the ability to differentiate between shapes and sounds) transfer among languages, as do pre-reading skills, the sound and symbol correspondence, encoding and decoding. Transference has not as yet been proven in these studies. There is the absence of data which neither shows how the transfer of skills has taken place nor provides a detailed description of what exactly leads to transference in beginning reading.

Rodriguez-Brown (1979) and Grabe (1988) point out that, without the major assumption made in bilingual education that skills acquired in one language will transfer to the other, the precedent of the use of native language to teach reading would have no value and the

practical application would be limited, since skills would have to be relearned.

Thonis (1981) drew from James Cummins' Cognitive/Academic Language Proficiency (CALP) which theoretically never ceases to develop throughout the school years and is strongly related to academic success or failure of ideas on transference of first language to second language reading-reading instruction in bilingual contexts. Transfer is "most likely to be observed among older students and among students with solid first language skills" (p. 149). For languages that have common features--the alphabet (visual symbols), there are possibilities of immediate transfer in concurrence with the theory of identical elements. The doctrine of identical elements first introduced by Thorndike and Woodworth (1901) proposes that if tasks have identical elements, they would transfer (Royer, 1977). In addition, the more common the elements are, the better the chances are of transfer (Royer, 1977, p. 56). Therefore, tasks that had "stimulus features" in common are considered possible presentees for learning transfer. Recognition of tasks must occur for transference to be successful. However, the theory of identical elements, according to Royer (1977), "is only able to predict transfer in those situations where there is a clear relationship between the stimulus elements of the original and transfer task. Moreover, skills and items

of knowledge learned in school frequently transfer to real-world problems and events, but in many cases the relationship between the original learning stimulus complex and the transfer stimulus complex is not as obvious" (p. 58). Royer further adds, "the theory can neither account for the transfer nor prescribe educational approaches to enhance transfer" (p. 58).

In summary, the pilgrimage years of bilingual education (1968-1974) were fruitful ones for research. During these years, most of the studies regarding the development of reading approaches were conducted. Issues arose concerning the time allotments of teaching periods, how much time to spend on reading in both languages, the determination of when to begin English reading during a child's educational school career, to reteach so the child could over-learn, re-learn, or to assume that transference will occur by osmosis. No concern has been addressed regarding how to best use the time of the student while in the classroom to ensure the student does not fall behind his/her monolingual counterparts in reading or how to help the student get the most learning out of the school day/year.

Research on Transference and
Second Language Reading

Amid newly-introduced research, Cummins (1979) published his contribution on the theory of transference eleven years after the enforcement of the Bilingual Education Act. An historical overview indicates that Cummins' theoretical framework of transference and bilingual education began in 1979 with the introduction of his idea of transference of skills across languages in a Developmental Interdependence Hypothesis (DIH) which is concerned with the level of second-language attainment. The bilingual child's second-language attainment is dependent upon the child's mastery of his/her first language.

In 1980, Cummins defined Basic Interpersonal Communication Skills (BICS) as first-language acquisition which took place and came along with maturation and reached its plateau with the child's entrance to school. However, BICS did not transfer to the other language. Therefore, language competence is not linked to the transfer of reading skills but rather to the transfer of instructional tactics. On the other hand, Cognitive/Academic Language Proficiency (CALP) never ceased to develop throughout the school years and is strongly related to academic success or failure.

Cummins (1981b) postulated Common Underlying Proficiency (CUP), which meant language skills shared in the native and second language. Experiences with one promote the development of the other, namely, the Native Language Approach. Therefore, a bilingual program that teaches students to read in one language may be able to use these skills in the acquisition of second-language reading, a Maintenance Approach of both languages in order to develop threshold levels of biliteracy.

Cummins (1981a) suggested that the age of arrival of the immigrant second-language learner is important in the attainment of the second language. He applied the results of his studies in Canada to second-language learners. He concluded that communication skills take an average of about two years to be acquired. However, age-appropriate academic skills might take between five to seven years to develop. Hence, it could take a child the aforementioned amount of time before he/she can read well enough to undertake academic instruction in English with a chance of being academically successful.

In 1984, Cummins presented two explanations of transference which suggested that transfer would occur only when language skills "share underlying proficiency" in reading. If the individual has had the desire to learn the second language and has sufficient experience with that language in school and in his/her surroundings,

transference could occur. Royer and Carlo (1991) conducted a study of the transference of comprehension skills from native language to second language with sixth grade Puerto Rican students in a transitional bilingual program in Holyoke, Massachusetts, which strongly supported Cummins' CALP hypothesis. Cummins later abandoned these ideas and proposed a conceptualized language proficiency with reference to the dimensions of contextual support and cognitive complexity.

The evolution of Cummins' theoretical framework has enlightened the theory of transference and has contributed insights to the development of a theoretical basis for bilingual education. It is interesting to note how his ideas have been changed and modified to explain the co-existing variables of second-language readers, although reference to sociocultural factors were not addressed until 1986 with his study entitled "Empowering Minority Students". The evolution of his theory is quite relevant and resourceful to society's present student population.

Research on Transference and Second Language Readers

Currently, most of the research on transference as related to reading between the years 1974 to 1994 are studies that have been implemented with children in Grades 2 to 6. Some studies are dissertations written by

professionals and researchers who have sought to answer questions about transference. Among these are studies dealing with transference in the areas of comprehension skills, miscue analysis, metacognition, and reading strategies.

Avelar-La-Salle (1991) implemented a study with twenty-five second, third, and fourth graders enrolled in a bilingual program and at a pre-transitional stage. The children received a three-week training program in Spanish expository texts in order to attain transference to the second language (English). The scores of the second graders were eliminated from the data analysis because these students were not able to complete the tests. It took them twice as long as the third and fourth graders. In addition, many test items had been left blank. Hence, out of the twenty-five students, only nineteen participated on the data analysis. The findings imply that strategies of instruction cultivate "broad" transfer between languages among tasks and structures. It also improved comprehension of Social Studies content text.

Centurion's (1985) dissertation studied the use of the informal reading inventory for determining levels of thirty third-grade, bilingual second-language students at the appropriate reading levels. A discrepancy appeared in the scores of these students when miscues due to poor decoding skills were differentiated from miscues caused by

language interference or transfer. Centurion concluded that the Informal Reading Inventory (IRI) used with English as a Second Language (ESL) students was not a reliable instrument for measuring word recognition and comprehension skills because language interference or transfer intervenes in the accurate diagnosis of reading skills.

Several obvious conclusions may be made from these studies. The most obvious is the inappropriateness of the age and grade groups. Second graders are considered "developing readers" or "plus emergent to early readers". It is important to clarify that second graders who are plus emergent to early readers show different characteristics than advanced emergent or early emergent readers. Second graders in their native language reading:

- (1) show comprehension by deliberation, re-wording, and other associations;
- (2) could compare and associate the story to his or her experiences;
- (3) could anticipate utilization of written language "book language" and literature framework;
- (4) could adjust and rectify mistakes that interrupt the essence of the text;
- (5) could voice opinions on "characters, plots, and setting";
- (6) could decide to select recent or known literature;
- (7) could start to compare words and see their relationships;

- (8) could approach new text with verbalism, however, there is indication of re-wording;
- (9) could show signs of becoming an autonomous reader. (Instructor, 1993, p. 70)

Children in Grades 4, 5, and 6 are considered mature, literate readers. Therefore, information becomes even more modest regarding transference and second-language reading as it relates to transference and first-grade bilingual students.

Research on Transference and Word Comprehension

Nagy, Garcia, and Hancin-Bhatt (1992) conducted a four-session, four-day study in which they tried to answer the question: Can cognates be transferred? They explained to the subjects the significance of cognates, and then proceeded to investigate, through the implementation of English/Spanish tests, vocabulary, reading passages and multiple-choice (vocabulary in context); and a cognate-circle task, with a two-week interval for each language, the extent to which seventy-four expert literate bilingual Hispanic children (in the upper elementary grades of 4, 5, and 6, in the concrete stage of operations, in the United States), were able to transfer vocabulary knowledge of academic and technical language in English, that had close Spanish cognates. Therefore if Hispanic students know the words in Spanish, they hypothesized that their knowledge

of Spanish would assist them to identify and recognize the cognates which were quite difficult. The cognates chosen had orthographic similarity and closely related definitions. According to Nagy, Garcia, and Hancin-Bhatt (1992), if Hispanic children know the words in Spanish and can identify the cognate similarity, their knowledge should allow them to have sufficient assistance in English vocabulary, particularly with difficult unfamiliar reading vocabulary (the essence of the text), therefore facilitating comprehension of the expository texts. Their findings were nonconclusive, although they appeared to indicate that the knowledge of cognates may contribute to Hispanic Bilingual students' reading comprehension in English. In addition, it was indicated that the knowledge and utilization of cognates did not seem to be as polished as it could be and could not reach its highest levels. The knowledge of cognates could be greater. The children were not able to identify all the cognates in the text. Nagy, Garcia, and Hancin-Bhatt (1992) concluded that "knowledge of Spanish vocabulary can contribute to English reading comprehension, but this contribution is not automatic. Rather, the contribution of Spanish vocabulary to English reading depends on the extent to which the student is aware of the cognate relationships between the two languages" (p. 8). They recommend instruction aimed at increasing Spanish-English cognate knowledge in their English reading

and future research "to determine the nature of these students and the conditions under which instruction on cognates can enhance their English reading comprehension" (p. 9).

One discrepancy was the lack of uniformity of the current educational status of the subjects. Some of them had been in a bilingual program, while others were still part of one. The complete tests are not included in the appendix of the study nor is a word list. There is a sample multiple choice question that tests for word meaning and a sample reading passage. In addition, the percentage of English/Spanish instruction varied. Some still received instruction in Spanish, while others did not. This raises the question: Which ones scored better on the tests--those who still received instruction in both or those who did not?

The selection of vocabulary and reading texts, as described in the study, was made on the grounds that these passages and vocabulary were comprehended by monolingual students at the same grade level. There is no mention of a reading curriculum or a curriculum from which these items were taken. In addition, what level of reading could it be identified with--the corresponding grade level in September, the beginning; in February, the middle; or in May, towards the end of the school year? Further, it does not state whether the bilingual students were all working

at grade levels, even though it mentions that their records had been consulted. What was derived from the records that was consistent with all the other subjects remains a mystery. The children were documented to be "expert" readers. According to Cummins (1981a), mature readers may take anywhere from five to seven years to develop age-appropriate skills if they are immigrant students and the length of residence is five to seven years or if their age of arrival is more than six years old.

Early research on transference and cognates was conducted by Thonis (1970). She specifies that students literate in their native language are likely to find cognates that are recognizable in written forms. Literate students are fluent, mature readers. Thonis states that cognates "require special attention because they can be false friends". She suggests that cognates may be found in English reading vocabulary. Teachers can indicate "whenever possible" those encountered in written English and assist students in using the many cognates that could be found as well as help them with proper pronunciation. Thonis (1976) adds that cognates are "many" and "should be fully exploited" by literate students. The subjects in the study by Nagy, Garcia and Hancin-Bhatt (1992) are an example of literate students in the fourth, fifth and sixth grades whose native language shares the Indo-European roots with English. According to an article in Instructor

(1993), by the end of Grade 3, experienced readers "enjoy reading, choose and read different types of reading material, comprehend well what is read, use a variety of strategies automatically, make few miscues, and read fluently using proper intonation and expression" (pp. 69-70).

Thonis (1976), however, does not voice a specific technique, plan of implementation, and strategic lessons to employ with the children in order to catalyze or enhance their knowledge/recognition of cognates.

Jimenez (1992) and Garcia (1988) concur with Nagy, Garcia and Hancin-Bhatt (1992) that further research needs to be implemented with cognate instruction. Although their studies dealt with literate bilingual readers and bilingual reading in general, they did not focus on cognates nor cognate instruction. The issue of cognates did emerge. Jimenez (1992) notations were with good literate readers and English to Spanish cognates. The results of his findings were inconsistent. He noted that out of a group of eight subjects, only some (not the majority) tried to pursue cognates in order to enhance comprehension. Therefore, his findings were inconsistent. They did not coincide and, like Nagy, Garcia and Hancin-Bhatt (1992), the findings were non-conclusive. Garcia's (1988) study, however, concludes that Hispanic students can neglect and disregard evident relationships among

Spanish/English words and erroneously define known vocabulary. Again, concurring with the conclusion of Nagy, Garcia and Hancin-Bhatt (1992), the knowledge and utilization of cognates was not as polished as it could be.

Several obvious conclusions may be drawn from these studies. The most obvious is the inappropriateness of the age and grade groups. Second graders are considered plus emergent to early readers. Children in Grades 4, 5, and 6 are considered mature, expert, literate readers. Therefore, information becomes even more modest regarding transference and the second-language reading as it relates to transference and first-grade bilingual students.

There are but a few known studies that deal with the transference of reading skills and first graders. Garza (1982) compared the English reading achievement of seventy-six Mexican-American bilingual students (Grades 4 to 6), instructed in their native language in Kindergarten to Grade 3 and then transitioned, to those who were instructed only in English. Garza found that there was no significant difference in the English vocabulary and reading comprehension of the students who had been instructed in Spanish and those who had received instruction in English only. Hence, beginning instruction in the student's native language had no negative or positive effect on learning to read in English.

Hakuta's (1986) study, which was previously mentioned, had very disappointing results. He determined that those words which appeared the same (three cognates) were transferable especially in those students whose English level was low where training could be transferred from Spanish to English. However, he presented no conclusive data to support that conclusion.

Ulloa (1985) designed a vocabulary enrichment program (a pragmatic approach) to complement the already existing reading series of Houghton-Mifflin which was used to teach English reading to Puerto Rican children in Grades 1 to 4 in a transitional bilingual program in Massachusetts. The goal of the vocabulary enrichment program was to promote an increase of vocabulary skills with the assistance of transference. The vocabulary selected was based on concept acquisition from the Spanish, Santillana, and the Houghton-Mifflin (1983) English Reading Series. All of the words were translated and appeared on a list together. During a three-month period, the children received instruction three times a week for twenty minutes. Ulloa found that supplementary vocabulary was effective. The highest attainment of transferred vocabulary was at the pre-primer and first-grade levels.

Transition bears a strong resemblance to circumventing. The problem with translation is that one must remember the word in L1, then recall the new word in L2.

Adding extra thinking power to recall can be tiresome for first graders who are not risk takers and prefer not to be wrong. They, therefore, have to re-learn the same concept again. Ulloa (1985) states that "if knowledge of vocabulary, the first factor, accounts for about half of reading comprehension, the person who does not know the vocabulary is obviously at a disadvantage" (p. 38).

Prior to the development of reading comprehension must come word comprehension, which preceded word recognition and is part of a developmental process that occurs during the development of the preoperational stage of cognitive development, ages six to seven, in the first grade and at the emergent level of reading development.

The researcher found that there does not appear to be any study in which first-graders are taught to read in the second language without re-doing, re-learning, re-labeling, or re-naming. Research could not be found that would support the theory of transference as a means of transition nor were there any instructional practices that may use the transfer strategy to transition word meanings, vocabulary knowledge, for first-grade emergent readers of English.

Summary

A review of the literature pertaining to the importance of transference and reading discloses that many researchers and educators agree there is a limited amount of literature on the subject of reading as it relates to transference. To some extent, this study explored new ground in the area of reading in the second language, as well as that of transference. The objective of this study was salient with the absence of a detailed description of what exactly leads to, or what instructional practices facilitate, the transfer of learning. More research is obviously needed in the area of transference of vocabulary and second language reading in the bilingual classroom.

In light of the aforementioned research, it can be concluded that those who teach Puerto Rican children would undoubtedly benefit from additional research pointing to a reading approach paradigm specifically designed for first graders considering transference, transition, as a mediator to facilitate beginning reading in English. The experimental methodology detailed in Chapter III will establish how "The Transitional Approach", its inception and development, may affect the transfer of vocabulary from Spanish to English to Puerto Rican first-grade students enrolled in a Transitional Bilingual Program. Also

included is the description of the procedure and the experimental measures that will be utilized.

C H A P T E R I I I
M E T H O D O L O G Y O F T H E S T U D Y

Introduction

Vocabulary development plays an important role in the formulation of the child's reading comprehension and overall reading development. Knowledge of vocabulary, word meaning, plays an essential part in the first-grade reading curriculum and accounts for about half of reading comprehension. Spache and Spache (1973) state:

Understanding the vocabulary is second only to the factor of reasoning in the process of comprehension, and some writers would say that it is even more important than reasoning. . . . It is sufficient to say that comprehension is significantly promoted by attention to vocabulary growth. (p. 78)

Anderson and Freebody (1982) made a concise observation on the potential value of the first-grade reading curricula:

Important educational policy decisions hinge on having accurate information about how many words children of different ages know and how they came to know these words. If the year to year rapid growth in vocabulary for the average child is as large as some figures suggest, then the best advice to teachers would be to help children become independent word learners. (p. 5)

Reading, which represents the communication of the thoughts of others through prose, is integrated through an

interactive process shared by the author to the readers, in this case, to second-language early emergent readers. By identifying the vocabulary referents--experiences, emotions, and culture--the children can connect the English transfer words with those words already imbedded in their repertoire of vocabulary via the vernacular language reading attainment. This makes it possible for second-language reading comprehension to transfer from the first language.

Chapter III presents the research methodology of the study. This study investigated the implementation of "The Transitional Approach" in regard to transfer words in Spanish and in English to teach bilingual first-grade early emergent readers of English how to transfer vocabulary meaning from the native language to the second language. The site was a bilingual classroom in a Central Massachusetts elementary school of an urban community. This chapter identifies the site, the target population, the instruments, the research design and methodology, classroom procedures, and data collection of the study.

The objective of this study was to implement a new reading approach, "The Transitional Approach", in a Bilingual first-grade class to enhance initiation into English reading. The principal goal was to transfer native language vocabulary whose definitions are the same in both languages from one language to another so that

reading comprehension may be achieved. The students were taught to manipulate "transference" in order to reach comprehension in the second language.

The major objective of "The Transitional Approach" is to develop an awareness of "transfer words", to be used to initiate second-language English reading to Spanish emergent readers of Puerto Rican heritage. Other objectives of "The Transitional Approach" include:

- (1) The children will be able to recall similarity with their original or similar learning experience, "low-road" transfer and "hugging", from the native language.
- (2) The children will be able to increase their knowledge of Spanish-English transfer words.
- (3) The children will begin to overcome difficulties with English comprehension by working from their cognitive, cultural, and linguistic experiences.
- (4) The children will be able to begin English reading sooner.
- (5) The children will not have to be retaught to read.

Not a single part, section, or item in the subject-areas curricula was changed in the Bilingual first grade. The focus was on transfer words. Instructional days were

continued as normal days. Meanings were derived from contexts of charts, etc., that is, curricula knowledge already there in place. From these sources, the children in this study learned to identify the transfer words.

Subjects

The subjects were fourteen Spanish-dominant Puerto Rican children in a Bilingual first-grade class, placed in the bilingual program by their parents. The students had already begun to read in Spanish because the Kindergarten curricula in reading encompasses the five vowels and the consonants "m", "p", "l" and "t", and their related vocabulary words (for example, Mi mama me ama. Mi papa me ama. Mi papa me mima. Mi mama me mima.).

The subjects were identified by the Individualized Developmental English Activities (IDEA) Oral Language Management Program test for limited English proficient, level B or C. Limited English Proficient, for a first grader, refers to those children who scored between levels B-C. The bilingual first grader must demonstrate mastery of 50-79% of the test items. Seven or more errors completed the testing for that student, whereas two errors or less give the student the opportunity to test on a higher level. Mastery of the test means that the student demonstrated 80% on the items on the examination (meaning

three errors or less). The IDEA test was identifiable proficiencies rated A-E, with "A" meaning totally non-English speaker and "E" meaning English proficient. The test items were answered orally. There was no reading in this test. The test is best described as testing for plurals such as one mouse, two mice; names of objects, for example, people, school, body parts, animals (pets), clothing and accessories; farm animals; common foods; and occupations--pretty much functional everyday language. On some items, the children were asked to follow simple directions (for example: Put the pencil next to the chair.).

Only those students considered limited English proficient (Levels B or C) are included in the analysis. Those students who were absent ten days from any of the experiential lessons were dropped from the study. All participants have signed consent forms (see Appendix D).

Teacher identification was used to gather background information. All subjects were reported to be early emergent readers in English based on the Kindergarten and ESL teacher observations. None were readers in English. English reading as part of the bilingual Kindergarten curricula does not teach letter sounds, or word reading. In English bilingual Kindergarteners' work on reading strategies using whole language activities, all were

emergent readers in Spanish based on the checklist of the Kindergarten teacher.

The previous year (1993-1994), a Two-Way Reading Series had been used, which did not begin oral language development English skills until six months after Kindergarten had opened. Since the Kindergarten had an established developmental whole language curricula and the reading program will have been eliminated for the 1994-1995 school year, no test scores were available. Therefore, the researcher tested the pupils prior to the implementation of this study (according to the old series) in order to determine the Spanish reading levels of each student. All students in the first grade were part of a Transitional Bilingual Education classroom and all were currently receiving instruction in both Spanish and English.

The Learning Day

¡Bienvenidos! Welcome! The printed words bloom!
Chanting, singing, music and laughter echo from
the room!

Children making puppets, shadow boxes, or clay,
Painting and doing fingerplays!

Handing from the fixtures are Margarita,
Miss Muffet and Pin-Pon too!
My eyes are greeted by meaningful print and
colorful pictures of me and you!

Nearby is a puzzle of ikikirikí!
Handy enough for each little chickeree!

Red and blue candlesticks ready to kindle!
And animal puppets ready to twingle!

Spanish charts, English charts in black, red
or blue!

Big books, little books and grandes retratos
too!

All orchestrate together to learn from the
transitional caboose! (Oliveras, n.d.)

A peek at a day within the Bilingual classroom begins at 8:20 in the morning and ends promptly at 3:15 in the afternoon. The learning day is 50 minutes longer because it is on an extended day schedule. The academic day for these youngsters consists of 60 minutes of Language Arts and Reading, 30 minutes devoted to Spanish, and 30 minutes devoted to English. The schedule for the day includes Reading in both languages, Language Arts, Mathematics, Social Studies, Culture, and English as a Second Language. The time guide policy requires a minimum of 300 minutes per day of learning for Grade 1 and further dictates the minutes per area. A total week consists of 1625 minutes, 125 of which are recesses. In an extended day school, a total week consists of 1675 minutes because of the extra block of time. The remaining 1500 minutes (1550 in the extended day's schedule) are divided in the following manner: 120 minutes for Reading, 60 minutes for Language Arts, 50 minutes for Mathematics, or a total per week of 600 minutes for Reading, 300 minutes for Language Arts, 250 minutes for Mathematics, 50 minutes for Science, 50 minutes for Social Studies/Culture, 75 minutes for Art, Health and Physical Education, and Music. These

requirements meet the expectations of the Transitional Bilingual Education Law in Massachusetts put into effect in 1972. The law specifically states the amount of minutes that all academic areas need to receive in instruction per grade level.

The children receive English as a Second Language services, depending on the IDEA test levels, somewhere between thirty and forty minutes per day. These designated minutes were assigned as dictated in the Transitional Bilingual Education Law which derived its information from a study conducted in 1979 by Elley (1981) in the South Pacific. The English as a Second Language teachers do not teach English Reading. The teaching responsibility rests with the bilingual teacher. The English as a Second Language teachers supplement reading strategies/skills using other materials than those used by the bilingual teacher.

At the beginning of the school year, an hour of formal Reading is spent on Spanish Reading and/or Language Arts in English (ESL), taught through songs, poems, charts, rhymes, and short stories. Gradually, the time designated for English Language Arts and Reading is lengthened to the point that by February the children receive the amount of time in each language designated by the school committee.

The school day is very busy, and for teachers it seems that even with an extended day program the hours are

not enough. Over the years, the schedule has become more and more loaded with the introduction of the computer and other new curricula, and there appears to be less and less learning time. It was this abridgement that prompted the researcher to combine all subject areas in order to teach reading in both English and Spanish. In the researcher's classroom, students learn Science, Social Studies/Culture, Mathematics, and Reading all at the same time (interdisciplinary and very much integrated). The researcher integrates all subject areas and exposes the children to the material in both languages.

In order to establish correlations within the vocabulary of the various subject areas in the Bilingual first grade, the researcher investigated the first-grade curricula in Science, Social Studies/Culture, Mathematics, Language Arts, and Reading, as previously noted. This process helped to produce lists of transfer words that appear in all curricula (see Appendix A). The vocabulary items were analyzed and labeled by their subject areas. The final list was developed from those words selected for transference from Spanish into English.

From the vocabulary lists, in developing "The Transitional Approach", care and consideration were given to provide the students with many opportunities to develop vocabulary through direct discoveries, experiences, and generalizations. The materials used were clear, concise,

and motivational. The words for this age group were presented, as recommended by Gesell (1946), Piaget in Renner (1976), Albert and Obler (1978), Curt and Nine (1983), and The Northeast Foundation (1991), through nursery rhymes, music, dance, or techniques emphasizing visuo-spatial skills. Albert and Obler (1978), in their book The Bilingual Brain, recommend that because the right hemisphere of the brain plays a major role in second language acquisition it is useful to emphasize "right hemisphere strategies". Curt and Nine (1983) concur with the findings of Albert and Obler (1978). Learning through discover-manipulatives, dramatic play, cooking, circle games, songs, or play participation in stimulating activities and materials will facilitate and endorse vocabulary meaning. Vocabulary was introduced through L1 activities. The word recognition technique stressed was word configuration because they identify the transfer words.

Instruction in Spanish and English reading was closely coordinated since the child at this age does not like to make mistakes nor take risks. It is a period of major transition in intellectual growth, as previously noted. He/she is an open vessel whose vocabulary is rapidly increasing. New attainment of new words at this age is driven by curiosity and the desire to discover how things function, repeat, and a review of learning. The researcher takes Piaget's advice and spends more time

giving the children physical experiences that eliminate comprehension of abstract definitions and makes them concise and concrete (Renner, 1976), hence, using the already familiar.

Experimental Measures

Background

Developmental Kindergarten graduates, novice first-graders, are emergent readers in the native language and non-readers (early emergent readers) in the second language, English. In Kindergarten, no tests are administered to measure mastery of skills/strategies. All evaluations are documented on checklists or from teacher observations. These six/seven-year-old learners have not had the exposure or training in verbal test-taking strategies or techniques. They possess only strategies needed to apply to developmental tasks. For example, Reading in the Kindergarten developmental classroom is taught through whole language activities related to themes (at the farm, Halloween, etc.). The children read a Big Book related to the theme that has predictable text. Afterwards, they are handed a smaller version of the Big Book and they are asked to re-read the text, from memory, and draw their own pictures.

These early emergent second language readers are developmental learners working towards maturing into advanced emergent readers. In order to become advanced emergent readers in English, each child should be able to:

- (1) Read word per word and identify words in new context;
- (2) Read well-known stories with fluency;
- (3) Read unfamiliar texts hesitantly and slowly but with little adult supervision;
- (4) Read easy books with ease;
- (5) Find new information and share it with others;
- (6) Read books and other printed texts with fluency.

As previously mentioned, these descriptors are not carved in stone. The child is ever-moving and in transit. Developmental learning never ceases.

The attention span of a Kindergarten graduate is limited to about fifteen minutes, and he/she is apt to follow only simple one-step instructions. Anderson and Freebody (1982) advocate using the "Yes/No" method of assessment for first-grade children because instructions are easier to understand. It also provides a format that limits guessing or picking the first word that entices them. The "Yes/No" approach may encompass twice as many words in an interval of time. Since the aim of the

"Yes/No" assessment is not to deceive the children into deciding between "pot/top" or "dog/bog" but to identify word meaning, it seemed appropriate to implement this type of assessment with the subjects of this study. The frustration level was non-existent because they were asked to show what they know instead of trying to decipher what they might know or what they think they know. They were given the opportunity to choose between known words, for example, "piano" and "kiosco" (see Appendix C).

Pre-Assessment and Post-Assessment

The Spanish vocabulary test contains transfer words-- target transfer words from the Reading, Social Studies, Language Arts, Science, Culture, and Mathematics curricula. The English vocabulary test is a parallel "Yes/No" vocabulary test containing target transfer words. The vocabulary was printed on sentence strip, which is best described as otag that has three printed lines: two solid lines (one on the top; the other on the bottom) and a center broken line. This is the appropriate first-grade paper to use because the eyes of a first-grade child are not yet adjusted to small print. Of the transfer words listed in Appendix A (243), only 78 were selected (see Appendix C). The test contained target transfer words.

A two-part pre-test was administered. It was a test that called for a visual and a verbal response. The child

was asked to match the visual configuration of the words presented before him/her, one at a time. A set of five cards was placed before the child. Only two sets match. The fifth is a mismatch. The child was given two opportunities to get the right answer. He/she revealed by a "Yes/No" answer if he/she could or could not match them. He/she was asked to choose the transfer words from visual configuration stimuli. The children were early emergent readers in Spanish and could not as yet read the transfer words. Therefore, visual configuration was used as a pre-test instrument because matching the same visual configuration is a skill/strategy taught in Kindergarten and reviewed in the first grade.

A second pre-test, a pictorial test, was administered in which students were asked to report whether they knew the name, label, and meaning of each picture in both languages. The child was asked whether he/she knew the names of Spanish and/or English of pictures which illustrate transfer words. Again, two opportunities were given for the child to show by a "Yes/No" answer whether he/she knew the name of the picture. The combination of these two pre-tests helped the researcher determine how much oral transfer word vocabulary was present, if any. It also assisted in determining one of the two basic definitions of transfer words, similar configuration.

Novice first-graders just entering the new year still have the attention span of a Kindergarten graduate. It is for this reason that the first pre-tests were designated to last no more than ten to fifteen minutes each. It was also for this reason that a set number of transfer words (twenty-five) were distributed for these tests.

In the post-approach, the child was asked to choose and read the transfer words and match them to the appropriate pictures. For these tests, fifty to seventy-five transfer words were distributed. The number of words was more than those on the pre-tests for two reasons: (1) The child can now read; and (2) He/she can now read more words in the same amount of time in which he/she could only work with twenty transfer words on the pre-tests. It is also true that his/her attention span is longer than at the beginning of the school year. He/she was asked to read the words from cards. Again, he/she was given two opportunities to show by a "Yes/No" answer whether he/she knew the word.

Various limitations need to be mentioned. First, all bilingual first-grade students enrolled in The Transitional Bilingual Education Program at the elementary school are in the school year 1994-1995 implementing a new Reading series based on the whole language philosophy. The school year 1994-1995 was to be the first year that this series was implemented. The series was not piloted

at this inner-city school. The English component of the said series was to be implemented to teach English Reading because both series support the same reading skills. Although the English series was composed for native language English speakers monolingual in English, and the Bilingual series was made for native language monolinguals reading in Spanish, it was too early to tell whether the combination of two Reading series made for monolinguals may be able to help assist bilingual children to read both in Spanish and in English.

In the previous school year (1993-1994) and in others before that, the reading approaches used were phonetically based. At present, the school and the entire system is trying to implement the aforementioned Reading series whose theoretical philosophy is whole language oriented. All of the city's Bilingual Education elementary classrooms have been asked to implement the new series. The children began to use the series a grade below so that they could obtain the skills necessary to be able to have successful results with the Reading series. The series does not have a bilingual whole language second-language Reading component. The teachers were asked to utilize the materials that the monolingual classrooms used in the first grade. In the researcher's magnet school, the whole language technique had been utilized since it opened its doors to teach eager young minds to read. These changes

will not affect this study because "The Transitional Approach" has the flexibility to co-exist with any series.

The second limitation concerns the type of test. "Yes/No" vocabulary tests have some limitations. The main limitation is that the students differ in the threshold they adopt to determine whether they really "know" a word. Students will be more likely to say that they know the meaning of a picture than of a word, at least at this level, even though they have a limited or vague grasp of its meaning. Therefore, pictures printed in color are appropriate for this grade level. "Yes/No" vocabulary/picture-match assessments have been known to provide useful data regarding vocabulary knowledge of children (Anderson & Freebody, 1982).

One other limitation should be noted. The researcher of this study is also the classroom teacher. This role as educator and as researcher did not conflict. The researcher's primary objective in the classroom was that of educator--of educating the children. The role as researcher provided the opportunity to assist students with the use of transference to begin reading in the second language and to further amplify the researcher's understanding of reading and how students learn to read.

Description of the Research Methodology

The command of phonics, decoding skills, or exposure to whole language strategies does not preassume that the students will have a desire to read, an interest in reading, the motivation to read in a second language, an interest in books, or the ability to derive meaning from print. Students may be motivated to read in English through the use of vocabulary based on their experiences in the native language and culture. "The Transitional Approach" may help children gain insight and heighten the transfer of vocabulary from Spanish into English. It may also increase their interest in books and reading.

Research Design

The development of a rational approach to provide an effective tool for transfer was based on the following factors:

- (1) The absence of strategies to teach transfer vocabulary word comprehension from Spanish into English.
- (2) The foreordained period of three years, suggested by the Transitional Bilingual Education Law, to prepare a child to transition from the Bilingual Program to the Monolingual classroom.

- (3) The endeavor placed upon the bilingual students and the bilingual teachers to implement English as the language of instruction for bilingual students as quickly as possible.
- (4) The unrealistic philosophy of Reading series publishers and editors, who claim that bilingual children need to re-learn to read in English although they read in Spanish.
- (5) The fairy-tale illusion that transfer occurs through osmosis.
- (6) The realistic notion that children come to school to learn and that learning time needs to be well-invested.

The selection of vocabulary words for this study was done because of the following considerations:

- (1) The fact that vocabulary comprehension can be transferred from the Native Language into English only when the words represent those already imbedded in the vocabulary repertoire.
- (2) The critical importance of vocabulary development for bilingual second language, early emergent readers.

- (3) The importance of vocabulary words not only as referents but as words that can be transferred to English Reading.
- (4) The fact that vocabulary words are significant constituents, i.e., they are considered a meaningful and essential part of comprehension.
- (5) The fact that transfer vocabulary words and comprehension together constitute an important segment of a large repertoire of strategies needed to be mastered in order to complete transference.

Procedure

Classroom Procedure: The Transitional Approach

This study focuses on the effect "The Transitional Approach" may have upon the transfer of vocabulary bearing the same meaning from Spanish to English. The words that facilitate transfer are similar in spelling as well as meaning. The words are first-grade appropriate, and were selected following a review of bilingual first-grade curricula in Science, Social Studies/Culture, Mathematics, Art, Music, Spanish/English Language Arts, and Reading. "The Transitional Approach" provided opportunities for the child to acquire vocabulary first in Spanish and then

transfer it to English reading. Therefore, "The Transitional Approach" is a very important element in this study.

Experimental Procedure: "Yes/No"

The procedure used was divided into various steps. First, five months following the start of school, the Spanish vocabulary test was given to students in the researcher's classroom. Two weeks later, the English vocabulary test was administered.

After implementation of the approach for the remaining half of the school year (basically five months), the subjects were re-tested. They again were asked to perform under the same situation except they were expected to identify the visual stimuli, read it, and match it to the correct illustrations.

Background on Classroom Procedure:

"The Transitional Approach to Reading"

After a one-month period, it was brought to the child's attention that the Spanish word has an English correspondent (for example, "doctor"). The word "doctor" means exactly the same in both languages, but children are unaware of this unless someone points it out to them. "Doctor quiere decir doctor en inglés." The children were shown the word in Spanish (written in black magic marker) and in English (written in red magic marker).

These words were displayed in the area where "The Community Helpers" appears in the said colors. Nonetheless, they were also introduced and displayed on nine-by-nine picture cards with a picture of a doctor and both words printed in black in Spanish and in red in English, in order to sustain focus that both words are identical in meaning and spelling. This procedure was used with all the words that facilitate transfer selected for this study.

The learning of the words, in itself, was not a separate lesson but part of other lessons in all areas of learning. They were introduced as the material in the subject area was covered. Therefore, they were introduced singly but as part of the lesson/lessons. For example, the word "mango" was introduced when the class learned about fruits. A mango is a Puerto Rican fruit. Mangoes were shared in the classroom and used as an experiment ending in an analytical examination of the pulp and the pit as a seed. "Mango" was then introduced and incorporated as a transfer word and displayed on the bulletin board. The words were introduced or selected by level of difficulty. Eventually the children were able to read all of the words.

Educational materials displayed and accessible in the classroom reinforce the transfer of knowledge. Everything in the classroom was labeled in both languages--the

bulletin boards of Puerto Rico, Our Best Work, the Science area, the Math area, Color Words, Number Names, Community Helpers, Animals, Fruits and Vegetables, The Calendar, The Reading Center, etc.

Data Collection

The data for this exploratory study was collected by the teacher (the researcher of this study). The pre-test and post-test were of "Yes/No" origin. Pre-tests were administered in the classroom three weeks prior to implementing "The Transitional Approach". The students were allowed two guesses per item. An "I don't know" response was counted as incorrect.

Post-testing occurred after a five-month implementation of "The Transitional Approach to Reading". Each item on the measurement of word knowledge was worth one point. Post-test items were identical to those used in the pre-test.

Statistical Analysis

In order to test the vocabulary development, a number of transfer words learned through the implementation of "The Transitional Approach" were pre-tested and post-tested using pictorial vocabulary tasks. Total scores were calculated for each student under the treatment for each

test: pre-test and post-test. Scores for an individual ranged from 0 to 78 words that he/she could possibly get correct. Pre-test scores and post-test scores will be analyzed in Chapter IV.

Summary

Chapter III provided information on Limited English Proficient students, their educational ambience, and the methodology used in this study. The pre-tests determined the students' level of Spanish reading ability prior to "The Transitional Approach" and their oral labeling skills of future readable transfer words in English and in Spanish. Sample activities in "The Transitional Approach" were described as important to the success of the reading approach and this study. The following chapter presents the results of the post-tests ("Yes/No") and their implications for vocabulary reading development and reading.

C H A P T E R I V

RESULTS AND ANALYSIS OF THE DATA

Overview

The objective of this study was to put forth a paradigm for a new reading approach, "The Transitional Approach", in a Bilingual first-grade class. The paradigm is intended to enhance the students' initiation into English reading. The principal goal was to transfer native language vocabulary whose definitions are the same in both languages (from one language to another) allowing reading comprehension to be achieved. The students were taught to manipulate "transference" (low-road transfer) in order to reach comprehension in the second language.

No hypothesis was tested because this study was of an exploratory nature and was descriptive. This chapter provides the results of data collected following the five-month implementation of "The Transitional Approach" in a Bilingual classroom. The evaluative design used for the study was pre-test/post-test: "Yes/No" and a matching technique. This chapter includes an analysis of the data obtained from the pre-test and post-test measures administered to students participating in "The Transitional Approach to Reading".

The major objective (expected outcome) of "The Transitional Approach" was to develop an awareness of "transfer words" to be used in reading to initiate second language (English) reading to Spanish emergent readers who were of Puerto Rican heritage. There were also other minor objectives that were associated with vocabulary attainment, reading comprehension, and transference of word knowledge (low-road transfer) which were subsidiaries of the major objective.

Several solutions to the questions surrounding the topic of transference could not be found in current literature, authored by well-known educators, reading specialists, and researchers. "The Transitional Approach to Reading" is based on the theory of transference. Transference is the key that unlocks the bridge that serves as a medium, to the bilingual second language reader, between reading in the primary and the second language.

Calendar Plan

"The Transitional Approach" time set-up, implementation, and evaluation was five months. Specific goals had been set for those five months. Development and implementation of the approach was conducted, as described in Chapter III. Activities within the classroom were changed every thirty to forty-five minutes. They varied in mental and psychomotor activities in order to meet attention

spans because the child at this age easily tires. The last unit was not executed in its entirety because time did not allow. Three words were not introduced. The school year was coming to an end.

Overall attendance of the children was excellent despite the harsh winter months and the illnesses that accompany this age group. Illnesses were frequent. Colds, ear infections, flu, chicken pox, and fifth disease (virus with rashes) frequently occur at this age mainly because children are in a social atmosphere, in a stage-spiraling classroom situation in which they are close to other children. The average number of absences within a control group was four. The maximum had been determined to be ten. Therefore, no one had to be eliminated or exempt from the study.

Findings of the Study

Pre-Test Observations

On the pre-test, the researcher noted that most of the children exceeded the expectations. Most of them were able to match visual configuration in less time than had been anticipated, when the matches were exact. However, when the matches were different, even in one letter (for example, pino/pine, cebra/zebra, léon/lion, piloto/pilot), the children struggled. Some lingered with the one pair

that they could not match. They had not yet developed and refined the low-road transfer strategy and therefore could not apply it to choosing the vocabulary.

All of the students, especially those that had begun to read, attempted to encode and decode the words. They found it frustrating and continued to match the words through configuration. They were not independent readers and looked for teacher approval and support for reading. Support was withheld during the test-taking activity.

The picture/name correspondence was difficult because the children had not yet covered the curriculum material and could not distinguish between a tomato/apple, lion/tiger, mosquito/roach, etc. Their lack of experience with the first-grade curriculum neither allowed them to identify the pictures in the native language nor the second language.

The linguistic issue of pronunciation arose. Some linguists claim that mispronunciation often occurs amongst students who speak Spanish, and these linguistic forms are characterized as producing language difficulties:

- (1) The tendency to pronounce the letters "b" and "v" the same.
- (2) The pronunciation of "x" as a hard "s" before consonants.
- (3) Confusion of the sounds "ch" and "sh".
- (4) The exchange of the sound "d" for "the".

(5) Ending sounds of "m" and "n" are often given the "ng" sound.

Therefore, mispronunciation amongst transfer words may cause problems (for example, "capital" or "animal" have a last syllable stress in Spanish, whereas in English the stress is on the antepenultimate syllable-- "ca'pital" and "a'nimal"). Barrera (1983), however, tends to disagree:

Language-influenced differences in second-language reading are dealt with in various inappropriate ways in the bilingual classroom. By far, the most overt example is the undue attention that continues to be paid to pronunciation in oral reading. Surface phonological variations are categorically assumed to reflect a disruption of meaning and loss of comprehension. For example, it is assumed that "sheep" pronounced as "cheep" will be misunderstood by the reader as "cheap"; that "yellow" produced as "jello" will be taken to mean "jello".

Although recent research has shown that such language-based pronunciation differences do not automatically interfere with the comprehension of meaningful, connected texts (Barrera, 1978; Goodman & Goodman, 1978), many bilingual teachers continue to treat all such features as errors disruptive of meaning and therefore spend important teaching time eliminating these problems from pupils' "oral renderings". This is not to say that language-based differences in bilingual children's ESL oral reading might not lead at times to confusion; they can and they do. But it is erroneous and counterproductive to assume that all such variations will disrupt meaning at all times; instead, teachers needed to learn to distinguish when the differences do in fact impede comprehension and necessitate assistance for the reader in clarifying and deriving the intended meaning of the text. Teachers of bilingual children

need to recognize that reading is not a precise process in which meaning is lost if one word or several words are altered by the reader. (p. 177)

Bilingual first-grade, second-language emergent readers are moving towards speaking with a Puerto Rican American accent; however, because this is a transitional stage, they have not as yet been able to attune their vocal sounds to produce language that reflects the region in which they live. Hence, mispronunciations occur but this will not hinder comprehension. This condition will correct itself with time and usage, when they are developmentally ready.

Observations During Implementation of the Study

This exploratory study was conducted with only fourteen children. Their responses and reactions from the control group and the rest of the class (those students who had not attended Kindergarten in the same school) who also took part in the lesson session should be noted. The study lessons had a snowball effect on the entire class. The children began to search for relationships between written words and those they heard from visitors who entered the classroom, movies, songs (during our Morning Sing for the entire school), books, wall charts, bulletin boards, signs, etc. When they had Library Period, some of the students would search for books

related to the subject matter: llamas, polar bears, armadillos, plants, the alphabet, etc. This behavior was a sign that these emergent readers in Spanish and early emergent readers in English had begun to developmentally mature into the next emergent reader level (advanced emergent reader), as described by Courtney (1992).

As in any class group, there were always new enrollees. In this class, there were five new enrollees. Surprisingly, four of the five children were limited English speakers. Two had just recently arrived from Puerto Rico. As time passed, the students began to see the relationship between other words in English and their native language (Spanish). One boy in the class began to read tomato, tuna, tigre (ti gré) for tiger, telefon, etc. The explanation of this situation could probably best be explained by results of studies with the dual/simultaneous (L1 and L2) approach (Barik & Swain, 1974; Conesco, 1979; Goodman, Goodman & Flores, 1979). The studies of these researchers indicated that students did not need to wait to begin reading in the second language until their oral proficiency was achieved.

Although this boy's English was extremely limited, he used as reference the words in Spanish and changed the pronunciation of those he knew. Those words he had not grasped completely were read with a simulated English accent (how he thought they should be read). He simply

changed the fluctuations and endings but was not afraid to risk speaking English and was quite proud of his newly-attained words. This student had learned to use his newfound transfer skill. His mother claimed that he was enthusiastic with the newfound language and words and was eager to use them at home to teach her and her husband English. One of the researcher's co-workers commented that the researcher (the bilingual teacher who has flexibility in using both languages) served as a role model and played a major role in change.

Since there is not a "good criterion" to determine the level of language proficiency prior to English reading (Allington, 1979) and there has been a question as to whether proficiency is necessary prior to the introduction of English reading, second-language reading may be initiated at the emergent level. These emerging readers possess concepts that they are able to rechannel in order to successfully internalize reading comprehension.

A Puerto Rican bilingual second language, early emergent reader has many strengths. Studies conducted by Barrera (1978), Contreras (1985), Mace-Matlock (1985a), and Lesson-Hurley (1990) show that a child who has learned to read in Spanish does not need to relearn to read in English. The information is stored and ready to be retrieved when necessary. Those reading behavioral skills, non-language skills and prophecies, and

developmental strategies attained through first-language reading are there to serve upon demand, even though there still exists the need to learn more English. The student has a special need because when he/she reads in the second language, he/she faces a dilemma--he/she cannot understand.

During and after implementation of the approach, it was noted that mispronunciations did not hinder comprehension. The children developmentally overcame the accent. Even those children who were not part of the study group, but had been exposed to the program, learned to correctly pronounce the words. One young first grader surprised the researcher when he read all of the words in Spanish and in English.

The role of culture and cultural experiences played a role in the attainment of the vocabulary, as had been noted with the non-speakers (late additions), to the class. All of the children seemed to have assimilated those words that they identified with culture and heritage. This behavior was observed during the introduction of the Social Studies/Culture curriculum--a unit on the Taino Indians. This unit was implemented in conjunction with an "I Am Special" ("Yo Soy Especial") unit early in the school year. This seemed to be the flame that ignited the first associations in the minds of the children. It was the beginning of a new romance between transference,

reading, and culture. All of the words identified with culture across the curriculum (for example, Puerto Rico, mango, Taíno, Kikirikí, fiesta, maracas, guitarra, yuca, etc.) were immediately imbedded without hesitation and easily re-identified.

Throughout the five-month duration of the study, the researcher shared the results and observations with other school personnel: the principal, English as a Second Language and Title I teachers, Bilingual teachers of Kindergarten and Second Grade, and Monolingual co-workers at the Grade 1 level.

The Title I teacher was surprised by the response of her pupils to the study. These students had been late arrivals, all limited English speakers (level A) in the bilingual class. All were early emergent readers in Spanish. Within this group, one student spoke more English than the rest. However, although he had more language fluency than the others, he could not read. The students were missing many early developmental reading skills/strategies. As they began to read in the native language, they also began to read in the second language through transfer words.

The English as a Second Language teacher relayed the observation that she had noticed the children had begun to identify words that sounded similar or the same, and they could see the configurative correlation and could

identify words in charts, stories, poems, songs, etc. They would share with her their observation: "Oh! That sounds the same in Spanish/Engilsh!" or "Look! It looks like Spanish!" the strategy of transference was voiced through six/seven-year-old children. These behaviors were definite indicators of young readers maturing from early and emergent readers to advanced emergent readers.

Results of Pre-Tests/Post-Tests

The tables that follow indicate the pre-test and post-test results of the "Yes/No" assessments as performed by the children participating in this study. The results have been divided into three categories: Pre-Test; Pre-Test and Post-Test; and Assessment measured in Growth of Transfer Word Vocabulary. Post-approach (post-test) data are further divided into tables of Growth Assessment of Transfer Words in: Spanish, Spanish/English, English, and English/Spanish. Twenty-five words were selected for the pre-tests and fifty words were selected for the post-tests. The total number of words originally selected for the study was seventy-eight but three had to be omitted, therefore leaving seventy-five. Growth is based on the amount of errors, words not known, by the children on the pre-test and the post-test.

Table 1 reflects the results of the pre-approach, pre-test. The Pre-Test was: Matching (Visual Configuration) of Spanish/English Transfer Vocabulary Words. This test was timed for intervals of fifteen minutes; however, the children had a lot of difficulty (the frustration behavior was observed) early in the test, which narrowed the time to seconds instead of minutes.

Table 2 reflects a comparison of the findings of the post-approach--read and matched.

Tables 3, 4, 5 and 6 show the results of the Pre-Test and Post-Test of the Transfer Word Vocabulary Known in English or Spanish and the Spanish and English (both) Transfer Word Vocabulary Development on the Spanish/English Tests by the students before and after implementation of the study. It is assessed in growth, meaning those words known before and those mastered after the study. Growth is also revealed in errors made prior to the approach and mastered post-approach.

Tables 7, 8 and 9 show the results of the Pre-Test and Post-Test of the Transfer Word Vocabulary Known in English or Spanish and in English and Spanish (both) Transfer Word Vocabulary on the English/Spanish Tests by the students before and after implementation of the study. It is assessed in growth, meaning those words known before and those mastered after the study. Data also revealed

Table 1

Pre-Test:
 Matching of Spanish and English Transfer Word
 Vocabulary--Visual Configuration
 (Timed)

	Matches (in Pairs)	Number of Words	Timed (in Seconds)
Jacob	2	4	10
Jose	2	4	56
Jennifer	2	4	55
Dina	2	4	10
Isabel	2	4	24
Claribel	2	4	20
Rebecca	2	4	15
Denise	2	4	63
Paul	2	4	20
Zenaida	2	4	15
Luis	2	4	68
Mary Grace	2	4	120*
Aracelis	2	4	43
Melinda	2	4	22

*Able to match only one pair in two minutes/frustration level

Table 2

Post-Test:
 Picture/Name of Spanish and English
 Transfer Vocabulary Word Match
 (Timed)

	Matches (in Pairs)	Number of Words	Timed (in Minutes)
Jacob	7	14	15
Jose	10	20	5
Jennifer	9	18	10
Dina	10	20	5
Isabel	9	18	4
Claribel	10	20	1
Rebecca	10	20	5
Denise	10	20	10
Paul	10	20	3
Zenaida	10	20	2
Luis	9	18	14
Mary Grace	9	18	4
Aracelis	10	20	4
Melinda	10	20	4

Table 3

Pre-Test/Post-Test Data:
 Transfer Word Vocabulary Development of English
 Words Known on Spanish/English Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	14	25	11
Jose	21	25	4
Jennifer	20	25	5
Dina	17	25	8
Isabel	15	24	9
Claribel	15	25	10
Rebecca	22	25	3
Denise	20	25	5
Paul	22	25	3
Zenaida	22	25	3
Luis	20	24	4
Mary Grace	17	25	8
Aracelis	18	25	7
Melinda	16	25	9

Table 4

Pre-Test/Post-Test Data:
 Transfer Word Vocabulary Development of Spanish
 Words Known on Spanish/English Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	24	25	1
Jose	23	25	2
Jennifer	23	25	2
Dina	24	25	1
Isabel	22	25	3
Claribel	23	24	1
Rebecca	23	25	2
Denise	23	25	2
Paul	21	25	4
Zenaida	23	25	2
Luis	23	25	2
Mary Grace	23	25	2
Aracelis	23	25	2
Melinda	23	25	2

Table 5

Pre-Test/Post-Test Data:
 Spanish and English Transfer Word Vocabulary
 Development of Picture/Name Match
 on Spanish/English Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	13	25	12
Jose	11	22	11
Jennifer	13	23	10
Dina	12	24	12
Isabel	16	23	7
Claribel	16	24	8
Rebecca	14	22	8
Denise	11	24	13
Paul	18	25	7
Zenaida	17	25	8
Luis	16	23	7
Mary Grace	14	20	6
Aracelis	14	24	10
Melinda	15	24	9

Table 6

Pre-Test/Post-Test Data on Spanish Transfer Word
Vocabulary: Measurement
(Number of Errors)

	Pre-Test	Post-Test	Mastered
Jacob:			
No Spanish	1	0	100%
No English	11	0	100%
No Spanish/No English	12	0	100%
Jose:			
No Spanish	2	0	100%
No English	4	0	100%
No Spanish/No English	14	3	94%
Jennifer:			
No Spanish	2	0	100%
No English	5	0	100%
No Spanish/No English	12	2	96%
Dina:			
No Spanish	1	0	100%
No English	8	0	100%
No Spanish/No English	13	1	98%
Isabel:			
No Spanish	3	0	100%
No English	10	1	98%
No Spanish/No English	9	2	96%
Claribel:			
No Spanish	2	1	98%
No English	10	0	100%
No Spanish/No English	9	1	98%

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Table 6--Continued

	Pre-Test	Post-Test	Mastered
Rebecca:			
No Spanish	2	0	100%
No English	3	0	100%
No Spanish/No English	11	3	94%
Denise:			
No Spanish	2	0	100%
No English	5	0	100%
No Spanish/No English	14	1	98%
Paul:			
No Spanish	4	0	100%
No English	3	0	100%
No Spanish/No English	7	0	100%
Zenaida:			
No Spanish	2	0	100%
No English	3	0	100%
No Spanish/No English	8	0	100%
Luis:			
No Spanish	2	0	100%
No English	5	1	98%
No Spanish/No English	9	2	96%
Mary Grace:			
No Spanish	2	0	100%
No English	8	0	100%
No Spanish/No English	11	5	90%
Aracelis:			
No Spanish	7	0	100%
No English	7	0	100%
No Spanish/No English	11	1	98%

Continued, next page

Table 6--Continued

	Pre-Test	Post-Test	Mastered
Melinda:			
No Spanish	2	0	100%
No English	9	0	100%
No Spanish/No English	10	1	98%

Table 7

Pre-Test/Post-Test Data:
 Spanish Transfer Word Vocabulary Known on
 Picture/Name Match on English/Spanish Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	24	25	1
Jose	24	25	1
Jennifer	23	25	2
Dina	24	25	1
Isabel	23	25	2
Claribel	21	25	4
Rebecca	23	25	2
Denise	25	25	0
Paul	24	25	1
Zenaida	25	25	0
Luis	24	25	1
Mary Grace	24	25	1
Aracelis	24	25	1
Melinda	23	25	2

Table 8

Pre-Test/Post-Test Data:
 English Transfer Word Vocabulary Known on
 Picture/Name Match on English/Spanish Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	22	25	3
Jose	22	25	3
Jennifer	19	25	6
Dina	22	25	3
Isabel	22	24	2
Claribel	21	25	4
Rebecca	23	25	2
Denise	21	24	3
Paul	19	24	5
Zenaida	22	25	3
Luis	23	25	2
Mary Grace	18	25	7
Aracelis	18	25	7
Melinda	24	25	1

Table 9

Pre-Test/Post-Test Data on English Transfer Word
Vocabulary Measurement: Assessed in Growth
(Number of Errors)

	Pre-Test	Post-Test	Growth
Jacob:			
No English	3	0	100%
No Spanish	1	0	100%
No English/No Spanish	4	0	100%
Jose:			
No English	3	0	100%
No Spanish	1	0	100%
No English/No Spanish	12	3	94%
Jennifer:			
No English	6	0	100%
No Spanish	2	0	100%
No English/No Spanish	9	3	94%
Dina:			
No English	3	0	100%
No Spanish	1	0	100%
No English/No Spanish	10	2	96%
Isabel:			
No English	3	1	98%
No Spanish	2	0	100%
No English/No Spanish	11	5	88%
Claribel:			
No English	4	0	100%
No Spanish	4	0	100%
No English/No Spanish	3	2	98%

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Table 9--Continued

	Pre-Test	Post-Test	Growth
Rebecca:			
No English	2	0	100%
No Spanish	2	0	100%
No English/No Spanish	12	6	88%
Denise:			
No English	4	1	98%
No Spanish	0	0	100%
No English/No Spanish	13	4	92%
Paul:			
No English	6	1	98%
No Spanish	1	0	100%
No English/No Spanish	3	0	100%
Zenaida:			
No English	3	0	100%
No Spanish	0	0	0%
No English/No Spanish	4	0	100%
Luis:			
No English	2	0	100%
No Spanish	1	0	100%
No English/No Spanish	8	1	98%
Mary Grace:			
No English	7	0	100%
No Spanish	1	0	100%
No English/No Spanish	11	6	88%
Aracelis:			
No English	7	0	100%
No Spanish	2	0	100%
No English/No Spanish	11	2	98%

Continued, next page

Table 9--Continued

	Pre-Test	Post-Test	Growth
Melinda:			
No English	1	0	100%
No Spanish	2	0	100%
No English/No Spanish	10	2	100%

the assessment of errors made prior and those mastered post-approach. The number of transfer words selected for the study was twenty-five.

Table 10 shows the results of the Pre-Test and Post-Test of the Transfer Word Vocabulary Known in English and Spanish on the English Plus Spanish (in both languages) assessment. This assessment called for bilingual answers (for example, map/mapa). These are words known in both languages (for example, mop/mapo) on the English/Spanish tests by the students before and after implementation of the study. It is assessed in growth, meaning those words known before and those mastered after the study. The number of transfer words selected for the study was twenty-five.

Post-Test Observations

The students participating in this study seemed secure and did not hesitate to do the tasks. They followed the three-step directions. The children took advantage of the fact that they had two chances to get the correct answer. Self-correction was evident. The answers they could not recall immediately were put to the side; and when they completed the ones they knew, they returned to those set aside to complete. This was also observed when a word was language switched inadvertantly, almost spontaneously (for example, "dinosaurio" instead of

Table 10

Pre-Test/Post-Test Data:
 English Plus Spanish Transfer Word Vocabulary
 Known on Picture/Name Match on
 English/Spanish Test
 (Assessed in Growth)

	Pre-Test	Post-Test	Growth
Jacob	21	25	4
Jose	13	22	9
Jennifer	16	22	6
Dina	15	23	8
Isabel	14	20	6
Claribel	22	23	1
Rebecca	13	19	6
Denise	12	21	9
Paul	22	25	3
Zenaida	21	25	4
Luis	17	24	7
Mary Grace	14	19	5
Aracelis	14	23	9
Melinda	15	23	8

"dinosaur"), Spanish/English or English/Spanish. This also could have been a sign of bilingualism voicing itself. The children were able to complete the tasks in the designated time period of thirty minutes.

The children were able to read and match the transfer words even if the orthographic configuration of the words were not exactly the same. A few letters that were different did not hinder their performance (for example, "teléfono" and "telephone", "lámpara" and "lamp", or "dona" and "donut").

Towards the end of the study, enthusiasm built as the children became aware of the quantity of words they had learned. One morning (during morning meeting time), Jose suggested making a sign-in sheet to read the words and show how many transfer words they knew. Roberto (a quiet and shy child), to the surprise of all, leaped from his place and said, "I know them!" The children, whose names were put on the list, insisted on reading and writing next to their names the amount of words they had attained.

Therefore, under the instruction of the theory of "The Transitional Approach", bilingual first-grade children (who are novice second-language readers) can utilize the strategy of same/similar to determine the nature of transfer words. Through their understanding of these words in L1, they can determine their relationship in L2 and therefore can enhance their transfer vocabulary words

which is the premise to enhance English reading comprehension. At the first-grade level, the students utilized transfer word knowledge to its peak.

Summary

Chapter III discussed the implementation of a new reading approach, "The Transitional Approach", in a Bilingual first-grade class, to enhance initiation into English reading. The main goal was to transfer native language vocabulary whose definitions were the same in both languages from the native language to the second language, so that reading comprehension would be achieved. The students were taught to manipulate low-road "transference" in order to reach comprehension in the second language.

One major objective of "The Transitional Approach" was to develop an awareness of "transfer words", to be utilized to initiate second-language, English reading to Spanish emergent readers of Puerto Rican heritage. Five minor objectives were also addressed:

- (1) The children will be able to recall similarity with their original or similar learning experiences.
- (2) The children will be able to increase their knowledge of Spanish-English transfer words.

- (3) The children will begin to overcome difficulties with English comprehension by working with their cognitive, cultural, and linguistic experiences.
- (4) The children will be able to begin English Reading sooner.
- (5) The children will not have to be retaught to read.

These objectives have been addressed throughout this chapter. The children were able to: recall similarities with their original, cultural, and classroom experiences; increase their knowledge of transfer words; overcome difficulties with English comprehension; and begin to read in English sooner without having to be retaught to read.

Early instruction in how to utilize transition is the cognitive tool that bilingual children need to acquire vocabulary that leads to better reading comprehension in both languages. This low-road transfer strategy, when fully developed (as illustrated by the data), is one that the students can use for the rest of their educational careers to gain insight and to use their first language to comprehend new words and, therefore, to comprehend new text.

C H A P T E R V
SUMMARY, CONCLUSIONS, EDUCATIONAL
IMPLICATIONS AND RECOMMENDATIONS

This chapter provides a summary of this exploratory study, a synopsis of the results of the findings, as well as recommendations based on those findings. The study was descriptive in nature. No hypothesis was established.

Chapter I provided an overview of the problem--the lack of word comprehension which has led to poor reading comprehension and the misuse of teaching approaches and materials in order to initiate English Reading to six/seven-year-old bilingual/bicultural children.

Chapter II reviewed the related literature in specific areas: perspectives on reading, the second language first-grade emergent reader, reading approaches in the bilingual classroom, and the theory of transference and how it relates to reading in a second language and second language readers. The chapter outlined the importance of reading to a child's educational development. It also included information about the characteristics of a second language six/seven-year-old emergent native language and second language early emergent reader.

Answers to questions surrounding the topic of transference could not be found in the current literature

by well-known educators, reading specialists, and researchers. None are based only on pure transference. Transference is often a misconcepted term, easily misunderstood and misused.

There were two reading approaches (L1 to L2 and L1 and L2) that were presently being implemented with bilingual youngsters. In lieu of the conclusions derived from studies reviewed on reading approaches, it is evident that none of the reading approaches fully meets the needs of Puerto Rican first-grade students who are second language early emergent readers. The bilingual teacher is now faced with the predicament of which approach to employ to propitiate reading in the second language.

As a first-grade bilingual teacher with many years of experience, the researcher concludes that an approach is essential which is neither the native language (L1 to L2) nor the simultaneous/dual language (L1 and L2) approach. The approach should be one that complements, replenishes, fertilizes, and undoubtedly endorses reading comprehension. The aim is to maintain the child being bilingual/bicultural. Reading should fit the child instead of the child to reading, and that goes with the child's stream of thought. Such an approach was named "The Transitional Approach to Reading". In lieu of all the conclusions derived from studies reviewed on reading approaches, it is evident that none of the approaches meets the needs of Puerto Rican

first-grade students who are second language emergent readers.

In Chapter III, the researcher prepared and developed a new English Reading approach, "The Transitional Approach", for Puerto Rican first-grade Bilingual students. This chapter examined the sample, treatment, and instruments used in the study.

Chapter IV presented the results of the data collected, an analysis of that data, findings, and researcher observations. "The Transitional Approach to Reading" had positive results in transitioning transfer vocabulary words from Spanish to English.

Chapter V presents a brief summary and conclusions, and addresses educational implications and recommendations.

Summary

Gardner (1975) proposed that "the fact that all are considered Hispanic, Spanish-speaking, Mexican Americans, etc., shows that it is worthy of individual merit because there are many varieties of Spanish spoken in the United States" (Smith, 1980, p. 5). It is time that another population of Hispanic-Americans are studied, a group that has often been given a band-aid remedy when exposed to reading materials that were designed for English monolinguals or for other Hispanics. Puerto Ricans are

categorized under the label of Hispanics with no focused individuality other than Spanish-speaking. Puerto Ricans have been part of the United States since the Spanish-American War in 1898. They are a community that has almost three million people presently living, working, and contributing to the United States economy and society. Puerto Rican children are born, raised, and schooled on the mainland, as well as on the island of Puerto Rico (three million or more).

There exists a mismatch between the goal of the Transitional Bilingual Education Law which is to incorporate the child's language and heritage, as well as cultural experiences, in teaching the Bilingual student meaningful language and language experiences in English, and the reading approaches that are currently being implemented to prepare Puerto Rican children to partake in American society. There is a lack of congruence between means and goals. This problem has required early intervention--first-grade intervention (an intervention early in a young child's school career). There is a need for a second language reading approach to be further developed for this second largest group of Spanish language students in our bilingual program, with a focus on developmental learning. It was, therefore, necessary to develop a reading approach that would assist children in reading. In order to address this need, the formal, deep, situational history

and heritage of the culture must be considered (Muniz, 1983), a variable of a new approach.

"The Transitional Approach to Reading" is based on the theory of transference. Transference is the key that unlocks the bridge that serves as a medium, to the bilingual second-language reader, between reading in the primary and the second language. The transfer theory has been the basic conjecture behind the theory of bilingualism in school settings, and is the premise behind bilingual education and using the primary language. It is based on the implications that transfer will occur from one language to another.

"The Transitional Approach to Reading" (see Figure 2) proposes that while it may be true that six/seven-year-old students have not reached literacy in their native language, they do have basic strategies/skills that are applicable to beginning reading in English. There are points of positive transference of many readiness skills, such as management of left to right progression, sequencing, and the alphabetic principles which have common roots in the Roman alphabet. The bilingual pupil understands that print carries meaning, an awareness that has been developed through reading readiness, early emergent reader instruction. In addition, although he/she is not a fluent reader, he/she has developed a certain amount of security with reading at the emergent level. In other words, he/she

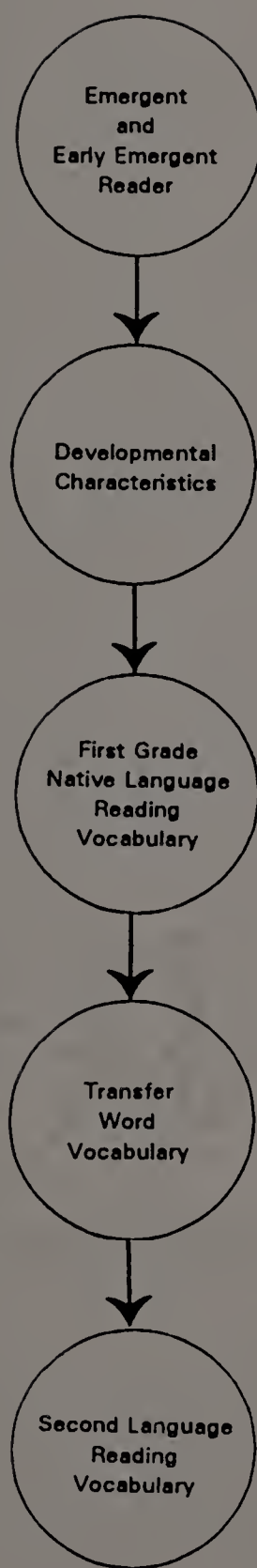


Figure 2. The Transitional Approach to Reading.

is a capable person who can concentrate and complete a simple task from one language to another. The student who has had experience with emergent reading in his/her native language (imbedded culture) can now apply the transfer word vocabulary knowledge to the second language. Two strategies of transference have been triggered: "low-road transfer" and "high-road transfer" and its subcomponents of "forward and backward reading" (Salomon, 1988).

The concrete results of the study have indicated that "The Transitional Approach" does have a measureable effect upon the vocabulary growth, attainment, and vocabulary comprehension, thereby meeting a primary goal of the first grade--to enable the child to achieve comprehension through word meaning.

Conclusions

This exploratory study set out to answer the following questions:

- (1) Are the reading approaches presently being used appropriate for Puerto Rican students?
- (2) Are the reading approaches presently being used appropriate for second language emerging readers?
- (3) Are the reading approaches presently used designed to consider transfer of

learning from one language to another?

- (4) Have these approaches considered the time allotments of three years for transition to monolingual programs?
- (5) Are the reading approaches designed and geared to meet the expectations of the Transitional Bilingual Education Law?

The first research question was answered in the current data concerning the reading approaches presently being instituted with Puerto Rican children and was documented in Chapter II. The inappropriateness of the reading approaches for this population was obvious because all of the studies presently available dealt with other populations other than Puerto Ricans. The limited amount of research with Puerto Ricans, the population for this study, also concurred with the answer to the second question--the inappropriateness of the approach for second language emerging readers. The design of a reading approach that considers transfer of learning from the native language to the second language was not found among the research. The need for a new reading approach surfaced.

The teachers' use of an introductory approach to reading is extremely important. The success of the students in reading will depend on the approach chosen by the

teacher to meet the needs of pupils: an approach designed to make full use of the strengths, to the maximum, of the learners; and the ability to succeed in English Reading with ease.

The end result was the birth of an appropriate approach and methodology for Puerto Rican early emergent readers of English who are Bilingual first-grade pupils. An innovative approach was designed to encourage the development of second language reading as a specific spectrum for those school-age students. The decision to enter English Reading by way of the strengths of the Puerto Rican student is a social and cultural decision as well as an educational one. Consequently, the decision-makers who implement the approach will be in the best position to make selections among the available list of transfer words and set forth a new trend of reading achievement.

The proposed approach does not begin by presenting two responses to a single stimulus (word configuration) at the same time, but only one response with one stimulus. Ulloa (1985) concludes:

All words, like all real-world objects and events, can be placed in categories. In fact, the ability of the human mind to categorize, to examine the similarities and differences between two or more concepts, to draw relationships, is what enables humans to learn. Nothing can be learned in isolation. Try to think of anything you have ever learned and how you learned it and you quickly recollect

that you learned it in relation to something you already knew. Obviously the learner must understand the words that tag his world objects and events to be able to make categorizations, comparisons, and to draw relationships between concepts. (p. 28)

The child transfers more than concepts. He/she transfers, understands configural relationships between transfer words, adds to his/her vocabulary repertoire, and attains comprehension in the second language. When reading is taught in a bilingual classroom using "The Transitional Approach", students do not need to wait to begin second language reading. The transfer possibilities are inevitable. Vocabulary enrichment is endless and reading achievement succeeds because the children are working from their strengths. They work from a part of "low-road transfer". Its partner, "hugging", which has a "reflective automatic character" (Salomon, 1988, p. 26), is an instructional strategy that has been taught to the novice learners (developing beginners) in order to better meet the low-road model of transfer, with the requirement of "well-practiced knowledge and superficial perceptual similarity to activate knowledge" (Salomon, 1988, p. 27). As Holdaway (1979) states, "Reading requires not so much skills as strategies to make it possible to select most productive cues" (p. 8). The child, in "The Transitional Approach", is asked only for understanding--understanding that is derived through the child's cognitive strengths

which lead to reading achievement and emotional rewards.

The time element (time allotment) is definitely a factor. According to the Transitional Bilingual Education Law, there is a set schedule of minutes per subject. There never seems to be enough time, however, to cover all of the necessary subject areas. Reading has been designated sixty minutes per day. By using the approach used in this study, the students make full use of the Reading segment day. In the same amount of time they learn about reading in their native language, they learn strategies and vocabulary to use in the second language. Hence, the sixty minutes designated for the other Reading period can be dedicated to related activities, thereby enriching that which has already been learned. In essence, this approach provides for better usage of school time. It also meets the expectations of the Transitional Bilingual Education Law.

The point of departure of the study was the native language. This allowed for a sequence to be followed according to the natural course of development. The coordination of the native and second language reading curriculum and the curriculum of other major subject areas served to solidify a format based on logical pedagogical progression. The final step was the coordination of the native language vocabulary used throughout the

curriculum. The extent of participation in second language reading is predicated on the growth of vocabulary development which leads to vocabulary comprehension.

Cummins (1980), Engle (1973, 1975), and Rodriguez-Brown (1987), in their studies of transference, found that there appears to be a transfer of skills from one language to another. They purport that young children in bilingual programs have fewer native-language literacy skills to transfer, therefore they are in bilingual programs longer. Cummins (1982) adds that it would be most helpful to bilingual students if their culture is recognized as having value because it "reverses the pattern of academic failure and reduces their ambivalence towards the majority language and culture" (p. 123). Ashworth (1979) contends that a child whose native language and heritage are respected by school will have a sense of pride and self-worth. This will make him/her more open to the second language and motivate him/her. As a result, he/she becomes easier to teach.

"The Transitional Approach" provides for the students' Puerto Rican backgrounds, their language, experiences, age and cognitive development, and interests for their motives. The child's spoken language is the basis for the written material in this approach. The only prerequisite prior to entering this reading approach is the ability to be an advanced emergent reader in Spanish. The student is

challenged to be inventive and creative. He/she can add to activities. In addition, the students will enrich, enlarge, and expand on their stock of concepts (for example, cooking will be an act and not something someone else does--a realistic experience). Nothing is left to fantasy. Each of the experiences are real. Furthermore, it has compatibility, interdisciplinary characteristics, with the curriculum of other subject areas: Science, Social Studies/Culture, Language Arts, Mathematics, etc., yet the vocabulary chosen is from first-grade curricula. The vocabulary, structure, and meaning system of English may be expected to transfer native language reading competence. "The Transitional Approach" meets the child's needs of opportunities to explore, to move, and to experience a stimulating environment. This approach may be successful in helping Puerto Rican students have academic success by meeting the unique conditions these children need in order to achieve optimum reading growth and development in English reading because it values their cultural and developmental identities.

This study might be interrelated with a position assumed by Thonis in her writings of 1970 and 1976. Even though there seems to be a similarity in methodology, major differences do exist, particular with the following:

(1) That early emergent English readers who are advanced emergent Spanish readers may be introduced, at the first grade level, to transfer words (cognates) that have similar spelling and definitions from Spanish to English.

(2) That written transfer words can be addressed in initiating second-language reading vocabulary for early emergent second language readers and increase comprehension from Spanish to English.

(3) First-grade transfer words (cognates) can be utilized to build vocabulary from Spanish to English, through low-road transference strategy to serve as an asset to comprehension.

(4) Transfer words should receive "red-carpet" priority, firsthand attention, and always be on a constant and consistent basis from Spanish to English.

(5) Transfer word learnings should be part of everyday lessons in the first-grade vocabulary even though they are only Grade 1 emergent non-literate readers.

(6) Transfer word learners will acquire twice as much reading vocabulary than those limited to learning vocabulary words in two separate processes--isolated and separate.

(7) Second-languauge emergent readers may take until the third grade to enter the literate native language readers category. In the meantime, while progressing

through the advanced, early reader, reader, etc., developmental proceedings, the bilingual child may be increasing his/her vocabulary word knowledge from Spanish to English.

(8) Although the second-language readers may not have enough oral language development necessary to complete comprehension, it appears (from the data available from this study) that transfer words may serve as a bridge to enhance comprehension, assist the child in taking a chance (a risk) of reading in the second language, and begin a new era in the field of reading comprehension with second-language, elementary school emergent second-language readers.

Goodman, Goodman and Flores (1979), Coady (1979), Thonis (1976), and Clark and Silberstein (1977) concur that there is a mismatch between language and experience. However, first-grade transfer words strengthen the bond between language and experience. The cultural words provide a complete seal of identification between the Puerto Rican child and transfer words. The conclusions derived from this study appear to indicate support for transfer words usage through "The Transitional Approach", an answer to the research by Nagy, Garcia and Hancin-Bhatt (1992), Jimenez (1992), and Garcia (1991), which called for instruction aimed at increasing Spanish-English cognate knowledge and future research to "determine the

nature of these students and the conditions under which instruction on cognates can enhance their English reading comprehension" (Nagy, Garcia & Hancin-Bhatt, 1992, p. 9). According to Nagy, Garcia and Hancin-Bhatt (1992), "knowledge of Spanish vocabulary can contribute to English reading comprehension but this is not automatic" (p. 8). The matching of visual configuration and meaning was not apparent. Rather, the contribution of Spanish to English vocabulary reading depends on the extent to which the students are aware of the cognate relationship between the two languages (Nagy, Garcia & Hancin-Bhatt, 1992, p. 8).

This chapter presented the theoretical framework, methodology and design of "The Transitional Approach to Reading". It provided discussion of the basic components of the approach--a look through a two-way glass to the Puerto Rican six/seven-year-old bilingual child who is an emergent reader in English. The quasi-cultural, developmental, and bilingual characteristics, when combined with the theory of transference, fertilize and give birth to a new approach--an approach whose name was not chosen by chance. "The Transitional Approach" received its name because of the direct relationship it has with the transitional stage of cognitive and reading development of children who are in a transitional bilingual program.

A discussion on the findings was presented, as well as answers to five questions guiding this study and the

theoretical framework of the new approach. The assumptions of the study have also been re-confirmed:

- (1) A second language reading approach is needed at the first-grade level.
- (2) The existence of a new approach would benefit bilingual six/seven-year-old children.
- (3) Bilingual word recognition/comprehension development could be expected through the use of this approach with emerging readers.
- (4) After taking part in this approach, students would be able to transfer word comprehension strategies.
- (5) After exposure to this approach, students would be able to begin reading in English and, therefore, would be prepared for transition within a three-year period.

First, this approach was designed for Puerto Rican Bilingual first-grade, early emergent readers of English. Secondly, the study was developed in a city located in Central Massachusetts where the majority of bilingual students are Puerto Rican. Thirdly, the goal of the study was not to test but rather to respond to a limited research base related to this population and second language beginning reading. Lastly, and most importantly, this study responded to the needs of Puerto Rican

first-grade bilingual students beginning English reading, allowing them to begin to transfer their knowledge and possibly allowing them to be transitioned into the monolingual classroom within a three-year (time allotment) term without allowing them to fall behind their monolingual peers at the same grade level. It would be ideal if students were able to continue to develop their knowledge in both languages. Hopefully, someday this will be possible.

Educational Implications and Recommendations

There are several suggestions regarding "The Transitional Approach to Reading" that teachers might find helpful when implementing the approach. It would be helpful for the teacher to have available for students a card catalogue on transfer words. The children will find these cards useful in reviewing vocabulary application in reading and writing. Secondly, the issue of native language vocabulary interference should be dealt with only after the students have begun to read in English and have achieved some success. A more intensive research study after implementation of this approach would appear appropriate. The transitional model herein advanced should be submitted to the rigor of experimental designs and methodologies.

Research is essential and highly recommended in reading at all levels with Puerto Rican bilingual students. It is especially needed at the elementary level. Future research will enlighten and shed light on reading and the Puerto Rican bilingual second language reader. "The Transitional Approach to Reading" could be used to develop curriculum activities for a reading program directed to Puerto Rican bilingual second language emergent readers.

APPENDICES

APPENDIX A

LIST OF FIRST-GRADE WORDS THAT
FACILITATE TRANSFER

LIST OF FIRST-GRADE WORDS THAT
FACILITATE TRANSFER

abril	alfabeto	asistente
accidente	amigo	aspirina
actor	antena	astronauta
agosto	arte	auto
aire		
bambu	bebé	bola
banana	beisból	botella
banco	bicicleta	botón
bate	bloques	burro
cactus	cereal	color
café	cero	comedia
calendario	champú	cometa
cámara	chickle	comite
camello	chimenea	compañía
canal	chimpancé	computadora
canario	chocolate	coquí
canguro	chofer	control
canoa	círculo	crayolas
capitán	clase	crayón
cebra	coco	crema
central	cocodrilo	cucaracha
centro		
delfino	diferente	doctor
dentista	dinosaurio	dólar
detergente	dirección	dona
diciembre	director	
elefante	especial	extensión
escalera	esqueleto	
familia	festival	funitura
fantasia	fiesta	fútbol
febrero	foto	
ganso	gelatina	grano
garaje	general	güiro
gas	gigante	guitarra
gasolina	gorila	

helicóptero	honor	hotel
jamón	julio	jungla
iglú	indio	isla
ilustraciones	insectos	
kikirikí	kiosko	koala
kimono		
lámpara	librería	linoleo
león	limón	llama
mamá	mayonesa	montón
mando	medicina	mosquito
mapa	melón	motor
maracas	metal	muchacha
marzo	mitón	muchacho
material	mono	mula
mayo	montaña	música
negro	no	nueces
níquel	noviembre	números
oceano	oficina	oregano
octubre	operadora	ovalado
palma	pingüino	plaza
pamper	pino	poema
papá	pintura	polar
papel	pipa	policía
pase	pirata	presente
penny	pizza	primer
pera	plan	principal
perfume	planeta	pronto
piano	plástico	Puerto Rico
piloto	plato	púrpura
pimiento		
radio	rancho	robot
ratón	realidad	rosa
sal	septiembre	sopa
salsa	serpiente	submarino
sandalías	soda	súeter
sandwich	sofá	suma
Santa Clos	sombrero	super
señorita		

taco
tacos
Taínos
tanque
té

unicornio
uniforme

vainilla
valentín
vampiro

xilofóno

yak
yate

zológico

teléfono
televisión
tigre
tomate

uno
use

vegetales
video
violeta

yo-yo

triángulo
tricolor
tronco
tuna

utensilios

violin
vista

yuca

APPENDIX B

WORDS THAT FACILITATE TRANSFER
WITH THE SAME SPELLING

WORDS THAT FACILITATE TRANSFER
WITH THE SAME SPELLING

actor amigo	antenna	auto
bambu	banana	
doctor	director	
fiesta	festival	
gas	general	gorila
honor	hotel	
kikirikí	kimono	koala
mama mango maracas	metal mosquito	muchacha muchacho
negro	no	
oregano		
pamper papa piano	pimiento pizza plan	principal pronto Puerto Rico
radio	robot	

sandwich
señorita

soda
sofa

sombrero
super

taco
Taínos

taxi
television

tricolor
tuna

video

violin

vista

yak

yo-yo

yuca

APPENDIX C

WORDS THAT FACILITATE TRANSFER SELECTED
FOR THIS STUDY

WORDS THAT FACILITATE TRANSFER SELECTED
FOR THIS STUDY

alfabeto	antena	amigo
banana bate	bebé bola	burro
camara camello	cebra	coqui
dentista dinosaurio	doctor dólar	domino dona
familia	fiesta	fútbol
gorila	güiro	guitarra
helicoptero		
iglu	indio	insectos
kikirikí	kiosco	
lámpara león	limón	llama
mango mapa maracas melón	mitón mono mosquito	muchacha muchacho música
níquel	números	

papá
pera
piano

piloto
piñata
pino

pizza
Puerto Rico
púrpura

radio

rata

robot

sandwich
Santa Clós

soda
sofá

sombrero
súeter

taxi
teléfono
televisión

tigre
tomate

triángulo
tuna

unicornio

uniforme

vegetales

violeta

violín

yo-yo

yuca

APPENDIX D

PARENTAL CONSENT FORM
(ENGLISH AND SPANISH)

January 10, 1994

Dear Parents:

This year, a study will be conducted in the classroom of Mrs. Esperanza Oliveras. The study is a new method of teaching reading in Spanish and English, entitled "The Transitional Approach". It is a method of teaching which has been developed to initiate reading for children in both languages, utilizing everything that is common in both. For example, the word "piano" is also "piano" in English. The children will have an opportunity to read and to enrich their vocabulary in both languages. With this goal in mind, the children will begin to read first in Spanish and then in English.

In order to conduct this study, parental permission is essential because pre- and post-tests will be administered to determine the progress of the children. The teacher, Mrs. Oliveras, will utilize the results of the study in a doctoral dissertation at the University of Massachusetts Amherst. The names of the children will be changed in order to protect the privacy of you and your child.

All children will receive instruction in reading using "The Transitional Approach". The participation of your child in this study is voluntary. Your child's progress will not be affected in any way.

Thank you for your kind attention.

Sincerely,

Mrs. Esperanza Oliveras

 _____ Yes, I wish my child _____
 to participate in the study.

_____ No, I do not wish my child _____
 to participate in the study.

Signature of Parent or Guardian: _____

el 10 de enero de 1994

Queridos Padres:

En el salón de la Señora Oliveras este año se llevara acabo un estudio. El estudio, sera un nuevo método de enseñar a leer en Español e Inglés cuyo título es "El Método Transicional". Es un método de enseñanza que ha sido desarrollado para comenzar a leer en dos idiomas. Ha sido desarrollado para estudiantes bilingües de primer grado. Los niños comienzan a leer por medio de vocabulario que son iguales en ambos idiomas. Por ejemplo, las palabras "piano" es "piano" tambien en Inglés. Los niños tendran la oportunidad de leer y enriquezer su vocabulario en los dos idiomas. Llevando esta meta los niños comenzaran a leer primero en Español y luego en Inglés.

Para poder llevar acado este estudio es necesario tener el permiso de Uds., los padres debido ha que se medira por medio de exámenes el progreso de los niños. La maestra, La Señora Oliveras utilizara los resultados para su estudio de Tesis Doctoral en la Universidad de Massachusetts en Amherst. En la Tesis los nombres de los niños seran cambiados para brindarles privacidad a los niños y a los padres.

Todos los niños del aula tendran la oportunidad de tomar parte en la enseñanza del "Método Transicional". La participación en el estudio es voluntaria. También la participación de su niño/a en tomar los exámenes es voluntaria. El progreso escolar, sus notas, no seran affectadas en lo absoluto.

Favor de llenar el blanco que se encuentra al pie de esta carta.

Muchas gracias por la atención prestada.

Sinceramente,

Sra. E. Oliveras

 _____ Si, deseo que mi niño/a _____
 tome parte con el estudio del "Método Transicional".

_____ No, deseo que mi niño/a _____
 tome parte con el estudio del "Método Transicional".

Firma de Padre o Guardian: _____

APPENDIX E

PICTURE CARDS OF WORDS THAT
FACILITATE TRANSFER

alfabeto

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w
x y z

alphabet

amigo



amigo

antena



antena

bebé



baby

bola



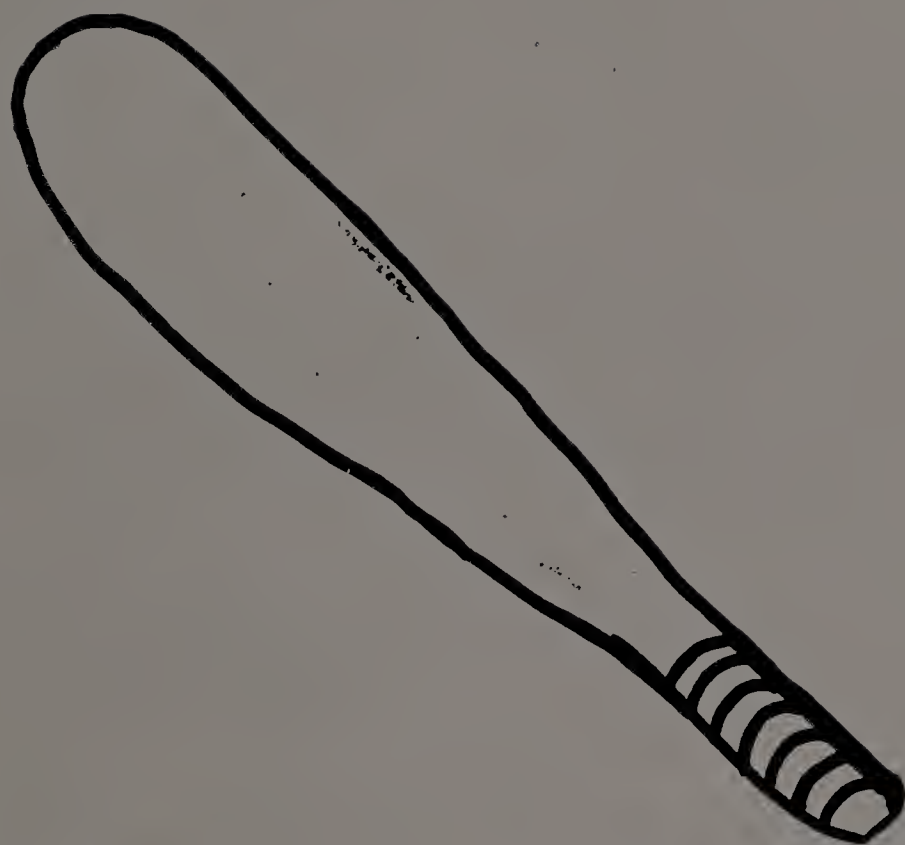
ball

banana



banana

bate



bat

burro



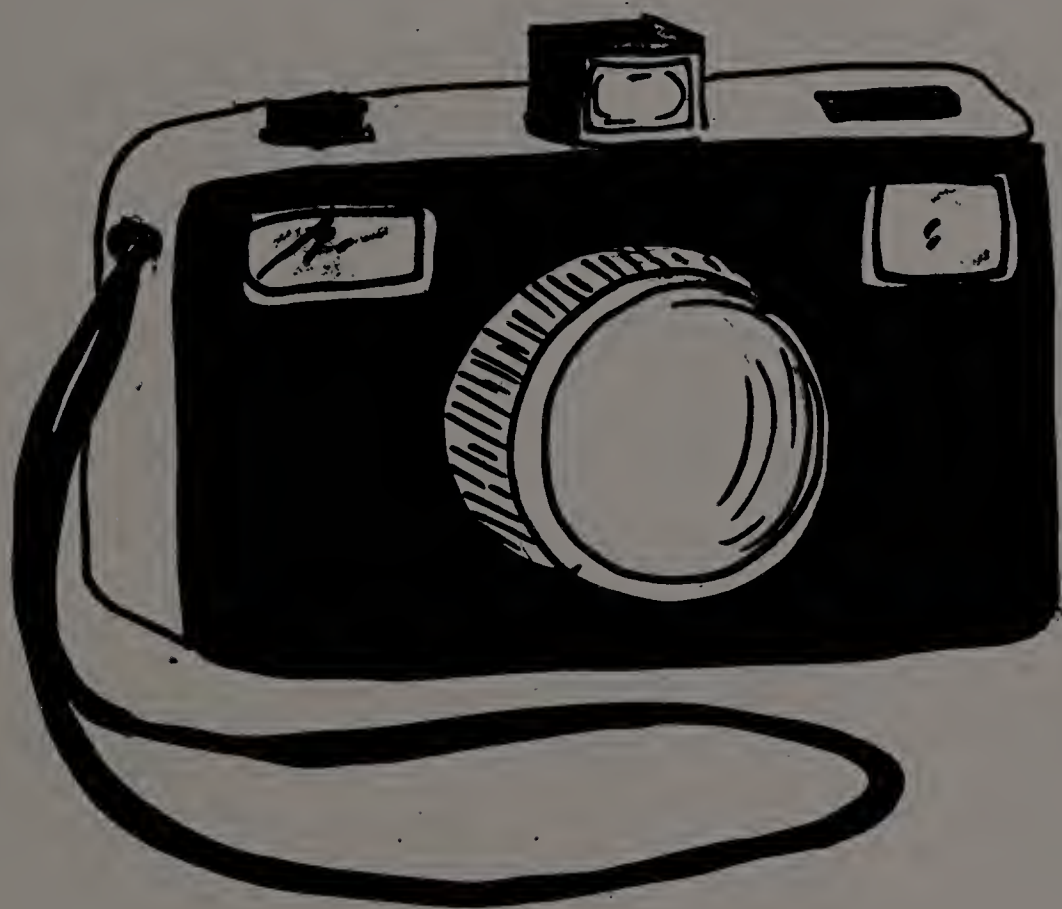
burro

camello



camel

camara



camera

coquí



coquí

dentista



dentist

dinosaurio



dinosaur

doctor



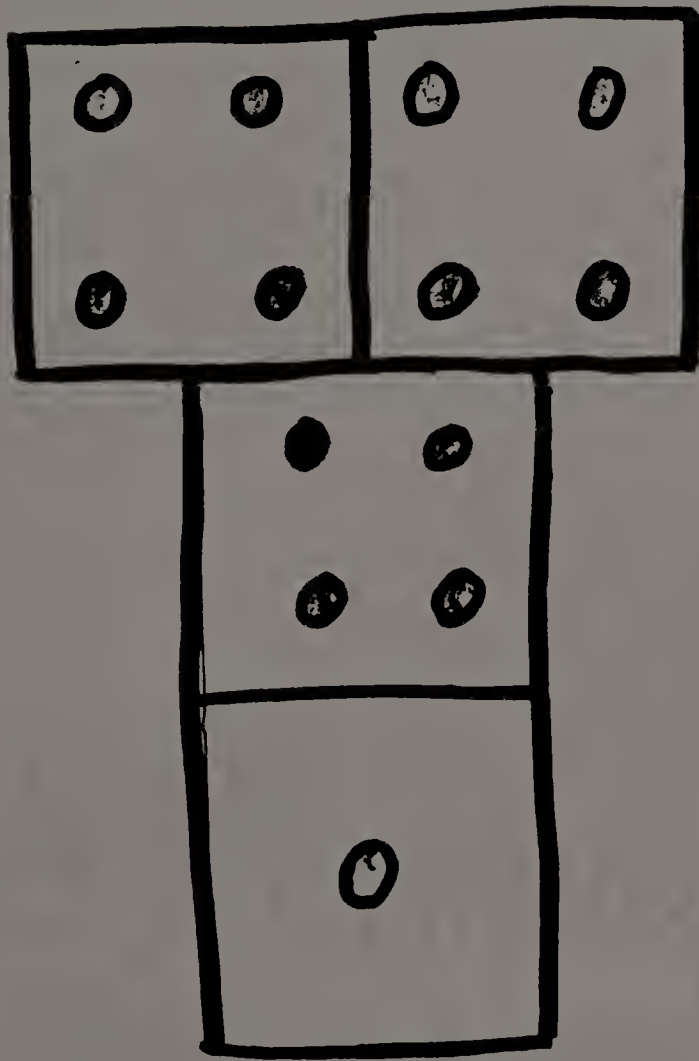
doctor

dólar



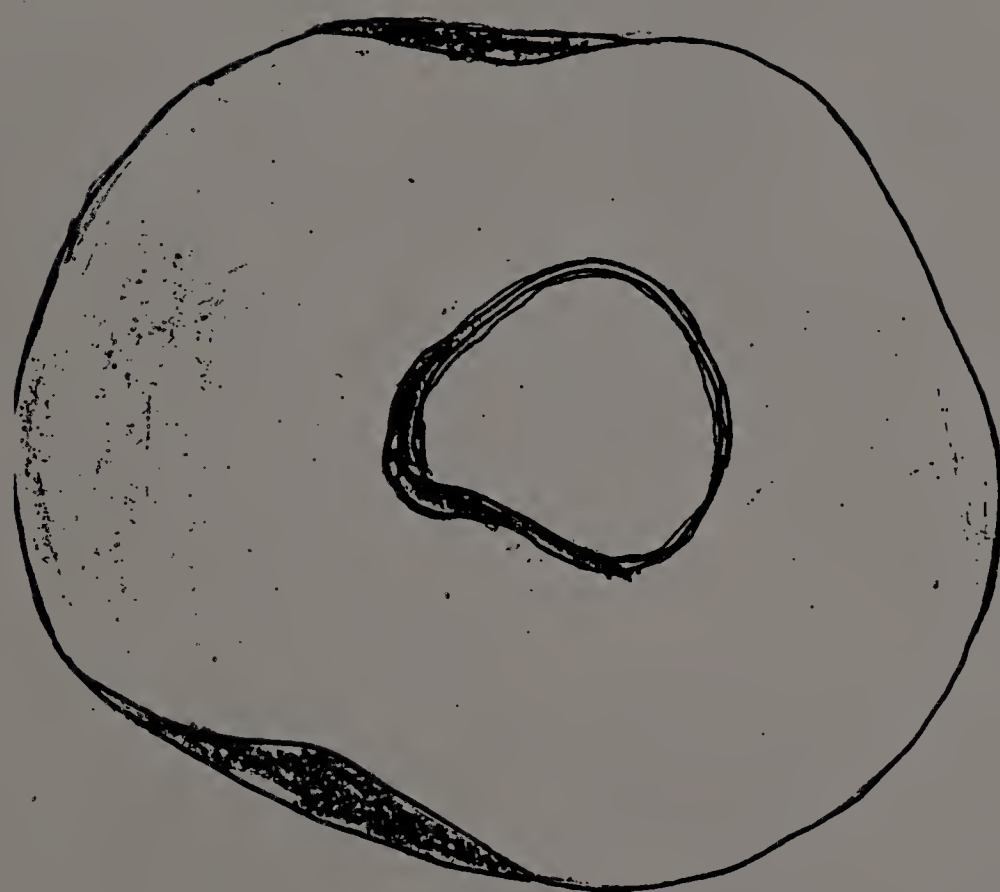
dollar

domino



domino

dona



donut

familia



family

f i e s t a



f i e s t a

fu'tbol



foot ball

gorila



gorilla

güiro



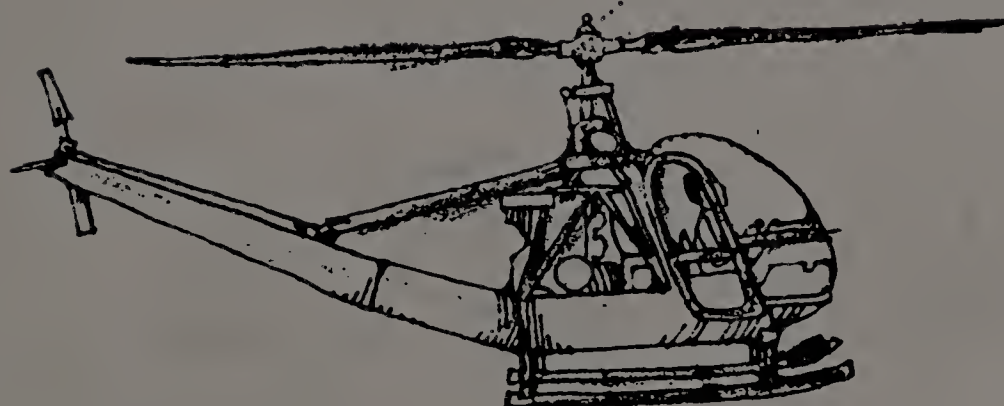
güiro

guitarra



guitar

helicoptero



helicopter

iglú



igloo

indio



indian

insectos



insects

k i k i r i k í



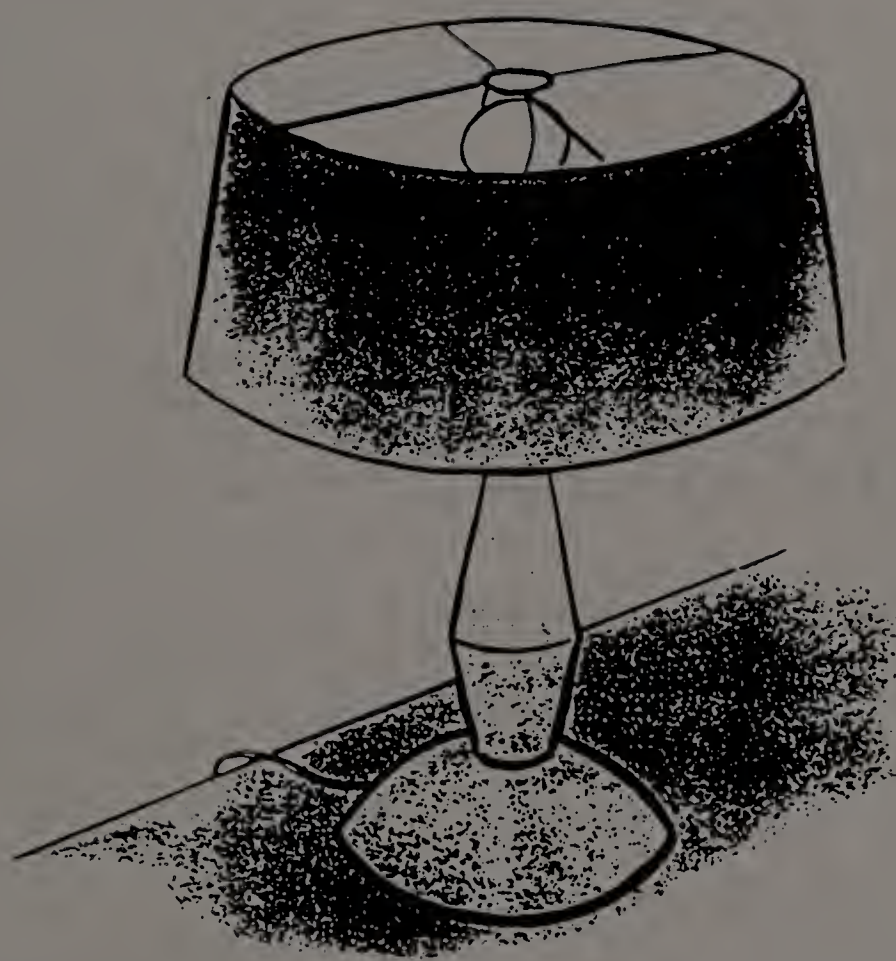
K i k i r i k í

kiosco



kiosco

l a m p a r a



l a m p

limón



lemon

león



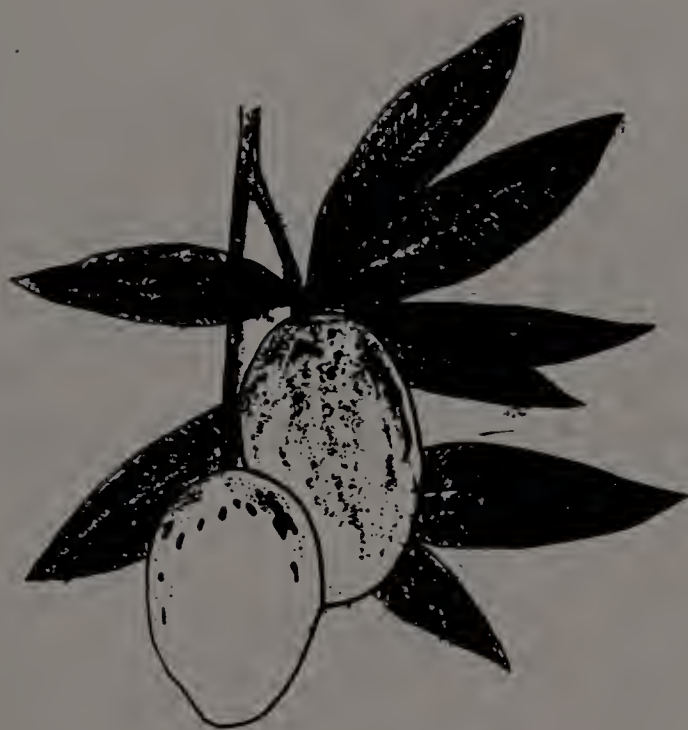
lion

Llama



Llama

mango



mango

mapa



map

maracas



maracas

me lón



melon

mitón



mit ten

mono



monkey

mosquito



mosquito

mu cha cha



mu cha cha

muchacho



muchacho

música



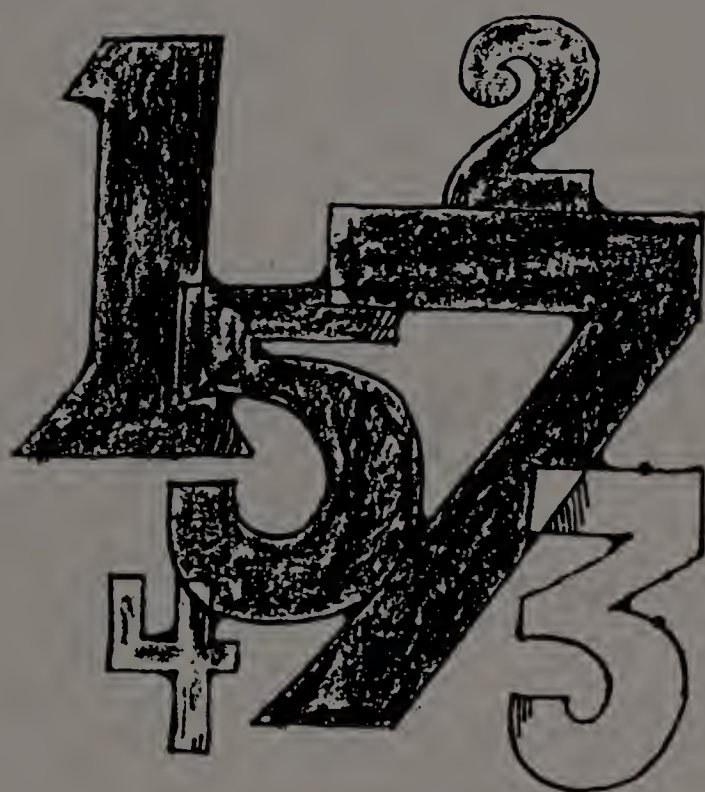
music

níquel



nickel

números



numbers

papá



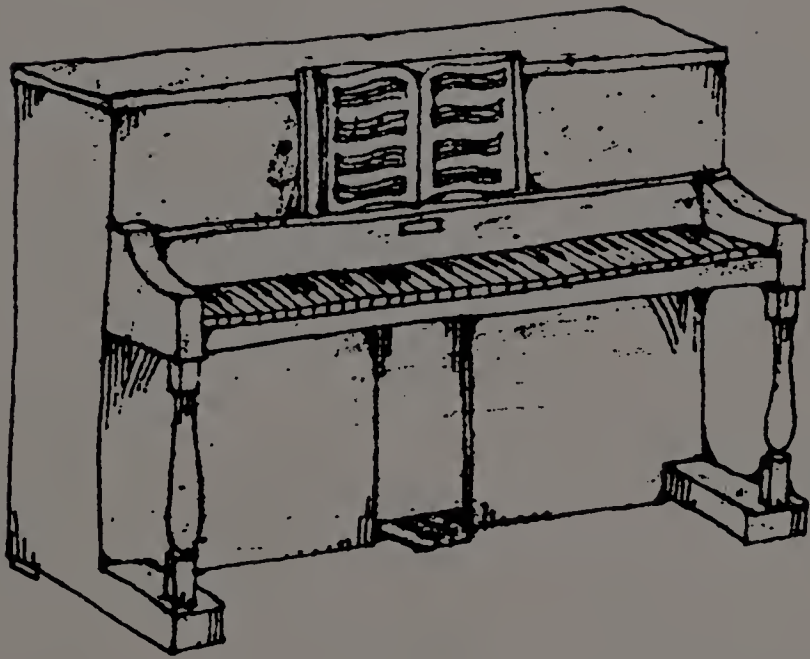
papa

pera



pear

piano



piano

piloto



pilot

piñata



piñata

pino



pine

pizza



pizza

Puerto Rico



Puerto Rico

purpura



purple

radio



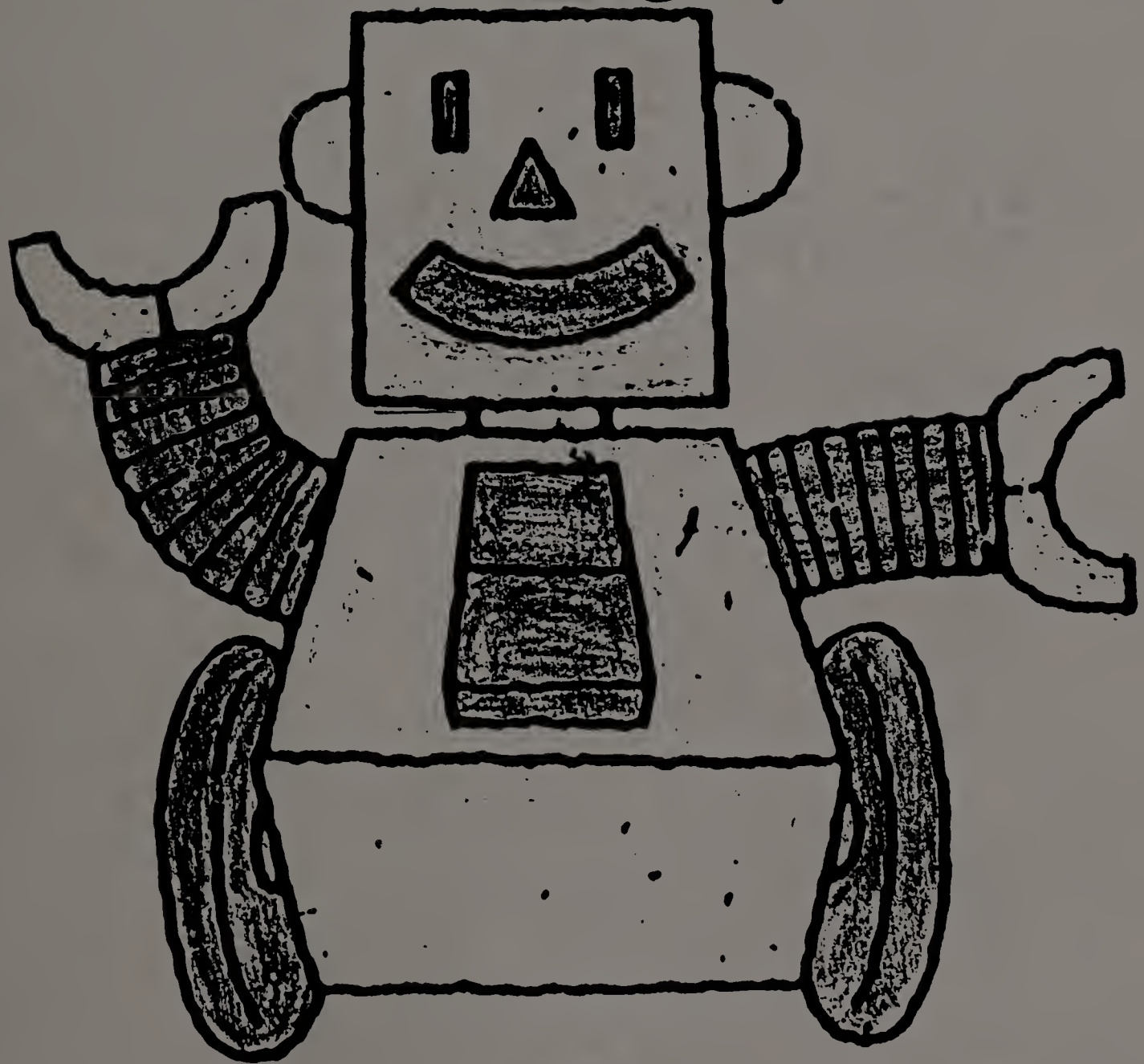
radio

rata



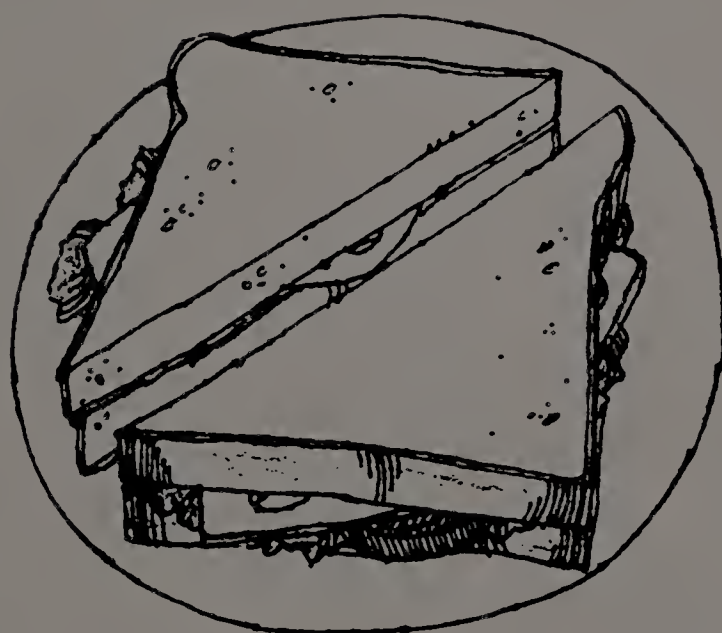
rat

robot



robot

sandwich



sandwich

Santa Clos



Santa Claus

soda



soda

so fá



so fa

sombrero



sombrero

sueéter



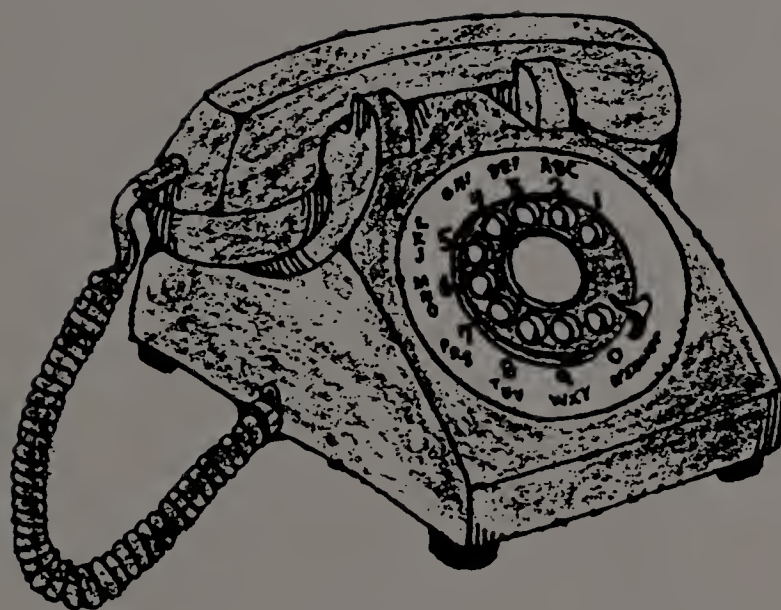
sweater

taxi



taxi

telefóno



telephone

televisión



television

tigre



tiger

tomate



tomato

triangulo



triangle

tuna



tuna

unicornio



Unicorn

uniforme



uniform

vegetales



vegetables

violin



violin

yo-yo



yo-yo

yuca



yuca

cebra



zebra

APPENDIX F

WORD CARDS OF WORDS THAT
FACILITATE TRANSFER

alfabe to

alphanabe t

amigo

amigo

antena

antena

bebé

baby

bola

ball

banana

banana

bate

bat

burrro

burrro

camello

camel

camara

camera

coquí

coquí

dentist

dentist

dinosaurio

dinosaur

doctor

doctor

dólar

dollar

domino

domino

donna

donut

familia

family

fiesta

fiesta

fútbol

football

gorila

gorilla

güiro

güiro

guitarra

guitar

helicopter

helicopter

iglú

igloo

indio

indian

insectos

insects

Kikiriki

Kikiriki

kiosco

kiosco

lámpara

lamp

limón

lemon

león

lion

Hlama

Hlama

mango

mango

mapa

map

maracas

maracas

melón

melon

mitón

mitten

mono

monkey

mosquito

mosquito

muchacha

muchacha

muchacho

muchacho

música

music

niquel

nickel

numeros

numbers

papá

papá

pera

pear

piano

piano

piloto

pilot

piñata

piñata

pino

pine

pizza

pizza

Puerto Rico

Puerto Rico

púr púra

purple

radio

radio

rata

rat

robot

robot

sandwich

sandwich

Santa Claus

Santa Claus

soda

soda

sofa

sofa

sombrero

sombrero

sweater

sweater

taxi

taxi

te|e'f|o|n|o

te|le|p|h|o|n|e

television

television

tigre

tiger

tomate

tomate

triangulo

triangulo

tuna

tuna

unicornio

unicorn

uniforme

uniform

veege faales

veege faables

violín

violin

yo-yo

yo-yo

yuca

yuca

cebra

zebra

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