

Hands On Literacy Conference
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Supporting Mother Tongue Development: A Way of Ways

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Hands on Literacy Conference
Free Voluntary Reading/Mother Tongue Development
Presenter: Jan Stipek

Take a moment to fill in the *first two* columns in this KWL chart:

What I know about this subject	What I want to know about this subject	What I learned

Presentation Overview

- What are the advantages of supporting mother tongue development in an international school setting?
- What are the advantages of Free Voluntary Reading (FVR)?
- Case Study 1: Shanghai American School and Overseas Family School, 2004-2006: Stipek
- Case Study 2: International School of Prague 2004-2007: Titterrington, Stipek
- Scenes from the Classroom
- Discussion: How can a FVR mother tongue program be adapted for different schools?

Mother Tongues Languages Spoken

English Spanish Bengali
Mandarin Japanese Norwegian
Hindi Russian Boormese
Tamil German Danish
Urdu Tagalog **Sindhi**
Dutch Farsi
Bahasa Indonesia Hokien
Swedish Italian
Portugese Malayalam Slovenian
French Marathi
Korean Malay Finish
Myanma Sihalese Greek
Hebrew Cantonese Thai **Polish**
Afrikaans Bangala
Serbian

Language Survey Sample OFS 2008

Language Survey

- 1) Nationality 1: Myanmar
 Nationality 2 (if applicable): Indian

- 2) List your languages in order of proficiency (1 = completely proficient). Check (✓) the ability to speak/read/write.

	Language	Writing	Reading	Speaking/Listening
1	Myanmar		✓	✓
2	Hindi			✓
3	Urdu		a bit	✓
4	English	✓	✓	✓
5				

- 3) Language/s I grew up speaking with my parents:

1. Myanmar
 2. English
 3. ~~Urdu~~

- 4) If you did not list English in question 3, how many years have you been learning and actively using English?

- 5) Did you go to a school with a language of instruction other than English? If yes, which grades?

Yes, ~~1st~~ since I was a baby to 4th grade ...



Free Voluntary Reading Mother Tongue Program

Goal:

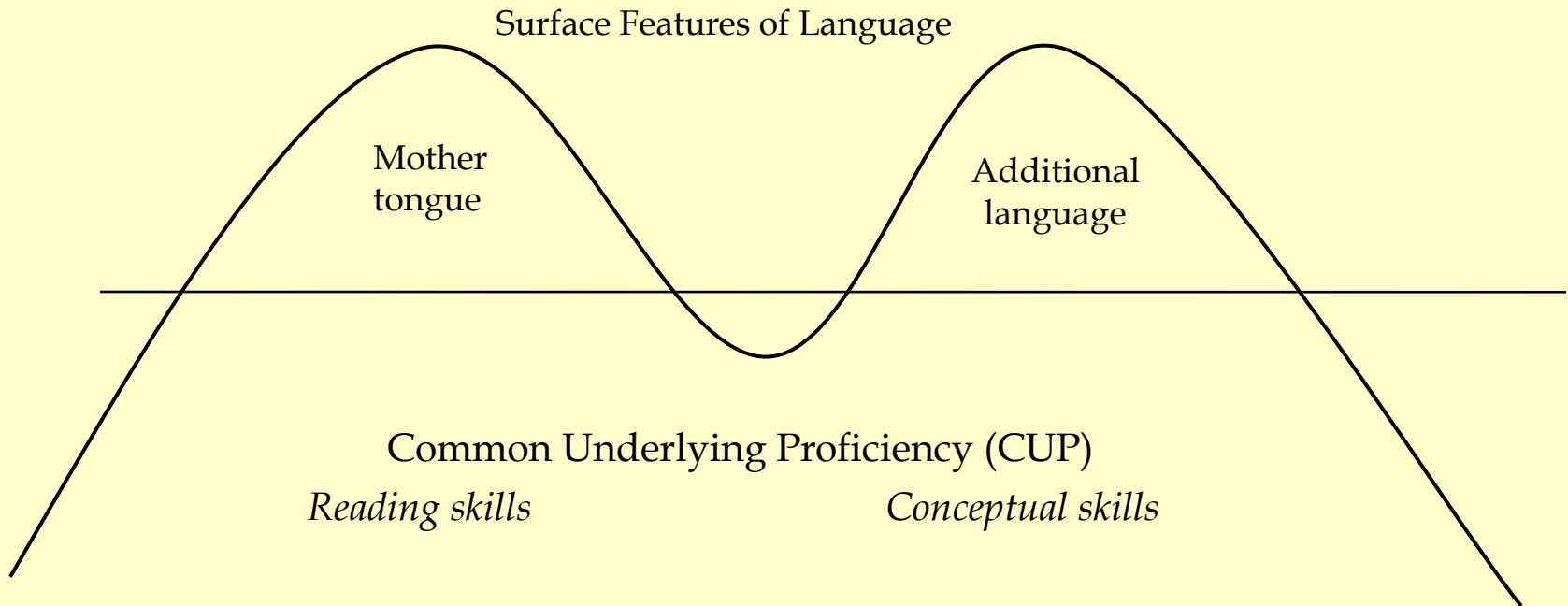
To support mother tongue
literacy through free
voluntary reading in the
mother tongue as a part of
curriculum.

What are the advantages of supporting mother tongue development in an international school setting?

- Promotes skill-transfer between languages
- Affirms cultural heritage
- Strengthens self-worth and family connectedness
- Promotes international mindedness in the school setting
- Safeguards the linguistic heritage of humanity

How do skills transfer between languages?

Dual Iceberg Theory



The two icebergs are visibly different but underneath the surface, the two icebergs are fused such that the two languages do not function separately. *Both languages operate through the same central processing system* (Cummins, 2000)

Collier and Thomas (2000) research showed:

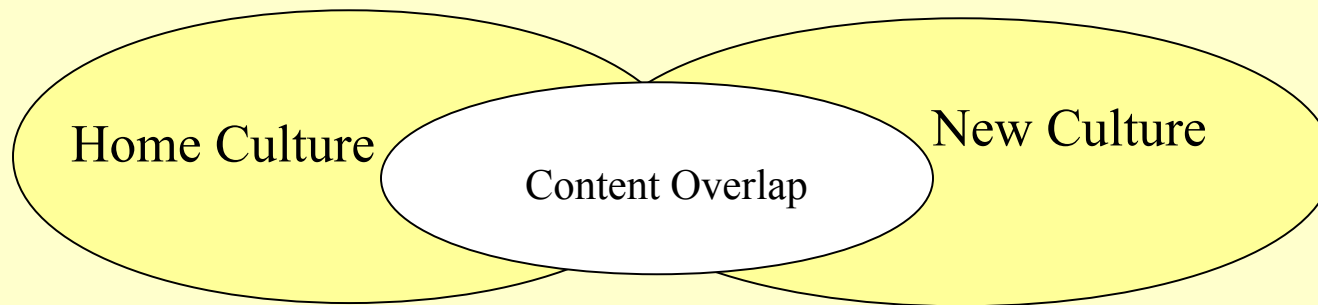
The amount of formal schooling in students' home language was the strongest indicator of success in English (two million student records from 1982-1999, +150 home languages)

After school or curriculum-based?

Virginia Rojas (2005) claims that the possibilities for schools to create links between curriculum subjects will be enhanced when mother tongue provision is integrated into the curriculum of an international school.

How does supporting mother tongue affirm cultural heritage?

- Maintain cultural links with home country
- Prepare for return to home-country school system



Mushi, 2001:

Content is contextual

Content may overlap between contexts

Content might be more accessible in mother tongue

How does supporting mother tongue development strengthen self-worth and family connectedness?

- increases confidence to take important language learning risks in new language and new culture
 - promotes parental ties, family membership
- (Wong -Fillmore, 1991)

How does supporting mother tongue development promote international mindedness?

- affirms cultural diversity and cultural awareness (Sylvester, 1998)
- encourages open and respectful attitudes to other cultures (Beus & Spoon, 2006)
- promotes additive bilingualism and biculturalism, a goal of international education (Gallagher, 2002)



The Power of Free Voluntary Reading (FVR) Overview

1) What is FVR?

2) The Evidence

3) Alternatives to FVR



What is FVR?

“Free voluntary reading (henceforth **FVR**) means reading because you want to. For school-age children, FVR means no book report, no questions at the end of this chapter, and no looking up every vocabulary word. FVR means putting down a book you don't like and choosing another one instead. It is the kind of reading highly literate people do obsessively all the time.”

(Krashen, 1993)

The Power of Free Voluntary Reading

Free voluntary reading is one of the most powerful tools we have in language education, and, FVR is the missing ingredient in first language "language arts" as well as in intermediate second and foreign language instruction.

FVR will not, by itself, produce the highest levels of competence; rather, it provides a foundation so that higher levels of proficiency may be reached. When FVR is missing, these advanced levels are extremely difficult to attain.

Evidence:

Benefits of Reading on Vocabulary

The chance of a reader acquiring a new word from one exposure is 5 to 20 percent. At an estimated 1 million words per year, the bottom 5 percent would result in vocabulary growth of about 1000 words a year (Krashen, 1993).

Teaching vocabulary lists is inefficient—the time is better spent reading alone (Krashen, 1993).

Evidence:

Benefits of Reading on Grammar and Spelling

While reading, the learner is focusing on the message rather than the words or sentence structures it contains (Elley, 1997) and thus picks up language incidentally.

Those who read in a second language write and spell better in that language.

Teaching grammar has no influence on language growth of typical secondary students.

Each time readers read a passage containing words they cannot spell, they make a small amount of progress in acquiring the correct spelling (Krashen, 1993).

Evidence:

Results on Tests and Quizzes

In 38 or 41 studies, students using FVR did as well or better in reading comprehension tests than students given traditional skill-based reading instruction.

Two studies reported higher scores on standardized tests when FVR was used.

FVR is nearly always superior to direct instruction on tests of reading comprehension, vocabulary, writing, and grammar.

*Evidence:
Effects of L1 Literacy and Reading on L2*

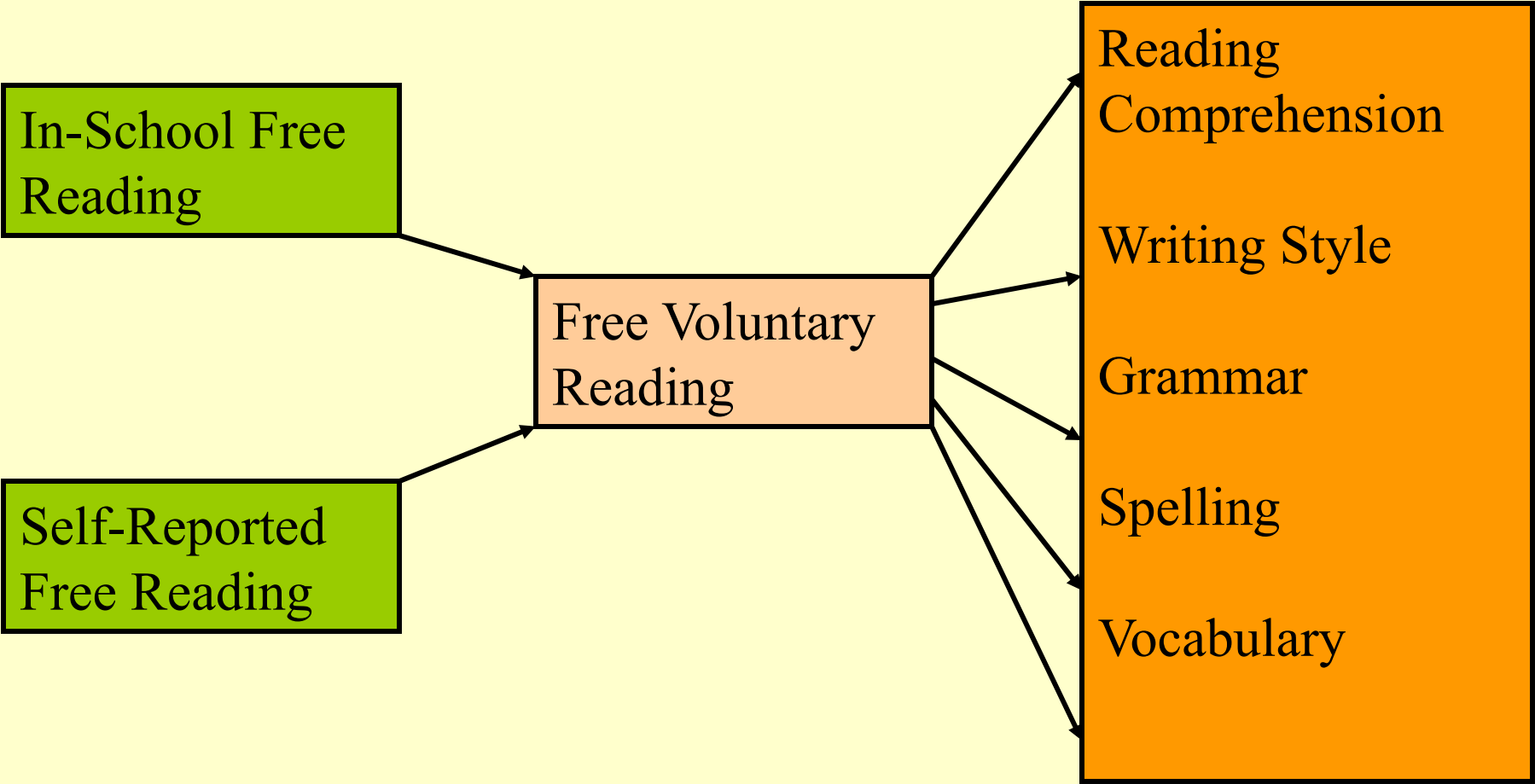
People acquiring a second language have the best chance of success through reading (Krashen, 1993).

Contrary to popular belief, research has shown that reading ability transfers to English from orthographically and typologically distant languages as well, including Chinese, Vietnamese, and Japanese (Krashen, 1997).

Students who have a solid foundation in their mother tongue develop stronger literacy abilities in the school language as knowledge and skills transfer across languages from L1 (Cummins, 2005).

Evidence:

The Reading Hypothesis



Alternatives in Language Learning to FVR

The alternative to FVR, or pleasure reading, could be direct instruction.

Problems with direct instruction (Krashen, 1993):

- 1) Language is too complex to be taught or learned one rule or word at a time;
- 2) Literacy can be developed incidentally (without formal instruction);
- 3) The impact of direct instruction is typically small or nonexistent.

The Result of Combining MT Literacy Support and FVR

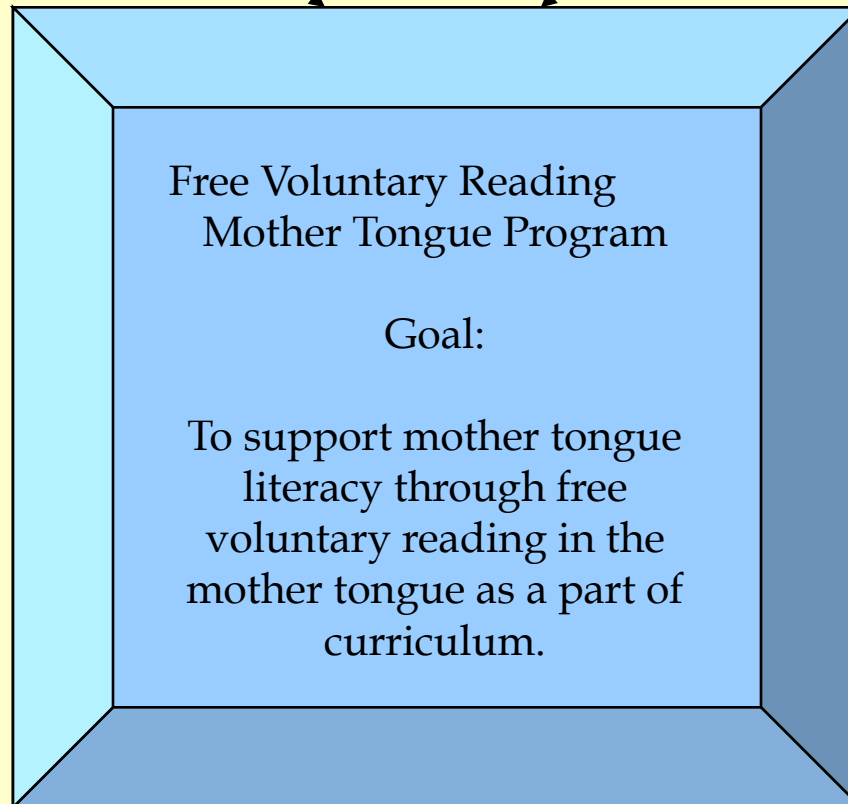
Mother Tongue Literacy
Support (J. Cummins)

Free Voluntary Reading
Concept (S. Krashen)

Free Voluntary Reading
Mother Tongue Program

Goal:

To support mother tongue
literacy through free
voluntary reading in the
mother tongue as a part of
curriculum.



Case Study 1:

FVR Program and Promoting Mother Tongue at Shanghai American School

- 1) *Introduction*
- 2) *Introducing the Program*
- 3) *Logistics*
- 4) *Method*
- 5) *Findings*
- 6) *Summary*

Introducing Mother Tongue FVR Program at SAS:

- Staff presentation of advantages of FVR
- An invitation to reading in MT/intro FVR
 - Fun Lesson on Benefits of Reading (incl. Facts about effects of L1 reading on L2)
 - Students made posters – displayed around school
 - INVITATION only – no assessment

Logistics:

→ Literacy block (30-40 min of the afternoon core block): implemented to promote overall literacy; when not FVR, then other literacy skills, e.g. context clues, skimming, scanning). Generally FVR once a week.

→ Alternative (if no special 'Literacy block'):

Take time out of regular class – research clearly proves that FVR is an equal or better alternative to direct instruction anyway. Other available time slots (advisory, study hall, etc.)

Action Research

Dealt with promoting mother tongue (L1) literacy and reading-benefits awareness in general.

Project argued that the easiest way to promote L1 literacy is by direct encouragement connected with pleasure reading.

Hypothesis

Showing students the benefits that reading in L1, and reading in general, has on their language development, will result in an improvement of attitude toward reading in L1 and an increase in the amount of time students read in L1. An equally important hypothesis is that the reading amount done in any language will also increase. In order to prove this, I chose an experimental and a control group, each consisting of 27 Shanghai American Middle School students and measured their attitude, overall reading time, and reading time in L1.

Method:

Two groups (for research purposes) – experimental group was ‘invited’ to do FVR (in any preferred language); control also assigned reading time but no fun lesson on benefits of reading in L1.

Two sets data were obtained:

- 1) An attitude score obtained by using a Likert scale; and
- 2) Average time spent on reading. For the latter, I was interested in overall reading time (in any language) as well as reading in L1. All data was collected by tallying the students’ pre- and post-surveys.

Reading and native language Survey

Name:

Date:

Team: Red Flames/ Golden Eagles (circle one)

Homebase teacher:

Languages spoken at home:

Native language: _____ (This is the language you grew up speaking with your parents and grandparents; it should be different than English).

Directions: Look at the statements and check the appropriate box. Please check only 1 box for each statement.

	Never/No	Rarely/Mostly not	Sometimes/Kind of	Always/Yes
I read in my native language.				
I prefer to read in my native language than in English.				
I read in my native language at school.				
Reading in native language is easier for me.				
I like reading (in any language).				
I use the SSR time in Literacy effectively (I read the whole time, not want to waste too much time).				
Reading can make me a better student.				
Reading in native language will help me improve my English skills.				
If I were allowed, I would read in native language during Literacy SSR.				
I would like to talk about books I enjoy with my classmates.				
We should get more time for SSR.				

On average, how many minutes (or hours) do you read in any language a week? (Including SSR)

Hours:

Minutes:

On average, how many minutes (or hours) do you read in your native language a week? (Including SSR)

Hours:

Minutes:

Observation Log

Appendix 4: SSR Observation Log

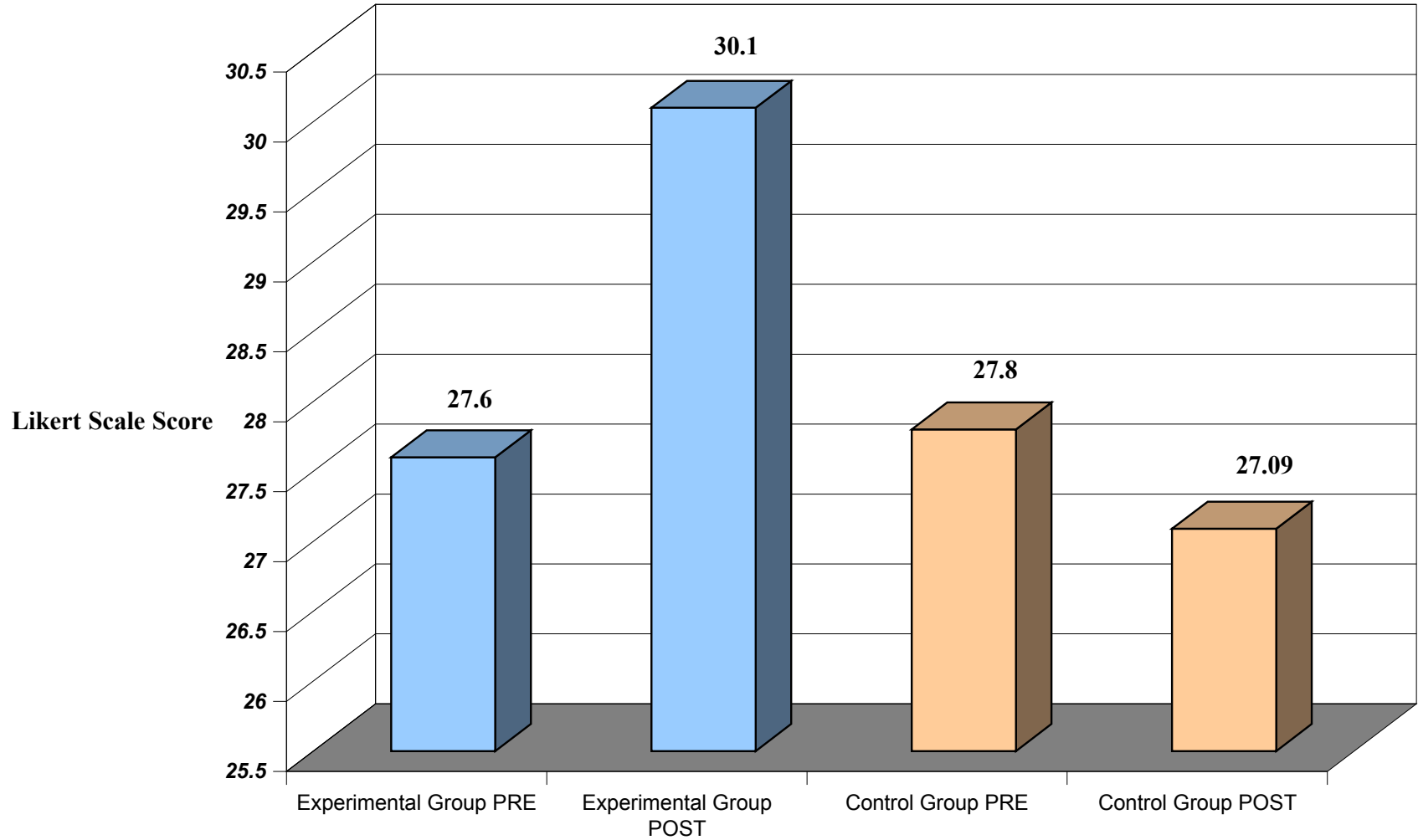
SSR Observation Record

SSR #	Date	Teacher	Student	Book/Language
1	Feb 17			no observation → Subbed for Curtis
2	Feb 24	Robinson	Swanson Amees di Ho	Chinese book Korean book Korean comics
		Curtis	Yong Han Jack	comics (English) Korean book
		Frank	Stone Clea Malayna Lee?	Korean printout on therapy(?) teen magazines in English
		Tolliver	Dake Emie Athen	science magazine (English) English magazine comic book
3	March 6	Robinson	Sara J. Keri Taylor Tanner	middle school text book Libby Records encyclop. poetry
		Frank	Jack di Ho	Good book, at home Korean magazine
		Curtis	Benny, Katherine, Ethan, Stephen Amees	poetry Korean novel

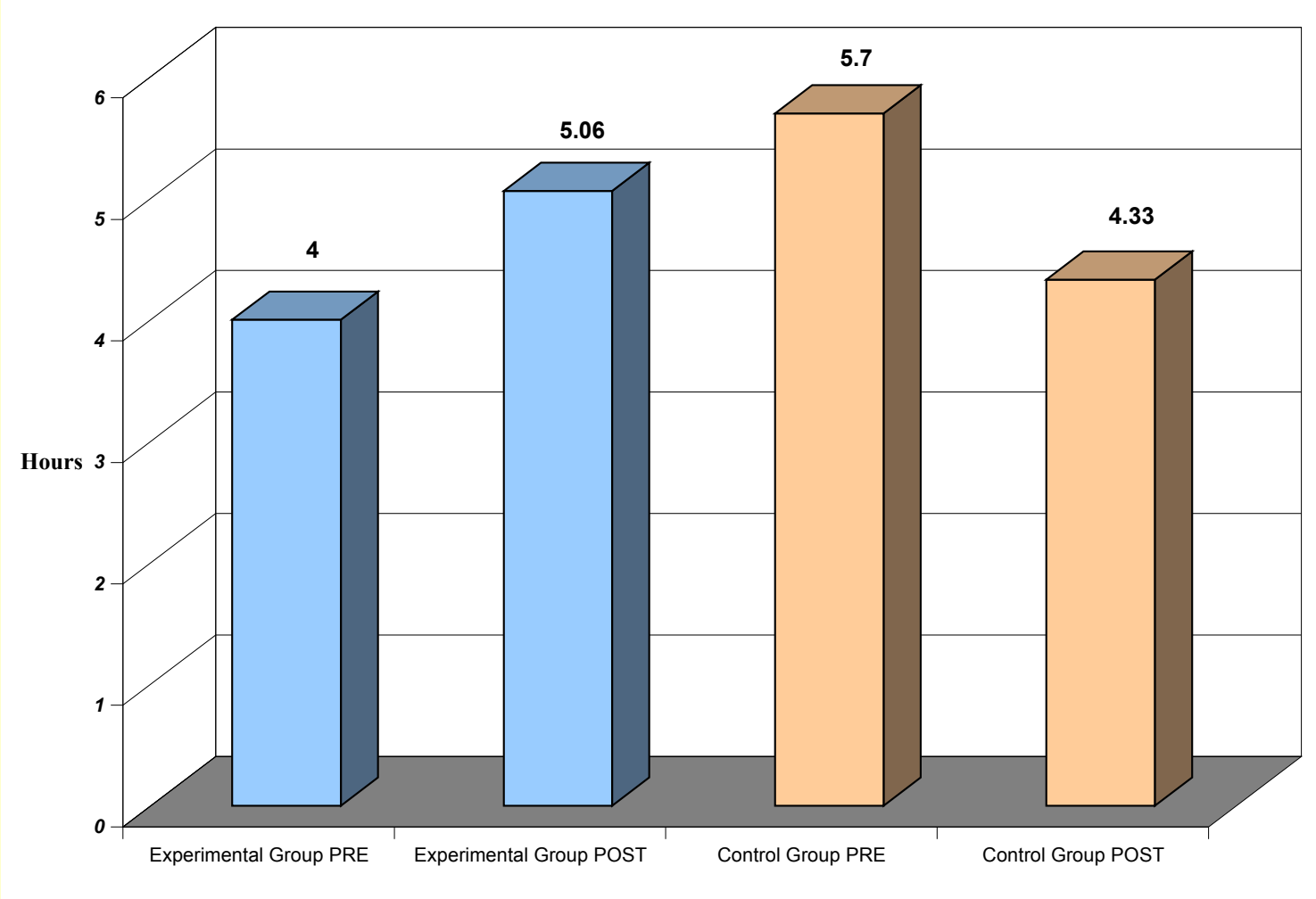
Findings:

After intervention, the experimental group demonstrated a significant increase in their attitude to reading ($p < 0.05$, $t = 2.5$, $df = 52$) and time spent reading ($p < 0.05$, $t = 2.56$, $df = 52$). They did not show a significant increase in time spent reading in L1 ($p > 0.05$, $t = 1.39$, $df = 52$).

Data Analysis: Attitude

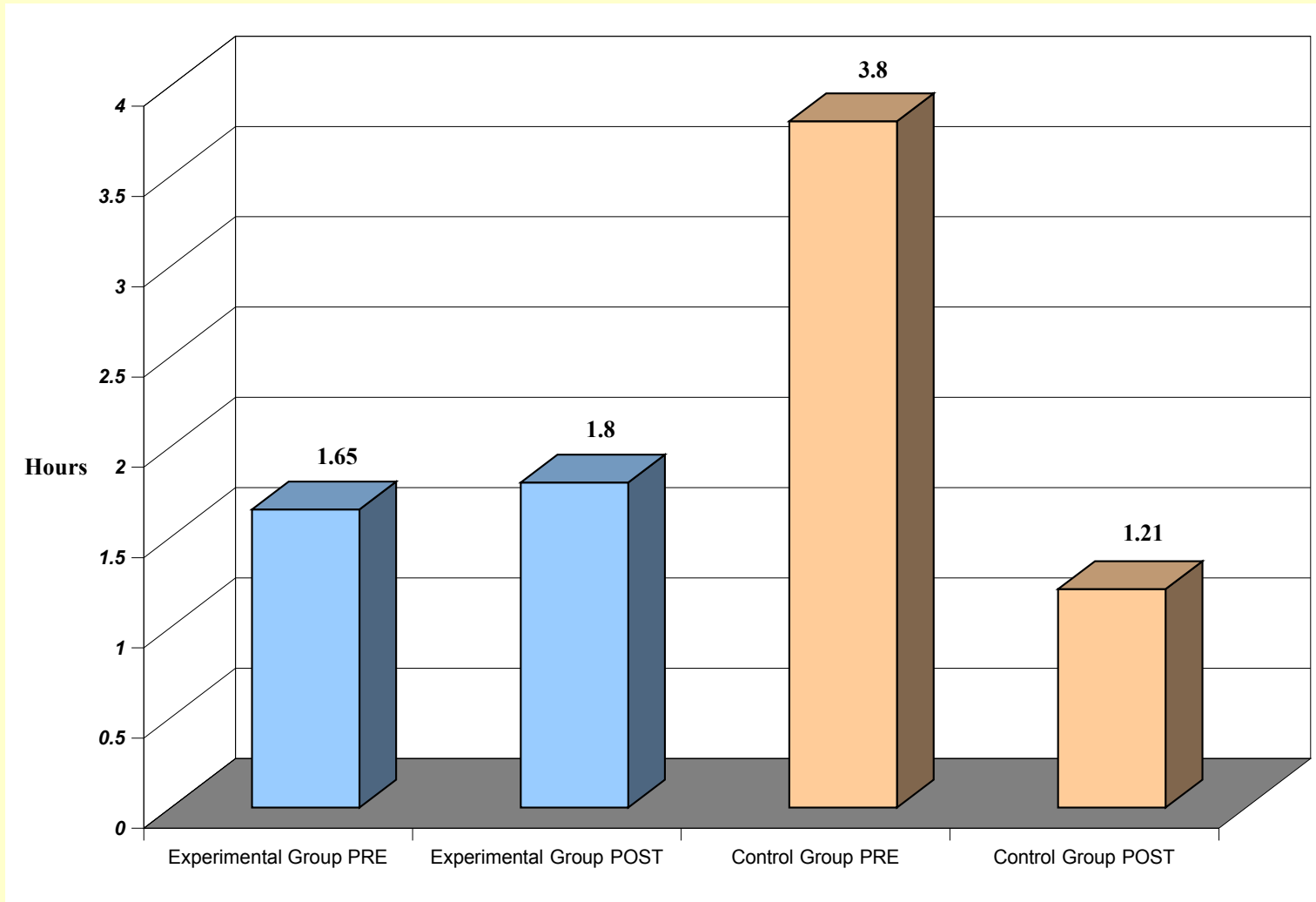


Data Analysis: Reading Amount ANY Language



Pre- and Post-Survey Reading Amount in ANY Language

Data Analysis: Reading Amount L1



Pre- and Post-Survey Reading Amount in L1

Student Reflections

Ten of the 27 subjects claimed that their reading habits have changed. Their answers included:

- read more in L1
- enjoy reading more
- reduced time spent online in favor of reading
- read a variety of materials

All 27 subjects remembered at least one benefit of reading (the second question was “What did you learn from the presentation?”), and 9 students would like to have more SSR (“What would you like to change about SSR?”)

A total of 13 subjects mentioned reading in L1 either in answer to question one (reading habits) or question two (presentation findings).

Summary:

My research clearly proved that schools can do more to encourage students to increase, and improve the quality of, their reading time, but this encouragement can be quite simple: Discuss with students the importance of reading, its benefits, mother tongue literacy and its effects on language acquisition.

This solution may not be as elaborate as designing and implementing a reading (or mother tongue) program but if consistent and long-term, it can produce significant results.

Free Voluntary Reading Scenes from the Classroom





导 读

沈从文(1902—1988),原名沈岳焕,湘西凤凰县人。沈从文读过两年私塾,正规教育仅是小学,他的知识和智慧更多是自然和人生这部大书给他的。

凤凰城墙外绕城而过的清澈河流,是他儿时的乐园,给予他无穷享受。他与小伙伴在这里游水嬉戏,也常常在河滩上看见被处决犯人的尸体。这美与野蛮的奇异组合,都对沈从文后来的创作产生了强烈的影响。沈从文十五岁当兵,五年行旅生涯,大部分时间辗转于湘西沅水流域。河水不但滋养了两岸的生命,也滋养了沈从文的生命体验,培养了沈从文特殊的审美心理。可以说,对水的生命体验,培养了沈从文特殊的审美心理,转化成他小说优美的诗意。

1922年,沈从文脱下军装,来到北京,他渴望上大学,可是只受过小学教育,又没有半点经济来源的他,最终只能在北京大学旁听,后来一边在香山慈幼院打工,一边勤奋写作。在他生涯最绝望的时候,曾写信给郁达夫求助,郁达夫登门看望了这位衣衫蓝缕的湘西青年,慷慨解囊,并写下激愤的《给一位青年作者的公开状》。1924年,沈从文迎来命运的转机,他先后在《晨报副刊》、《语丝》、《京报副刊》上发表作品。1925年,他来到上海,与丁玲、胡也频一起创办《沉从文文集》。



人接触，他在社会上也就有了

一种难以消除的隔

壁。他与“城

的经验，知识乃至价值观上，

情感，已经留在了那

天坐在屋中，耳朵里听到

水声，那是湘西的水声，划船声，

渡船声。现代化”是人类

另一种生活，另一种人

性和人生，才是民族理

想，为民族灵魂

的创作是建“小船”。

沈从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

，从文创作心

小说以真挚的情感，优美的语言，诗意的意境，

表现从文式的理想世界，宛如清幽悠远的牧歌，

表现作者对自然的情怀，对生命之美的人情与

生命的思索。沈从文特殊的文化选择和文化观念，

得到最完美的表现，这是沈从文小说中最优秀的水

1942年完成的《边城》，是这类“牧歌”式小说的自

沈从文小说创作的一个高峰。

小说叙述的是湘西小镇一对船夫家的相依平凡字

生，以及这平凡字中难以抹去的寂寞和“孤独的凄

“由四川过湖南去，靠东有一条官路。这官路将近

渡，到了一个地方名叫茶峒的小山城时，有一条小溪，溪边有

白色小楼，楼下住了一户单独的人家。这家人只有一个老人，

一个女孩子，一只黄狗。”小说在这样朴素而又细腻地人的情

景中开始叙述，开篇就为我们展示了一个宁静古朴的湘西乡

间世界。小说叙述了主人公翠翠的一段朦胧而了无结果的恋

情，但爱情却不是小说所要表现的全部。翠翠是母亲与一个民

兵的私生子，父母都为这不道德的，更是无望的爱情自尽而

逝，留下孤苦无依的翠翠。她的生活中就只有爷爷、渡船、

渡船，沈从文用平实的语言描绘了翠翠与爷爷相依相依的生

活，淳朴自然的民风，善良敦厚的本性，近乎原始的单纯

的民风，清澈的溪水，白日里那夜夜静谧的渡船一起，构成一幅

清静、美丽、更兼诗意的优美意境。

Touching
story...
It was quite good!
2/5/11

The conquest
of happiness
by Bertrand Russell
recommended by Major

HOO
Recommended

ns and legends
Henry Horowitz
ended by Olav, 1

리버보이
"River Boy"
by Tim Bowler
★★★★½
Recommended by Kyungha

Three daughters
of BEIJING
by Pearl S. Bu
Kath

best friend's child
★★★★½ author: Dorothy
recommended by hWhoktsonson

Twilight
by Stephanie
Meyer ★★★★★
Recommended

Moby
by Louis Sachar
★★★★½
Ch. Nathan

Tree of possibilities
Bernard Werber
recommended by Emma
★★★★★

New man by
Stephanie
Meyer
★★★★★
Recommended

The No
Chron
★★★★★
Recommended

Sophia's world
by
★★★★½
Recommended by Heman

SHADOWS
GLASS
★★★★★
Recommended by

End



El viejo y el mar

(The old man & the sea)



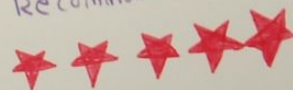
by maria.

~ The Joy Luck Club ~
By: Amy Tan
Recommended by: Jiaxin
★★★★

Arcemist

BY. Paulo Coelho

Recommended by Kyungha



* stopping
Park (man-utd)

SHE?

Laikho Yoon
★★★★

0 1
1 1
2 0
1 1
2 2

"Lucky Day"

By. 0 1
1 1
Hyun Jin

★★★★★



10.1 Ladies' Detective Agency Alexander McCall Smith

igo Season AMULYA MALLADI

REBURN'S THE WEREWOLF OF FEVER SWAMP R.L. STINE

KENNETH OPPEL SUNWINING

A Wrinkle in Time

IN IRVING A PRAYER FOR OWEN

WAIN THE ADVENTURES OF HUCKLEBERRY FINN

DAVID EDDINGS CASTLE OF WIZARDRY

ANDY'S OP-GENRE
CREATED BY TOM CLANCY AND STEVE BIECZENIK



ác sắc để nói tình yêu thương và lòng cảm giận của nhà
thơ diễn tả tâm trạng. Tiếng kêu của chim tu hú như một âm
ảnh. Nói rằng bài thơ để ta nhớ là vì thể. Ta nhớ hình ảnh
nguồn chiến sĩ cách mạng có một lí tưởng cao đẹp. Đọc bài thơ đầy tâm
huyết của Tố Hữu, ta cảm nhận một phần của những chiến sĩ
thép của những chiến đấu vì một lí tưởng cao đẹp. Đọc bài thơ đầy tâm
chết vì tự do! Máu đào của các liệt sĩ đã làm cho lá cờ Tổ
Quốc thêm đỏ chói. Sự hy sinh anh dũng của những chiến sĩ
Cộng sản trong các nhà tù để quốc đã chuẩn bị cho nước ta
nở hoa sản ghê nhớ công ơn các chiến sĩ cách mạng. chúng
ta mãi mãi ghi nhớ công ơn các chiến sĩ cách mạng.
Thật vậy, bài thơ "Khi con tu hú" gợi nhớ trong lòng ta:
"Những hòn Trần Phú vô danh,
Sông xanh biên cả cây xanh núi ngàn"
(Ba mươi năm đời ta có Đảng)





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Discussion/Q&A:

Could a free voluntary reading mother tongue program work at your school?