Toward a Whole Language Curriculum for Teaching Reading in Spanish (Project)

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Abstract
Statistics from the United States Department of Education reveal that over half of the students in the United States lack foreign language proficiency. While immersion programs at the elementary level are the most successful model in helping students become proficient in a foreign language, they must have a clearly articulated curriculum. West Ottawa Public Schools recently began a Spanish immersion program, but lacks a Spanish reading curriculum. An evaluation of research reveals that the curriculum created for West Ottawa must capitalize on the fact that Spanish naturally divides into syllables and is an orthographically regular language. However, reading in Spanish still must be taught through a whole language approach that moves from whole-to-part and that is meaningful, integrated, and standards-based.

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The Whole Language Model seems to be a good option for addressing speech and language with a holistic approach [37] where speech and phonology always are addressed within a linguistic context [26]. Language Proficiency in Children with Cleft Palate. Article. Both groups were taught using a whole language approach for 45 min per day over 8 weeks. This research used a pretest-posttest design on word recognition and story application, and only a posttest design on story comprehension. This study designed a model of teaching reading for university EFL students based on the English curriculum at the Faculty of Languages and Literature and the concept of the team-based learning in order to improve the reading comprehension of the students. This clearly separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language. Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for.