

Tantangan belajar membaca dalam bahasa kedua

Perkembangan membaca dan kesulitan membaca pembelajar berbahasa kedua

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Definisi membaca

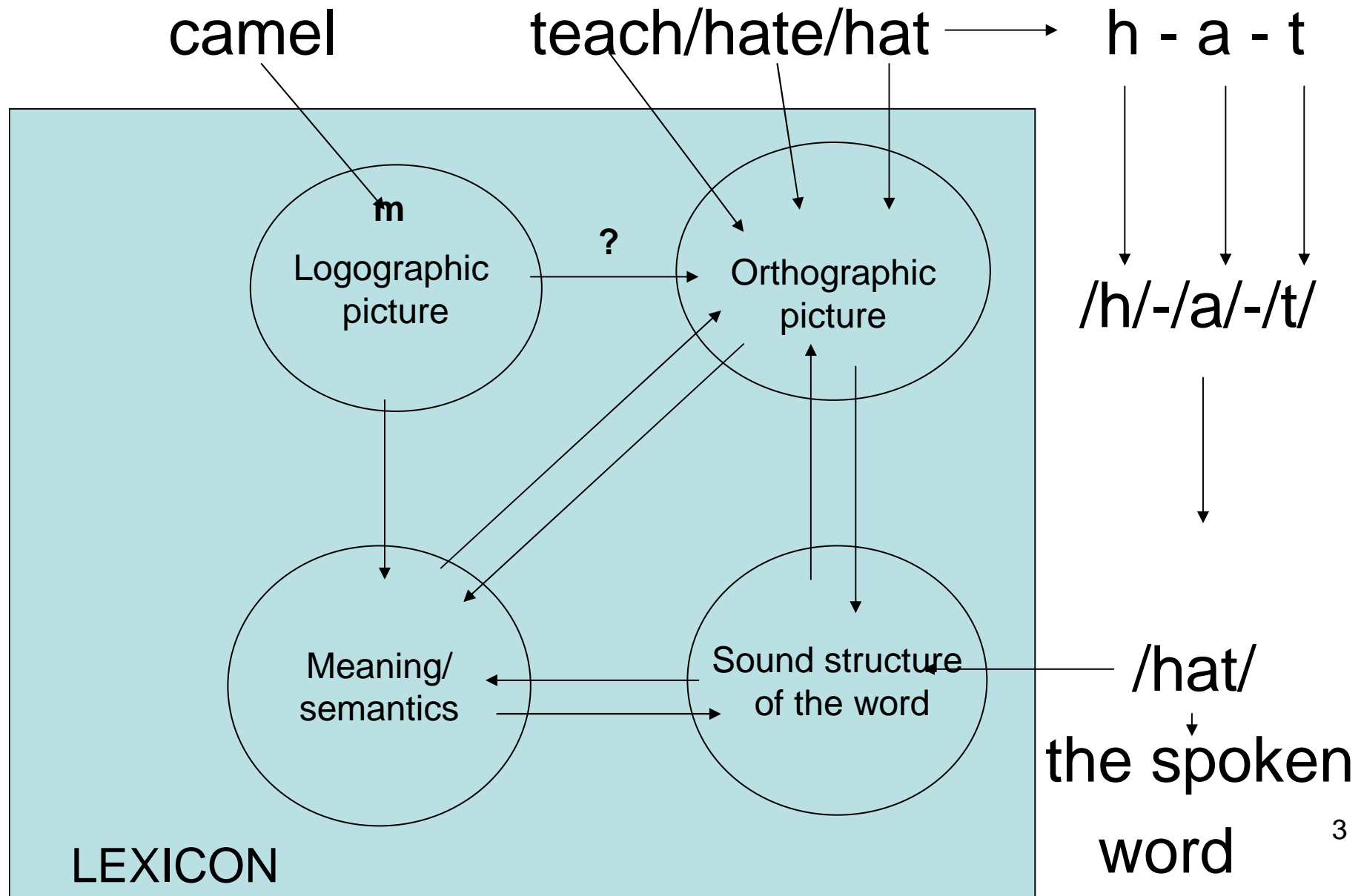
Membaca berarti mencari makna!

The Partnership for Reading, the National Reading Panel, dan the Reading First Law mendefinisikan membaca sbb:

Membaca adalah suatu sistem kompleks untuk mencari makna teks yang memerlukan hal berikut:

- Keterampilan dan pengetahuan untuk memahami bagaimana fonem, atau bunyi ujar dikaitkan dengan teks
- Kemampuan menguraikan kata yang tidak dikenal
- Kemampuan membaca dengan lancar
- Informasi latar dan kosakata yang memadai untuk memupuk pemahaman membaca
- Pengembangan strategi aktif yang tepat untuk membangun makna dari teks
- Pengembangan dan pemeliharaan motivasi untuk membaca

The dual route model of reading

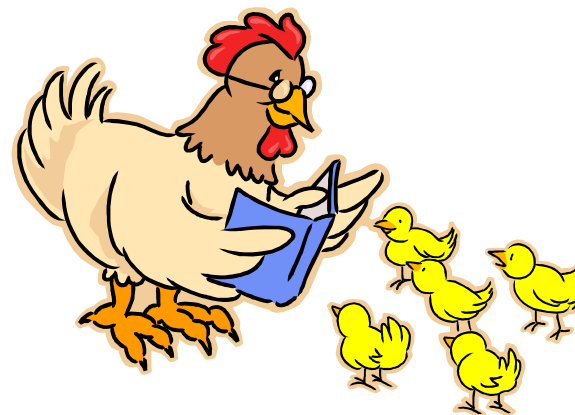


The five dimensions of reading

- Phonological awareness – phoneme awareness
- Decoding
- Vocabulary development
- Reading fluency
- Comprehension strategies

These dimensions have to be viewed or understood on the background of the cultural context in which the teaching of reading take place and the cultural context in which the child grows up.

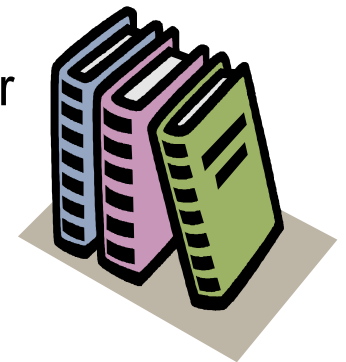
Where do the knowledge we have about learning to read leave us when it comes to learning to read in a second language?



First of all.....

- Demographic trends indicate that in the 21st century, second-language issues in early literacy development will remain a pressing concern – through out the world (Pang & Kamil, 2004).
- More than 9.7 million children in United States between the ages of 5 and 17 speak a language other than English at home according to data reported in the 2000 U.S. Census. Trends in Europe also show that the number of children learning to read in a second language is growing.
- Most research on second language learning and reading seems to have taken place in The United States. This leaves us with much knowledge about how children with different mother tongues learn to read English as a second language in the American school system, but give us less knowledge about the ways other languages in other cultural and pedagogical contexts are learned and developed as second languages.
- The greatest challenges met by the school systems when teaching children to read in a language that is not their mother tongue, however, may be found in many African and Asian countries/schools.

SL - Reading in a second
language



Problems learning to read a second language – is it a language problem or is it a reading problem? What can research tell us?

- Learning to read in a second language can mean different things in different settings
- Here the focus of Pang and Kamil (2004) will be taken: the reading of children who speak two languages or are in the process of learning a second language
- There are limitations of much research focused upon second language reading in that relevant information is lacking, that quantitative research has tended to obscure important individual differences and factors. Alderson (1996) underline that we need more case-study approaches which are longitudinal in nature and involve subjects carefully selected and matched for the purpose of comparisons and contrasts.
- There are problems comparing results from different studies because the two languages involved may differ in different ways. Some languages are closer to each other in, for example, that they belong to the same language family, differences in reading development in a second language may depend on reading abilities in the first language etc., etc.

- Reading research has for a long time come up with results showing that language 1 reading maps onto language 2 reading and researchers have concluded that it is important to learn to read in language 1 before (and sometimes in parallel to) learning to read in language 2 (See Alderson, 1996), and Cummins (1991) states that conceptual knowledge developed in one language helps to make input in the other language comprehensible - orally or orthographically.
- Elley (1996) has looked into the reading problems found in Fiji, an independent, multilingual country, where all children are exposed to English from an early age and as the medium of instruction after the first 3 or 4 years of elementary school. Fiji students show serious deficiencies in English reading skills. This is so even if English is the predominant language of government, of commerce and of the media.
- Viewing and discussing findings from research Elley concludes that there are two factors that should be subject to policy change: the lack of suitable literature for children in the schools and the nature of the English language teaching programmes in the elementary schools.
- Would these two factors also be central factors in the problems faced in many African and Asian countries for example?

Elley's analyses and conclusions corroborates with research findings and conclusions drawn by Walker, Rattanaovich and Oller (1992) in their book "Teaching all children to read. Concentrated language encounter Techniques". They show how explicit focus on children's language, the interaction between the child and the teacher and school learning environment provide a better basis for learning to read in a second language. These authors go further than Elley in that they state that many minority children cannot join the classroom/learning/teaching process because they just do not understand what is going on or why.



Research uncovering the necessity for learning to read in a first language before and alongside learning to read in a second language, is discouraging for cultures where children for different reasons have to learn to read a second language only – a language that is not properly learned before entering school.

HOWEVER – ENCOURAGING RESULTS HAVE BEEN UNCOVERED IN OTHER STUDIES SHOWING THAT IT IS POSSIBLE TO DEVELOP GOOD READING ABILITIES EVEN IF YOU AS A CHILD ENTER SCHOOL WITH LITTLE KNOWLEDGE OF THE LANGUAGE YOU ARE LEARNING TO READ FIRST.



Reading results from Singapore in the 1992 IEA Reading Literacy Study came out as a surprise.

Most children in Singapore speak another language at home than English, but learn to read in English in school as well as having English as the instructional language. By the age of nine they outperformed students in other parts of the world where English is the mother tongue.

This Singapore example demonstrates that it is fully possible to learn to read in a language different from the home language.

SL - Reading in a second language



The following central issues in learning to read in language 2 are collected from Pang and Kamil (2004). :

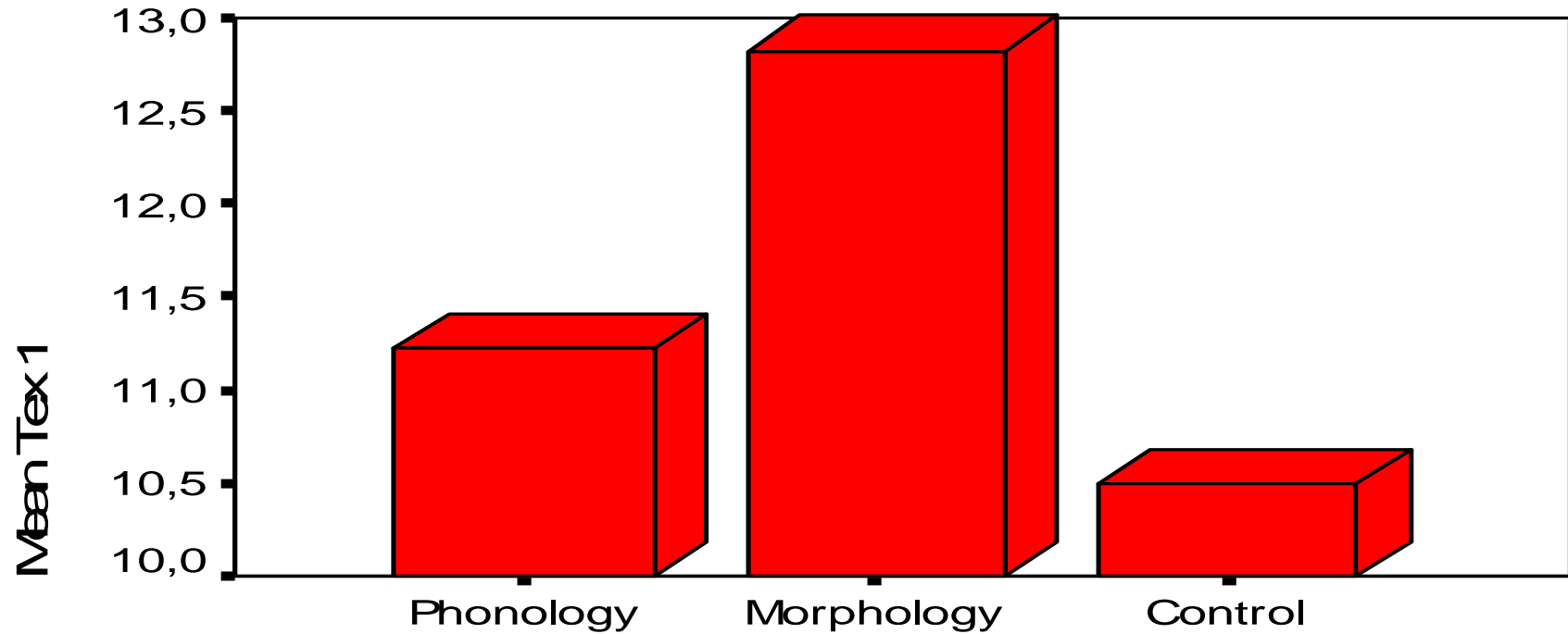
- Metalinguistic awareness/Phonological and phonemic awareness is a key component – and bilingual children often outperform monolingual children on tasks measuring metalinguistic awareness
- Vocabulary knowledge is crucial to reading comprehension in language 1 (National reading report, 2000), and there is evidence that it is equally crucial in language 2. NB! Recognizing cognates is important – and morphological knowledge and awareness may be helpful in doing this
- Comprehension – current views of reading conceptualize comprehension as a complex cognitive process whereby a reader actively interacts with a text to construct meaning. Meaning is therefore influenced by the text and the reader's prior knowledge.
- Comprehension strategies – reading research has highlighted the importance of reading strategies and strategy instruction (National Reading Panel, 2000).
- Socio-cultural factors and socio-political factors have a direct impact on language 2 learning and reading development. (home discourse patterns, majority-language/minority-status issues, community perspectives with respect to language etc

Morphological knowledge and awareness and reading development

- There is growing evidence for the linkage between morphological knowledge and awareness and reading development (See Bryant, Nunes & Bindman, 1998, Carlisle, 1995, and Lyster, 1998)
- Training studies show that morphological awareness training has impact on reading both in normally developing students (Henry, 1993) and in groups of dyslexic students (Elbro & Arnbak, 1996)

Reading Text 1 Grade 6

Differences between groups



GROUP

Effect of groups: P>C

Figure 3

When we read we go into a dialogue with the text (or the sender who is not there). This is a different conversation compared to a face-to-face-conversation.

Lundberg (2002) states that academic language certainly constitutes a register very different from face-to face conversation and that much longer time is required to catch up academically in a new language as compared to functioning in everyday social situations. This issue also is in the very centre of Cummins' (1984) focus.

Lundberg also points to the fact that there is a considerable amount of research showing that face-to face conversational skills in second language have lower predictive power in relation to academic reading performance in language 2 than performance in autonomous, connected discourse tasks.

The best predictor, and a very strong predictor, of language 2 reading seems to be vocabulary knowledge (Cummins, 1984), but since automatic identification of words is a necessity for developing reading fluency and good comprehension, the number of books available for children play an important role for reading development. Children need to read a lot to become good decoders and to fully comprehend texts and reading material.

Poverty, lack of books and reading material, illiterate parents, poorly educated teachers and a huge range of factors may have a negative influence of children learning to read. Children in many African and Asian countries are especially Vulnerable. Still there are some interesting studies, such as the Singapore study, that gives us hope for these children.

Some children just have to learn to read in a second language. Is it then wise to learn them language 2 before introducing language 2 literacy? It is believed that teaching children to read, write, and learn content in language 1 will help them develop cognitively as they are developing language 2 skills. It is believed that concepts and skills learnt in language 1 can be transferred. Such transfer may, however, not take place automatically without Instruction (Chamot and O'Malley,1996).

Researcher has not been able to determine the degree to which children need to be literate in their language 1 before they can benefit from language 2 reading instruction while they are developing language 2 oral proficiency

Instruction – in addition to what is possibly mentioned

- When teaching children to read it is important to present a systematic and explicit instruction.
- This means focusing on the skills and knowledge all children need in order to learn how to read
- Cross-linguistic strategies should be focused
- The children's cultural background should be taken into account.
- It is important to build on the children's cognitive strengths and primary language.
- Repeated reading, shared reading.
- Using culturally, familiar informational texts

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