

Compliant Role of Text - Based Instruction Approach and Extensive Reading Method in Children Foreign Language Learning

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Abstract

At the beginning levels of learning English, one of the difficulties students or children encounter in learning to is making correspondences between spoken and written English. In many cases, children have become acquainted with oral language and have some difficulty learning English conventions. They need hints and explanations about certain English orthographic rules and peculiarities. Students of English even those who have not so far learned

to read in their mother tongue, will take advantage from learning to read from the start of connection with a foreign or second language. This conception forms the argumentation that the researcher seeks for throughout this article. The researcher begins with reviewing basic methods of teaching reading, before reporting on and expounding the results of a pilot study of learning by day care center children. The study indicated that the early preview to extensive reading (ER) promotes their progress in understanding and speech of the foreign language. The researcher suggests that text – based programs or instruction (TBI) extracted from text book with correspondent recordings should be developed as a choice both for children and some teachers.

Keywords: Role of Reading in Teaching, Teaching Children’s Foreign Language, Language and Development, Text – Based Instruction (TBI), Extensive Reading (ER)

1. The Importance of Teaching Reading to Young English Learners

Text – Based Instruction (TBI) is an approach that Richards and Rodgers (2014) declare as an approach which links spoken and written texts to the social and cultural contexts of their use. Having categorized TBI to various domains, one of the key issues in L2 research and teaching is a group of questions about differences between children and adults. Brown (2014) believes that children are “better” language learners than adults. Among four potential skills, speaking and listening are undoubtedly the initial modes of interpersonal interactions within innate tongue. Youngsters become capable of making speech prior to learning to read out, write down and speak up. These youngsters now take a significant inactive order of their parents’ language, whose jobs potentially is to test their kids’ language competency each time parents hint them with oral order. According to these exhibits, the present methods’ study of language teaching for the youngsters put the more stress on teaching productive skills i.e. speaking and functionally interpersonal speech as an initiative goal of linguistics programs for the youngsters. Present teaching methodology suggests preparing youngster amateurs with vast and initiative span in which these beginners are just required to acquire to perceive oral words.

Within that initiative pace, the youngsters get conditioned while they strived to respond to parents’ stimulus correctly (Chastain, 1988). These children are expected to follow it either by giving correct responses in their mother tongue language, or through acting, such as painting something, pointing to elsewhere, eye – tacking to the ceiling and so forth. Concentrating research strives on techniques of progressing perception of oral speech and even acquisition of a productive skill i.e. speaking, beside subject that another productive skill i.e. is reading is too baffle for instructors who have recently come to training center, have guided teacher overlooking reading charge through learning process of the foreign language in youngster.

Around aforementioned issue, there are several programs that have already been tested. These mainly exploit the format of textual context orally. Ellis (1995), Shahr Abadi (2013), and Funkay and Wong (2010) can be used as original book in class in such a way that teachers are

expected to read entries out loud to their students.

This article explores training passive receptive skill, which is reading within all language method or schedule, that will asset almost all youngsters comprising before – primary school children *i.e* youngsters within day care center who have no experience in terms of being taught by anyone to read in natural native language. Regarding opposite extreme, a group of such children consist of those youngsters under seven. If a passive skill like reading is stressed within their lesson syllables since start time, these youngsters will progress more rapidly finding out how to read, to understand and to speak of another language fluently.

This study strikes into the outline of the routes being recently utilized to teach reading skill. It will definitely be come after through a pilot clicking to the day care center kids to clarify expounds obtained from the results. At last, the rest of youngsters get tracked who asset could whether more stress were granted to reading skill within the program these children pursue.

2. Reading Methods for Teaching

Fromkin, Rodman, and Hyams (2013, P. 313) pointed out that language development (whether of a spoken or sign language) is biologically driven process with a substantial innate component. Parents do not teach their children the grammatical rules of their language. Indeed, they are typically not even aware of the rules themselves. Rather, the young child is naturally predisposed to uncover theses rules from the language he hears around him. The way we learn to read and write, however, is quite different from the way we acquire the spoken/signed language.

By 1994, Leonard Bloomfield espoused linguistic method which claims that the principle of teaching reading is based on linguistics; this approach emphasizes the relation between spoken and written language, the importance of identifying regular pattern, and the need to eliminate spelling problems in a systematic way. Having referred to Hudson (2000, P.131) considering four general characteristics of child language learning, stages in the learning of English, and explanation of child language learning, if narrowing the scope of the study to reading skill, Crystal (1992, P. 327) declares that two main theories have been developed to explain what takes place in learning to read, particularly for those who are at very beginning stage and level of learning. The terms such as *linguistic method*, *language experience approach*, *miscue analysis*, and *dyslexia* as indicated by Fromkin, Rodman, and Hyams (2013) and Crystal (1992) come into existence under these theories and they can be extended into various directions as links of study. Crystal (1992) represented two related approach methods to teaching reading after categorizing reading to *oral* and *silent* forms.

2.1 'Reading by Ear' method: this theory ['phonic' method] argues that a phonological step is an essential feature of the process; on this account, letters are sounded out in a linear way, with larger units gradually being built up. Actually Yule (1996), Crystal (1992), and Fromkin, Rodman, and Hyams (2013) reworded this method of reading as 'rebus' writing. In other words, letters are converted into sounds using techniques chosen or taught by young learners.

It leaves youngsters to transform phonetic representation of a selected lexicon (word) from its headmost scribe and it also makes numerous sufficient times to cons the graphical reproduction of the correspondent word. If this kind of representation gets once acquired, youngsters enable to identify numerous vocabularies as whole words. Therefore, reaching for sounds from letters takes the place below semantic or word meaning which means that the meaning of a word precedes letter – sound conversion and this ultimately help young learners read the text accurately, easily, and with understanding or comprehension (Crystal, 1992). Fromking, Rodman, Hyams (2013) believed that children [based on this approach] learn to talk (or sign) at a very young age, while reading typically begins when the child is school – age (around five or six years old in most cases, although some children are not reading – ready until even later.

2.2 'Reading by Eye' method: a method of teaching reading which focuses on the recognition of whole words; also called whole word approach. Crystal (ibid) believes that reader can make use of their language knowledge and general experience to identify critical letters or words in a section of text, and thus begin building up a basic sight vocabulary. This initial sampling gives them an expectation about the way text should be read, and they use their background awareness to 'guess' the reminder of the text and fill in the gaps, gradually increasing the range of their reading vocabulary. This method is not limited to the age of the children it is appropriate for. Generally, this approach points to the use of graphemic rules and patterns to aid in bottom – up decoding (Brown, 2007). Indeed, 'reading by eye' method 'or 'look and say' method youngsters are more rapid in the process of learning. In comparison with previous method, with 'reading by eye' method the burden of charge for preparing kids of age of five or six years old with sufficient know - how of watching and listening to lexicon stays with instructor or teacher. When youngsters get accustomed or trained with 'reading by eye' method, the first publication or text book is delivered to them and they could obviously run over the book to read it comprehensively.

Doman (1991) has developed a quite suitable way to create prior – know - how for youngsters, this way has already been thoroughly written formally. This method basically depends upon exhibiting a kid few pages or cards with distinctive lexicons (words) or phrases drawn up on them, and reading lexicons few times a day for seven days. Each day the card set looses one card and the novice one fills the vacancy. Different forms and orders of card sets are delivered within certain period of time. Finally, where the juveniles have only learned indefinite number of lexicons or phrases a text book contains all of the learned lexicons or phrases is delivered to them. Rearward learning almost 600 word (48 months years - old kid), the youngsters meet no requirement to be instructed novice lexicons or phrases, and absolutely capable of reading vast extreme of textbooks helplessly. A child, engaging in developing reading skill of another language, has to con both the form and the meaning of the lexicons or phrases.

Since the 'reading by ear' is highly complicated for children to learn, the 'reading by eye' method would be highly suggested for foreign language learners, because 'reading by eye' method improves juveniles correspondent skill and make a reasonable connection between the symbolic shape of lexicon with related phonetic feature (sound). Thus, young children are

more capable of being able to learn semantic feature (meaning) of correspondent lexicon or phrase.

It is mandatory to indicate that ‘reading by eye’ approach does not fill the sole of methods utilized to instruct reading skill within another language as foreign one. Teachers are additionally capable of reading portion of text in the form of sentence – by – sentence, carefully selected from the authentic passage, to teach beginners. This technique can be followed several times a week. From the second week after, the youngsters move text – recording to their house and listen to it two or three times daily. Throughout the third seven - day, the children watch and listen to textual portion nearly ten times. At this time, the instructor hints to lexicon or phrase being read. With ‘reading by eye’ method as opposed to ‘reading by ear’, conversion of letter – sound will not occur and after a while the youngsters have been enabled to learn novice lexicon or term comprehensively related to correspondent symbolic representation.

The children acquire ability to read novice sentence merged with words they have recently learned to distinguish. This method certainly needs a validated textbook with a work book including both swindled text that briefly explains the context of lesson and the correspondent recordings. If there will not be such supplementary the students follow the procedures and the way they like. Following in time of cropping, copying and sticking textual portion presented by instructor to distinctive work book, and decorating it with stickers, paintings, glue – puzzles, and drawings will make the book almost prepared to gets utilized. Figure.1 indicates general overview on two aforementioned methods.

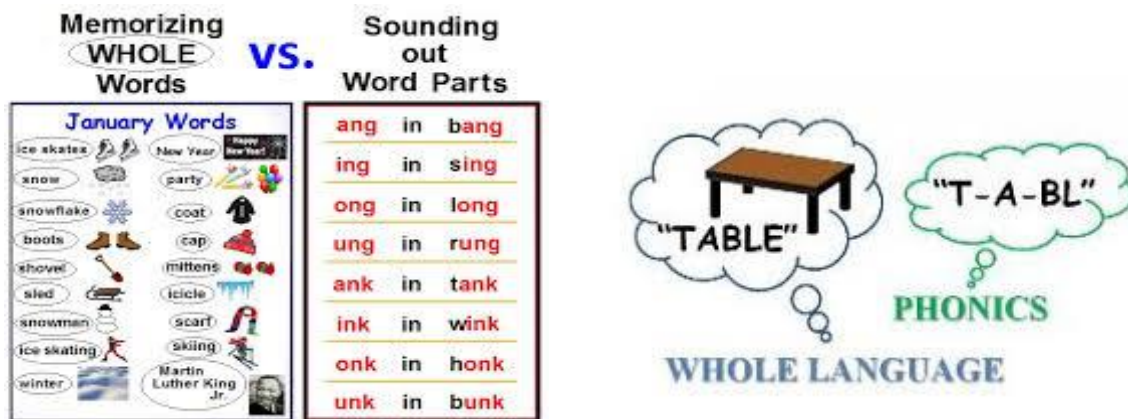


Figure 1. Matching ‘phonic’ method with ‘look and say’ one

2.3 Experiment

In order to find the effect of teaching day care center youngsters over improving productive skill i.e., speaking and comprehension of the second or foreign language an experiment has been conducted. There are two groups that each consists of - 6 years – old youngsters whose job were to meet a single hour three times weekly. These participants got trained English language applying *Jumpstart to English* (Shahr Abadi, 2013) as the basic text book. There

were ten young participants both in the test and control group (TG and CG) separately. Nearly seventy percents of education period devoted to revisits. Novice objective syllables of the language was granted to both testing and controlling group similarly, and both groups were engaged by concisely the similar level of receptive and productive skill exercises and activities i.e., listening and speaking suggested by the text book's writer.

They are a typical combination of entertainments such as children short singing with interesting rhymes and rhythms, half – drawing entries, and puzzles. There are also well – organized practices or exercises that can be considered as teaching or instructional material utilized to teach juvenile learners. The sole discrepancy available between two groups while their participants following planned program includes a feature of revisit process. In the joint part of the two samples, the revisit act concentrated on textual material briefly described the teaching syllables taught during the last previous weeks, usually three. The major mismatch between two groups occurred when:

- a) Members of CG paid attention to the entries by listening and following games and songs relevance to the subject being revisited- these games and songs are one that youngsters had followed and played previously at the time where instructional materials were being granted.
- b) Members of TG that got acquainted with both oral and written forms of the entries. Therefore, these youngsters did not have enough time to follow and play entertainments such as singing songs during the revisit span.

2.4 The Revisit Periods

Similar pattern devoted to revisit periods that were carried out in three weeks. Each period of a week is called POW in the study. Within first POW, entire youngsters face with similar exercises. These young members commenced first by listening to the entries and shortening linguistics objective syllables taught during preceding three POWs that had finished up the time before. Afterwards, these youngsters were questioned based on textual portions and ambiguous meaning which expounded to them. At last, these members were expected to display entries, while at the same time listening to the entries several times without any interference as signs of more explicit explains. In terms of over - syllable, the members were additionally delivered the textbook's CD or tape to place home.

Parents had to be assuring that their children listened to tape or CD twice or thrice daily and if they do not do this by their intention the parents proceeded to handle program over upcoming two hundred and forty hours. The length of each audio clip as correspondent recording is extended from two to five minutes when it takes the first and the last level respectively as beginners and completer. During first POW, during revisit span of class two, the youngsters again strived to display illustration along with reading textual forms while they intentionally listened to recorded volume few times.

During second POW, members of CG re - listened to the entries and followed entertainments that were recently got familiar with, such as playing games or solving puzzles. On the other side, members of TG did listen to textual forms and parts of speech for each textual portion in

the form of purely written was shown for them. Such practice was redone four times within resemble class session and again within upcoming three. Approximately 15 major novice lexicons were granted and taught within each three – POW span. Total time allotted to present each word or lexicon is about a couple minutes. Extra lexicons were not granted or expounded to the youngsters. Within second session of the second POW, having being granted key lexicons extracted from entries, the members of TG were additionally shown, read, and given chances to stick on individual workbook, to make their personal manual book by all textual and sign units they had prepared in previous week, at the same time members of CG spent following entertaining activities such as singing songs or game playing to strength their acquaintance with objective syllables taught within the last three POW.

Within the third POW, the manual booklet made by TG members was ready, TG youngsters were completely acquainted with recorded type of the textual portion, they had already re – listened to recorded type numerous times in both place of education i.e., house and school. It is the time when TG members capable of discriminating among the symbolic representations of few key lexicons applied in the entries where these lexicons were only shown to members in the form of decontextualized units. In class that POW, the children of TG watched the whole passage or text and at the same time listened to it. This procedure was intentionally was redone four times, with youngsters stimulated to read as the teacher read coincidentally. As it went on, the youngsters strived to read passage more four times as teacher read too, and when they reached for finished time of that POW the ultimate goal of lessen plan was achieved, that was the ability to read book autonomously.

Within afterward week, all members were expected and reported to read text independently for siblings or parents when they are in house. When youngsters reached mastery for reading the book, the TG members read the book in class loudly one time on each week – two during upcoming a couple months; the CG members , in contrary, just listened to recorded entries as often as TG members did.

2.5 Appraisement

After one year, the retention of form and meaning of the lexicons, including words or phrases learned in both TG and CG, in the long – term memory was tested. In terms of checking perception or comprehension, in the CG the Mean Keeping Rate (MKR) of words and phrases was 60% (+/- 5%) where MKR in the TG was 75% (+/- 4%). However, in terms of checking speaking the correspondent proportions were 50% (+/- 9%) and 80% (+/- 8%).

To test comprehension, members of TG and CG were asked to translate twenty lexicons including words and phrases into Persian and to respond nine questions according to the hundred lexicons to which had been taught. The youngsters are freely asked to choose their own language when answering.

To test speaking, members of TG and CG were asked to translate twenty Persian lexicons into English, and to fulfill six imperfect English group words orally; to respond to eleven questions of general English.

Members of TG certainly had no difficulty in the process of reading the text or passage to

which they had never exposed. This text comprised of lexicons to which members of TG had recently been granted or taught. Misread lexicons in the passage took under five 5%. Members of TG, in comparison with CG members, seemed more eager to speak fluently and their pronunciations closer to native speakers.

3. Why Teaching Reading Is Significant for Children to Learn another Language?

Numerous available parameters expound the profitable learning – to - read charge that plays role in acquiring a foreign language process. This indicates the result of the experiment:

- 1) Facing with words and phrases, both in the form of phonic and symbolic states, human is entangled in two corridors of discernment. This will certainly improve the function of the short – term memory.
- 2) Having engaged with extra corridor of discernment augments the nodes of association that a kid intends to provide with a granted lexicon; therefore, this phenomena helps to keep(ing) lexicon in the long – term memory.
- 3) Symbolic representation for textual portion stimulates youngsters to separate componential meaning or semantic features and to remember or cares both similarities and frequencies in such a manner that lexicons can be joined to produce another sentence. Exposing different patterns of structured sentences definitely helps children to speed up developing receptive and productive skills *i.e.* listening comprehension and language production.
- 4) Delivering a manual book to children briefly contains of both the context and the form of the lessons, together with correspondent recordings, will absolutely make it easier to repeat novice lexicons and sentence structures. This manual short work book along with correspondent recording is purposefully in two ways at the same time since reading from and listening to it is accessible in house. The augmented number and quantity of reach straightly causes strong efficacy in terms of lexicons and syntactical retention in the long – term memory.
- 5) Recording can be considered as reliable origin of pronunciation that innately affects the children productive skill *i.e.* language production or performance.
- 6) The manual work books youngsters get acquired to read are obvious signs of their development since they can be used as instruments for both self – monitoring and self – monitoring in such a way that these books unleash ‘motivation – effect’ for parents and their youngsters. The effect of motivation has strongly been approved as significant factor to overcome difficulties while acquiring or learning first and second language respectively.

3.1 Next Beneficial Person

The same features that expound strong effect on young children, know – how to read in a foreign language, generally bestow either to provide resembling obtains to some extent older

youngsters. An extra advantage of an extensive reading method is what it really covers up in terms of appropriateness for teachers who have lower rank rather than those have upper rank in linguistic knowledge. These teachers are perhaps not enough provided to build foremost utilize of communicative – based programs, manual work booklets, and correspondent recordings. Communicative objects or realia such as books made by student are obviously planned for both instructors with interpersonal command of the foreign language learning in the cognitive process. Fortunately, in areas such as Eastern Asia particularly in Middle East countries like I.R.Iran, where it has recently been a prompt augment regarding claims for English instructors, the quantity of adequately well – educated instructors, particularly ones entangling with youngsters, will definitely be remarkable for upcoming future. Using perfect pronunciation by few instructors and correct syntactical points and rules that these teachers make and refer strongly affects their youngsters' improvement in the foreign language; however, there are some other teachers that take the place of opposite direction both in terms of pronunciation and grammatical points. These instructors finding themselves under a baffle condition could be effectively assisted whether had any chance to pursue an aforementioned program that concentrated on a textual portion, along with its correspondent recording and extensive reading adeptness, which teachers can utilize large in amount or extent sufficiently and creatively. The conclusion could be an augment in youngsters' receptive adeptness, supported through developed pronunciation obtained from listening comprehension to native – like recordings. All of which could possibly construct an intensive establishment for upcoming pedagogical program. It is also necessary to note that a remarkable ratio of youngsters is more reluctant, considering 'need analysis', to speak to foreigner than to read in foreigners' manner. Thus, learning to read with perception has to be heeded as more care – oriented.

4. Results and Discussion

At the beginning levels of learning English, one of the difficulties students or children encounter in learning to is making correspondences between spoken and written English. In many cases, children have become acquainted with oral language and have some difficulty learning English conventions or components. They need hints and explanations about certain English orthographic rules and peculiarities. In terms of linguistics approach two well – known methods designed for young learners to make reasonable connection between form and meaning; to teach extensive reading and fluent speaking. Categories such as youngsters and those who learn language with less effective instructors benefit from 'learning to read' methods. When these young children, first group, get mastered in reading skill, they will certainly accelerate their development in dominating comprehensive and thorough of linguistic knowledge. Conclusively, when they keep moving on learning language by next step instead being categorized as *amateurs*, these learners will definitely enable to joint to youngsters who commenced learning the foreign language at older age to some extent. However, the second group of the young children will frequently be capable of both acquiring correct pronunciation including phonetic feature and symbols and a pleasant reading skill in foreign language. Less fluent teachers in English pronunciation can also use text – based

programs or instruction to teach older children at school more successfully and satisfactorily to heed their development or evaluation.

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