

Three Roles for Reading for Language-Minority Students. SKrashen www.sdkrashen.com

1. early stages: developing literacy in primary language short-cut to English literacy.
2. intermediate: free voluntary reading - clear route to English literacy, academic English.
3. advanced: continued reading in the primary language leads to advanced proficiency in the heritage language.

Early Stages:

1. The three step argument
 - a. We learn to read by reading (Goodman-Smith)
 - b. It is easier to understand text in a language you already know.
 - c. Once you can read, you can read. Reading ability transfers across languages.
2. Correlational Studies

Study	L1	L2	grade	r with L1 RC	r with oral L1
Escamilla, 1987	Spanish	English	four	0.48	0.19
Saville-Troike, 1984	various	English	two to six		0.26
Tregar & Wong, 1984	Spanish	English	three to five	0.95	0.1
Tregar & Wong, 1984	Chinese	English	Elem. School	0.4	0.17
Nadeau & Miramontes, 1988	Spanish	English	two to five	0.83	
Cummins et al, 1984	Japanese	English	two-six	0.23	
Hacquebord (in Bosser, 1991)	Turkish	Dutch	age 13.9	0.4	
Gonzales, 1989	Spanish	English	six	0.48	0.44
Garcia-Vazquez et al, 1997	Spanish	English	eight	0.24	0.74
Hacquebord (in Bosser, 1991)	Turkish	Dutch	age 15.9	0.09	
Trager & Wong, 1984	Spanish	English	grades 6-8	0.26	0.42
Tregar & Wong, 1984	Chinese	English	grades 6-8	- .14	- .59
Cummins et al, 1984	Vietnamese	English	age = 13.2*	.41, .51	
Cobo-Lewis et al, 2002	Spanish	English	2 and 5	0.55	
Okamura-Bichard, 1985	Japanese	English	6	0.09	
Nguyen et al, 2002	Vietnamese	English	5 to 8	0.55	
Wakabayashi, 2002	Japanese	English	high school	0.12	-.06

- low length of residence (5-22 m)

Note: L1-L2 correction lower with older children

Impact on L1 reading greater than L2 oral fluency: conv/acad

Consistent with results of bilingual education research.

Reports From Teachers

1. Lorraine Ruiz: “When did you teach us to read in English?”
2. “When their skills are strong in their first language, and they have had lots of exposure listening to English it seems that they transition themselves. I have had

- students pick up English books and read them fluently the first time they saw them. I do no “formal” English reading or writing instruction.. (Ginny Kalish)
3. “The top five readers in English were also the top five readers in Spanish” (Fay Shin)
 4. “Good skills in the first language almost for sure guarantee no problems in English” (Francisco Ramos)
 5. “Students who have a good background in L1 reading generally teach themselves to read in English” (Pam Isaacs)

Intermediate: FVR in English/first language

The overwhelming research case for FVR

Reviews: Krashen (2001, Kappan; 2007, IJFLT)

First-Language Reading and Heritage Language Proficiency

1. Why worry about the heritage language?
 - a. cognitive b. career/practical c. wisdom of elders and heritage culture
2. It is hard to develop the heritage language
 - a. lack of input b. ethnic ambivalence (L. Tse) c. shyness
3. Evidence

1. G. Cho: Second generation Korean speakers

Predictors of competence in Korean as a heritage language

predictor	beta	t	p
parental use of Korean	0.37	4.02	0
visiting Korea	0.22	2.31	0.023
watching Korean TV	0.245	2.67	0.01
reading in Korean	0.22	2.49	0.014
attending HL classes	0.072	0.85	0.4
age	-.103	-.756	0.451
length of residence	0.162	1.06	0.293

$r^2 = .398$ from: Cho and Krashen (2000)

2. Tse (2001): ten who beat the system: “the most frequently mentioned activity the participants engaged in independently was reading for pleasure”

3. McQuillan (1998) Spanish for native speakers - popular literature, literature circles (see also McQuillan and Rodrigo, 1998): clear gains in Spanish vocabulary, improved attitudes toward reading in Spanish.

References

- Bosser, B. 1991. *On thresholds, ceilings, and short-circuits: the relation between L1 reading, L2 reading and L2 knowledge*. AILA Review 8: 45-60.
- Cho, G. and Krashen, S. 2000. *The role of voluntary factors in heritage language*

- development: How speakers can develop the heritage language on their own. ITL: Review of Applied Linguistics. 127-128: 127-140.*
- Cummins, J., Swain, M., Nakakjima, K., Handscombe, J., Green, D., and Tran, C. 1984. *Linguistic interdependence among Japanese and Vietnamese immigrant students.* In C. Rivera (Ed.) Communicative Competence Approaches to Language Proficiency: Research and Application. pp. 60-81. Clevedon, England: Multilingual Matters.
- Escamilla, K. 1987. *The Relationship of Native Language Reading Achievement and oral English Proficiency to Future Achievement in Reading English as a Second Language.* Ph.D. Dissertation, UCLA, School of Education.
- Garcia-Vazquez, E., Vazquez, L., Lopez, I and Ward, W. 1997. *Language proficiency and academic success: relationship between proficiency in two languages and achievement among Mexican American students.* Bilingual Research Journal 21(4). pp. 395-408.
- Gonzales, L. 1989. *Native language education: The key to English literacy skills.* In D. Bixler-Marquez, J. Ornstein-Glaicia, and G. Green (eds.) Mexican-American Spanish in its Societal and Cultural Contexts. Rio Grande Series in Languages and Linguistics 3. Brownsville, Texas: University of Texas - Pan American. pp. 209-224.
- McQuillan, J. 1998. *The use of self-selected and free voluntary reading in heritage language programs: A review of research.* In S. Krashen, L. Tse and J. McQuillan (Eds.) Heritage Language Development. Culver City: Language Education Associates. pp. 73-87.
- McQuillan, J. and Rodrigo, V. 1998. *Literature based programs for first language development: Giving native bilinguals access to books.* In R. Constantino (Ed.) Literacy, Access, and Libraries among the Language Minority Population. Scarecrow Press.
- Nguyen, A., Shin, F, & Krashen, S. 2000. *Development of the first language is not a barrier to second language acquisition: Evidence from Vietnamese immigrants to the United States.* International Journal of Bilngual Education and Bilingualism. 4(3): 159-164.
- Okamura-Bichard, F. 1985. *Mother-tongue maintenance and second language learning: A case of Japanese children.* Language Learning 35(1): 63-89.
- Tregar, B. and Wong, B.F. 1984. *The relationship between native and second language reading comprehension and second language oral ability.* In C. Rivera (Ed.) Communicative Competence Approaches to Language Proficiency: Education and Policy Issues. pp. 152-164. Clevedon, England: Multilingual Matters.
- Tse, L. 2001. *Resisting and reversing language shift: Heritage-language resilience among U.S. native biliterates.* Harvard Educational Review 71(4): 676-706.
- Wakabayashi, T. 2002. *Bilingualism as a future investment: The case of Japanese high school students at an international school in Japan.* Bilingual Research Journal 26(3): 631-658.