

SECOND LANGUAGE
READING AND
GRAMMAR:
A GLIMPSE AT
INSTRUCTIONAL IDEAS



Harison Mohd Sidek

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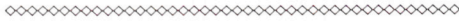
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PREFACE



This book is divided into two parts; Part I and Part II. Two instructional approaches are introduced in this book; a text-based discussion approach in Part I and the P-A-C-E grammar teaching approach in Part II. In the first part of the book, the text-based discussion is discussed. This approach is the approach used for reading comprehension in the first language (L1) reading comprehension classrooms as well as in Language Art classrooms. The theoretical underpinning of the approach is described. The description of the instructional design and classroom procedure are presented by taking into account the possible adaptation for second language (L2) classrooms instructional implementation.

The second part (Part II) of the book presents another L2 instructional approach for the teaching of L2 grammar known as the PACE method. The introduction of the selected approach is preceded by the discussion on the teaching of grammar in the Malaysian context as well as the discussion on the deductive and inductive grammar instructional approaches. These two approaches are included in Part II because the PACE method adopts some characteristics of the deductive and inductive grammar instructional approaches. The theoretical grounding of the PACE method is also discussed. A sample lesson using the PACE approach is provided for a better understanding on how to implement this instructional approach.

The instructional approaches presented in this book may serve as a vehicle for a more effective L2 teaching in the respective areas. By having knowledge on a variety of L2 instructional approaches, L2 practitioners would be able to make a reasonable decision and evaluation of what would work best in their classrooms and for their learners.

PART I

BRINGING ENGLISH AS A FIRST LANGUAGE READING COMPREHENSION INSTRUCTION INTO ENGLISH AS A SECOND LANGUAGE READING CLASSROOMS



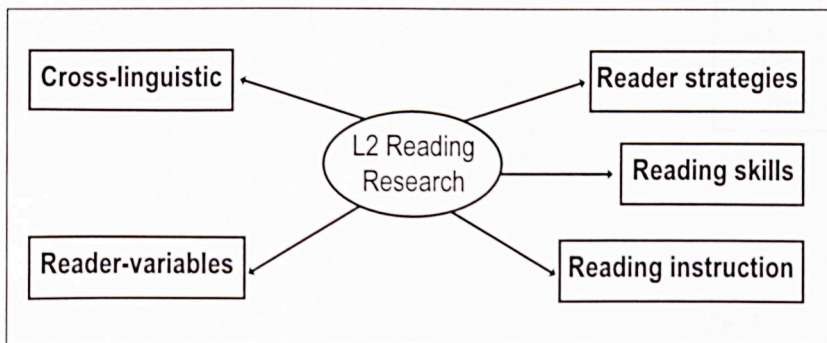
INTRODUCTION

The purpose of this chapter is to present an instructional idea of how English as the first language (L1) reading comprehension instruction can be applied to second language (L2) reading comprehension classrooms. Prior to delving into how L1 reading comprehension instruction can be applied to L2 reading comprehension classrooms, the overview of the trend of L2 reading research in the past decade is presented. Based on the synthesis of the L2 reading trend analysis, the chapter presents a text-based discussion instructional approach for L2 reading which is an application and adaptation of an L1 reading instructional approach.

TREADING THE PATH OF SECOND LANGUAGE READING RESEARCH

Within the past ten years, various studies on second language (L2) reading have been conducted particularly focusing on reading comprehension. In order to find out the major areas studied within L2 reading research domain within the past ten years, articles on L2 reading comprehension published in mainstream journals were gathered and analyzed. These articles were sorted and as shown in Figure 1.1, the prominent categories emerged from the analysis are reading instruction, reader-variables related studies (e.g., schemata, proficiency level), cross-linguistic, readers' strategies, and reading skills. Samples of studies in each area are presented in order to provide some insights into L2 reading research in each area.

FIGURE 1.1
L2 READING RESEARCH AREAS



CONCLUSION

Pedagogical grammar using storytelling techniques for teaching a second language is a combination of deductive and inductive approach with the addition of several other techniques to be implemented in a systematic way. Grammar teaching approach is not only attractive and effective but more importantly focuses on the active involvement of students in the learning process compared to traditional grammar teaching in which students play the role of listener and receiver of resources delivered by teachers. In addition, a combination of teacher and student collaboration will create a sense of responsibility among students for their role of learning in the classroom. This independent learning process may also sharpen students' thinking and awareness that learning can be produced by the students themselves with guidance from teachers. When students are often trained to analyze, it will develop their analytical skills and critical thinking. These skills are crucial for the learning of grammar, especially those involving the analysis of the grammar rules. Through a storytelling technique, students can develop skills to learn grammar in a meaningful context and thus understand the grammar function as well as their role in the teaching process itself. Through this process, the system of second language education will be better able to produce second language students who are more independent and able to understand the function of a second language and use the second language more efficiently, skillfully and effectively.

**APPENDIX A—ILLUSTRATION-BASED VOCABULARY TEACHING VIA
THE PACE METHOD**



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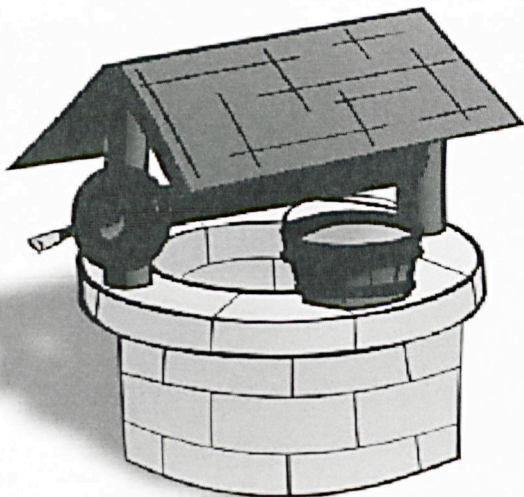


DUFFEL BAG DRESS

polyvore.com



SERVANT
northamptonshire.co.uk



A WELL
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WISH

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PRINCE

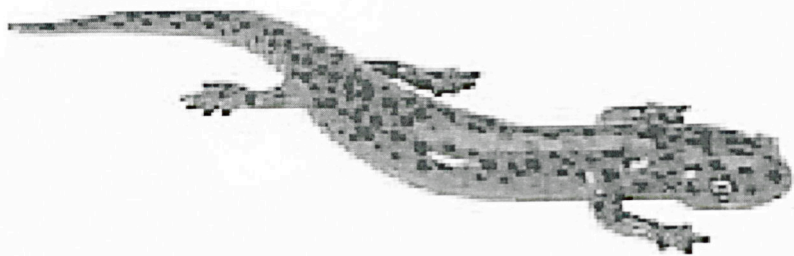
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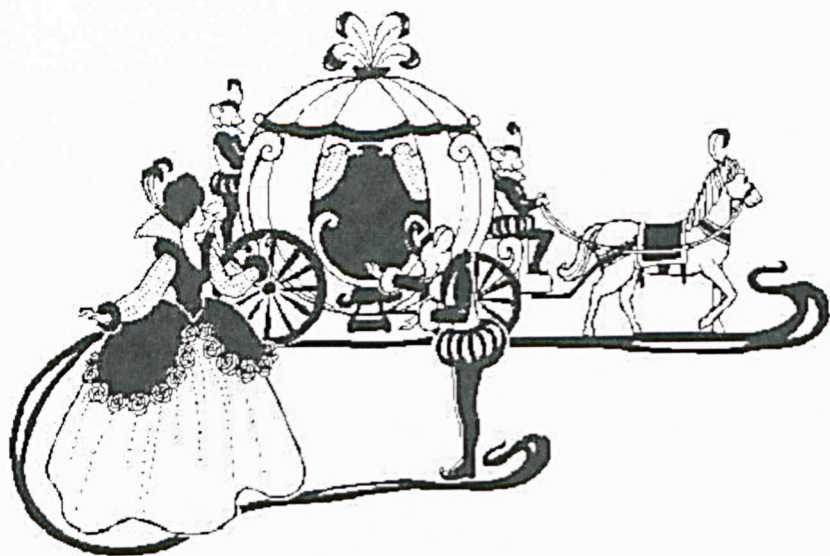


A HAMSTER
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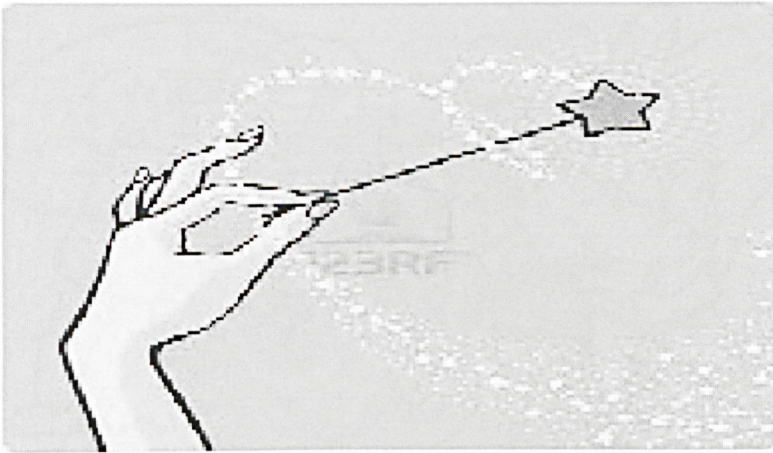
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COACH

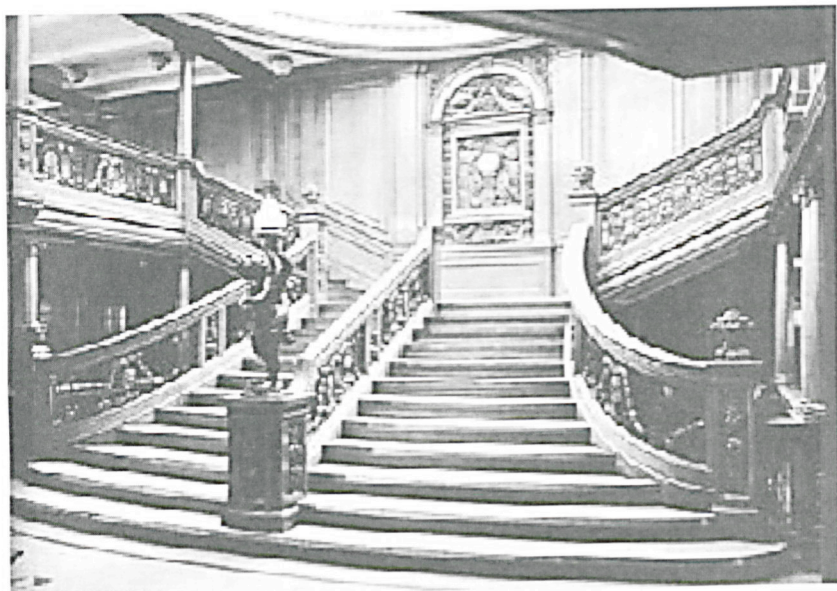
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A MAGIC WAND
123rf.com

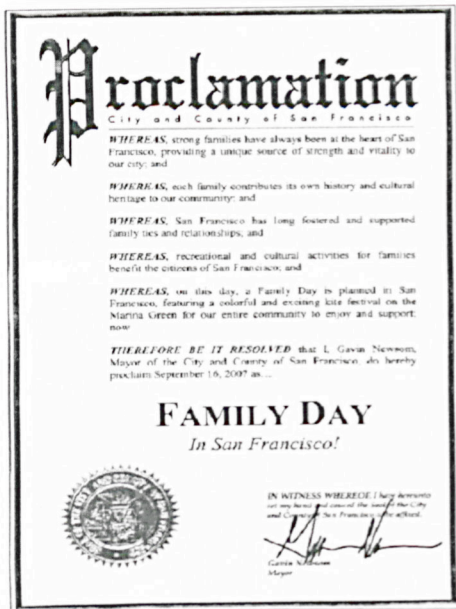


BALL GOWN
en.wikipedia.org



STAIRS

en.wikipedia.org



Fdkf.org

istockphoto.com

PROCLAMATION



MARRY

www.cinderellacaketoppers.com

APPENDIX B--ATTENTION-PHASE

After a year had passed he finally **found** such a woman and it was even better for Cinderella as this woman had two daughters of her own. She agreed to marry him. It was only after the wedding he finally **got** around to telling his new wife he also had a daughter, but at hearing she **said** nothing. Cinderella's father **sent** word that he was coming home with a surprise. Cinderella wondered what this surprise was. Finally, she **saw** him coming through the front gate and sure enough what a wonderful surprise it was so Cinderella **took** a basket of flowers outside to greet them as the carriage pulled up to the front of the house and everyone **got** out. Her father **said**, "Cinderella, here are your new stepmother and stepsisters."

APPENDIX C—STORY MAP

CINDERELLA

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

APPENDIX D—THE SEGMENTATION OF THE DANCING BEE TEXT BY MARGERIE FACKLAM¹¹

A honey bee return to her hive

When a honeybee discovers a rich supply of nectar, it flies back to the hive to tell the other bees exactly where the food is. The bee even tells them what kind it is, and how good it is. How can an insect with a brain no bigger than a grass seed describe all this information? **/Segment 1.**

Dr. Karl von Frisch was the first person to find out. He put a dot of red dye on a worker bee and watched as she flew off and returned to the hive. Worker bees are always female. As he watched thousands of bees, Dr. von Frisch discovered how they sent their messages. They danced! **/Segment 2**

He called it the “waggle dance”. The pattern of a bee’s dance is a figure eight. She repeats it over and over again as her sister bees watch. The most important part of the dance is the straight run through the middle of the figure eight. That shows the direction from the hive to the food. If the bee is dancing outside the hive on a flat surface, she lines up with the sun, then turns to point towards the food. If the bee is inside, on the wall of the dark hive, her head points up, as if the sun is overhead. Then she turns right or left to show where the food is. **/Segment 3**

As she runs through the figure eight, the bee waggles her head and tail from side to side. The farther away the food is, the faster she dances. Different kinds of bees have different waggle signals. For German honeybees, one waggle means the food is about fifty yards away. Italian bees, which are favored by beekeepers in the United States, use one waggle to mean about twenty-five yards. **/Segment 4**

As she dances, the bee’s wings vibrate so fast that they buzz. The other worker bees touch the dancer with their antennae to feel the vibrations. They also sample a drop of the nectar she has found. In a few minutes, the first bees to figure out where the food is fly away. Then the others move up to touch the dancer bee, and they leave the hive as soon as they know the directions too. Before each bee flies off, she lines up facing the sun and turns in the direction that the waggle dancer pointed. **/Segment 5**

The information given by a dancing bee is so accurate that scientists can follow the bee’s directions and find the same flowers. **/Segment 6**

⁽¹¹⁾ Bees and Whales Sing: The Mysteries of Animal Communication: The mysteries of animal communication



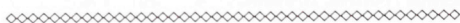
In 1988, a team of scientists from Denmark and Germany built a tiny electronic robot honeybee that was run by a computer. The robot doesn't look much like a real bee, but it doesn't have to, because a bee hive is dark. All the robot has to do is send signals the bees can understand—and offer the sample of the food. **/Segment 7**

Before the scientists could test the robot, they had to get real bees to taste the peppermint-scented sugar water they would use as bait. They put a dish of sugar water almost a mile away from a hive, and let a worker bee from that hive taste it. They had marked the worker bee so they could recognize her. When the worker bee flew back to the hive, she danced and gave samples of the food, and almost three hundred bees followed her instructions. They found the peppermint-scented sugar water a mile away. **/Segment 8**

The next step is to program the robot bee to dance the directions to the sugar water, which had been moved to a new spot. In the hive, the bees gathered around and paid attention to the robot bee. But could they follow the robot's directions? That was the big test. When the dancing robot bee buzzed and waggled sample of the food (the scientists released a drop of the sugar water through a tiny brass tube above the robot's head), almost a hundred bees found the sugar water. The robot wasn't quite as successful as the real bee—but the robot was obviously working. **/Segment 9**

Then they tried some other experiments. For example, when the robot gave samples but didn't dance only ten bees found the food. When the robot danced but didn't give samples, or when it danced and gave samples but didn't whirl its wings, very few bees found their way to the sugar water. Finally, the scientists knew that the bees needed the whole message—the waggle dance, the whirring wings, and a taste of the food. **/Segment 10**

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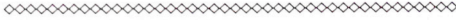
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SECOND LANGUAGE READING AND GRAMMAR: A GLIMPSE AT INSTRUCTIONAL IDEAS



This book offers some insights into second language instructional ideas, which ideas insofar have yet been implemented in the Malaysian context. Two new instructional methods for second language teaching are introduced in this book as a launching point for their possible implementation in second language classrooms. The first instructional method is Questioning the Author (QtA) text-based discussion method for reading comprehension instruction. The second instructional method is the Presentation-Attention-Co-construction-Extension (PACE) method for the teaching of grammar. The suggested procedure for the implementation of these methods also includes how these methods can be carried out with adaptation in second language classrooms.

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