

READING IN ENGLISH FOR INTERNATIONAL STUDENTS
AT KANSAS STATE UNIVERSITY

by 6791

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A MASTER'S REPORT

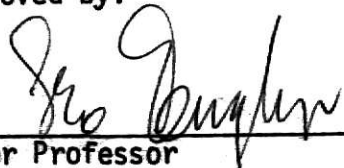
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A C K N O W L E D G E M E N T S

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D E D I C A T I O N

**This report is dedicated to
ALICITA**

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Chapter 1

1.0 Introduction

For some time now it has been realized that many failures of college students to cope with their programs of studies stem from deficient study skills. One of these skills is reading. Rapid and efficient reading seems to be critical in college learning in many areas. Poor reading skills are sometimes found in ordinary American students, usually due to deficient vocabulary and/or slow reading habits. This problem is compounded in the case of the student for whom English is a foreign language.

1.1 Statement of the Problem

The existing program in English for International students at Kansas State University deals with the English language problems encountered by enrolled foreign students in three of the four language skill areas: Listening, Speaking and Writing. The fourth one, Reading, is not given special attention. There are several reasons for this. The moment the foreign student arrives in Manhattan, Kansas, it is evident that his first and most pressing need is to be able to listen with understanding and speak with a certain amount of fluency. Attention to listening and speaking skills is at this point a timely endeavor that favorably affects general competence in English, but at least postpones attention to other needs. Further, since the majority of International students enrolling at Kansas State are graduates in

English language dominated technical fields, a passable reading knowledge of English, at least in their respective fields, is assumed. This assumption in many cases is well warranted, but as the semester progresses many a foreign student realizes that with a bilingual dictionary and painfully slow reading speed he is indeed ill-equipped to tackle successfully increasing amounts of required and suggested reading. This reading deficiency forces him to restrict the amount of reading to the bare essentials and to ignore other literature of professional or general interest. Sometimes even the essential reading assignments would seem to him an insurmountable task.

One possible solution would be for such students to take work in the Developmental Reading Laboratory 415 050 offered by the Department of Curriculum and Instruction in the College of Education, but experience has shown that very few foreign students are ready for the level of difficulty of the materials used in this Reading Laboratory. Another possibility might be in the non-credit course offered by the KS Center for Student Development titled: "Improving Your Study Skills". However the improving of reading skills constitutes one of five stated goals: scheduling time, setting weekly academic goals, taking notes, preparing for and taking exams, and finally, improving reading skills. Although open to all students and recommended for students having difficulties with their studies, the course is intended for Americans and there is no provision for the use of special materials for foreign students nor is the improvement of reading skills the main emphasis of the course. The only possible solution left is to design a Reading Course in English for International Students which would specifically

attempt to meet their reading needs in English. This is the approach attempted in this report. Such a course would incorporate one level of difficulty, i.e., intermediate, and it would aim at improving reading efficiency by enhancing comprehension, increasing vocabulary and increasing reading speed, in that order.

1.2 Justification of the Study

There are at least two types of justification for this study: one methodological, the other practical. As pointed out in 1.1, the existing English courses for International students at Kansas State University give attention to the skills of listening, speaking and writing; the proposed course would deal with reading at the intermediate level, thus closing the English language learning cycle by giving attention to all four language skills. Current opinion in TESOL (Teaching English to Speakers of Other Languages), on the other hand, seems to emphasize the attitude that in the intermediate and advanced stages of English language learning a simultaneous four-skills approach works optimally with adults. The other justification is a practical one. Observation of foreign students' reading habits made in the library and informal contacts with them to discuss their reading problems together with the results of a short survey, has convinced this author that such a reading program for non-native speakers of English is definitely needed here at Kansas State University. Other institutions of higher education, among which are the University of Northern Illinois, the University of New Mexico and others mentioned in section 3.3 of this report and listed in the appendix, are at present trying to improve their own reading programs for non-native speakers of English. This strongly suggests

that if such a reading program is a real need then it is time we started one. Two personal reasons can be added. One has to do with a desire for relevance, a desire to apply some of the insights of linguistics to a practical instructional problem. The other is somewhat more utilitarian. It is possible that this author will be required to structure a similar reading course in English for Colombian university students some time in the future. It is hoped that the experience gained while working with this reading course for international students will be of assistance when trying to put together a similar reading program in Colombia.

1.3 Review of the Literature

A sizeable amount of literature on the teaching of reading in English as a native language process was covered as background information for the purposes of this report. This literature will not be cited here. Writings that deal directly with the teaching of reading to non-native speakers of English are presented by Lado's chapter 13 of Language Teaching and chapter 15 of his Language Testing. The section on Supplementary materials in Fries & Fries Foundations For English Teaching briefly touches upon the subject, and Wilga Rivers directs chapter 9 of her book Teaching Foreign Language Skills to reading. All four authors present a fairly united theoretical front stressing the 'primacy' of speech and the basic inadequacy of writing as a representation of speech. Some complementary views on native language reading with a different perspective and some implications for the teaching of REFL are presented by Marckwardt in "Language Interference in Reading" published in The Reading Teacher, vol. 18, 1964 and by Abercrombie in

Studies in Phonetics and Linguistics, 1965. On the other hand a perceptive balanced view on style for both spoken and written language is given by Martin Joos in The Five Clocks, 1967.

The literature that touches directly upon the teaching of REFL at the college level is very scarce indeed. The only two articles that could be located were published by TESOL QUARTERLY. The first one, dated September 1968 "Reading Instruction for College Level Foreign Students" by Ted Plaister, gives an account of the state of the REFL program at the University of Hawaii. However, a more recent one, dated March 1970 "Teaching Second Language Reading at the Advanced Level: Goals, Techniques and Procedures" by William E. Norris, reflects current thinking in the field and manages to identify the problem quite lucidly. However, it provides somewhat simplified solutions.

1.4 Procedure and Scope

The procedure followed in this report can be characterized as *moving from theoretical issues via suggestions for applications to practical recommendations and choices*. Chapter 2 of this report deals with theoretical and methodological considerations for the teaching of beginning reading to speakers of other languages. Chapter 3 summarizes suggested applications and the special problems encountered when dealing with the teaching of reading in English as a foreign language at the college level. It rapidly surveys current practice at the college level and gives some indication of the foreign students' need in reading as they themselves view them here at Kansas State. It also includes a review of types of textbooks and materials that were considered for this course. The merits of the textbooks and materials chosen for the course

proposed here are discussed and evaluated and reasons are given for the final choice. Finally some specific suggestions are presented for the setting up of a reading course for international student.

1.4.1 Scope

Some limitations on this study were arbitrarily imposed, and others unavoidable. In the theoretical aspects almost no mention is made of writing systems even though the importance of these is clearly recognized. On the other hand problems that a contrastive analysis could have predicted are merely hinted at. The number and diversity of language background of the International students enrolling each semester at KSU precludes any type of contrastive analysis. A more homogeneous linguistic group would have made this contrastive analysis compulsory. Another particularly strong limitation on the applied side was the choice of textbooks that was made exclusively among already published and readily available materials.

On the methodological side a clarification is necessary. This reading course has the features of both remedial and developmental reading programs. Such widely publicized techniques as speed reading are given, as such, very little consideration. This is not to say that reading speed falls outside the scope of the course. As mentioned in the last paragraph of 1.1, increasing reading speed is one of the three basic aims of this proposed course. The second paragraph of 3.5.3., goes into this point in detail.

Chapter 2

2.1 Reading English as a Native Language

A number of linguists have concerned themselves with both the reading process and with methods and techniques for the teaching of reading as a native language activity, particularly Bloomfield and Barnhart (1961), Fries (1963) and Lefevre (1964). Throughout the years the number of linguists interested in reading has increased and new approaches have been formulated, e.g., Wardhaugh (1969), Rudell (1965) and Reed (1966). A quotation from Wardhaugh (1968) is in order, to clarify the domain of linguistics in the reading process: "Reading is basically a language process. Linguistics is the study of language. It seems obvious that any adequate reading method be based on the best knowledge we have of language and linguistics." Although this advice has not always been followed, the contributions of linguistics to native language reading (hereafter NLR) are by no means small. Unfortunately they extend beyond the scope of this report. We will favor here the writings of those linguists who have dealt directly with the teaching of reading in English as a foreign language (hereafter REFL). When applicable, however, we will not hesitate to make use of concepts and insights that can be safely transferred from NLR to REFL.

2.2 Reading in English as a Foreign Language (REFL)

The teaching of reading English as a foreign language and teaching of reading English natively differ quite markedly. One of the differences is in the type of learner:

- a) In teaching REFL we usually deal with adults whereas in NLR the learners are nearly always children.
- b) In REFL the learner's spoken command of English varies greatly, from very poor to acceptable but nearly always below native ability. In teaching NLR it is assumed that the learners can already speak and understand their native language.
- c) In teaching REFL the reading process itself is familiar to the literate adult but he has to transfer his reading ability, already mastered in his native language, to English. In some cases he does not even have to learn new graphic forms. In teaching NLR, on the other hand, what children must learn is the reading process. They have to learn to respond to graphic representations of the signals that formerly had come to them through sound. These differences, and others to be discussed, have suggested to some linguists and applied linguists the elaboration of a set of principles, and they derive from them a REFL methodology to handle this type of reading more effectively. Some of the principles behind the methodology, once widely accepted, have been challenged (Reed 1966), but it seems now (Wilson 1971), that the pendulum is in an intermediate position and the validity of such principles is viewed against a background of previously ignored considerations that have placed these principles in a more balanced perspective without depriving them of their importance.

One of the basic principles that has operated in the teaching of REFL in recent years is succinctly expressed by Lado (1964):

"Learning to speak and understand means learning the language, whereas reading and writing imply that the language is known and that we are learning a graphic representation of it."

In a longer passage Fries & Fries (1963) attack the so-called grammar-translation method in TESOL making a special reference to reading:

"This practice (grammar-translation) has been defended on the ground that since the ultimate goal was to have the pupil read the foreign language, it was not necessary to have the pupil take the time to learn the pronunciation in order to speak it. This practice has not been successful. The evidence seems to be overwhelming for the conclusion that whatever the ultimate aim in the teaching of a foreign language--whether limited to reading or to translation--the most efficient procedure for the stage of that teaching is the 'oral approach' as defined in this book."

The emphasis on the primacy of speech over its written representation has been forcefully and coherently elaborated into one of the basic tenets of the teaching of REFL by Charles T. Scott (ERIC ED 028-662):

"Any approach to the teaching of reading that is not based upon a solid foundation of the audio-lingual approach is both theoretically unsound and practically ineffectual. For these reasons, claims that the ability to read English well can be acquired without the ability to speak the language can be regarded as specious."

And he goes on to say:

"What is meant by such claims is not the ability to read English smoothly, i.e. with automatic correlation of phonological features to graphical devices but rather the ability to decipher enough words and clusters of words to be able to extract desired information content from the written text. The two activities are quite distinct and should not be confused."

This last activity is sometimes referred to, not without irony, by some linguists as "puzzle solving" (Bloomfield 1933).

When the main objective of the instruction is reading the period of audio-lingual training that precedes beginning reading training is usually labeled "pre-reading period". This pre-reading period has been recommended for the following reasons:

- a) It imitates native language learning by introducing the four language skills in their natural order of appearance: listening, speaking, reading and writing.
- b) It helps avoid confusions such as those that arise when speakers of a language that employs the Roman alphabet to represent its phonemes award their native language phonemic values to the same alphabet being used to represent English phonemes.
- c) It reduces the confusion that results when several skills are taught at the same time, and
- d) It helps develop skill in reading. However, the length of the pre-reading period depends on the type of students, the teacher and the language. Perhaps a more crucial and basic variable for the introduction

of a pre-reading period is auditory perception in reading. When we examine auditory perception (inner ear, auditory feed-back, etc.) in reading those features of spoken language like intonation, stress and sentence rhythm, become crucially relevant in the reading process.

2.3 Auditory Perception in Reading

Carrol (1964) describes reading as the perception and comprehension of written messages. According to him any method of teaching reading efficiently must relate the written message to the spoken language. It therefore presupposes auditory perception skills at least as adequate as the ones needed for apprehending the spoken language. Edfelt (1959) in "Silent Speech and Silent Reading" summarizes the following results after extensive experiments: a) It was shown that silent speech "probably" occurs during all reading. However, silent speech or subvocalization approaches zero in the case of some good readers. b) It was also demonstrated that silent speech increases even in the case of the best readers when the text becomes difficult to read, either because of difficult content or due to poor typography. c) It was concluded that silent speech occurs more during the reading of poor readers than it does during that of good readers but since even good readers engage in increased amounts of silent speech if the text read is very demanding on their reading ability, then it is impossible to view silent speech as a habit detrimental to reading. d) Even though nothing definite can be said regarding whether silent speech actually constitutes an aid toward better reading comprehension, it appears likely that it may do so. The most recent evidence that the author of this report has been able to find, supporting the need for

auditory feed-back in reading is the one provided by Joseph MacGuigan (1969). He reaches the conclusion that covert oral behavior during silent performance of language tasks serves a language function and that covert oral responses facilitate the reception of external language stimuli and the internal processing of information. Through the use of electromyographic devices and electrodes on tongue, pharynx and preferred arm and the use of respiratory meters he found a) that increased covert oral behavior is accompanied by increased respiratory rate, increased rate of electromyographs in the preferred arm, tongue, and pharynx; and b) that covert oral behavior does not appear to increase during the performance of non-language tasks. These physiological considerations indicate, according to MacGuigan, the existence of complex and rapid feed-back loops between speech regions of the brain and the speech musculature; these loops, he advances, may very well function in the process of internal communication. The experimental research just reviewed seems to establish firm connections between reading on the one hand and listening and speaking on the other via covert sub-vocalization. Further, it seems to lend additional support to the advocates of the pre-reading audio-lingual approach to REFL reading. However, auditory and visual perception are interrelated in reading in a complex manner and effective reading ability seems to require near-perfect integration of auditory and visual perceptions. Perhaps, more than adequate development of each modality of perception, what is needed rather crucially is their integration.

2.4 Orthography and formal written language in Reading.

On the other side of the argument there are those who, even though well aware of the importance of speech in reading, have pointed

out the importance of other features of written language like orthography and stylistics. Lado (1961) mentions some of these features making special references to REFL: 1) In this type of reading troublesome sound contrasts can be by-passed since it is easier to perceive graphic differences in symbolization than minimal differences in sound articulation that are not significant in the native language of the student. 2)

There are some stylistic differences between the language used in speaking and the language used in writing: a) Questions are more frequent in conversation which in turn is more frequent as speech than as writing.

b) Sentences used in writing tend to be more complex and to contain more complex modification structures than sentences used in speaking. c) The length of sentences found in reading is greater than the length of sentences heard in conversation. d) Also the vocabulary met in reading is of a far greater range than the vocabulary ordinarily used in speaking. Joos (1967), Abercrombie (1965), and Marckwardt (1964) elaborate on this point.

In REFL the native language reading habits of the learner that entail differences in the actual symbols used, the units represented (words or morphemes, syllables and phonemes), the direction of reading (left to right versus right to left, top to bottom versus bottom to top), tend to reduce the speed of reading (Lado 1964). In an experimental study involving Persian (arabic symbols) and Spanish speakers (roman alphabet) Lado (1961) provides evidence confirming the theory that differences in graphic representation of the native language and the foreign language constitute a learning process.

Another important aspect in REFL is the degree of fit between the English writing system and the spoken language it represents. It has become customary to complain about the irregularity of the English spelling

(Lado 1964), but Bloomfield and Barnhart (1962) stress the fundamental regularity of English spelling. A recent and fairly exhaustive compilation of English phoneme-grapheme data is to be found in a computerized analysis of the orthography of 17,000 English words made by Hanna, Hanna, Hodges and Rudolph (1966). This analysis forced the authors to conclude, among other things, that the orthography of English is far more systematic than was previously believed. An algorithm of predicted graphemic representations of phonemes based upon position, stress and environment within words correctly spelled 50% of the corpus while another 36% was spelled with only one error. More recently Richard Venezky (1966a) (1966b) and (1970) has considerably extended this approach from the phoneme level to morpho-phonemics and to morphology and syntax. Kreidler (1971) in a paper read at TESOL convention 1971, makes the following statement: "English orthography provides (and requires) information which is more than phonological in the narrow sense. Interpretation of written English depends on grammatical, etymological, tactic, dialectal, and morphophonemic considerations."

2.5 Methodologies suggested by REFL specialists

Fries and Fries (1963) propose a three step procedure to move from the pre-reading audio-lingual period to normal silent reading.

First step: read what has been practiced orally.

Second step: oral reading of new materials.

Third step: silent reading of new materials at sight.

Lado (1964) enters more into detail and sketches an eight step procedure:

1. Identifying the graphemes
2. Fit: associating the graphemes with oral counterparts

3. Reading what is spoken
4. Reading aloud; speaking what is written
5. Reading for information; (technical, cultural, recreational)
6. Diversification; reading different styles of language
7. Reading power; vocabulary building and speed
8. Literature: reading as an esthetic experience

Lado makes also some general methodological recommendations:

- a-That regularities of English spelling be highlighted;
- b-That in the early stages of reading for information one must move slowly trying to do full reading in class;
- c-That intensive class reading be combined with extensive outside reading
- d-That techniques and devices to increase reading speech such as pacers, reading films, tachistoscopes and other devices be used to increase reading speed.

2.6 Recommendations for the teaching of REFL

1. Due to the nature of human language, basically a spoken phenomenon, beginning reading should be taught after a "sufficient" amount of audio-lingual practice.
2. In more advanced reading short discussions should follow the readings.
3. That in the case of very poor readers either listening tapes be used or reading aloud by instructor and student be practiced to activate auditory feed-back mechanisms.
4. That the other graphic skill, writing, should reinforce and follow reading.
5. That regularities of English orthography be skillfully highlighted.

6. That since reading speed is likely to drop in REFL provision should be made to increase rate of reading.

7. That because of the shift of dimensions from audio-time in speaking to video-space in reading and the stylistic considerations mentioned in 2.4 reading be considered on an equal footing with the other three language skills: listening, speaking and writing.

CHAPTER 3

3.1 REFL at the College Level

As suggested in 1.1. of this report it is no doubt a good thing that for a while the audio-lingual approach forced the language teaching profession to focus on the primary skills of speaking and listening so that we can now have a better understanding of the basis of the graphic skills. The need for the teaching of English composition to foreign students has been recognized and by now it occupies a place in most English-as-a-foreign-language programs. The need for the teaching of reading in these programs however, has only recently been proclaimed as a legitimate teaching area in TESOL.

Norris (1970) complains that written language has been de-emphasized almost to the point of extinction and that some students never seem to be taught how to read English at all. He eagerly accepts the premise that spoken language is the basis of reading but strongly disagrees with the notion that the ability to read and write a language may come as a by-product of the process of learning the spoken language. Norris defends the explicit teaching of reading skills particularly at the college level since a careful consideration of the students' middle range and long-range needs for English will usually reveal that reading ability in the language is going to be very important. In a technical course much of the information the student must digest comes to him in technical manuals and other printed materials, supplemented by lectures and demonstrations. The foreign students will be required to do a great deal of reading in textbooks, manuals, handouts and directives of all kinds; teaching how to meet these demands of reading for infor-

mation with speed and understanding should be one the goals in the teaching of English as a foreign language on college campuses.

After these general considerations it is time to turn to more specific problems in teaching REFL at the college level. Three major factors will be discussed in this section: a) the learner, b) his reading load and c) the skills required.

a) We may confidently assume a number of skills on a foreign student at the college level, for instance, that he is literate in his native language. But whether or not he is an efficient reader is open to question. As stated in 2.2., it is not the reading process that he must learn but rather the skills for reading a foreign language. It can also be assumed that the student is thoroughly familiar with the English alphabet and that he has fairly well mastered a good number of regular conventions and common irregularities of the spelling system. A minimum of reading skills in English at least Lado's Step 3 (section 2.5) reading what he can speak, can also be assumed. On the other hand, the fact that most foreign students have had contact with textbooks in English, and perhaps some of them have done a good amount of translation or of successful puzzle solving, places them in what can arbitrarily be called an "Intermediate" level of reading competence in English. The foreign student faced with an increasing amount of difficult material can no longer afford slow and time consuming puzzle solving with his textbooks and other materials, he must learn to read with acceptable speed and good comprehension.

b) A foreign student at the graduate level, for instance, will be expected to read and understand textbooks, journals, doctoral dissertations,

theses etc., in his field and related areas. Furthermore he will eventually have to come in contact with less specialized types of reading material, the local newspaper, the student newspaper, and magazines of one kind or another, so that the existing native reading abilities: mechanic, perceptual and conceptual will have to be refined and adapted to the transfer from MRL to REFL. Vocabulary improvement both in general and in the specialized fields will have to be given attention. Reading speed in some cases has been found to be less than 100 words per minute in the case of foreign students and rapid reading with easy materials will be considered a must. On the other hand since the foreign student usually discusses the materials he reads, asks meaningful questions and eventually writes a report or a thesis, materials should relate reading to writing and to listening and speaking.

c) The skills required.

Since reading is a psycho-neuro-muscular-socio-economically correlated activity, to pretend to deal exhaustively with each sub-component skill is nearly impossible; however, the task can be delimited to five more manageable clusters of skills covering some mechanic, perceptual and conceptual skills as specified by Norris (1970):

1. Speed of recognition and comprehension.

- a. Word recognition speed: improving eye movement, visual discrimination.
- b. Word comprehension speed: symbol-sound-meaning association
- c. Sentence structure recognition: eye sweep, reading by structures.

2. Vocabulary recognition and comprehension.

- a. Word formation: derivation and compounding.

- b. Lexical range: choices and restrictions.
- c. Vocabulary in context: using context clues to meaning.
- 3. Sentence structure and sentence comprehension.
 - a. Sentence structures: understanding advanced level conjunction, nominalization, embedding, etc., and grasping the 'main' idea.
 - b. Sentence comprehension: understanding the full meaning.
- 4. Paragraph structure and paragraph comprehension
 - a. Paragraph organization: the 'central' idea, paragraph development.
 - b. Scanning for specific information.
 - c. Full understanding: paragraph analysis.
- 5. Comprehension of the complete reading selection.
 - a. Surveying the main ideas.
 - b. Scanning for specific information.
 - c. Reading for full understanding.

3.1.1. Approach to the study of current practice in the teaching of REFL at the college level.

A threefold procedure was used to evaluate the state of the art in the teaching of REFL:

- 1. A short check-list was circulated among immediately available KSU foreign students to find out about their reading needs.
- 2. A survey of current practice in the teaching of REFL was conducted in 175 colleges to inquire about the existence of reading programs in English for foreign students and about methodologies and procedures employed and materials used.
- 3. Letters to publishers were sent to assess the existence and availability of materials and textbooks for this type of course and level.

In sections 3.2; 3.3 and 3.4 that follow, the results of this threefold procedure will be presented and discussed and finally in section 3.5 both methodological and contentive suggestions will be offered for a proposed reading course for foreign students at Kansas State University.

3.2 KSU Foreign students' appraisal of their reading needs.

A short check-list of ten questions (Appendix VI) regarding reading abilities and problems was answered by a heterogeneous group of 28 graduate students in the technical fields. All of them, of different nationalities and several language backgrounds, were enrolled in 281 070 Spoken English for International Students. Some of the native languages represented in this group were Chinese, Korean, Thai, Telugu, Gujarati, Hindi, Punjabi, Tamil, Persian, Arabic, and Spanish.

The purpose of the check-list was to gather a self-evaluation of these students' reading needs and a global idea of their reading difficulties. To the first question: Do you need to improve your reading ability in English? Twenty one out of twenty eight answered affirmatively. Twenty indicated that they had problems with general vocabulary but only three indicated that they had trouble with the special features of the readings in their fields of studies. Four students did not answer this question. Of the twenty eight eighteen replied that they read two to four times slower than American students reading the same material. The students blamed their poor reading performance on the following aspects in order of importance: deficiencies in general vocabulary was the most common, followed closely by sentence structure of non-technical material, pronunciation and sentence structure of scientific reading. Technical vocabulary and orthography ranked last. With a good degree

of consistency nineteen replied that they find their textbooks in their respective fields easier to read than the local and student newspapers. And again, seventeen of them read their technical materials faster than non-technical literature. When asked what aspects should be given attention if a course in reading for international students were offered, pronunciation was rated highest followed by general vocabulary and reading for understanding and to find the main idea. These were followed by reading speed, but with good understanding and technical vocabulary in their respective fields. In summary the short check-list showed among those students taking 070 English for International Students in the Spring of 1971 a substantial majority feel a need to improve reading ability in the areas of vocabulary and sentence structure of scientific reading.

3.3 Current practice in the teaching of REFL at the College Level.

A short check-list (appendix I & II) was sent to 175 colleges and universities to inquire about the existence of reading programs in English for foreign students and find out about methodologies and materials used. Of the 175 check-lists sent 91 were returned, of the 91 returned only 16 (appendix III) yielded useable information. This information will be reported below. However some ancillary information was gathered from some of the non-usable questionnaires: 29 of them report the existence of speed reading courses, and 9 of them say they have reading programs for Black Americans. (appendix IV & V).

From the 16 useable check-lists the following information can be summarized: 1) Half of these reading programs for foreign students are run by the reading centers of the respective institutions and another half is shared by the Department of English and the Department of

Linguistics. 2) In half of these institutions the students are required to take the course if they fail a reading test and the course carries academic credit. The other half only recommends it to the student if he needs it, and the student is free to attend or not; furthermore, it is not offered for academic credit. 3) In 10 of the 16 institutions that offer the REFL course, the number of students is usually greater than 26 and the length of the program varies from one or two semesters. 4) The students that make up the largest linguistic group speak one oriental language (Chinese, Japanese, Korean, etc.) The next largest group is composed by Spanish speakers followed closely by speakers of Indian or Pakistani languages. Also some African languages and some dialectal varieties of Arabic were present. 5) Only 5 of the 16 reading programs had a formal syllabus, the rest were more ad hoc or tailored to individual needs. 6) The main objective in all the 16 reading programs was general comprehension followed closely by improvement of general vocabulary. Next in order of importance came critical reading, implied meanings, dictionary skills and study skills. Some importance was given to reading speed in all programs. 7) Among the textbook and reading materials used, the following seem to enjoy particular acceptance: a) SRA Materials: RFU, SRA Advanced reading skills, SRA Reading Lab IVa, SRA Reading Lab III and SRA pacers. b) EDL Materials: EDL Clue Books, EDL Reading 300 and EDL 100. c) Harris' "Reading Improvement Exercises for Students of English as a Second Language" as the first in a list of several textbooks that will be listed and evaluated in section 3.4. 8) Then reading programs have been using mechanical devices with a considerable degree of success.

Listening tapes rank first, followed by tachistoscopes and pacer projectors. 9) All 16 questionnaires mentioned a great deal of interest in the results of this study and three others stated that even though presently they did not have such a reading program they were working towards it and expected to establish one in the near future.

3.4 Review of the types of available textbooks and materials for the teaching of REFL at the college level.

One of the advantages in reviewing types as well as individual textbooks is that textbooks and materials not included here for whatever reason (not available, temporarily out of print, to be published shortly, etc.) will easily fit into one of the categories presented here. Four general categories of textbooks can be conveniently defined according to the type of student they were originally intended for:

- A. College reading improvement textbooks for native speakers of English.
- B. High school and College Freshmen developmental reading materials.
- C. Textbooks specifically designed for the teaching of REFL.
- D. Multipurpose graded reading materials.

A. In the first category 10 different workbooks were evaluated:

1. Power and Speed in Reading

Doris Wilcox Gilbert

Prentice Hall 1956

2. Breaking the Reading Barrier

Doris Wilcox Gilbert

Prentice Hall 1959

3. Increasing Reading Efficiency
Lyle L. Miller
Holt, Rinehart and Winston 1954
4. Toward Reading Comprehension
Julia Florence Sherbourne
D. C. Heath and Company 1966
5. The Way to Reading Improvement
P. Joseph Canavan & William O. Heckman
Allyn and Bacon, Inc. 1966
6. Improving College Reading
Lee A. Jacobus
Harcourt, Brace and World, Inc., 1967
7. The Turning Point in Reading
Doris Wilcox Gilbert
Prentice Hall Inc. 1969
8. Basic Reading Patterns
Marvyl Doyle & V. Marie Mittwer
Prentice Hall 1969
9. Developing College Reading
Lee A. Jacobus
Harcourt, Brace & World, Inc. 1970
10. Efficient Reading
James I. Brown
D. C. Heath and Company 1971.

The merits of each textbook will not be discussed but rather two reasons will be given why they are not particularly suited to the needs of non-native speakers of English. First and foremost, the range of vocabulary

seems to the writer to be far too wide and complex for foreign students at this intermediate level. Second, the subject matter of most reading selections presupposes a knowledge of U.S. culture and way of life that the foreign student often does not have.

B. Only a few high school and college freshman level reading materials responded adequately to some of the needs of the foreign students. Among these the SRA Reading for Understanding Kit(Senior Edition) seems to respond to the need of the foreign student to grasp the full meaning of what he reads, to analyze ideas and reach logical conclusions. As far as vocabulary is concerned, Words, A Program Course in Vocabulary Development provides a solid and systematic approach to word study. Both of these SRA materials are individualized allowing the students to start at appropriate levels and move at their own pace. They could be excellent choices for the proposed REFL course.

C. Textbooks specifically designed for the teaching of REFL are becoming increasingly available and a broad division between C.1. General and C.2. Technical or Specialized can be conveniently attempted.

C.1. In the general classification, English as a Second Language: A Reader, by Edward T. Erasmus and Harry J. Cargas, features 42 reading selections under the general title of American Humanism. The reading selections were chosen across the span of U.S. history and according to the authors "reflect the struggle of authors to express human values in a new land of freedom, albeit a land emerging from the wilderness". The selections were graded according to length but length is not correlated with difficulty of content. Each selection is equipped with the following study aids: introduction, easy topics, vocabulary builder, comprehension quiz and structure drills. These textbooks could be a good choice for

foreign students in the humanities and could also be used in connection with a reading-composition course.

The second textbook in the general classification is David P. Harris' Reading Improvement Exercises for Students of English as a Second Language. As stated in the preface the exercises are designed for "high-intermediate and advanced learners of English as a second language who need practice in improving their reading speech and comprehension in order to perform effectively in colleges and universities where English is the language of instruction and where, perhaps, they must compete with students whose native language is English. "In this textbook the main emphasis is on increasing speed, while vocabulary as such is not given attention. The total number of exercises, eighteen, and their small size militate against the adoption of the book as main textbook for a REFL course. However, the short selections are interesting and at times entertaining. The format of the book was clearly inspired by the reading improvement texts for native speakers of English.

The third one in this general classification is Kenneth Croft's Reading and Word Study: for Students of English as a Second Language. The book is divided into 24 reading sections and 24 accompanying word study chapters. The reading selections are adaptations of well-known American short stories among which are "The Story of Rip Van Winkle" and "The Headless Horseman" by Washington Irving and "The Open Boat" by Stephen Crane. The introductory vocabulary range of these stories is within the 2000-items in "A General Service List of Words" edited by Michael West. This level reaches 4,000 words after a new vocabulary

and new forms built from already familiar word elements are introduced. Although the adaptation did not change the original stories much, the authors' styles were inevitably affected to some extent by the amount of editing. An original approach to the word study chapters in which major word classes were separated according to Charles C. Fries' guidelines in The Structure of English (1952), is considered an asset in this textbook. This text could be a helpful introduction to the American short story with an emphasis on vocabulary building and word study.

The fourth one, Reading and Conversation for Intermediate and Advanced Students of English sponsored by Washington Education Research Associates, Inc., comes in two 100-page booklets and deals with U.S. institutions, history and customs. An interesting combination of 20 readings, and 20 dialogues, this pair of textbooks provides written exercises and can be used with accompanying tapes. Methodologically the most sound of the books reviewed, they accomplish the four objectives of foreign language teaching, understanding, speaking, reading, and writing.

The fifth one, very similar in format to the previous one but considerably longer (506 pages) and more detailed, is Language and Life in the U.S.A.: American English for Foreign Students by Gladys G. Doty and Janet Ross. It features a short introduction to listening exercises, expanding greatly on speaking and acculturation readings and ending with a short chapter on writing. This textbook would make a sure choice in a four skill approach with particular emphasis on speaking and reading.

The sixth is Advanced Reading and Writing: Exercises in English as a Second Language by Dennis Baumwoll and Robert Saitz. Although the main emphasis of this textbook remains with writing, the short 13 reading selections offer interesting analysis and commentaries upon contemporary

societies. This small textbook provides the mature foreign student with interesting, useful and stimulating subject matter. It is intended by the authors to "contribute in some small measure to international understanding". Although words outside the 6000 Thorndike-Lorge count are glossed, the original vocabulary and sentence structure of the original selections were retained. This textbook would be a wise choice, if the graphic skills were to be emphasized.

The seventh in the order of textbooks reviewed here is not one single textbook but rather a collection published by Thomas Y. Crowell of New York with the title "Crowell Contemporary English Series".

Virginia French Allen is the author of the first two textbooks in the series: People in Livingston and People in Fact and Fiction. People in Livingston has a vocabulary range of 1,500 words and contains easy selections about an imaginary town in the U.S. called Livingston. The selections are original and were written with adults in mind. However, they are only suitable for beginners.

People in Fact and Fiction, on the other hand, is a collection of 17 biographical selections in which the most difficult ones will serve, according to the author, "to stretch the vocabulary of proficient readers". The vocabulary range in this second textbook is within the first 3,000 words in the Thorndike-Lorge list.

The third item in the Crowell series is a collection of brief biographies of some of the men "who made the United States what is today" under the title Men Who Made America: The Founders of a Nation by Daniel Da Cruz. the 28 short selections addressed to adults who have a strong interest in American history, are written with controlled vocabulary and syntax and are accompanied by exercises designed to improve the student's comprehension.

Next in the Crowell series are four volumes: American Folktales I and II and International Folktales I and II by Vinal O. Binner. The asset of the folktales for REFL students is that they can be used with groups of diverse ages and cultural backgrounds, as they deal with matters of universal interest: families, animals, human foibles, the supernatural and death. The vocabulary starts at the 1,000 most frequent words in the English language according to Edward T. Thorndike's Teacher's Word Book for 20,000 Words in the first book, and increases to 3,000 words in the last one. One interesting feature of this Folktale series is that each section has a number of grammatical and structural teaching points. In this sense they are "structured readers". However, vocabulary level and general level of difficulty make of these four folktale textbooks a better choice for an REFL course at the beginning or low intermediate level of instruction.

The last two textbooks in the Crowell series are: Man and his World by Margaret Durilecz and The United Nations in Action by Sara Withers. Man and His World is a textbook for high intermediate or advanced students of English as a second language. The book has a three-way emphasis, on reading, speaking and writing. Considerable attention is given to word study and to sentence patterns. The content of the book centers around the theme of man and his current world and deals with several aspects of man's life--geographic, economic and political. The vocabulary used falls within the 3,000 words most frequently used in writing English as given in the Thorndike-Lorge Teacher's Word Book of 3,000 Words. Man and His World provides the student with topics for full-length compositions and writing exercises. However, the nine reading

selections that compose the book do not constitute enough material for a semester's work.

The last in the Crowell Contemporary English Series is The United Nations in Action by Sara Withers. The author of this 116 page book believes that "the activities of social agencies of the United Nations provide a rich source of unusually appropriate material for a book of readings designed for learners of English as a second language". The emphasis of the book is on graphic skills, reading and writing. The 12 reading selections included were written afresh for this textbook; however, the vocabulary level does not seem to have been controlled. This is to be expected since this is the last book of the series and if a REFL student has progressed through the series, this last book should not present much difficulty.

The last two books reviewed in this section C.1, are somewhat special in their aims but they can be used with some adaptation in an REFL course. One is Grant Taylor's American English Reader. The adapted stories in this reader are designed for intensive rather than extensive practice in American English and the emphasis is on the conversion of "passive" language abilities: reading and listening, into their "active" counterparts, writing and speaking. Important details like question density in the accompanying exercises, simplification of involved sentence structure and avoidance of cultural or social references which students from other countries would not understand, are some of the chief innovations in this REFL reader. The vocabulary level is said to have been carefully controlled but there is no reference to the norm used. The textbook also provides an interesting study of alternate or derivate word forms which is another aspect of vocabulary

expansion. Among the adapted reading selections, the following convey graded cultural information: The First Thanksgiving, The Legend of Sleepy Hollow, The Louisiana Purchase, and First Across the Continent (The Lewis and Clark expedition).

The last textbook in the C.1. General classification is Readings in the Philosophy of Science by Shigeo Imamura and James W. Ney. The third one in the Audio-Lingual Literary Series of Blaisdell Publishing Company, this textbook is an attempt to combine reading selections extracted from noted literary works or essays of cultural value with stimulating and interesting drills. Two essays, "Science and Human Life" by Bertrand Russell and "Pretensions of Science" by Hugh Stevenson Tigner are exhaustively studied. First, each selection is presented in a moderately simplified version to provide a basis for the study of a limited number of phonetic or syntactic problems, with questions on content; then, the original form is presented with some supplementary exercises.

C.2. The second type of textbook specifically designed for the teaching of REFL at university level is, in the broad category adopted in this report, defined as 'technical' or 'specialized'. Oxford University Press, under the general heading of "Advanced and Specialist Studies: English Studies Series", has published a comprehensive collection of six books intended for those who need to understand and use English in their study of a particular subject. The format in all six textbooks is basically the same. The idea is to provide unsimplified passages related to particular subjects of study taken from established textbooks, journals, etc., together with explanatory notes on grammatical constructions and vocabulary items. This makes constant reference to grammar books

and dictionaries unnecessary. Exercises are provided to test comprehension of passages and to give practice in the use of commonly occurring grammatical constructions and vocabulary. The titles currently available are:

English Studies Series 1. History, Politics, Economy and Law

by M. J. Clarke

English Studies Series 2. Anthropology, Psychology, Education

Language and Philosophy

by M. J. Clarke

English Studies Series 3. Physics, Mathematics, Biology, Applied Science

by William F. Hawkins and Ronald Mackin

English Studies Series 4. Liberal Studies

by Ronald Mackin and William F. Hawkins

English Studies Series 6. Zoology and Botany

by R. H. Gethin and Ronald Mackin.

Forthcoming titles include: Military Texts, Chemistry, Medicine, Engineering, Building and Architecture, Geography, Agriculture & Fisheries and Public Health.

A somewhat different approach to REFL technical reading is followed by Kenneth Croft and Billye Walker Brown in Science Readings: For Students of English As a Second Language, published by MacGraw-Hill Book Company. Twenty six adapted reading selections provide reading and vocabulary study for students whose proficiency in English has reached an intermediate level and whose major interest is in the biological, physical, or applied sciences. Vocabulary control was applied with the two usual vocabulary

lists: "A General Service List of English Words", edited by Michael West including the 245-word "Supplementary Scientific and Technical Vocabulary" by Flood and West, and the Thorndike 3,000-word list from "The Teacher's Word Book of 30,000 Words" by Edward L. Thorndike and Irving Lorge. The vocabulary runs to about 3,500 words plus 700 additional vocabulary items introduced in the readings and exercises. This easier textbook could be an alternative or an introduction to the Oxford University Press English Studies Series Vol. 4, Physics, Mathematics, Biology and Applied Science, depending on the level of the students.

D. Multipurpose, easy reading, graded materials. This subsection will briefly review a set of materials, not originally intended for college level, which could be used to help increase reading speed. Three slightly different sets of materials, all with the same purpose of providing easy but interesting reading, are published by the Reader's Digest Educational Division. The first set of six 144-page Reader's Digest Readings for Learners of English as a Second Language contains articles from the Digest adapted to the special needs of adults studying English as a foreign language. Vocabulary control was done with the Thorndike and Lorge list of most frequently used words in English: "The Teacher's Word Book of 30,000 Words."

Vocabulary grading was done as follows:

Books one and two: 500-word basic vocabulary

Books Three and Four: 1000-word basic vocabulary

Books Five and Six: 2000-word basic vocabulary.

Each book has an average of 14 to 16 different selections and each selection is followed by comprehension and vocabulary exercises. Each

new word is explained in a footnote at the bottom of the page and these words are listed alphabetically in a glossary at the end of the book. A self-help answer kit is also provided.

The second set with the title Science Readers features four books which introduce adults to the concepts of modern science, the problems that confront the scientist and the methods he uses to solve them. Each textbook is organized around areas such as the earth, living things, matter and energy, and astronomy and space. The concepts presented are made simple but no norms of vocabulary control are reported. Each book is composed of an average of 25 short reading selections. Two books, Green and Orange, 128 pages each, include questions and answers at the end as well as a glossary of scientific terms. The Red and Blue books, 144 pages each, include only the glossary at the end.

The third set also published by the Educational Division of the Reader's Digest under the title Help Yourself to Improve Your Reading is perhaps the best suited for improving reading speech without neglecting reading comprehension. Each of the four textbooks has instructions on how to make best use of the selections. The instructions include subsections defining: purpose in reading, pre-reading practice, reading rate variation from skimming to thorough reading, pushing ahead reading speech and avoiding regression and finally, critical and imaginative reading. All twenty or so selections in each book include a total word count and space to write down the reading rate. This rate can be figured out according to instructions at the end of the book where a chart is provided to plot reading efficiency. To assess the second component of reading efficiency a reading comprehension quiz is provided at the end of each reading selection.

3.5. Recommendations for the Implementation of an Intermediate Reading Course for International Students at Kansas State University.

3.5.1. Length of the course. A minimum of one semester at the rate of three hours per week is considered an appropriate length of time for this type and level of course.

3.5.2. Desirable hardware. A stop-watch or equivalent timing device, a tape recorder and appropriate listening tapes are considered desirable if available. No other hardware is necessary.

3.5.3. Text Materials. Bearing in mind that no single textbook, kit or set of materials is sufficient or efficient for REFL readers, the inclusion of a variety of materials is inevitable. Subsection B. of 3.4. reviews the SRA Reading For Understanding kit as appropriate material for handling problems in the areas of general comprehension and critical reading. Vocabulary problems can be tackled with SRA Words A Programmed Course in Vocabulary Development by Susan Meyer Markle. A choice among textbooks specifically designed for the teaching of REFL both general and technical or specialized is also necessary. The emphasis of the course and the type of students will dictate these choices. (See subsections C.1 and C.3 of 3.4.). Finally, the Reader's Digest materials reviewed in subsection D. of 3.4., seem adequate for the purpose of increasing reading speed in REFL readers.

Some brief comments on this last point are considered necessary. Since REFL students do not have well-established oral-visual inner speech habits we can hardly consider replacing them with the so-called "purely visual" reading habits. It can be safely stated that unless an REFL reader has developed adequate vocabulary comprehension and

critical reading skills, practice in speed reading results in mastering the skills of flipping the pages rapidly and moving the eyes vertically down the page. Neither of these skills alone seems to produce effective reading, i.e. reading with speed and comprehension. Efficiency in reading comes from two factors: good comprehension and good speed. Speed is not independent of comprehension. Extreme speeds in reading, whether too fast or too slow, affect comprehension adversely. Reading speed has to adjust to the difficulty of the material and to the purpose of reading. There are at least two ways of improving reading. There are at least two ways of improving reading speed without neglecting comprehension. One is to improve general language proficiency by giving attention to vocabulary, involved written language structures, critical ability and intonation and style awareness. The other has to do with the fighting off of deeply entrenched slow reading habits. Accelerated and persistent practice on easy material over an extended period of time will have the effect of building up confidence and effacing unnecessarily slow reading habits. A combination of these two strategies is proposed in this report.

3.5.4. Students. Students enrolled in 281 070 Spoken English for International Students should take the placement test of the Reading For Understanding kit and should test their reading speed on one of the Reader's Digest easy reading selections. The results of these tests should uncover the most pronounced reading deficiencies. Other international students who feel that, in spite of their good audio-lingual skills, deficient reading is hampering their academic progress, should also take this course.

3.5.5. Instructor. An ideal instructor would be an advanced graduate student in Linguistics specializing in TESOL and with supporting

background in reading or an advanced student in reading with strong supporting background in Linguistics and TESOL.

3.5.6. Classroom procedures. In a typical class period the instructor will make an oral presentation (live or recorded) of the reading selection for the day. This selection is chosen from either the general or the technical REFL textbooks reviewed in this report in accordance with the specialized fields of the students and their reading needs. This intensive reading session in which the students practice the intonation of difficult passages and ask questions about sentence structure and vocabulary lasts for the first half of the period. The next ten minutes are devoted to rapid reading in the Reader's Digest easy readers and finally the remaining time is spent in silent reading with the RFU kit and the Words workbook. Early in the course two important aspects should be given consideration: the use of English dictionaries and the use of the library. For these purposes the instructor should be familiar with Richard C. Yorkey's Study Skills for Students of English As a Second Language. Also since one of the collateral aims of the course is to show the basic regularity of the English spelling system, the instructor should be acquainted with English Sounds and their Spellings by Robert L. Allen, Virginia French Allen and Margaret Shute, published in Crowell Contemporary Series.

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LIST OF TEXTBOOKS AND MATERIALS
CONSIDERED FOR THE COURSE

- A.1. Power and Speed Reading
Doris Wilcox Gilbert
Prentice Hall 1956
2. Breaking the Reading Barrier
Doris Wilcox Gilbert
Prentice Hall 1959
3. Increasing Reading Efficiency
Lyle L. Miller
Holt, Rinehart and Winston 1954
4. Toward Reading Comprehension
Julia Florence Sherbourne
D. C. Heath and Company 1966
5. The Way to Reading Improvement
P. Joseph Canavan & William O. Heckman
Allyn and Bacon, Inc. 1966
6. Basic Reading Patterns
Marvyl Doyle & V. Marie Mittwer
Prentice Hall 1969
7. The Turning Point in Reading
Doris Wilcox Gilbert
Prentice Hall 1969
8. Improving College Reading
Lee A. Jacobus
Harcourt, Brace & World, Inc. 1967

9. Developing College Reading

Lee A. Jacobus

Harcourt, Brace & World, Inc. 1970

10. Efficient Reading

James I. Brown

D. C. Heath and Company 1971

B.1. RFU Reading for Understanding

Thelma Gwinn Thurstone

Science Research Associates, Inc. 1965

2. Words: A Programmed Course in Vocabulary Development

Susan Meyer Markle

SRA 1967

C. Crowell Contemporary English Series

People in Livingstone

Virginia French Allen

1953

People in Fact and Fiction

Virginia French Allen

1957

Men Who Made America: The Founders of a Nation

Daniel da Cruz, Jr.

1962

American Folktales/1.: A Structured Reader

Vinal O. Binner

1966

American Folktales/2.: A Structured Reader

Vinal O. Binner

1968

International Folktales/1.: A Structured Reader

Vinal O. Binner

1967

International Folktales/2.: A Structured Reader

Vinal O. Binner

1970

The United Nations in Action: A Structured Reader

Sara Withers

1969

Man and His World: A Structured Reader

Margarte Kurilecz

1969

English Sounds and Their Spellings

Robert L. Allen, Virginia French Allen & Margaret Shute

1966

Prentice Hall

Reading and Word Study: For Students of English as a Second Language

Kenneth Croft

1960

Reading Improvement Exercises for Students of English as a Second Language

David P. Harris

1966

Reading and Conversation for Intermediate and Advanced Students of English

I & II

English Language Services and Washington Educational Research Associates,

Inc. 1969

Holt, Rinehart and Winston

Advanced Reading and Writing: Exercises in English as a Second Language

Dennis Baumwoll & Robert L. Saitz

1965

McGraw-Hill Book Company

American English Reader

Grant Taylor

1960

Science Readings for Students of English as a Second Language: With

Exercises for Vocabulary Development

Kenneth Croft and Billye Walker Brown

1966

Study Skills for Students of English as a Second Language

Richard C. Yorkey

1970

Harper and Row Publishers

Language and Life in the U.S.A.: American English for Foreign Students

Gladys G. Doty and Janet Ross

1960

Wm. C. Brown Company Publishers

English as a Second Language: A Reader

Edward T. Erasmus and Harry J. Cargas

1970

Blaisdell Publishing Company

Readings in the Philosophy of Science

Shigeo Inanura and James W. Ney

1969

Oxford University Press

English Studies Series I: History, Sociology, Politics, Economics, Law

M. J. Clarke

1964

English Studies Series II: Anthropology, Psychology, Education, Language,
Philosophy

M. J. Clarke

1966

English Studies Series III: Physics, Mathematics, Biology, Applied Sciences

William F. Hawkins & Ronald Mackin

1966

English Studies Series IV: Liberal Studies

Ronald Mackin and William F. Hawkins

1967

English Studies Series VI: Zoology and Botany

R. H. Gethin and Ronald Mackin

1969

D. Educational Division, Reader's Digest

1. Readings Book One

Aileen Traver Kitchin

1964

Readings Book Two

Aileen Traver Kitchin

1964

Readings Book Three

Aileen Traver Kitchin and Virginia French Allen

1963

Readings Book Four

Virginia French Allen and Aileen Traver Kitchin

1963

Readings Book Five

Kenneth Croft

1964

Readings Book Six

Kenneth Croft

1964

2. Science Reader Green Book

Franklyn M. Branley

1963

Science Reader Orange Book

Franklyn M. Branley

1964

Science Reader Blue Book

Franklyn M. Branley

1961

Science Reader Red Book

Franklyn M. Branley

1962

3. Help Yourself Improve Your Reading

Part 1. Bruth B. Herin

1961

Help Yourself Improve Your Reading Part 2

Gertrude B. Stearns

1963

Help Yourself Improve Your Reading Part 3

Julian W. Carr

1967

Help Yourself Improve Your Reading Part 4

Julian W. Carr

1967

APPENDIX I

Check-List

Identification

Name _____

Position _____

Department _____

Address _____

Check-list

Please circle appropriate answer.

1. Do you have a reading program for non-native speakers
of English?.....YES NO 1.
2. Do you have a similar reading program for:
 - 2.A. Ordinary American Students.....YES NO 2.A.
 - 2.B. Mexican-Americans.....YES NO 2.B.
 - 2.C. Black-Americans.....YES NO 2.C.
 - 2.D. Oriental-Americans.....YES NO 2.D.
 - 2.E. Others.....YES NO 2.E.
3. Do you offer a speed reading course?.....YES NO 3.

If you have answered NO to question 1. we thank you for your cooperation.
You can return the check-list at this point. If you have answered YES
to question 1., you may continue. Please remember we are dealing with
non-native speakers of English.

4. The reading program for non-native speakers of English

that you have is run by:

- 4.A. The Reading Center.....YES NO 4.A.
4.B. The English Department.....YES NO 4.B.
4.C. The Linguistics Department.....YES NO 4.C.
4.D. The College of Education.....YES NO 4.D.
4.E. Others.....YES NO 4.E.

5. This reading program is:

- 5.A. Compulsory for every foreign student.....YES NO 5.A.
5.B. Compulsory if student fails a test.....YES NO 5.B.
5.C. Only recommended, if needed.....YES NO 5.C.
5.D. Student is free to attend or not.....YES NO 5.D.
5.E. Offered for academic credit.....YES NO 5.E.

6. How many students do you have approximately in this program?

- 1-5. 6.A.
6-15. 6.B.
16-25. 6.C.
+26 6.D.

7. What is the length in weeks or semester in your Reading Program?

-Weeks.....1-3 7.A.
4-8 7.B.
.....Semesters.1 7.C.
+2 7.D.

8. Approximately how many students speak as their native language or dialect one of the following

Spanish.....	1-5	8.A.
	6-15	
German or Slavic.....	1-5	8.B.
	6-15	
French.....	1-5	8.C.
	6-15	
Asiatic Languages.....	1-5	8.D.
	6-15	
African Languages.....	1-5	8.E.
	6-15	
Indian or Pakistani.....	1-5	8.F.
	6-15	
Other.....	1-5	8.G.
(Please state language)	6-15	

9. Do you have a syllabus and course instruction for this reading program?.....YES NO 9

If you do, could you please send us a copy? We will cover copying expenses and mailing costs.

10. Please indicate according to the rates below where your instructional emphasis is placed.

- (0) Very little or no importance
- (1) Some importance
- (2) A great deal of importance
- (3) One of the basic objectives
- (4) The objective of the course.

General comprehension.....10.A.
General vocabulary expansion.....10.B.
Critical readings.....10.C.
Implied meanings.....10.D.
Study skills.....10.E.
Dictionary Skills.....10.F.
Word parts (suffixes,prefixes,roots).....10.G.
Reading aloud.....10.H.
Idioms and colloquialisms.....10.I.
Reading speed.....10.J.
Other.....10.K.
(Please specify which)

11. We are interested in knowing about the textbooks and materials that you have been using in your reading course. We also would like to know how you feel about their appropriateness.

Please use the following ratings:

- (0) Did not use this particular material.
- (1) Material not helpful.
- (2) Material helpful but could be improved.
- (3) Material very helpful.

College Reading Program I.....() 11.A.
College Reading Program II.....() 11.B.
Controlled Readers.....() 11.C.
EDL Word Clue Book.....() 11.D.
Vocabulary for College.....() 11.E.
SRA Reading For Understanding kit.....() 11.F.
Other.....() 11.G.
.....() 11.H.
.....() 11.I.
(please specify)

Textbooks:

Smith, (editor), Learning to Learn.....() 11.J.
Leedy, Read with Speed and Precision.....() 11.K.
Gilbert, Power & Speech in Reading.....() 11.L
Glock, The Improvement of College Reading.....() 11.M.
Miller, Increasing Reading Efficiency.....() 11.N.
(Third Edition)
Croft, Reading and Words Study for Student of English
as a Second Language.....() 11.O.
Harris, Reading Improvement Exercises for Students of
English as a Second Language.....() 11.P.
Other.....() 11.Q.
(please specify)

12. Do you use successfully pacers, listening tapes, and other mechanical devices to improve reading speed?.....YES NO 12.
13. Would you like a copy of the results of this check-list?..YES NO 13.
14. Thank you for taking time to fill out this check-list. If you have any comments, program innovations, etc., please write them in the space below; use the back of the sheets if you need more space.

APPENDIX II

List of Colleges and Universities to which the check-list was sent:

- | | |
|---|--|
| 1. Virginia Allen
English Department
Temple University
Philadelphia, Penn. 19122 | 11. Indiana Central College
Indianapolis, Indiana 46227 |
| 2. Morehead University State
Morehead, Kentucky 40351 | 12. Butler University
Indianapolis, Indiana 46207 |
| 3. Kentucky State College
Frankford, Ky. 40601 | 13. University of Illinois
Urbana, Illinois 61803 |
| 4. Eastern Kentucky University
Richmond, Ky. 40475 | 14. Loyola University
Chicago, Illinois 60045 |
| 5. Washburn University of Topeka
Topeka, Kansas 66621 | 15. Trinity College
Washington, D.C. 20001 |
| 6. Ks. State Teachers College
Emporia, Kansas 66762 | 16. Howard University
Washington, D.C. 20001 |
| 7. The College of Emporia
Emporia, Kansas 66801 | 17. District of Columbia
Teachers College
Washington, D.C. 20009 |
| 8. University of Dubuque
Dubuque, Iowa 52001 | 18. Willimantic State College
Willimantic, Conn. 06226 |
| 9. State College of Iowa
Cedar Falls, Iowa 50613 | 19. Southern Connecticut Univ.
New Haven, Conn. 06515 |
| 10. Upper Iowa University
Fayette, Iowa 52142 | 20. Danbury State College
Danbury, Conn. 06810 |

21. Central Conn. S. College
New Britain, Conn. 06050
22. Colorado S. College
Greely, Colorado 80631
23. Western S. College of Col.
Gunnison, Col. 81230
24. Adams S. College of Col.
Alamosa, Col. 81101
25. Souther Col. S. College
Pueblo, Col. 81005
26. San Jose State College
San Jose, Calif, 95114
27. San Francisco S. College
San Francisco, Cal. 94132
28. Sacramento S. College
Sacramento, Calif. 93726
29. Fresno State College
Fresno, California 93726
30. Calif, S. College at Hayward
Hayward, Calif. 94542
31. State College of Arkansas
Conway, Arkansas 72032
32. Southern S. College
Magnolia, Arks. 71923
33. Henderson S. College
Arkadelphia, Arks. 71923
34. Arks. State College
Jonesboror, Arks. 72467
35. Northern Arizona Univ.
Flagstaff, Ariz. 86001
36. Univ. of Alaska
College, Alaska 99701
37. Livingstone State College
Livingston, Alabama 35470
38. Jacksonville S. Univ.
Jacksonville, Ala. 35470
39. Alabama State College
Montgomery, Ala. 36101
40. Florence State College
Florence, Ala. 35630
41. Charles W. Kreidler
School of Lan. and Linguistics
Georgetown University
Washington, D.C.
42. Allen Sharp
American Lan. Institute
San Francisco S. College
San Francisco, Calif. 94132

43. Mari-Lucy Ulibarri
College of Education
Univ. of New Mexico
Albuquerque, N.M. 87105
44. Mark Lester
Dept. of English as a
Second Language
Univ. of Hawaii
Honolulu, Hawaii 96822
45. Francis A. Cartier
English Lan. Branch
Defense Lan. Institute
Lackland Air Force Base
Texas 78236
46. Robert D. Wilson
Dept. of English
Univ. of California
Los Angeles, California 90023
47. Dept. of Education
Wisconsin S. Univ.
Eau Claire, Wisc. 54701
48. Univ. of Vermont
Burlington, Vermont 05401
49. 202 V. Hall
Univ. of Texas
Austin, Texas 78712
50. Reading Clinic
School of Education
Univ. of South Carolina
Columbia, S. Carol. 29208
51. Reading Laboratory
Learning Research and Develop.
University of Pittsburg
400 South Craig Street
Pittsburg, Penn. 15213
52. Reading Clinic
Temple University
Broad and Montgomery st.
Philadelphia, Penn. 19122
53. Reading Center, Dept. of Ed.
Oklahoma S. University
Stillwater, Oklahoma 74074
54. Reading Center
208 University Place
Syracuse University
Syracuse, New York 13210
55. Reading Center, Teachers College
Columbia University
New York, N.Y. 10027
56. Hofstra University
Hempstead
Long Island, N.Y. 11550

57. Project Literacy
Cornell Research Park
Building 6
Ithaca, N.Y. 14850
58. S. Univ. of N.Y. at Buffalo
Foster Hall, Library Circle
Buffalo, N.Y. 14214
59. Curriculum Laboratory
S. Univ. of N.Y. at Albany
1223 Western Av.
Albany N.Y. 12203
60. Reading Services Center
Univ. of Mississippi
University, Miss. 38677
61. Improvement Services
University College
Michigan S. Univ.
East Lansing, Mich. 48823
62. Boston University
755 Commonwealth Av.
Boston, Mass. 02215
63. ERIC Clearinghouse on
Reading. 204 Pine Hall
Indiana Univ.
Bloomington, Indi. 47401
64. Reading Research Laboratory
University of Miami
Coral Gables, Fla. 33124
65. George Washington Univ.
2029 G. Street
N.W. Washington D.C. 20008
66. Clinical Training Center
San Diego State College
5402 College Av.
San Diego, Calif. 92115
67. Reading Development Center
University of Arizona
Tucson, Arizona 85721
68. Arizona State University
Tempe, Arizona 85281
69. Univ. of Notre Dame
Notre Dame, Indiana 46556
70. Florida State University
Tallahassee, Fla. 32306
71. Wheaton College
Wheaton, Ill. 60187
72. Northeastern Ill. S. College
Chicago, Ill. 60625
73. Concordia Teachers College
River Forest, Ill. 60305

74. Chicago State College
Chicago, Ill. 60625
75. Northwest Nazarene Coll.
Nampa, Idaho 84651
76. College of Idaho
Caldwell, Idaho 84605
77. Church Coll. of Hawaii
Laie, Hawaii 96762
78. Savannah S. College
Savannah, Georgia 31404
79. Fort Valley S. Coll.
Fort Valle, Ga. 31030
80. Georgia State College
Atlanta, Ga. 30303
81. Albany State College
Albany, Ga. 31705
82. Atlanta University
Atlanta, Ga. 30314
83. Barry College
Miami, Fla. 33161
84. Rollins College
Winter Park, Fla. 32789
85. Stetson University
Deland, Fla. 32720
86. Jacksonville Univ
Jacksonville, Fla. 32211
87. William E. Norris
Linguistics Dept.
Univ. of Pittsburg
Pittsburg, Penn. 15213
88. Ted Plaister
Chairman of the Dept. of Engl.
as a Second Language
Univ. of Hawaii
Honolulu, Hawaii 96822
89. Louisiana S. Univ. at New Orleans
New Orleans, La. 70122
90. Macnesse State College
Lake Charles, La. 70601
91. Northeastern Louisiana S. Coll.
Monroe, La. 71201
92. Northwestern S. Coll. of La.
Natchitoches, La. 71457
93. Farmington State College
Farmington, Maine 04038
94. Nason College
Springvale, Maine 04083
95. Gorham State College
Gorham, Maine 04938

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| 96. Saint Joseph's Coll.
North Windham, Maine 04062 | 108. Wayne State University
Detroit, Michigan 48202 |
| 97. Morgan S. College
Baltimore, Maryland 21204 | 109. Ferris State College
Big Rapids, Mich. 49307 |
| 98. Towson State College
Towson, Maryland 21204 | 110. Mercy College at Detroit
Detroit, Mich. 48219 |
| 99. Salisbury State College
Salisbury, Maryland 21801 | 111. Oakland University
Rochester, Mich. 48063 |
| 100. Frostburg State College
Frostburg, Maryl. 21532 | 112. Univ. of Minn. Duluth
Duluth, Minnesota 55812 |
| 101. Maryland State College
Princess Ann, Mayl. 21853 | 113. Saint Mary's College
Winona, Minn. 55987 |
| 102. Harvard University
Cambridge, Mass 02324 | 114. Bemidji State College
Bedmidji, Minn. 56601 |
| 103. State Coll. at Boston
Boston, Mass 02115 | 115. Concordia College
St. Paul, Minn 55104 |
| 104. S. Coll. at Bridgewater
Bridgewater, Mass 02324 | 116. Saint Cloud S. College
Saint Cloud, Minn 56301 |
| 105. S. Coll. at Fitchburg
Fitchburg, Mass 01420 | 117. Saint John's University
Collegeville, Minn. 56321 |
| 106. S. Coll. at Framingham
Framingham, Mass. 01701 | 118. Delta State College
Cleveland, Miss. 38732 |
| 107. Suffolk University
Boston, Mass. 02114 | 119. Jackson State College
Jackson, Miss. 39217 |

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| 120. Mississippi College
Clinton, Miss. 39056 | 132. Rivier College
Nashua, N. Hamp. 03106 |
| 121. Miss. S. Coll. for Women
Columbus, Miss. 39701 | 133. St. Anselms Coll.
Manchester, N. Hamp. 03102 |
| 122. Saint Louis Univ.
St. Louis Mo. 63103 | 134. Jersey City S. Coll.
Jersey City, M.J. 07305 |
| 123. Washington Univ.
St. Louis, Mo. 63130 | 135. Glassboro S. Coll
Glassboro, N.J. 08028 |
| 124. Southwest Mo. S. Coll.
Springfield, Mo. 65802 | 136. Montclair S. Coll.
Montclair, N.J. 07043 |
| 125. Northeast Mo. S. Teachers Coll.
Kirksville, Mo. 63501 | 137. Trenton State Coll.
Trenton, M.J. 09625 |
| 126. Northwest Mo. S. Coll.
Marysville, Mo. 64468 | 138. Newark State College
Union, M.J. 07083 |
| 127. Concordia Teachers Coll.
Seward, Nebraska 68434 | 139. Eastern N.M. University
Portales, N. Mex. 88130 |
| 128. Chandron State Coll.
Chandron, Nebraska 69337 | 140. Western N.M. University
Silver City, N.M. 88061 |
| 129. Nebraska Wesleyan Univ.
Lincoln, Na. 68504 | 141. Cornell University
Ithaca, N.Y. 14850 |
| 130. Univ. of Omaha
Omaha, Na. 68508 | 142. S. Univ. of New York
Albany, N.Y. 12223 |
| 131. Mount Saint Mary Coll.
Hooksett, N. Hamp. 03060 | 143. Teacher's Coll. Columbia U.
New York, N.Y. 10027 |

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| 144. Yeshiva University
New York, N.Y. 10003 | 156. University of Oklahoma
Norman, Oklahoma 73069 |
| 145. Mills College of Ed.
New York, N.Y. 10011 | 157. University of Portland
Portland, Oregon 97403 |
| 146. Appalachian S. Teachers College
Boone, North Carolina 28607 | 158. Indiana Univ. of Penn.
Indiana, Penn. 15701 |
| 147. Winston-Salem S. College
Winston-Salem, N. Carolina 27102 | 159. Catholic Univ. of Puerto Rico
Ponce, Puerto Rico 00731 |
| 148. Fayetteville S. College
Fayetteville, N. Carolina 28301 | 160. Interamerican Univ of P. Rico
Hato Rey, Puerto Rico 00919 |
| 149. Reading Center, N. Carolina S. Univ.
Raleigh, North Carolina 27607 | 161. University of P. Rico
Rio Piedras, P. Rico 00931 |
| 150. Univ. of North Dakota
Ellendale Branch
Ellendale, N. Dakota 58436 | 162. Allen University
Columbia, S. Carolina 28204 |
| 151. Dickinson S. College
Dickinson, N. Dakota 58601 | 163. Dakota Wesleyan Univ.
Mitchell, S. Dakota 57301 |
| 152. Bowling Green S. Univ.
Bowling Green Ohio 45302 | 164. Middle Tenn. S. Univ.
Murfreesboro, Tenn. 37130 |
| 153. Central S. University
Wilberforce, Ohio 45394 | 165. Univ. of S. Dakota
Vermillion, S. Dakota 57069 |
| 154. Cleveland S. University
Cleveland, Ohio 44115 | 166. East Texas S. University
Commerce, Texas 75428 |
| 155. East Central S. College
Ada, Oklahoma 74820 | 167. Texas A & M University
College Station, Texas 75428 |
| | 168. Southwestern University
Georgetown, Texas 78626 |

169. West Texas State University
Canyon, Texas 79105
170. Utah S. University
Logan, Utah 84321
171. Seattle University
Seattle, Washington 98122
172. West Virginia University
Morgantown, West. V. 26506
173. Wisconsin State Univ.
La Crosse, Wisconsin 54601
174. Wisconsin University
Platteville, Wisconsin 53818
175. Wisconsin State University
River Falls, Wisconsin 54022

APPENDIX III

List of colleges and universities that have a reading program for non-native speakers of English:

1. Elmer A. Nies
Reading Specialist
Guidance & Counseling
Bemidji State College
Minnesota 56601
2. Patricia Heard
Coordinator
Reading and Study Skills Lab.
A. 332 Jester Center
University of Texas, Austin
3. Jerry B. Fiddler
Director Reading Clinic
Reading Clinic
University of Pennsylvania
Indiana, Penn. 15701
4. M. D. Howell
Professor of Education
Jacksonville State University
Jackson, Alabama
5. Joseph Ilika
Texas A & M University, Bldg. C.
Reading and L.A. Lab Coll. of Ed.
College Station, Texas 77843
6. R. W. Wheeler
Prof. & Director Reading
Lab, Psychology
East Texas State Univ.
Commerce, Texas 75428
7. Virginia H. Howard
Director Reading D.C.
T.C. 2565 Ga. Avenue
Washington, D. C. 20032
8. Robert C. Cienkus
Director, Reading Program
Curriculum and Instruction
820 N. Michigan
Chicago, Ill. 60611
9. Mrs. Ann S. Algier
Assist. Prof. of Ed.
Supervisor, C.U.C. Learning
University, Richmond
Kentucky 40475

10. Leif Fearn
Coordinator Clinical Training
Center, Education
5402 College Avenue
San Diego, California 92115
11. Dean Brodkey
Director, English Tutorial
Program. University College
and Counseling Center
University of New Mexico
Albuquerque, New Mexico 87106
12. Naomi Roberts
Instructor of Reading
Special Programs
Northeast Mo. State College
Kirksville, Missouri 63501
13. Christina Bratt Paulston
Director, English Lang. Instit.
General Linguistics
University of Pittsburgh
14. Evelyn B. Slobodzian
Chairman Reading Diagnostic
Center, Glassboro, N.J.
15. Charles Mason
Asst. Prof. & Reading Coord.
English As a Second Lang.
University of Hawaii
Honolulu 96822
16. Sister Rosina Schmith
Chairman Philosophy Dept.
College of St. Benedict
St. Joseph, Minn. 56374
17. Norma V. Spalding
Assistant Prof.
Special Education
San Jose State College
San Jose, California 95114
18. June Weber
English Instructor
English as a Second Lang.
University of Portland
5000 N. Wallamette Berd
Portland, Oregon

APPENDIX IV

List of colleges and universities that have a speed reading course
in their program:

1. Marlys J. Mallow
Coordinator of Reading
Counseling & Testing
WSU Platterville, Wisconsin
2. Nicholas J. Silvaroli, Ed. D.
Director, Reading Education
College of Education
Arizona State University
Tempe, Arizona 85281
3. James I. Califf, Ed. D.
Director MSCW Reading Center
Columbus, Mississippi 39701
4. June Weber
English Instructor
English As a Second Language
University of Portland
5000 N. Wallamette Berd
Portland, Oregon
5. Hyla D. Cartwright
Director Reading and
Study Skills Center
English Department
315 New Classroom Bld.
Ky. S. College. Frankford, Ky.
6. Vernon Simula, Assoc. Prof. Ed.
University of Minn. , Duluth
Duluth, Minn. 55812
7. Grace Meyer, Chairman Dept. Engl.
Upper Iowa College
Fayette, Iowa 52142
8. Leonard S. Bramm, Assoc. Prof.
Syracuse Univ. Scholl of Ed.
508 University Pl.
Syracuse, N.Y. 13210
9. John H. Query, Asst. Prof.
Direc. Reading Lab. English
Univ. of Nebraska, Omaha
10. Don A. Brown. Prof. of Reading
Elementary Ed.
Greeley, Colorado 80631
Univ. of Northern Col.
11. Alexander Liddie, Chairman Engl.
Trenton State College
Trenton, N.J.

12. Sister Mary Ramona Gerard
Co-Chairman Education
Mary Coll. of Detroit
8200 W. Outer Dr.
13. Gary D. Spencer, Chairman
Reading Dept. Direc. Assoc. Clinic
Jersey City State Coll.
Jersey City, N.J.
14. C. H. Tegeler
Reading Lab English
Southern Missouri State College
Springfield, Mo.
15. Charles O. Ingram
Head, Student Reading,
Student Skill Center
Psychology, Room 200W
Old Psychology Building
University of Arizona
Tucson, Arizona 85720
16. Eddie C. Kennedy
Coordinator Reading
Clinical Studies
West Virginia University
Morgantown, N. Va. 26506
17. Ahmed A. Fareed
Director The Reading
Center, Education.
Northeastern Illinois
State College 5500 N.
St. Louis Avenue
Chicago, Illinois 60625
18. Ervin Huddleston
Graduate Assistant
Reading Center, Education
ENMU Portales, N. M. 88130
19. R. N. Rickett
Assistant Prof. of Ed.
University of Maine
Portland Gurham
Gurham, Maine
20. K. P. Kaden
Director of Counseling
Concordia College
275 N. Syndicate St. Paul
Minnesota 55104
21. Ronald J. Johnson
Director the Reading
Center, Ed. Wisconsin
State University.
River Falls, Wisconsin

22. M. Y. Peaster
Director Reading Services
School of Education
Univ. of Mississippi
University, Mississippi 39677

23. J. L. Laffay
Director ERIC/Crier
Reading 204 Pine Hall
Indiana University
Bloomington, Indiana 47401

24. Elmer A. Nies
Reading Specialist
Guidance & Counseling
Bemidji State College
Minnesota

25. Margie Willers
Grad. Student teaching in
Reading Lab, Elementary Ed.
1701 Maple Leaf Drive
Demopolis, Alabama 36732

26. Norma V. Spalding
Assistant Professor
Special Education
San Jose State College
San Jose, California 95114

27. Ann S. Algier
Asst. Prof. Ed.
Supervisor C.U.C.
Learning Lab
Eastern Kentucky Univ.
Richmond, Ky. 40475

28. Robert C. Cienkus
Director Reading Program
Curriculum & Instruction
820 N. Michigan
Chicago, Illinois 6064

29. Virginia H. Howard
Director Reading
D.C. T.C.
2565 Ga. Avenue
Washington, D.C. 20032

30. R. W. Wheeler
Professor & Director of
Reading Lab,
Psychology, East Texas
State University
Commerce, Texas 75428

APPENDIX V

List of colleges and universities that have a reading course for
Black Americans:

1. Stuart L. Silvers
Director Reading Center
Reading, College of Ed.
46th & Sunset
Butter Un. Indianapolis,
Indiana 46208
2. Betty L. Churchill
Director Reading Center
Chicago, Illinois 60621
3. Dave Capuzzi, Director
Reading Services, English
Bldg. 211 Mabry Hts.
F.S.U. Tallahassee, Fla.
4. Elizabeth Van Velzer
Supervisor Reading Center
Dept. of Psychology
Teachers College
Columbia, N.Y. 10027
5. John H. Query Jr. Assis. Prof.
English. Director Reading Lab.
University of Nebraska
Omaha, Nebraska
6. Hyla D. Cartwright, Dir.
Reading & Study Skills Cen.
Denglish Dept. 315 New Class
room B. Kentucky State
College. Frankford, Ky.
7. Dr. Charles O. Ingram
Head, Student Reading-Study
Skills Center
Psychology, room 200x. Old
Psychology Bldg. Univ. of
Arizona. Tucson, Ar. 85720
8. Eddie C. Kennedy, Coordinator
Reading Clinical Studies
West Virginia Univ.
Morgantown, N. Va. 36506
9. Miss Bernice E. Green
Reading Specialist Dept. Engl.
Central State Univ.
Wilberforce, Ohio 45384

APPENDIX VI

Check-list given to foreign students enrolled in 281-070 Spoken English for International Students, Spring 1971.

Instructions:

Please answer the following questions. Your answers will provide us with some indication of your needs in reading English as a foreign language. These needs, we hope, will be given attention in a reading course for Foreign Students some time in the future.

Your name: _____ Nationality _____

Please circle: Graduate Undergraduate other

Years of training in English in your country _____

Years of reading textbooks in English _____

I. Reading Needs.

1. Do you need to improve your reading ability in English? _____

2. Please choose the areas in which this improvement is necessary:

a. Your field of studies. _____ YES-NO

b. In general (newspaper, magazines, non-technical material) _____ YES-NO

c. Do you think you do read well enough and that further training in reading English is not necessary? _____ YES-NO

3. Do you find you spend more time reading than American students do when reading the same material? _____ YES-NO

If you do, how much more time?

- a. Twice as much
- b. Three times as much
- c. Four times as much
- d. _____ (other, specify)

4. What are the English language problems that create difficulty in your reading:

- a. Technical vocabulary
- b. General vocabulary
- c. Sentence structure of scientific reading
- d. Sentence structure of non-technical materials
- e. Orthography
- f. Pronunciation
- g. Letter shapes

Of the above which is the one that creates MOST problems for you?

5. Do you have time to read for enjoyment? _____ YES-NO
(fiction, novels, short articles in Life...)

6. Do you read for information about the world in general?
_____ YES-NO

7. What is easiest for you to read: a. The newspapers
(Collegian, Manhattan Mercury)
b. The textbooks in your field.

8. Do you find time to read in your native language?

How often? a. Almost never, b. once a month c. once a week.
d. every day.

9. Which type of materials do you read faster?

- a. Technical materials.
- b. Non-technical materials.

II. 10. If a course in reading English for international students were offered what are the aspects that should be given attention:

- a. Technical vocabulary in your field
- b. General vocabulary
- c. Pronunciation
- d. Orthography
- e. Reading speed but with good understanding
- f. Reading to find the main idea.

Thank you for your cooperation.

READING IN ENGLISH FOR INTERNATIONAL STUDENTS
AT KANSAS STATE UNIVERSITY

by

GERMAN G CASAS-RUIZ

B.A., National University of Colombia, 1965

AN ABSTRACT OF A MASTER'S REPORT


Submitted in partial fulfillment of the
requirements for the degree

MASTER OF ARTS

Department of Speech
Kansas State University
Manhattan, Kansas

1971

Approved by:


Major Professor

ABSTRACT

Purpose

The main objective of this report is to attract the attention of those concerned with the teaching of English to speakers of other languages, and other TESOL activities, to the explicit teaching of reading as a legitimate area of instruction on the same footing as listening, speaking and writing. This report concentrates on the teaching of reading at the college level and makes suggestions for the integration of a reading course in the already existing program of English for International Students at Kansas State University.

Procedure

In the theoretical aspects, differences between reading English natively and reading English as a foreign language are contrasted. Attention is drawn to the auditory inner speech mechanisms and their import in the reading process. In this connection the nature of human language as a spoken phenomenon is emphasized. However, two special features of written language: orthography and style are also noted.

In the applied aspects, consideration is given to the teaching of English reading at the college level and a summary of the state of the art is given. Special reference is made to Kansas State University International students enrolled in 281 070 Spoken English for International Students and their reading needs. Finally, a brief review of available textbooks suited for the teaching of reading in English at the college level is presented.

Recommendations

Some broad guidelines as well as some specific recommendations are offered for the establishment of an Intermediate Reading course for International Students. The broad guidelines relate to the choice of main textbooks suited for the course, and the specific recommendations deal with the selection of supporting reading material and with the suggestions for typical classroom activities.