

Response Cards

Session # 105, A Modified Sustained Silent Reading Program in Beginning Adult ESOL Classes

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Implications for Practice:

- If SSR is used, reading alone will not work. Need the follow-up activity discussion to acquire the language
- Needs to be a pre-test, a means of measure
- Pronunciation/phonics could be an issue
- Is there enough “comprehensible input?”
- Teachers can choose either condition and feel confident she is teaching via an appropriate method
- Teachers can blend the two or modify the SSR condition
- Teachers need to be consistent over a long period before abandoning this new technique if at first students seem resistant
- Use as part of program of reading instruction, maybe not entire thing
- Gives an option for teaching reading, can use SSR or traditional and have same results

Implication for Policy:

- Could become a part of a reading program
- Behavioral measurement are more important a measure
- Learning to read different from learning to speak
- Provide funding to purchase SSR reading libraries
- Funding for assessments that tap student attitudes and reading behaviors. Outcomes that aren't easily or typically assessed.
- Funding for SSR “library” and storage space for it, other equipment
- Possibility of partnerships with libraries should be explored- teaching SSR in a library could be advantageous
- Open entry

Implications for Further Research:

- How do we equate reading with speaking and listening?
- Would like to experiment at a high level to encourage reading and teach value of reading
- Some form of testing, real measurement
- Survey students about their attitudes toward the SSR condition
- Do pre and post testing with a reading test to contribute to the other data
- How might SSR impact parental involvement with reading to their school aged kids
- Compare combination with two tested conditions
- How would SSR work for building native language literacy?
- Would using taped reading (student listens while reading) improve reading during SSR?

Questions for Researchers – to Inform Practitioners

- A library?

- A variety of reading materials
- What do the two conditions show specifically about reading gains?
- How can I use this in open end exit multiple level class?
- What do ESL students think about being part of pilot?

Questions for Practitioners – to Inform Research

- One teacher is going to try this with her beginning level class
- Can a SSR program stand alone to measure student gains, in speaking, listening, reading
- How to answer students questions about why?
- Add some modified SSR to Level B and above