



Characterizing preservice Teacher's responses to literacy: Read alouds a way to experience the joy for reading*

Judith Castellanos

Abstract

This article reports on a small-scale project which central purpose was to incorporate read-alouds in a pre-intermediate English as a foreign language class of preservice teachers during three weeks. Students responded orally and in a written way on their journals to these readings showing understanding of the texts, relating their personal experiences and / or making connections to them. The project involved students of the undergraduate program in English teaching at Universidad Distrital Francisco José de Caldas, Bogotá. In all, 19 students were involved in the project. Data collection sources for this project include students' journals, after the fact notes on students' oral interactions and a group interview. Among the findings observed in this inquiry project include the intertextual connections (Short, 1993) students make across the texts read in class with their personal experiences. Most students' oral responses were characterized by code-switching; in general most students code switched depending on the difficulty of the answer. Students benefited from the reading-alouds in terms of opportunities to interact among themselves, practice their oral and written skills, and enjoy the pleasures of reading, thus building ground to a positive experience that may be emulated in their future teaching exercise. Finally, I discuss some implications of read-alouds with preservice teachers and teacher education programs in Colombia.

Key words: read-alouds, preservice teachers, reader's response, journal writing

Resumen

El siguiente artículo es un reporte de un proyecto de clase cuyo objetivo central fue la incorporación de lecturas de cuentos en un curso pre-intermedio de Inglés, con estudiantes de licenciatura en Inglés durante tres semanas. Los estudiantes respondían en forma oral o escrita en sus diarios a las lecturas de los cuentos exponiendo lo comprendido o realizando conexiones con sus experiencias personales. El proyecto se llevó a cabo con estudiantes de "Licenciatura en Educación Básica con Énfasis en Inglés como Lengua Extranjera" de la Universidad Distrital Francisco José de Caldas, Bogotá. En total, 19 estudiantes formaron parte del proyecto. Los instrumentos para la recolección de datos que se utilizaron incluyen los diarios de los estudiantes, notas sobre su interacción oral y una entrevista grupal. Los resultados que se observaron se encuentran las conexiones intertextuales (Short, 1993) que los estudiantes hacen entre los textos leídos y sus experiencias personales. La mayoría de las respuestas orales de los estudiantes se caracterizaban por el cambio de un código a otro; por ejemplo, de Inglés a Español y viceversa; dependiendo de la dificultad de la respuesta. Los estudiantes se beneficiaron de las lecturas de cuentos en voz alta ya que tuvieron oportunidad de interactuar entre ellos, poner en práctica su habilidad oral y escrita y disfrutar los placeres de la lectura, viviendo una experiencia positiva que podrían eventualmente imitar en un futuro como docentes. Finalmente, se discuten algunas implicaciones que tiene esta práctica para los estudiantes de licenciatura y para los programas de educación para docentes en Colombia.

Palabras claves: lectura en voz alta, maestros en formación, respuesta de los lectores a textos escritos, escritura de diarios.

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Characterizing Literacy

Laura M. Justice



Characterizing Literacy:

Characterizing Literacy R Narasimhan,2004-03-20 Literacy has always been considered a pre requisite for a modernizing society The bases of this belief and its full ramifications however have not been adequately researched in the Indian context The book raises some crucial issues attached integrally with literacy modernization thesis and makes a case for broader and deeper Indian studies in the field involving interdisciplinary talent and methods Characterizing Literacy Rangaswamy Narasimhan,2004

Studies in French Applied Linguistics Dalila Ayoun,2008 Studies in French Applied Linguistics invites the reader to adopt a broad perspective on applied linguistics illustrating the fascinating multifaceted work researchers are conducted in so many various inter connected subfields The five chapters of the first part are dedicated to the first and second language acquisition of French in various settings First language acquisition by normal children from a generative perspective and by children with Specific Language Impairment second language acquisition in Canadian immersion settings from a neurolinguistic approach to phonology and natural language processing and CALL The six chapters of the second part explore the contribution of French in various subfields of applied linguistics such as an anthropological approach to literacy issues in Guadeloupean Kr y l literacy issues in new technologies phonological and lexical innovations in the banlieues French in North Africa language planning and policy in Quebec as well as the emerging field of forensic linguistics from an historical perspective *Language acquisition problems and reading disorders* Hannelore Grimm,Helmut Skowronek,2011-07-11 No detailed description available for Language acquisition problems and reading disorders *The Spanish and the Portuguese Present Perfect in Discourse* Lukas Müller,2023-02-08 This monograph presents a theoretical and empirical study of the Spanish and the Portuguese Present Perfect PP The innovative claim is that the two tense forms operate in the field of tension between temporal quantification and temporal reference Based on this approach it presents the first in depth study that explicitly takes into account the level of discourse The following questions are investigated How do the Spanish and the Portuguese PP interact with discursive factors such as adjacent tense forms What kind of discursive meaning do they generate Which diachronic trends do their discourse functions reveal It is argued that while the Spanish PP tends to a referential drift traditionally labelled as an aoristic drift the Portuguese PP tends to preserve and specialize its quantificational meaning The book is of interest to all those working on the Present Perfect or generally in the field of tense and aspect in discourse

International Journal of the Sociology of Language ,1983

Clinical Approaches to Emergent Literacy Intervention Laura M. Justice,2006 Designed for speech language pathologists at both preprofessional and postgraduate levels the book will also be of value to reading specialists literacy coaches special educators preschool and kindergarten teachers and others Noun Phrases in Creole Languages Marlyse Baptista,Jacqueline Guéron,2007-11-14 This volume offers a thorough examination of the syntactic semantic pragmatic and discourse properties of noun phrases in a wide variety of creole and non creole languages including Cape

Verdean Creole Santome Papiamentu Guinea Bissau Creole Mindanao Chabacano R unionnais Creole Lesser Antillean Haitian Creole Mauritian Creole Seychellois Sranan Jamaican Creole Berbice Dutch Creole and African American English Comparative studies also consider the determiner systems of Middle and Modern French European Portuguese Brazilian Portuguese Spanish Ewe Fon and Gun This compilation of 16 chapters brings together descriptive theoretical diachronic and synchronic studies that focus on the structure and interpretation of bare nouns in creoles The contributions demonstrate the variety and complex nature of determiner systems in creoles and their widespread use of bare nouns in comparison to their source languages This volume is evidence of the relevance of creole languages to theories of language creation language change and linguistic theory in general

Chinese Lexical Semantics Jia-Fei Hong, Qi Su, Jiun-Shiung Wu, 2018-11-25 This book constitutes the thoroughly refereed post workshop proceedings of the 19th Chinese Lexical Semantics Workshop CLSW 2018 held in Chiayi Taiwan in May 2018 The 50 full papers and 19 short papers included in this volume were carefully reviewed and selected from 150 submissions They are organized in the following topical sections Lexical Semantics Applications of Natural Language Processing Lexical Resources Corpus Linguistics Social Action ,2005 *Indian Educational Review* ,2005

Managing Literacy, Mothering America Sarah Robbins, 2004 Sarah Robbins identifies and defines a new genre in American letters the domestic literacy narrative and provides a cultural history of its development throughout the nineteenth century Winner of an Outstanding Academic Title Award from Choice Magazine 2006 54th Yearbook of the National Reading Conference Beth Maloch, 2005

Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decisionmaking David Aimen, Anne Caroline Morris, 2012 TRB's National Cooperative Highway Research Program NCHRP Report 710 Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decisionmaking highlights tools techniques and approaches for identifying and connecting with populations that have traditionally been underserved and underrepresented in transportation decisionmaking

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Reading Process and Practice Constance Weaver, 2002 Weaver incorporates especially timely information accurate data informed critique and results of often ignored research to help teachers counteract government and corporate intrusion into classrooms

Emergent Literacy in Early Childhood Education ,1993 Guide to Indian Periodical Literature ,2005 **Economic and Political Weekly** ,2003

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