

A Comparison of the Implementation of Balanced Reading Instruction between the First and the Second Language Classrooms

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In recent years, there has been a tendency to implement balanced reading instruction in the U.S. and the South Australia. Likewise in Taiwan, the English teaching goals of the Nine-Year Integrated Curriculum also match the ideas of balanced reading instruction. Although many studies have proved its positive influences on students' learning, yet few have focused on the comparison of its implementation between the first-language and the second- language classrooms. Therefore, the purpose of this study was to explore the similarities and differences in balanced reading instruction between the first and the second language classrooms. The participants of this study were a teacher and her students at an elementary school in Illinois, U.S.A., and a teacher and her students at an elementary school in Taiwan. The comparisons were done by analyzing the data of classroom observations, interviews, students' assignments, teachers' journals, and video tapes gathered from the classrooms. It is hoped that the results of the study could help the teachers in Taiwan get a better understanding of the choices of teaching materials, classroom decorations, curriculum designs and teaching activities, teacher's roles, and teachers' opinions of balanced reading instruction.

Keywords: balanced reading instruction, first language, second language

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