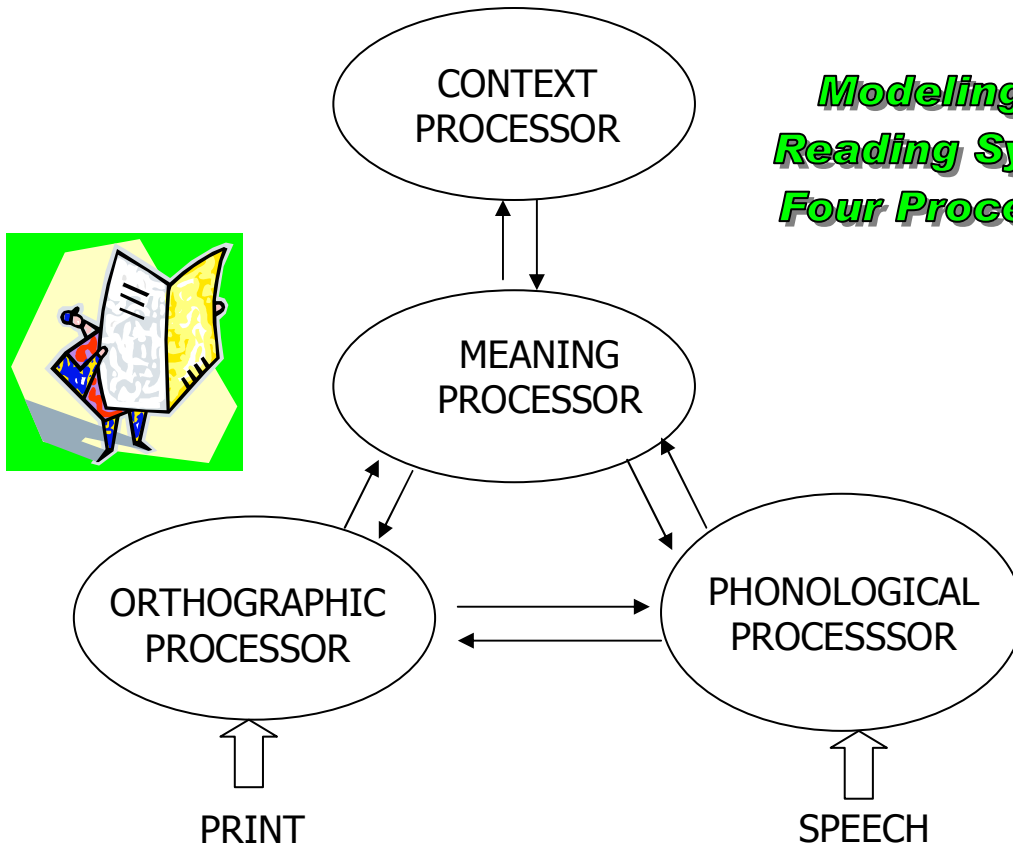


Modeling the Reading System: Four Processors



Transfer Study*

Successful bilingual readers used strategies for comprehending both Spanish and English texts:

- *Focusing on unknown words*
- *Using cognates as one source of knowledge*
- *Monitoring comprehension*
- *Drawing Inferences*
- *Actively using prior knowledge*

Unsuccessful readers focused much less on comprehension as their goal for reading.



* Jimenez, R.T., G.E. Garcia and P.D. Pearson. 1996. The Reading Strategies of Bilingual Latina/o Students Who Are Successful English Readers: Opportunities and Obstacles. *Reading Research Quarterly*, Vol. 31, 90-112

Transfer Study*

*Reading-disabled
Portuguese-English
bilingual children*



Task: Pseudoword reading and spelling



*These children
performed
significantly higher*



*Reading-disabled
English monolingual
children*



*These children
performed
significantly lower*



This may reflect a positive transfer from the more predictable grapheme-phoneme conversion rules of Portuguese to English. It may also indicate that bilingualism is not an impediment to reading, syntactic and memory skills.

* Fontoura, H.A. and L.S. Siegel. 1995. Reading, Syntactic, and Working Memory Skills of Bilingual Portuguese-English Canadian Children. *Reading and Writing: An Interdisciplinary Journal*, Vol. 7 pp. 139-153.

Transfer Study: Fifth Grade Students Reading Stories and Informational Texts*

- *There was evidence of a need for a basic (but limited) knowledge of English.*
- *The use of good meaning-making strategies was paramount in comprehending both Spanish and English.*
- *Degree of fluency in English did not result in a good predictor to differentiate between poorer or better readers.*



These findings support Cummins' interdependence principle that a "common underlying proficiency" makes the transfer of literacy skills possible across languages.

* Langer, J.A., L Bartolome, O. Vasquez, and T. Lucas. 1990. Meaning Construction in School Literacy Tasks: A Study of Bilingual Students. *American Educational Research Journal*, Vol. 27, No. 3, pp. 427-471.