

GUIDED READING AS A METHOD OF TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS IN A POLYLINGUAL SETTING

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ABSTRACT

Given that from half to two-thirds of the world's population are bilingual or multilingual, meeting the needs of this target audience is important. Moreover, this study is relevant due to the current situation when a foreign language begins to be mastered already in pre-school age; the early development of foreign language literacy is particularly popular. A problem that requires deep and comprehensive consideration is the search for an effective method of teaching bilingual children, trilinguals, or multilinguals to read at an early age in a natural or artificial multilingual environment. The number of works devoted to methods of teaching foreign languages to children in a multilingual environment is small. The most effective methods of teaching children to read in a purely multilingual environment are also poorly understood. The purpose of the work is to investigate the method of guided reading in teaching a foreign language to preschool children in a multilingual environment. The main methods of work are: the survey method, pedagogical testing, pedagogical experiment, statistical analysis. The results of the study can be used by teachers and parents of children studying in preschool institutions and language centers and living in a multilingual environment; in the development of theoretical and practical courses.

Keywords: multilingual environment, preschool education, foreign languages, bilingualism, multilingualism

1.INTRODUCTION

Given that half to two-thirds of the world's population is bilingual or multilingual [Baker 2011], meeting the needs of this target audience is important. At the same time, the number of works devoted to methods of teaching foreign languages to children in a multilingual environment is small [Juan Garau 2014].

The Republic of Tatarstan is a region with a natural multilingual environment and stable interethnic and interfaith relationship. Knowledge of the native (Tatar) language makes learning foreign languages much easier [Gafiyatova 2018]. Multilingual education, implemented in the republic is aimed at "eliminating the linguistic barrier preventing the effective export and import of innovative cultural and educational products and technologies, as well as the development of a strategy for harmonizing

intercultural and linguistic problems in the Republic of Tatarstan, which impede the full integration of the Republic of Tatarstan education system in the national and international cultural and educational space. Multilingual education is designed to maximize the development of such qualities and abilities in a person that would allow him to carry out professional and social activities in rapidly changing socio-cultural conditions” [Yarmakeev, 2015: 4]. Learning different languages is designed to contribute to the development of common subjects in general [Batrova, Salekhova, Çavuşoğlu, Lukoyanova 2017].

In the Republic of Tatarstan, education on a multilingual basis is implemented in educational organizations of various levels: pre-school institutions, schools, lyceums, gymnasiums, and higher educational institutions. One of such educational institutions is the International School of Kazan (hereinafter referred to as ISK). ISK was the basis for this study. The pedagogical experiment was carried out in a group of 5-6 years for eight weeks. The experiment involved 12 students.

During the experiment, the following goal was set:

- explore the method of guided reading.

The tasks were as follows:

- identify the level of children's knowledge of the topic of classes (pre-test)
- determine the effect of the guided reading method on the comprehensibility of the proposed material (post - test).

A distinctive feature of the ISK is the use of English as the main language in the learning process of mono-, bi- and multilingual children. At the ISK, teachers use various methods of teaching foreign languages. The development of effective methods in a multinational environment is still one of the most important issues for a modern teacher [Golikova, Zamaletdinov, Vafina, Mukhametshina 2016]. It is also important to find separate teaching methods for reading in English [Gafiyatova, Deputatova, Biktagirova 2016]. The most common method in the ISK is the guided reading method. This method is given daily attention in preparing classes.

The method of guided reading appeared back in the 80s in schools in New Zealand and Australia [Fountas, Pinnell 2010]. The traditional reading system comes with a new method, where learning is supposed to be in a small group of students.

Guided reading is a teaching method that includes the teacher's work with a small group of students with the same level. The text is light enough to read with teacher support. It contains problematic questions, but they are not so complex as not to be read.

The guided reading method allows students to develop literacy [Gibeault 2008]. Children read the text with and without a teacher and at the same time do various tasks. Everything takes place in a fascinating way, which motivates children to engage in further.

There are several definitions of the guided reading method. I. Fountas and G. Pinnell (2001) define a method as teaching in a small group of students, where each student begins to correctly understand complex texts. M. Ford and G. Opitz (2001) define the method as planned learning, where children begin to understand the reading process more [Gibeault 2008]. The information portal Gramota.ru translates the English term guided reading as an educational reading. According to this portal, the guided reading method is “a type of educational work with text, reading, the task of which is to develop reading skills and other types of speech activity” [Portal “Literacy. RU”].

Some authors also provide a separate explanation of what the “guided” component means. This is a training in which the teacher does not report information, but helps the child in the process of the lesson [Ford, Opitz 2011].

The shared reading method is different from the guided reading method. In the guided reading method, students are divided into groups. Also, according to this method, the teacher selects books according to the level of the child. This approach, according to some scientists, ensures the comprehensibility of the material and developing the necessary skills for training [Gibeault 2008].

It is believed that it is the guided reading method that teaches children how to read and, in general, is an important stage in the development of child literacy:

- the method of guided reading allows the teacher to observe the child in the reading process;
- the method of guided reading enables students to develop strategies with the subsequent complication of read texts;
- this method gives children the opportunity to enjoy the text;
- this method develops in children the ability to read independently, without a teacher [Fountas, Pinnell 2010].

To date, the guided reading method has the following characteristics:

- teachers choose books for groups, and do not follow some strict rules;
- groups are dynamic and variable, in accordance with the assessment of knowledge and the needs of students;
- in all groups, regardless of the level, the teacher seeks to achieve the following: work with the word, the use of information, synthesis, analysis and criticism;
- introduction by the teacher contributes to critical thinking and a complete understanding of the information;
- instead of doing some exercise, students can write or draw about what they read;
- the teacher can teach by resorting to various methods.
- a teacher teaches students new words and phonetics [Fountas, Pinnell 2010].

2.METHODS

During the experiment, the following methods were used:

- survey method;
- pedagogical testing;
- statistical analysis.

The experiment was carried out in several stages: pre-test, classes with children, post - test. After a short period, a few more activities with children and eventually another post - test.

Stage 1. Pre-test.

Tasks:

1. To reveal the initial knowledge of children on the topic “Community helpers”. Children were offered 3 types of tasks on cards with professions: 1 type of task - the teacher names the profession, and the child should show a card with a picture showing this profession; 2 type of task - the teacher shows a card with a profession, and the child

should name this profession; 3 type of task - the child must correlate the card with the picture with the card where the word is written.

2 stage. 4 lessons.

Stage 3 (intermediate). Post test

Tasks:

1. To identify the final knowledge of children on the topic "Community helpers". Post-test consisted of the same tasks as pre-test. Children were offered 3 types of tasks on cards with professions.

4th stage. Additional activities with children

Stage 5 (final). Post test

Tasks:

1. To reveal children's knowledge on the topic "Community helpers" after additional classes. Post-test consisted of the same tasks as pre-test. Children were offered 3 types of tasks on cards with professions.

3.RESULTS AND DISCUSSION

Results:

1. It was revealed that it is difficult for children to name a particular picture with a profession (type 2 of the task). It was difficult to correlate the written word with the picture (3 type of task). In the first type of task -90 correct answers. In the second type of task - 58 correct answers. In the third type of task - 72 correct answers.

Stage 3 (intermediate). Post test

Results:

1. It was revealed that it was easier for children to name a profession by picture (type 2 tasks). It is in the second type of task these improvements are particularly noticeable. Until now, it has been difficult for children to correlate a written word with a picture (3 type of task). In the first type of task, 94 correct answers. In the second type of task -90 correct answers. In the third type of task - 74 correct answers.

Stage 5 (final). Post test

Results:

1. It was revealed that results for tasks 1 and 2 are the same, but with slight improvements.

It was easier for children to correlate a written word with a picture (3 type of task). It is in the third type of task that obvious improvements are noticeable. Perhaps this is due to the large number of classes conducted with children during the experiment. In the first type of task, 96 correct answers. In the second type of task, 92 correct answers. In the third type of task, 90 correct answers.

Experiment	I task	II task	III task
Pre-test	90 right answers (93.75%)	58 right answers (60.42%)	72 right answers (75%)
Post-test	94 right answers (97.92 %)	90 right answers (93.75%)	74 right answers (77.1 %)

Figure 1: Quantitative results of the correct children answers before and after stage 2 of the experiment

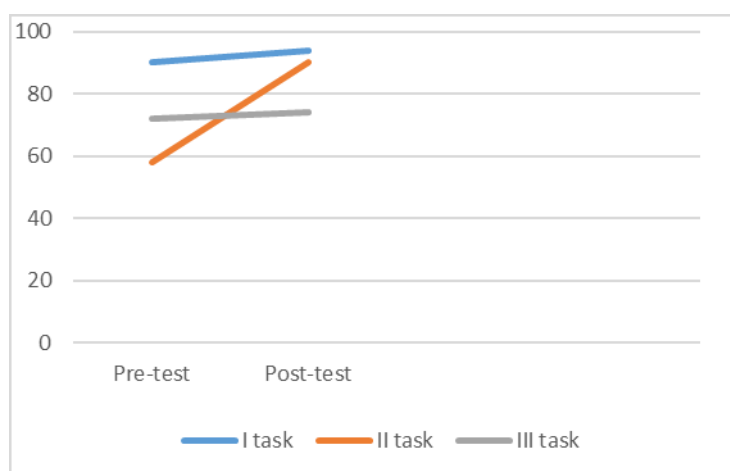


Diagram 1: Quantitative results of the correct children answers before and after stage 2 of the experiment

Experiment	I task	II task	III task
Post-test (2 stage)	94 right answers (97.92 %)	90 right answers (93.75%)	74 right answers (77.1 %)
Post-test (4 stage)	96 right answers (100 %)	92 right answers (95.84 %)	90 right answers (93.75%)

Figure 2: Quantitative results of the correct children answers before and after stage 4 of the experiment

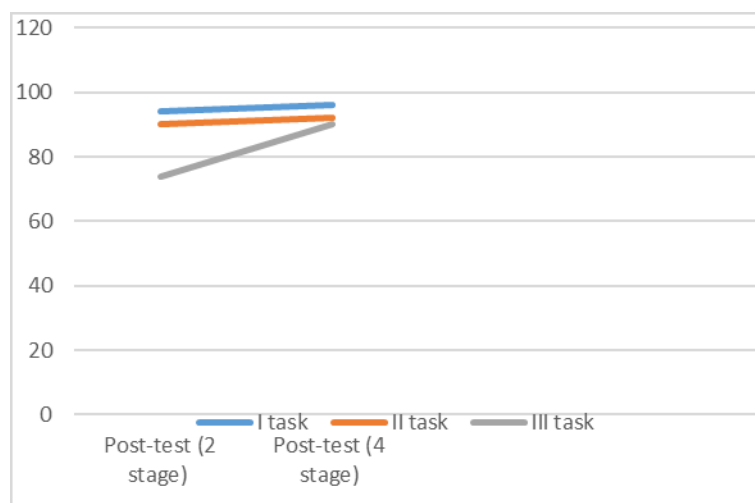


Diagram 2: Quantitative results of the correct children answers before and after stage 4 of the experiment

4.CONCLUSIONS

As a result of the experiment, the following conclusions were made:

1. During the experiment, the method of guided reading was used as the main method in teaching children a foreign language. Various tasks and questions on the text were suggested in addition to reading a particular book.

2. An important component of the guided reading method is the assimilation and understanding of the material learned. Each child is significant in this technique, and it is taken into account what each specific child needs at one or another stage of studying the material.

3. An experiment conducted on the basis of the International School of Kazan showed that the guided reading method has a positive effect on children's performance. Children have increased knowledge and vocabulary on the proposed topic during the experiment. The tasks, which were especially difficult in the early stages of the experiment, were successfully completed by many children in the last stages of the experiment. Moreover, children were happy to complete tasks, with interest being involved in the educational process.

This proves that the method of guided reading not only has a beneficial effect on the comprehensibility of the material, but also motivates children to learn and develop even better.

5.SUMMARY

The present study set the goal: to explore the method of guided reading in teaching a foreign language to preschool children in a multilingual environment. To achieve this goal, a pedagogical experiment was conducted. This experiment proved that in a multilingual environment, the guided reading method allows preschool children to begin to learn a foreign language and makes it possible to master texts of various levels. During the experiment, it was found that in children the results are much higher at the end of the experiment compared to the initial knowledge of children when a pre-test

was conducted. Children began to orient themselves better in professions: to compare pictures with a written word on the topic of occupations, to guess professions. Writing also improved upon completion of the experiment. All this proves the effectiveness of the guided reading method.

During the experiment, the features of the functioning and effectiveness of the guided reading method were revealed in teaching foreign languages to children. The method of guided reading is diverse and includes not only reading, but also various tasks, such as discussing a text, working with a word, using presentations, poems, writing. This method is effective in a small group of students and provided that the teacher selects books in accordance with the level of the child. The study conducted during the writing of the final qualifying work can be continued in three main directions.

Firstly, it is possible to deepen the analysis of the role of the environment on the effectiveness of the method.

Secondly, in the case of the integration of this method into the educational process, it seems advisable to train teachers how to implement the method.

Thirdly, the study can be continued in line with the development and implementation of the proposed methodology in the framework of preschool and school education.

Summing up the study, it can be noted that the goal to explore the method of guided reading in teaching a foreign language to preschool children in a multilingual environment has been achieved.

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