From the Selected Works of Kate Mangelsdorf

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Literature in the ESL Classroom: Reading, Reflection, and Change"

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Available at: https://works.bepress.com/kate_mangelsdorf/8/
classes can be problematic. First, his interpretation of the essay took into

Lus's response to "Old Brown Eyed."

Thus, I have reproduced the original grammar and spellings.

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Reading, Reflection, and Change

Literature in the ESL Classroom

Simone, T., et al. (1998). Developing English Language Proficiency, Language Learning Center, University of Illinois at Urbana

BENESCH
The reading process, like writing, consists of several stages that occur in a logical sequence in the minds of readers.

In the reading process, the reader first encounters the words on the page and attempts to decode them into meaning. This process is known as the initial awareness stage, where the reader identifies the individual words and groups them into phrases and sentences.

Once the reader has identified the words and phrases, they begin to construct meaning from the text. This stage is known as the decodability stage, where the reader uses context clues, prior knowledge, and other reading strategies to understand the meaning of the text.

Finally, the reader integrates the meaning of the text into their own knowledge and experiences. This stage is known as the reader's construction stage, where the reader's understanding of the text is shaped by their own experiences and perspectives.

Reading, like writing, is a complex process that involves multiple stages and requires the use of various reading strategies. Effective readers are those who can successfully navigate these stages and construct meaningful understandings from the text.
writing and collaboration

A different way of writing is developed in multilingual classrooms. The challenges of learning in a classroom where English is not the first language can be particularly difficult, but also rewarding, for diverse students. By developing a collaborative writing process, students can learn to express themselves more effectively. This can lead to improved understanding and use of language, as well as increased confidence in their own writing abilities.

literature in the classroom

Our understanding of how students learn and collaborate in classrooms is evolving. Through research and practice, educators are gaining insights into effective teaching strategies and the role of literature in fostering critical thinking and communication skills. By incorporating diverse texts and perspectives into their teaching, educators can create a more inclusive and engaging learning environment for all students.
A SAMPLE LESSON

8. LITERATURE IN THE ESL CLASSROOM

A SAMPLE LESSON

...
SUCCESSFUL TECHNIQUES

Understanding the process of reading passages in different cultures can help students become more aware of their own cultural biases. When reading a foreign text, students may find it helpful to consider the following questions:

1. What cultural traditions does the writer observe?
2. How does the writer use figurative language?
3. What is the writer's purpose?
4. What is the writer's tone?
5. What is the writer's intent?

In addition to reading, listening to native speakers and observing their communication styles can also be beneficial. Students can learn about different cultures by listening to music, watching videos, or reading literature written by authors from diverse backgrounds.

Example: Why does the author use so much dialogue in her story?

This question encourages students to pay attention to the author's use of dialogue and its impact on the story. It also prompts students to think about the role of dialogue in conveying characters' thoughts and emotions.

Another important aspect of reading comprehension is making connections. Students should be encouraged to make connections between the text and their own experiences, as well as to other texts they have read. This can help them better understand the material and retain it for future reference.
REFERENCES

Produced by the author, therapists.

The Real Literature in the ESL Classroom

Using literature in the ESL classroom is an effective way of helping students...

In order to foster an authentic teaching environment, there is a need to involve the students in activities that are relevant to their everyday lives. This can be achieved by incorporating literature into the ESL curriculum. Literature can provide a rich source of cultural content, allowing students to learn about different cultures and perspectives in a meaningful way. By selecting appropriate literature, teachers can create an immersive learning experience for students, enabling them to engage with the text on a deeper level.

The use of literature in the ESL classroom can also be beneficial in developing students' reading and comprehension skills. Through close reading and analysis, students can develop their understanding of the text, as well as their ability to summarize, synthesize, and critically evaluate the material. Literature can also be used to introduce and reinforce new vocabulary, grammar structures, and other language features.

In addition to the benefits for language learning, literature can also be used to promote cultural awareness and understanding. By reading stories and novels that reflect the experiences and perspectives of people from different cultures, students can broaden their horizons and develop empathy and tolerance for others. Literature can also be used to challenge stereotypes and promote social justice, by presenting diverse and inclusive representations of people and their experiences.

In conclusion, using literature in the ESL classroom is an effective strategy for improving language skills, fostering cultural awareness, and promoting social justice. By incorporating literature into the curriculum, teachers can create a rich and meaningful learning experience for students, allowing them to engage with the text and connect with the content on a personal level.