

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Part IV

MAY 2002

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Diagnosis and Intervention Strategies

**IV — Remedial Field
Module: English (Reading)**

MAY 2002

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English version

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FOREWORD

There can be a number of different causes of an adult's reading and writing difficulties. In some cases, this kind of problem is due to a lack of educational opportunity; or to the fact that the adult was educated in another language. However, many adults come to literacy programs because they have learning disabilities (problems in memory, or perception, or attention), to allow them to learn in spite of their learning disabilities. The diagnostic and teaching strategies here will be useful for students with and without learning disabilities. It may be the case that the student with learning disabilities will need shorter sessions, more repetition, more examples, more opportunities for practice than the other students. They may also need more encouragement and more imaginative approaches to help them overcome the fears and frustrations of a lifetime of living with learning disabilities. They need to be reassured that a careful structured approach, in small steps, can help them master skills and fill in gaps that they had not been able to manage before.

Dr. Margie Gollick

IV—REMEDIAL FIELD

MODULE: ENGLISH (READING)

INTRODUCTION

READING

Before going into details of remedial procedures, here are a few suggestions for organizing reading activities. These involve **the attitude to reading, what materials to use for adults**, and recommended approaches.

The attitude to reading:

The instructor will try to make the adult aware that reading can be done through many means and at any time, and not only during reading class itself. Here are several ways to do this:

- Together with the adults, arrange a “reading corner” in the classroom.
- Build up a library in the training facility, beginning with secondhand or donated books.
- Encourage the adults to bring reading material from home: community newspapers, letters, circulars, labels, etc.
- Allow some free time for reading each day (15 minutes or more).
- Have the students listen to texts or stories recorded or read by one of the adults.
- Use the local library.

Material

One of the main challenges faced by the teacher is to present activities that are suitable for adults. It is, however, sometimes difficult to find adequate material. Here are a few suggestions that will make it easier to accomplish this task successfully:

- Vary the reading material and the types of activities.
- As much as possible, use authentic material taken from the everyday life of the adult, in order to arouse his or her curiosity and interest.
- Suggest interesting subjects, which will make each learning activity meaningful for the adult.
- Use documents which lie within the range of competence of the adults; in order to achieve this, it may often be necessary to rewrite the texts, using imagination and common sense.
- Classify or arrange the learning activities in order of difficulty; this may have a definite influence on the adult's attitude to reading, as well as on his or her ability to progress.
- Use well spaced or large-character texts, especially with beginners.
- Add appropriate headings or illustrations, which will make it easier for the student to anticipate the contents, before reading, when introducing the reading, and during reading.

The approach, or how to tackle reading

“It must be remembered that a text is a tool for learning how to read.”¹ This recommended method is aimed at all reading groups and readers; it has been chosen because it places an emphasis on meaning and provides various strategies for those coping with difficulties. The most important features are:

- Appeal to the adult’s knowledge by creating one or more communicative stimuli for each subject: questions, discussions, films, pictures, etc. The key words of the subject may be elicited and written on the blackboard, where they will serve as points of reference during the reading of the text.
- Give the adult “a good reason to read the text” by having him or her specify objectives (to satisfy a need or curiosity, to find the answer to a question, etc.), in order to create a source of motivation.
- Help the adults discover the text through different activities, adapted to the skills of the group; this will permit them to practise word recognition and content anticipation strategies. A good way to accomplish this is by Crux (1991).
- Help the adults achieve their objectives by assisting those who have problems, both at the end of the reading and even frequently during the course of the reading.

¹ Direction de la formation générale des adultes. *A Guide to Customized Literacy Training* (Québec City: Ministère de l'Éducation du Québec, 1998).

REMEDIAL FIELD

ENGLISH

WRITING

1.	Can the adult recite the alphabet:
1.1.	without visual aids?
YES:	The adult can recite the alphabet by heart and in the correct order, without recourse to written cues. It is always a good idea, however, to make sure that this is not merely mechanical repetition (often called parroting), by asking the adult to read the letters.
NO:	The adult cannot recite the alphabet. It is therefore necessary to verify if he or she has ever been taught to recite the alphabet:
• If so:	Try to determine why the adult cannot recite the alphabet. Based on your findings, you may suspect a learning difficulty.
• If not:	Proceed to teach recitation of the alphabet.

SUGGESTED TEACHING STRATEGIES

- Check the adult's knowledge of:
 - ◇ the number of letters in the alphabet
 - ◇ their role in the reading and writing of words (compare with numbers)
 - ◇ the use of alphabetic order
- Have the adult talk about the use of items he or she has memorized (numbers, names, addresses, telephone numbers), and make a link with the alphabet.

SUGGESTED TEACHING STRATEGIES (cont.)

- Find ways to help the adult memorize: games (letter dominoes, alphabet bingo), typing, music, observation, repetition, etc.
- Break up the alphabet into segments. Demonstrate through reading aloud that the segments correspond to pauses for breath:

ABCD - EFG - HIJK - LMNOP - QRS - TUV - WX - Y and Z
ABCDE - FGHIJ - KLMNO - PQRST - UVWXY and Z

A recording of the adult reciting the alphabet will make it easier to appreciate success or spot errors.

The use of a recording will help the student get a better grasp of the concept of rhythm.

- Ask the adult to rehearse the alphabet segments several times a day, mentally or aloud;
- Encourage the adult to find aids to memorization: singing, miming, etc.
- Have the adult rehearse the alphabet regularly, by practising the studied segments from the beginning.

1.	Can the adult recite the alphabet:		
1.2.	with visual aids?		
YES:	The adult can recite the alphabet with the aid of written material.	NO:	The adult cannot recite the alphabet. It is therefore necessary to verify if he or she has ever been taught to recite the alphabet:
		• If so:	Try to determine why the adult cannot recite the alphabet. Based on your findings, you may suspect a learning difficulty.
		• If not:	Proceed to teach recitation of the alphabet.

SUGGESTED TEACHING STRATEGIES

- Write each segment of the alphabet on a card of a different colour. When the adult has memorized a segment, he or she sticks the card in a notebook.
- Show the adult the cards, covering up some letters, and ask him or her to tell you which letters are hidden. Write down in red the letters which cause the adult problems.

2. 2.1.	Can the adult read: all the letters of the alphabet?		
YES:	The adult can read all the letters of the alphabet whether they are in order or not.	NO:	The adult cannot read all the letters of the alphabet whether they are in order or not. It is therefore necessary to verify if he or she has ever been taught to recite the alphabet: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to read the alphabet. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult to read the letters in and out of alphabetical order.

SUGGESTED TEACHING STRATEGIES

- From the beginning, associate the capital letters with the lowercase letters, using two different colours. Use the terms “capital letters” and “lowercase letters” rather than “big letters” and “little letters.”

Newspapers are very useful for identifying letters and cutting out letters or words. In addition, the use of plastic or other cutout letters focuses attention on the shapes of the letters.

- Use meaningful words that are globally recognizable: names, addresses, familiar places, etc. Have the adult write these words while naming the letters if possible; if not, offer to help.
- Draw attention to the letters. Point to letters in words and ask:
 - ◇ In how many words is such and such a letter found?
 - ◇ How many times do you see such and such a letter?
 - ◇ What is the first letter of such and such a word?

SUGGESTED TEACHING STRATEGIES (cont.)

- Have the adults identify the letters in familiar acronyms (e.g. SCUBA, IBM, RADAR, CBC), accompanied by familiar logos if possible. Ask them:
 - ◇ to find a trademark and name each of the letters while pointing to it
 - ◇ to reconstruct the acronym when the letters of the acronym are mixed up, either with or without the visual aid
- Have the adult create a personal dictionary. Write the letter being studied at the top of the page, in both capital and lowercase letters. On each page, have the adult write in or make a collage of words in which that letter appears in initial position.
- Encourage the adult to prepare a personal telephone directory, with names and the corresponding numbers.

2. 2.2.	Can the adult read: some letters of the alphabet?		
YES:	The adult can read some letters of the alphabet. Identify which letters he or she recognizes and which he or she does not.	NO:	The adult cannot read any letters of the alphabet. It is therefore necessary to verify if he or she has ever been taught to read the alphabet: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to read the letters of the alphabet. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the letters of the alphabet both in and out of order.

SUGGESTED TEACHING STRATEGIES

- Show the adult how to use a dictionary for beginners and the telephone directory:
 - ◇ by asking him or her to identify the pages containing words beginning with a given letter
 - ◇ by asking him or her to locate a given letter in the dictionary
- Have him or her point out the missing letters in the alphabet or in a sequence from which some letters have been removed.

3. 3.1.	Can the adult read: isolated sounds?		
YES:	The adult can associate a letter with the corresponding sound: in other words, if he or she sees the letter <i>b</i> , he or she produces the sound [b].	NO:	The adult is unable to associate a letter with the corresponding sound. It is therefore necessary to verify if he or she has ever been taught to associate a letter with the corresponding sound: <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to associate a letter with the corresponding sound. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught to read isolated sounds by producing the sounds and associating them with the corresponding letters.

SUGGESTED TEACHING STRATEGIES

- Draw the adult’s attention to the concept of sound with activities to train his or her auditory perception.
For example:
 - ◇ Find words that rhyme.
 - ◇ Write a short poem using key words or words associated with a theme.
 - ◇ Listen to a song, paying attention to the rhymes.
 - ◇ Listen to a poem, paying attention to the rhymes.
 - ◇ Read or create tongue twisters on the model of “She sells sea-shells...”

SUGGESTED TEACHING STRATEGIES (cont.)

- To begin with, study simple letter-sound relations. For example:
 - ◊ Present complex sounds and show how their corresponding letters are irregular.
 - ◊ Present only one sound in each lesson and return to it several times, with different exercises.
 - ◊ Study the initial sound in a word first, then the intermediate sounds, and lastly, the final sound of the word.
 - ◊ Circle or reproduce the letter with a different colour corresponding to each position studied.
- Associate each letter studied with its sound: that is, say the name of the letter and then produce the corresponding sound. For example:

“This is a *b* and it sounds like [b].”

- At the beginning of each lesson, clearly indicate which sound will be studied by pronouncing it several times; invite the adult to pronounce it and to pay attention to what he or she is doing with his or her mouth and throat. One can make use of the suggestions made by Miller (1993).
- Encourage the adult to think of and say a few important and familiar words that begin with the sound being learned. Then, if possible, have him or her pronounce the words from the basic visual (written) vocabulary or from the theme being studied.
- Write the words being learned on the blackboard, or on a cardboard, in order to refer to them.
- With adult beginners who cannot decipher a sufficient number of words, accompany the written words with illustrations, and proceed as above.

SUGGESTED TEACHING STRATEGIES (cont.)

- Return to the same sound at the beginning of the next lesson by asking “**What sound** did we study in our last lesson?” and:
 - ◇ have the adult repeat the sound
 - ◇ have the adult think of words in which that sound occupies the initial, intermediary, and final positions
 - ◇ give the adult a list of words (with or without illustrations) and ask him or her to colour the letter which produces the sound while saying the name of the letter

- When several sounds have been studied, use exercises to help the adult recognize and name the sounds in a word. For example:
 - ◇ Pronounce a word and ask, “How many sounds do you hear?”
 - ◇ Write a word and ask, “What sounds are represented by these letters?”
 - ◇ Ask the adult to find words in which the same sound can be heard in the same position: the same sound in the middle of a word, etc.
 - ◇ Have the adult find words in which one can hear two or more sounds.

3. 3.2.	Can the adult read: isolated syllables?		
YES:	The adult can read syllables which do not form part of a word, such as <i>ba</i> , <i>mi</i> , etc.	NO:	The adult cannot read isolated syllables. It is therefore necessary to verify if he or she has ever been taught to read syllables, in other words, to recognize the letters in a syllable, to produce the sounds corresponding to the letters, and to understand the process of joining together the sounds which produce a syllable: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to read syllables. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can be taught to read isolated syllables.

SUGGESTED TEACHING STRATEGIES

- Find out if the adult knows what a syllable is in spoken English. If not, provide an explanation.
- In the following exercises, emphasize the rhythm by clapping your hands at each separate syllable (but, but-ter, but-ter-fly). Ask the student:
 - ◇ to find the number of syllables in a spoken word and to pronounce each syllable separately
 - ◇ to find words with one, two and three syllables
 - ◇ to name the separate syllables
 - ◇ to look at a comic strip and read the groups of letters which indicate noises
 - ◇ to reproduce the syllables representing noises, and to associate various noises from a recording which you have made with the syllables

SUGGESTED TEACHING STRATEGIES (cont.)

- Begin with simple syllables and gradually proceed to more complex syllables, depending on the ability of the adult.
- All of the following activities may be performed using moveable letters: plastic letters or letters written on pieces of cardboard. Changing the positions of the letters will help the adult establish a correspondence between the sound and the position of the letters.
- Using different colours for consonants and vowels or for the different sounds in complex syllables will facilitate the adult's understanding of how the sounds combine to make a syllable.
- Beginning with familiar words (names, first names, etc.), try to make the adult understand the difference between a letter and a syllable and to make him or her assimilate the principle of joining a consonant sound with a vowel sound:

	a	[da]
	e	[de]
	i	[di]
d	o	[do]
	u	[du]

SUGGESTED TEACHING STRATEGIES (cont.)

- Have the adult practise the exercises given in the following tables, reading from left to right. Use the tables in the following order: simple syllables, inverse syllables, and the contrast between the two. Read from left to right, using your finger or a ruler to point to each syllable as you read it out loud. With adults who have difficulties putting together elements which seem to them isolated, continue with a second example:

	a	[pa]	a	[ap]
	e	[pe]	e	[ep]
p	i	[pi]	i	p [ip]
	o	[po]	o	[op]
	u	[pu]	u	[up]

In the same way, have the adult read more and more complex syllables.

	[ra]	[dra]	[ar]	[dar]
	[re]	[dre]	[er]	[der]
r	[ri]	[dri]	d	[ir]
	[ro]	[dro]	[or]	[dor]
	[ru]	[dru]	[ur]	[dur]
	[pa]	[spa]	[ap]	[sap]
	[pe]	[spe]	[ep]	[sep]
p	[pi]	[spi]	s	[ip]
	[po]	[spo]	[op]	[sop]
	[pu]	[spu]	[up]	[sup]

SUGGESTED TEACHING STRATEGIES (cont.)

- Also train the adult to read mixed syllables. For example:
 - ◇ One by one, display small cards on which different syllables have been written and have the adult read them at increasingly faster speeds.
 - ◇ Show the adult syllables in which the order of identical letters has been changed, such as car, cra, arc, rac.
 - ◇ Show the adult syllables in which only the first letter has been changed, such as ban, can, dan, fan.
- Find identical syllables in different words and arrange them in a list which emphasizes the common syllables, such as:

begin	be gin	<u>begin</u>
began	be gan	<u>began</u>
begun	be gun	<u>begun</u>

(refer to Miller, 1993)

- Use a vocabulary notebook to group words by theme; they might be written or illustrated. The vocabulary included should be chosen for its usefulness in syllabic analysis.

3. 3.3.	Can the adult read: isolated words?		
YES:	The adult can read words such as <i>banana</i> and <i>automobile</i> outside the context of a sentence. What is important here is the adult’s ability to decipher the word, not his or her reading comprehension.	NO:	The adult cannot read words. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence or syllables: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to read syllables. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters and how to read syllables. He or she can then be taught to read syllables.

SUGGESTED TEACHING STRATEGIES

- Find out if the adult knows what words are:
 - ◇ Ask for one-, two-, and three-syllable words.
 - ◇ Point out words of one syllable.
 - ◇ Point out the difference between a monosyllabic word and the same syllable as part of a longer word: can- canyon.
 - ◇ Beginning with a syllable, build successively longer words from that base. For example: but, butter, buttercup.
 - ◇ Ask the adult to find short words inside a longer one, whether or not there is a semantic connection between the words. For example: funny, fun. It should be noted that there is some disagreement about the advisability of using this strategy. Durkin (1981, 1987, 1989) and Taylor & Taylor (1983) are against it; according to them, it may lead the beginning reader to make false assumptions about the nature of word roots. Thus, a beginning reader who isolated the *cat* from *cattle* would gain no information that would help him or her read and understand the word.

SUGGESTED TEACHING STRATEGIES (cont.)

- To teach the reading of isolated words, use only sounds already studied by the adult. Different word categories may be used: words from active vocabulary, words from the current theme, or words from the vocabulary notebook or personal dictionary.
- Make the two columns of syllables; ask the adult to make words by joining together syllables from each column.
- Mix up the syllables of a word and ask the adult to reconstruct the word.
- Make a syllable table. Have the adult compose as many words as possible by combining the syllables.
- Have the adult find a word in a list of words which resemble each other. For example:

bit bitter
face fact

- Have the adult read a list of words in which one letter has been changed. For example:

dam, jam, ram
dear, fear, rear

- Have the adult find out how many times a given word appears in a series of words.
- Have the adult find the missing syllable in a word, by referring to a written list of syllables.

3. 3.4.	Can the adult read: isolated sentences?		
YES:	The adult can read sentences which are not within the context of a narrative, text, or story as such; for example, “My instructor is a paragon of patience.” What is important here is the adult’s ability to decipher the sentence, not his reading comprehension.	NO:	The adult cannot read sentences. It is therefore necessary to verify if he or she has ever been taught to read words:
		• If so:	Try to determine why the adult is unable to read sentences. Based on your findings, you may suspect a learning difficulty.
		• If not:	It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught to read syllables so that he or she may subsequently read words and then sentences.

SUGGESTED TEACHING STRATEGIES

- Find out if the adult knows what sentences are. As frequently as possible, use the adult’s own sentences.
- Explain the parallel with oral expression: the relationship between the written and the oral language.
- Reduce the amount and difficulty of the reading material in order to give the adult sufficient time to assimilate the reading skills.
- Train the adult to analyze a word mentally: in other words, to visualize it before saying it out loud in one breath.

SUGGESTED TEACHING STRATEGIES (cont.)

- Use sentences that are easy to decipher: sentences with familiar words composed of sounds which have already been studied and possessing a simple syntax. Introduce an unfamiliar or difficult word into these sentences, forcing the reader to rely on grapho-phonetic deciphering for help.
- Have the adult read the same sentence several times until he or she can read it without effort.
- Use sentences which contain words that look alike.
- Have the adult read the sentences in which only one word has been changed. For example:

I drank coffee this morning.
I drank chocolate this morning.
I drank milk this morning.
I drank tea this morning.

- Have the adult read sentences in which the words have been changed one by one, in turn.

3. 3.5.	Can the adult read: a text of a few sentences?		
YES:	The adult can read a text of a few sentences without difficulty. He or she is used to reading. What is important here is the adult's ability to decipher the text, not his or her reading comprehension.	NO:	The adult cannot read sentences. It is therefore necessary to verify if he or she has ever been taught to read isolated words and sentences: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to read words. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to "sight reading" only, without having been taught the sounds of letters or how to read syllables. He or she can then be taught to read syllables so that he or she may subsequently read words and then sentences.

SUGGESTED TEACHING STRATEGIES

- Find out if the adult knows what a text is and how sentences are interrelated.
- Explain the parallel with oral expression: the relationship between a conversation and a text on a given subject.
- Reorganize the text by adding subtitles, enlarging the print size, etc.

<p>4. Does the adult read out loud: 4.1. in units of less than a syllable?</p>	
<p>YES: The adult deciphers a word letter by letter or sound by fluent, or sound; for example: b-a-n-a-n-a. His or her reading is extremely laborious. It is therefore necessary to verify if he or she has ever been taught to read:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult reads in units of less than a syllable. It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters or how to read syllables. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult reading rhythm, deciphering according to the correspondence between letters and sounds, and syllables. 	<p>NO: The reading of words is syllabic, hesitant, fluent or expressive.</p>

<p>4. Does the adult read out loud: 4.2. in syllables?</p>	<p>YES: The adult deciphers a word syllable by syllable for example: b-a-n-a-n-a. His or her reading is extremely laborious. It is therefore necessary to verify if he or she has ever been taught to read:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult reads in units of less than a syllable. It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters or how to read syllables. [...] Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult reading rhythm, deciphering according to the correspondence between letters and sounds, and syllables. <p>NO: The reading of words is syllabic, hesitant, fluent or expressive.</p>
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SUGGESTED TEACHING STRATEGIES

- Reading out loud in a classroom is an artificial situation for the adult, since this rarely occurs in everyday life. In order to make it efficient, the activity must be cast as a real communicative situation, in other words, with the reader standing in front of a listener who does not have the text in hand.
- The reader’s sole intention then becomes to communicate, so it is important that he or she transmit the message well. In this situation, it is necessary that the adult read authentic documents: regulations, press releases, horoscopes, messages which require action, etc.

SUGGESTED TEACHING STRATEGIES (cont.)

- Make sure that the objectives of sections 3.1 and 3.5 have been mastered. If not, reinforce these objectives by repeating the same types of exercises.
- Make sure that syllabic reading does not result from an insufficient mastery of sounds. If this is the case, repeat the sounds not yet mastered and review systematically.
- Simplify the material used, reducing the level of reading difficulty. Aim first at a syllabic reading of words, but explain to the adult that this is only a step, not an end in itself.
- Explain why this way of reading needs to be corrected:
 - ◊ It is monotonous and not very pleasant to listen to.
 - ◊ It is hard to understand because of the laboriousness and the slowness of the reading.
 - ◊ The reading may be full of mistakes if the syllabic analysis is wrong; for example, if the adult reads “do - ne” instead of “done.”
- Use the following hiding technique:

First step: isolate the group of letters (i.e. the syllable) you want the adult to read by covering up the rest of the word with a piece of cardboard or a ruler. Slide the ruler gradually towards the right, so that the adult reads the word in syllables. To encourage the adult to read the words and not only the syllables, however, ask him or her to read the whole word in one breath. Prepare for this exercise by drawing a vertical line wherever the ruler should stop moving.

Second step: proceed in the same manner as above, but this time by asking the adult to read each syllable silently and store them all in memory: in other words, not to pronounce them out loud. Then ask him or her to say the complete word in one breath.

SUGGESTED TEACHING STRATEGIES (cont.)

- Use colours:

Write all the letters of each syllable of a word in the same colour. Then have the adult read the groups of letters of the same colour (i.e. the syllables) one after the other, in other words, in syllabic fashion. Then ask him or her to repeat the word in one breath in order to build fluidity. Next, ask the adult to read each syllable silently and store them all in memory: in other words, not to pronounce them out loud. Then ask him or her to say the complete word in one breath.

- Have the adult read short messages out loud.
- Have the adult read the same message several times, with a view to building fluency in the reading of words.

<p>4. Does the adult read out loud: 4.3. hesitantly?</p>	
<p>YES: The adult reads words, but haltingly: there are constant stops and unnecessary pauses. He or she proceeds by trial and error. It is therefore necessary to verify if he or she has ever learned to read rhythmically:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult reads hesitantly. It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters or how to read syllables. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult how to read rhythmically. 	<p>NO: The reading of words is subsyllabic, syllabic, fluent or expressive.</p>

4. 4.4.	Does the adult read out loud: fluently?		
YES:	The adult reads all the words, but in a monotone.	NO:	The reading of words is subsyllabic, syllabic, hesitant or expressive. It is therefore necessary to verify if he or she has ever been taught to read:
		• If so:	Try to determine why the adult is unable to read fluently. It is important to remember that a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters or how to read syllables. Based on your findings, you may suspect a learning difficulty.
		• If not:	Proceed to teach the adult learner how to read rhythmically by associating letters with sounds and syllables.

SUGGESTED TEACHING STRATEGIES

- The adult should practice his or her reading skills as often as possible; he or she should be encouraged to devote a period each day to silent reading. He or she should even be challenged and motivated to read the same text over and over for several days and time himself or herself, with a view to reducing the time it takes to read it.
- Fine-tuning anticipation strategies will improve reading rhythm. These are referred to in section 8.
- Extend the adult’s field of vision: delete certain words from a sentence or a text and place two words (the missing word and another) in columns, one to the left of the text and the other to the right. The adult will then have to look away from the line to find the suitable word.

SUGGESTED TEACHING STRATEGIES (cont.)

- Try to reduce or eliminate internal pronunciation, which impedes fluent reading; give lists of words, either in a line or in columns, and have the adult find the generic (category or family) word; for example, turnip, carrot, vegetable, celery, broccoli = vegetable.
- The adult should be trained to read fluently, respecting word and sentence rhythm. He or she must be given a model of how to read; in other words, the teacher's own strategies and ways of doing it. This can be done orally or with the aid of a tape or video recorder.
- Record the adult's reading on cassette and have him or her listen to it, in order to let him or her hear how he or she reads and then begin to self-correct.

4. 4.5.	Does the adult read out loud: expressively?		
YES:	The adult reads very well.	NO:	The reading of words is subsyllabic, syllabic, hesitant or expressive. It is therefore necessary to verify if he or she has ever been taught to read:
		• If so:	Try to determine why the adult is unable to read expressively. It is important to remember that a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters or how to read syllables. Based on your findings, you may suspect a learning difficulty.
		• If not:	Proceed to teach the adult how to read rhythmically by associating letters with sounds and syllables.

SUGGESTED TEACHING STRATEGIES

- Assuming that the reading is fluent, lack of expressiveness in reading might be attributed to:
 - ◇ ignorance of or failure to use punctuation
 - ◇ inadequate understanding of the message
 - ◇ the gap which the adult perceives between the oral and the written language
 - ◇ shyness
- These four problems may be handled as follows:
 - ◇ The question of punctuation is treated in section 5. Explain the parallel between the written and the oral language: one does not always speak in the same tone.
 - ◇ Comprehension activities will be treated in section 8.

SUGGESTED TEACHING STRATEGIES (cont.)

- ◇ Encourage the adult to see the link between the oral and the written language:
 - ⇒ Have the adult read a sentence several times, each time with a different intention and consequently a different intonation; for example: “I waited for you for two hours,” angrily, with understanding, resignedly, reproachfully, etc.
 - ⇒ Have the adult read short messages based on concrete situations in the classroom and have him or her read them several times, each time with a different intonation; for example: “It’s hot in here; I’m going to open the window,” as a question, as a statement of fact, angrily, etc.
 - ⇒ Have the adults listen to recorded dialogues between two people (second language tapes, extracts from radio programs, etc.) which express a variety of feelings; then have the same messages, in a role-playing situation.
 - ⇒ Use compositions written by the adults in the group and eventually have them act them out to facilitate expression of feelings.
 - ⇒ Give the adults the opportunity to learn how to use a tape recorder, either for listening to recorded documents or for recording their own voices in order to evaluate and subsequently correct themselves.
- To counteract shyness, use the above activities frequently, allowing the students to develop a relaxed attitude to them. Keep the classroom atmosphere friendly and easy going.

5. Does the adult take account of punctuation?	
YES: The adult varies the tone of his or her voice according to punctuation.	<p>NO: The adult's reading lacks tonality. It is therefore necessary to verify if he or she has ever been taught what punctuation is:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult does not take adequate account of punctuation when reading. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult how to use punctuation.

SUGGESTED TEACHING STRATEGIES

- Before raising the question of punctuation, make sure that the adult already understands what a sentence is and the two main signs which identify a sentence: the capital letter and the period. A tape recorder is a useful tool in this case also, permitting the adult to listen to messages or to record his or her own voice.
- The choice of which punctuation marks to study depends on the adult's competency level. Teach them one at a time, in the following order: the period, the question mark, the exclamation mark and the comma.
- Using texts written by the adults will help them to internalize the idea of punctuation.
- Point out the importance of punctuation while the adults are reading out loud, and also during silent reading sessions.

- Using a fact or an event related orally and spontaneously by an adult or reactions expressed spontaneously following an event from everyday life, transcribe the text without punctuation marks. The next day, have the adult read the text. In this way, the adult who is having difficulties will experience the problem in a personal and concrete way. Gather the reactions of the adult and of the rest of the class. Ask the adults to compare the reading to the oral account of the previous day. These reactions will allow you to show, on one hand, the relationship between punctuation and comprehension and, on the other, the similarities between voice fluctuations, breathing, pauses when one speaks, and written punctuation. The same text should be presented and reread with punctuation marks. Again, gather the reactions of the adults in question and of the rest of the class.

6. Does the adult recognize punctuation marks?	
<p>YES: The adult understands punctuation marks and their role in a text and pays attention to them while reading.</p>	<p>NO: The adult does not recognize the punctuation marks in a text and does not take account of them while reading. It is therefore necessary to verify if he or she has ever been taught what punctuation is:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult does not take adequate account of punctuation marks while reading. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult punctuation marks and explain their importance in a text.

SUGGESTED TEACHING STRATEGIES

- Use sentences or texts written by the adult and mark the punctuation mark(s) to be studied in red, keeping the level of difficulty consistent with the adult's ability.
- Cover each punctuation mark systematically and explain its function in a text.
- Have the adults read the documents out loud, all the while encouraging them to respect the punctuation.
- Give the adult an unpunctuated text. Read it out loud, paying attention to punctuation; have the student then add the punctuation marks.

7. Does the adult understand the meaning of punctuation?	
<p>YES: While reading, the adult varies the tone of his or her voice according to the punctuation marks in the text.</p>	<p>NO: The adult cannot explain what the punctuation marks in a text mean, and ignores them while reading. It is therefore necessary to verify if he or she has ever been taught what punctuation is:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult does not take adequate account of punctuation marks during reading. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult punctuation marks and explain their use in a text.

SUGGESTED TEACHING STRATEGIES

- Read out loud, illustrating the difference between a punctuated and an unpunctuated text. When the adults repeat the experience, they learn the relationship between punctuation, breathing and rhythm in a concrete way.
- Present the same text or the same sentences with changes only in punctuation. Point out that this causes changes not only in intonation, but also, sometimes, in meaning. The adults will conclude that punctuation is equally important for silent reading, as it aids comprehension; for example:
 - ◇ “I don’t want to study with Bill. He’s mean. Like you, I think he’s smart, but that’s not enough.”
 - ◇ “I don’t want to study with Bill. He’s mean, like you. I think he’s smart but that’s not enough.”
- Encourage the adults to construct sentences of this type, as a game activity.

8. 8.1.	Does the adult understand: the words read?		
YES:	The adult can explain or point to a picture of what he or she has read.	NO:	The adult can decipher the sounds and syllables but is unable to explain what he or she has read. For example, he or she is able to read the word <i>banana</i> but cannot explain the word or point to a picture of a banana. It is therefore necessary to verify if he or she has ever been taught to read and understand what he or she has read:
		• If so:	Try to determine why the adult is unable to understand the words read. Based on your findings, you may suspect a learning difficulty.
		• If not:	Proceed to teach the adult, through corrective measures, how to read a word and understand what he or she has read.

SUGGESTED TEACHING STRATEGIES

- In the case of adult immigrants, make sure that the difficulties experienced regarding words, sentences and texts do not result from a lack of vocabulary in English.
- If such is the case, but also in the case of adults whose mother tongue is English, make constant efforts to increase basic vocabulary and syntax by means of: discussions, films, comments on current affairs, word games, bingo games using oral expressions, crossword puzzles, vocabulary enrichment games, a word game constructed around the use of a small bank containing new words, mnemonic devices, encouragement the adults to use the dictionary, etc.
- The vocabulary of the readings must be useful and concrete. Words grouped around a theme and collected in a vocabulary notebook form a precious vocabulary resource.

SUGGESTED TEACHING STRATEGIES (cont.)

- Reintroduce a new word several times, in different contexts.
- To improve comprehension, train the adult to practise **mental imaging** (or visualization). This approach is based on the pedagogical principles in teaching adults with learning difficulties (Jordon, 1996). You may also wish to use some of the author's suggestions (see bibliography). To make it easier for the adult to focus on this activity, read out loud the following types of texts:
 - ◇ the description of a picture: the adult then has to pick the picture described from among several illustrations
 - ◇ the description of a picture containing a great many details: the adult has the described picture in front of him or her and has to add a missing detail
 - ◇ a simple itinerary: the adult has to trace the described route on a simplified map
 - ◇ instructions: the adult has to carry them out
 - ◇ the evocation of a landscape or scene: the adult has to add details or imagine a sequel
 - ◇ the simplified rules of a game, which is then played

In all of these activities, use the following sentence to encourage the adult to express himself or herself orally:

“Tell us what you see in your mind.”

- Point out that the word corresponds to a picture:
 - ◇ Have the adult read useful and concrete words taken from the immediate environment and ask him or her to point to the objects.
 - ◇ Give the adult labels on which the names of objects are written; have him or her stick them on the corresponding objects.
 - ◇ Have the adult match every word in a list with a picture on a card.
 - ◇ Show the adult a picture and have him or her find the corresponding word in a list.
 - ◇ Draw or find pictures to illustrate the vocabulary notebook or the grouping of words by theme.
 - ◇ Give instructions using frequently used verbs (underline, circle, etc.); have the adult carry out the instructions.

SUGGESTED TEACHING STRATEGIES (cont.)

- Facilitate associations of words with categories; for example, by asking the adult:
 - ◇ to underline the words that go together: pencil, carrot, cat, celery, bus, turnip
 - ◇ to underline the generic (category or family) word: sofa, bed, furniture, table, chair
 - ◇ to find words associated with a given word: **school**: pencil, schoolbag, study
 - ◇ to underline the word which does not relate to the rest: bed, sheet, apple, pillow
 - ◇ to classify the words in a list under different headings: people, places, professions, months, days

8. 8.2.	Does the adult understand: the content of the sentences read?		
YES:	The adult can decipher the words in a sentence and explain the meaning.	NO:	The adult can decipher the words but does not understand the meaning of the sentence. This is mechanical or empty decoding. It is therefore necessary to verify if he or she has ever been taught to read and understand what he or she has read: <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to understand the words read. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult, through corrective measures, how to read a word and understand what he or she has read.

SUGGESTED TEACHING STRATEGIES

- Stimulate the adult's interest, and consequently his or her comprehension, by using direct and concrete actions.

For this purpose, you can repeat the activities for practising mental imaging, presented above. Now, however, the adult has to assume the task of reading the messages instead of having them read to him or her.

- Have the adult read instructions, using the normal instructions associated with learning activities; you may also use instructions associated with the daily routine of the group, both in the classroom and in the training establishment.

SUGGESTED TEACHING STRATEGIES (cont.)

- Presenting material in the form of a game or ritual will increase interest; for example, every morning write on the board an instruction addressed to one particular adult: “Peter, Joyce wants to see you in her office at 9 o’clock.”
- For the importance of basic visual vocabulary (words that the adult recognizes at sight), see “Vocabulary Lists” in Appendix 2 of *A Guide to Customized Literacy Training*.
- Use a variety of exercises to get the student to combine all of the clues available to understand the text. Get the student to explain the choices made. Some sample exercises:
 - ◇ Find the missing word using visual and phonetic clues:
 - ⇒ Tobacco and alcohol are not good for our h_____.
 - ⇒ This morning I had a bad head_____.
 - ◇ Complete the sentence with one of these words:
 - ⇒ To cook I use a book of _____ (reviews, health tips, recipes).
 - ⇒ I ate _____ (cake, a banana, cereal) for breakfast this morning.
 - ◇ Read a sentence that is missing a word or has one too many.
 - ◇ Put the words of a mixed-up sentence in the right order.
 - ◇ Rearrange a sentence that has a segment out of order.
 - ◇ Delete the words which are not essential to the meaning of a sentence:
 - ⇒ Tabbouleh is a (delicious) Lebanese dish.
 - ◇ Apply the appropriate linking word:
 - ⇒ We study the words, and (before, after) _____ that we do the dictation exercise.

<p>8. Does the adult understand: 8.3. the meaning of the text: 8.3.1. when read out loud?</p>	
<p>YES: The adult can give a more or less faithful account of the text that has been read and can synthesize the parts into a whole.</p>	<p>NO: There are several possibilities:</p> <ul style="list-style-type: none"> ◇ The adult can give no account at all of the text. or ◇ The adult can repeat several words from the text, but with no logical relationship between them. or ◇ The adult can recount the text, but with very little detail, and without taking account of any of the principal ideas. <p>Check to see if he or she has ever been taught to read and understand what was being read:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to understand the text read and cannot synthesize the separate parts into a whole. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult, through corrective measures, how to read a text and make a mental summary for the purpose of understanding what he or she reads.

SUGGESTED TEACHING STRATEGIES

- All of the above suggestions for improving reading comprehension may also be applied to textual comprehension.

SUGGESTED TEACHING STRATEGIES(cont.)

- Keep in mind the comments on reading out loud in section 4. Strategies that are reviewed by Bassett (1996), Crux (1991) and Miller (1993) will be quite useful here.
- In addition, be sure to check the following:
 - ◇ how the adult reads out loud: you can then suggest effective remedial strategies, as proposed in section 4
 - ◇ what the adult knows about the meaning and use of punctuation: you can then suggest effective remedial strategies, as proposed in sections 5, 6, and 7

You can also suggest activities to help him or her understand what he or she reads; for example:

- ◇ putting the sentences of a text in order, giving him or her certain clues, such as time clues in a narrative
- ◇ finding the sentence in a text which is not in the proper place
- ◇ giving the text an appropriate title
- ◇ finding, in a list of link words, the ones which have been deleted from a text
- ◇ finding, in each sentence of a text, an inserted word which does not fit the context
- ◇ finding in a text an inserted sentence that does not fit the context

8. 8.3. 8.3.2.	Does the adult understand: the meaning of the text: when read silently?	
YES:	After reading silently, the adult can recount the text in a coherent manner.	<p>NO: There are several possibilities:</p> <ul style="list-style-type: none"> ◇ The adult can give no account at all of what has been read. <li style="text-align: center;">or ◇ The adult can repeat several words from the text, but with no logical relationship between them. <li style="text-align: center;">or ◇ The adult can recount the text, but with very little detail, and without taking account of any of the principal ideas. <p>Check to see if he or she has ever been taught to read and understand what was being read:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is unable to understand the text and cannot synthesize the separate parts into a whole. Based on your findings, you may suspect a learning difficulty. • If not: Proceed to teach the adult, through corrective measures, how to read a text and make a mental summary for the purpose of understanding what he or she reads.

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- ◇ finding, in each sentence of a text, an inserted word which does not fit the context
- ◇ finding in a text an inserted sentence which does not fit the context

9. In regards to sounds, when the adult reads are there any:
 9.1. confusions with sounds:
 9.1.1. linked to problems in auditory discrimination?²

YES: There are **mistakes in auditory discrimination**, with the adult confusing sounds while reading. These mistakes are centred around the following consonants and vowels:

- Confusion between voiced³ and unvoiced⁴ consonants:
 - ◊ between plosives (or occlusive stops): [p] and [b]; [t] and [d]; and [k] and [g]⁵
 - ◊ between spirants (or fricatives): [f] and [v]; [s] and [z]; [ch] and [dj]; [sh] and [zh] (as in *measure*); and [th] and [*]⁶

The articulatory positions of these consonants are extremely close. In the case of voiced consonants—[b], [d], [g], [zh] (as in *measure*), [th], [v], and [z]—the vocal cords vibrate as the sound is spoken, whereas in the case of unvoiced consonants—[p], [t], [k], [f], [s], [ch], and [sh]—the vocal cords do not vibrate in making the sound. The error in auditory differentiation for a particular sound applies

NO: The adult does not have this problem.

² B.R. Gerheart & C.J. Geraheart, *Learning Disabilities: Educational Strategies* (Columbus, Ohio: Merrill Publishing, 1989).

³ There are 14 voiced consonants in English: [b], [d], [g], [m], [n], [ŋ] (as in *sing*), [r], [th], [v], [w], [y], [z] and [zh] (as in *measure*).

⁴ There are nine unvoiced consonants in English: [f], [h], [wh], [k], [p], [t], [s], [sh] and [*] (as in *thin*).

⁵ There are six plosive or occlusive tops in English: [p], [b], [t], [d], [k] and [g]. They are heard as the initial sounds in the words, *pen*, *be*, *ten*, *en*, *key* and *go*.

⁶ There are 10 fricative sounds (spirants) in English: [*] (as in *thin*), [th] (as in *then*), [f], [v], [s], [z], [ch], [dj], [sh] and [zh] (as in *measure*).

to all of the graphic representations of the sound. In fact, the orthographic signs for a particular vowel or a particular consonant are not always unique to that sound; for example:

[k] = c, ch, k, q, qu; [dj] = g, j

[s] = c, s, ss

[z] = f, gh, ph

- Confusion between fricative consonants:
 - ◊ unvoiced: [f] and [s]; [s] and [ch]; and [f] [rh]
 - ◊ voiced: [v] and [z]; and sometimes [s] and [th] (as in *then*)
- Confusion between plosive consonants:
 - ◊ unvoiced: [p] and [t]; [t] and [k]; [p] and [k]; and [t] and [th]
 - ◊ voiced: [b] and [d]; [b] and [g]; [d] and [g]; and [d] and [th]
- Confusion between labial and dental consonants:
 - ◊ labials: [m], [b] and [p]
 - ◊ dentals: [n], [d], [t] and [th]
- Confusion between closed, half-closed, and open vowels:
 - ◊ closed (front): [i], [ee], [ei], [u] and [ou]
 - ◊ half-closed (central): [e], [o] and [oa]
 - ◊ open (back): [a], [an], [on], [un]m [u] and [oo]

- Confusion between nasal and oral vowels:
 - ◇ between nasals and orals: [u] and [un]; [a] and [an]; [o] and [on]; [e] and [en]; [i] and [in]; [aw] and [awn]
 - ◇ between nasals: [n], [m], [ŋg]
 - ◇ between orals: [a] and [e]; [u] and [ou]; [o] and [au]; [u] and [oo]; [e] and [ae]; [e] and [ai]

SUGGESTED TEACHING STRATEGIES

- Try to find out if the adult:
 - ◇ has sufficient knowledge of letter-sound correspondence
 - ◇ hears well
 - ◇ hears the difference between the sounds he or she mixes up while reading
 - ◇ is attentive
 - ◇ is capable of concentration
- Make the adult aware of the importance of auditory attention and auditory memory by utilizing the following exercises:
 - ◇ Use cassettes to get him or her to recognize and differentiate sounds and familiar noises; English as a Second Language material is a good source of such activities.
 - ◇ Allow the group to be saturated with noises for a brief time and then have them discriminate between sounds such as long, short, sharp, low, etc. Use some of the recommendations made by Jordan (1996) and Patton & Palloway (1996).
 - ◇ Play the word-chain game: the first person says two words to the second person, who repeats the two words and adds one; the adults continue repeating the words in order. You can add variety to the game by beginning with a sentence, which gets longer from one person to another: “I’m moving, so I’m going to buy pictures, a couch, a kitchen table, etc.” Play this game frequently and have the adults keep track of how they do.

SUGGESTED TEACHING STRATEGIES (cont.)

- The teaching strategies described below can be adapted to each type of confusion. They focus primarily on words where the sounds that need correction appear first in initial, then in middle, and lastly in final positions.

For each teaching strategy pronounce the sound being studied very carefully, pointing out to the adult how the sound is produced physically (lips, throats, tongue, etc.). Both Miller (1993) and Demeur and Jordan (1996) may be consulted for precise descriptions of how the various consonants are pronounced and for pedagogical suggestions.

- Help the adult make reference cards for the sounds he or she confuses. Here, for example, are the steps for making reference cards for confusion between [f] and [v]:

For the sound [f]:

- ◇ Have the adult choose a significant and effective key word to illustrate the sound [f], such as *fish*:

⇒ Clearly write the letter *F* in colour.

⇒ Write the word *fish*, with the letter *f* in the same colour.

For maximum effect, use a different colour for each letter which presents a difficulty.

- ◇ As a visual aid, find a picture of the object described by the key word and put it next to the word itself.
- ◇ Have the adult pronounce the sound [f], drawing his or her attention to the position of the lips and the tongue as the air is expelled. There is no activity in the throat and the vocal cords do not vibrate.
- ◇ Write simple syllables containing the sound [f] and have the adult read them.

SUGGESTED TEACHING STRATEGIES (cont.)

- ◇ Focus on the sound [f] in a series of words given orally; ask the adult to write down on the card the words which he or she considers most meaningful, and have him or her pronounce these words.
- ◇ Show the adult a series of pictures which focus on the sound [f] and have him or her pronounce out loud the word that corresponds to each picture.

Follow the same procedure for the sound [v].

Then put the two cards side by side and use oral exercises to get the adult to hear the difference between sounds; for example:

- ⇒ in what words do you hear the sound [f] as in *fish*?
- ⇒ in what words do you hear the sound [v] as in *vacation*?

- ◇ Have the adult find the differences by using a series of pictures: encourage him or her to pronounce out loud the word which corresponds to each picture, then ask that each picture be placed under the correct letter.
- Record the words from the various cards either on cassette or on a “Language Master” tape. Have the adult listen to the recorded words; the first time, ask him or her to repeat the words with no visual aid, then have him or her read them with the help of visual aids and record the reading.
- ◇ Follow up the reading by:
 - ⇒ regularly reminding the adult to pay special attention to certain words
 - ⇒ reinforcing this reminder by using a different colour for each letter that represents a problem
 - ⇒ when in doubt, encouraging the adult to check and find the answer by using his or her cards

9. In regard to sounds, when the adult reads are there any:
 9.1. confusions?
 9.1.2. linked to problems in visual discrimination?

YES:

- Confusion between letters that differ only in the direction in which they are written:
 - ◊ u - n
 - ◊ p - q - b - d
- Confusion between letters which resemble each other in appearance and in sonoric properties:
 - ◊ b - d (sonoric plosives)
 - ◊ m - n (sonoric nasals)
- Confusion between letters of similar appearance:
 - ◊ a - d (when printed)
 - ◊ o - a (round shape when printed)
 - ◊ f - t (because of the cross-bar)
 - ◊ a - e (when printed)

NO:

The adult does not have this problem.

Check to see if the adult made such mistakes during childhood and adolescence, and find out if he or she has ever been referred to a speech therapist or a specialist in a related field:

- **If so:** Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause.
- **If not:** Give corrective exercises.

SUGGESTED TEACHING STRATEGIES

Errors in visual discrimination

- In discussion with the adult, gauge the extent of his or her:
 - ◇ visual perception
 - ◇ visual discrimination: in other words, the ability to differentiate between two elements visually similar
 - ◇ attention
 - ◇ concentration
 - ◇ spatial perception
- At the same time, try to focus the adult's attention on observation and visual discrimination and to provide him or her with means to facilitate spatial perception, with the help of the following exercises:
 - ◇ Encourage "research" activities in a variety of situations, such as the following:
 - ⇒ Name any change in the decoration or arrangement of the classroom.
 - ⇒ Discover which object has been removed from a group of objects.
 - ⇒ Describe the clothes of an adult who has left the room.
 - ⇒ Find the differences between two drawings that look identical.
 - ◇ Give exercises which stimulate the spatial abilities. For example:
 - ⇒ Find the two drawings which are similar.
 - ⇒ Complete series.
 - ⇒ Identify shapes.
 - ⇒ Carry out instructions that call for visual-spatial activities.
 - ◇ Refer to real-life situations:
 - ⇒ "You wear your ring on your left hand."
 - ⇒ "The locker is to the right of the poster."

SUGGESTED TEACHING STRATEGIES (cont.)

- The teaching strategies described below can be adapted to each type of **confusion**. One can make use of the recommendations made by the authors mentioned above. These strategies focus primarily on words where the sounds that need correction appear first in initial, then in middle, and lastly in final positions.

The use of different colours for each letter that poses a problem would be an additional benefit.

- Help the adult to produce reference cards that are easy to consult for each of the confused sounds, as follows:
 - ◇ Give visual and verbal hints by analyzing with the adult the distinct characteristics of the letters which pose difficulties; ask that similarities and differences between them be pointed out, encouraging the use of the adult's own words.
 - ◇ The adult should choose a significant and effective key word; for example:

b as in *baby* (the *baby's* bottle)

d as in *dull*

Remember that gestures may aid spatial perception.

- ◇ Ask the adult to copy the letters correctly; this will help internalize the visual differences.
- ◇ Give the adult a set of meaningful words which contain problematic letters and ask that they be entered in the right place on the cards.
- Follow up the reading by:
 - ◇ regularly reminding the adult to pay attention to certain letters
 - ◇ reinforcing this reminder by using a different colour for each letter that represents a problem
 - ◇ encouraging the adult to check and find the answer by using his or her cards

9. 9.2.	In regards to sounds, when the adult reads are there any additions?	
YES:	<p>While reading, the adult adds sounds to words; for example: “concerete” instead of concrete.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a speech therapist or a specialist in a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

9. In regards to sounds, when the adult reads are there any:
9.3. inversions?

YES: When the adult reads, he or she inverts the letters of a word; for example: “ejnoy” instead of **enjoy**.

It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a speech therapist or a specialist in a related field:

- **If so:** Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause.
- **If not:** Give corrective exercises.

NO: The adult does not have this problem.

9. 9.4.	In regards to sounds, when the adult reads are there any: omissions?	
YES:	<p>When the adult reads, he or she omits or “forgets” to decipher some sounds; for example: “gara” instead of garage.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a speech therapist or a specialist in a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

9. In regards to sounds, when the adult reads are there any:
9.5. substitutions?

YES: When the adult reads, he or she **changes** sounds. These errors are not related to the usual problems in auditory or visual discrimination; for example: **m**ouse instead of **h**ouse.

It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a speech therapist or a specialist in a related field:

- **If so:** Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause.
- **If not:** Give corrective exercises.

NO: The adult does not have this difficulty.

9. 9.6.	9. In regards to sounds, when the adult reads are there any repetitions?		
YES:	<p>When the adult reads, he or she repeats the same sound in a word; for example: b-book.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a speech therapist or a specialist in a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO:	The adult does not have this problem.

SUGGESTED TEACHING STRATEGIES

- It is important that the adult realize what his or her difficulties are. To help accomplish this:
 - ◇ point out the most frequent types of reading errors, for example, inversions
 - ◇ within a specific type of error, identify the most problematic sounds, for example, the inversion of [r] in inverted syllables
 - ◇ provide a detailed description of the problem
 - ◇ encourage and help the adult set small objectives
 - ◇ explain the teaching strategies you plan to use
 - ◇ provide feedback as often as possible

SUGGESTED TEACHING STRATEGIES (cont.)

- With the help of the adult, check the following:
 - ◇ quality of hearing
 - ◇ the pronunciation of words in ordinary conversation
 - ◇ the extent of his or her oral vocabulary
 - ◇ how much is known about the rules of letter-sound correspondence and syllabic analysis
 - ◇ how much effort is made to discover the meaning of what is read
 - ◇ to what extent errors affect his or her comprehension

- In keeping with the results of the above inquiries, teaching strategies must be adjusted:
 - ◇ towards a better mastery of syllabic analysis (see sections 4.1 and 4.5)
 - ◇ towards a better mastery of sounds and syllables, by identifying those which have not been mastered or which are confused, and by reviewing them systematically
 - ◇ towards systematic correction of mispronounced words, by pointing out the correct pronunciation to the adult, along with the corresponding written forms
 - ◇ towards focusing on reading comprehension, by teaching the adult how to use context as a comprehension aid and how to use anticipation strategies to correct his or her errors (see section 8)

- In all cases, interrupt readings to make the adult objectify what he or she has just read, using questions such as:
 - ◇ “What is the meaning of the word you have just read?”
 - ◇ “What is happening in the passage you have just read?”
 - ◇ “Does the word (or the sentence) you have just read sound good?”

- In all cases, a recording of the reading will be a very useful aid to objectification and self-correction.

10. 10.1.	In regard to the syllables of a word, when the adult reads are there any confusions?	
YES:	<p>When the adult reads, he or she confuses the syllables of a word; for example: loop for pool.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

10. 10.2.	In regard to the syllables of a word, when the adult reads are there any additions?	
YES:	<p>When the adult reads, he or she adds syllables; for example: “autoromobile” for automobile.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

<p>10. In regard to the syllables of a word, when the adult reads are there any: 10.3. inversions?</p>	
<p>YES: When the adult reads, he or she inverts the syllables of a word; for example: “aumotobile” for automobile.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>

10. 10.4.	In regard to the syllables of a word, when the adult reads are there any omissions?	
YES:	<p>The adult omits or forgets to read syllables of a word; for example: “gage” for garage.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause • If not: Give corrective exercises. 	NO: The adult does not have this problem.

10. 10.5.	In regard to the syllables of a word, when the adult reads are there any substitutions?	
YES:	<p>The adult changes syllables while reading a word; for example: “parniament” for parliament.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

10. 10.6.	In regard to the syllables of a word, when the adult reads are there any repetitions?	
YES:	<p>The adult repeats one of the syllables in a word; for example: “gararage” for garage.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO: The adult does not have this problem.

SUGGESTED TEACHING STRATEGIES

- Follow the same procedure as for section 9.

11. 11.1.	In regard to sentences or a text, when the adult reads are there any: additions of words?		
YES:	<p>When the adult reads, he or she adds words.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	NO:	The adult does not have this problem.

11. 11.2.	In regard to sentences or a text, when the adult reads are there any omissions of words?	
YES:	<p>When the adult reads, he or she omits or forgets words.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • • If not: Give corrective exercises. 	NO: The adult does not have this problem.

<p>11. In regard to sentences or a text, when the adult reads are there any: 11.3. substitutions of words?</p>	
<p>YES: When the adult reads, he or she changes words; for example: “I see an apple,” instead of “ I see a banana.”</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>

<p>11. In regards to sentences or a text, when the adult reads are there any: 11.4. repetitions of the same word in a sentence?</p>
<p>YES: The adult repeats the same word in a sentence. Sometimes the same word is repeated in several sentences within a text.</p> <p>NO: The adult does not have this problem.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises.

SUGGESTED TEACHING STRATEGIES

- It is important that the adult knows what his or her difficulties are. To facilitate this, point out:
 - ◇ the type of errors and their frequency
 - ◇ the changes to the meaning of syntax of the sentence or text
- If the errors change neither the meaning nor the syntax:
 - ◇ simply bring the errors to his or her attention while he or she is reading and ask him or her to be more careful
 - ◇ suggest remedial strategies, taking the following into consideration:
 - ⇒ The importance of an error is relative to its effect on comprehension of the text.
 - ⇒ The seriousness of the errors is more important than their number.

SUGGESTED TEACHING STRATEGIES (cont.)

- Incidentally, depending on the importance of the errors, encourage the adult to have his or her vision checked by an optometrist, to see whether the mistake is perhaps caused by an untreated visual problem. Then proceed as follows:
 - ◊ Focus on comprehension of the message read.
 - ◊ Focus on the visual field.
- Help the adult to realize the kinds of errors he or she makes. To do this, record his or her reading so that he or she can compare his or her oral production with the written text. Ask questions which will encourage the adult to question the semantic changes he or she has made.

Then, ask the adult to annotate his or her text by marking where he or she makes mistakes. If there are several types of errors, have the adult do the following:

- ◊ Use symbols, for example:
 - ⇒ a plus sign (+) wherever a word has been added
 - ⇒ a minus sign (-) wherever a word has been omitted
- ◊ Write the substituted word above the correct word.

These suggestions will make it easier for the adult to identify his or her errors and be more careful during his or her next reading.

- Encourage the adult to read and to record the annotated document several times, making the necessary corrections.
- Encourage the student to look for meaning when reading a text. Refer to the suggested teaching strategies in section 8, the purpose of which is to provide the adult with a combination of strategies for understanding what he or she is reading.

SUGGESTED READING STRATEGIES (cont.)

- If there are a great many errors, suggest that the adult use his or her finger or a pencil to point to the words as he or she reads. However, make sure that this does not become a habit and does not slow down the rhythm of reading, which could impede comprehension.
- Expand the adult's field of vision by altering the layout of the page, using the following suggestions:

pains
 You may now count your ----- .
 gains

You may now count your ----- (pains, gains).

(gains) You may now count your ----- (pains).

- Develop the adult's visual attention and ability to anticipate by deleting letters from a word; 10% of the letters may be deleted and replaced with blanks or asterisks.
- Develop the adult's visual attention and ability to anticipate by covering up the lower part of certain words or groups of words.

<p>11. In regard to sentences or a text, when the adult reads are there any: 11.5. omissions of whole or part of a sentence?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1008 898"> <p>YES: The adult forgets some segments at the beginning, in the middle, or at the end of sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. </td> <td data-bbox="1008 305 1919 898"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult forgets some segments at the beginning, in the middle, or at the end of sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: The adult forgets some segments at the beginning, in the middle, or at the end of sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>	

<p>11. In regard to sentences or a text, when the adult reads are there any: 11.6. omissions of whole sentences?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1008 867"> <p>YES: When the adult reads a text, he or she omits sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. </td> <td data-bbox="1008 305 1919 867"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult reads a text, he or she omits sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult reads a text, he or she omits sentences.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>	

<p>11. In regard to sentences or a text, when the adult reads are there any: 11.7. skipped lines?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1008 859"> <p>YES: When the adult reads, he or she skips a line or two.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. </td> <td data-bbox="1008 305 1919 859"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult reads, he or she skips a line or two.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult reads, he or she skips a line or two.</p> <p>It is therefore necessary to verify if he or she made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a reading specialist for remediation:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be the cause. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>	

SUGGESTED TEACHING STRATEGIES

- Make sure the adult knows what a sentence is and understands the corresponding written signs, such as periods and uppercase letters.
- Check the adult's knowledge of punctuation marks.
- Then proceed as follows:
 - ◇ Focus on comprehension of the message read.
 - ◇ Focus on the visual field.

SUGGESTION READING STRATEGIES (cont.)

- Make the adult conscious of the omissions he or she makes. To do this, record his or her reading so that he or she can compare his or her oral production with the written text. Ask questions which will encourage the adult to question the changes he or she has made.
- Encourage the adult to look for meaning when reading a text. Refer to the suggested teaching strategies in section 8, the purpose of which is to provide the adult with a combination of strategies for facilitating anticipation and comprehension of what he or she is reading.
- Prepare a short informative or descriptive text with a spacious layout: only one sentence on each line, with large spaces between the lines.
- Ask the adult to expand each sentence by adding one or several words from a list; present the new text, with the sentences now continuing on the following lines, and point out the difference between a sentence and a line. Have him or her listen to the recording once more while following along in the written text.
- Suggest that the adult hold a ruler under the line being read to create an effective visual guide.
- Cover the page to be read with a sheet of transparent, coloured plastic.

IV—REMEDIAL FIELD

MODULE: ENGLISH (READING)

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