

Title: Principles and Strategies: Teaching Reading in the Slavic Languages Curriculum  
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Abstract:

After reviewing the expected performances of foreign language readers at different proficiency levels (ACTFL Proficiency Guidelines 2012), I will describe principles for the selection of literary and non-literary texts for novice-, intermediate-, and advanced-level courses in Slavic languages, drawing upon: Vygotsky's concept of the zone of proximal development; James Child's text typology framework (1987); Crossley, Greenfield, and McNamara's work on readability (2008) considered in the context of native speakers of English studying Slavic languages; and Hacking and Tschirner's groundbreaking work (2017). Next, I will take up the question of glossing and then suggest strategies for the design of text-based learning tasks. The strategies I will elaborate will help instructors use texts not only to foster comprehension, but also to extend the learning experience in reading to other language modalities in accordance with the 5 C's of the World-Readiness Standards for Language Learning (2015) and enhance learner motivation.

ACTFL. (2012). ACTFL Proficiency Guidelines. Accessed at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>. Web.

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Child, James. (1987). Language proficiency levels and the typology of texts. In H. Byrnes and M. Canale (Eds.) *Defining and developing proficiency: Guidelines, implementations, and concepts* (pp. 97-106). Lincolnwood, IL: National Textbook Company.

Hacking, Jane; and Tschirner, Erwin. (2017). The contribution of vocabulary knowledge to reading proficiency: The case of Russian. *Foreign Language Annals* 50.3: pp. 500-518.

National Standards Collaborative Board. (2015). World-readiness standards for learning languages (4th edition). Alexandria, VA: Author. Summary available on-line at <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>