

Abstract

Steele, R. A. (2004). Reading Instruction Practices by Teachers of Hispanic Elementary Students: A Teacher Survey of Classroom Time Spent in 25 Reading Instructional Activities.

A survey was conducted among 500 randomly selected elementary (pre-kindergarten through fifth grade) teachers instructing students who are 95% Hispanic and 63.4% English-as-a-second-language. Teachers were asked to estimate the amount of weekly class time spent in 25 reading and reading-readiness activities and methods of instruction. Findings included areas of major variance within each grade level and, for the most part, predictable trends from grade level to grade level. Findings were also discovered in teacher demographic trends (years of experience, educational level, and gender). Variances among districts and campuses were also analyzed. And finally, significant variance was measured between the reading instruction time provided in non-bilingual versus bilingual classes, with bilingual classes receiving significantly less instruction. Further research is recommended to discover why this anomaly exists and to see if increasing the reading instruction time will improve the reading achievement of students in bilingual classes.