1

00:00:05,009 --> 00:00:11,860

module four word level reading session

2

00:00:09,160 --> 00:00:15,279

six English learners and word reading

3

00:00:11,860 --> 00:00:17,350

development hello this is David

4

00:00:15,279 --> 00:00:19,660

Kilpatrick and I am the presenter for

5

00:00:17,350 --> 00:00:21,700

the thirteen on demand webinars and

6

00:00:19,660 --> 00:00:23,230

these webinars will help participants

7

00:00:21,700 --> 00:00:24,850

understand some of the most valuable

8

00:00:23,230 --> 00:00:27,090

information coming out of the reading

9

00:00:24,850 --> 00:00:29,619

research as it pertains to assessment

10

00:00:27,090 --> 00:00:32,980

prevention and overcoming reading

11

00:00:29,619 --> 00:00:34,510

difficulties here's an overview of the

12

00:00:32,980 --> 00:00:37,239

thirteen modules we're currently in

13

00:00:34,510 --> 00:00:40,300

module four and module four has the

14

00:00:37,239 --> 00:00:42,550

largest number of sessions almost all

15

00:00:40,300 --> 00:00:44,800

the others have one to three sessions

16

00:00:42,550 --> 00:00:46,059

and we're in our sixth session we're

17

00:00:44,800 --> 00:00:48,309

going to talk about English learners and

18

00:00:46,059 --> 00:00:49,899

word reading development as a result of

19

00:00:48,309 --> 00:00:51,460

this session participants should be able

20

00:00:49,899 --> 00:00:53,769

to identify the challenge faced by

21

00:00:51,460 --> 00:00:56,049

English learners and describe the

22

00:00:53,769 --> 00:00:57,749

promise of teaching English learners to

23

00:00:56,049 --> 00:01:00,339

read and there's some good news here as

24

00:00:57,749 --> 00:01:02,199

well as develop confidence regarding

25

00:01:00,339 --> 00:01:07,630

teaching English learners word level

26

00:01:02,199 --> 00:01:10,000

reading skills English learners are

27

00:01:07,630 --> 00:01:12,399

making up on increasing proportion of

28

00:01:10,000 --> 00:01:14,229

our school-age population and think

29

00:01:12,399 --> 00:01:16,840

about it these kids are tasked with

30

00:01:14,229 --> 00:01:19,869

learning math and science and PE and

31

00:01:16,840 --> 00:01:22,240

music and everything else and yet

32

00:01:19,869 --> 00:01:24,219

English is their second language and all

33

00:01:22,240 --> 00:01:28,060

of this is being taught in English so it

34

00:01:24,219 --> 00:01:29,409

is quite a challenge for them luckily

35

00:01:28,060 --> 00:01:32,500

there's a large and growing body of

36

00:01:29,409 --> 00:01:35,469

research on English learners here are

37

00:01:32,500 --> 00:01:37,450

the basic findings first of all English

38

00:01:35,469 --> 00:01:39,880

learners make much faster progress in

39

00:01:37,450 --> 00:01:41,770

word level reading and even in spelling

40

00:01:39,880 --> 00:01:43,179

than they're going to make in reading

41

00:01:41,770 --> 00:01:46,390

comprehension or in general written

42

00:01:43,179 --> 00:01:49,450

expression secondly the ability to learn

43

00:01:46,390 --> 00:01:51,240

to read in a new language and it is

44

00:01:49,450 --> 00:01:53,409

abbreviated in the research as –L2

45

00:01:51,240 --> 00:01:54,729

even if it's not their second language

46

00:01:53,409 --> 00:01:58,479

could be their third or fourth language

47

00:01:54,729 --> 00:02:01,210

is highly correlated with success in L1

48

00:01:58,479 --> 00:02:02,799

in other words if a child say in middle

49

00:02:01,210 --> 00:02:03,909

school comes over from another country

50

00:02:02,799 --> 00:02:07,539

they've already learned to read in

51

00:02:03,909 --> 00:02:10,000

another language their skill base that

52

00:02:07,539 --> 00:02:13,600

they used to acquire that is going to

53

00:02:10,000 --> 00:02:15,070

transfer quite nicely over into English

54

00:02:13,600 --> 00:02:16,660

the implication is that if a child

55

00:02:15,070 --> 00:02:17,980

struggled in one of those other

56

00:02:16,660 --> 00:02:19,690

languages

57

00:02:17,980 --> 00:02:23,170

they're gonna probably struggle with

58

00:02:19,690 --> 00:02:25,209

English as well phonemic skills that

59

00:02:23,170 --> 00:02:28,300

were developed in their native language

60

00:02:25,209 --> 00:02:30,190

have a very strong correspondence with

61

00:02:28,300 --> 00:02:32,980

the phonemic skill development in their

62

00:02:30,190 --> 00:02:35,880

second language now a little footnote to

63

00:02:32,980 --> 00:02:37,930

that is that some languages do not have

64

00:02:35,880 --> 00:02:40,630

some of the sounds that we have in

65

00:02:37,930 --> 00:02:42,819

English and vice-versa but in terms of

66

00:02:40,630 --> 00:02:44,319

any overlap among the sounds there's

67

00:02:42,819 --> 00:02:47,260

going to be a very good degree of

68

00:02:44,319 --> 00:02:48,940

transfer also there's a general meta

69

00:02:47,260 --> 00:02:51,970

linguistic concept of being able to

70

00:02:48,940 --> 00:02:53,830

manipulate language as we do in

71

00:02:51,970 --> 00:02:55,870

phonological awareness exercises that will also

72

00:02:53,830 --> 00:03:02,560

transfer and this is irrespective of

73

00:02:55,870 --> 00:03:04,450

specific sounds as a group English

74

00:03:02,560 --> 00:03:06,370

learners just like native speakers of

75

00:03:04,450 --> 00:03:08,470

English they have the same general word

76

00:03:06,370 --> 00:03:10,360

reading pattern in other words about

77

00:03:08,470 --> 00:03:12,250

two-thirds of the students are going to

78

00:03:10,360 --> 00:03:14,650

learn to read regardless of the teaching

79

00:03:12,250 --> 00:03:15,610

method that you use but then there's

80

00:03:14,650 --> 00:03:19,120

going to be about a third of children

81

00:03:15,610 --> 00:03:20,980

who will not make progress using our

82

00:03:19,120 --> 00:03:22,359

traditional approaches of the whole word

83

00:03:20,980 --> 00:03:24,190

approach of the whole language approach

84

00:03:22,359 --> 00:03:26,410

balance literacy they are going to

85

00:03:24,190 --> 00:03:29,049

require very systematic teaching phonics

86

00:03:26,410 --> 00:03:33,160

and phonemic skills in order to have

87

00:03:29,049 --> 00:03:35,410

normalized reading but the good news is

88

00:03:33,160 --> 00:03:38,799

that when it comes to word level reading

89

00:03:35,410 --> 00:03:40,780

the potential for growth is fairly

90

00:03:38,799 --> 00:03:43,209

similar compared to native speakers of

91

00:03:40,780 --> 00:03:45,430

English in other words these children

92

00:03:43,209 --> 00:03:50,530

can develop the word reading skills

93

00:03:45,430 --> 00:03:52,540

quite competently reading comprehension

94

00:03:50,530 --> 00:03:55,380

is much more of a challenge for English

95

00:03:52,540 --> 00:03:58,150

learners than word level reading is

96

00:03:55,380 --> 00:04:00,100

vocabulary is extensive when you think

97

00:03:58,150 --> 00:04:02,200

about word level reading you just need

98

00:04:00,100 --> 00:04:03,730

to know the 26 letters the 40 some

99

00:04:02,200 --> 00:04:06,069

sounds that correspond to those letters

100

00:04:03,730 --> 00:04:07,750

that's a very limited set even with

101

00:04:06,069 --> 00:04:10,269

grammar there's a very limited set of

102

00:04:07,750 --> 00:04:12,910

tenses there's a very limited set of

103

00:04:10,269 --> 00:04:15,850

parts of speech but when it comes to

104

00:04:12,910 --> 00:04:19,690

vocabulary it's extensive so as grammar

105

00:04:15,850 --> 00:04:21,910

becomes learned and as the letters and

106

00:04:19,690 --> 00:04:24,430

sounds become learned background

107

00:04:21,910 --> 00:04:25,840

knowledge like vocabulary extensive so

108

00:04:24,430 --> 00:04:27,909

because of the background knowledge and

109

00:04:25,840 --> 00:04:30,159

the vocabulary reading comprehension

110

00:04:27,909 --> 00:04:33,209

takes a lot longer to

111

00:04:30,159 --> 00:04:35,559

develop in English learners and for

112

00:04:33,209 --> 00:04:37,719

English learners without any general

113

00:04:35,559 --> 00:04:39,669

language impairments there is a long

114

00:04:37,719 --> 00:04:42,339

positive growth trajectory that takes

115

00:04:39,669 --> 00:04:44,199

several years they may pick up on

116

00:04:42,339 --> 00:04:46,419

everyday type of language because they

117

00:04:44,199 --> 00:04:48,969

master the grammar and they master

118

00:04:46,419 --> 00:04:50,439

everyday language the 2,000 or 3,000

119

00:04:48,969 --> 00:04:52,959

words that you need in a language to

120

00:04:50,439 --> 00:04:54,909

function on a day-to-day basis but it's

121

00:04:52,959 --> 00:04:56,439

gonna take a lot longer for those tens

122

00:04:54,909 --> 00:04:58,869

of thousands of words to fall into place

123

00:04:56,439 --> 00:05:03,969

so that they can be competent speakers

124

00:04:58,869 --> 00:05:05,499

and comprehenders of English but in

125

00:05:03,969 --> 00:05:07,809

the short run is important to realize

126

00:05:05,499 --> 00:05:10,439

that semantic knowledge of words that is

127

00:05:07,809 --> 00:05:13,599

the word meanings are not necessary for

128

00:05:10,439 --> 00:05:16,959

orthographic mapping think of the

129

00:05:13,599 --> 00:05:19,539

concept of hyperlexia with hyperlexics

130

00:05:16,959 --> 00:05:21,129

they don't even understand many of the

131

00:05:19,539 --> 00:05:22,929

words that they're reading but if they

132

00:05:21,129 --> 00:05:24,969

have a phonological memory of that word

133

00:05:22,929 --> 00:05:27,249

they're going to remember it an example

134

00:05:24,969 --> 00:05:29,379

I like to give is with the word

135

00:05:27,249 --> 00:05:31,749

ostensible I didn't know what the word

136

00:05:29,379 --> 00:05:33,550

meant but I heard people use it and I

137

00:05:31,749 --> 00:05:35,079

saw it in print and because I heard

138

00:05:33,550 --> 00:05:36,939

people use it it was part of my

139

00:05:35,079 --> 00:05:38,499

phonological memory not part of my

140

00:05:36,939 --> 00:05:41,469

semantic memory because I didn't know

141

00:05:38,499 --> 00:05:43,509

the meaning and when I saw it in print I

142

00:05:41,469 --> 00:05:45,249

was able to map that so anytime I saw

143

00:05:43,509 --> 00:05:47,800

the word ostensible it jumped out at me

144

00:05:45,249 --> 00:05:49,449

just like any other familiar word and it

145

00:05:47,800 --> 00:05:51,729

wasn't until later that I learned what

146

00:05:49,449 --> 00:05:53,769

it meant so we don't actually need to

147

00:05:51,729 --> 00:05:55,899

know the meaning of a word in order to

148

00:05:53,769 --> 00:05:58,809

map it orthographically and have a

149

00:05:55,899 --> 00:06:01,089

strong orthographic memory English

150

00:05:58,809 --> 00:06:03,039

learners face many challenges in school

151

00:06:01,089 --> 00:06:04,329

but word level reading is less

152

00:06:03,039 --> 00:06:06,329

challenging than reading comprehension

153

00:06:04,329 --> 00:06:08,740

or written expression which requires

154

00:06:06,329 --> 00:06:10,990

greater and more expansive higher-level

155

00:06:08,740 --> 00:06:12,849

language functioning the skills that are

156

00:06:10,990 --> 00:06:14,589

acquired in one language can be applied

157

00:06:12,849 --> 00:06:16,869

to a new language this is obviously in

158

00:06:14,589 --> 00:06:20,709

cases where children had already had

159

00:06:16,869 --> 00:06:22,329

some prior schooling phonological skills

160

00:06:20,709 --> 00:06:23,740

are roughly transferable from one

161

00:06:22,329 --> 00:06:26,139

language to another and I say roughly

162

00:06:23,740 --> 00:06:29,529

because various languages don't all

163

00:06:26,139 --> 00:06:30,939

share the exact same sounds early on

164

00:06:29,529 --> 00:06:33,999

English learners are going to function

165

00:06:30,939 --> 00:06:36,999

like hyperlexics meaning they are gonna develop the word

166

00:06:33,999 --> 00:06:39,099

reading skills they're gonna build upon

167

00:06:36,999 --> 00:06:40,539

their phonological memory they're gonna

168

00:06:39,099 --> 00:06:42,159

hear a lot of words that they don't know

169

00:06:40,539 --> 00:06:43,190

the meanings of but the fact that those

170

00:06:42,159 --> 00:06:45,380

are familiar sounding

171

00:06:43,190 --> 00:06:48,230

words they'll be able to use that to

172

00:06:45,380 --> 00:06:50,810

anchor letter sequences via orthographic

173

00:06:48,230 --> 00:06:52,970

mapping and as higher-level language

174

00:06:50,810 --> 00:06:58,520

skills grow reading comprehension will

175

00:06:52,970 --> 00:07:00,980

increase so how our English learners

176

00:06:58,520 --> 00:07:02,300

similar to native speakers in regards to

177

00:07:00,980 --> 00:07:08,930

the way that they acquire word level

178

00:07:02,300 --> 00:07:10,580

reading in English next up we're going

179

00:07:08,930 --> 00:07:14,530

to answer the questions posed at the

180

00:07:10,580 --> 00:07:14,530

very beginning of module four