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Learning to Read Overview: Major Issues, Overall Challenges

Elliott Friedlander,
Senior Specialist, Basic Education and Literacy Research
efriedlander@savechildren.org



Key Topics

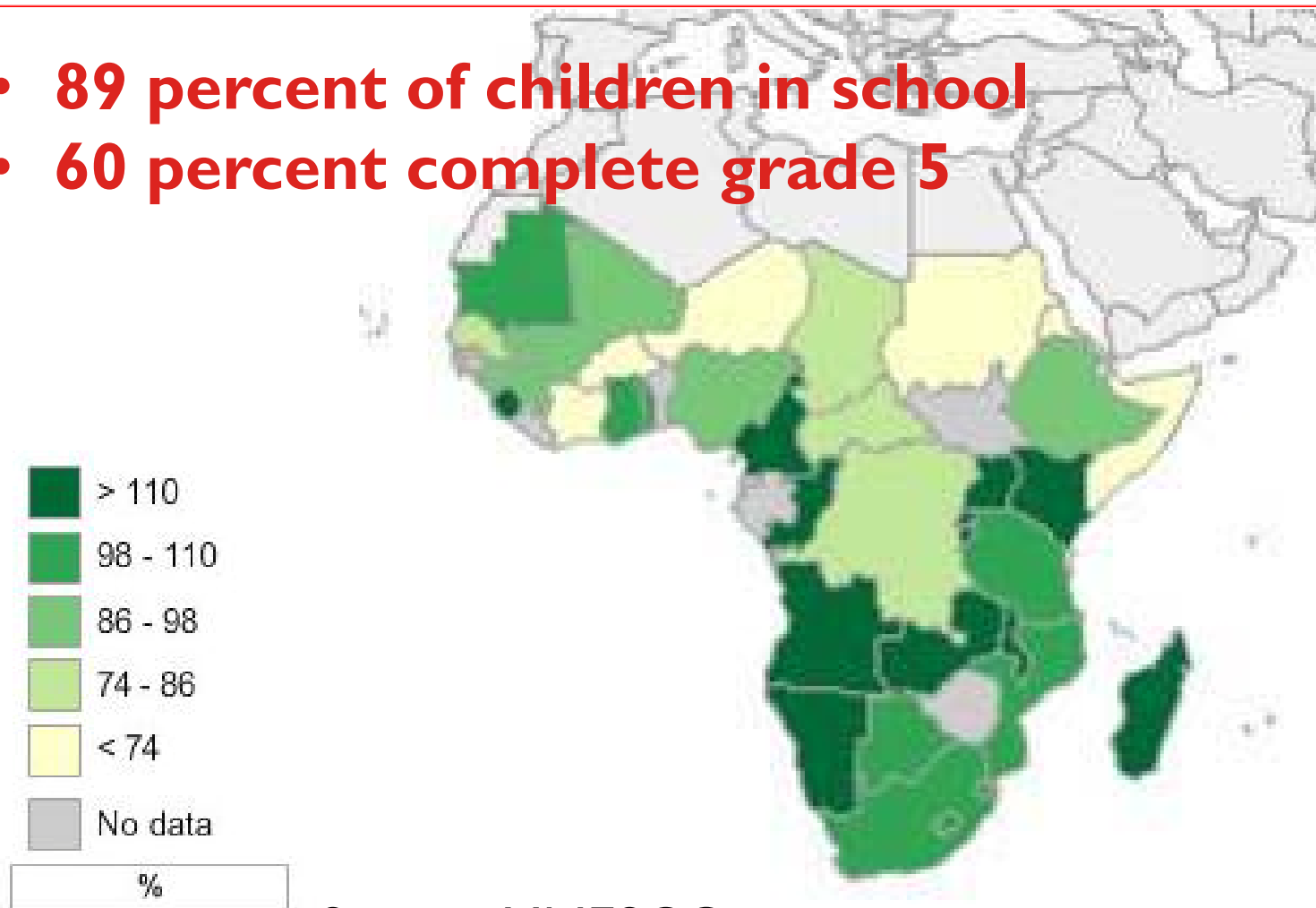
1. Skills and active learning: Curriculum & teacher training for literacy instruction
2. Mother-tongue education inside the schools and out
3. Materials and Reading Practice





2000-2010: Progress in enrollment/completion

- **89 percent of children in school**
- **60 percent complete grade 5**



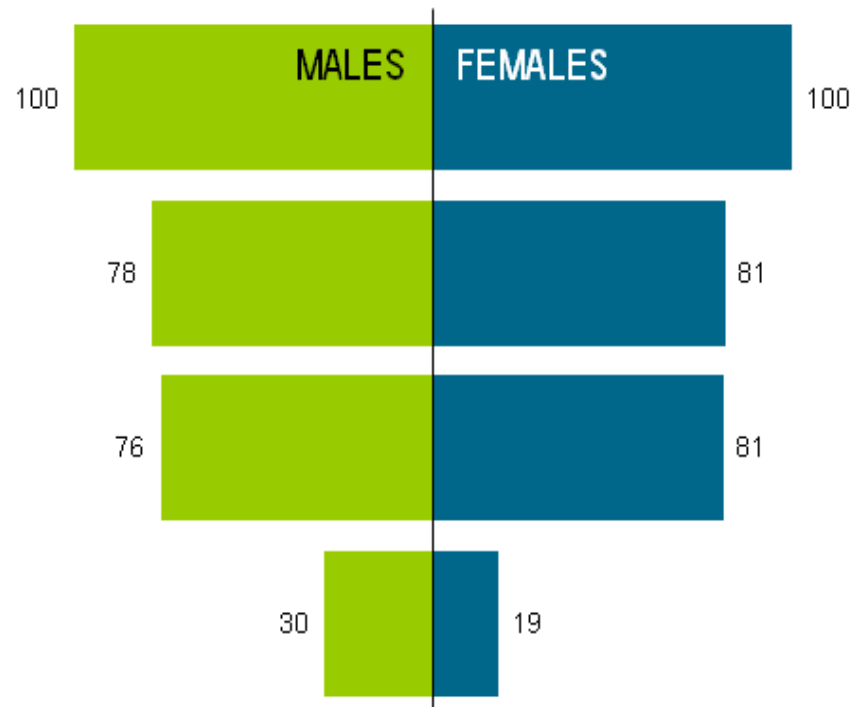
Source: UNESCO

Schooling doesn't guarantee learning

Ghana learning pyramid:

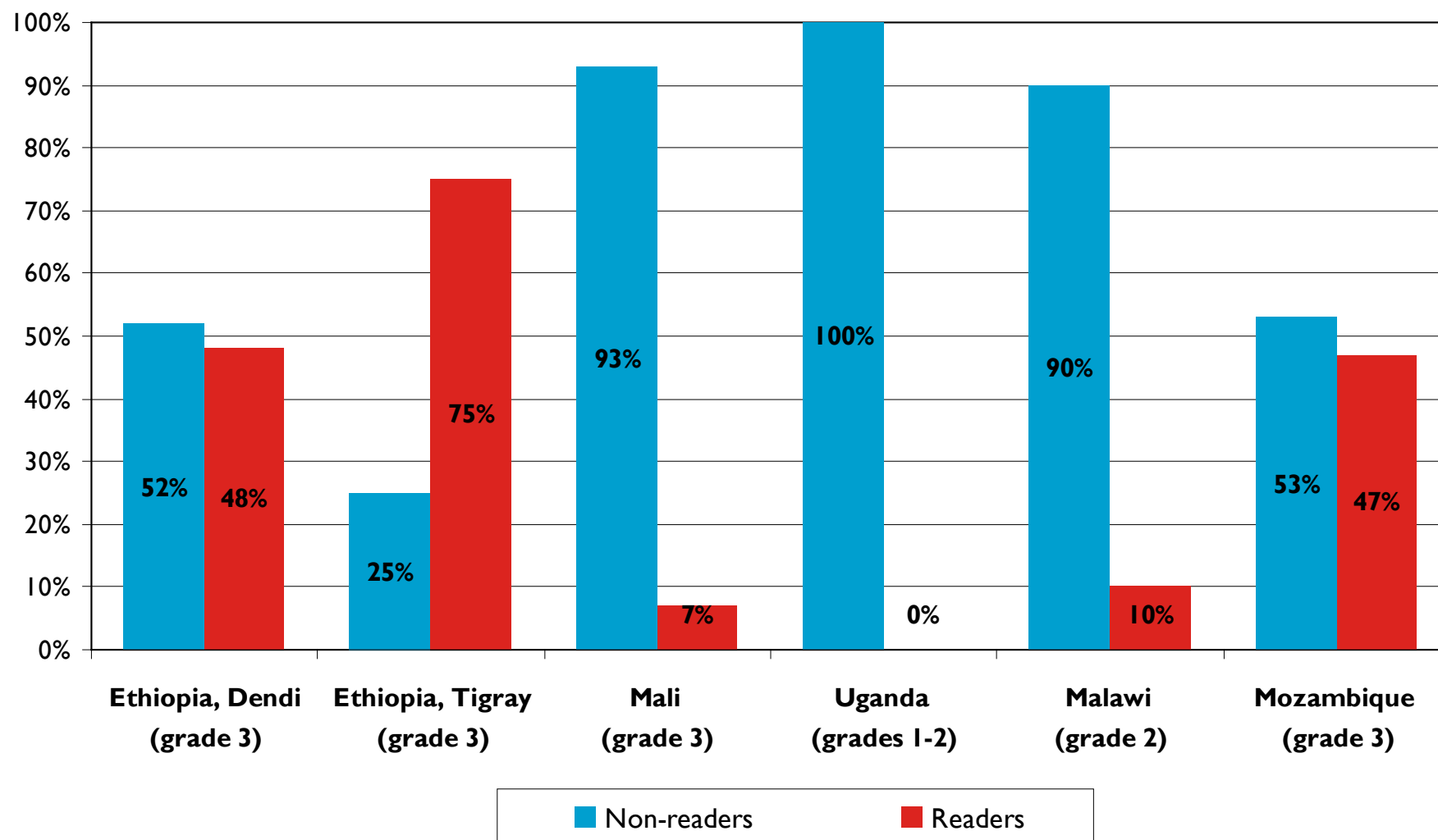
2005 DHS data

	Total Population of 6 Year Olds
Enrollment	% of Cohort to Ever Attend School
Completion	% of Cohort to Reach Grade 4 or 5
Learning	% of Cohort Able to Read by End of Primary





Struggling Readers Across Africa





Topic #1

Skills and Active Learning: Curriculum & Teacher Training for Literacy Instruction



Building on the evidence base...

Reading development is essential in the early grades of primary school and entails the development of:

1. Letter knowledge
 2. Phonological awareness
 3. Vocabulary
 4. Fluency
 5. Comprehension
- (Snow, Burns and Griffin, 1998)*



**THEREFORE: WE MUST DIRECTLY ADDRESS
ALL FIVE SKILLS EARLY**



Letter knowledge

A Ā Ȧ Ȧ Æ Ȧ

Ω Ç Ȧ Ȧ Ȧ Ȧ

Ȧ Ȧ Ȧ Ȧ Ȧ Ȧ





Phonological Awareness

gr + een = green

Cat hat bat Orange

- The understanding that there is a predictable relationship between the sounds of **spoken** language and the letters and spellings that represent those sounds in **written** language.

ship shape sharp boat

laugh-able





Vocabulary

**A warbler in the prehensile multi-fingered
appendage is equivalent in value to a couple
in the chaparral**

**Un gobemucheron dans un membre
multiphalangé est équivalent en valeur à deux
autres dans le buisson arboré**





Vocabulary

A bird in the hand
is worth two
in the bush

Un oiseau dans la main
en vaut deux
dans le bois





Fluency

- I cdnuolt blveiee taht I cluod aulacly uesdnatnrd what I was radenig. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttair what order the ltteers in a word are, the only iprmoatnt thing is that the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the human mnid deos not raed ervey lteter by istlef, but the word as a wlohe. Amzanig, huh?
- Yaeh, and I awlyas thuohgt slpeling was ipmorantt!!

Comprehension

- The main objective of reading
- The ability to understand, interpret and use information derived from text.
- It emerges from the mastery and proficient use of all four other key reading skills.





How do we teach these skills?

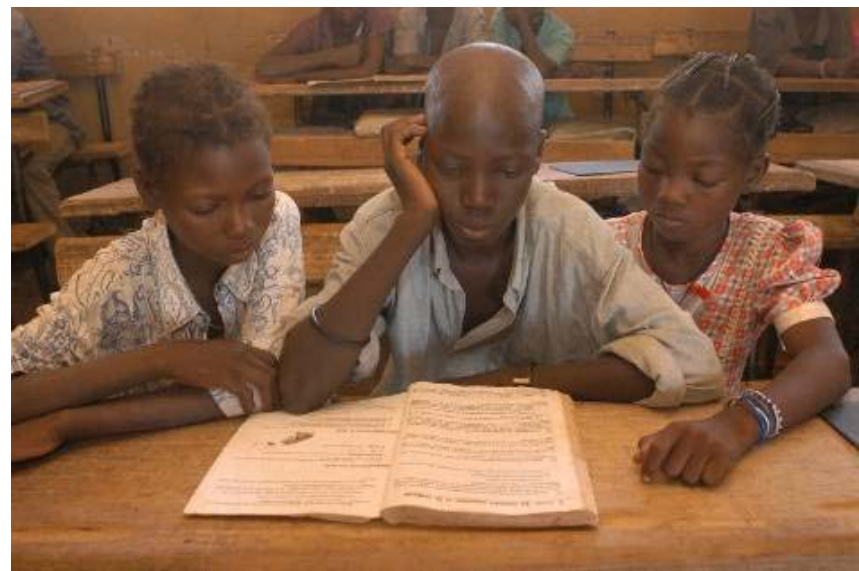




Building on the evidence base...

The real, predictive power of **motivation to read** must be lit and sustained **using child-centered and active learning approaches** that ensure progress to and success in higher levels of education (*Pang, Muaka, Berhnardt & Kamil, 2003; Snow, Burns and Griffin, 1998*).

**THEREFORE: WE MUST
MAKE READING ACTIVE
AND FUN**





The SC Approach: The 5 Skills and Curriculum

Subject	Grade	Teacher Text Page #	Student Text Page #	Unit # & Name	Lesson # & Name	Literacy Boost Skill Match
English	2	74	43	Unit 6: My Family	6.6: Naming Family Members	1. Letter Knowledge 2. Phonologic Awareness 3. Vocabulary
Française	2	74	43	Thème 6: Ma Famille	6.6: Comment s'appellent les membres de la familles	1. Connaissance des Lettres 2. Connaissance Phonologique 3. Vocabulaire





The SC Approach: Teacher Training

- Time intensive
- Training needed at both pre-service and in-service levels
- Best training happens regularly
- Teachers need to practice, reflect, and learn from each other





Topic #2

Mother-Tongue Education: Inside Schools and Out



Building on the evidence base...

- Oral language abilities strongly linked to reading abilities in that language (Geva, 2006)
- Children learn to read best when they learn to read in their mother tongue. (August & Shanahan 2006; Genessee et al., 2007)
- Reading skills from L1 are transferred to L2 (Cummins, 2011)



Language of Instruction

Mahilig si Joji mag-alaga ng hayop.
Kapag may nakita siyang ligaw na
aso, inuuwi niya ito.



Learning to read & write in L2

Classe: 2ª
Disciplina: Matemática
Tema: Os números de 0 a
Assunto: Revisão
4- Escreva o número que vem
que vem depois.

9	10	11
14	15	16
19	20	21
28	29	30

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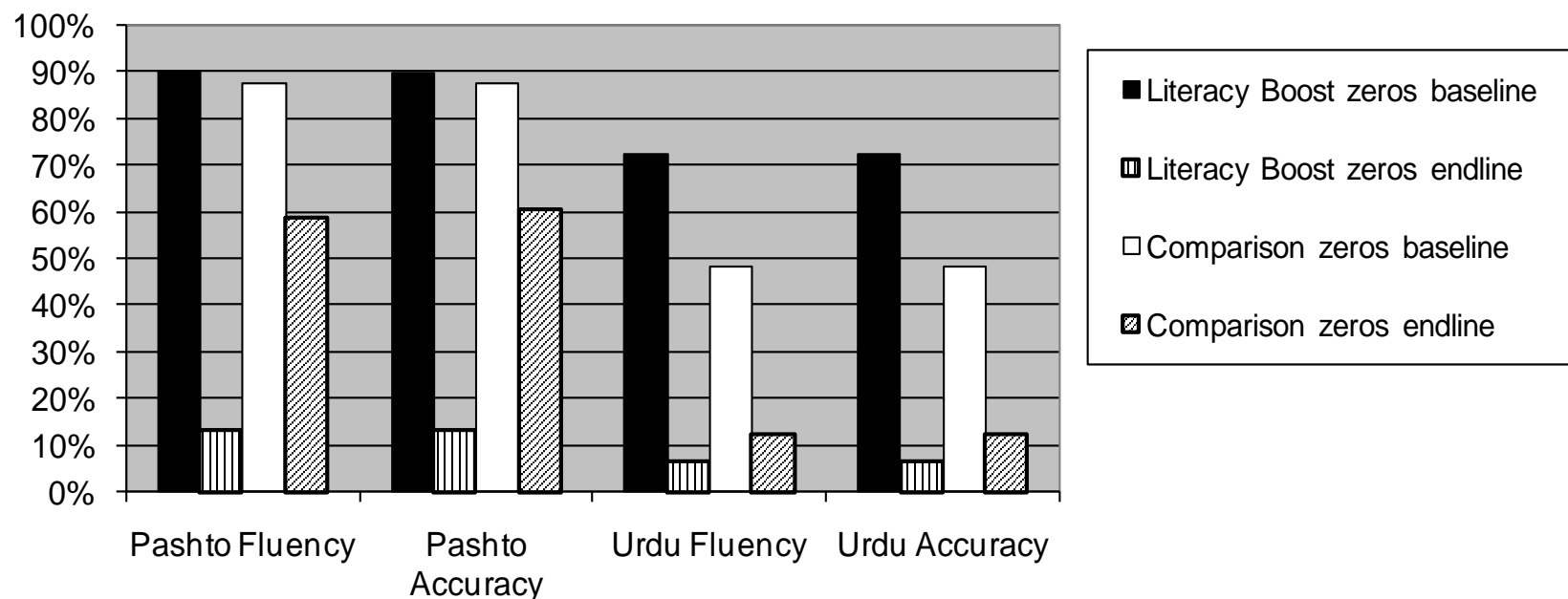


Considerations for language of reading skills development

- Place and language(s) of reading practice
- Comparability of language of instruction with home language
- Transition to national language(s) of instruction
- Teacher Placement

The SC Experience: Pakistan

Figure 3. Percentage of Students Scoring Zero on Reading Skills by School Type



Source: Mithani et al., 2011



Topic #3

Materials and reading practice



Building on the evidence base...

- Greater **print exposure** results in more experience in word and sentence decoding and recognition and in reading comprehension, as well as ongoing exposure to new vocabulary (Hood, Conlon, & Andrews 2008).
- Both sheer **amount and the choice of reading materials** seem to make a difference (Wigfield & Asher, 1984).





Building on the evidence base...

Children's literacy development happens in schools and homes, and requires materials. It depends on both teachers and parents (*Goldenberg, 2001, Hood, 2008*), and on finding the means to enrich the type and amount of reading materials in children's lives. For optimally effective programming, parents and teachers must collaborate both inside and outside the school walls.

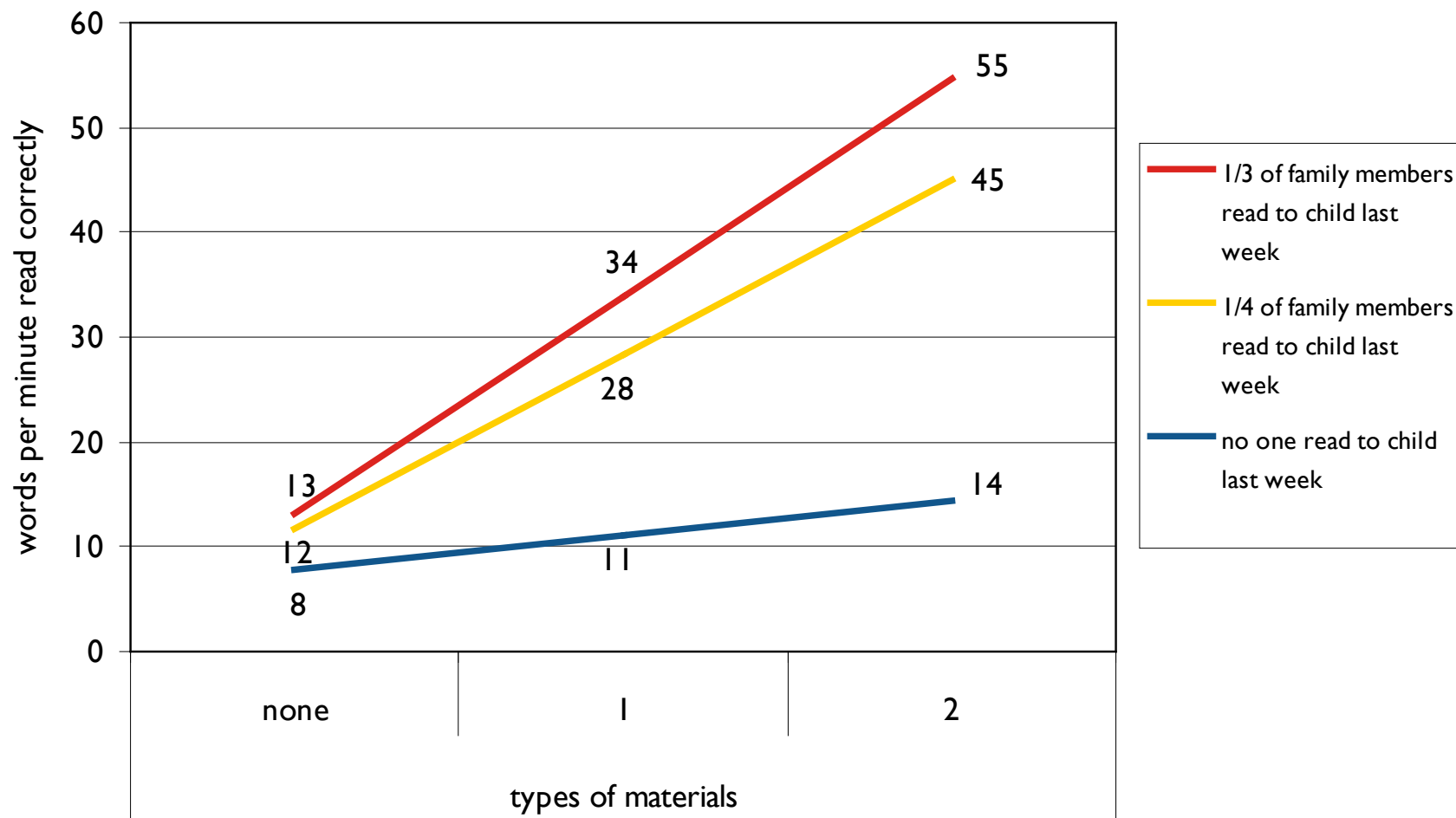
THEREFORE: WE MUST ADDRESS READING AND READING MATERIALS INSIDE SCHOOLS AND OUT





Literacy Habits and Environment

Tigray, Ethiopia. Fluency predicted by reading and reading materials

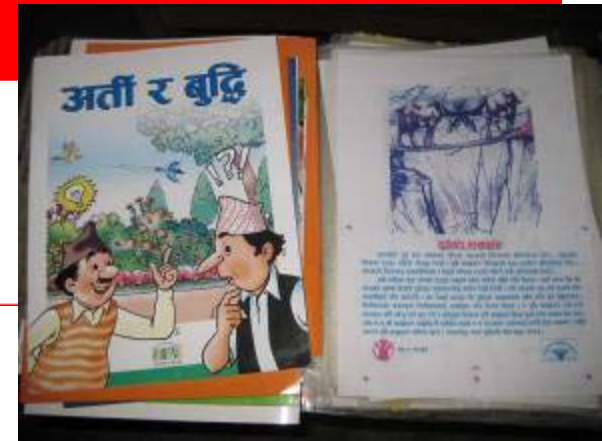


Considerations for materials

- Language of materials
- Development costs
- Training teachers, students, & communities in using materials
- Replacement of materials
- Partnership with other Ministries
- Campaigns to raise awareness of the importance of reading

SC experience: Materials Development

- Assess what currently exists in the marketplace
- Partner with NGO's, publishers to create new materials
- Develop mechanisms to collect traditional stories and art from schools & community members



SC experience: reading practice in and out of school



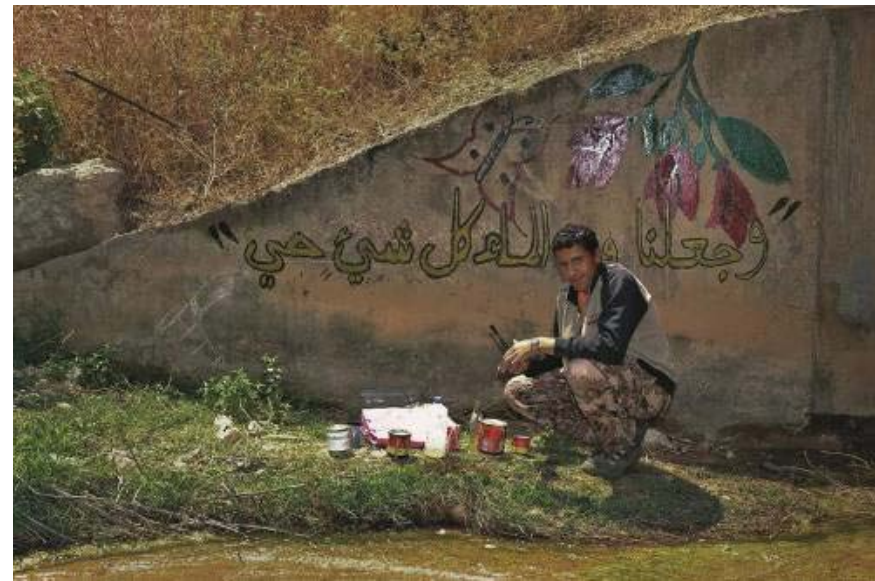
- Raise awareness of 5 key skills
- Link literacy to life
- Make it active and fun
- Expand access to materials and reading opportunities for all



Building on the evidence base...

Reading is complex. It is a cognitive, social and cultural activity. Its development leads to literacy, which is at once an individual competence, a social act, and a cultural tool (New, 2001; Wagner, 2010).

**THEREFORE: WE MUST
LINK READING TO LIFE
IN CONTENT AND
ACTIVITY**



Thank you!

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