Today's topic:

- **Presentation and discussion: Bilingual early readers and PA**

Background:

- O'Brien, Mohamed, Yussof, & Ng (2019), "The phonological awareness relation to early reading in English for three groups of simultaneous bilingual children"

0. Course info and announcements

- **Group 1:** Remember to fill out the **self and peer evaluation form** by 5pm on Th Feb 29
  (GDoc form; see link via Canvas "Assignments")

0. Key points today

- Group 1 presentation

- Follow-up discussion on the article

- Follow-up discussion on presentations in general

1. Article presentation

- **Group 1 article presentation**

  O'Brien, Beth A., Malikka Begum Habib Mohamed, Nurul Taqiah Yussof, & Siew Chin Ng. 2019. The phonological awareness relation to early reading in English for three groups of simultaneous bilingual children. *Reading and Writing* 32 (4): 909-937. [https://doi-org.libproxy.lib.unc.edu/10.1007/s11145-018-9890-1]

  - Article link (via UNC Libraries)

2. Discussion: O'Brien et al. (2019)

- Any additional comments or questions?

2. Discussion: O'Brien et al. (2019)

- Psycholinguistic grain-size theory (PGST)

  From past research on how different kinds of alphabetic writing systems and different languages have different effects on phonological awareness at different grain sizes

  - *Availability* — about the **oral language**: which grain size(s) are reinforced by the oral language's structure?

  - *Granularity / consistency* — about the **mapping from graphemes to phonological units** in a given language: what is the *grain size* of the most accessible* unit that can be *consistently* represented in the orthography?
    * Unclear: What do authors mean by "most accessible"?

2. Discussion: O'Brien et al. (2019)

- Lots of statistical analysis here!

    - More discussion about the regression analyses?

2. Discussion: O'Brien et al. (2019)

- What are some of the *really* big-picture questions motivating this study?

- Can we think of any implications from this study for teaching reading to monolingual English-speaking students in the US?

3. Meta-discussion: On article presentations

- Many thanks to Group 1 for going first and "breaking the ice"!

3. Meta-discussion: On article presentations

- Any comments or suggestions from the audience on...

  - Slide design?

  - Implementation of discussion into presentation?

  - Other?

  (Please frame any comments supportively —
  Group 1 went first!)

3. Meta-discussion: On article presentations

- More scenarios for **citations** in presentation slides

    Website link (URL) is often appropriate

    - Sources for **images** used in presentation
        - Follow CC terms if applicable
        - Very small font size is ok

    - Sources for **additional information**, such as sample test questions

- Reminder: In linguistics, how do we **refer to** the authors (or the article)? → see outline from Tu Feb 19

3. Meta-discussion: On article presentations

Interactive activities

- It's fine to have the class discuss or figure out some of the core content of the presentation

  - The activity leader just needs to summarize/ clarify the core content after discussion is over

- The activity creator is strongly encouraged to talk with other group members about activities

  - Get inspiration from group members
  - Coordinate about adding in activities

3. Meta-discussion: On article presentations

Interactive activities

For the remaining groups

- Guidelines for **how many activities** to include
  - Aim for 2 or 3 activities during the presentation
  - Approximately 10 minutes total time? (longer is okay, if needed)

3. Meta-discussion: On article presentations

- Data graphic creation from article data

    - Group 1: Nice use of data graphics!
    - For additional discussion:
        - Start/continue/stop suggestions for setting up data graphics?
        - What other kinds of data graphics might we see or need for future reading experiments?

3. Meta-discussion: On article presentations

- Any comments or suggestions from the presentation group on...

    - The pre-presentation preparation discussion?
    - The role of the audience in the presentation activities?
    - Other?

4. Debriefing on RE #2

- Some reminders about terminology and concepts:
    - **Writing** system/alphabet vs. **language**
    - **Letter** (or other kind of glyph) vs. **speech sound**
    - Differences in **speech sounds** between two languages are not the same as...
        - differences in **alphabet letters**
        - differences in how letters **match** to sounds

- Keep practicing **thinking** about **speech sounds** as distinct from how they are spelled
    - This is not a familiar idea outside of linguistics!

5. Upcoming: RE #3

- Review: What is a **morpheme**?

- RE #3 includes some discussion of morphological awareness

  - It also includes some practice with finding morphemes in English
    - On this part, do you best to **think systematicall**y —
    - There isn't necessarily an exactly correct answer, but develop your **argument**