

Today's topics:

- **Discussion: Language structure, writing systems, visual processing, testing**

Background:

- REs #2 & #3
- Course material so far

0. Key points today

- Discussion of RE #2: Comparing writing systems and language sounds
- ~~Discussion of RE #3~~ *(some people are still in progress)*
- The “Simple View” of reading
 - Role of different levels of language structure
 - Authentic example: 1st grade reading curriculum
- General discussion of course content so far
- Introduction to the article presentation assignment

1. Discussion of RE #2

- Some languages you discussed in your essays
 - Spanish, Latin, Gujarati
- Points to follow up:
 - What do we mean by **writing system**?
 - What is the difference between comparing two languages in terms of their **alphabets**, versus in terms of their **sounds**?
 - What makes an orthography **shallow** vs. **deep**?
- Practice *distinguishing sounds from writing*

1. Discussion of RE #2

- A **writing system** is the set of symbols used to write a language down; types of writing systems include:
 - **Alphabet**: grapheme → phoneme
 - **Syllabary**: grapheme → syllable
 - **Alphasyllabary (abugida)**: grapheme → C + default V, or add diacritic for other V
 - **Abjad**: like an alphabet, but consonants (C) only
 - **Logographs**: grapheme → morpheme/word
 - Other variations/subtypes of these
- Bonus question: How does **visual processing** seem to differ with different types of writing systems?

1. Discussion of RE #2

- What is the difference between...?
 - comparing the **alphabets** of two languages
 - comparing the **sounds** of two languages
- What makes an orthography **shallow** vs. **deep**?

1. Discussion of RE #2

- What is the difference between...?
 - comparing the **alphabets** of two languages
 - Do they write with any different **letters**?
 - comparing the **sounds** of two languages
 - What sounds are used in one language and not used in the other?
- What makes an orthography **shallow** vs. **deep**?
 - The more **predictable**, the more shallow
 - Letter groups can be predictable
 - Patterns can be unlike English but predictable

1. Discussion of RE #2

- Any other questions about writing systems and language sounds?

2. Discussion of RE #3

- (Postponed until later — several assignments are still in progress)

3. The “simple view” of reading

- The “**simple view**” of reading

R = **D** × **C** | **Reading** is the product of
(written-symbol) **decoding** and
(spoken-language) **comprehension**

- What roles are played here by...
 - **Phonics** and practice with “sight words”?
 - **Morphology** and **syntax**?

Gough, Philip B., and William E. Tunmer. 1986. Decoding, reading, and reading disability. *Remedial and Special Education* 7 (1): 6–10. [[link](#)]

Hoover, Wesley A., and Philip B. Gough. 1990. The simple view of reading. *Reading and Writing* 2 (2): 127–160. [[link](#)]

3. The “simple view” of reading

- A real-life curriculum example:
[Wilson Fundamentals reading curriculum, Level 1](#)
(1st grade, Carrboro Elementary)

Looking at the learning objectives:

- Are there **phonological awareness** skills?
- Are there **phonics** skills?

- Review: How are phonological awareness and phonics skills different?

3. The “simple view” of reading

- A real-life curriculum example:
[Wilson Fundamentals reading curriculum, Level 1](#)
(1st grade, Carrboro Elementary)

Looking at the learning objectives:

- Does this curriculum incorporate **morphology**?
- Does this curriculum incorporate **syntax**?
- What other aspects of **language comprehension** can we identify?

4. General discussion

Group discussion

One argument that has been made against phonics-based reading instruction: *Skilled readers don't use phonics when they read, so we shouldn't teach reading by using phonics.*

- Would you say that skilled readers of English use any **phonics knowledge** when reading?

What is one piece of **evidence** you can you give to support your answer? (Try to draw on concepts from our course where you can.)

4. General discussion

- Any questions about topics we have covered so far?

5. Upcoming

- Intro to the **article presentation assignment**
(see links on Daily Syllabus page)
 - Remember to complete the topic survey by Mon
- Next time: We will discuss a **research article**
(Treiman, Kessler, & Bick 2002) | **no prep assigned**
 - Handout - "[Preparation for discussion—Scientific research articles](#)"
 - Next class, we will focus on questions (1)–(5b):
 - the parts of a quantitative research paper
 - research questions
 - experiment conditions and stimulus design