Today's topic:

- **General discussion:
  Research results we have seen**

Background:

- Research papers assigned in the course

0. Key points today

- Check-in on final projects

- Research articles we have studied

- Some models of reading and learning

- Some questions for discussion
    - What perspectives on questions related to reading and reading education have we gained from the articles we have read?

- Reading research articles

0. Checking in on final projects

- How's it going?

- Some ways to find a topic and two articles:
    - Start from a research question that interests you, and find two articles that address it in some way
    - Start from a general interest in a topic, explore several articles on that topic, and choose two that go together well and help you articulate a research question

- Update to slides from last time on things to watch out for in choosing articles for your project

- Any questions about the project?

1. Research articles we have studied

Treiman et al. (2002) [UNC link]

    Context sensitivity in the spelling of English vowels

Rayner et al. (1995) [UNC link]

    Phonological codes are automatically activated during reading

Juhasz et al. (2011) [UNC link] | *Group 1*

    The effects of age-of-acquisition on ambiguity resolution

Kuo et al. (2017) [public link] | *Group 2*

    Bilingualism and morphological awareness

Wang et al. (2014) [UNC link] | *Group 3*

    Tracking orthographic learning in children with [...] reading difficulty

O'Brien et al. (2019) — [UNC link] | *Group 4*

    The phonological awareness relation to early reading in English for three groups of simultaneous bilingual children

2. Some models of reading and learning

- The **"simple view" of reading**

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

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

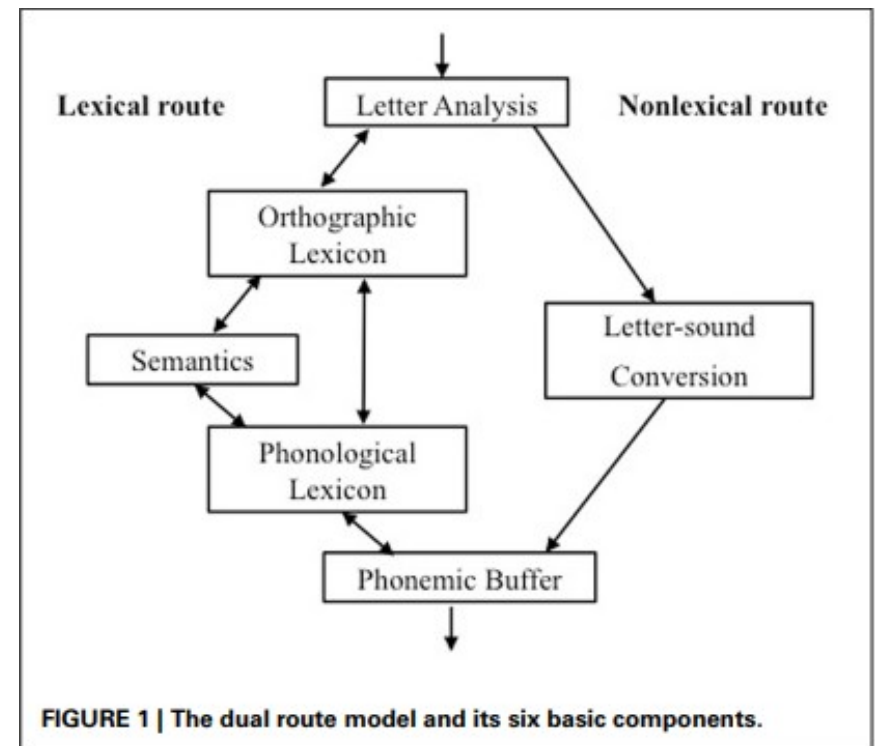Hoover, Wesley A., and Philip B. Gough (1990). The simple view of reading. *Reading and Writing* 2 (2): 127–160. [link]

- The "Dual Route model" of reading aloud

FIGURE 1 | The dual route model and its six basic components.

This version from Wang et al. (2014)

Original sources:

Coltheart, Max, Brent Curtis, Paul Atkins, & Michael Haller (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psych. Review* 100(4): 589-608.

Coltheart, Max, Kathleen Rastle, Conrad Perry, Robyn Langdon, & Johannes Ziegler (2001). DRC: A dual route cascaded model of visual word recognition and reading aloud. *Psych. Rev.* 108(1): 204–256.

2. Some models of reading and learning

- Wang et al. (2014) talk about **orthographic learning**
  - What does this term mean?
  - Where does it relate to the Dual-Route model?
  - Where does it relate to the Simple View model?

2. Some models of reading and learning

- Wang et al. (2014) talk about **orthographic learning**
  - "the transition from the slow sounding out of an unfamiliar new word to the rapid automatic recognition of the same word" (Wang et al. 2014: 1)

- **Self-teaching hypothesis** (Share 1995, 1999) about *how* orthographic learning happens
    - **decoding** as first, most important step
    - **orthographic processing** as a secondary factor

3. Some questions for discussion

- Do skilled adult readers of English have and use knowledge of letter/sound relationships in reading and writing?

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- Do skilled adult readers of English have and use knowledge of letter/sound relationships in reading and writing?

    - Are skilled adult readers aware of patterns in how letters are used to spell vowel sounds?

    - Is phonological information directly activated when skilled adults read silently?

    - Do these findings have any implications for reading education?

3. Some questions for discussion

- What are some factors other than letter/sound relationships that we have seen influencing the process of reading for skilled adults?

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- What are some factors other than letter/sound relationships that we have seen influencing the process of reading for skilled adults?

  - What did we learn about a role of age of acquisition in adult reading?

  - Where do these findings fit into the Simple View?

  - Do these findings have any implications for…

    - the process of reading in skilled adults?

    - the way language information is stored in the cognitive system?

    - reading education?

3. Some questions for discussion

- What are some implications we have seen concerning bilingual education and its impact on learning to read in English?

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    - Does morphological awareness in one language influence morphological awareness in another language? Under what conditions?
    - Does phonological awareness in one language influence phonological awareness in another language?
    - Any implications for reading education?

3. Some questions for discussion

- Is the Self-Teaching Model of orthographic learning supported by the research results we reviewed?

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  - Is good decoding ability necessary for storing the spelling of a word in memory?

3. Some questions for discussion

- How do phonological awareness and decoding ability relate to reading skills in young readers?

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- How do phonological awareness and decoding ability relate to reading skills in young readers?

    - Does better phonological awareness predict better reading skills?

    - Does better decoding ability predict better reading skills?

    - Any implications for reading education?

4. Reading research articles

Group discussion

- Did you learn any skills or approaches from working on the group presentation that are helpful for reading research articles?

5. For next time

- Project topic proposal is due **M Nov 18, 11:59pm**

- In class on Tues, we will discuss:

  - Literacy and reading beyond English
  - Adult literacy education