

Today's topics:

- **Literacy worldwide**
- **Adult literacy education**

Background:

(none)

0. Key points today

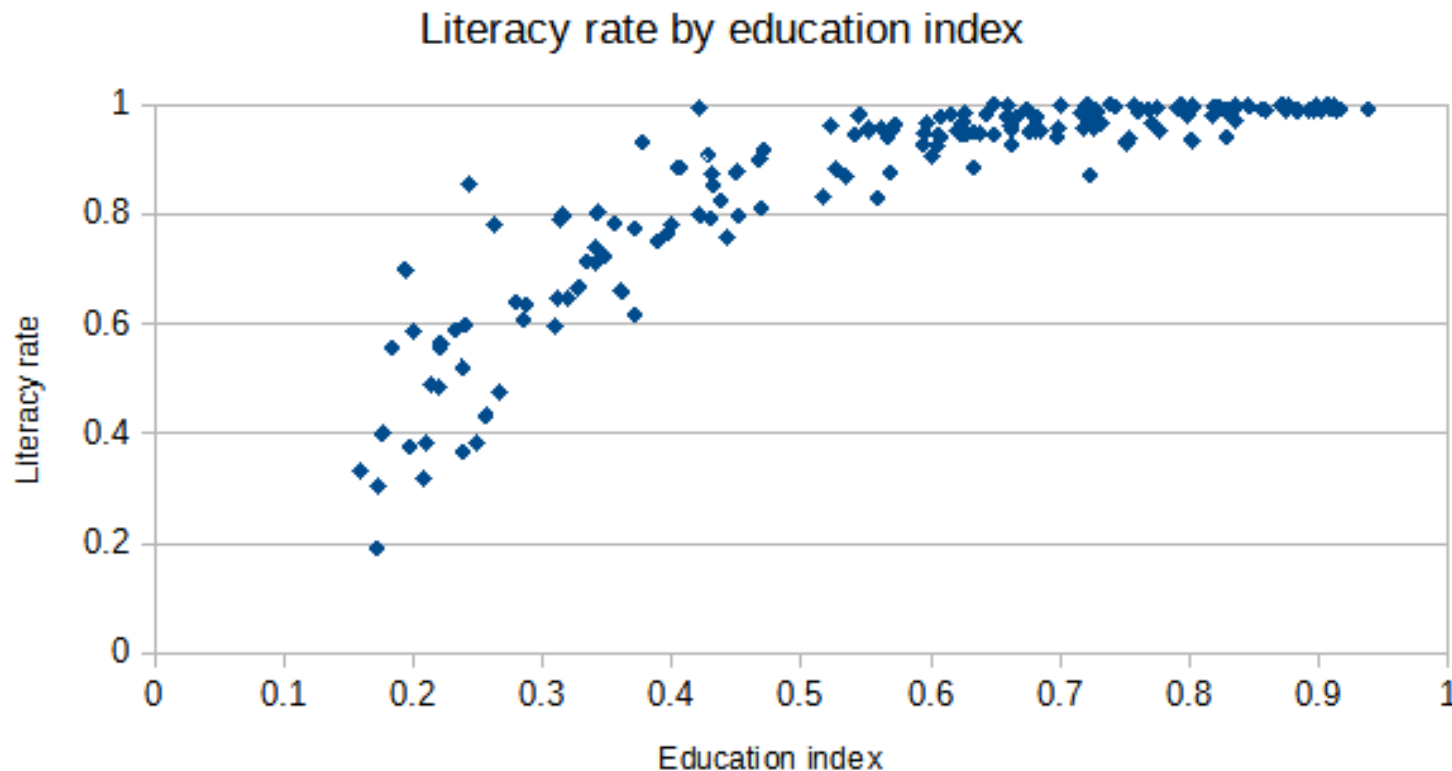
- Literacy rates around the world
- Early reading education in a few sample locations
- Reading skills in the US, revisited
 - National Assessment of Educational Progress (NAEP)
 - Programme for International Student Assessment (PISA)
- Adult literacy education

1. Literacy rates around the world

- Data and maps from [Data Pandas](#)
 - How is “literacy” **defined** here?
 - Is the definition satisfying?
 - What are some **factors** that appear to influence literacy rates in this data set?
 - Compare [this map](#)
 - Or this [map](#)

1. Literacy rates worldwide

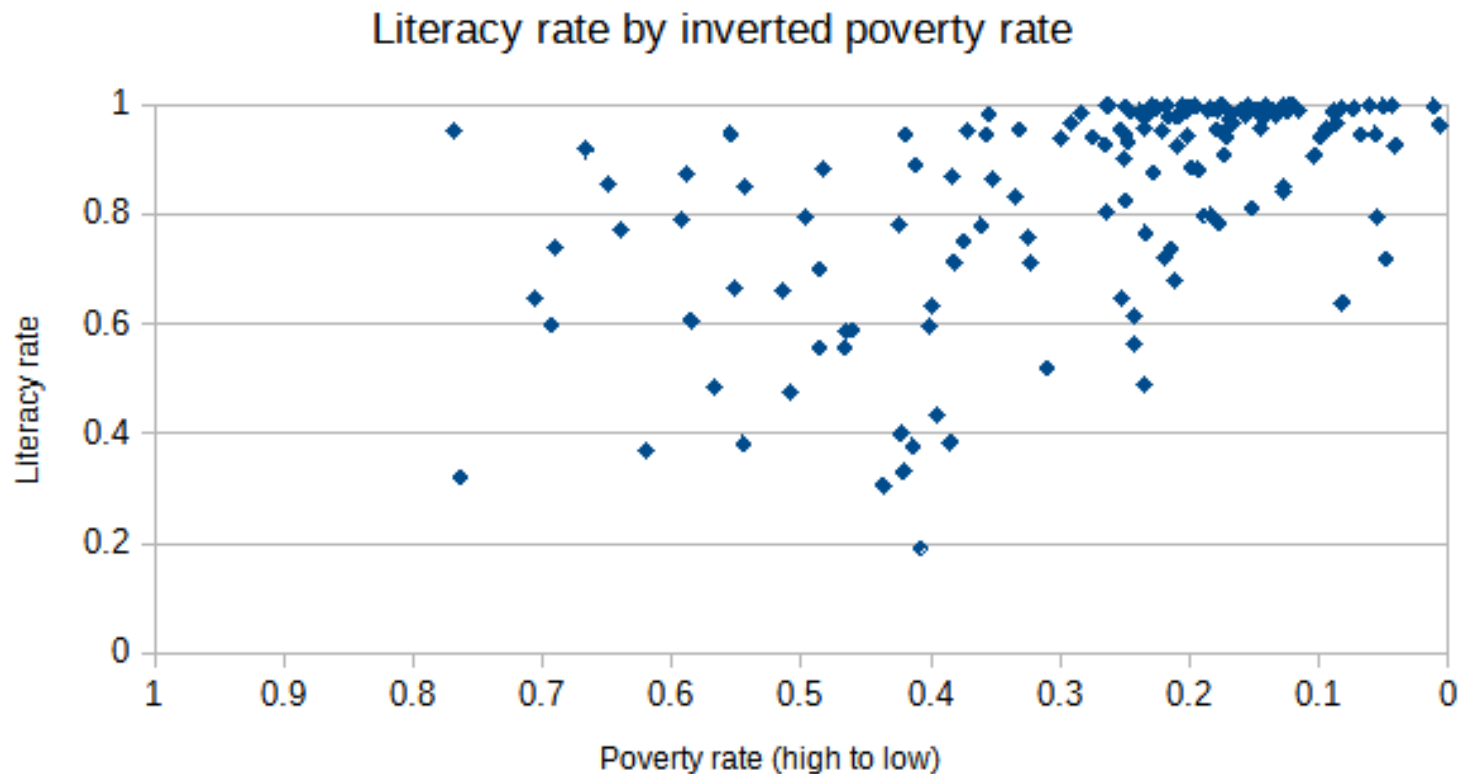
- How highly does literacy correlate with **education**?



[education index](#) data from Data Pandas
(note: literacy rates are *included* in education index)

1. Literacy rates worldwide

- How highly does literacy correlate with **poverty**?



[poverty rate](#) data from Data Pandas

2. Orthographic depth, revisited

Country	Majority language	Orthographic depth	Education index	Literacy rate
Alphabetic writing systems				
Finland	Finnish	shallow	0.91	100%
Spain	Spanish	shallow	0.72	98%
Guatemala	Spanish	shallow	0.31	79%
France	French	deep	0.76	99%
USA	English	deep	0.88	99%
Non-alphabetic writing systems				
Japan	Japanese	deep	0.83	99%
China	Mandarin	deep	0.57	96%

Literacy rate, education index data from Data Pandas

2. Orthographic depth, revisited

- Amount of time spent on different school subjects in elementary school, in [Japan](#)
- In Finland, reading instruction begins at age 7
 - 6-year-olds do [phonological awareness](#), though

3. Literacy rates in the US

- We've seen claims about how many fourth graders read at a "basic" or "proficient" level in the US
 - Example from [Hanford \(2018\)](#)
- Reminder: The data behind these claims
 - [NAEP](#) (National Assessment of Educational Progress) web site — lots of data and graphics
 - Some [controversy](#) about NAEP benchmarks?
What is "basic", what is "proficient"?

3. Literacy rates in the US

- Discussion from Seidenberg (2017), ch 10
 - NAEP — (US only)
 - PISA — Programme for International Student Assessment (OECD countries + some others)
- These are not “high-stakes testing” used to evaluate individual students or even schools/districts
 - Instead, these are best viewed as a kind of “census” of how well students are doing

3. Literacy rates in the US

- PISA
 - Conducted every 3 years (since 2000)
 - Tests students at age 15
- [Reading performance](#) (data from 2018 test)

3. Literacy rates in the US

- NEAP and PISA are not directly comparable
- But, both suggest that reading rates in the US have not changed much over two decades
- Both tests show disparities in
 - gender (girls > boys)
 - race/ethnicity (“achievement gap”)
 - income

3. Literacy rates in the US

- Seidenberg (2017: 229) argues: “...we can use the PISA cutoffs to ask whether the NAEP was curved too strictly. A comparison of the results shows clearly that the NAEP achievement cutoffs are stricter, but not by much:

Eighth graders (NAEP)

4% Advanced

22% Below Basic

Fifteen-year-olds (PISA)

8% advanced levels (5-6)

17% lowest levels (1-2)”

4. Adult literacy education

Discussion

- What are some ways that **adult literacy** education might **differ** from early-elementary education for children?
 - What are some ways in which the students are different?
 - Should the materials or teaching methods be different? How?

4. Adult literacy education

- Overall, there is less research on adults learning to read than on children learning to read
- Kruidenier (2002) — review of then-existing research on adults learning to read in English [[open-access ebook](#)]

Kruidenier, John. (2002). *Research-based principles for adult basic education reading instruction*. Portsmouth, NH: National Institute for Literacy.

4. Adult literacy education

- From Kruidenier (2002: 3)

“...adults can have difficulties with **any** of the crucial aspects of reading: alphabets (phonemic awareness and word analysis), fluency, vocabulary, or comprehension.”

[here and below, **emphasis** added]

4. Adult literacy education

- From Kruidenier (2002: 3) | *Decoding, word reading*
“**Phonemic awareness** among adult non-readers is almost non-existent and is only a little better among adult beginning readers. Adult beginning readers also have poor **phonics** or **word analysis** knowledge.”

“Their **sight word** knowledge (the ability to recognize words on sight without having to sound them out) may initially be better than expected.”

“Teaching alphabetics leads to **improved achievement** in other aspects of reading.”

4. Adult literacy education

- From Kruidenier (2002: 4) | *Reading comprehension*

“...most ABE learners have difficulty **integrating** and **synthesizing** information from any but the simplest texts.”

“Although it is likely that poor phonemic awareness, word analysis, fluency, and vocabulary **contribute** to poor reading comprehension, it is also likely that most ABE adults will need to be taught **specific comprehension strategies.**”

4. Adult literacy education

- From Kruidenier (2002: 4) | *Reading comprehension*
“Three important emerging principles from the ABE reading research suggest that **participation** in an ABE program can lead to increased reading comprehension achievement, that **explicit instruction** in reading comprehension strategies is effective, and that teaching comprehension along with instruction in **other components** of reading is also an effective way to improve reading comprehension.”

4. Adult literacy education

- A local adult literacy organization:
[Orange Literacy](#)

5. For next time

- **Workshop day** for **article contribution report #1**
 - Bring your laptop
 - Work on your own or workshop/brainstorm with classmates
 - I'll be available for check-ins and questions
- Feedback from topic proposals will be released before class time on Th