From context to text
Learning to read in a second language

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Overview

- A few observations
- The impact of literacy
  1. Metalinguistic awareness
  2. Processing linguistic information
  3. Cognition
- 4. Learning to read
  - What?
  - How?
- 5. The European Literacy Framework

Observing beginners

- Reading
  - Could you read this letter to me?
  - Hassans tooth ache
  - Fatma goes to school
- Writing:
  - A book of my life
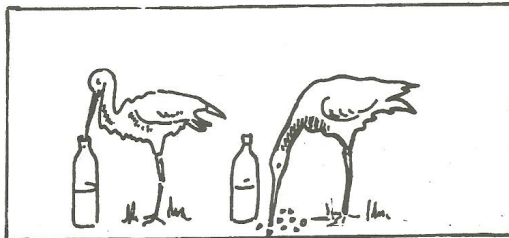 - Emergent writers

What is written here?

በሳር ራዛ

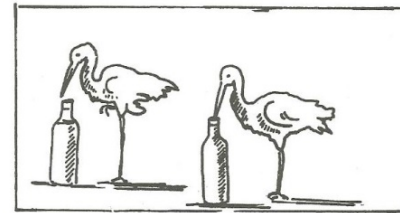እት ሐቴ ዓባይ ዕጨት ራዛ ዐለ። እሊ ራዛ ነብራ እንዴ ሰእና ብዙሕ ትጀረሰ።ኬን ወእንዜ ቤለ።እት ዕጨት ዐርጋ ወትከራ ለእሉ ወዴ ሐግለ።

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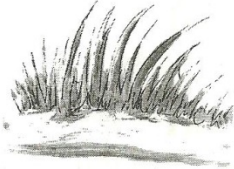3. እት አክር (ደንጎባ) ራዛ ሚ ረክበ፡
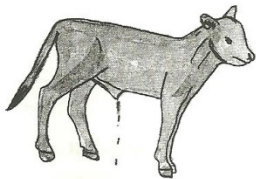4. እታ ቅሮረት ለዐለ ማይ ከአፍ ዐለ፡

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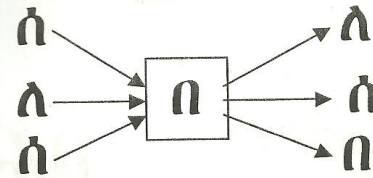
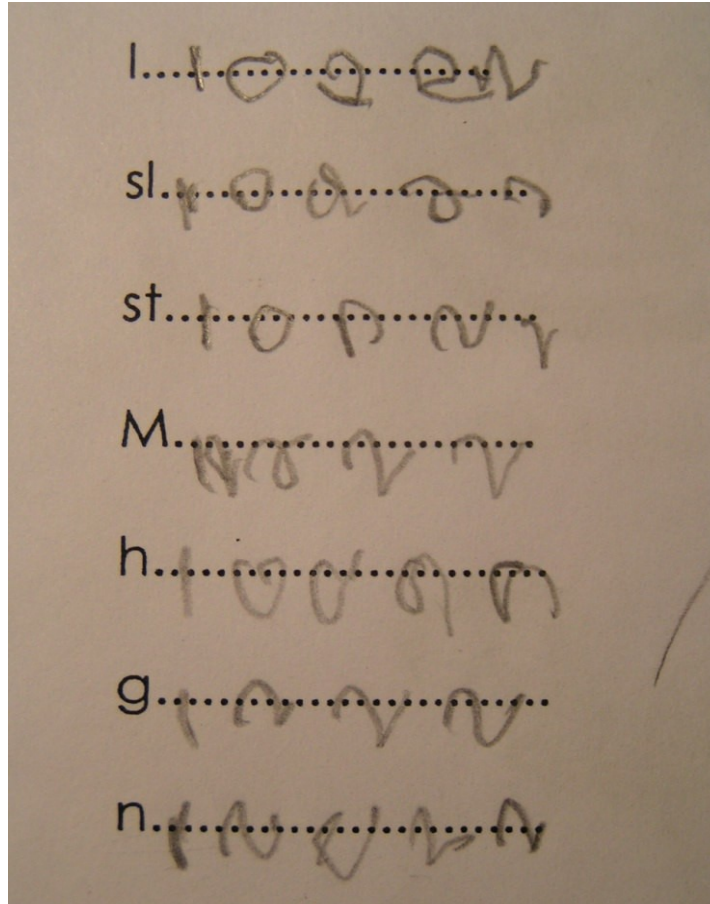| ሰበ | ሰለ | ሸለ |
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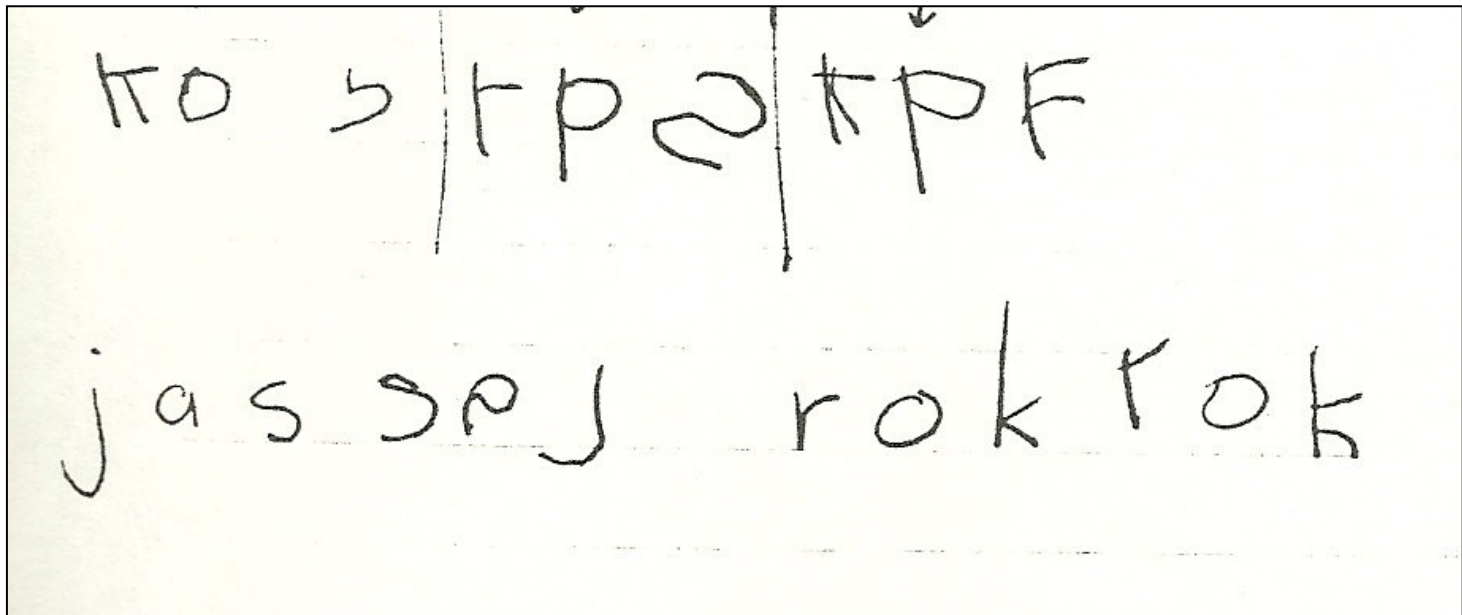
Fatima writes

class
Willemijn Stockmann

Jahmila

jas   rok   kip

from: Jeanne Kurvers

Kwaku's first letter

aosevtok

Research overview

1. Does literacy impact metalinguistic awareness?

1. Does literacy impact linguistic processing?

1. Does literacy impact logic/deductive reasoning?

1

LITERACY AND METALIGUISTIC AWARENESS

Literacy and metalinguistic awareness

- Phonological awareness
  - Phonemic
  - syllabic
- Word awareness
  - What is a word?
  - Last word
  - Sentence segmentation
- Print awareness
  - Street signs, letters, register

Segmentation sentences and words

- Could you segment into pieces (orally)
  - I come from the south of Somalia
  - The old man
  - In the shop
  - Tomatoes
  - man

Examples non-literates

- I come from the south of Somalia
  - I come / from south Somalia
  - You have the south and the north, is that what you mean?
- The old man
  - No you can't!
  - Do you mean old men and young men?
- In the shop
  - No, that is one place
- Tomatoes
  - Every one a tomato
  - Into four parts
  - To / ma /toes

Could someone write this?

- I live in Italy

- Outside

- Ten

- I was raining yesterday

- A baby is very old

Examples non-literates

- Yes, because I do live in Italy
- You could write 'tree' but not 'outside'
- Ten, yes, that can be written
- No, because it was not raining yesterday
- *If* it was raining yesterday, you could write that down.
- No, of course not, a baby is not old.
- You could write it down, but it is still nonsense

Results metalinguistic tasks

- On nearly all tasks:
- Significant differences between (low-educated) readers and non-readers
  - Exception: rhyme recognition and segmentation in syllables
- Arguments non-literates: based on experience and content
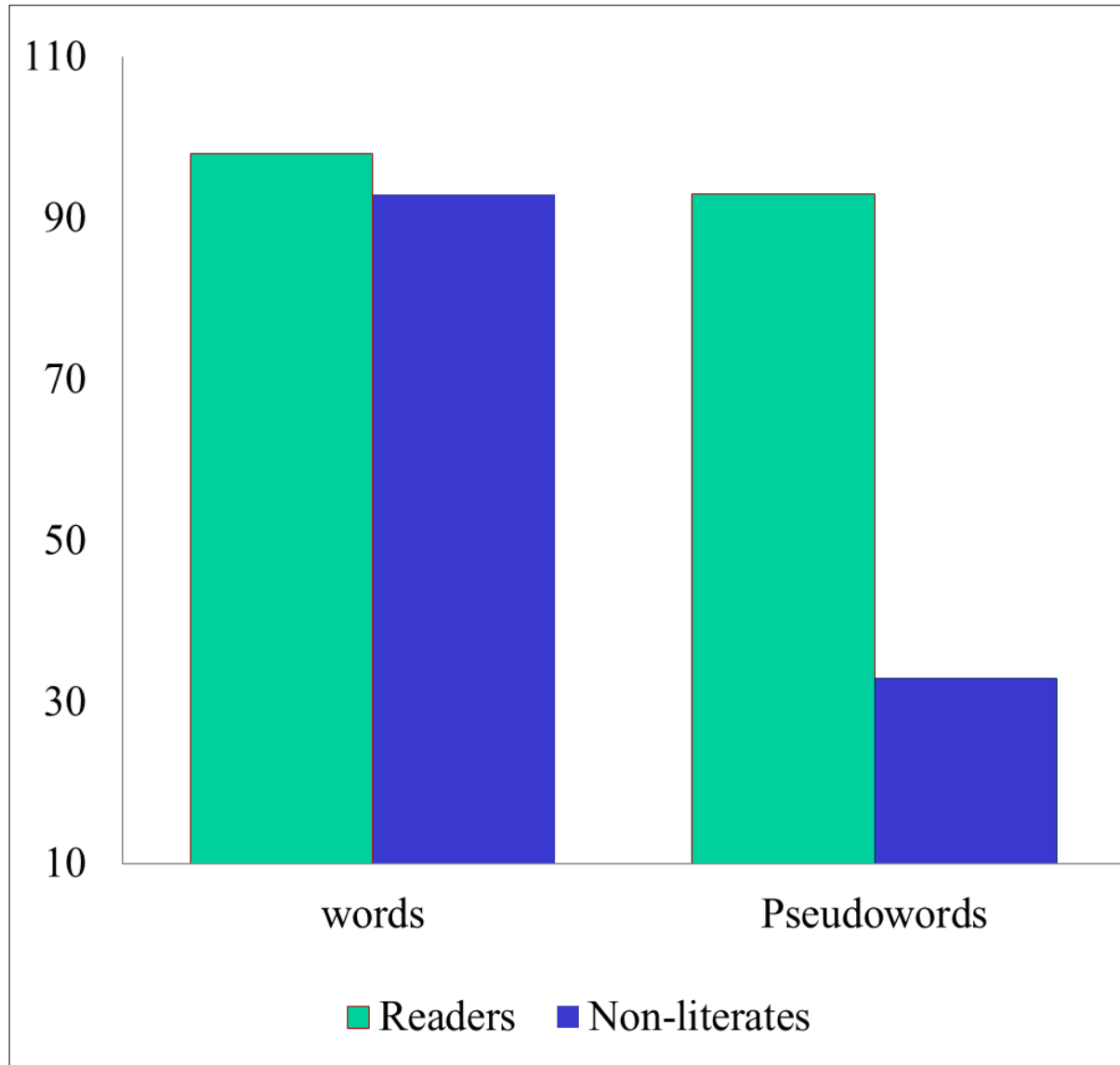
2

LITERACY AND LANGUAGE PROCESSING

Impact on language processing

- Word and pseudo-word repetition
- Verbal fluency
  - Mention as much words as you can with a p
  - Mention as much animals/food as you can
- Working memory

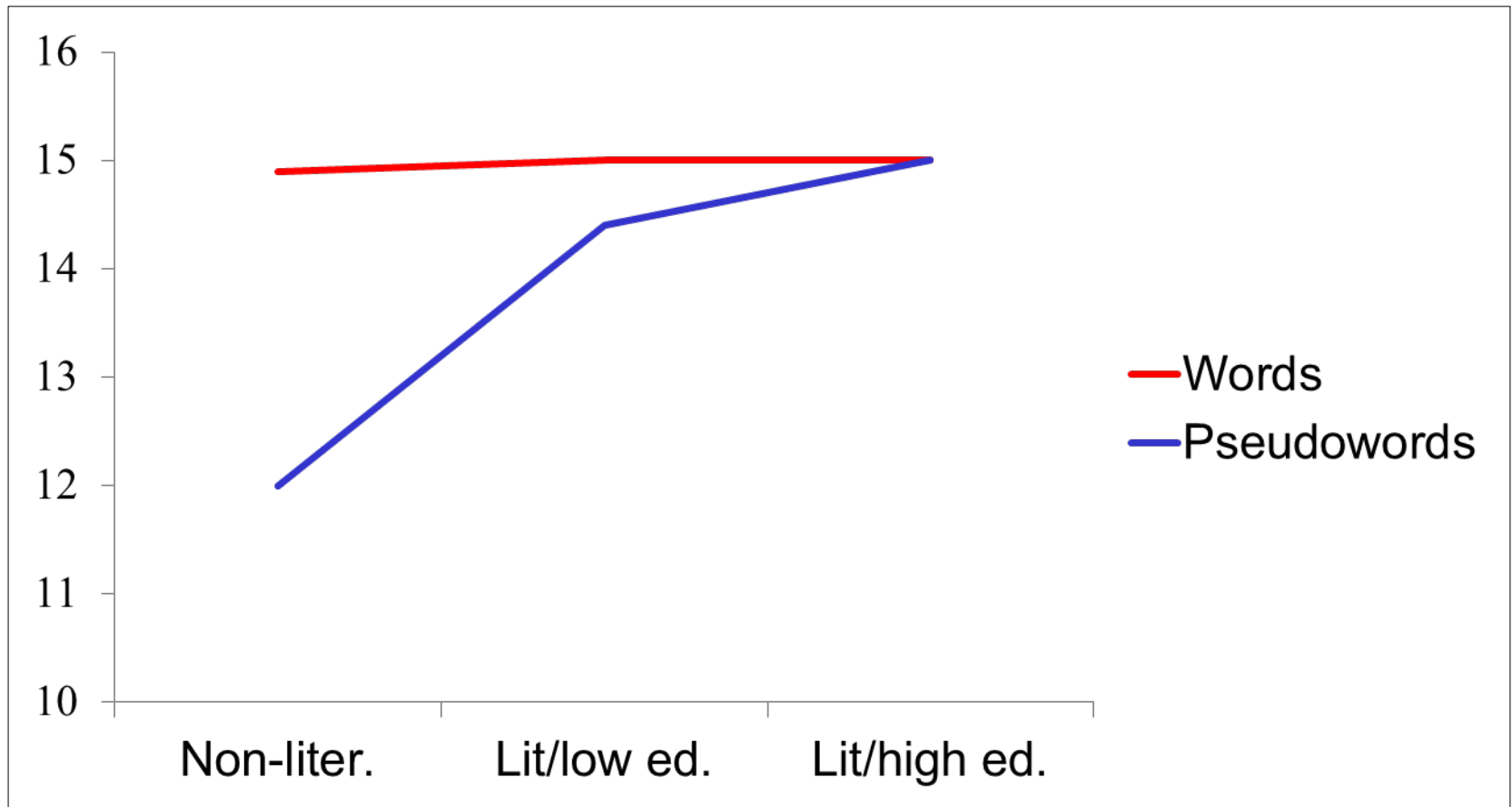# Language Processing: word repetition
(Reis &Castro-Caldas, 1997)

capra
fepra

Verbal repetition
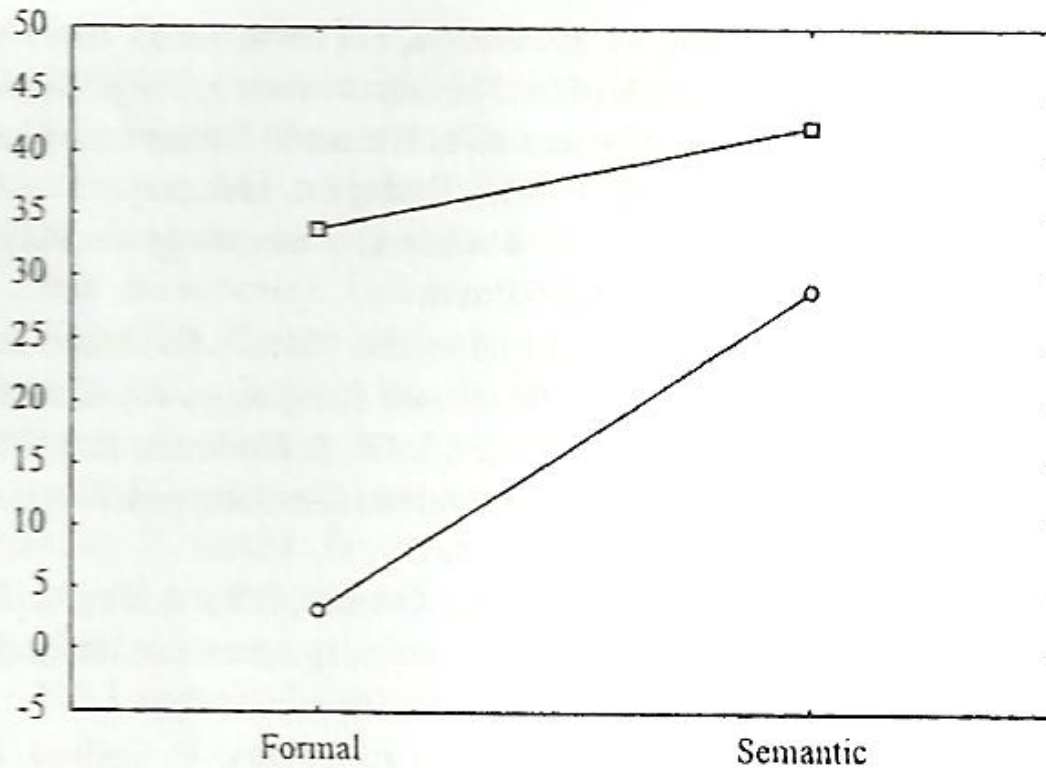(Kosmidis et al., 2004)

Verbal fluency
(Reis & Castro-Caldas, 1997)

Formal= words with p
Semantic= animals

Impact on language processing

- Results:

- **no** differences between non-literates and literates in meaning based processing of information (**lexical-semantic**)

- but **big** differences in processing sounds (**phonological** information)

3

LITERACY AND COGNITION

Examples research on reasoning
(Luria, 1975)

Taxonomic classification

The odd one out

-glass, pan, glasses, bottle

-rifle, bow and arrow, gun, bird

-Saw, hammer, log, axe

Syllogisms:

All bears on Nova Zembla, far up in the North, are white.

Last year, my cousin saw a bear on Nova Zembla

What was the colour of the bear?

Study Kurvers

- Comparison of three groups:
  - preliterate children, non-literate adults, low-educated literate adults
  - Somali, Turkish, Berber
- Tasks:
  - metalinguistic tasks and cognitive tasks
- Question: Impact of literacy or something else?
  - If children differ from adults (irrespective of literacy experience) → **no impact** of literacy
  - If readers differ from non-readers (irrespective of age) → **impact** of literacy

Cognitive tasks

- Raven Standard Progressive Matrices (adults only)

- Taxonomic classification

- Simple reasoning task (syllogisms)

- Tasks conducted in L1 (Berber, Turkish, Somali) unless respondent preferred L2.

Cogniton: Raven SPM
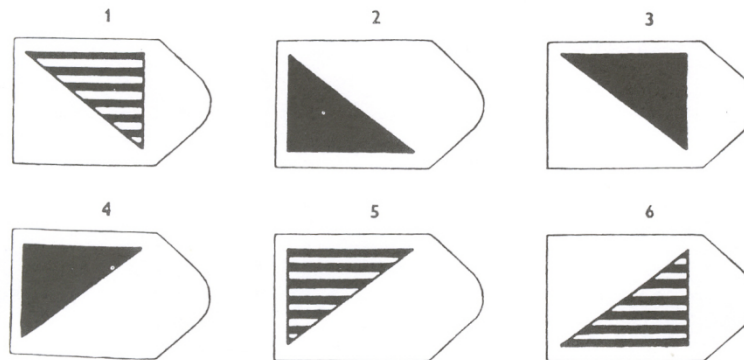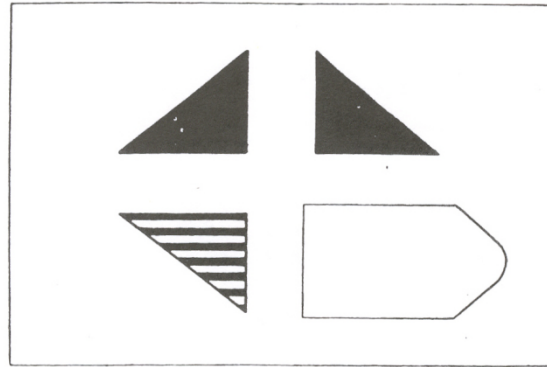
Results Raven SPM (max=42)
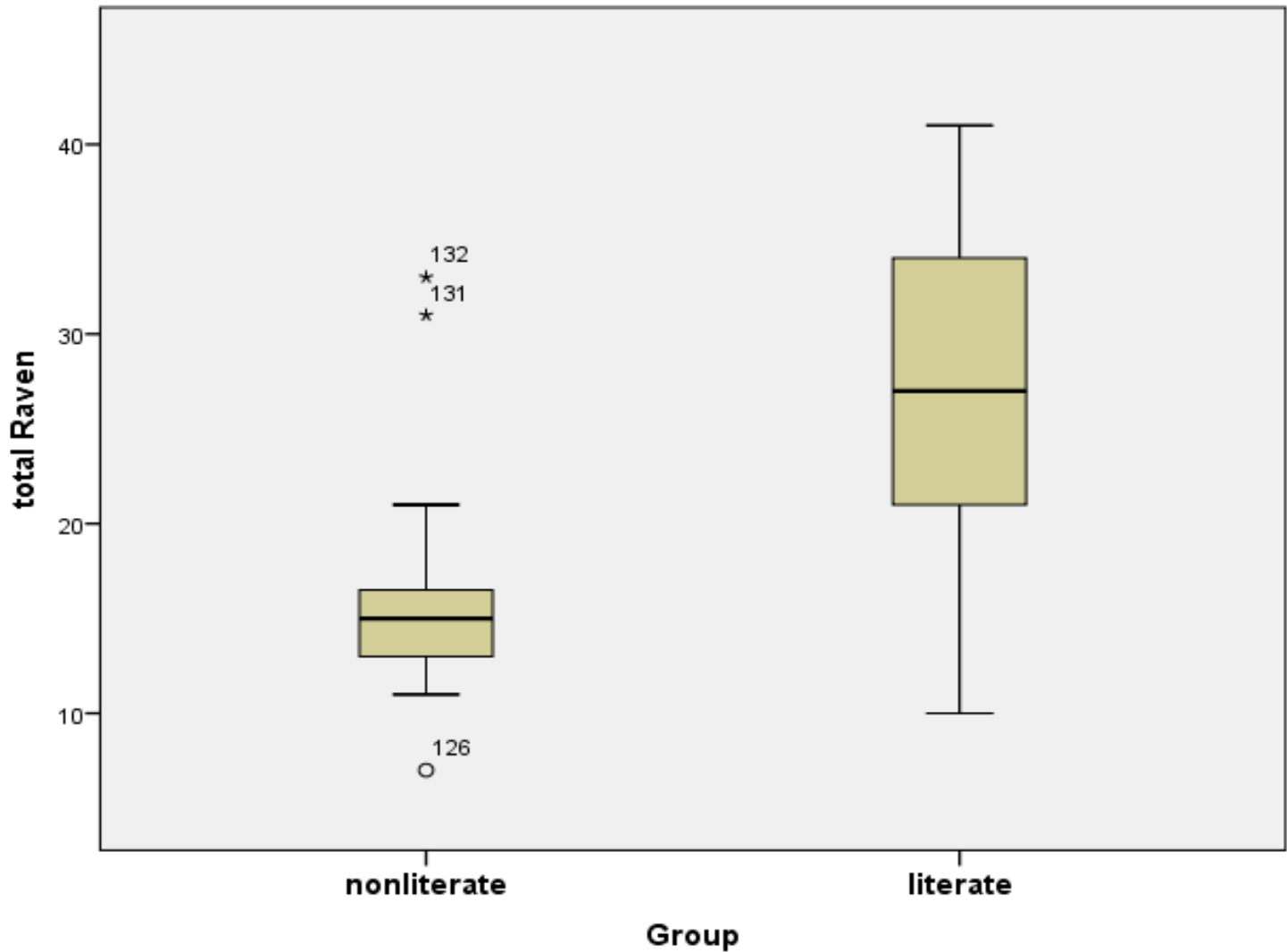
Classification
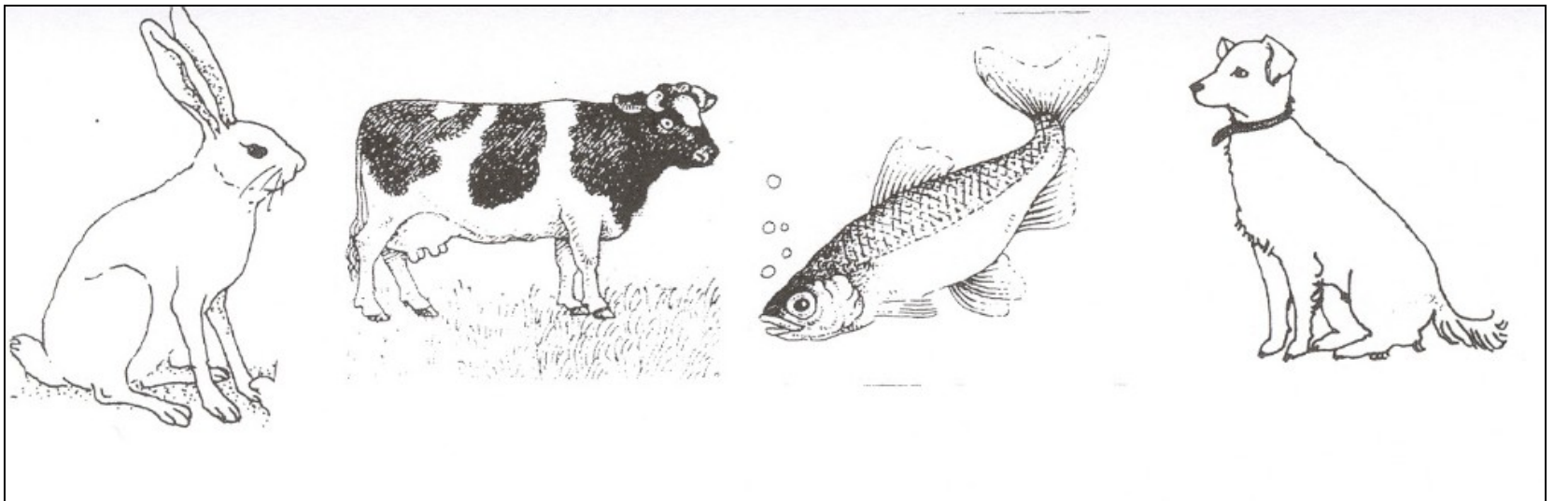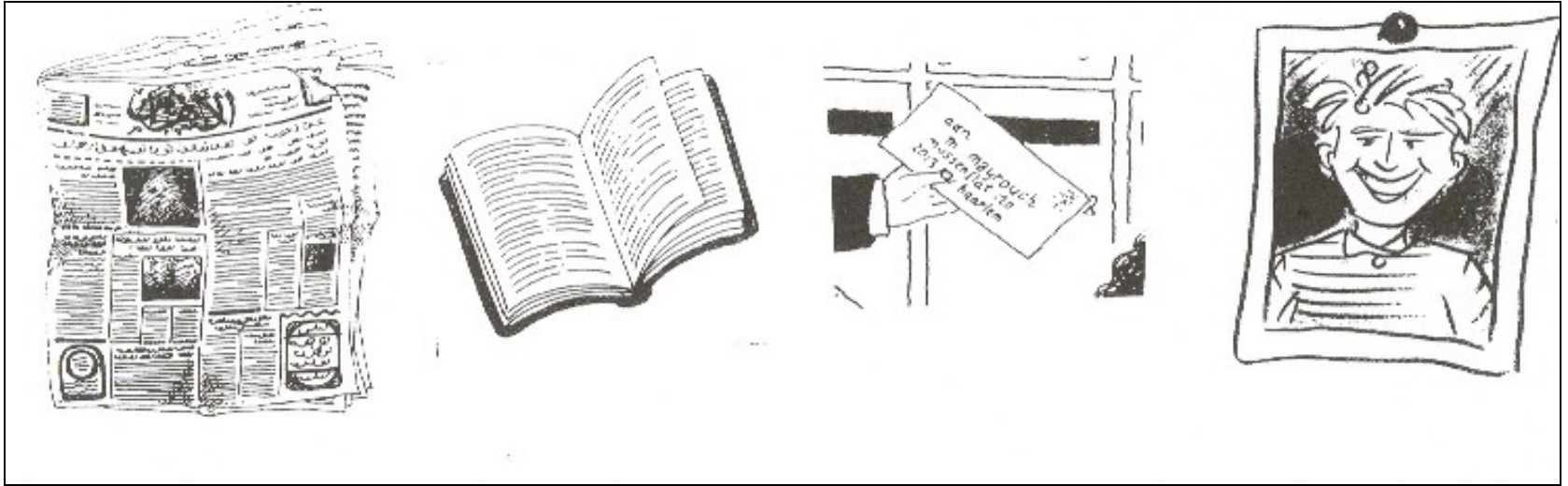
Examples classification 1
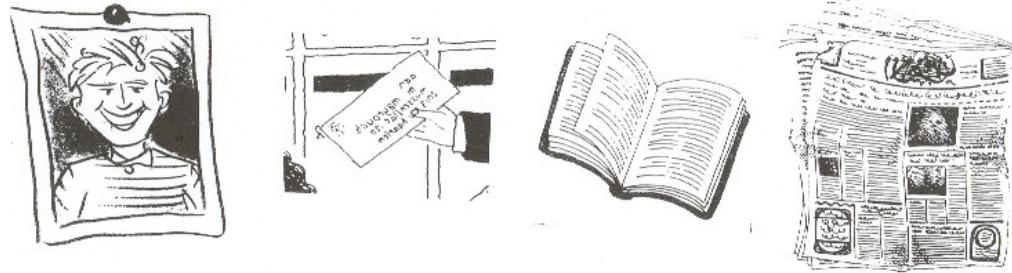
- ## Most Literates
  - Picture, because the other three are for reading
- ## Non-Literates
  - Picture, because that is on the wall
  - Newspaper, because you can throw it away when you have finished reading.
  - Letter, because that comes through the postbox
  - Photo, because you need a son for the other three

Example classification 2

- ## Most literates
  - Fish
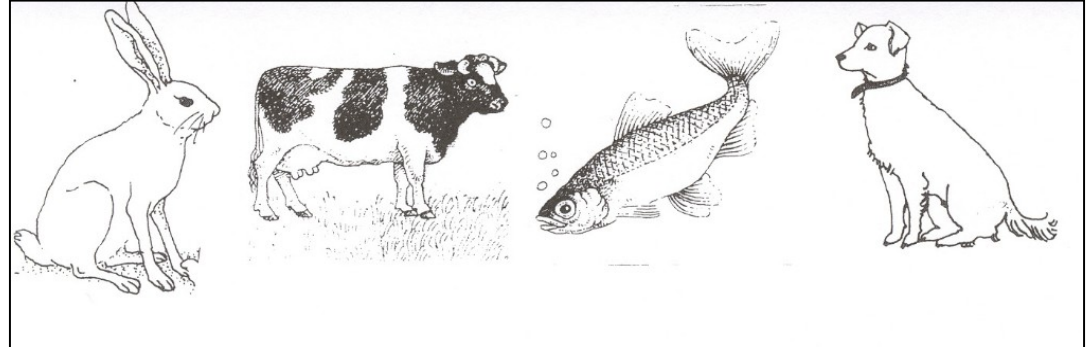
- ## Non-literates
  - Dog, because we do not eat dogs
  - Rabbit, because not useful for people
  - Rabbit, does not live in the Netherlands
  - Dog, because a dog is allowed in the living room
  - Fish, because the others do not live in the water

Analysis classification

- Example: Saw, hammer, wood log, axe
- Taxonomic
  - (wood)log, because other three are tools
- Situational/functional
  - You also need the wood, because otherwise there is nothing to saw or hammer
- Idiosyncratic
  - The saw, because you cannot saw with the other three

Results classification

	Child	Non-literate	Literate
taxonomic	38%	**55%**	**77%**
situational	19%	**26%**	16%
idiosyncratic	**43%**	19%	7%

Examples reasoning

- All women in Markey are married
- Fatma is not married
- Does Fatma live in Markey?

- All stones on the moon are blue
- A man went to the moon and found a stone.
- What was the colour of that stone?

Examples reasoning task

- Does Fatma live in Markey?
- Most literates:
  - No, because all women are married there
- Non-Literates:
  - No, because I know Fatma. She lives here.
  - How should I know, I have never been there.
  - We have to ask Fatma.
  - It can not be that there is a country where all women are married.
  - Should I give my opinion, or react on your words?

Examples reasoning task

- What was the colour of that stone?
- Most literates:
  - Blue, because all stones are blue there
- Non-Literates:
  - Black, because it is very hot there
  - How should I know, I have never been there
  - There are no stones on the moon
  - Brown, just look outside.
  - I think blue, because the sky is blue.
  - Black or white, that depends

Frequencies arguments by group

	Child	Non-literate	Literate
Premise based	33%	19%	67%
Experience based	39%	75%	27%
No argument	28%	6%	6%

A closer look at reasoning

- Is it the question?

- Is it the verbal aspect?
  - Box task (Haan 2007)

- Is it the meaning of the concept "all"?
  - Brothers task (Haan 2007)

Scribner & Cole (1981)

- E: All Kpelle men are rice farmers. Mr Smith is not a rice farmer. Is he a Kpelle men?

- S: I don't know the man in person. I have not laid eyes on the man himself.

- E: Just think about the statement.

- S: If I know him in person, I can answer that question, but since I do not know him in person I cannot answer that question.

Kurvers, 2002

- E: Listen (repeats).Does Fatma live in Markey?

- *Arkem: Fatma lives in Markey, or in Turkey (laughs). Fatma is not married, hè? All women are married, she is not. Why is she not married?*

- E: Does she live in Markey, you think?

- *Arkem: I don't know. She might live there, or here.*

Verbal aspect: Box task
(Haan, 2007)

- Show three red boxes with a ping-pong ball.
- Hide the three boxes, show one of the red boxes again.
- "What is in this box?"

- **Non-literates: Correct 69%**
- Respondents can deduce information if the information is presented visually.

Concept all? (Haan, 2007)

- Simplified syllogism
  - I have three brothers.
  - All three of my brothers live in Rotterdam.
  - Jan is one of my brothers. In which city does Jan live?

- **Non-literates: Correct 25%**
- What is the difference with the box-task?

Example brothers' task

- Exp: Where does Jan live?

- Lahcen: [long pause] You did not tell me where Jan lives. You told me that your brothers live in Rotterdam, but not where Jan lives.

- Exp: All three of my brothers live in Rotterdam, all three. Jan is one of my brothers. Where does Jan live?

- Lahcen: Those three brothers of yours live in Rotterdam, he may be one of them.

- Exp: Jan is one of my brothers.

- Lahcen: Then they all live in Rotterdam

Compare

- Lahcen: You did not tell me where Jan lives
  - Implicit question: "Do you remember what I told you about Jan?"
- Khadizja: Blue, because you told me
  - Answer to a different question: "Where does Jan live when A and B are true?"

- Compare with reading comprehension in literacy classes and test items

Conclusions

- Literacy opens new ways of handling verbal information
- Default handling: relating verbal statements one by one to the immediate, outside context, the direct world; situated cognition, combining and integrating acting and speaking: contextual verbal reasoning
- Literate (metalinguistic) handling: relating verbal statements first of all to each other, within the text: textual verbal reasoning.
- The literate (metalinguistic) point of view: integrating verbal (textual) information before contextual checking

4

LEARNING TO READ IN AN ALPHABETIC SCRIPT

What?

Writing systems

Writing systems

- Logographic:
  - one sign for each word (Chinese) ど関東平野
- Syllabic:
  - one sign for each syllable (Kana, Tamil, Ge'ez)

  አቦይን አደይን ንዓይ ይፈትወኒ

- Alphabetic:
  - One sign for each phoneme
    - All vowels written (Italian, Dutch, Greek, Cyrillic, Berber)

    ⵏⴻⵅⵙⴷⴰ⵰ⴻⵔⵣⴻ⵰ⴰ ⴰ⵰ⵓ ⵜⴰⵍⴰⴻⵙⴾⵓⵝⴻⵜ ⵏ ⴾⴻⵝⵓⵙⵣⵣⴴ ⵰

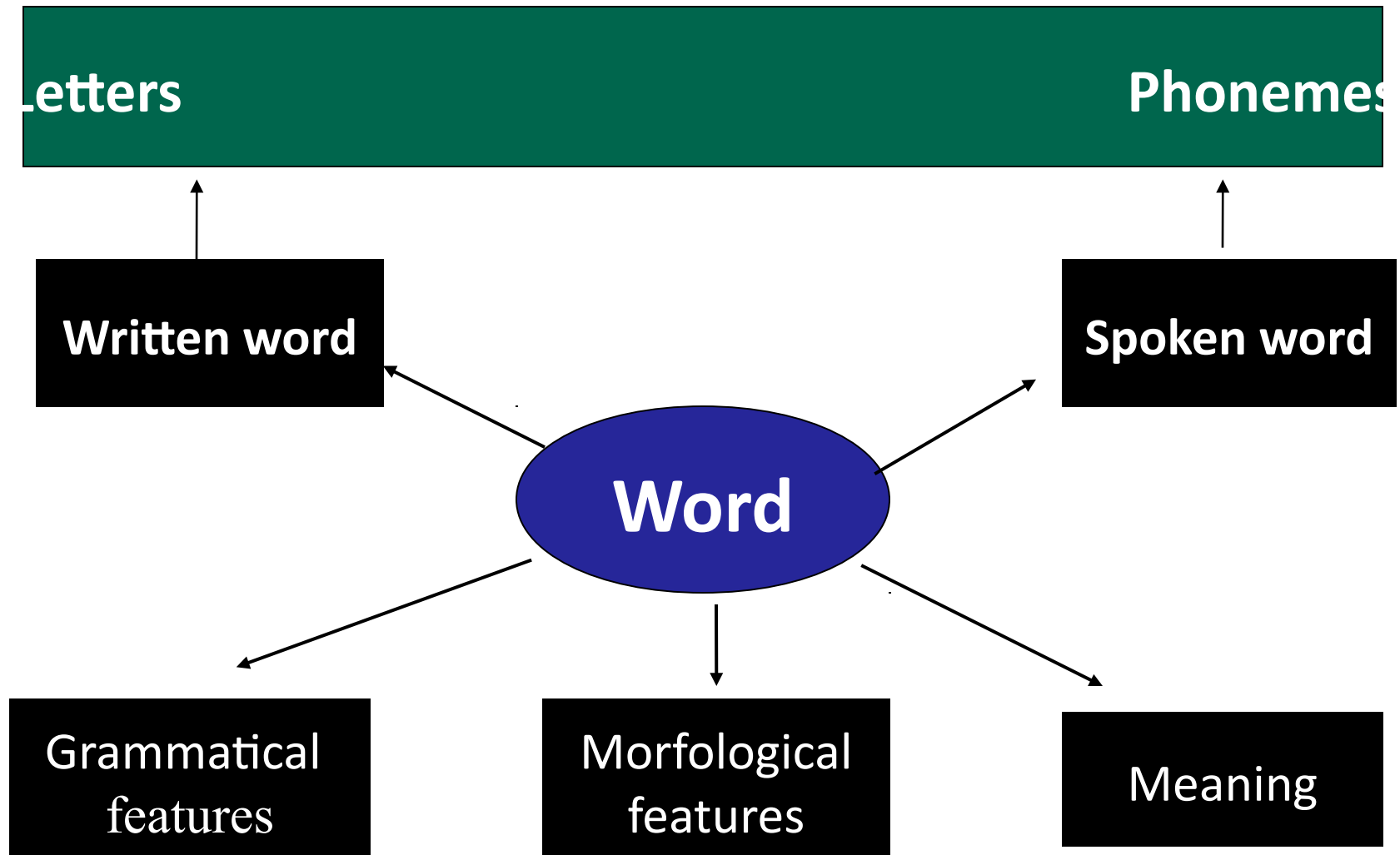   - Not all vowels written (Arabic, Hebrew)

How?

The learning process
Word recognition

What does it say?

- pen
- chicken
- train
- letter
- leg

Word recognition

Reading aloud: treno

Tre

I do not know

treno

tee-er-ee-en-o

Tr-tra-no tra-no

tramo

autobus

Fr- fr- fre - no

stazione

t-r-t-r-t-r-a- m-n-o trano?

nome?

freno

tre-tre-tre-no treno
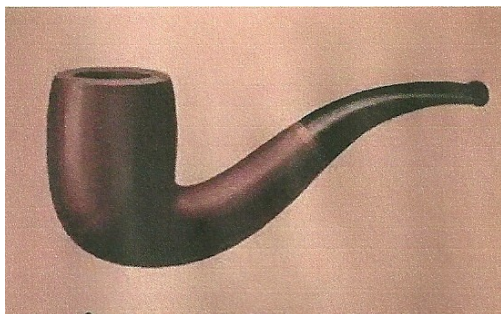
O-u-n-e-r-t-t

Stages word recognition

- Logographic stage: direct recognition
  - Global reading / memorizing whole words
- Alphabetic stage: indirect recognition
  - Decoding letter by letter and sounding out
- Orthographic stage: direct recognition
  - Automatizing sounding out, fluency in reading

Some pitfalls

Orientation and order

$=$
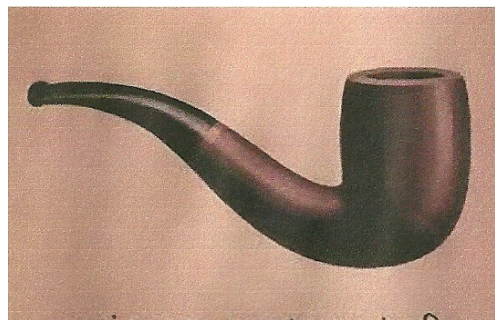
$b \neq p$

$=$

vino $\neq$ novi

Which word fits the picture?

- gotta
- getto
- gatto
- toga
- gallo
- dato

Circle the animals

- ratto   pane   vino   danza
- risa   casa   mucca   cane
- due   gatto   letto   sole
- capra   curvo   pollo   porta
- mela   cervo   rosa   lupo
- nome   sede   luce   soldi
- asino   pesce   toro   fumo

Circle the animals

- kat   mies   bel   mos
- kaas   som   haas   ram
- mus   muis   haai   poes
- aap   koek   duif   kool
- boek   koe   meer   dief
- ree   vis   mes   zeef
- ijs   vos   mier   poot

5

THE EUROEPAN LITERACY AND SECOND LANGUAGE FRAMEWORK

EUROPEAN FRAMEWORK OF REFERENCE FOR SECOND LANGUAGE AND LITERACY: FROM NON-LITERACY TO A1 LEVEL
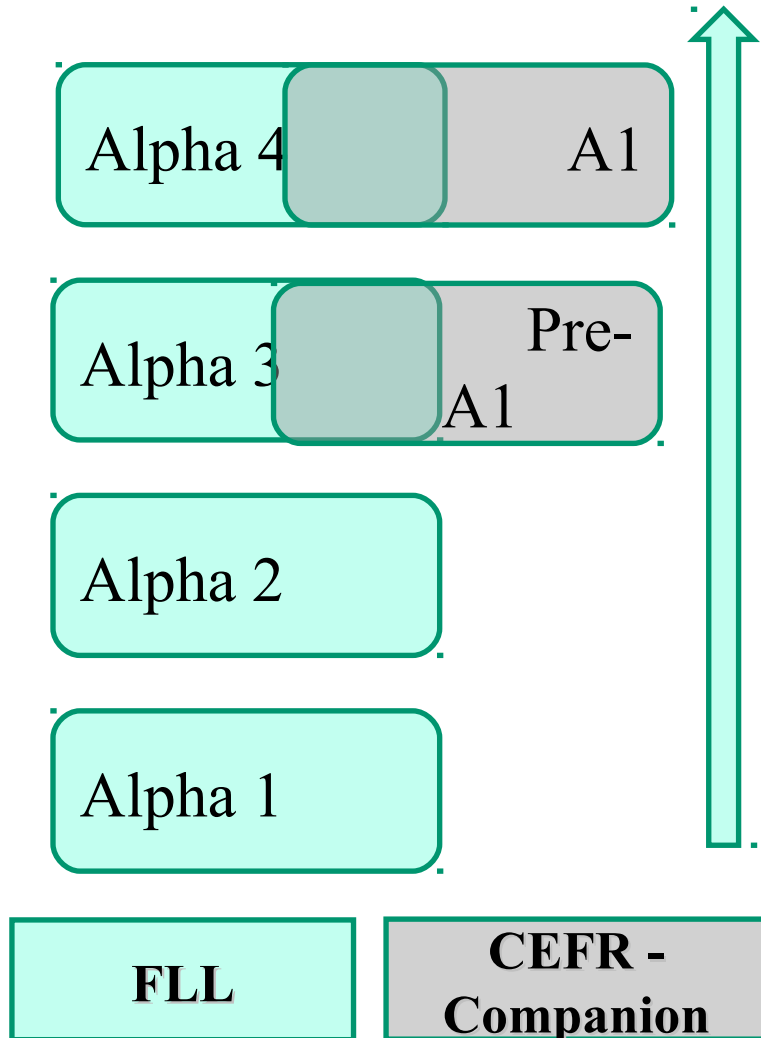
Lorenzo Rocca   Alexis Feldmeier Garcia   Rola Naeb   Karen Schramm

Fernanda Minuz   Jeanne Kurvers   Taina Tammelin-Laine

Levels and Profiles

Alpha 4 — A1

Alpha 3 — Pre-A1

Alpha 2

Alpha 1

FLL

CEFR - Companion

- Four levels for both the technical and functional aspects of literacy and for oral L2 acquisition.
- Overlap with CEFR Pre-A1 and A1 for reception, production, interaction and mediation: different learner needs.
- Literacy learning parallel to language learning up to level A1.
- Levels not single standards → EFLL defines profiles of competences, since each activity and skill is specified by a level (Beacco 2008)
- Learner profiles are based on educational needs

Tables of descriptors

Define progression in terms of:

- **Communicative language activities** (reception, production, interaction and mediation)

- **Technical literacy** (e.g. alphabetical principle, analyzing words in syllables)

- **Strategies** (related to learning and language use)

- **Digital competence**

- **Referentials** (functions, genres and general notions)

> 17 **overall scales**

> 24 **thematic scales** related to 4 **domains** (private, public, occupational, educational)

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