

Oral Language and Learning to Read

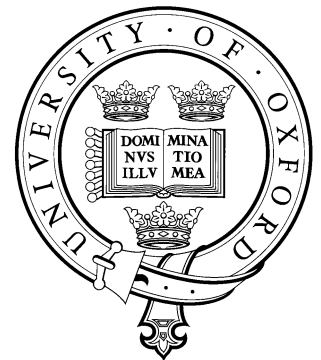
Sonali Nag

*The next generation of reading interventions:
The importance of assessing & teaching oral language
skills in L1*

Global Literacy SIG Highlighted Session
CIES 2016, Vancouver



THE PROMISE FOUNDATION



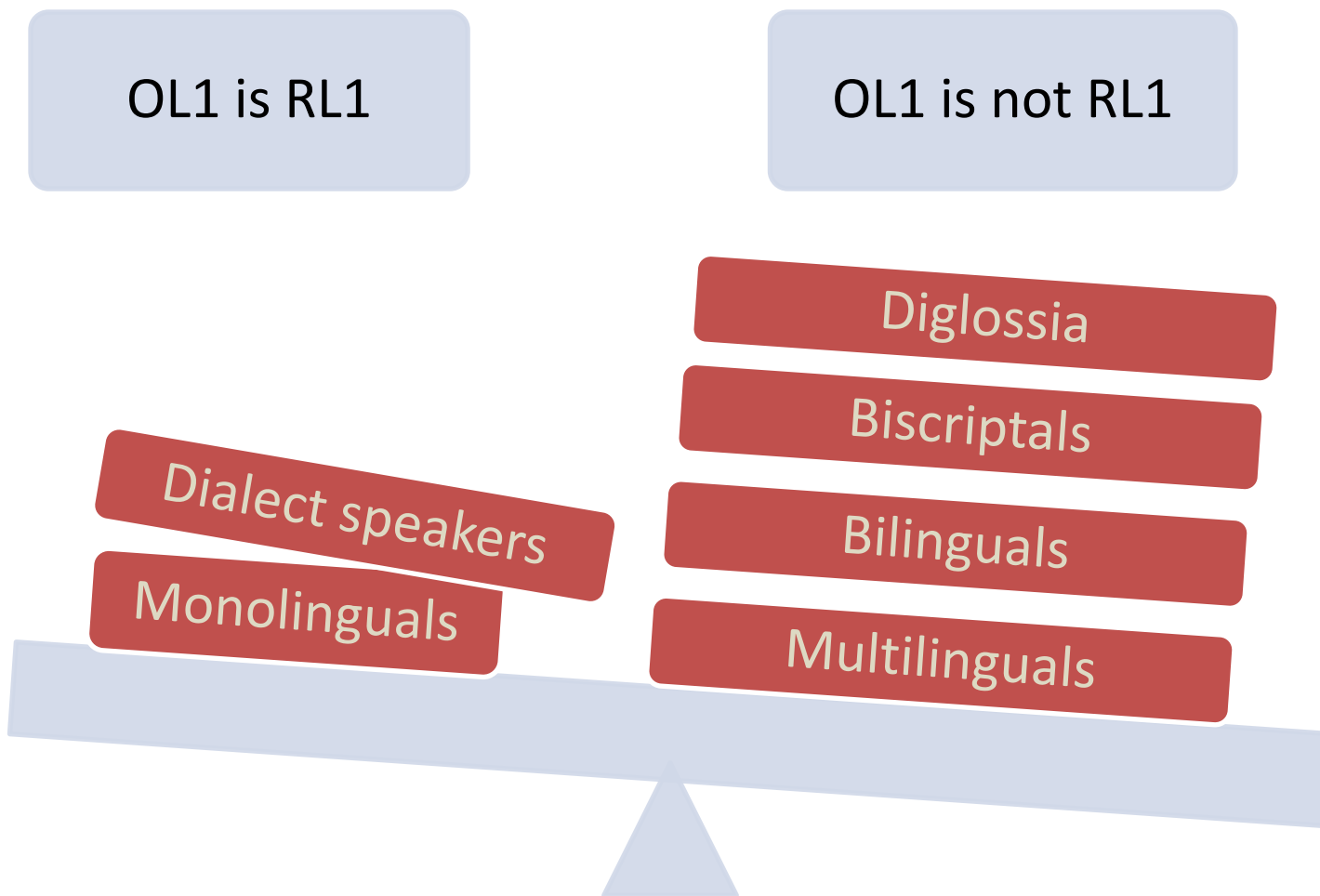
In this presentation

Quick overview on the interlinkages

Kannada literacy acquisition as a case study

Language instruction for literacy learning

A linguistically diverse landscape



Reading acquisition processes straddle two systems

- the orthographic system
 - the symbol repertoire
 - the mapping principles
- the linguistic system
 - phonological representations
 - lexical identities
 - meta-linguistic skills

exception
words

words with
unfamiliar
symbols



irregular
words

morphologically
dense words

Predictors of individual differences

- Phonological Awareness
 - Symbol knowledge
 - Vocabulary knowledge



Nag, Chiat, Torgerson & Snowling (2014)

Literacy, Foundation Learning and Assessment in Developing Countries

How does oral language support reading?

- Improves speed
- Reduces ambiguities
- Deepens meaning making



In this presentation

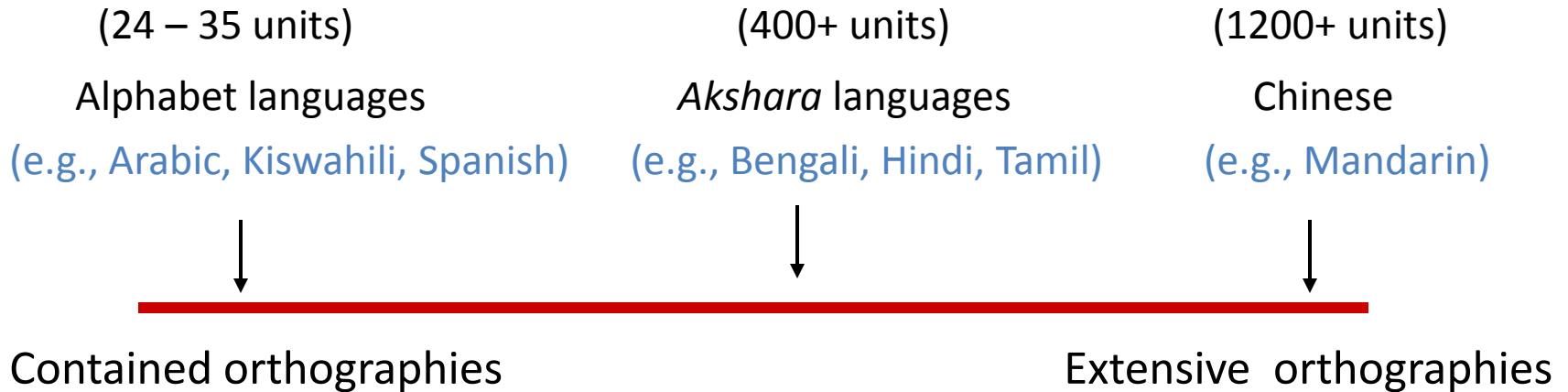
Quick overview

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The Extensive – Contained Continuum

(the orthographic breadth hypothesis)



A simple sentence in Kannada

ondu *kallu* *raja-na* *tale-ge* *taak-it-u.*
 det. stone nom. king gen. head dat. touch pst.3nsg.

‘A stone hit the king’s head.’

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irregular
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Predictors of individual differences

- Phonological Awareness ✓ ✓ ✓ ✓
- Symbol knowledge ✓ ✓ ✓
- Vocabulary knowledge ✓ ✓
- Inflection knowledge ✓



Key messages from Kannada research

- Strengths in oral language foster visual word recognition and safeguard meaning making with connected texts.
- The influence of oral language is more widespread in some languages & orthographies.

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Evidence map

Evidence from economically developed countries	Large and consistent	Oral language inputs ✓✓	Dialogic Reading ✓✓	Supporting emergent literacy ✓✓	Drawing on home experiences ✓✓	Systematic Phonics ✓
	Large but not consistent	<div>Reciprocal teaching ✓✓</div> <div>Shared book reading ✓✓✓</div>				
	Small or mixed	<div>Phonological games ✓</div> <div>Story-telling ✓✓✓</div>				

Key: Size of evidence from low-income contexts in developing countries:

✓ Very small (<3 studies)

✓✓ Small (4-6 studies)

✓✓✓ Moderate (7-12 studies)

Challenges

- Demands high proficiency in the language of instruction from teachers
- Demands a conception of the child as an active participant who can express herself and with skills for questioning, inferring and problem solving
- Demands sensitivity so that the language of instruction does not unwittingly stamp out home languages

Early reading in Kannada: the pace of acquisition of orthographic knowledge and phonemic awareness

Sonali Nag

The Promise Founda

WRITING SYSTEMS RESEARCH, 2014
Vol 6, No. 1, 105–119, <http://dx.doi.org/10.1080/17586801.2013.855621>



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Readin
for





Literacy, Foundation Learning and Assessment in Developing Countries

EVIDENCE BRIEF

SONALI NAG AND MARGARET J. SNOWLING
Oral language is the foundation of literacy and critical to educational success

READING COMPREHENSION, DECODING SKILLS
AND ORAL LANGUAGE*



Oxford Review of Education

Thank you!

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Classroom literacy practices in low- and middle-income countries: an interpretative synthesis of ethnographic studies

Sonali Nag, Margaret J. Snowling & Yonas Mesfun Asfaha