

Listening, Spoken Language, and Literacy: Setting the Stage with the Auditory-Verbal Approach

February 21, 2020, 9:45-10:45 a.m. ~
Hear Indiana Listening and Spoken Language Conference

Lyn Robertson, Ph.D., Associate Professor Emerita
Denison University, Granville, OH 43023
robertson@denison.edu

1

1

Introductions and Getting Settled

- Who's here?
- Who I am
- Why I care about literacy

2

2

Summary

- ❖ Children with hearing loss who learn to listen and speak can and do learn to read and write as well as children with typical hearing. It is well-established that having an extensive and secure grasp of the spoken language(s) one will be reading and writing is the foundation for literacy achievement and the academic success that comes with it.
- ❖ This presentation explains why this is so and emphasizes the role of the Auditory-Verbal Approach in enabling a child to build the foundation for literacy.

3

3

Abstract

Children with hearing loss who learn to listen and speak can and do learn to read and write as well as children with typical hearing. It is well-established that having an extensive and secure grasp of the spoken language(s) one will be reading and writing is the foundation for literacy achievement and the academic success that comes with it. In explaining why this is so, this presentation explores the demands of 21st-century literacy, the relationships between spoken and written language, and the complex interactions between and among the cognitive processes involved in the language comprehension and word recognition needed for listening, speaking, reading, and writing. Ultimately, literacy can be defined as thinking productively in the presence of print and in its creation. The Auditory-Verbal approach prepares children well for literacy, a worthy goal for all our children.

4

4

Questions

- ❖ What new demands does 21st-century literacy present to the average person?
- ❖ How and why is knowledge of a spoken language related to becoming literate in that language?
- ❖ How do comprehension and word recognition both play critical roles in reading and writing?

5

Objectives

After listening today and thinking about what you've heard, you should be able to:

- ❖ Describe to parents of children with hearing loss at least 3 aspects of literacy expected of the average person during the 21st-century
- ❖ Explain to parents of children with hearing loss at least 3 ways learning to listen and speak prepares their children for literacy
- ❖ Give at least 3 examples of how listening, speaking, reading, and writing represent different aspects of thinking

6

6

Helen Beebe

Listening and Spoken Language is as much about language as it is about learning to think!



7

7

Literacy and the 21st Century

- Email
- Smart Phones
- Websites
- Face Book
- Twitter
- Kindle
- Wikipedia
- What else?

***How do these change the demands on literacy?
Are there new literacies?***

8

8

**The NCTE Definition of
21st Century Literacies**

- Literacy has always been a collection of cultural and communicative practices shared among members of particular groups.
- As society and technology change, so does literacy.
- Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, and so there are many literacies.

9

9

- These literacies are multiple, dynamic, and malleable.
- As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups.

10

10

**Active, successful participants
in this 21st century global society
must be able to**

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes

11

11

- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

National Council of Teachers of English
Updated February 2013
Adopted by the NCTE Executive Committee, February 15, 2008
This position statement may be printed, copied, and disseminated without permission from NCTE.

12

12

Why Listening is Necessary for Literacy to Develop: Data on Children with Typical Hearing

Begin by thinking about the general gaps in educational achievement that you know about. Who does better, and why?

Hart and Risley (1999, p. 170) report,

“...our estimates showed that by the time the children were 4 years old, the average child in a welfare family would have had 13 million fewer words of cumulative language experience than the average child in a working class family.”

13

13

Words Addressed to Children

Family	Ave. Words/ Hour	Ave. Words/ Week	Ave. Words/ Year	Ave. Words/ 4 Years
Welfare	616	62,000	3 million	12 million
Middle	1251	125,000	6 million	26 million
Professional	2153	215,000	11 million	45 million

14

14

Kinds of Words Addressed to Children

Family	Affirmations	Prohibitions	Cumulative Vocabulary by age 3
Welfare	5	11	500
Middle	12	7	700
Professional	32	5	1,100

15

15

Why does Talking Matter?

- ❖ “The extra talk of parents in the professional families and that of the most talkative parents in the working-class families contained more of the varied vocabulary, complex ideas, subtle guidance, and positive feedback thought to be important to cognitive development” (Hart & Risley, 1999, p. 170).
- ❖ “Parents who talked a lot about such things or only a little ended up with 3-year-olds who also talked a lot, or only a little” (Hart & Risley, 1999, p. xii).

16

16

A Lasting Difference!

“The data show that the first 3 years of experience put in place a trajectory of vocabulary growth and the foundations of analytic and symbolic competencies that will make **a lasting difference** to how children perform in later years”

(Hart & Risley, 1999, p. 193).

17

17

- ❖ In general, the literacy outcomes for children with typical hearing who hear and use less spoken language at early ages are lower than the outcomes for children who experience a rich language environment.

18

18

- ❖ In children with typical hearing, expressive language ability at preschool age has been found to predict reading ability in second grade (Scarborough, 1989).

19

19

Our children are functioning in conditions of language deprivation if:

- ❖ they don't wear their hearing aids or cochlear implants during all waking hours
- ❖ their hearing aids and cochlear implants are not working well
- ❖ adults and other people in the children's environment don't take every possible opportunity to talk with the children in meaning and interactive ways

20

20

So...

- ▶ Technology and principles of practice allow us to deliver meaningful auditory experience to our children — but, we must make it meaningful!
- ▶ We should aim for as much — or more — listening and speaking in our children as recorded in the study for children of professionals
- ▶ The more spoken language achievement, the **better the chance** for developing literacy capabilities

21

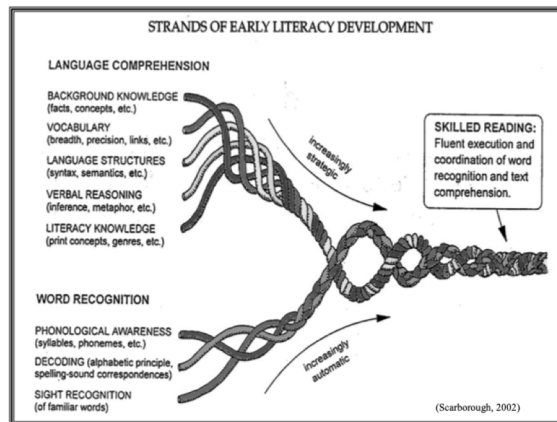
21

How many of these depend on hearing and listening?

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge
- Phonological Awareness
- Decoding
- Sight Recognition

22

22



23

23

Background Knowledge

- Reader guided by
 - knowledge of language
 - purpose for reading
 - type of text being read
 - present understanding of the topic (Schema Theory)
- Reader chooses a meaning, decides if it is reasonable
- Reader creates expectations for the remaining text
- Reader revises as necessary



24

24

Schema Theory -- An Example

The procedure is actually quite simple. First you arrange things into different groups, depending on their makeup. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise you are pretty well set. It is important not to overdo things. It is better to do too few things at once than too many. This may not seem important, but complications can arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another fact of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell.

Bransford & Johnson (1972)

25

Background Knowledge and Experience

- Hallie's answer to the question, "Who brings the mail?"
- Can you think of other examples from your own work with children?

26

26

Vocabulary

- What does it mean to have a large vocabulary?
- How does vocabulary grow?
- How many synonyms can you think of for "listening"? For "speaking"?
- Can you think of antonyms for these words?

27

Meaning Challenges

- Same word means different things in different places
- Different words mean same thing

28

Language Structures

- Learned
 - Through immersion in the language
 - in language class (English, Spanish, French, etc.)
- Parts of speech: Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections
- Clauses, phrases

29

Word Order In English

- The usual sentence: subject-verb-object
 - I hit the ball vs. The ball I hit
 - I am the queen vs. The queen I am
- nouns and adjectives
 - I painted the house white
 - I painted the white house

30

Phrases and Clauses

How many ways can you combine these ideas into a sentence? Add words and commas as needed.

- Ben was hungry
- Ben ate a vegan burrito
- Ben doesn't like to eat meat
- Ben likes spicy food

31

Verbal Reasoning

- Figures of Speech
 - Metaphor
 - Simile
 - Analogy
- Making inferences

32

Literacy Knowledge

- Front of the book, Back of the book, Title, Author
- Where to begin reading
- Left to Right, Top to Bottom
- First word on a page, Last word on a page
- First letter in a word, Last letter in a word
- Capital and lower-case letters
- Punctuation marks

33

- Genres
 - Fiction
 - Non-fiction
 - Adventure
 - Fairy Tales
 - Biography
 - Poetry

34

Phonological Awareness

- "Phonological awareness refers to the ability to detect or manipulate the sound structure of oral language" (Lonigan, 2006, p. 78).
- "Children who are better at detecting and manipulating syllables, rhymes, or phonemes are quicker to learn to read..." (Lonigan, 2006, p. 78).

35

35

- "...There is good consensus that a core difficulty in reading manifests itself as a deficiency within the language system and, in particular, a deficiency in mastering phonological awareness skills" (Pugh et al., 2006, p. 65).
- "Phonological awareness measures predict later reading achievement" (Pugh et al., 2006, p. 65).
- "Evidence suggests that the development of phonological awareness is both a cause and a consequence of learning to read" (Lonigan, 2006, p. 83).

36

36

Decoding

- Alphabetic principle
- Spelling—Sound relationships
- Syllables

37

Sight Recognition

- Familiar words that don't "follow the rules"

38

What does it Mean to Read?

We have to remind ourselves over and over again that reading means the ability to make sense out of print, not sound out of print.

(Fox, 2008, p. 85)

39

39

Revisiting Today's Objectives

Take a few moments and see what you might say about each objective. Turn to a person near you and discuss. Then, I'll ask you to report out.

- ❖ Describe to parents of children with hearing loss at least 3 aspects of literacy expected of the average person during the 21st-century
- ❖ Explain to parents of children with hearing loss at least 3 ways learning to listen and speak prepares their children for literacy
- ❖ Give at least 3 examples of how listening, speaking, reading, and writing represent different aspects of thinking

40

40

References

- Bransford, J. D. and Johnson, M. K. (1972) Contextual prerequisites for understanding: some investigations of comprehension and recall, *Journal of Verbal Learning and Verbal Behaviour*, vol. 11, pp. 717-26.
- Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. New York: Harcourt.
- Hart, B. & Risley, T. R. (1999). *The social world of children learning to talk*. Baltimore, MD: Brookes.
- Lonigan, C. (2006). Conceptualizing phonological processing skills in prereaders. In Dickinson, D. & Neuman, S. *Handbook of early literacy research, Vol. 2*. New York: Guilford.
- National Council of Teachers of English <https://ncte.org/>

41

- Pugh, K. et al. (2006). Neurobiological investigations of skilled and impaired reading. In Dickinson, D. & Neuman, S. *Handbook of early literacy research, Vol. 2*. New York: Guilford.
- Robertson, L. (2014). *Literacy and Deafness: Listening and Spoken Language (2nd Ed.)*. San Diego: Plural Publishing.
- Scarborough, H. (1989). Prediction of reading disability from familial and individual differences. *Journal of Educational Psychology*, 81(1), 101-108.
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.

42

43

44