Abstract:
Various studies have shown that Simple View of Reading (SVR) can account for approximately 40–80% of the variance in reading comprehension for readers ranging from 2nd through 10th grade among English speaking children. In addition to English-speaking children, we have tested SVR model with students from Spanish, Chinese, and Hebrew backgrounds as well as in bilinguals by administering decoding, LC, and RC measures at various grade levels. Similar to the findings of English-speaking children, a significant variance in RC was explained by the two factors: D and LC. However, the percentage of variance was different at different grade levels and in different orthographies and the results are explained in terms of the nature of the orthography – whether it is transparent or shallow. The results have important implications for literacy instruction. In opaque languages like English and Chinese, systematic decoding instruction should be continued for a longer period of time and comprehension instruction can be introduced at earlier time for Spanish-speaking children.

About the speaker:
R. Malatesha Joshi, Ph.D., is Professor of Reading/Language Arts Education, ESL and Educational Psychology at Texas A&M University, where he teaches and conducts research in literacy development and literacy problems among monolinguals and bilinguals in different orthographies. Dr. Joshi is the Editor of Reading and Writing: An Interdisciplinary Journal and the monograph series titled Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education. From 1980-2002, Joshi directed seven highly successful NATO Advanced Study Institutes which helped to bring various fields together to study literacy. He has published numerous books and scientific papers and has received several awards, such as Erasmus Mundus Visiting Scholar, Germany, and Beijing Normal University, China. He has received several grants and also has served on the review panels for Institute of Educational Sciences as well as the National Institute for Child Health and Human Development. at the present time, he serves as CO-PI of two grants: COST Action grant to establish European Literacy Network (about 1 million Euros) and an IES grant to study use of technology in improving comprehension in grades 4 & 5 (3.5 million US dollars).