

# PREDICTING RISK FOR L2 READING DIFFICULTY

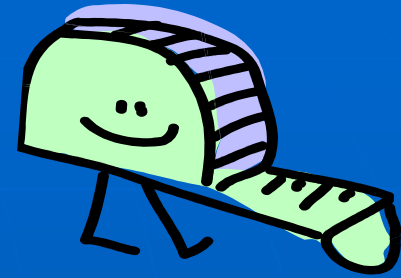


Fred Genesee  
McGill University  
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# STRUGGLING READERS

- ❖ estimated 7-10% (maybe 20%) of students have reading impairment/difficulty
- ❖ reading difficulty: common reason for academic difficulty and exiting immersion programs
- ❖ early intervention is critical in order to avoid reading difficulties from becoming entrenched
- ❖ students with reading impairment may be entitled to special services

# L2 READING IMPAIRMENT/DIFFICULTY



- L2 students are NOT at greater risk for reading impairment
- L2 students may be at greater risk for reading difficulty
- L2 students with reading difficulty/impairment are at greater risk of receiving delayed support & of academic underachievement

# IDENTIFYING READING IMPAIRMENT in L2 STUDENTS

reading  
impairment

incomplete  
L2  
acquisition



# WAIT-AND-SEE APPROACH



- delay identification to ensure that difficulties reflect impairment & not L2 issues
  - ⇒ wait-and-see becomes **wait-and-fail**
  - ⇒ delayed intervention creates long term problems
- ⚙ distinguishing L2 reading impairment that is clinical in nature from other reading difficulties is not necessary in the beginning
- ⚙ struggling L2 readers have same basic needs as all beginning L2 readers, but more intense

# WHAT DOES THE RESEARCH SAY about STRUGGLING L2 READERS?

- o poor L2 readers have same **profiles** as poor L1 readers in English program (more later)
- o L2 students who are poor readers in their L1 are likely to be poor readers in their L2
- o **predictors** of poor reading in an L2 are the same as those that predict poor reading in an L1

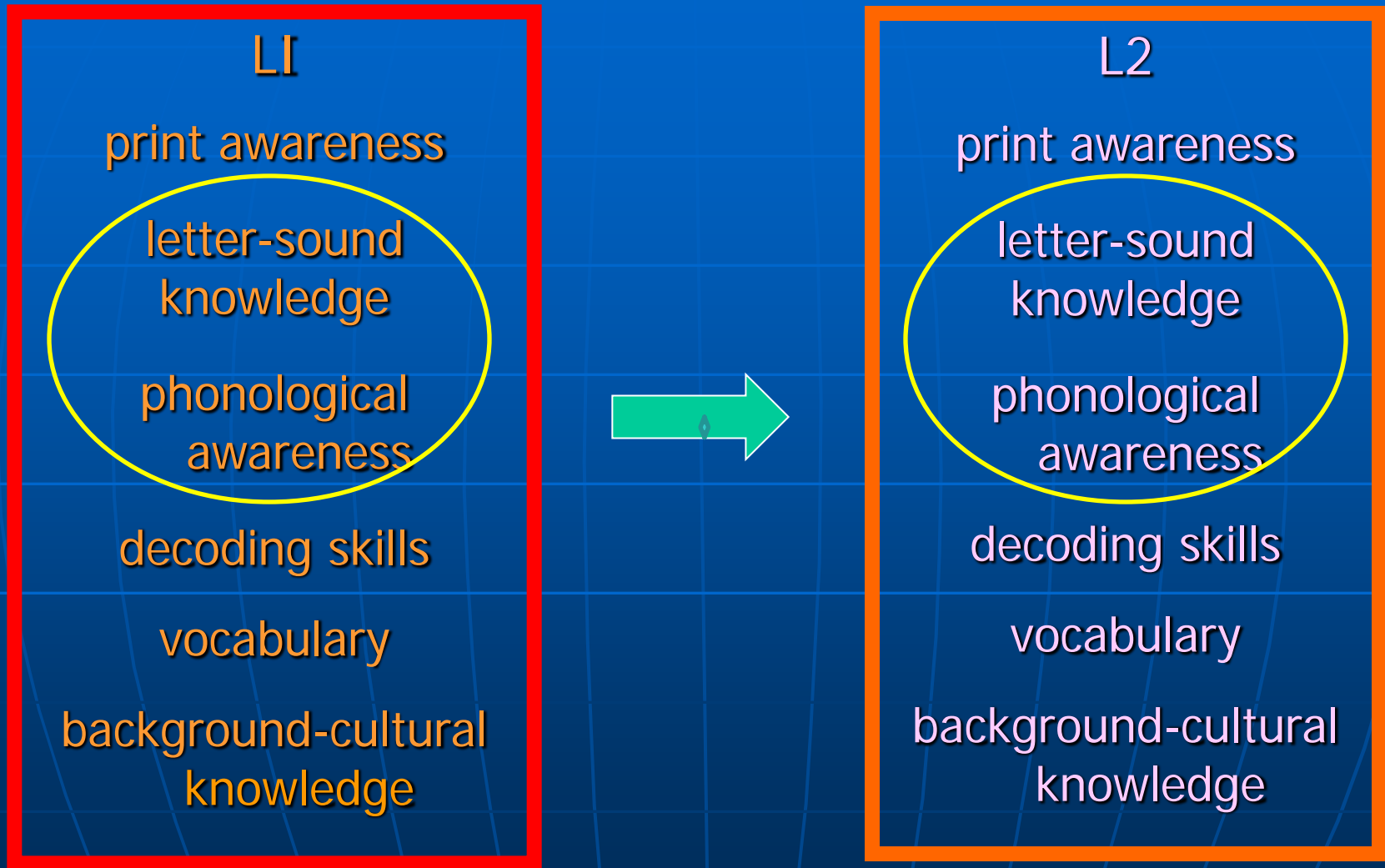
# TRANSFER IS GOOD: *linguistic bootstrapping*

⇒ L2 students have a unique BILINGUAL RESERVOIR of skills, knowledge, & experiences: L1 + L2



⇒ L2 students draw on this reservoir of skills & knowledge when learning to read & write in L2: bootstrapping

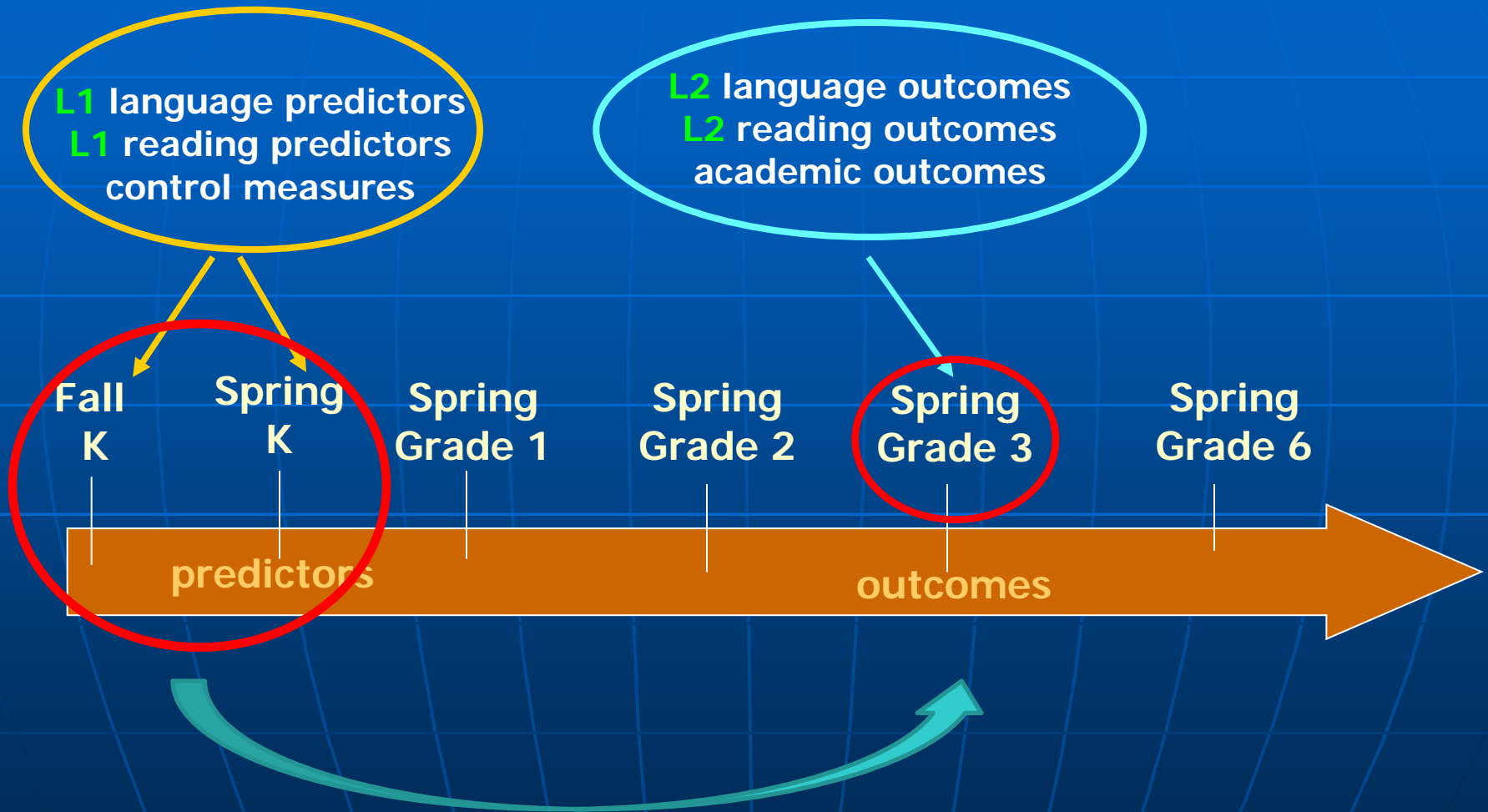
# CROSS-LINGUISTIC TRANSFER IN READING





# McGILL AT-RISK READING STUDY

Erdos, Genesee, Savage & Haigh, 2010

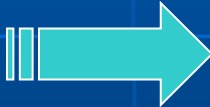


# RISK FOR L2 READING DIFFICULTIES

SPRING K:

End of GRADE 3

ENGLISH-L1  
PREDICTORS  
of L2 READING  
OUTCOMES



**AT-RISK:**

>1 s.d. below mean

73%

**NOT-AT-RISK:**

<1 s.d. below mean

73%

# RISK FOR L2 ORAL LANGUAGE DIFFICULTIES

SPRING K:

End of GRADE 3

ENGLISH-L1  
PREDICTORS of L2  
ORAL LANGUAGE  
OUTCOMES



**AT-RISK:**

>1 s.d. below mean

92%

**NOT-AT-RISK:**

<1 s.d. below mean

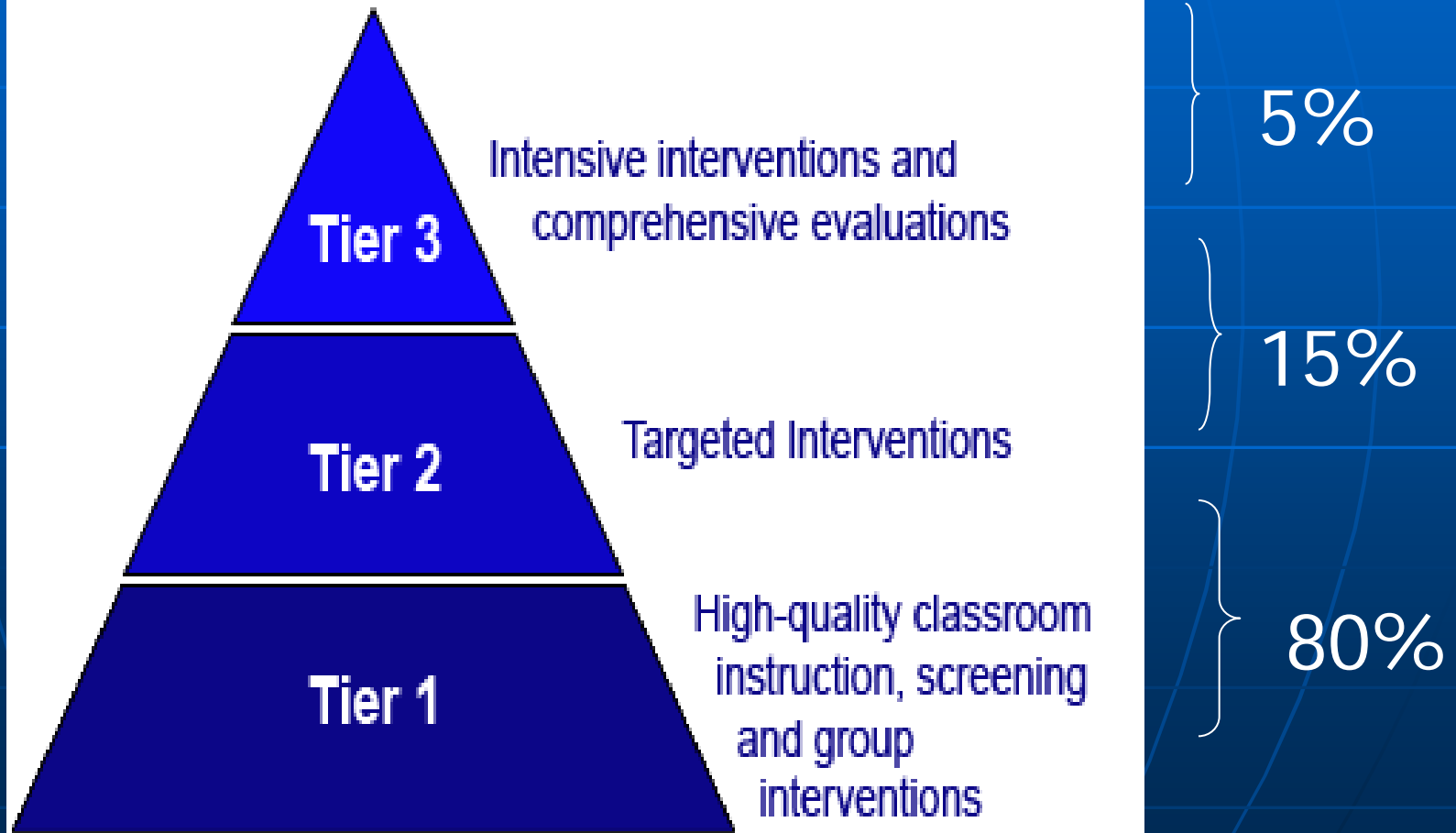
76%

# SUPPORTING STRUGGLING L2 READERS

- struggling L2 readers, L2 readers with reading impairment, and beginning L2 readers all have the same instructional needs -- impaired L2 readers do not have unique profiles
- ⇒ provide same instructional support for at-risk readers as for all L2 readers but more intensively
- ⇒ use an RtI approach ...

# R-t-I approach to INTERVENTION

\* Response to Intervention / Integrated Service Delivery



# GUIDELINES FOR INTERVENTION -WORD STAGE-

- explicit instruction in foundational skills:  
phonological awareness & phonics
- + teach language and comprehension skills for future  
text reading needs
- expand vocabulary knowledge for narrative and  
informational text: identify academic vocabulary
- link language development to academic content
- pair work/cooperative learning:
  - increases practice time
  - increased opportunities for feedback
  - increased engagement, everyone is involved

# word-level stage continued..

## TIME:

- regular, frequent and sustained intervention – daily or several times per week for at least 20 weeks
- severe decoding problems:
  - intensive intervention --Torgessen et al. (2009): 68 hrs of one-on-one instruction in two 50-minute sessions each week – 40% of students were reclassified as “typical” (TIER 2: small groups)
- aim for mastery – go for automaticity
- practice-practice-practice:
  - Brenner & Hiebert (2009): 90 min. instructional block ⇒ only 17.5 mins eye-time

# GUIDELINES FOR INTERVENTION

## -TEXT STAGE-

### WORD LEVEL:

- accurate and fluent word decoding skills are important  
⇒ focus on decoding where needed
- capitalize on X-linguistic links in phonics, spelling, vocab. – be explicit

### LANGUAGE:

- Support oral language development (vocab.+ figurative language+ listening comprehension) is important ⇒ stable long term improvements in reading comp. (Clarke et al., 2010)
- work on complex grammar linked to content



# READING COMPREHENSION

- ⇒ explicit instruction in use of comprehension strategies improves reading comprehension (Proctor et al., 2009); especially for older struggling readers (Edmonds et al., 2009)
- most effective when students are engaged to think about text, learn from text, and discuss what they know ⇒

## **READING AS THINKING**

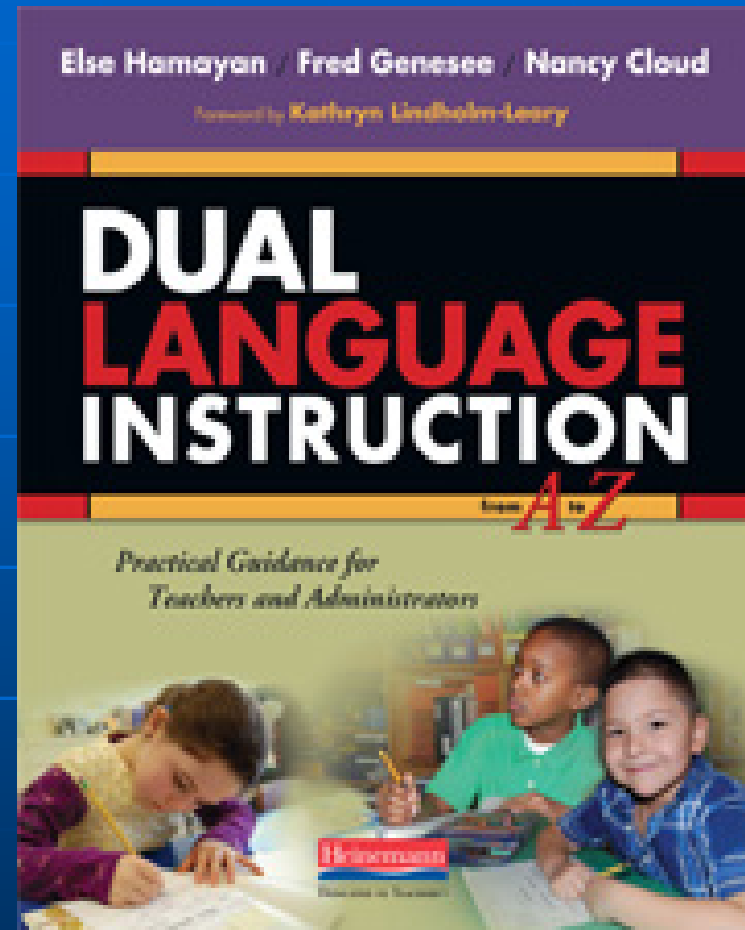
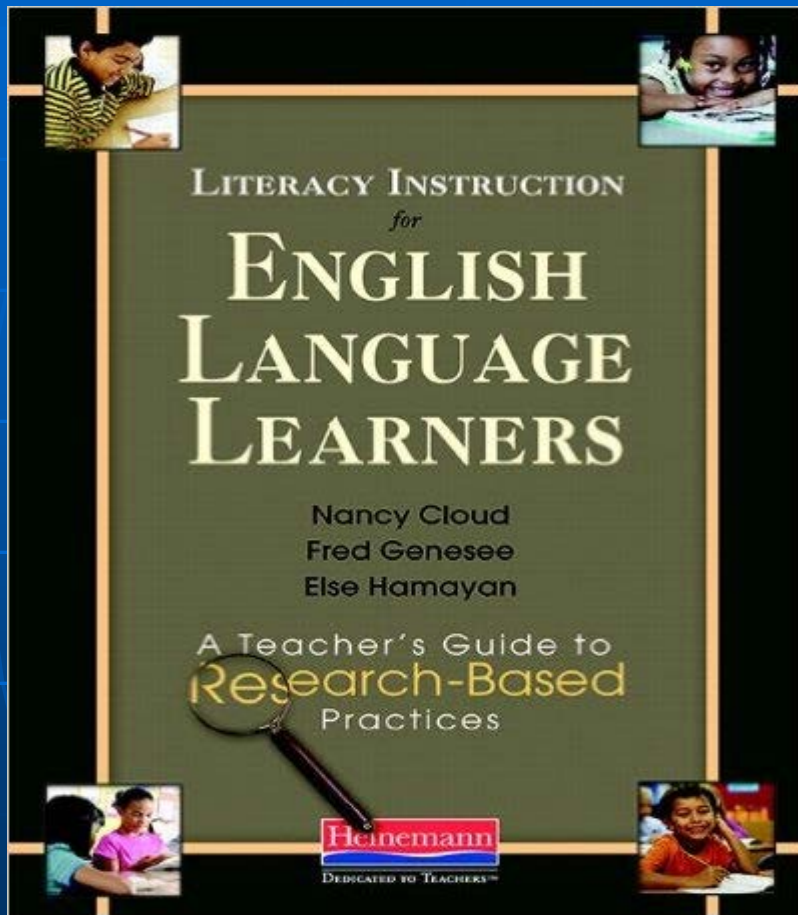
### OTHER

- use interesting, culturally-relevant, and appropriately complex texts
- develop stamina -  
<http://www.youtube.com/watch?v=1E5lbkX5NDg>

# SUMMARY GUIDE to SUPPORT STRUGGLING READERS

- ASAP
- screening and ongoing monitoring are essential
- differentiate according to students' specific needs
- integrate multiple levels of intervention — struggling L2 readers have general reading problems
- greater difficulty ⇒ greater intensity
- incorporate effective general instructional strategies for L2 learners and adapt for struggling readers

for more:



*thank you*