

- Name of Course:** Reading and Writing in English, Normal Development and Disabilities (M.Ed.)
קריאה וכתיבה באנגלית: התפתחות תקינה ולקויות (תואר שני)
- Name of Teacher:** Dr. Zehava Bigman
- Number of Hours:** Four hours weekly for one semester
- Type of Course:** Interactive lecture (second year, compulsory)
- Course Objectives:**
1. Students will acquire a knowledge of developmental and cognitive models of the reading process in L1.
 2. Students will learn to identify cognitive processes basic to reading and writing in L1 and in L2.
 3. Students will compare the reading process and reading development in Hebrew and in English.
 4. Students will develop an awareness of cognitive thought processes to be related to expressions of reading disorders in L2.
 5. Students will understand the expressions of reading disorders in Hebrew and in English.
 6. Students will be acquainted with research-based methods of assessment and intervention in L2, including computer-based, interactive programs.
- Course Outline:**
1. Skilled reading in L1
 - 1.1 Components of reading
 - 1.1.1 Accuracy
 - 1.1.2 Fluency
 - 1.1.3 Comprehension
 - 1.2 Models of skilled decoding

- 1.2.1 Dual route
 - 1.2.2 Parallel processing
 - 1.2.3 Interaction between levels of linguistic processing
- 1.3 Psychological processes basic to decoding
 - 1.3.1 Phonological processing
 - 1.3.2 Morphological processing
 - 1.3.3 Letter-sound correspondence retrieval
 - 1.3.4 Orthographic processing
 - 1.3.5 Executive control
- 1.4 Psychological processes basic to comprehension
 - 1.4.1 Vocabulary
 - 1.4.2 Reasoning and conceptualization
 - 1.4.3 Working memory
 - 1.4.4 Executive functions
 - 1.4.5 Syntax
- 1.5 Models of normative reading development
- 2. Reading Disability: expressions in L1
 - 2.1 Dyslexia
 - 2.1.1 Definitions and diagnostic criteria
 - 2.1.2 Subtypes
 - 2.1.3 Behaviors characteristic of dyslexia
 - 2.1.4 Research-based interventions
 - 2.2 Specific Language Impairment
 - 2.2.1 Definitions and diagnostic criteria
 - 2.2.2 Subtypes
 - 2.2.3 Behaviors characteristic of Specific Language Impairment
 - 2.2.4 Research-based interventions
- 3. Characteristics of English as compared with Hebrew orthography

4. Psycholinguistics of reading in L2

4.1 Cognitive processes basic to reading in L2

4.2 Normative development of reading in L2

4.3 Reading disability in L2

4.4 Research-based interventions

5. Writing in L1 and L2

5.1 Comparison of written and oral expression

5.2 Comparison of decoding and spelling

5.3 Comparison of reading and writing in L2

5.4 Characteristics of writing difficulties in L2

5.5 Research-based interventions

Methods of Teaching: Lectures, case studies

Course Requirements:

1. Attendance
2. Required readings prior to each lecture
3. Term paper which will relate to one aspect of reading or writing in L2 as compared with L1

Assessment:

10%	Required readings
30%	Term paper
60%	Final exam

References (* = required reading):

Breznitz, Z., Oren, R., & Shaul, S. (2004). Brain activity of regular and dyslexic readers while reading Hebrew as compared to English sentences. *Reading and Writing: An Interdisciplinary Journal*, 17(7-8), 707-737.

* Coltheart, M. (2006). Dual route and connectionist models of reading: An overview. *London Review of Education*, 4, 5-17.

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- * Dussias, P. E. (2003). Syntactic ambiguity resolution in L2 learners: Some effects of bilinguality on L1 and L2 processing strategies. *Studies in Second Language Acquisition*, 25(4), 529-557.
- * Helland, T., & Kaasa, R. (2005). Dyslexia in English as a second language. *Dyslexia*, 11, 41-60.
- Kahn-Horwitz, J., Shimron, J., & Sparks, J. L. (2006). Weak and strong novice readers of English as a foreign language: Effects of first language and socio-economic status. *Annals of Dyslexia*, 56, 161-185.
- Leikin, M., Share, D. L., & Schwartz, M. (2005). Difficulties in L2 Hebrew reading in Russian-speaking second graders. *Reading and Writing: An Interdisciplinary Journal*, 18(5), 455-472.
- * Lundberg, I. (2002). Second language learning and reading with the additional load of Dyslexia. *Annals of Dyslexia*, 52, 165-187.
- McCormick, S. F., Rastle, K., & Davis, M. H. (2008). Is there a "fete" in "fetish? Effects of orthographic opacity on morpho-orthographic segmentation in visual word recognition. *Journal of Memory and Language*, 58, 307- 326.
- Ming, K., & Duke, C. (2010). Gimme five: Creating a comprehensive reading lesson with all the essential elements. *Teaching Exceptional Children*, 42, 22-28.
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- * Pugh, K. R., Sandak, R., Frost, S. J., Moore, D., & Mencl, W. E. (2005). Examining reading development and reading disability in English language learners: Potential contributions from functional neuroimaging. *Learning Disabilities Research and Practice, 20*(1), 24-30.
- Russak, S., & Saiegh-Haddad, E. (2011). Phonological awareness in Hebrew (L1) and English (L2) in normal and disabled readers. *Reading and Writing, 24*, 427-442. doi: 10.1007/s11145-010-9235-1
- Schiff, R., & Calif, S. (2007). Role of phonological and morphological awareness in L2 oral word reading. *Language Learning, 57*(2), 271-298.
- Schneider, E., & Ganschow, L. (2000). Dynamic assessment and instructional strategies for learner who struggle to learn a foreign language. *Dyslexia, 6*, 72-82.
- Swanson, H. L., Howard, C. B., & Saez, L. (2006). Do different components of working memory underlie different subgroups of reading disabilities? *Journal of Learning Disabilities, 39*, 252-269.
- * Tomblin, J. B. (2006). A normativist account of language-based learning disability. *Learning Disabilities Research & Practice, 21*(1), 8-18.
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2007). Computer assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. *Annals of Dyslexia, 60*, 40-66.
- Treiman, R., & Bourassa, D. C. (2000). The development of spelling skill. *Topics in Language Disorders, 20*(3), 1-18.
- van Gelderen, A., Schoonen, R., de Glopper, K., Hulstijn, J., Simis, A., & Snellings, P. (2004). Linguistic knowledge, processing speed, and metacognitive knowledge in first- and second-language reading comprehension: A componential analysis. *Journal of Educational Psychology, 96*(1), 19-30.

- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned from the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40.
- Walter, C. (2004). Transfer of reading comprehension skills to L2 is linked to mental representations of text and to L2 working memory. *Applied Linguistics*, 25(3), 315-339.
- Woolley, G. (2010). Issues in the identification and ongoing assessment of ESL students with reading difficulties for reading intervention. *Australian Journal of Learning Difficulties*, 15, 81-98.