



Title: The State of Global Learning Poverty:2022 Update

Date: June 23, 2022

Author(s)/site: The World Bank Group

Website Link :

<https://thedocs.worldbank.org/en/doc/e52f55322528903b27f1b7e61238e416-0200022022/original/Learning-poverty-report-2022-06-21-final-V7-0-conferenceEdition.pdf>

Background of the Study

Learning poverty means being unable to read and understand a simple text by age 10. The learning poverty rate measures the proportion of children who are unable to read and comprehend a simple text by age 10. It was launched in 2019 by the World Bank and the UNESCO Institute for Statistics and is calculated by combining the share of primary age children who are out of school with the share who are in school but have not achieved this minimum proficiency in reading by the end of primary.

Aim of the Study/ Research

To give the first update of the global and regional update of global and regional learning poverty rates together with updated simulations since the covid-19 pandemic.

To lay out a plan for action, built around political commitment and interventions to recover and accelerate learning.

Interesting Quotes and Statistics

Learning poverty = schooling deprivation + [(1-Schooling deprivation) x Learning deprivation]

- in 2019 the global learning poverty rate was 57% for children in low- and middle-income countries. The rate for Africa stood extremely high at 83%, and above 50% in three other regions – Middle East and North Africa 63%, South Asia 60%, and Latin America and the Caribbean 52%.

Summary of Key Findings

- post-covid 19 the global learning poverty rate was 70%, and 89% for Africa.

- an estimated 7 out of 10 children in low- and middle- income countries now suffer from learning poverty, meaning that they cannot read a simple text with comprehension

- sustained long-term recovery requires on-going teacher support, providing well-designed text books and teaching and learning materials for all

- the need to promote foundational learning in literacy

Synthetic Phonics Research cont..



Title: Problems with Whole-Word Memorising

Date: 2023

Author(s)/site: Sue Lloyd

Website Link : <https://tcrw.co.uk/help-with-reading-and-writing-problems/causes-of-reading-and-writing-problems/part-3-problems-with-memorising-whole-words/>

Background of the Study

Research shows that it is rarely possible for anyone, even those with reasonably good memories, to learn more than 5000 words by memorising them. This limited number, which would normally take years to learn, would only give children and adults an approximate reading age of 9 years, which is nearly not enough for coping well with secondary education and adult life when there are over 1,000,000 words in English, and at least 170,000 are in use.

Aim of the Study/ Research

To highlight problems that arise from a teachers' use of whole-word memorising to teach reading, including potential difficulties for children who have good visual memories.

Interesting Quotes and Statistics

- "there is no limit to the number of words that can be stored in the brain when the words have processed through blending"
- "there are many English-speaking adults who are stuck on a low reading age because they have reached their limit of memorising 5,000 words and they have not mastered or been taught phonic knowledge to work out the words they cannot read"

Summary of Key Findings

- good readers are good at blending unknown words and this enables them to read an infinite number of words



Synthetic Phonics Research cont.



Title: Putting Reading First: The research building blocks for teaching children to read. Kindergarten through Grade 3. 3rd Ed.

Date: 2001

Author(s)/site: Armbruster, B. B., Lehr, F. and Osborn, J.

Website Link : <https://eric.ed.gov/?id=ED458536>

Background of the Study

In today's schools, too many children struggle with learning to read. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure.

Aim of the Study/ Research

To summarise what researchers have discovered about how to successfully teach children to read.

To define reading skills, review the evidence from research, suggest implications for classroom instruction, describe proven strategies for teaching reading skills and address frequently asked questions.

Interesting Quotes and Statistics

- "the hallmark of programs of phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/spelling relationships of both consonants and vowels".

- in synthetic phonics, children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.

Summary of Key Findings

- key skills that need to be acquired by children and thereby taught by teachers when teaching children to read include: phonemic awareness, phonics, fluency, vocabulary, and text comprehension

- children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words

- phonemic awareness instruction helps children learn to read and spell and is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.

- systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction

- systematic and explicit phonics instructions significantly improves children's word recognition, spelling and reading comprehension; and is most effective when it begins in kindergarten or first grade

Synthetic Phonics Research cont.



Title: A Storytelling Approach on Vocabulary, Reading, and Letter Sound Fluency of Struggling First Graders with German as Second Language with and without Behavioural Problems

Date: 2021

Author(s)/site: Barwasser, A. , Bracht, J., and Grunke, M.

Website Link : <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8317058/>

Background of the Study

To be proficient in language, various skills within language acquisition, such as phonetics and literacy, are needed. But especially vocabulary learning is immensely important, and it is shown that particularly students with L2 experience severe failure in this area. Listening to stories has been known to influence language development on different areas positively in children's oral and written language.

Aim of the Study/ Research

To investigate a multi-component storytelling intervention on vocabulary, reading, and letter sound fluency of low-achieving first graders with German as L2 with and without behavioural problems.

To estimate the effects of a storytelling intervention on the variables: vocabulary, letter sound fluency (LSF), and sight word reading in L2 students with and without problem behaviour.

Assessments done:

1. German vocabulary test
2. The Salzburg Reading and Spelling Test II
3. Test for Phonological Awareness (BAKO 1-4) – with a total of 174 tasks divided into 7 subtests: pseudoword segmentation, vowel substitution, residual word determination, phoneme interchange, sound categorization, vowel length determination, and word reversal.
4. Integrated Teacher Report Form – to identify student behaviour difficulties

Interesting Quotes and Statistics

- storytelling is a procedure where a teller tells a story in an authentic environment using gestures, vocalization, and images to convey a certain message to the audience who are incorporated in the storytelling procedure.

- using story-telling leads to gains in vocabulary, fluency, and writing skills, among other variables.

Summary of Key Findings

- Looking at the effectiveness on vocabulary acquisition, all subjects saw an immense increase in the implementation phase, with all baselines being relatively flat.

- For the second variable LSF, the baseline results are higher, i.e. some children have already had experience with German letter sounds, whilst others reveal a flat baseline with lower values. However, overall results indicate that the intervention does have a positive impact on LSF which is an important finding since other studies show that problems in LSF are related to later word-reading difficulties which are referred to almost the same age as the participants of the current study.

- With regard to sight word reading, the overall performance is weaker, and one explanation for this could be that less-proficient readers often take the non-lexical route because they have greater problems with the lexical route.

Thus, the children try to decode the words each time instead of storing them as a whole, for which the one second in the measurement is not sufficient. Thus, for these children it takes a longer time until they seem to change the route.

- Story-telling seems to also have an effect on the reading of sight words and goes partly in line by meta-analytic finding by Roberts et al (2020) who were focussed on foundational reading instruction for students with problem behaviour in grades K-12.