

A KÖZ- ÉS FELSŐOKTATÁS
ELŐTT ÁLLÓ KIHÍVÁSOK A XXI. SZÁZADBAN
KELET-KÖZÉP-EURÓPÁBAN AZ OKTATÁSI REFORMOK TÜKRÉBEN

Nemzetközi tudományos konferencia
Beregszász, 2019. március 28–29.

Tanulmánykötet

ВИКЛИКИ ХХІ СТОЛІТТЯ
У СФЕРІ СЕРЕДНЬОЇ ТА ВИЩОЇ ОСВІТИ СХІДНОЇ
ТА ЦЕНТРАЛЬНОЇ ЄВРОПИ В ПРОЦЕСІ РЕФОРМУВАННЯ ОСВІТИ

Міжнародна науково-практична конференція
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CHALLENGES OF THE 21ST CENTURY
IN THE FIELD OF SECONDARY AND HIGHER EDUCATION OF EASTERN
AND CENTRAL EUROPE IN LIGHT OF EDUCATIONAL REFORMS

International Academic Conference
Berehove, March 28–29, 2019

Selected papers

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Szerkesztette:

*Berghauer-Olasz Emőke, Gávriljuk Ilona,
Hutterer Éva és Pallyay Katalin*



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APPLICATION OF THE SIGHT WORD READING TEACHING METHOD IN THE READING DEVELOPMENT OF HUNGARIAN PUPILS

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Abstract

Research shows that the predictors of good reading skills are: general cognitive skills, working memory, the level of linguistic skills (vocabulary, grammar), phonological, later morphological awareness, the knowledge of printed letters, letter knowledge, the knowledge of the names of the letters; the ability of rapid automatized naming, automation of letter-sound association. An important part of the reading preparation of the Hungarian pupils is phonological awareness, which is indispensable on phonics (letter by letter, letter sound relationship) reading level. However, the final goal is word recognition by sight (whole word reading). This kind of word recognition is supported by the "sight word" method, which is widely used in the Anglo-Saxon world. This method is very efficient with isolating languages, but with agglutinating languages it might cause reading disorders if misused. In my paper I shall present how the sight word method can be adapted at all with agglutinating languages.

Key words: *reading acquisition, sight word method, decoding, agglutinative languages, isolation languages, phonological awareness.*

Absztrakt

Számos kutatásból tudjuk, hogy az olvasás sikerességét előrejelző tényezők: az általános kognitív képességek, a munkamemória, nyelvi készségek fejlettsége (szókincs, nyelvtan), a fonológiai, később morfológiai tudatosság, a nyomtatottbetű-ismeret, a betűismeret, a betű nevének ismerete; a gyors automatikus megnevezési készség, a betű-hang asszociatív voltának automatizmusa. A hazai olvasástanítás előkészítésének fontos része a fonológiai tudatosság, amely nélkülözhetetlen a silabizáló olvasástanulás szintjén, ám a végső cél a rápillantásos szófelismerés. Ezt a fajta szófelismerést segíti az angol nyelvterületeken terjedő sight word módszer. Ez az olvasástanító módszer igen hatékonyan működik izoláló nyelvek esetén, azonban agglutináló nyelveknél nem megfelelően alkalmazva további olvasászavarhoz vezethet. Előadásom során bemutatom, hogy a sight word módszer hogyan adaptálható egyáltalán agglutináló nyelveknél.

Kulcsszavak: *olvasáselsajátítás, rápillantásos szófelismerés, dekódolás, agglutináló nyelvek, izoláló nyelvek, fonológiai tudatosság.*

The concepts of reading

The concept of reading has changed a lot due to the research in this field. An early concept of reading grabs the aspect of knowing letters. The one who knew the letters could read. Following that, reading out meaningfully meant knowing reading (Steklács 2013). Kingston brought the communication aspect into its concept, where reading means a written message exchanged between the writer and the reader (Kingstone 1967). Then the comprehension of reading was added to the concept. Snow (2002) determines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. A decade later, in PISA assessment (2015) reading was de-

defined in a broader concept of literacy: “Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society” (PISA 2015).

The aim of reading

In our recent study we focus our attention on teaching reading (decoding) together with the meaning making. Decoding words can happen in three different ways. The one is the whole word teaching method (sight word technique), the second is the grapheme-phoneme method (phonics), and the third is the combination of the previous two. Nevertheless, the final goal in decoding is to be able to read as many words as we can only by sight to make our reading fast yet comprehensible. Sight word reading means recognizing the pronunciations and meanings of written words immediately and automatically by sight without any effort on decoding the words.

If pupils struggle with decoding words and sentences, they cannot turn their effort on meaning making.

Predicting facts about the success of learning to read

Acquiring literacy skills needs several well working skills and cognitive processes such as speech perception and comprehension, verbal and visuospatial working memory, working intermodal relationships, executive functions, part-whole relationships, visual and verbal seriality, visual and verbal long-term memory, concentration, spatial orientation, rhythm perception and shape constancy. Furthermore, knowing the names of the letters and letter knowledge in kindergarten predict later reading success. Other factors such as the size of the vocabulary, language awareness and the automatic level of the recognition of grapheme-phoneme correspondences influence reading acquisition. At the beginning of learning to read phonological awareness (PA) is a well-known predictor of success in acquiring literacy skills. Phonological awareness is a metalinguistic ability to detect, isolate, or manipulate sub-word phonological segments (or some combination of the above) (Goswami et al. 2005, Csépe 2006). The level of PA influences reading skills but PA also develops during learning to read. In the first two years of learning to read PA is the most crucial point in acquiring literacy skills, but at around the age of 8–9, it shows a ceiling effect (Csépe 2006; Blomert – Csépe 2012) while morphological awareness takes over its place.

Routes and developmental phases of reading

Coltheart et al. (2001) propose a dual route model: two routes can be used for reading written words: a lexical one (the orthography of the whole word is linked to its pronunciation and meaning), and the phonological route (grapheme-phoneme conversions). Earlier, thinking about reading determined the development in stages. “Stage” refers to a development level in which a word reading strategy occurs at each stage, and mastery is a prerequisite for movement to the next stage (Ehri 2005). But nowadays some theories refer to “phases” rather than “stages” such as Share’s theory (1999), which emphasizes that the choice between reading a word letter by letter or a whole word at a glance depends on whether the word coded in symbols is known or unknown for the reader. This theory states that at every level of reading skills we can make a choice which strategy to follow. When a reader meets a word they have never read before, the phonological decoding strategy is the effective choice, mainly in shallow orthography, but when the word is frequently read and known, the reader just glances at it because its orthography is stored as a whole unit in the visual memory.

Beginners work hard to convert letters to phonemic segments, but proficient readers can make fast and direct connexions between the written words and their pronunciation and meaning. Getting reading skills is the ability to turn letter combinations into phonemic clusters. The more beginners read, the better they will be at processing phonological representations, which also makes it possible to make faster connexions to the whole lexical items. Trained readers can retrieve the item from the lexicon based on only a poor representation of the printed word (Frost 2005). As I will discuss below, different orthographies impose different constraints on the ability to generate a detailed and accurate phonological representation.

Orthographies

The transparency between spelling and phonology varies widely among orthographies. An orthography that represents its phonology by simple grapheme-phoneme correspondences is considered shallow, while an orthography in which the relation of orthography to phonology is less transparent is said to be deep. Orthographic depth is often regarded as a continuum (Frost 2005). English orthography is irregular or inconsistent in many ways, this is why we call it deep orthography. Just one example, the same phoneme combinations can be represented by different letter combi-

nations (in the following examples all vowels are pronounced [ai] eye – I, fight, sight, etc.). Broadly speaking, in Hungarian orthography each letter corresponds to one phoneme, and each phoneme is represented by only one letter. So anybody can easily learn to read Hungarian words after memorizing the grapheme-phoneme correspondence. In shallow orthographies a reader can recover the phonological structure of the word prelexically from the printed letters. More advanced readers know larger graphosyllabic units (e.g., tion) (Ehri 2005) In contrast, deep orthographies' readers access the lexicon by fast visual glance and retrieve or try to retrieve the word's phonology from it.

From the dual-route perspective, in any orthography both prelexical and lexical processes are launched and exchange information, however skilled reading is described by a fast access to the orthographic input lexicon, which activates the phonological output lexicon and the semantic system as well (Frost 2005). Thus, skilled reading is regarded as the result of acquiring orthographic representations of printed words through repeated exposure to these words during reading acquisition.

Eye movement in reading

When reading, the eye movement cannot be described as continuous scanning. Instead, jump-like movements follow each other. The jumps are called saccadic movements, and the stops are called fixations. When reading, the distance between the starting and ending points of the saccades is 6–8 letters on average, and its duration is approx. 20 milliseconds. The duration of the fixations and the saccades strongly depend on the nature of the text. The eyes scan some words, mainly content words (nouns, verbs, etc.) for a long time, while others are scanned briefly or not scanned at all. The latter are predominantly function words (and, that, it). The rarer the written word, the longer the fixation time. The length of the word also determines the fixation. The shorter the word, (go, do, ten), the rarer the trained reader's eyes will stop at it.

The number of the scanned letters on the left and right of the place of the fixation is called perceptual span. Native English-speaking adults can scan 3 characters to the left from the fixation point and 15 to the right. (McConki – Rayner 1975). But this perceptual span depends on age and the writing system. With kids learning to read, the span is symmetric, and only later will it become asymmetric. The scanning routine is the result of a lot of training.

Phase Theory of Sight Word Reading

During the *pre-alphabetic phase*, children read words by remembering visual or contextual cues in their everyday environments such as TESCO or McDonald's sign. When children were asked to read Pepsi with one letter altered to Xepsi, most children failed to detect the changes (Ehri 2005). The *partial alphabetic phase* emerges when beginners acquire letter knowledge and can use it to remember how to read words by forming partial connections in memory. It emerges when children can use the sound values of some letters to form connections between spellings and pronunciations. For example, children might remember how to read jail by connecting the first and final letters J and L to their letter names heard in the words "jay" and "el." But middle letters are ignored, hence the name of the phase. To read new words, they may guess the words using partial phonetic cues plus contextual cues (Ehri 2005). The *full alphabetic phase* emerges when beginners acquire decoding skill and graphophonemic knowledge with phonemic awareness (segmentation, blending, substitution), cipher knowledge (non-word decoding), and sight word knowledge (recognition of misspellings). Studies show that teaching beginners both phonemic awareness and letter-sound correspondences produces larger effects on word reading than teaching beginners only phonemic awareness (Bradley – Bryant 1983, Ehri et. al. 2001). According to Ehri's (1998) theory, the *consolidated alphabetic phase* replaces the full alphabetic phase when the predominant types of connections for retaining sight words in memory are morphographic. Both monosyllabic and multisyllabic words ending with for example *ate*, *in*, *it*, *ant*, and *age* can fast become sight words, which provide consolidated units. Practicing reading words the reader processes increasingly larger units from letters to whole words. Other visual features of words such as word length, contour, and internal patterns may be retained in memory to support sight word reading. Visual codes become connected to phonological codes, which in turn activate semantic codes in memory (Ehri 2005). As readers' sight vocabularies grow and provide the analogies, this strategy becomes more common, especially if readers are taught how to analogize. Another contribution of sight word learning is to expand readers' knowledge of spelling-sound regularities.

Sight word method in English

Previous sections of this study revealed why a sight word method in teaching reading could work well in isolation languages where there are few

morphologically complex words, and they are mainly compound words or some prefixes and suffixes. As English is both isolating and deep orthographic, teaching with sight word method is rather suggested: the form of the words does not vary a lot because the place of the words in a sentence and their environment is limited, prepositions determine their actual function and consequently their meaning, so the word form of 'kitchen' can only vary in plural 'kitchens'. Sight word teaching method is fairly popular in teaching reading English and it is begun in kindergarten.

Sight word method in agglutinative languages

In this study we have discussed the importance of phonological awareness, the orthographic systems in different languages. We have introduced the use of sight word technique in teaching reading in isolation languages. But now we turn our attention to agglutinative languages, to point at the differences in learning to read driven by the language type.

The Hungarian language has a consistent grapheme-phoneme correspondence, it is determined as a typical example of shallow languages. The Hungarian orthography (14 vowels – five of them have a long and a short form, 25 consonants with some digraphs and a trigraph 'dzs') is fairly transparent. Long vowels and geminated consonants change the meaning of the words, for example 'áll'= stand, 'ál'= fake, 'kor'= age, 'kór'= disease. Due to the strong grapheme-phoneme correspondence non-words are easily readable in contrast with English.

Vowels in suffixes usually have two or three forms for example 'ban/ben'= 'in', 'hoz/hez/höz'= 'to'. Their use depends on the vowels in the stem according to the so called vowel harmony, to make the pronunciation easier, so we use 'kert+ben'= 'in the garden', and not 'kert+ban'. In contrast with the easy, transparent orthography the Hungarian has a complex inflectional morphology system, which can cause and create such usual complex words as 'megemberesedik', where 'meg' is a prefix, 'ember' is the stem, 's'+ 'dik' are suffixes. All morphemes have different meaning. And stems can also vary in complex words, for example: 'bokor'= 'bush', but in accusative the stem is 'bokr'+o+'t' ('t' is the sign of object case). The case system consists of numerous cases, some of them mark grammatical cases (nominative, accusative, dative), plus cases can mark possessors for example, and many locative, temporal aspects. Verbs can be followed by tense (present, past, conditional present and past), mood (indicative, subjunctive, imperative) and suffixes indicate person and number. As we

can see morphology and morphological awareness (and not orthography) plays a huge role in acquiring literacy. Thus, the aim in teaching reading is to teach pupils to analyse the new words letter by letter and chunk by chunk, morpheme to morpheme to catch the complete the meaning of a word. Therefore, in Hungarian explicit phonological training is inevitable for beginning readers to develop alphabetical knowledge to acquire basic reading skills (Csépe 2016), that is decoding.

Csépe, Gyurkóczka, Szűcs és Lukács (2002) examined phonemic awareness in a longitudinal study for two years, where the first group was taught to read with a grapheme-phoneme method (phonics method) and the second was taught by whole word (sight word) method. The latter method expects the children to gain the rules from the whole word patterns, and to get to the level of phoneme-grapheme correspondence by the 2nd grade. But it was not the case. Learning to read by the whole word method does not help children to gain syllabic and phonemic awareness, so it does not contribute to a better representation of phonemic awareness. This is the conclusion in another research where the phonic group can read more precisely than the whole word group can and the whole word group performed worse than the dyslexic group in non-word reading and their performance in reading low frequency words (such as number words) was similar to that of the dyslexic group (Csépe et. al. 2002; Csépe 2016). So the more transparent the language is mainly with agglutinative languages, the more children profit from phonics instruction (Csépe 2016).

Nowadays in Hungary the analytical-synthetical complex phonics instruction is the main teaching method in acquisition of reading but without much morphological awareness. In the first two years of learning to read the phonemic awareness is the most crucial point in acquiring literacy skills, but at around the age of 8–9 it shows a ceiling effect (Csépe 2006; Blomert – Csépe 2012), while morphological awareness takes over its place. Morphological boundaries and boundaries of syllables sometimes overlap. This fact is important from the point of view that children in Hungary can recognize syllables at the age of three. So from our point of view, it would not be “of the devil” to teach morphological sensitivity and awareness to children soon after they can read basic words.

Knowing the frequent morphemes will accelerate the process of learning to read for beginning readers. This is especially true with long, multisyllabic words (Wolf 2008). Meaning is easily associated to those new words that consist of new combinations of known morphemes. Not

only does morphological awareness help develop reading and text comprehension, but also reading itself helps develop morphological awareness. Not only does it multiply the number of the known morphemes, but at the same time it multiplies their possibilities for combination: the larger the vocabulary, the higher level of creativity is available for the individual.

Books which help to develop sight word reading

In Hungary supporting children to get to the reading level where they can read words by sight is advised to happen with lots of reading practice according to the children's reading age. The reading age means the children are offered books to read which give them sense of achievement but there are also some challenges in them. There are some series of short books which offer stories to read of various reading levels beginning with picture books and the 2nd level offer some short sentences with big pictures. The words in the book are repeated many times to reach sight word level soon, and at the beginning the format of the words does not change much. In Hungary one of the series I could offer for example is "Aranyfa" series. This kind of series can be found in other languages as well. (There you can find examples for this: <https://en.calameo.com/read/003374024b2fbca20ed92>)

Discussion

In this study I have presented the phenomena of the different stages of 'sight words' concept, which proved that children in kindergarten can "read" words by the characteristic images of the words (TESCO); this is the logographic stage. After learning some letters, they try to find out from the salient letters what word that could be, and at the orthographic level they have visual mnemonics about the word as a whole, or they know all the necessary letters to read out the words and remember their visual forms from previous practices. After a time they have a huge collection of vocabulary in their memory bound to its pronunciation and meaning, which make them capable of sight word reading. Nevertheless, when they meet new words, they have to start to learn to read out the word again but in different ways in a language which has deep orthography (some previous example could help them try to find the pronunciation of the word) or with letter-sound correspondence in a language which has shallow orthography.

Huge amount of research could be read on learning to read in English and only a few on learning to read in an agglutinative language, which needs a different method as learning to read a language which belongs to the isola-

tion type of languages. We presented some well-documented research that the morphological complexities of a word would not let the reader not analyse all the parts of the word if not all the letters, but all chunks belonging to the meaningful morphemes. Teaching sight word technique in Hungarian could be a dead end. What we could do is to offer students books at their reading age level and meanwhile instructing them morphological sensitivity and awareness, to use it while reading out and understanding newly seen written forms of the words. Giving them lots of examples makes them use analogical thinking not only with the forms of the words but with the special meanings of the morpheme. I suppose this study has proved that copying sight word technique from the Anglo-Saxon teaching method could cause lots of functional illiterate people in Hungary, as it forces to give up reading new/unknown words letter by letter, which would lead to leaving out important, meaningful morphemes in meaning making.

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