

the Spalding NEWS

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Spalding Education
INTERNATIONAL

Around The World With Spalding

Global demand for English proficiency and the resultant search for effective instruction is propelling *The Spalding Method* around the world.

According to David Graddol, a linguist and researcher, "It's gotten to the point where almost in any part of the world to be educated means to know English."

English is the dominant language of many professions, of the sciences, and of the internet where 80 percent of the world's electronically stored information is in English.

For immigrants to English speaking countries, English proficiency may be the difference between self sufficiency and penury.

Spalding goes global

One of the auxiliary benefits of Spalding courses is the opportunity to meet individuals from different countries who have taught and are teaching English with *The Method* with great success. *Spalding News* is privileged to share the Spalding experiences of three exceptional individuals and to tell you about a 4th who lives and teaches in Australia.

The desire to make a difference and the determination and dedication to do so are not circumscribed by national borders.

Inspirational Indonesian

Meet Yuliana Sidje Tjiptodihardjo. She doesn't look like a crusader, but looks are deceiving. This diminutive mom with the ready smile is on a mission to teach English to the children of Indonesia for all of the just stated reasons.

Bahasa Indonesia is the national language of this island nation of over 240 million people. Some 300 distinct languages or regional dialects are spoken in Indonesia and, in addition, older people may speak some Dutch, a remnant of Indonesia's past as a Dutch colony. Today, however, English is the language of choice for business, tourism, and study. Yuliana learned English in Australia where she studied for 9 years.

"The ability to speak, read, and write fluent English will determine the future of Indonesian young people," Yuliana said. That's why, when her son reached kindergarten age, she was determined to find a way to teach him to read and write English.

"If English is taught at all, it is taught by private school kindergarten teachers whose own grasp of the language is limited.

(Continued on page 3)

Research Basis for Teaching English Language Learners



The experiences recounted on these pages by Spalding teachers indicate a high degree of success in teaching English Language Learners (ELLs) or, depending which acronym is in current favor, English as a Second Language (ESL).

The reasons for that success are not mysterious. The components of effective instruction for monolingual English speaking children were identified by The National Reading Panel (NRP). *Research-Based Methods of Reading Instruction for English Language Learners* by Sylvia Linan-Thompson and Sharon Vaughn summarizes the research* for teaching those components to English Language Learners and adapting instruction to meet ELLs' unique needs.

Drawing on this informative book, *Spalding News* explores some of the reasons *The Spalding Method* works so well with these students.

NRP Components

The Spalding Method, of course, includes all the components of effective instruction outlined by the NRP. In addition, diagnostic teaching and differentiated instruction are embedded in *The Spalding Method* and are key to Spalding's effectiveness with all students.

Based on the research evidence, the authors emphasize the importance of **phonemic awareness** for second language learners. They write, "... Phonemic awareness is an important component in the acquisition of literacy and, therefore, it is critical that English Language Learners acquire this skill as soon as possible." They note that the effectiveness of phonemic awareness has been documented with both alphabetic and non-alphabetic languages. They also cite evidence that "once children have acquired

this skill in one language, they can apply it to another."

The research is equally clear that **phonics** is a necessary component for English Language Learners' reading instruction. "Phonics and word study instruction provide an opportunity for children to learn that there are systematic relationships between letters and sounds, that written words are composed of letter patterns that represent the sounds of spoken English and that recognizing words quickly and accurately is a way of obtaining meaning from what is written."

The steps the authors recommend for ELLs are also part of *The Spalding Method*. "1. Teach letter-sound correspondences explicitly and in isolation initially; then provide multiple opportunities daily to practice using this new knowledge to read and write. 2. Provide practice opportunities with new letter-sound relationships as well as previously taught relationships. 3. Give ELLs opportunities to apply their knowledge of letter-sound relationships to the reading of phonetically spelled words that are familiar in meaning. 4. Provide additional practice in the sounds that are not part of a student's home language."

In *The Spalding Method*, teachers are to provide extra practice of phonograms students find difficult. As in Spalding, the authors emphasize the importance of "rapid and accurate word reading."

The importance of decoding strategies that focus on **word structure and syllable division** are also noted. They are taught in *The Spalding Method* to help students sound out multisyllable words and determine their meaning. Or, as the authors write, "Teaching word parts (prefixes and suffixes) helps with reading, spelling, and meaning by calling attention to the regularities of the language."

According to Linan-Thompson and Vaughn, one of the biggest mistakes made by ELL teachers is delaying **literacy instruction**. "Teachers erroneously assume that students who have limited English abilities are also cognitively limited, and therefore provide limited
(Continued on page 8)

The Spalding News

In 1986, Romalda B. Spalding established the Spalding Education Foundation (now Spalding Education International, or SEI) to perpetuate her Method, and to maintain the principles and procedures which have made *The Spalding Method* so effective.

Through ongoing professional development, SEI provides the highest quality literacy instruction to public, private and home educators, and ultimately to all students. Today, SEI trains teachers and accredits schools in *The Spalding Method*, which continues to be validated by current research about the way children learn.

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Inspirational Indonesian (Continued from page 1)

The result," Yuliana said, "is that children leave kindergarten unable to communicate well in either language."

She did what everyone seems to do these days. She went to the Internet for help. She found it in the person of Julie Anders, a Spalding Teacher in Cypress, California. "What are the chances that out of all the people in the world, I would find Julie and Spalding?" Yuliana asked, her eyes wide with wonder. "I was truly blessed," she said.

A friendship developed, and in 2005, they arranged to meet in California where Julie taught Yuliana *The Spalding Method*. Yuliana taught her son, Owen.

The school her son attended did not believe in phonics, and as a consequence, Owen hadn't been doing well. Intrigued by Owen's progress with Spalding, the teacher wanted to know more.

Yuliana arranged to teach her Spalding. The teacher then taught her class. Before long this teacher's students were far ahead of the other classes at the school.

Parents noticed the progress the Spalding-taught children were making, and the good news spread.

The result was that another school in the same district hired Yuliana to teach their teachers *The Method*.

Yuliana didn't stop there. Knowing the importance of all children learning phonics, she used an after school music program she had established to teach Spalding to still more children.

"We began with 5 students but when the parents saw what those children could do, enrollment grew to 100 students ranging in age from 3 to 16," she said.

But Yuliana knew she needed more knowledge and more expertise than her California interlude had provided.

Fast forward to the present. Yuliana, her husband, Tony, and Owen came to Phoenix in June so Yuliana could enroll in *Writing*

Road To Reading 1 (WRTR 1) taught by Janie Carnal in the SEI classroom.

"I now know all the things I wish I had known when I taught the teachers," Yuliana said. "The teachers want very much to learn more as they had many questions I could not answer. They need to take the course, but the school board does not agree, and few teachers can afford to pay for the course on their own."

In a nation with a per capita income of \$3,900, cost is a significant deterrent. Yuliana wants to persuade the school board to fund the teachers to attend the



Yuliana and Owen

WRTR 1 course she wants to organize in November.

"The first step is to equip the teachers," she said. (It appears that persuading the powers-that-be of the importance of professional development is a universal problem!)

Yuliana said that when she returns to Indonesia, her first goal would be to persuade private schools of the value of Spalding so they will enroll their teachers in WRTR 1.

The public schools may be more difficult. To get a fair hearing from the government education bureaucracy, Yuliana will have to overcome many obstacles.

One unexpected obstacle is the recent resurgence of violence by militant Islamic groups. On July 17, bomb blasts ripped through the JW Marriott and Ritz-Carlton hotels in Jakarta's business district killing nine people. Dozens more were injured in other, apparently coordinated, attacks. These attacks are the first in several years as the government has made considerable progress in thwarting security threats and increasing political stability.

However, the attacks have caused Yuliana to reconsider her plans. She recently wrote SEI's Dr. Mary North expressing safety concerns and the possible postponement of the November course.

She also had some good news to impart. "I have many children aged 3.5 years old to 4 years old enrolling for reading lessons. We have started using *The Spalding Method* with them and it works wonderfully!!!"

Having spent time with Yuliana and her husband, your editor is inclined to think that if faith, energy, and dedication count for anything, neither bombs nor bureaucracies will deter her for long. ★

Series 2 Readers Complete

All 24 *Series 2 Spalding Beginning Readers* can now be ordered.

Reading and Loving It, Series 2 provides all the benefits of *Series 1 (Learning to Read and Loving it)* but at more advanced skill levels.

Students are able to practice decoding and comprehension skills and hone their abilities to discern text type and point of view. Call SEI for details.

Two Ladies from London



Margaret Browne and Christina Christofi in Mesa, AZ

Christina Christofi and Margaret Browne traveled from London, England to Mesa, AZ to enroll in Janie Carnal's *Integrated Language Arts 2* (ILA 2) class this summer. Two more dedicated and enthusiastic Spalding teachers would be difficult to find.

They teach at Baytree Centre, a small training centre for girls and women located in the heart of Brixton. Brixton, in the London Borough of Lambeth, became infamous during the 1980s due to a high degree of social unrest. Its large immigrant population, high unemployment and street crime, including drug dealing and violence, signify a community in trouble.

To mitigate some of these problems, Baytree Centre was founded in the early 1990s by the non-profit charitable Dawliffe Hall Educational Foundation. The Centre is also supported by local government, businesses, and other charities.

The mission statement of Baytree is "to create pathways towards social inclusion for inner-city families. We provide education, training and personal and social development for women and girls."

Baytree believes that if you educate a

woman, you educate a family, and the entire community benefits.

Although time did not permit an interview with Christina and Margaret when they were in Mesa, the marvels of modern technology enabled

Spalding News to conduct one by email. Questions were sent and graciously answered by Margaret (in collaboration with Christina) and pictures for this article were provided. The result of this correspondence follows.

How many staff members at Baytree and what do they do?

"There are about 35 paid members of staff, working either full or part-time, and a large cohort of volunteers who help either in the youth projects or with the women. Those learning English are taught in groups. Class sizes vary, but can range from 6 to 21. The vast majority are immigrants learning English as a second language. When funding is available, Literacy classes are offered to first-language English speakers."

How did you hear about Spalding?

"We first heard about Spalding in the late 1990s. One of the managers had a sister working in the Tangara School in

Australia. She had seen the school's results improve so dramatically that she suggested we offer Spalding to our women.

"At that time the teachers were worried about those immigrants who had learned to speak basic English but could not pass any of the exams we administered because the women could not read.

"We would sigh with relief when the questions were based on pictures, but despaired if words were printed.

"The Centre Manager, Mae Parreno, had three young children, and she suggested that the staff at the primary school they were attending be trained in Spalding along with two Baytree teachers" (Christina and Margaret), "the only two teachers at the time."

Who did the training?

"In May 2000, two trainers came over from Australia - Dorothy Livingstone and Dawn Hill- to deliver ILA 1 at Oakwood School.

"In the summer of 2004 they taught the course again and two more Baytree staff took the course for the first time while Christina and I took it for the second time."

When did you begin teaching Spalding?

"Right after the first course in 2000, we implemented a pilot project for one term. Women attending ESOL classes, (*English for Speakers of Other Languages*), but identified as needing to learn to read from scratch, were invited to three extra 45-minute classes per week.





"Christina and I worked together with 12 women. The results were remarkable. The women did learn to read and Lambeth Council immediately agreed to fund a Spalding program beginning the following September. We have been running Spalding programs with the help of different funders ever since.

"I moved from the youth department to the adult sector as demand for literacy classes was so high."

What effect has Spalding had on you?

"I have been teaching since 1974. I have taught primary, middle, and secondary schools, and have struggled to help those with reading problems. I am convinced that Spalding is the best and most efficient method, especially if class sizes are large.

"Christina has been teaching ESOL here since 1996, but previously taught English in Greece, in various private language schools. Now she is also the ESOL/Literacy coordinator, and oversees all the adult classes provided by Baytree. I am the full time ESOL/Literacy teacher. We both love teaching, and think Baytree is a place where we can make a difference in people's lives."

What about your students?

"Spalding has made an enormous difference over the years. We have



attend the extra Spalding classes that were available to those who wanted them. Even though she did not have literacy problems, she appreciated the fact that she could learn the spelling rules and word analysis techniques.

"She went on to study further ESOL at the local college, where her teacher wanted to know who had taught her handwriting and spelling. When she progressed to an Accountancy course, her fellow students

(Continued on page 6)



Margaret counting sounds testimonies from women who say their confidence and self-esteem have grown since they learned to read. Those with young children find it easier to help their children with homework or reading practice, and many appreciate the fact that they can teach their children how to produce neat handwriting.

"Sometimes women are happy to attend more than one course, while others become confident enough to apply for jobs or start higher level courses at local colleges.

"One of our biggest success stories concerns a Kosovan lady who learned to speak English from scratch here at Baytree, and also took the opportunity to



The student on the left is from Somalia. The one on the right is Eritrean. Those in the back are from Colombia and Ghana.





asked her why she was so proficient at spelling, even though, unlike them, English was not her first language. She also passed on what she learned to her little daughter, and was proud to inform us that, thanks to Spalding, the child was put into the top English group in her primary school. The lady now works as an accountant in Central London.

"One of the funniest testimonials came from a lady from The Gambia in West Africa. She and a partner were caught trying to break a car clamp. (A car clamp is a device used by municipalities to immobilize a car that is illegally parked.)

"When the solicitor's letter about the court case arrived, the lady was told to read it. It was her 'aha' moment. She realized that Spalding had worked, she

could read, and all worries about the potential fine just faded away."

Tell us about the ILA 2 class.

"Christina and I had been waiting for an opportunity to take ILA 2, and we had an amazing experience in Mesa. In addition to wonderful teaching by Janie Carnal, it was such a joy to meet other Spalding teachers who are teaching it with such commitment and enthusiasm."

What's next?

"We are looking forward to implementing Spalding in September. The term starts on the 14th.

"The great news is that an educational trust, the Walcot Foundation, has agreed to fund the Spalding project for two years, and will allow both native English speakers and ESOL students to attend. Some will have attended literacy classes before, while others will be starting from scratch.

"We will also be giving one or two classes per week in local Children's Centres. It will be interesting to see how well the mothers progress in those circumstances.

"Phonics methods are now becoming increasingly popular in UK primary schools. It is Baytree's ambition to have teachers of adults and children learn *The Method* here, so its success can spread far and wide." ★

St. Spyridon's Success

Spalding News is indebted to Dr. Carol Margeson and Acting Assistant Principal Aristeia Synesios for the following information about St. Spyridon College Junior School in New South Wales, Australia.

The school adopted *The Spalding Method* in 2001 when whole language was the preferred method of teaching literacy. Since then, according to Acting Assistant Principal Synesios, the ability of students to spell, write, and read has improved greatly.

The school was built to serve Greek children and their families, but students come from 20 different cultural backgrounds.

For the past 10 years, Dr. Margeson has worked with teachers, parents, and children at the school. (See *The Spalding News*, Issue 4 2008 for more about Dr. Margeson and her clinic for special needs children).

All of the teachers at St. Spyridon take the initial Spalding course as a condition of employment. Staff are then encouraged to complete Spalding 2.

Each year, the parents of kindergarten students attend night classes to become familiar with the phonograms, rules, and core vocabulary. They also review the grammar, text types, and attributes of literature their children will learn.

Parents quickly become enthusiastic supporters of Spalding and are able to work in concert with the teachers to ensure that their children acquire the skills they need and develop a love of books.

St. Spyridon is rapidly gaining a reputation for academic excellence. Many non-Greek families are seeking to enroll their children because they know the school will provide a firm foundation in the basics.

Dr. Margeson told *Spalding News*, "I was recently asked to see a child from a family of Russian background who was not
(Continued on page 8)



ILA 2 class from left to right. First row. Ginger Ehrke, Janie Carnal (SCTT), Angela Sanders, Lisa Bolton, Heather Bornowski, Laurie Schwartz, Shauna Clevenger, Margaret Browne, Terri Long. Last Row: Christina Christofi, Rebecca Parker, Tracey Marr, Holly Garcia, Jeff Abrams, Shannon Kocher, Crystal Solorzano, Renae Kuhse, Donna Pyle.



Q Does Spalding have vocabulary instruction for its spelling words? For example, are there vocabulary or parts of speech worksheets that can be used with each week's spelling words?

A Research says that vocabulary is best taught by giving children a variety of ways to learn unfamiliar words. In the Spalding spelling lesson, they learn to write, spell, and pronounce each word. In the writing lesson, they learn the meaning, usage, and parts of speech of the same words and use them in sentences. In this way, children *own* those words. See daily lessons in *Grade Level Teacher Guides*. See sample lessons on <www.spalding.org>

Q Should we be administering our weekly spelling tests using the words dictated that week, or should we be testing using the words dictated the previous week? I have always followed the former process and have observed excellent student achievement. However, other teachers believe the latter process is what Spalding intended. I would appreciate clarification on this issue.

A Assessing words the same week they are taught and practiced is aligned to the new *Spalding Teacher's Guide*. You are experiencing success because the spelling lessons for that week are integrated in the writing lessons. Multiple exposures to the same words leads to mastery of those words.

Q I need a program for a child who is now in the 4th grade and is falling behind because of her reading. Do I start from the beginning?

A Spalding is very successful with struggling readers. Start by assessing your child in spelling because spelling and reading are closely related. Students should spell at least one year above their current grade in school so they can easily read and understand grade-level vocabulary.

We will send you a free pretest taken from our *Grade-Level Teacher Guides* to determine which *Grade-Level Teacher Guides* you should use to begin instruction.

Q Where are the rules for forming plurals discussed? I came across something that said we simply add an 's' to a word ending in 'y' to form the plural if there is a vowel preceding the 'y'. If there is no vowel before the 'y', it is changed to an 'i' and then we add 'es'. Examples: donkey(s)penny(ies)

A You submitted a great question. Example words and explanations for each type of plural ending are given

in the Teacher's Guide at each grade level. They are in the planning section in the writing objectives of the lesson plans.

Q Day 1 in Lesson Plans of the *Sixth-Grade Teacher Guide* lists Section V as a section to review. Does that mean you teach every word?

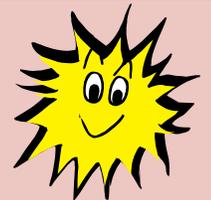
A Page iii in the front of the Guide explains how to get started by pretesting at the beginning of the year. The intent of the review sections is to reteach selected words that have difficult phonograms, unusual pronunciations, and homonyms such as principal/principle that are easily confused. It is not necessary to dictate every word in the review section because most incoming sixth-graders will remember how to spell the easier words from the previous year.

However, all words are not equal. Those that follow English spelling rules are more easily learned. For sixth grade, direct instruction begins with Section W. That is where you begin dictating every word. The pattern of reviewing the previous section the first week of school is followed in grades K-6.



Headline Bloopers

Sometimes it is more effective to make a point with humor. Consider these persuasive arguments for proof reading. Many thanks to Spalding Tutor Gail Thiele for sharing.



Police Begin Campaign to Run Down Jaywalkers - *No repeat offenders.*
Juvenile Court To Try Shooting Defendant - *Does that work better than a trial?*
Red Tape Holds Up New Bridges - *Must be better than duct tape!*
Kids Make Nutritious Snacks - *They taste like chicken.*
Local High School Dropouts Cut in Half - *That'll teach them!*
Hospitals Are Sued by 7 Foot Doctors - *Why aren't they playing basketball?*
Panda Mating Fails; Veterinarian Takes Over - *What a guy!*
Miners Refuse to Work After Death - *Those lazy so and sos.*
New Study on Obesity Looks for Larger Test Group - *They weren't fat enough?*
Man Struck by Lightening Faces Battery Charge - *Shocking!*

St. Spyridon (from p. 6) English Language Learners (Cont. from p. 2)

doing well in the local public school. The family sent him to St. Spyridon for help and he is now progressing nicely and is so much happier. Fancy that! A Russian child goes to a school that teaches Greek to learn English.”

Dr. Margeson says she is impressed with the general atmosphere of the school which she sees as consistent with the Spalding philosophy. "The children's physical and mental well being is paramount.

“The administration and staff like the Spalding approach to literacy education because it engages children's higher level thinking skills. Even the kindergarten children are confident after a few months of instruction: 'I can read that!' they say happily.

"Their results on the PIPS test (Performance Indicators in Primary School) at the end of kindergarten put St. Spyridon students 80% ahead of other children their age in the general community. Much of the credit for these exemplary results is attributed to *The Spalding Method*," Dr. Margeson said. ★

access to higher-level thinking skills.”

In *The Spalding Method*, literacy instruction begins the first day of school as stories are read aloud. Comprehension strategies are introduced that will later be applied in reading.

Linan-Thompson and Vaughn also recommend teaching comprehension strategies to ELLs to help them derive meaning from text.

Among the **instructional practices** common to effective teachers, researchers identified explicit teaching, monitoring student progress, and ample opportunities for practice.

Explicit instruction is defined as “task-specific, teacher-led instruction that overtly demonstrates how to complete a task and can be used to teach students both basic and higher level reading skills.”

Elements of explicit teaching include “setting and articulating learning goals, illustrating or modeling how to complete a task, and assessing students' understanding and ability to complete the task independently.” Also recommended are establishing routines and “easy

to follow procedures.” All of these instructional practices are part of *The Spalding Method*.

The authors discuss the importance of **integrating instruction**. "Daily integrated lessons that include explicit introduction of letter-sound relationships and provide opportunities to blend the sounds to read words, to build words, to read decodable texts, and to practice spelling words will enhance students' beginning reading experience."

Unlike most programs that teach spelling, writing, and reading in separate units, Spalding integrates instruction to reinforce skill and concept acquisition and provide opportunities for application.

Although space prohibits a more detailed review, *Spalding News* has attempted to explain some of the reasons English Language Learners are so successful with *The Spalding Method*.

**Research citations have been omitted from the quoted material to save space and enhance readability.*



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Take The Writing Road
to Reading success