

**EALD Teachers' Attitudes Towards Using the
Simple View of Reading (SVR)
to Improve the Reading Proficiency Levels of
Aboriginal EALD Students
in One Very Remote Setting**

By

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Statement of Originality

I hereby declare that this submission is my own work and to the best of my knowledge, it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the award of any other degree or diploma at Flinders University or any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom I have worked at Flinders University or elsewhere, is explicitly acknowledged in the thesis. I also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the research project's design and conception or in style, presentation and linguistic expression is acknowledged.

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List of Abbreviations

AC	Australian Curriculum	L2	Second Language
ACARA	The Australian Curriculum, Assessment and Reporting Authority	LC	Language Comprehension
AEDI	Indigenous Australian Early Development Index	LBOTE	Language Background other than English
AES	Aboriginal Education Strategy	NAPLAN	National Assessment Program – Literacy and Numeracy
APY	Anangu Pitjantjatjara Yankunytjatjara	NLLP	National Literacy Learning Progression
COAG	Council of Australian Governments	NT	Northern Territory, Australia
D	Decoding	PAT-R	Progressive Assessment Tests in Reading
DECD	Department of Education and Childhood Development	PISA	Program for International Student Assessment
DfE	Department for Education (formerly DECD)	RC	Reading Comprehension
DIER	Direct and Indirect Effects Reading	SA	South Australia
DIME	Direct and Inferential Mediation	SAE	Standard Australian English
EALD	English as an Additional Language/Dialect	SLA	Second Language Acquisition
EFL	English as a Foreign Language	OECD	Organisation for Economic Cooperation and Development
ELL	English Language Learners		
ESL	English as a Second Language		
GSA	Government of South Australia		
HITS	High Impact Teaching Strategy		
IELP	Intensive English Language Program		
L1	The First Language		

ABSTRACT

One of the most important outcomes of any education system, including the primary education system, is to produce literate citizens who can read and write. However, for decades, Aboriginal students from very remote schools in South Australia (SA) have not achieved this significant outcome. Consequently, a reading comprehension (RC) gap exists between them and their non-Aboriginal peers and there is a strong need for a suitable teaching model. The Simple View of Reading (SVR) reading model, first proposed by Gough and Tunmer in 1986, posits that reading comprehension is the product of word decoding and language comprehension. Thousands of studies undertaken globally and in Australia's mainstream schools have largely confirmed its successful use as an evidence-based reading model for teaching both English and additional languages. However, there is a lack of research investigating its use for teaching English as an Additional Language/Dialect (EALD) students in very remote school contexts in South Australia (SA). The purpose of this qualitative study was to examine the attitudes of EALD teachers in schools in one such very remote setting in SA towards using the SVR model to teach their Aboriginal EALD students Standard Australian English (SAE) to improve their reading proficiency, narrowing the existing reading achievement gap between them and their non-Aboriginal peers. Analyses of data collected from one-on-one semi-structured interviews with seven EALD teachers from three schools revealed that some had positive attitudes towards the SVR model and viewed it as beneficial for teaching RC. These findings underscore the importance of the SVR and are consistent with the existing international literature. Despite its limitations in its research context and methodology, the findings could contribute to narrowing the gap in the literature on the application of the SVR model in Australian EALD contexts, especially in SA school contexts. The study makes recommendations that could also inform EALD teachers and policy makers on the benefits of the model and its feasible use to teach Aboriginal EALD learners. However, further research is needed in other remote EALD school contexts across SA and beyond to provide more empirical evidence on its effectiveness state-wide and nation-wide.

CHAPTER 1: INTRODUCTION

The essence of any education system is to produce literate citizens and Australia has always held a high rank in status when it comes to providing quality Education among Organisation for Economic Co-operation and Economic Development (OECD) countries. However, since 2000, the Program for International Student Assessment (PISA) demonstrates that while performance improved marginally, very remote Aboriginal EALD students continue to display lower academic performance than their non-Aboriginal peers (reading 68 points behind the OECD average) and tertiary education is less accessible to them (Main & Konza; OECD, 2013; 2014). Indeed, reading is an area with a widening achievement gap between Aboriginal students and their non-Aboriginal peers (ACARA, 2016).

Nunan (1999) notes that while teachers spend more time teaching reading than any other skill, one of the criticisms of many global education systems is paradoxically the high rate of illiteracy among students even after spending up to twelve years at school. This claim is supported by the Department for Education (DfE) (2016) which says that “Learning to read is one of the most important educational outcomes of primary education. The ability to read is fundamental to children’s learning, including their development of broader literacy skills” (p. 1). Following this argument, the Australian education system would be indicted for its failure to increase reading (literacy levels) among its Aboriginal students from very remote settings. This is because to access the curriculum, these EALD students require a certain level of SAE proficiency and the wider the reading gap, the more difficulty they experience (DECD, 2015; Dennaoui, Nicholls, O’Connor, Tarasuik, Kvalsvig & Goldfeld, 2015).

To help close the reading gap, this study examines some reading theoretical models before choosing to adopt the Simple View of Reading (SVR), which is well supported by the science of reading (Duke & Cartwright, 2021). It is important to understand what opinions the EALD teachers of Aboriginal students hold towards the SVR, one of the reading models, and how it

could be used to improve reading proficiency, because as Krashen (2011) argues, strong language proficiency skills are dependent upon the acquisition of strong reading skills.

1.1 Overview of Chapter 1

Chapter 1 is an introductory chapter which is structured into seven main sections. First, it describes the context of the study by presenting the Australian Federal and DfE's initiatives to address the education achievement gap for Aboriginal students in Section 1. It then provides the research problem statement (in Section 2) and rationale (in Section 3) to support the purpose of research. Next, it defines the three key guiding concepts of reading proficiency, the SVR and teachers' attitudes which are all relevant for the study in Section 4. Sections 5 and 6 are the research's aim and question, aligning with the chosen research problem followed by a definition of the scope of the study in Section 7. The chapter concludes with a summary highlighting the chosen research context, its focused research aim and question, laying a solid foundation for conducting the study.

1.2 The Context of the Study

1.2.1 Closing the Gap: The Australian Federal Government Program

In 2016, there were 207,852 Aboriginal and Torres Island Students enrolled in schools across Australia. 14,500 of them attended school in remote and very remote schools (ACARA, 2016). While the majority are native SAE speakers born in metropolitan areas, many of them in the very remote areas enter school only speaking Pitjantjatjara and Yankunytjatjara languages as well as other first languages. They live in homes and communities with no or very limited exposure to SAE where it is typically used in some official government businesses, the local shop, school and the justice system (Freeman & Staley, 2017; Macqueen, Knoch, Wigglesworth, Nordlinger, Singer, McNamara and Brickle, 2018). For EALD students to access the SAE curriculum and function in the classroom, it takes anywhere between 1 - 6.5 years to develop a sufficient level of proficiency,

and without such achievement this presents challenges, as these students are learning to read SAE, through SAE and in SAE (learning to speak and understand it) (Dennaoui, et al., 2015; Goldenberg, 2020). Being proficient in a language is essential for learning to be literate in that language (McIntosh, Sophie, O’Hanlon, Renae & Angelo, 2012). To participate in education, Aboriginal students require proficiency and must develop competency in SAE, without which it becomes their nemesis, de-motivates them and contributes to chronic absenteeism from school (Reynolds, 2005). The result is a widening reading gap between them and their non-Aboriginal peers.

To address this endemic achievement problem, the Council of Australian Governments (COAG) made a commitment to implement seven targets in a 10-year strategy known as “Closing the Gap” (MCEETYA, 2008). Two of the targets of this strategy were halving the reading, writing, numeracy and year 12 attainment gap by 2018 (Main & Konza, 2017). However, the 2019 ‘Closing the Gap’ report showed that while the year 12 attainment target had been met, other targets such as that of reading were likely to be unmet (ACARA, 2018; 2019). It is believed that closing this gap is important because educational attainment opens economic opportunities for Aboriginal people, providing them with greater employment opportunities (Prime Minister’s Report, 2018).

1.2.2 The Aboriginal Education Strategy (AES)

The focus of this research stems from the Government of South Australia (GSA)’s ten-year (2019-2029) Aboriginal Education Strategy (AES), guided by the Department for Education (DfE) principles and vision. The strategy aims to improve the educational outcomes for Aboriginal students in reading, among other skill areas, so as to help them meet or even exceed the same achievement standards as non-Aboriginal counterparts (DfE, 2018). The objectives are similar to those of the ‘Closing the Gap’ federal government policy. The extent of the gap between remote and those very remote students is demonstrated in the 2019 NAPLAN reading results of South Australian year 5 students where 20.0% of remote students achieved below the national

minimum standards, while a staggering 65.8% of students from very remote schools were in that category (ACARA, 2019). “The ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure is based on the locality of individual schools and is used to disaggregate data according to Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia” (ACARA, 2021 p. viii). In the foreword of his speech, the SA Minister for Education states, “We know that some of our students will need tailored and focused strategies to improve their educational outcomes” (DfE, 2018, p. 4).

South Australia (SA) follows the national standards set by the Australian Curriculum (AC) which has identified two categories of EALD learners in Australian schools, namely those born overseas or in Australia but speak another language at home and those Aboriginal and Torres Strait Island students who have as first languages traditional languages, Creoles and Aboriginal English (ACARA, 2016). It acknowledges that these students benefit greatly from bilingual support and EALD pedagogy, as they are unfamiliar with SAE reading and writing and take more time to understand the language to complete classroom tasks (ACARA, 2016; DfE, 2018). The AC further states that learning a new language takes time in its development as it involves acquiring a complex system of communication. This study therefore focuses on reading in SAE as one of the key areas in which students have been experiencing low levels of achievement.

1.3 The Research Problem Statement

With the decades long reviews, reports and policies produced and trialled by the Australian government, aiming to resolve the endemic gap in academic achievement between Aboriginal and non-Aboriginal students, the reading statistics show that there has been only a minimal change in reading proficiency levels. For instance, Year 9 Aboriginal students are on average 3.4 years behind in reading and 4.2 years behind in writing (Goss, 2018). In addition, one in four Aboriginal students in Years 5, 7 and 9, and one in five in Year 3, remained below national minimum standards in reading. This gap is much wider for those students in very remote areas than for those in metropolitan areas (ACARA, 2019). In SA, 65.8% of Year 5 students in very

remote schools were below the national reading standard, compared to only 20% of the students in remote schools in their NAPLAN reading tests (ACARA, 2019).

Pitjantjatjara/Yankunytjatjara speaking students in these very remote locations do not possess the necessary language proficiency and reading skills to satisfactorily access their year level English curriculum because they are EALD learners (ACARA, 2014; Dennaoui, et al. 2015; DfE, 2021; Macqueen et al, 2018; Malcom, 2018; National Curriculum Board, 2009; Prime Minister Report, 2018). Participation in these standardised assessments ordinarily requires very high levels of English proficiency, especially reading. There are extensive studies, such as those conducted by Burgess, Tennent, Vass, Guenther, Lowe and Moodie (2019 p. 8) who concluded that “most of the research identifies effective pedagogies to engage and support Aboriginal students rather than to improve their educational outcomes.” The current study supports some of Burgess et al (2019)’s conclusions but further notes there is an indirect link between student engagement and education outcomes. While student engagement at both surface and deeper levels is one of the most effective teaching and learning strategies supported by both Hattie and Marzano (Killian, 2015), the science of reading indicates that all people learn how to read the same way. The authors quote Hattie’s evidence informed teaching but argue that the voices of Aboriginal students and their communities on how they learn best are missing from the research.

The current study agrees that while student voice is critical, it should not be treated as a replacement of evidence-based reading models which have not been used or researched in these contexts as revealed by the literature review. Furthermore, in these very remote schools, ongoing issues remain around the lack of quality English language instruction and staff trained in teaching EALD (Disbray, 2013). Additionally, the available research evidence on instructional approaches for Aboriginal students with home languages other than English is generally of poor quality (Bianco & Slaughter, 2016; Disbray, 2013; Hudson & Angelo, 2017). Understanding how these teachers teach reading and their attitudes towards the SVR could therefore add invaluable knowledge to this existing gap in the literature.

To tackle the reading gap problem, SA's AES aims to use NAPLAN reading results as one of the measurements of the key success indicators (DfE, 2018), therefore it is crucial to find ways to help Aboriginal students improve their reading proficiency levels. As far as the Simple View of Reading (SVR) is concerned, there has been little research into its use towards improving reading proficiency levels of Aboriginal students in very remote settings. This could lead to a more in depth understanding and inform policy makers and teachers as to what reading interventions could be provided to students to improve their reading achievement and thus further narrow the reading gap.

1.4 The Rationale of the Study

This study considered different reading models (See Section 2.3) and chose the Simple View Reading model (SVR) because in this model, a range of other literacy skills are often underpinned by reading (Buckingham, 2020). By exploring the use of the SVR as a theoretical reading model to improve the reading proficiency levels for Aboriginal EALD students, this study hoped to add on to existing literature focused on closing the reading achievement gap between them and their non-Aboriginal peers. There is plenty of literature focusing on the use of reading pedagogies that are unique to the context and are culturally responsive but there is still a lack of studies on the use of the SVR model specific to the improvement of reading proficiency for Aboriginal EALD students in very remote school settings in South Australia.

1.5 Key Concepts of the Study

The three key concepts that guided this study were (i) the teachers' attitudes, (ii) reading proficiency and (iii) the SVR itself. Over the last 50 years, cognitive psychologists, neuroscientists, linguists and experts in many other areas have conducted thousands of studies with undisputed evidence on how reading works, referred to as "the science of reading" (Stollar, 2020). A *Google* search with *the science of reading and SVR* yields 71,000 results because SVR is one of the

scientific models from this research used widely by teachers internationally and in Australia to guide reading instructional practice to achieve reading proficiency (Duke & Cartwright, 2021).

The SVR is the central phenomenon in this study and is what the conceptual framework of this study (See Chapter 4) is built on. Attitudes can be either negative or positive and understanding schoolteachers' attitudes towards the SVR is important as they influence how they view its actual use in improving reading proficiency among their Aboriginal EALD students. Understanding these three concepts is important so as to answer the research question and achieve the research aim.

1.5.1 Teachers' Attitudes

Lloyd, et al (2015) quote the seminal researcher John Hattie (2003) regarding the major role teachers play in influencing students' learning achievement: collective teacher efficacy has an effect size of 1.57 on student learning. Hattie views teachers as being the greatest cause of variance and states that what is needed is "a coherent, integrated, high level, deep understanding about teacher expertise" (Hattie, 2003, p. 17) and describes their influence on student learning as being positive or negative. This study sought to examine these attitudes in relation to the SVR as Australia needs to be more focused on what actions teachers (dependant on positive or negative attitudes) take that have a bigger impact on student learning outcomes for Aboriginal students (Gunther, 2013; Llyod et al, 2015).

The Cambridge dictionary defines an attitude as a feeling or opinion about something or someone. The term "attitude" often appears with words such as good, bad, positive or, negative; some of which influence how people view certain concepts. In this study, attitude is used to determine how EALD teachers feel and to determine their opinion towards the SVR: what are the benefits of using the SVR (i.e., their positive attitude), shortcomings (i.e., their negative attitude)? Do they view it as an effective or counterproductive model for teaching Aboriginal EALD students how to read? Through interviews, the study collected interview data that was utilised to derive

attitude-constructs on the SVR and reading proficiency, which were subsequently analysed to provide answers to the research question (Nel, et al., 2011).

1.5.2 Reading Proficiency

Reading is an interactive and complex cognitive process involving the exploitation of linguistic knowledge (symbol correspondences, grammatical knowledge) and real-world knowledge. It occurs in context and readers combine decoding, linguistic and content knowledge to make meaning of the text they are reading. (Anderson, 2003; Cook, 2014; DECD, 2016; Hoover & Gough, 1990; Joshi, 2019; Konza, 2010; Nunan, 1999). Decoding proficiency is the ability for students to have expertise, skills and knowledge in the alphabetic principle including how phonemes (speech sounds) and graphemes (letters or groups of letters) work and read unfamiliar words with fluency (sight recognition) (Goldenberg, 2020). Language comprehension (LC) is the ability to use background knowledge, vocabulary, verbal reasoning and text knowledge to interpret the meaning of a text (Konza, 2010; Rose, 2006; Scarborough, 2001). EALD students and native speakers of English need both the lower-level foundational decoding skills and higher levels comprehension skills in order to be proficient readers overall (Goldenberg, 2020; Hoover & Tunmer, 2020; Rose 2006).

1.5.3 The Simple View of Reading (SVR)

The simple view of reading (SVR) is a reading model which posits that reading is the product of decoding and comprehension or $R = D \times C$, where each variable ranges from 0 (nullity) to 1 (perfection) (Gough & Tunmer, 1986; Gough & Hoover, 1990). R refers to reading comprehension (RC) and C is linguistic/language comprehension (LC) which is both reading and listening. It is also the obtaining of speech and sentence understandings using lexical knowledge by reading and listening. Both reading and listening are extremely complex cognitive processes concerning the processing of ideas produced by others and conveyed through language. D refers to decoding (D) which denotes knowledge of the alphabet and letter sound relationships which leads to word

recognition. In their expansion of the SVR, Hoover and Tunmer (2020), use LC and word recognition/decoding as the two main cognitive foundations of RC.

1.6 Research Aim and Questions

1.6.1 Research Aim

The aim of this research was to explore EALD teachers' attitudes towards the use of the SVR model for improving the reading proficiency levels of Aboriginal students in schools in a very remote setting in SA. Through examining their attitudes, the research generated deeper knowledge of what they perceive as reading proficiency, benefits and/or shortcomings of the SVR and what using SVR is like in their very remote teaching context in SA. Based on the findings, the study made practical recommendations for not only policy makers but also for EALD course developers, school leaders and coordinators regarding what training and skills the EALD teachers should possess and/or they could be trained in.

1.6.2 Research Question

Towards achieving the above research aim, this study sought answers to the following research question:

What are the attitudes of EALD teachers towards the use of the SVR to improve reading proficiency levels for Aboriginal EALD students in the very remote schools in South Australia?

The reason for choosing this research question was because its answers would help provide insights into EALD teachers' attitudes towards the use of the SVR to improve reading proficiency levels for Aboriginal EALD students in the very remote schools in South Australia, thus achieving the research aim.

1.7 The Scope of the Study

This study was limited in its scope as its content only focused on the use of the SVR model for teaching Aboriginal students' reading proficiency skills. In addition, the context of the study was geographically limited to only one very remote setting in SA. Methodologically, it relied on qualitative research method for collecting and analysing its data. Though the researcher worked in this context for up to 3 weeks in each term, she was only able to interview 5 teachers face to face and the other two online via Microsoft Teams. Other limitations included its focus on only one research question (See Section 1.6.2) and its findings applicable to remote schools in SA only. However, a follow up research could be undertaken in this context later to keep track of changes (if any) to teachers' attitudes and use of the SVR to teach reading.

1.8 Summary of Chapter 1

To summarise, Chapter 1 examines the context of the study and provides the rationale, research aim and research question of the study. This chapter highlights the existence of a reading gap between the Aboriginal EALD students in very remote school contexts and their non-Aboriginal peers. To address this gap, this study aimed to examine their EALD teachers' attitudes towards the use of the SVR model to improve their reading proficiency levels in NAPLAN. This Chapter justifies the need and lays the solid foundation for conducting the study to answer the research question.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Chapter 2

This chapter reviews the relevant literature spanning between 1979- 2021 from books, journal articles, government policy documents, book chapters and websites describing past and current knowledge sources on the key areas of SAE reading proficiency, reading models, Aboriginal Education, the SVR, High Impact Teaching Strategy (HITS) and teachers' attitudes which are relevant for this study.

The study adopted five steps, as suggested by Creswell and Guetterman (2019) to select the literature for this review. The first step was to identify key terms in the topic and research question followed by a search via Google Scholar, education databases such as Flinders University Library, ERIC, Informit and ProQuest Education. Second, the materials were critically reviewed for relevancy for the research topic and research aim including peer reviewed sources and those from government or reputable organisations' websites. The criteria for determining the relevance were based on whether a source is similar to the current study, its chosen contexts and Aboriginal students in remote and very remote areas, its research problem and its relevance to the research question (Creswell & Guetterman, 2019).

The third step was posing questions and drawing conclusions ensuring that claims made by authors could be supported by data and others. Fourth was a summary in short note form of the different literature and creation of a table (*Appendix 1: A Tabulated Review of Relevant Studies*) synthesising it into five themes identified by many researchers in the review, namely SAE language, theoretical reading models and EALD teachers' attitudes towards them, SVR as a HITS and the reading gap. The fifth and final step was writing the review, using headings and subheadings for the themes/sub-themes and all studies are integrated thematically and how they contributed to the rationale of the current study as well as guided by the research question.

2.2 The Contextual Background

2.2.1 The Global Context

Language proficiency is the understanding of how language works, and it incorporates a range of language skills (including skills across phonology, morphology, semantics, syntax and pragmatics). It encompasses academic LC, verbal expression, reading and writing (Dennaoui et al, 2015; National Curriculum Board, 2009; MacSwan & Pray, 2005). In the global context EALD students' language proficiency is defined by different authors as having language and communicative competence, metalinguistic awareness, and the ability to speak, listen, read, and write the language in contextually appropriate ways (Harsch, 2017; Lee & Schallert, 1997). To measure language proficiency, there is a heavy reliance on vocabulary and grammatical structures (Bailey, 2007; Cummings, 1979) which are the two key areas of LC.

Being proficient in a language is essential for learning to be literate in the language (McIntosh et al 2012). A longitudinal study investigating whether English proficiency among bilingual children at the age of 4-5 years predicts academic language and literacy achievement revealed that it was a significant predictor. 189 bilingual children from the study achieved higher academic language and literacy scores at the end of primary school because they had stronger English proficiency at the onset (Dennaoui et al, 2015). There is clear evidence that Indigenous and African children with some proficiency in English on entry to school have generally better educational outcomes than those with little or no knowledge of English (Heugh, 2011; Silburn, Nutton McKenzie, & Landrigan, 2011).

2.2.2 The National Context

SAE is "the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars" (ACARA, 2014 p. 6). To participate in education, Aboriginal students require

proficiency in SAE (central to the reading process) as it is essential to access the curriculum. ACARA further identifies Aboriginal students as one of the EALD groups who come to school having had no exposure to SAE which they need to acquire, as being proficient is valuable globally. The National Literacy Learning Progression (NLLP) for EALD students classifies these students as beginning, emerging, developing or consolidating to determine in their proficiency development. Reading is one of the SAE language modes and the curriculum states that EALD students who demonstrate language proficiency at the beginning and emerging phases require EALD intervention to access the curriculum (ACARA, 2014).

The disparity in academic achievement is the subject of intense debate among many voices promoting diverse approaches (especially those that are culturally appropriate) in pedagogies aimed at raising the learning outcomes for Aboriginal students. However, sometimes these are viewed as perpetuating a deficit model accepting of poor standards (Pearson, 2009). Two key extensive literature reviews were carried out. First in 2015, the conclusion was drawn that more empirical research into Culturally Responsive Pedagogy (CRP) by drawing teachers into the discussions as well as Aboriginal students and their communities (Llyod et al, 2015) was required. Secondly, a review undertaken of more than 50 studies and their key finding was that “most of the research identifies pedagogies to engage and support rather than to improve educational outcomes” (Burgess, 2019, p. 297). There is a gap in the literature regarding EALD teachers’ attitudes towards the science of reading and the SVR as a scientifically proven theoretical framework used for teaching reading in this context.

2.2.3 The South Australian Context: A Reading Gap Revealed

When the era of multiculturalism set in Australia after the 1970s, Aboriginal people were accorded equal rights in law. ESL and bilingualism pedagogies were developed, and the National Policy on Languages recognised Aboriginal students as EALD students and their languages were implemented (Freeman & Staley, 2018). Unfortunately, by the late 1980s, the government had done away with all these bilingual programs as part of English-only curriculum, then supported

by the Pitjantjatjara Yankunytjatjara Education Committee. This was out of the fear that children were losing fluency in both Pitjantjatjara and English. It is worth noting that an English only policy for learners of EALD is detrimental to students' growth in English (Krashen, 2011) and this is clearly evident in the wide literacy achievement gap between these students and non-Aboriginal peers in standardised tests such as NAPLAN and PAT-R (ACARA, 2014; Dixon, 2013; Lloyd et al., 2015). The disparity in academic achievement is the subject of intense debate among many voices promoting diverse approaches (especially those that are culturally appropriate) in pedagogies aimed at raising the learning outcomes for Aboriginal students. However, sometimes these are viewed as perpetuating a deficit model accepting of poor standards (Pearson, 2009).

Aboriginal EALD students in very remote settings are mainly in the beginning and emerging phases of language proficiency (DfE, 2021). In SA Aboriginal students from very remote communities are required to attend the Intensive English Language Program (IELP) when they are in metropolitan Adelaide because they are at the beginning and emerging phase in SAE acquisition just as the refugee students attending this program (DfE, 2021). However, Aboriginal students in very remote schools, unlike the rest in IELP have long been assessed using standardised tests such as NAPLAN and Progressive Assessment Tests in Reading (PAT-R).

Since NAPLAN's inception in 2008, a high percentage of Aboriginal students have consistently performed below the minimum reading standards in their reading. As such, a reading gap exists between them and their non-Aboriginal peers and with even Aboriginal peers in metro, regional and remote areas and others from a LBOTE (Main & Konza, 2017; OECD, 2013). For example, in SA, 65.8% of year 5 students in very remote schools were below the national reading standard compared to only 20% of the students in remote schools (ACARA, 2019) in their NAPLAN tests. However, the main national reading assessment remains to be NAPLAN which will be used as one of the key success indicators by the DfE's AES (DFE, 2018).

2.3 An Overview of Theoretical Reading Models

With the extensive research into the science of reading, some theoretical reading models have been successfully used for teaching reading and to isolate reading problems and target particular poor skills for intervention. This section describes five popular reading models, namely, Scarborough's Reading Rope, the Componential Model of Reading, Direct and Indirect Effects Reading (DIER) and The Direct and Inferential Mediation (DIME), the Active Reading Model and the SVR. This study reviews the strengths and weaknesses of each model before choosing the one that is most suitable for the Aboriginal EALD students who are the main beneficiary of this research.

2.3.1 Scarborough's Reading Rope Model

Much of Hollis Scarborough's longitudinal studies are focused on skills developed early on in literacy that lead to people being skilled readers. Since her focus has been on reading disabilities, she argues that in early literacy reading, difficulties are caused by poor phonemic and decoding skills while in older children, the cause is poor LC (Farrall, 2012). If these difficulties can be isolated and identified, then early intervention can be provided. Likening the complexities of skilled reading to interconnected strands of a rope (Appendix 2), Scarborough's model has two major strands: word recognition and LC (Scarborough, 2001). Word recognition includes students' skills in phonological awareness, decoding and sight recognition of familiar words. Phonological awareness refers to the ability to focus on the sounds of speech as distinct from its meanings. LC consists of background knowledge, vocabulary, language structures such as syntax and semantics, verbal reasoning, literacy knowledge such as print concepts and genres (DfE, 2020; Duke & Cartwright, 2021; Scarborough, 2001). In this model, readers combine the increasingly strategic use of LC and increasingly automatic use of word recognition strands to develop into skilled readers (DfE, 2020; Scarborough 2001). The critics of this model argue that it leaves out important factors from the science of reading such as motivation and engagement, morphological awareness and theory of mind that affect reading (Duke & Cartwright, 2021; Joshi, 2018).

2.3.2 The Componential Model of Reading

Conceding that the SVR is a useful model, the authors (Aaron, Joshi, & Quatroche, 2008) contended that psychological, cognitive and ecological factors influence reading performance. The cognitive domain includes word recognition, language comprehension and motivation. Teacher expectations and interest form the psychological domain while the ecological domain includes dialect differences, home environment and English as a Second Language (Joshi & Aaron, 2012). Two studies done in more than 30 countries with more than 600,000 students from diverse backgrounds and languages found that the 3 factors greatly influenced reading outcomes and thus support this model (Chiu & McBride, 2006; Chiu, McBride-Chang and Li, 2011). Although the cognitive domain consists of decoding and language comprehension there is no component that addresses reasons of reading disability outside those within word recognition and RC (Duke and Cartwright, 2021). While the data from their studies supports ecological and psychological factors as affecting reading, they cannot be considered in isolation from the cognitive domain (Duke & Cartwright, 2021).

2.3.3 The DIME and DIER Models

Direct and Indirect Effects Reading (DIER) model is a consolidation of numerous existing theoretical models which provide essential, comprehensive and rich material for its expansion. According to DIER there are many complex language and cognitive skills that readers draw from to be skilled in reading (Kim, 2020). These skills include word reading, background, content, discourse knowledge, reading affect, higher order regulation and cognitions among others. Additional skills include vocabulary, grammar, domain general cognitions such as working memory, phonology, morphology and orthography. According to Kim (2020), these skills are integrated and hierarchical. The Direct and Inferential Mediation (DIME) model adds inference, background knowledge and strategies paradigms as processes involved in skilled reading (Kim 2017; 2020). The shortcoming with these models is that they do not offer any solutions to how to identify struggling readers for intervention (Duke & Cartwright, 2021).

2.3.4 The Active View of Reading Model

Duke and Cartwright (2021) admit that decoding and linguistic comprehension as advanced by the SVR are undeniably reading necessities. However other factors within, across and beyond these two that contribute to RC, such as active, self-regulatory processes, are not captured by the SVR (Duke & Cartwright, 2021). This view also sees overlaps between the two, enabled by some bridging processes such as print processes and reading fluency. A third feature of this model is readers' active self-regulation, which accounts for factors such as motivation and reading strategies. In addition, alphabetic principle, language structure and theory of mind are added as constructs to word recognition and LC (Duke & Cartwright, 2021). This model only addresses only reader factors but not how factors such as sociocultural knowledge impact reading (Duke and Cartwright, 2021).

2.3.5 The Simple View of Reading (SVR) Model

The SVR offers a theoretical framework for the capabilities involved when readers understand texts and denotes that reading comprehension (RC) as the product of a reader's word decoding (D) and language comprehension (LC) skills. The SVR model was first proposed by Gough & Tunmer (1986) who stated that reading is a product of decoding and comprehension, as shown below:

$$\text{Decoding (D) x Comprehension (C) = Reading (R)}$$

They further explained that reading here refers to RC, comprehension includes both listening and LC while decoding refers to word recognition, phonemic awareness and knowledge of the alphabetic code (Hoover & Gough, 1990; Hoover & Tunmer, 2020). If one of the three variables is known, the other two can be estimated from the algebraic equation.

A fundamental principle of the SVR reading model is that both decoding and LC are essential for reading comprehension (Hoover & Gough, 1990; Gough & Tunmer, 1986; Tunmer & Gough, 2020). The generality and validity of the SVR as a scientific model of reading are supported by many empirical studies with many studies done to disapprove it, but only to end up proving it (Catts, Adolf & Weismer, 2006; Chiu, 2018; Lonigan, et al., 2018; Farrall, 2019; Hoover & Gough, 1990; Sparks, 2018).

The SVR has been widely used by policy makers to guide teachers with an aim of providing effective reading interventions globally particularly using the four quadrants of the SVR for differentiated teaching (DfE, 2016; Kirby & Savage, 2008; Rose, 2006). The model makes it clear to teachers that word recognition is necessary but not sufficient for RC. In educational practice, there has been substantial focus on early literacy programs that foster decoding skills such as phonological awareness, word reading and vocabulary (Hoover & Tunmer, 2020). However, findings from the current study and other research indicate that LC is also necessary for reading comprehension and the development of decoding skills should be complemented by fostering LC skills (Hoover & Tunmer, 2020; Kendeou, Savage & Broeck, 2009). The implementation of a comprehensive model of reading development, incorporating not only word decoding and listening comprehension but also lexical quality for first and second language learners can thus be warranted (Verhoeven, Perfetti & Pugh, 2019).

Notably, the SVR has been found to be applicable in other written languages such as French, Dutch, Italian, Hebrew, Swahili and Spanish as well as for English as a Second Language (ESL) and English as a Foreign Language (EFL) students (Joshi, 2018; Joshi, Ji, Breznitz, Amiel, & Yulia, 2015; Joshi, Tao, Aaron, & Quiroz, 2012; Wawire, Piper & Liang, 2021). Studies with ESL students from various backgrounds support the use of the SVR as they found that for RC to occur both oral language proficiency and word decoding were paramount. This is because RC is the product of readers' decoding and listening comprehension, including vocabulary, morphological awareness

and language structure skills (Florit & Cain, 2011; Geva & Farnia, 2012; Gottardo & Muller, 2009; Joshi, 2018; Hoover & Gough, 1990; Proctor, Carlo, August & Snow, 2005; Sparks, 2015).

Since first introduced in 1986, several empirical studies, both in ESL and among monolingual English speakers have been conducted and many have supported and recommended the SVR model of reading or main aspects of it as being effective (Catts, Adolf & Weismer, 2006; Chiu, 2018; Lonigan, Burgess, & Schatschneider, 2018; Hoover & Gough, 1990). In addition, many government reading commissions have recommended the SVR as an effective framework to provide reading intervention and teach reading so as to improve reading proficiencies (National Early Literacy Panel, 2008; National Institute of Child Health Human Development, 2000; Rose, 2006; Rowe, 2005). Finally, the science of reading is now clear that reading is not a natural process and people learn how to read using the same process: “Orthographic mapping is the process readers use to store written words for immediate, effortless retrieval. It is a means by which readers turn unfamiliar written words into familiar, instantaneously accessible sight words” (Kilpatrick, 2015 p. 81). Hence phonemic awareness, phonics, vocabulary, fluency and linguistic comprehension can be summarised as skills falling into LC and word recognition, pillars of the SVR (DfE, 2018; Florit & Kain, 2011; Rose, 2006; Stollar, 2020).

However, some of the issues/shortcomings of the SVR have been investigated by various studies (Adolf, Catts & Little, 2006; Duke & Cartwright, 2021; Kendeou et al., 2009; Wagner, Herrera, Spencer & Quinn, 2015) and questions were raised about viewing word recognition and LC independently, whether cognitive skills are drivers of both, whether fluency should be included as a separate component, and how well it explains ESL learners’ proficiency levels. In addition, there is cultural and other content knowledge such as schemata and experiences which influence reading (Cabell & Hwang, 2020; Duke & Cartwright, 2021). However, the reviewed literature revealed that different reading models such as Scarborough’s rope, have expanded or used the SVR as their baseline model and do not dispute the major components needed for reading comprehension namely decoding and LC. They all include these components, and all

acknowledge the significant contributions that the SVR has made to reading (Duke & Cartwright, 2021).

2.4 The SVR as a High Impact Teaching Strategy (HITS)

John Hattie has become an influential voice in education and together with other experts such as Robert Marzano, he has synthesised and ranked thousands of teaching strategies/practices from studies conducted in Australia and internationally, on “effect size”, a scientific and rigorous method used to measure the influence an education intervention makes-on student learning (Hattie, 2009; Victoria State Government, 2017). Ten of these instructional practices greatly increase student learning when used by teachers. They are setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognitive strategies and differentiated teaching. When used by teachers as a reading and reading intervention framework, the SVR inherently incorporates some of these High Impact Teaching Strategies as discussed below.

2.4.1 Setting Goals and Differentiated Teaching of Reading

Gough and Tunmer (1986) classified reading disabilities as dyslexia (difficulties with decoding), hyperlexia (difficulties with comprehension), “garden variety reading disability” (difficulties with both decoding and comprehension) and typical readers who have good decoding and comprehension skills. Students in the four categories can visually be plotted on a quadrant chart after a reading assessment, as shown in Appendix 2 (DfE, 2016; Rose, 2006). Teachers should identify where students fall in the quadrant, set individual students’ goals and then provide for their differentiated learning needs (DfE, 2020).

2.4.2 Explicit Teaching and Multiple Exposures

The science of reading is categorical, in that reading doesn’t occur naturally: 40-50% proficiency occurs with explicit, systematic and sequential instruction (Hasbrouck, 2019; Stollar, 2020). In

phonics, teachers should provide multiple opportunities for students to encounter, engage and consolidate their word recognition skills so they can read quickly, accurately and effortlessly to free up cognitive resources for LC (Florit & Cain, 2011; Gough and Tunmer, 1986, 2020; Simms & Marzano, 2019).

2.4.3 Assessment, Structuring of Reading Lessons and Feedback

Identifying where in the quadrant of the SVR students are placed requires formative assessment to create student profiles with identified weak areas for targeted systematic and evidence-based instruction (Kilpatrick, Joshi & Wagner, 2019). Teachers should then provide timely, specific and actionable feedback which when jointly used with effective teaching can be very influential in improving learning (Hattie & Timperly, 2007; Hoover & Tunmer, 2020).

2.5 EALD Teachers' Attitudes

According to Hattie (2009), two of the top ten influences on student learning relate to teachers. They have the most powerful influence on student learning and so “the beliefs and conceptions held by teachers need to be questioned – not because they are wrong (or right) but because the essence of good teaching is that teachers’ expectations and conceptions must be subjected to debate, refutation and investigation” (p. 240). He notes that Australia needs to be more focused on what actions teachers take that have a bigger impact on student learning outcomes for Aboriginal students (Gunther, 2013; Llyod et al, 2015). Other studies into Aboriginal perspectives on quality teaching support Hattie’s HITS such as explicit instruction (Hattie, 2009; Main & Konza, 2017). This study seeks to answer the question on what teachers’ attitudes are towards the use of the SVR to improve reading proficiency levels among Aboriginal EALD students. There are studies on the teaching of Aboriginal EALD students which focus on the general approaches such as culturally sensitive pedagogy that teachers use but not much specific to EALD teachers’ attitudes towards the SVR.

2.5.1 Global EALD Teachers' Attitudes Towards Theoretical Reading Models

A search in many educational databases (such as ERIC) reveals a plethora of studies on teachers' attitudes towards reading in general or specific reading areas such vocabulary. The literature review revealed that numerous studies have been done on the use of the SVR in regard to EALD students globally, especially Spanish-speaking English Language Learners (ELLs) in the USA (Gottardo & Muller, 2009; Joshi, 2018; Proctor, et al., 2005; Sparks, 2015). However, the search revealed little that was focused on teachers' attitudes towards the use of the SVR to teach reading to Aboriginal EALD students in very remote contexts in SA.

2.5.2 SA's EALD Teachers' Attitudes Towards the SVR Model

A search for the literature on SA teachers reveals that the DfE (2020) has clearly outlined the use of the SVR as the theoretical framework aligned with teaching the 'Big 6' in reading, namely phonological awareness, phonics, vocabulary, fluency, comprehension and oral language. However, there are no studies in the literature to support what EALD teachers' attitudes towards this view are. The current study sought to establish whether they view it positively or negatively, whether they use it as the framework for teaching Aboriginal EALD learners in their context and what benefits and shortcomings they might have experienced. The answers enabled the study to make conclusions regarding the lack of the existing literature and research gap.

2.6 Reviewing the Use of the Simple View of Reading Across Contexts

The benefits and uses of the SVR are well documented. Joshi (2018 p. 71) writes that it is an "influential model that has practical utility in identifying and remediating reading problems" while Farrall (2019) considers it as one of the most important reading models because it explains clearly what main skills students need to be taught. The teaching implication of the SVR is that teachers can use it as a diagnostic tool to identify different types of readers and provide differentiated interventions in the different skills of word recognition and LC (Duke & Cartwright, 2021; Farrall, Hunter, Davidson, Osenga, 2019; Hoover & Gough, 1990; Joshi, 2018).

2.6.1 The Global Use of the SVR

Many studies have been carried out since the SVR was first proposed in 1986 and its validity for explaining RC in both L1 and L2, students with reading difficulties and in different global contexts is undeniable. It is by far the most widely used model when it comes to a theoretical framework explaining the critical skills that readers need to decode and have LC (Aaron, Joshi, Gooden, & Bentun, 2008; Catts, Herrera, Nielson & Bridges, 2015; Hoover & Tunmer 2018; Joshi, 2018; Kirby & Savage, 2008; National Reading Panel, 2000; Rose, 2006; Savage, Burgos, wood & Piquette, 2015). Although there are several models which have been researched and held well, SVR and/or its main reading skills have remained as what most practitioners choose to use, and a probable reason could be that the other models are too complex to understand (Duke & Cartwright, 2021).

The SVR can be relevant for both L1 and L2 reading. A longitudinal study of grades 2–5 students from the same school systems in Canada, found that SVR is applicable for both monolingual English speakers and those who were ESL and EFL learners from various first language backgrounds (Al Janaideh, Gottardo, Tibi, Sana, Paradis & Chen, 2020; Geva and Farnia, 2012; Joshi, 2018). Another study supporting the use of SVR in Second Language (L2) learners was undertaken with students with English, Spanish, Czech, Swahili and Slovak languages where phonemic awareness, letter knowledge, emerging decoding were strong predictors of variations in decoding by end of grade one (early readers) and RC in grade two (Caravolas, Lervag, Mikulajova, Defior, Seidlova, Hulme, 2019; Wawire, Piper & Liang, 2021).

Additionally, a study of Arabic speaking Syrian ESL students who had been studying English for three years found that in the early years of reading, learners' LC is constrained by decoding proficiencies but as they develop in these skills, RC is linked with stronger linguistic comprehension. This occurs from vocabulary knowledge, sentence structure, contextual knowledge and word structure, an important change important for EALD learners (Al Janaideh et al., 2020). Finally, a study carried out among Korean 5th Graders examined what role oral LC plays in determining decoding skills among EFL students. Its findings highlighted the importance of oral

LC, particularly semantic skills in RC, supporting findings from earlier studies that oral language is a predictor of reading proficiency (Gottardo & Muller, 2009; Hoover & Gough, 1990; Kang, 2021).

2.6.2 The National Use of the SVR in Australia

The National Inquiry into the Teaching of Literacy was set up following concerns that the whole word approach (relies on students memorising whole words rather than using phonics) that was being used to teach reading was ineffective and not based on evidence from research (Rowe, 2006). One of their most important recommendations was the systematic, direct and explicit phonics instruction so that students could gain vital alphabet deciphering skills necessary for initial RC (Rowe, 2006). Furthermore, it proposed that teachers needed a reading approach that supported the development of oral language, vocabulary, grammar, reading fluency, comprehension and literacies of new technologies. The committee recognised the evidence regarding reading, synthesised by the various reviews into global reading reports, supporting a reading approach adopting many of the elements of the SVR (National Early Literacy Panel, 2008; Rowe, 2005; Rose, 2006).

Consequently, different States and Territories have adopted variations and/or whole frameworks of the SVR reading models with an overarching acknowledgement that decoding and LC (two elements of the SVR) must be explicitly taught (NSW ED, 2020; Victoria DoE, 2016). In SA, DfE (2020) advocate for the use of the components of the SVR and Scarborough's reading rope models as being effective in teaching the 'Big 6.'

2.6.3 The Use of the SVR in Very Remote Settings in South Australia

A search in the literature with 'SVR, SA, Aboriginal students, reading' in popular education databases such as ERIC, JSTOR, Google Scholar, Flinders library and Informit gave no results of any studies into the use of SVR in very remote settings in SA. When interviewed by the ABC in 2019, in response to the statement that "in SA in 2018, only 43 per cent of students reached the

benchmark in reading,” the Minister for Education conceded that this deficiency needed to be addressed by making sure teachers taught phonics systematically and explicitly (Robinson, 2019). Subsequently, one study undertaken in 2017 in SA focusing on the use of synthetic phonics to teach showed that 82% of students on average were developing adequate word-level decoding skills (Munro, 2017).

Citing the SVR, there was an indication that students proficient in decoding were on track to achieving better RC outcomes beyond just word level, as decoding skills are necessary but not sufficient for RC (Tunmer & Gough, 2020). It is worth noting that many of the students in this study were EALD learners, but the study does not identify whether they were Aboriginal or LBOTE. The current study hoped to narrow the gap in the literature by focusing on the use of the SVR in teaching Aboriginal EALD students in a very remote setting in South Australia who speak Pitjantjatjara/ Yankunytjatjara and other contact languages.

2.7 A Research Gap Revealed

There are thousands of studies on the use of the SVR globally for monolingual, EFL, ELL and ESL students. In Australia, the studies have tended to focus on general reading while some studies in SA metro and regional schools with Aboriginal students have also looked at how some aspects of the SVR such as teaching decoding skills have been used with a greater success in improving students’ reading outcomes (Main & Konza; Munro, 2017; Wheldall, Bell, Wheldall, Reynolds & Reynolds, 2019).

However, the literature review did not yield much information on EALD teachers’ attitudes towards the use of the SVR model to improve reading proficiencies for Aboriginal students in a very remote school settings in SA or in Australia. The study sought to understand the experiences of teachers in using the SVR to address the problem of low reading proficiencies among

Aboriginal EALD students, with the aim of narrowing the wide reading gap between them and their peers in SA and add on to the existing literature.

2.8 Summary of Chapter 2

In summary, Chapter 2 thematically reviewed the literature relevant to the research question and aim defined in Chapter 1. The relevant literature was systematically reviewed, synthesised and tabulated according to five main themes of namely (i) the contextual background of English language and reading proficiency, (ii) benefits and shortcomings of five theoretical reading models, (iii) the SVR as a HITS, (iv) EALD teachers' attitudes towards the SVR, and (v) the use of the SVR globally, Australia-wide and in SA. This chapter highlighted and justified a strong need for a study to narrow the gap revealed from the existing literature.

CHAPTER 3: METHODOLOGY

3.1 Overview of Chapter 3

This chapter is structured into six sections, focusing on six main areas of research methodology. The first section describes three potential research approaches for consideration, their characteristics, their pros and cons as research methodology with an aim of considering carefully different options before choosing the most suitable one for this research project. The second section is the justification of the chosen qualitative approach. The third section details the ethical considerations, followed by data collection, including instruments, procedures, analyses in Section 4. Section 5 focuses on sampling and why purposeful sampling was suitable for this study. This is followed by a final section (Section 6) on the reliability and validity of the study approach, with sub-sections on assumptions of the chosen research methodology and its limitations.

3.2 Research Approach Consideration

The initial preliminary methodological consideration focused on three research approaches: Qualitative, quantitative and action research. Although a quantitative approach provided objectivity, there was limited time, a limited number of potential participants and resources to conduct an extensive literature review. An action research seeks solutions to a particular problem in an educational setting in this case Aboriginal EALD students' reading problem in a very remote context, how the teachers teach and how the students learn. Although this would offer teachers an opportunity to reflect on their practices as they try to find solutions, a lack of rigorous and systematic approach and limited time was a shortcoming (Creswell & Guetterman, 2019). The Table in Appendix 3 is a summary of the characteristics and weaknesses of each approach (Creswell and Guetterman, 2019). This chapter highlighted that a qualitative research design was best suited for achieving the research aim and provided answers to the research question (See Section 1.6).

3.3 Qualitative Research Approach Justification

A qualitative research approach selection for this study was justified because the aim and the study question was to examine school teachers' attitudes towards the use of SVR to improve reading proficiency levels of Aboriginal students. Exploring the views (in this case, schoolteachers' attitudes) of individuals is a characteristic of qualitative research (Creswell & Guetterman, 2019). The limited time frame as well as the geographically very remote context with few schools and teachers was another consideration for qualitative research. Particularly, through a qualitative research design, seven teachers were interviewed and then the study developed a detailed understanding of what they perceived as benefits and/or shortcomings of the SVR as well EALD teaching experience and contextual differences/challenges, if any.

A qualitative approach also offered the study a range of data collection instruments such as classroom observation, document analyses, interviews and questionnaires and audio-visual materials (Skrzypiec, 2021). Interviews provided the most suitable data collection instrument because they provided information without direct observation considering the very remote geographical context of the study. The next consideration was the examination of the pros and cons of the three types of interviews. The first was structured interviews which have a strict set of closed questions with no probes. The second was unstructured interviews with no interview guide and many unknowns. The third was semi-structured interviews with a combination of closed and open-ended questions and is controlled by the interview protocols set by interviewer (See Appendix 3).

Considering the time frame for the study and the small number of teachers available in these very remote schools in SA (i.e., some schools have only two teachers for R-10 students), the study found it suitable and feasible to conduct open-ended, semi-structured interviews with seven teachers who voluntarily participated.

3.4 Ethics Approval Considerations

As this study involved human participants, an application for ethics approval from Flinders University's Social and Behavioural Research Ethics Committee (SBREC) was sought (See Appendix 4). Once approved, further consent from the DfE was required. This was granted on the condition that the school principals (the participants' gatekeepers (Creswell & Guetterman, 2019) grant permission for entry into their schools. Principals of 10 schools were provided with a written summary of the relevant information pertaining to the aims of the research project, interview data collection processes, use/benefits of research. Three consented to their teachers being interviewed. Once teachers read the summary, they were able to make an informed consent to participate.

The study endeavoured to limit disturbances to the sites, conducting interviews after or before school. Participants were advised that they could withdraw from the interview any time and all their information would be kept confidential for the duration of the study and after. To maintain confidentiality and anonymity further they were de-identified and their details and information used solely for research purpose, not for any other purposes. This was done by removing all personal information that could easily be linked to an individual such as their names, date of birth and school where they were working. All information was kept electronically on the Flinders University Server and interview data was removed from personal recording devices.

3.5 Research Instruments and Procedures

To answer the research question (See Section 1.6.2), the study utilised one-on-one semi-structured interviews which are a popular research instrument in qualitative study, with interview questions generated from the research question and well supported by the relevant literature sources. Thus, via semi-structured interviews, the participants shared their unique experiences teaching reading as well as their attitudes towards the SVR. The study developed an interview protocol to follow which served as a reminder of the questions (Creswell &

Guetterman, 2019). Each interview lasted 20-30 minutes, taking place face-to-face or via *Microsoft Teams* to capture the contextual and behavioural details of the participants (Thomas, 2017). The use of open-ended questions (Appendix 5) ensured that participants' answers were not restricted, and their attitudes could be explored beyond their responses as they articulated their experiences (Creswell & Guetterman, 2019). This built an overall picture of their attitudes towards the use of the SVR in improving reading proficiency for their Aboriginal EALD students. There was also an allowance for follow up questions eliciting detailed answers regarding teachers' personal and professional experiences. These were advantageous in providing answers to the research question, reinforced ideas in the literature and specific questions could be asked to elicit information to answer the research question.

The limited time frame also impacted on the ability to have some classroom observations in a bid to verify whether primarily teachers were doing what they said. The initial questions acted as icebreakers and as a sensitising tool for the participants (Giellespie & Cornish, 2014). These open-ended interview questions guided participants' responses towards fulfilling the research aims and answering the research question. By recording the interviews (i.e., teachers could choose either audio or video recording) teachers received full attention during the interview (Creswell & Guetterman, 2019). Refer to Appendix 7 which has a detailed analysis of responses.

3.6 Research Participants

School teachers were selected and invited to participate in this research based on the following selection criteria: They could be of any age, with any number of years of teaching experience, must currently be teaching in a very remote SA Government school context, have taught Aboriginal EALD students RC and have consented to be interviewed voluntarily. This criterion was set to ensure that their answers helped fulfil the aims of the study as well as provide answers to the research question. This purposeful sampling ensured that teachers not only provided useful information regarding the SVR (Creswell & Guetterman 2019) but also their professional and personal experiences as EALD teachers teaching in the study contexts.

This study followed the guidance provided by Creswell & Guetterman (2019) on how to plan and conduct semi-structured interviews. This guidance involved formulation of an interview protocol such as the structure of the questions, suitable recording devices with a backup of voice recorder on *MS Word*, the order of teacher interviews and piloting of the interview questions. All seven participating teachers were provided with a brief summary of the study (i.e., research aims, purpose, methodology and use). Once that was done, interview time was set aside at their convenience.

3.7 Reliability and Validity of Study Methodology

To test and maintain the accuracy and reliability of the research, all interviewed teachers were provided the transcribed interviews and were emailed a summary of the research's findings for them to check and confirm on the accuracy and description of their account, known as the member checking technique (Creswell & Gutterman, 2019). To enhance its credibility, the study also used multiple sources such as school and DfE websites, government documents and school principals for triangulation of the themes.

3.8 Research Methodological Limitations

Research methodological limitations were found, due to the small number of interviewed teachers and a limited time frame as it was time-consuming for the ethics application to be approved. Notably, these very remote settings in SA have very small schools with usually no more than four teachers per school comprising a total of 30-40 across 10 schools across the partnership. Geographically because of their remote location, accessing them was a real challenge and every possible effort was made to interview teachers during site visits.

3.9 Summary of Chapter 3

Chapter 3 considered various options of research methodological approaches, ethics approval application, participant sampling, development of data collection instruments, and data analyses. It particularly considered the characteristics, pros and cons of three research approaches before selecting qualitative research approach which best fits the research aims and the research question. This chapter reasoned that one-on-one semi-structured interviews, despite their limitations, were best suited for seeking answers to the research question in relation to EALD teachers' attitudes towards the SVR (i.e., its benefits and/or shortcomings) as a RC model for improving reading proficiency among Aboriginal EALD students in a very remote setting.

CHAPTER 4: A CONCEPTUAL FRAMEWORK

4.1 Overview of Chapter 4

The central aim of this study was to understand teachers' attitudes towards the use of SVR for improving Aboriginal EALD students' reading proficiency. The study was therefore guided by a conceptual framework incorporating the interlinked concepts/theories which support one another in the process of teaching reading (Jabareen, 2009). Specifically, this study adopted '*The Cognitive Foundations of Reading Framework*' (Hoover & Tunmer, 2020) consisting of five key concepts namely: (i) reading comprehension, (ii) language comprehension, (iii) decoding, (iv) reading intervention to support struggling readers, and (v) effective strategies for teaching RC.

The cognitive foundations framework, first presented by Wren (2000) and then Hoover & Tunmer (2020) (Refer to Appendix 9), is a hierarchy of mental components fundamental to reading, which provides insights into the interrelated lower and higher-order cognitive elements contributing to skilled reading. Although the lower-level elements (i.e., phonological awareness, letter-sound knowledge and alphabetic code knowledge) are needed for the higher ones (i.e., verbal reasoning, inferences, vocabulary, text and background knowledge) to build on, it does not mean that they are taught in isolation, though represented independently (Tunmer & Hoover, 2019). Being guided by this conceptual framework, this study investigates teachers' attitudes towards each of these five key concepts. Each concept is presented hereinafter.

4.2 Key Concept #1: Reading Comprehension

Understanding teachers' attitudes towards SVR involved studying their attitudes towards reading comprehension (RC) and its related components. RC, according to the SVR, is the skill of acquiring literal and inferred meaning from printed words and it is the product of decoding (word recognition) and language/linguistic comprehension (Hoover & Gough, 1990; Hoover & Tunmer, 2020) as shown below:

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

Both these components of D and LC are necessary for RC to occur because if decoding does not happen quickly, it will consume the short-term memory, leaving no capacity for comprehension to take place (Hoover & Tunmer, 2020). In addition, if readers have strong decoding skills but do not have LC, then they have no RC.

4.3 Key Concept #2: Language Comprehension

Examining teachers' attitudes towards the SVR also involved studying their attitudes towards the higher-level cognitive elements of LC. Language comprehension encompasses of linguistic knowledge, background knowledge and inferencing skills and is defined as "the ability to extract and construct literal and inferred meaning from linguistic discourse" (Tunmer and Hoover, 2019, p. 78) each of which will be presented hereinafter. According to Hoover & Tunmer (2020) Linguistic knowledge encompasses phonological knowledge, defined as attention to speech sound in oral language, semantic knowledge (i.e., how meaning is encoded in a language) and syntactic knowledge (i.e., the rules that govern sentence structure including phrases and clauses) (Appendix 9). The smallest unit of language is a phoneme. To comprehend language, children need phonological awareness to hear and understand the distinct phonemes to get the syntactic meaning of not just the word but the sentence while making meaning of the language (Hoover & Tunmer, 2020).

Background knowledge is critical to LC and this is knowledge of the world represented by life and educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's L1 and L2 work, rich learning environments and cultural background (Scarborough 2001; Duke & Cartwright, 2021).

4.4 Key Concept #3: Decoding

Decoding is the understanding of print concepts, letter-sound knowledge, phonological and phonemic awareness and the ability to synthesize all of them to automatically, accurately and quickly decipher words (Hoover & Tunmer, 2020; Sparks, 2018). This is further enhanced by lexical knowledge: sight word recognition and reading (Hoover & Tunmer, 2020; Scarborough, 2001; Wren, 2000) (Appendix 9). According to the SVR, skilled readers have a strong foundation in the alphabetic coding skill, the capability to recognise and read words in a text automatically and effortlessly (Hoover & Tunmer, 2020). If the speed of reading is slow and non-automatic, then the cognitive resources that should be used for RC are consumed by the cognitive overload. Making sure that these readers have automaticity in word recognition before instruction in RC is necessary but not sufficient.

4.5 Key Concept #4: Reading Intervention to Support Struggling Readers

Struggling readers are those who didn't acquire strong skills in decoding and LC in their early years of schooling and hence rely on ineffective reading strategies such as guessing using the context or visual memory (Hoover & Tunmer, 2020). These students need teachers' support through reading intervention. Before, providing students with intervention, the need should be identified using standard diagnostic reading tools such as PAT-R, NAPLAN, Phonics screening checks and Running Records (DfE, 2021). These tests isolate the specific reading components that students are weak in so as to target them. This is because if students are struggling, they need to catch up with their peers so there is a need to support them to help them close the reading gap. In addition, they are likely to require intervention in both word recognition and LC (Hoover & Tunmer, 2020).

The SVR argues that weaknesses in LC (listening and reading) which are typical with older (between the ages of 8-18) struggling and EALD readers need to be addressed by focusing on developing oral fluency, vocabulary, academic language and background knowledge (Goldenberg, 2020; Hoover & Tunmer, 2020; Verhoeven & Leeuwe, 2011). In the USA, Slavin & Cheung (2005)

reviewed many reading programs and concluded that those initially designed for English-proficient learners could be used for ELLs but with a strong focus on vocabulary and oral language.

4.6 Key Concept #5: Effective Reading Teaching Strategies

There are teaching strategies that are effective and have a high impact on students' learning commonly known as High Impact Teaching Strategies (HITS) (Hattie, 2009). These include explicit and differentiated teaching, multiple exposures, structured lessons, feedback, assessment and translanguaging (i.e., use of L1 for L2 learning). The SVR can be used as an assessment tool by teachers to place their students into one of four categories: dyslexic (strong language comprehension but poor decoders), hyperlexic (strong decoders but weak LC), garden variety (inability to decode and comprehend) good readers (strong decoders and LC) (Gough & Tunmer, 1986; Sparks, 2018). Instruction then should be individualised, delivered explicitly, intensely and at a pace that enables readers time to practise the new targeted skills. The teaching of phonics should be systematic and sequential, allowing for multiple opportunities to encounter the same sounds (Hasbrouck, 2019; Hoover & Tunmer, 2020; Stollar, 2020) with teachers providing continuous feedback with assessments to set reading goals.

4.7 Connections among Key Concepts

Hoover & Tunmer (2020) argue that teachers need a deep understanding of the interrelated cognitive skills underlying reading and learning how to read. This is because for students to be skilled readers, they must be strong in the two broad skills of decoding and LC. These skills should be understood by teachers and taught using effective teaching strategies such as explicit instruction. Further, teachers need to understand the curriculum requirements and assessments to bring better coherence when supporting all students especially those struggling to read. This conceptual framework has applications that "can bind teaching and learning, showing what children must be taught based on what they have so far learned" (Hoover & Tunmer, 2020. p. 3).

4.8 Summary of Chapter 4

This chapter provides an overview of the conceptual Framework which guides the conduct of the whole study, including the development of the interview questions to collect data from participating teachers to examine their understanding of the SVR for increasing their Aboriginal students' reading proficiency. This framework encompasses five key concepts as listed in Section 4.1. Additionally, it guided data collection as well as data analyses. In analysing participating teachers' responses, the study highlighted how participating teachers have supported each of the five key concepts representing five cognitive components of the SVR and their perceived benefits and shortcomings of using SVR for teaching Aboriginal EALD students reading proficiency. For data synthesizing, the themes revealed from analytical data were synthesised, using the cognitive foundations framework (Appendix 9). Finally, for data interpretation, this conceptual framework was also utilised to reveal and discuss the findings.

CHAPTER 5: DATA ANALYSES AND DISCUSSION OF FINDINGS

5.1 Overview of Chapter 5

The focus of this chapter is on analyses of data collected from one-on-one 30-minute semi-structured interviews with seven participating teachers anonymously labelled in this Chapter as Teacher A, B, C, D, E, F and G from three (3) very remote schools (Schools 1, 2 and 3) in South Australia.

This chapter provides a brief description of the teachers, a descriptive analysis of the collected data, followed by thematic analyses of data. Themes for data analyses consist of not only the pre-determined themes based on the Conceptual Framework (See Chapter 4) but also other emerging relevant themes all synthesised and presented in the Table in Appendix 8. A summary of the key findings is also presented, followed by a discussion of findings in light of the research question, research aim and the pertinent literature review.

5.2 A Brief Description of Interview Data Collected

As mentioned earlier, ten school principals were contacted but only 3 of them consented to their seven teachers being interviewed. Five were female and two remaining ones were male. Four of them came from School 1, two from School 2 and one from School 3.

Only one participating teacher, Teacher A has taught for 34 years in various schools (but only been in School 1 for three years), while the remaining six had been teaching for between 6 months and 6 years. Teacher G has studied a bachelor's degree in Applied Linguistics and all the other 6 were undertaking a short course on EALD teaching provided by DfE. None of the teachers had taught in an EALD context prior to becoming teachers in this very remote school context. These seven agreed to participate in this study voluntarily through one-on-one semi-structured interviews. They openly responded to open-ended interview questions, revealing their attitudes

towards the SVR; their perceived benefits, shortcomings and their insights into how their Aboriginal EALD students could learn how to read through the SVR model.

A brief description of these seven teachers who were interviewed out of school hours, either face-to-face or via Ms Teams is provided below.

Table 5.2 A Description of Interviewed Teachers

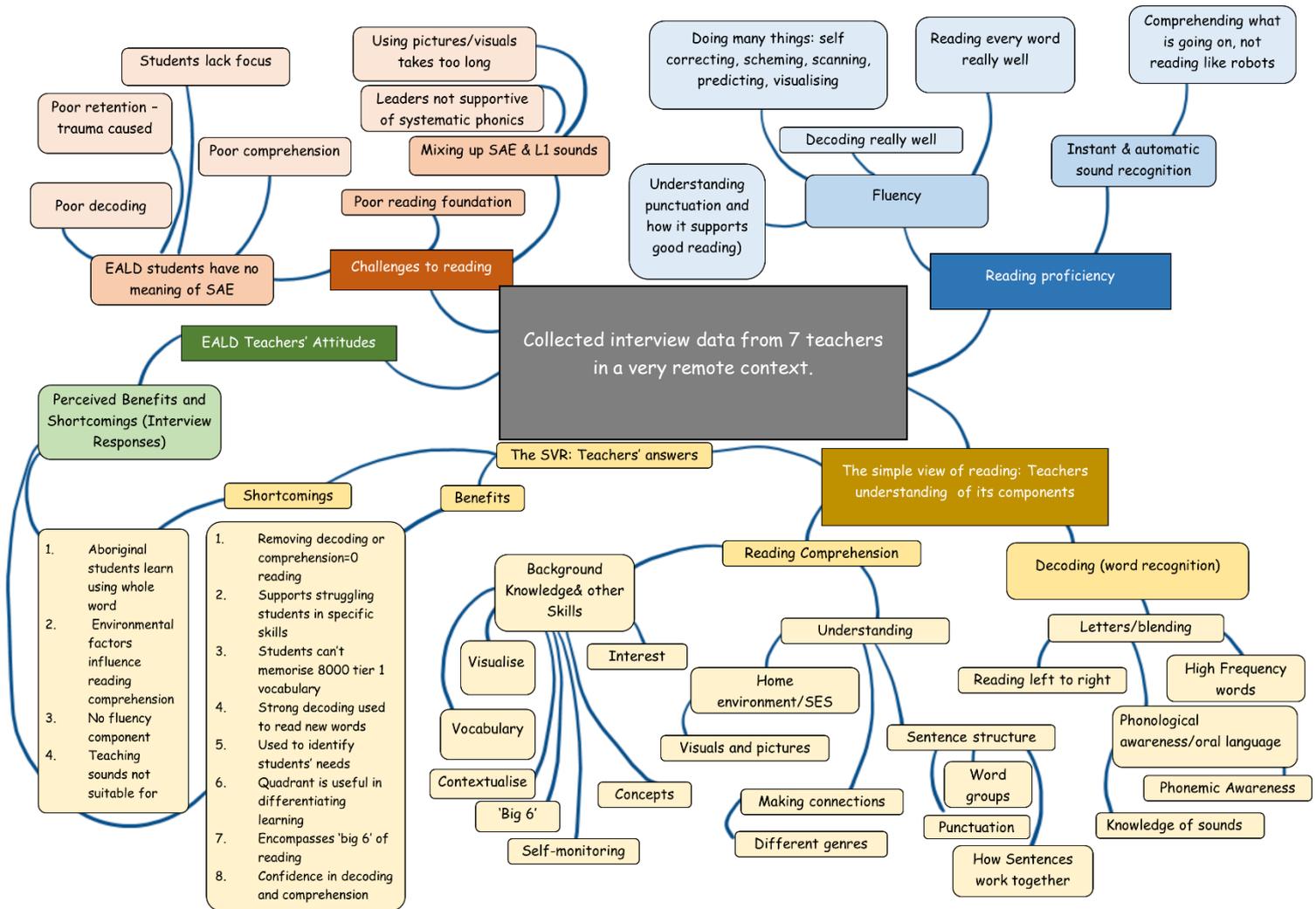
Interviewed teachers	APY school	Gender	Year level currently teaching and subject areas	Teaching experience	Teaching contexts	Training and/or EALD experience
Teacher A	1	F	-Whole school reading intervention and assessment -Teaching Art -Supporting teachers to develop individualised learning plans	34 years	Taught R-12 in mainstream schools as well as Special ED 3 in the APY	Currently undertaking an EALD course but no prior teaching experience
Teacher B	1	F	Class teacher R-2	9 months	None except practice teaching in a mainstream school 8 months in APY	None prior to EALD course by DfE
Teacher C	1	F	Class teacher years 8-11	5 years	Teacher reliever in various schools for one year -3 years in Special Education -8 months in the APY land	None prior to EALD course by DfE
Teacher D	1	F	Class teacher years 3-7	6 months	One term in mainstream	None

					practice teaching	
Teacher E	2	M	Class teacher years 7-9	5 years	One term teaching practice in mainstream	EALD course provided by DfE
Teacher F	2	F	Class teacher R-2	4 years	2 years in mainstream school 2 years in current APY school	EALD course provided by DfE
Teacher G	3	M	Years 9/10 (senior students)	6	All six years in APY	Bachelor's in Applied Linguistics and EALD course provided by DfE

5.3 Data Analyses

This study sought to examine and understand the attitudes of seven EALD teachers in a very remote context in SA towards using the SVR as a reading model for improving the reading proficiency of their Aboriginal EALD learners. Once data collection was complete, participants' responses to each interview question were transcribed verbatim and then data was thematically analysed to get a general sense for a preliminary exploratory analysis. Analysed data was later arranged into memo forms (as in the Mind Map below).

Figure 5.3 A Mind Map of Preliminary Data Analysis



Following Creswell & Guetterman (2019), the collected data was carefully read before being coded and organised into themes and sub-themes, using text segment codes for paragraphs that relate to a single code, starting with nine (9) broader themes which were then reduced to four themes of reading proficiency, teachers' attitudes towards the SVR (benefits and shortcomings as two themes), perceived effective teaching strategies and contextual and environmental factors/challenges which influence reading. These were relevant for providing answers to the research question and were related to the broad conceptual framework (see chapter 4).

The teaching context and personal backgrounds of interviewed teachers were considered in data interpretation, with the aim of understanding their attitudes and their reasoned justifications, as reflected in the interviews. The synthesised data (See Figure 1.5) revealed that three participating teachers, who knew and were using the SVR held positive attitudes towards it. Their responses were organized according to interview questions and presented hereinafter. It was not possible to determine the attitudes of the other four teachers in School 1 because they had not heard of the SVR prior to the interview. However, they had a good understanding the main components (decoding and LC) of reading that should be taught in order for students to become skilled readers.

5.3.1 Interview Question 1: How Do Interviewed Teachers Teach Reading to Aboriginal EALD students?

Interview Question 1 sought to understand how interviewed Aboriginal EALD teachers teach reading with the aim of getting their insight into what RC model they used to teach their Aboriginal EALD students.

In response to this Interview Question 1, the teachers provided contrasting responses. According to Teachers E, F and G (from Schools 2 and 3), they received official training to teach reading in 2020 and were therefore very clear about the importance of providing strong foundational skills (decoding) and LC. In Teacher E's words, teaching reading encompasses teaching students through many different LC strategies:

*“We got lots of training last year. We are teaching reading all the time using ‘Sheena Cameron’ strategies such as word attack, predicting, questioning, retelling, inferring.”
(Teacher E).*

Teacher E further noted that some of his senior students (14 – 17 years old) still need to be taught foundational skills in phonics (i.e., decoding). He did this by providing opportunities such

as taking them out of class to a Personalised Learning Coordinator (PLC) who provided individualised reading support targeting decoding and LC.

Similarly, Teacher F who is a Junior Primary teacher from School 2, said that she was trained in how to use a popular phonics program (known as *'InitialLit'*) and mainly focuses on the teaching of phonological, phonemic awareness (i.e., oral language) and phonics (i.e., learning sounds and decoding). Accordingly, she incorporated, repetition to reinforce new sounds and words. Teacher F also mentioned that she often read to students (for their listening comprehension) and provided opportunities for reading intervention with the PLC because some of her Year 2 students had weak decoding skills and their reading was still below Year 2 level.

"I got training in 'InitialLit' [a popular phonics program] last year on how to teach phonics [decoding]. We are doing reading all the time...., introducing new sounds and words ... every day and repetition of that ... [to help students with] phonological awareness and oral language" (Teacher F)

In contrast, the four remaining teachers from School 1 admitted that they hadn't been doing as much reading as they would like to, though they had tried to use the 'whole word' teaching approach, as evidenced in the two responses from Teacher A and Teacher B, as below:

"I have taught reading but not as much as I would like, and it is not sequential" (Teacher A).

"Here we teach reading differently. No teaching of systematic phonics.... they [leadership] are not so much into phonics" (Teacher B).

None of the 7 interviewed had heard of any other teaching models including Scarborough's reading rope, which is in DfE's best advice reading series.

In summary, three out of seven teachers (namely, Teacher E, F and G) received official training for teaching reading in 2020 and had taught RC by focusing on how to effectively teach the main components of decoding such as phonics and LC such as retelling. Unlike these three officially trained teachers, all the remaining four teachers (Teacher A, B, C & D) from School 1 had not taught reading in the way they would like to since they had had no training, due to their school's

unsupportive leadership, instead using the whole word approach. Although they taught various reading sub-skills of decoding and LC none of them was aware of reading models in the literature review.

5.3.2 Interview Question 2: What is Interviewed Teachers' Understanding of Reading Proficiency?

This interview question required to understand teachers' views of reading proficiency to gain insight into their knowledge of the key components of reading as supported by the science of reading. This interview question and its hint sub-questions also sought to provide information as to whether the Aboriginal EALD students from participating schools needed to be taught the same reading skills taught to native SAE speakers to be proficient in RC. Finally, this question wanted to establish if EALD students in these very remote schools were proficient (reading at year level) in SAE in a bid to establish whether a reading gap existed between their students and their non-Aboriginal peers.

In addition, participants' responses helped ascertain whether these students possessed critical skills that enable them to be proficient enough to access the Australian Curriculum and as a result narrow the reading gap between them and their non-Aboriginal peers. Being guided by the conceptual framework (See Chapter 4), interview responses were thematically summarised into the three main components of decoding, LC and oral language, each of which is reported below:

5.3.2.1 Interviewed Teachers' Understanding of Decoding

All interviewed teachers viewed strong decoding skills (the ability to decipher words) as a critical component of reading proficiency. In their views, decoding skills were all necessary and comprised of phonological awareness, the capacity to recognise, sound and blend unknown words confidently, instantly and automatically. With reference to word recognition (decoding), Teacher A defined it as:

“They instantly recognise words and read them without breaking them up ... having pathways to recognise sounds associated with words” (Teacher A)

However, all stated that many of their students were not proficient decoders as they lacked phonological, phonemic awareness and knowledge in sounds, with teachers from School 1 noting that using the whole word approach failed to provide their students the necessary decoding skills. Thus, when they encountered a new word such as ‘shouted’ they were unsuccessful in deciphering it into the different phonemes in order to read it. This view was also shared by Teachers F and Teacher G teaching senior students at Schools 2 and 3.

Further responses from Teachers A, B, E, F and G revealed that they viewed the process of decoding as being one that must be taught explicitly, systematically, sequentially and repetitively. Five out of the seven teachers felt that decoding and its sub-skills needed to be taught to their Aboriginal EALD students in the same way as they are to native SAE speakers in mainstream classes, as Teacher E suggested:

*“The reading skills taught to Aboriginal students and non-Aboriginal are the same.”
(Teacher E)*

However, Teachers C and D held the view that learners are born wired to read in different languages and reasoned that because their Aboriginal students are EALD, they learn how to read differently and thus should be taught differently. For instance, they said that they had to explicitly teach the sounds ‘t, p, s’ because they are not in students’ L1.

5.3.2.2 Interviewed Teachers’ Understanding of Language Comprehension

Participating teachers viewed decoding alone as not being sufficient in improving students’ reading proficiency. They believed that predicting, visualising, self-correcting, scanning, understanding punctuation, words, sentences and different genres are all important LC skills that proficient readers must have. For example, Teacher A noted that there are different strategies

such as *scanning, scheming, predicting and visualisation* that students used to support them to get meaning of what they were reading.

Teacher F discussed reading to her younger students for listening comprehension while Teacher C noted that she made sure that she read a 'big book' to her senior students who couldn't read for the same reason, because of a lack of decoding reading skills.

"I read a big book [measures about 40X30 cm with pictures typically read to students in JP] to students, ... I am reading it to them for comprehension ... we definitely must be explicitly taught how to read in order to do it" (Teacher F)

Five of the seven interviewed teachers noted that the LC skills that they teach to their Aboriginal EALD students were the same as they would if students were native speakers of SAE. However, the use of context-specific texts (e.g., those set in the APY lands with Aboriginal characters and concepts) and culturally supportive texts (narratives known as 'Dreaming stories' in Aboriginal culture) were beneficial for supporting their students' LC. However, according to Teacher C this often led to students developing limited background knowledge, hindering their understanding of unfamiliar concepts, such as 'skatepark', contributing to poor LC skills.

5.3.2.3 Interviewed Teachers' Understanding of Oral language

Overall, all interviewed teachers felt that their EALD students need strong oral language skills to support reading. They indicated that it was critical for these students to learn listening and speaking skills to build their vocabulary in SAE. The reason was that while native SAE students come to school with a well-developed oral language vocabulary, EALD students have to learn the vocabulary before they can read. Six out of seven teachers also stressed the importance of phonological awareness as part of oral language in supporting reading, as evidenced in Teacher A's response:

"Students need exposure to oral language ... they interact with the text and the teacher when discussing it ... as they expand their vocabulary ... They are looking, talking, listening

*and speaking and I scaffold for them.... phonological awareness is also very important”
(Teacher A)*

Junior and Middle Primary Teachers C and E taught rhymes to build phonological awareness, mainly focused on oral language as part of the ‘Big 6’ of reading. However, strong oral language skills often masked poor reading skills.

“Some students have strong oral language skills ... but they can’t read so we have to teach them ... the skills you teach are the same to Aboriginal and non-Aboriginal” (Teacher E)

In summary, all interviewed teachers shared similar views regarding reading proficiency that encompasses three sub-skills of decoding, LC and oral language to train proficient readers. Those from Schools 2 and 3 who had received training on how to teach reading, were confident that these sub- skills they were giving students supported them in becoming proficient readers. However, Teachers A, B, C and D from School 1 all admitted that they were not teaching reading properly. All teachers shared the view that many of their students were not proficient readers and therefore they required reading intervention.

5.3.3 Interview Question 3: What is Teachers’ Understanding of the SVR?

This question sought to examine EALD teachers’ understanding of the SVR as a reading model. The response to this interview question provided direct answers to the research question as to what attitudes they held towards using the SVR as a reading model to improve their Aboriginal EALD students’ reading proficiency (Refer to Section 1.6.2).

Interviewed teachers’ responses fell into two categories of 1) teachers from Schools 2 and 3, who knew and had a good understanding of the SVR which they were largely using, and 2) those from School 1 who had not heard of the SVR, prompting the follow up question of what skills they viewed as necessary for strong RC skills and all 4 named decoding and LC. After receiving a confirmation that these indeed were the main components of the SVR teachers from School 1

were then able to provide answers as to what they perceived as its benefits and shortcomings of such a model which for the purpose of continuing the interview to complete asking all pre-determined questions (see section 5.3.4).

Teachers E, F and G from School 2 and 3 understood the components of the SVR as being decoding and LC. They had been delivering targeted teaching of the two skills to students every day since receiving training in 2020 as demonstrated by this answer:

“The SVR means that decoding and decoding fluency and comprehension equals reading. I use the SVR to teach every day” (Teacher F).

All three teachers from these schools gave comprehensive responses, covering many of the micro-skills of the SVR, including phonological awareness, phonemic knowledge, print conventions and letter-sound knowledge. They felt that the decoding lower order skills are a critical reading component of the SVR. Further they all listed LC as encompassing skills in syntax, prior knowledge, various genres, vocabulary, the use of context, making inferences, visualising, self-monitoring, grammar knowledge such as punctuation and making connections. Teachers noted that they taught students how simple sentences and tenses work in SAE (syntax), how punctuation works along with the word groups that make a sentence such as verbs, conjunctions and adjectives as shown below:

“We look at word, sentence and text level for understanding” (Teacher G).

Teacher E further explained the meaning of the SVR in detail and talked about seeing its 4 quadrants (see Appendix 2) and immediately visualising where his students could fit. He therefore has utilised it as a diagnostic tool to map out his students’ weaknesses and strengths to target specific skills saying,

“A couple of my kids were in an interesting, rare position of good understanding of words but not being able to read them: good comprehension and very poor decoding skills. Some students have strong oral language skills and can hold a conversation in SAE but they can’t read.”

However, Teacher G felt that some teachers at his school were placing too much emphasis on the decoding component of the SVR and he believed that it is necessary but not sufficient especially for older students such as his in Year 9/10, a sentiment echoed by the other Teachers C and E with senior students.

Although teachers from School 1 had not heard of the SVR, they had the opportunity to further discuss how they taught the decoding and LC skills of reading to their students.

5.3.4 Interview Question 4: What are The Benefits of using the SVR as a Reading Model?

Interview Question 4 sought to establish what participating teachers perceived as the benefits of using the SVR with the aim of understanding whether they thought it in turn has benefits for teaching RC.

In the data analyses, three teachers in Schools 2 and 3, expressed their positive attitudes as reflected in their perceived benefits of the SVR. However, those in School 1 stated that they were increasingly aware that the whole word approach was not working and expressed their frustration regarding leadership not being on board with an effective model to teach the decoding reading component. In contrast, Teachers in school 2 expressed the simplicity of using the SVR as a balanced reading model, incorporating both RC and decoding saying,

“With something like reading which can be convoluted, the SVR is simple enough” (Teacher E).

“With the SVR, students are using decoding [skills] to read, retain more and reading is valuable” (Teacher E)

The second perceived benefit was that the SVR enabled them to teach students decoding skills necessary to decipher new words, as without letter-sound knowledge it would be impossible for them to learn all words by visual memory. For example, Teacher F noted:

“Before using the SVR I was teaching students tricks such as repeatedly reading a word just to memorise.” (Teacher F)

With reference to applying decoding skills to read unfamiliar words, Teacher C perceived this as a benefit stating:

“[Better decoding means] students acquiring fluency which is important” (Teacher C)

Teacher F agreed with the views above saying that before using the SVR to teach phonics to her students she was using unsuccessful ‘tricks’ such as using books with the same words repeatedly so that they could memorise without any understanding of the different phonemes. After adopting the SVR, students had built strong decoding skills enabling them to read a variety of books expanding their vocabulary. She added that whenever they came across a new word, she encouraged them to sound and blend it. When they became successful, they were motivated to read more as reading became enjoyable, reducing cognitive overload, as Teacher F said:

“They want to read more because they can automatically recognise sounds to read new words and they can make meaning.” (Teacher F)

The third perceived benefit of the SVR as per interviewed Teachers, especially of senior students, was its use as a diagnostic tool, offering differentiated teaching (specially to struggling readers) as revealed by Teacher F.

“When I looked at the SVR it made it really clear where I needed to focus on with students It made sense that I could place my kids on the four quadrants [shown in Appendix 2] quite easily.” (Teacher F)

Prior to using the SVR, Teacher F was vaguely aware that some of his senior students needed to be taught LC skills but wasn’t aware that many also needed decoding skills. Since isolating students’ difficulties, they started receiving individualised reading intervention.

To sum up, three participating teachers believed the SVR to provide a balanced model for teaching LC and decoding, leading to the essential ability to decipher new words, thereby reducing the cognitive load and resulting in students' improved RC. The remaining four were supportive of decoding and LC skills as being critical for skilful reading and thus beneficial to their EALD students.

5.3.5 Interview Question 5: What are Teachers' Perceived Shortcomings of the SVR?

This question sought to establish whether teachers perceived the SVR to have shortcomings and hence hold negative attitudes with the aim of providing insight into the main research question.

In response to this Interview Question, three teachers shared their perceived shortcomings of the SVR as 1) lacking a fluency component, 2) excluding other contextual and environmental influences of reading and 3) its inflexibility when teaching older students. The other four teachers gave their views on what shortcoming could be (I had explained what the SVR components of reading are) in regards to a model of reading which focuses on decoding and LC as the only skills that are needed.

According to Teacher F and G, one of the shortcomings of the SVR was that it did not include a fluency component stating,

"It doesn't capture all the components of the Big 6" (Teacher G).

They both felt that decoding needed to be fast and automatic for RC to occur and without this component, students would not acquire RC. A second shortcoming was that teachers felt that there were other contextual and environmental factors that influence their Aboriginal EALD students' reading, not captured in the SVR as shared below by Teacher C:

*“They have no access to concepts such as skate parks so they can’t engage with a book ... they are not exposed to a variety of reading concepts outside of their environment.”
(Teacher C)*

Both Teachers D and E felt that with their senior students (struggling readers) there was a delicate balance when trying to teach phonics due to the associated embarrassment. This leads to the third perceived shortcoming; they felt compelled to continually choose texts that are set within their known environment, which didn’t necessarily provide them with an opportunity to develop skills such as decoding, and LC required to read a wide variety of texts. As well, Teachers B and F believed that other ways of teaching EALD students such as the use of visuals and learning from their experience were missing from the SVR.

“We make high frequency words with pictures to be relatable to the students’ context and community.” (Teacher B)

5.4 Analyses of other Relevant Emerging Interview Data

Apart from pre-determined themes, there were two emerging themes from interview data, namely 1) Challenges facing teachers and factors affecting Aboriginal EALD students and 2) Teachers’ perceived strategies for teaching reading, each of which is presented below.

5.4.1 Challenges Facing Teachers and Factors Influencing Student Reading

Teachers expressed the first common challenge they faced when teaching reading as being students’ poor decoding and comprehension skills with varying levels of reading (the two senior Teachers from School 1 and 2 have students reading at level 1 while others are on level 30). For context, one of the assessment tools used to measure reading proficiency in SA is ‘Running Records’. The achievement standards as stipulated by DfE (2021) is that by end of Reception Year students achieve level 5, level 13 in year 1 and level 21 in year 2. This means that some senior students were at Reception year level reading and needed to be taught decoding as cited by Teacher E and G:

“Some students in the senior class still need phonics” (Teacher E)

“My students are not proficient..... not fluent..... [There are] lots of gaps.....they are on Running records level 9 in Year 9/10” (Teacher G)

Teachers in School 1 also shared their frustration about leadership not allowing them to teach phonics and therefore students had a poor foundation in decoding skills. This is a challenge because they were left to teach using the ineffective whole word approach.

“No teaching of systematic phonics ... leaders are not fans” and “hesitancy from people higher up” (Teacher B).

Another challenge shared by all teachers was that students suffer from trauma with poor working memory which easily caused cognitive overload when learning how to read. They were highly emotionally un-regulated, suffered language anxiety, had severe hearing loss and were illiterate in L1. Teacher E demonstrated students’ lack of concentration long enough to learn deeply for better retention saying:

“The biggest one for me would be working memory with students because obviously with EALD and trauma backgrounds..... a lot of things like decoding fluency and comprehension are impacted” (Teacher E).

Teacher C noted that this lack of focus created a behaviour problem, interfering with reading, stating that students were transient and unable to sit down and focus for long on reading strategies. The challenge of students being EALD combining with trauma was echoed by teachers A, B, E, F and G with the perception that L1 caused an interfering effect such that students couldn’t tell the difference between ‘a’ and ‘u’ or ‘p and b’ and SAE:

“They have no association to sounds in English mixing up sounds like ‘a’ and ‘u’ ... no foundation and therefore [students] get anxious when trying to read ... there are too many complexities such as living with trauma which has taken up many cognitive resources” (Teacher C)

Additionally, interviewed teachers viewed the home environment and the SES of their Aboriginal EALD students as influencing their reading, for example, Teacher D noting that:

“They only read at school and this is not reinforced at home, you just have to drill it into them at school they have no role models at home who read” (Teacher D)

Teachers C, E and G with senior students perceived lack of interest and motivation to learn SAE as another factor influencing their Aboriginal students’ reading proficiency. They noted that students learnt how to read when they were much older because of several factors such as low school attendance rates and their transient nature. They lacked interest and motivation as they were aware of their inability to read which had led to low confidence in reading, unlike many mainstream students who are intrinsically motivated to read. For example, Teacher E noted,

“They lack the understanding of why it is important to read in SAE.....you have to get them interested in the content first and then teach them how to read.”

5.4.2 Teachers’ Perceived Strategies for Teaching Reading

All interviewed teachers shared strategies that they perceived as being effective for teaching the different components of the SVR to their Aboriginal EALD students. These were explicit teaching, systematic and sequential teaching of phonics, providing feedback to students, multiple exposures, scaffolding, differentiated goals and the use of first language (translanguaging).

Teachers expressed the importance of explicitly teaching reading skills, especially sounds such as ‘t, p, s’ that are not in students’ L1. Teacher B added that the skills needed to sound different words must be taught but was not teaching systematic and sequential phonics. However, Teacher G stressed that structuring lessons systematically and sequentially with constant and immediate feedback was effective;

“We have to lay it out really systematically and explicitly teach the SAE rules” (Teacher G).

Another teaching strategy utilised by teachers was multiple exposures. This is done through repetition of reading components as noted by Teacher F:

“The more they do this the more capable students get at reading and [the more students] enjoy it.” (Teacher F)

Differentiation was a third reading strategy interviewed teachers used. Teacher E stated that he utilised the four quadrants of the SVR (Appendix 2) to target different skills as needed by individual students. Teacher C was clear about the different skills that different students needed to be taught. She identified some as needing decoding, while the focus with others was LC. In addition, both teachers from school 2 said they had streamed some of their reading lessons to effectively differentiate and teach specific skills as needed by students.

Finally, Teachers D, E, G and F use students’ first language (translanguaging) to support greater understanding and Teacher A felt that using students’ experiences in first language was important in SAE comprehension. This would especially be the case because Pitjantjatjara/Yankunytjatjara are both alphabetic orthographies, as noted by Teacher G:

“When students are literate in their first language, they can transfer these skills especially in phonics to read SAE” (Teacher G).

5.4.3 A Summary of Major Findings from Data Analyses

In summary, three Aboriginal EALD students’ teachers who participated in this study had positive attitudes towards the SVR because they have been using it to teach reading while four from School 1 had not heard of it but were teaching some of its skills. All seven teachers believed that students needed decoding and LC as two core skills to be proficient readers. However, they considered factors and challenges such as home environment to have an influence on students’ learning of reading. As revealed from the three interviewed teachers’ responses, their perceived benefits of the SVR far outweighed the shortcomings and this was clearly articulated by Teachers E, F and G from School 2 and 3 who have been using the SVR to teach RC. Teachers A, B, C and D from School 1 stated that although they were not currently using the SVR, its use would be beneficial to their students. This view was because they had long understood (before this interview) that decoding and LC (similar to SVR) and the two main components that students

need to be taught in order to be proficient readers. While teachers shared various strategies that they believed to be effective in teaching reading (see Section 5.4.2 above), generally three viewed the various component of the SVR positively and the other four viewed the components that they were familiar with positively.

5.5 Discussion of Findings

5.5.1 Discussion of Key Findings in Light of Research Aim and Question

The findings of this research helped achieve the research aim and provide answers to the research question. The aim of this research, as defined in Section 1.6.1 is to explore EALD teachers' understanding of the SVR model of reading towards improving the reading proficiency levels of Aboriginal students in a very remote setting. The research question, as formulated in Section 1.6.2 in Chapter 1, was *"What are the attitudes of EALD teachers towards the use of the SVR to improve reading proficiency levels for Aboriginal EALD students in very remote schools in South Australia?"* from which the semi-structured interview questions were derived.

Through seven one-on-one semi-structured interviews with EALD teachers in three very remote schools, being guided by the conceptual framework (Chapter 4), the study generated a deeper knowledge of participating teachers' attitudes towards reading proficiency, the benefits and/or shortcomings of the SVR, how they supported struggling readers (reading below year level) and what teaching strategies they considered effective. The study revealed that all 4 teachers in school 1 had not heard of the term the SVR but were aware of the main skills components that readers need to be proficient in i.e decoding and LC (and their sub-components) and taught some of these skills in an ad hoc manner. Although some of their responses suggested that they had some understanding of what skills a proficient reader needs to possess, their answers could not be used conclusively to determine their attitudes towards the SVR. It is worth noting that since 2018 the DfE has invested heavily into reading research and provided schools with coaches to support teachers in teaching reading. There is a myriad of resources specific to the teaching of

reading and specifically on the SVR along with teaching EALD to Aboriginal students available on DfE websites as revealed by the literature review. This finding reveals that perhaps teachers in one school have not received any training/coaching, are unfamiliar with the important DfE direction revealing that enough has not been done to train all teachers in effective ways to teach reading. Another explanation as raised by these teachers in School 1, is the leadership were not fully behind DfE's reading initiatives aimed at closing the reading gap.

In contrast, the meaning and perceived benefits of using the SVR were similar among three of interviewed teachers in all Schools 2 and 3. Their responses to the interview questions as shown in the data analysis were largely in alignment with the literature reviewed which revealed that for RC to occur, students should have strong decoding and LC skills (Gough & Tunmer, 1990); Hoover & Tunmer, 2020; Main & Konza, 2017; Scarborough 2001; Wren, 2000) with Teacher 5 stating that he used the four quadrants (DfE, 2021) of the SVR as a diagnostic tool when assessing students' reading.

Consequently, the three had positive attitudes towards it as its apparent benefits outweighed shortcomings. Some of the benefits of the SVR that these teachers noted were (1) being simple to follow but not simplistic, (2) being used as a diagnostic tool resulting in targeting the teaching of specific reading skills, (3) Its four quadrants for the four types of readers supporting differentiated teaching and learning, (4) being scientific (consistent with the science of reading) and evidence based, (5) having 5 of the 'Big 6' of reading, (6) supporting students decode new words as they can't memorise 8000 tier one vocabulary words, and (7) building confidence in RC which sparks interest/enjoyment in reading as it becomes meaningful. A possible explanation to this finding which is supported by the reviewed literature is that the SVR is by far the most influential and widely used model when it comes to a theoretical framework, explaining the critical skills that readers need to decode and have LC (Catts, Adolf & Weisner, 2006; Chiu, 2018; Joshi, 2018; Sparks, 2018; Verhoeven et al, 2019). SVR and/or its main reading skills have remained what most practitioners choose to use. Another probable reason could be that the

other models are too complex for teachers to understand (Duke & Cartwright, 2021). Finally, as noted by teachers they had received training in the Science of reading facilitated by leadership revealing two schools in support of DfE reading initiatives.

Despite its many perceived benefits, teachers viewed the SVR to have some shortcomings as 1) It does not have a fluency component, 2) there are other factors that greatly influence Aboriginal students' reading such as the cognitive overload caused by trauma and being EALD learners usually illiterate in L1, 3) for the senior students the teaching of phonics can lead to loss of self-confidence and heightened reading anxiety, 4) EALD students learn differently. The first three shortcomings were consistent with the literature as demonstrated by the critics of the SVR who argue that fluency should be a separate component of reading and factors such as students' SES influence reading (Adolf, Catts & Little, 2006; Duke & Cartwright, 2021; Kendeou et al., 2009; Wagner, Herrera, Spencer & Quinn, 2015). Aboriginal students' poor decoding skills, (as stated by teachers) consistent with literature consumes the working memory leading to poor comprehension, and an interpretation could be that trauma could further exacerbate that (Hoover & Tunmer, 2020). However, the reviewed literature was clear that all people, including EALD learners, learn how to read the same way and although L2 learners experience language anxiety, if they possess strong reading skills, this will likely reduce (Duke & Cartwright, 2021; Goldenberg, 2020). It is my view that the reading problem is much more complex because of these other existing factors (beyond just the teaching of decoding and LC skills) in these very remote contexts. For instance, the discontinuation of the bilingual language programs in the nineties as revealed in the literature review led to very low L1 literacy levels among a generation of Aboriginal people as reported by some of the interviewed teachers. It is worth noting that one of the key focus areas of the AES (2019-2029) is "a move toward a bilingual education model that ensures proficiency for Anangu children in Pitjantjatjara or Yankunytjatjara and Standard Australian English as an additional language" (DfE, 2018, pp. 19) indicating an acknowledgement by the SA government that this challenge exists and beyond this putting in place measures to tackle it.

In conclusion while a significant number of teachers in this study had not heard of the SVR and therefore could not provide direct answers to the research question, the three that were utilising it to teach reading to their Aboriginal EALD students viewed it has having more benefits than shortcomings, indicating a positive attitude towards its use.

5.5.2 Discussion of Key Findings in Light of Literature Review

Being guided by the conceptual framework, the key findings are discussed, based on the five key concepts of RC, decoding, LC, teaching struggling readers and effective teaching strategies. This section is thus structured, according to these five concepts, as revealed in the Conceptual Framework.

5.5.2.1 Reading Comprehension

The current study revealed positive attitudes held by three teachers of Aboriginal EALD students towards the SVR and its three variables namely $RC = D \times LC$. However, when all teachers were asked what components made a proficient reader (with strong RC), they were all in agreement that strong LC and decoding skills were the main ingredients. These two components are similar to those of the SVR.

According to the literature RC is the skill of acquiring meaning from printed words using two inter-related cognitive capacities, namely decoding and LC (Hoover and Tunmer, 2020). This literature is well supported by results from other studies/reading models (Aaron, Joshi, & Quatroche, 2008; Chiu, 2018; Duke & Cartwright, 2021; Joshi, 2018; Lonigan, et al, 2018; National Early Literacy Panel, 2008; National Reading Panel, 2000; Rose, 2006; Rowe, 2006; Scarborough, 2001). This is also consistent with the RC conceptual framework and the literature review as noted previously. The SVR defines RC as follows:

“The ability to understand printed text, is determined by just two cognitive capacities: decoding, the ability to recognize words in print, and language comprehension, the ability to understand spoken language” (Hoover & Tunmer, 2020, p. 47).

All interviewed teachers felt that the elements of decoding and language comprehension should be taught explicitly, a view supported by literature reviewed (Main & Konza; Sparks, 2018; Wren, 2000). Although the teachers for senior students felt compelled to teach more LC (focusing on listening comprehension) than decoding, the literature does not support this view and is clear that each component is necessary but not sufficient on its own and without the foundational skills of decoding RC cannot occur (Duke and Cartwright, 2021; Ehri, 2020; Hoover and Tunmer, 2020; Sparks, 2018). Accessing the curriculum demands that EALD students are proficient in reading and this is only achievable by being skilled in the foundational lower order decoding skills freeing cognitive resources for higher order skills of LC to occur (ACARA, 2014; Hoover & Tunmer, 2020).

5.5.2.2 Language Comprehension

Interviewed teachers viewed LC skills such syntactic, prior knowledge, vocabulary, grammar and genre knowledge as being very important in aiding students' understanding. This is consistent with the literature (Hoover & Tunmer, 2020; Joshi & Aaron, 2012; Scarborough, 2001). One of the factors (consistent with reviewed literature) influencing their Aboriginal EALD students' reading was the home environment, which teachers felt didn't support reading. However, the literature is clear that if students are taught decoding and LC, the core skills in RC, their home environment should not influence their reading (Stollar, 2020). It has been a practice to have students in these remote schools only read texts from their cultural context and environment, and consequently exposure to a variety of experiences is limited (Aaron & Joshi, 2012). Therefore, they lack background knowledge to many non-context concepts, and this hampers their LC. Some of teachers also said that hearing loss and Otitis media affected reading rates, but studies show that there is no difference in reading performance between students with hearing problems and those without (Main & Konza, 2017).

LC is multi-dimensional, consisting of cognitive components such as linguistic knowledge (i.e., sentence structure and background knowledge such as vocabulary and inferencing skills) (Scarborough, 2001; Hoover & Tunmer, 2020). This is an active process in which the reader must build understanding by not just understanding the content but by making inferences (Gough & Hoover, 1990; Hoover & Tunmer, 2020). Literature reviewed showed that listening comprehension (with vocabulary) is a strong predictor of RC, especially among EALD students. For this skill to develop, students (especially EALD) need strong skills in oral language, vocabulary, morphological awareness and language structure (Bellochi, Tobia & Paola, 2017; Florit & Cain, 2011; Geva & Farnia, 2012; Gottardo & Muller, 2009; Joshi, 2018; Sparks, 2015; 2017; Yusan, 2021). This confirms interviewed teachers views that oral language, decoding and LC are important for reading proficiency.

In addition, background knowledge, which is knowledge of the world represented by students' experiences sometimes acquired from rich language home environment plays a critical role in LC (Farrall et al., 2019; Stollar, 2020; Hoover & Tunmer, 2020). Interviewed teachers felt that their students' home environment wasn't rich in SAE texts, and this affects their reading. However, teachers should provide background knowledge to students when they are reading unfamiliar texts (Sparks, 2018). The reviewed literature is clear that if students have strong decoding and LC skills, taught explicitly by teachers, even when they come from poverty or low SES, they will become proficient (skilled) readers. (Stollar, 2020).

5.5.2.3 Decoding

All interviewed teachers viewed strong decoding skills as a critical component of reading proficiency. They were all categorical that phonological awareness and the capacity to recognise, sound and blend unknown words instantly and automatically form the foundation for strong reading skills. They view strong phonological and phonemic awareness being a product of strong oral language and vocabulary in SAE. Further they felt that EALD Aboriginal students understanding print conventions such as reading from left to right is important and that it is

critical for them to form strong decoding pathways so as to develop fluency in reading. Finally, teachers in school 1 had observed that without a systematic phonics approach, teaching whole words for students to memorise was an unsuccessful strategy as when they come across a new word, they can't decode and read them. On the other hand, teachers in schools 2 and 3, using a systematic phonics approach, have seen students' reading improve.

This is consistent with literature reviewed, which lays out elements which support word recognition/decoding as including phonological and phonemic awareness, understanding of print conventions (reading from left to right, punctuation, the relationship between speech sounds and written words), development of sound pathways in the brain (alphabetic coding skills) and letter-sound knowledge (Hoover & Tunmer, 2020; Miles, McFadden, Ehri, 2018; Stollar, 2020). A study by Ehri (2020) found that at the beginning phase of reading students need knowledge to understand the relationship between graphemes and phonemes and teaching using whole words means that they will forever remain in the pre-alphabetic phase of reading. This is because students only learn to guess words using syntactic and semantic knowledge limiting their decoding skills which build accuracy and automaticity. Therefore, when they encounter new words, they have no skills to identify them (Hoover and Tunmer, 2020). However, when they acquire decoding and letter-sound mapping skills they can move beyond the alphabetic skills to become skilled readers and this is only achievable when teachers use systematic phonics instruction (Ehri, 2020).

5.5.2.4 Reading Intervention to Support Struggling Readers

Data analysis from interviewed teachers of Aboriginal EALD students confirms that many of their students are struggling readers: the three teachers of senior students (years 8-10) reported having students at reading levels below 10. The Running Record assessment tool used in SA would place them at Reception -year reading level. The implication is that these students cannot access the curriculum, resulting in disengagement, absenteeism, incompleteness of year 12 and this often accompanied by a feeling of failure (Harper and Feez, 2021). The teachers in Schools 2 and

3 reported providing reading intervention using explicit teaching and differentiated plans. Hoover and Tunmer (2020) support this view by proposing instruction that is individualised, differentiated, delivered explicitly, intensely and at a pace that allows for the practising of new skills.

If students are struggling in reading, they need to catch up with their peers and access the curriculum. Intervention is probably required in both word decoding and LC (Hoover & Tunmer, 2020). Literature reviewed reveals a reading gap between Aboriginal EALD students and their non-Aboriginal peers (ACARA, 2019; Main & Konza, 2017; Munro, 2017). Three interviewed teachers with older students supported this as they revealed that some of their 13–17-year-old students were reading at a reception/year 1 level. The SVR argues that weaknesses in LC (listening and reading) which are typical with older struggling and EALD readers need to be addressed by focusing on developing decoding (especially oral fluency), vocabulary, academic language and background knowledge (Goldenberg, 2020; Verhoeven & Leeuwe, 2011; Hoover & Tunmer, 2020). Although Teacher E's students were receiving reading intervention from the PLC, Teacher C and F with senior students argued that great focus should not be on phonics as their older students needed LC more and this view was not consistent with the literature on how intervention should be conducted. My view is that any reading intervention provided by teachers should be based on what is supported by the Science with consideration to age-appropriate resources and programs for the older students.

5.5.2.5 Effective Teaching Strategies

Data analysis revealed that there are teaching strategies that interviewed teachers regarded as having high impact on students learning. They were explicit teaching, differentiated learning (using the four quadrants of the SVR), multiple exposures (through repetition), continuous feedback, structuring of lessons, setting goals and assessment. For instance, Teacher F used a popular phonics program, *InitiaLit* which she found effective because it provided for explicit, structured, sequential, systematic and differentiated teaching of phonics. This is supported by

Main & Konza (2017)'s reviewed studies into '*MultiLit*' and '*MiniLit*' (versions of *InitialLit*) which teach letter-sound and coding sequentially, systematically and explicitly leading to Aboriginal students making large gains in reading.

Other studies into the effective teaching of reading are in agreement that instruction should be individualised, delivered explicitly, intensely and at a pace that enables readers time to practise the new targeted skills (Hoover & Tunmer, 2020). The teaching of phonics should be systematic and sequential (beginning with phoneme awareness, grapheme-phoneme relationships and blending, allowing for multiple opportunities to encounter the same sounds (Ehri, 2020; Goldenberg, 2020; Hasbrouck, 2019; Hoover & Tunmer, 2020; sparks, 2018; Stollar, 2020) with teachers providing continuous feedback with assessments to set reading goals.

5.6 Summary of Chapter 5

This chapter presented analyses of data collected from seven interviewed teachers of Aboriginal EALD students in very remote school contexts in South Australia. The collected data was coded, according to pre-determined themes and sub-themes (as guided by the conceptual framework presented in Chapter 4) and emerging themes, then subsequently analysed and interpreted for schoolteachers' positive attitudes towards the SVR as a reading model to improve their students' reading proficiency.

The analyses of data revealed three of the interviewed teachers' positive attitudes towards the SVR while four had not heard of it. This chapter revealed that the perceived benefits by those using it were the SVR being simple to understand, its use as a diagnostic and teaching differentiation tool and its two critical components of decoding and LC that are scientifically proven to be the key tools of RC. These data analytical findings are consistent with the literature. However, teachers also perceived hindering factors such as the environment, trauma and motivation that affect their students' reading capacities which are consistent with reviewed literature of other models of reading (Section 2.3 above).

CHAPTER 6. MAJOR FINDINGS AND CONCLUSION

6.1 Overview of Chapter 6

The aim of this research was to examine EALD teachers' attitudes towards the SVR to teach reading to their Aboriginal EALD students in a very remote school context in South Australia in order to improve their reading proficiency. There is a wide reading gap between these students and the non-Aboriginal peers and both the federal and SA state government have a 'closing the gap initiative' to address this inequity. This final chapter provides a summary of the research's major findings and practical recommendations for stakeholders. It also highlights the research limitations, significance and its implications for further research. It concludes with concluding remarks.

6.2 A Brief Summary of Major Findings

6.2.1 Major Findings as Revealed from the Literature Review

Over the last four decades thousands of studies have been carried out on the science of reading and its proponents have invoked the SVR to explain the science of reading to teachers to guide them in how to teach reading (Aaron, Joshi, Gooden, & Bentun, 2008; Catts, et, al.2015; Hoover & Tunmer 2018; Joshi, 2018, Sparks, 2017). The SVR is easy to understand as it clearly explains what skilled readers do and what struggling readers lack (Ehri, 2020; Hoover & Tunmer, 2020). Over the past decades, hundreds of studies have been replicated in trying to disprove or prove it with the same result: a confirmation of its main components of decoding and LC as necessary for RC. Although it has been nearly four decades old since it was first proposed by Gough and Tunmer (1986) and Hoover & Tunmer (2020), this model is widely used and has been adopted most notably by the reading panel in the USA in 2000, the UK Rose Report in 2005 and more recently The National Inquiry into the Teaching of Literacy in Australia in 2006.

The literature reviewed revealed studies of the SVR's use globally, nationally and to a small extent within SA but none among EALD Aboriginal learners in very remote schools. The benefits in the existing literature were clearly highlighted, underscoring its favourable use in teaching reading in different orthographies, both shallow (one-to-one relationships between phonemes and graphemes) ones such as Swahili and those deep (a grapheme has more than one phoneme) such as English (Wawire, Piper & Liang, 2021). Another finding from the literature reviewed was that people learn how to read the same way, therefore native English speakers and EALD learners go through the same processes. Variations in reading skills are not because of language background, low SES or learning difficulties but because of poor skills in either decoding, LC or both (Ehri, 2020; Sparks, 2018; Stollar, 2020). Pitjantjara/Yankunytjatjara, two languages spoken by students in the current study are shallow orthographies with only 24 phonemes, thus these EALD students might find some of the 44 phonemes in SAE challenging as noted by teachers. The science of reading is largely settled that all people learn to read the same way but teaching SAE reading to these students should be explicit, systematic and sequential with more emphasis on the phonemes absent in students' L1.

Data collected from participating teachers, when analysed was largely consistent with these findings from the literature reviewed except for two teachers who felt that their Aboriginal EALD students learn reading differently. This is not supported by literature as there are similarities in how native English speakers and EALD students learn how to read (Goldenberg, 2020). Teachers raised other factors such as home environment, trauma, low SES, students being EALD, lack of literacies in first language and motivation that may influence reading specific to their very remote context. This is an important finding in view of the AES which aims to narrow the reading gap between Aboriginal students and their non-Aboriginal peers by 2029 and is consistent with literature reviewed on models that critique the SVR. For instance, A study undertaken by Aaron & Joshi (2012) concluded that indeed factors such as SES, home environment, dialectical differences, motivation and gender do influence reading (Chiu & McBride, 2006; Duke & Cartwright, 2021). The factors noted by teachers in this study are well documented as affecting

the general academic achievement of Aboriginal EALD students in very remote schools and therefore raise the question as to whether just using the SVR is enough to improve the reading proficiencies of these students without addressing the other challenges. For instance, native SAE students who come from low SES come to school with approximately 40,000 academic words compared to those from high SES thus starting school far behind in their vocabulary. Aboriginal EALD students (low SES) are further disadvantaged because they come to school with no or limited SAE, a problem further compounded by trauma. Perhaps a re-introduction of the discontinued bilingual programs (see Section 2.2.3 above) could provide students with a strong foundation in L1 literacies upon which reading in SAE will be built upon. Reading intervention programs for many of the struggling readers in this study could therefore focus on using the SVR for reading instruction because collective teacher efficacy has an effect size of 1.57 on student learning (i.e; teachers make the greatest difference) while being aware that addressing the mentioned factors is needed for greater improvement. Finally, although three teachers held positive attitudes towards the SVR, they had no knowledge of the other reading models in the reviewed literature, even the more popular Scarborough's Reading Rope, suggesting an inconclusive comparison. An explanation could be that the SVR is the most widely used and model of choice by the DfE.

6.2.2 Major Findings as Revealed from the Data Analyses

The major findings as revealed in the data analysis in Chapter 5 were that 3 interviewed teachers' attitudes towards the SVR were largely positive as they perceived to have many benefits as a teaching reading model. Because four of the teachers had not heard about the SVR, the study could not conclusively determine their attitudes. Some of the benefits noted by those using it and consistent with the literature were that 1) it shows teachers what skills are needed by students and how to teach them, 2) it is used a diagnostic tool providing a differentiated teaching model, 3) it is evidence-based and supported by the science of reading, 4) it is easy to use and 5) it encompasses the '5 of the Big 6 of reading' 6) is effective for SAE native speakers as well as EALD (Al Janaideh et al., 2020; Hoover & Tunmer, 2020; Joshi, 2018; Kang, 2021; Main & Konza, 2017; Sparks, 2018). However, they noted some of the shortcomings such as 1) a lack of a fluency

component and that 2) other factors such as motivation affect reading, also reflected in existing literature (Duke & Cartwright, 2021; Joshi & Aaron, 2012; Kim, 2020). Many of the findings from the current study are thus consistent with the existing literature, consisting of numerous studies supporting the use of the SVR in differing contexts both globally and in Australia. The current study further revealed, however, that the SVR has not yet been used consistently to teach Aboriginal EALD students in very remote contexts but confirmed that some of their EALD teachers have indeed found it to be beneficial in teaching RC.

6.3 Recommendations for Key Stakeholders

To address the ‘closing the gap strategy’ (see Section 1.2.1 above), the GSA’s DfE aims to narrow this gap in the next 10 years. The findings from this study could inform key stakeholders that participating teachers who were using the SVR were seeing some reading improvement among their Aboriginal EALD students and those yet to be open to its use. Stakeholders working with school leadership could make sure that other teachers adopt the same SVR model of reading while working to seek for solutions to address the other challenges such as low literacy in L1 noted by teachers.

6.3.1 Recommendations for Aboriginal Students’ EALD Teachers

Three interviewed teachers had positive attitudes towards the use of the SVR to teach reading. Some of the seven teachers were aware of the how students learn how to read and that the brain is not wired to read and reading pathways only develop as a result of teaching. Decoding and LC, the two main reading skills, need to be taught concurrently as one without the other is not sufficient for RC (Ehri, 2020; Hoover & Tunmer, 2020). In addition, students need skills in sentence structure, punctuation, word groups, knowledge in different genres and strong SAE vocabulary. This is supported by the three variables of the SVR proposed by Gough & Hoover (1990):

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

However, teachers in School 1 demonstrated that knowing about the components of the SVR is not the same as effectively teaching using it (Goldenberg, 2020).

Furthermore, all interviewed teachers felt that other factors such as fluency, the home environment and motivation influence reading. Literature from the critiques of the SVR have noted these as being important factors that affect reading (Duke & Cartwright, 2021; Joshi, 2018). Teachers further cited trauma and its associated effects as a strong negative influence on their Aboriginal EALD students' reading as it causes cognitive overload. Many reading researchers argue that poor decoding consumes the working memory (trauma compounds this further) and this could lead to poor LC (Hoover & Tunmer, 2020). Finally, interviewed teachers supported the use of certain HITS such as explicit teaching, multiple exposures, differentiated learning and feedback as being effective when teaching reading. Again, these are consistent with the literature reviewed, which was clear that reading instruction should be explicit, systematic, sequential using deliberate, careful and cumulative practice (Hattie, 2009; Main & Konza, 2017; Stollar, 2020).

6.3.2 Recommendations for Aboriginal Education Strategy (2019-2029) Administrators

The data analysis showed that teachers in schools 2 and 3 using the SVR were seeing some initial benefits from their students' reading outcomes while those in school 1 continued to face challenges. It is recommended that administrators could ensure that there is consistency in the teaching of reading to Aboriginal EALD students in these very remote schools. A timely intervention using the SVR could in turn lead to the desired narrowing of the reading gap by 2029, as per the AES' mandate. Positive data from School 2 could provide evidence that a similar outcome could be achieved in other very remote schools. However, as demonstrated in School 1, even if teachers' attitudes towards the SVR were positive, supportive leadership is needed to facilitate its effective implementation. Policy makers at the DfE level, therefore, could provide training to leadership on the benefits of using the SVR to teach reading.

6.3.3 Recommendation for EALD Course Developers

The literature review revealed some uses of the SVR in SA, especially because of the mandatory phonics screening of all year students across the state. There are many commercially developed courses such as *InitialLit* and *'Sheena Cameron'* being used by interviewed teachers to teach phonics and LC. However, when interviewed, they expressed that they are not context specific and therefore the unfamiliarity to some concepts such as skate parks hinder RC for Aboriginal EALD students. Contextualising courses with illustrations will bring greater accessibility to students when reading, especially in the new and emerging stages, as teachers noted that students' RC is supported by their rich cultural knowledge and unique context. However, this should be approached with caution as students' knowledge of unfamiliar concepts might end up being limited, further hindering them in accessing non-contextual reading texts (Sparks, 2018).

6.3.4 Recommendation for EALD Course Coordinators and School Leaders

Although participants were only from three schools, their answers revealed two very distinct reading approaches. It is recommended that leaders offer support to teachers in the use of effective reading models such as the SVR. Teachers from School 2 noted that their leaders invested in their reading professional learning the year before and the PLC provides reading intervention for identified struggling readers. Consequently, they purchased a popular reading program called *'InitialLit'* which they had found very effective in teaching decoding. Other school leaders could emulate this model so as to enjoy the same reading successes for their students. Teacher G from School 3 noted that there was extensive teaching of phonics with concerns that LC might not be receiving the same intensive teaching. These findings are important for course coordinators and school leaders as there needs to be a balance in the teaching of decoding and LC for strong RC. Finally, leaders could engage in professional learning to understand the science of reading which says that everyone (native SAE and EALD speakers) learns to read the same way and that the SVR is supported by this science. The result would be Aboriginal EALD students

improving in their reading hence narrowing the reading gap between them and their non-Aboriginal peers.

6.4 Limitations of the Study

This study, like any other qualitative studies, has its limitations. First, only 7 teachers from 3 schools were interviewed and therefore the study cannot be generalised. Furthermore, these schools are only very small and going through the school principals might have meant that participants might have given answers that put the school in good standing.

The second limitation was the limited timeframe for conducting the interviews; the researcher only travels to the context twice a term and although there was the option of collecting data via *Microsoft Teams* some participants opted for face to face giving only a month to analyse all the data.

The third limitation is the limited scope of this study as it only focused on the SVR which is only one model of teaching reading. Finally, there is methodological limitation because it relies only on 7 one-on-one semi-structured interviews substantively focusing on the SVR. This ignores factors such as trauma, low school attendance rates and historical suspicion towards English because of the colonisation of Aboriginal people that could impact learning how to read in this very remote context. Some of these factors have been acknowledged in the literature review. In addition, the research aim is stated as exploring the attitudes of EALD teachers towards the use of the SVR as a reading teaching model.

6.5 Significance of the Study

Despite its limitations, this study is significant in terms of its contribution to the literature and to reading teaching practices. This study contributes to the existing gap in the literature on the use of the SVR to teach Aboriginal EALD students. The SVR has been used successfully globally,

nationally and in some parts of SA. This study revealed its use in two very remote schools and teachers' positive attitudes towards it. Other schools in similar contexts could adopt its use. Furthermore, the study data supports the use of the SVR as a HITS echoing what is in existing literature especially in the big reading panels in the USA, UK and Australia advocating for the use of the SVR to improve literacy levels by explicitly and systematically teaching both decoding and LC skills.

In regard to teaching reading practice, other teachers could benefit from the knowledge and experience of their peers in this study who positively view the SVR, with some already seeing better reading outcomes or are at least developing an awareness of what skills their students need. The result would be better retention, improved reading proficiency, better NAPLAN reading results and a possible narrowing of the reading gap.

6.6 Implications of the Study

6.6.1 Implications for Further Practice

With a focus on the SVR, this study has implications for further teaching practice and further research. For further teaching practice, teachers thinking about how to best to teach reading to their Aboriginal EALD students could consider the five reading models presented in Chapter 2 in this study, and special attention should be drawn to the SVR. Teachers could be trained on how learning to read works as well as how to teach reading. However, they should be aware of the unique challenges such as low motivation revealed in this study and be informed in ways to address them by encouraging students to view SAE as an addition to the L1s, not subtraction. In expanding students' reading beyond the context, teachers could provide background knowledge to different reading texts. They should also ensure that there is a balance between teaching of decoding and LC while maintaining the language ego of the older students who suffer low self-confidence in reading.

6.6.2 Implications for Further Research

The findings from this study have implications for further research because future studies could cover a wider scope, studying all the other school contexts in the very remote schools of the APY lands and moving beyond to other EALD contexts in SA and Australia. This qualitative study cannot be generalised and further quantitative research could be carried out to provide empirical evidence on the use of the SVR in very remote school contexts to teach Aboriginal EALD students. Further studies could be undertaken focusing on collecting empirical data on students' reading outcomes (by assessing them before and after the study) when teachers use the SVR to teach in other schools. Other factors that affect students' reading, such as hearing loss and trauma and to what extent they influence reading, could be studied in future research.

6.7 Summary of Chapter 6 and Concluding Remarks

In summary, this chapter reports the major findings, as revealed from empirical data analyses, makes practical recommendations for key stakeholders, highlights the research limitations, research significance and implications for future research and teaching practice. The findings, in relation to the reading gap, how students learn to read, what skills they need to be proficient in and the benefits of the SVR, were consistent with the literature reviewed as some of the teachers viewed the SVR positively. RC should be taught systematically and explicitly with multiple exposures and continuous feedback. However, there are other environmental and contextual factors such as trauma and low motivation which influence reading and these should be taken into consideration.

This study sought to examine SA's EALD teachers' attitudes towards the use of SVR in improving Aboriginal EALD students' reading proficiency in very remote school settings. The research question has been answered through the analyses of collected data and through a literature review. Though limited to one remote setting in South Australia, these answers could make

significant contributions to bringing to fruition the aims of the AES and indeed narrowing the reading gap between Aboriginal EALD students and their non-Aboriginal peers in remote school contexts in South Australia and beyond.

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Appendices

Appendix 1: A Tabulated Review of Relevant Studies

General Overarching Themes of Relevant Studies	Specific Sub-Themes in Focus	Authors and publishing date	Research Aims/ Objectives & Questions	Language Teaching Theories/ Hypotheses/ Methods in Focus	Findings/ Conclusion	Relevance for this Proposed Research Project
Theme #1: <i>The Contextual Background: English Language/ Standard Australian English Language</i>	The global Context	McIntosh, O’Hanlon & Angelo (2012) Dennaoui et al (2015) MacSwan and Pray, (2005) Literacy Summit, DfE (2020)	Background to language proficiency	Communicative Interactionism	In order to access the curriculum EALD students need a certain level of SAE proficiency. Proficient reading contributes to SAE proficiency	Defines language and language proficiency – meaning needed so as to understand the problem
	The National context	ACARA (2016) DfE (2020) Dennaoui et al (2015) Malcom (2018) National Curriculum Board (2009) Closing the gap report (2018)	How is proficiency for EALD students measured?	Communicative Approach	ACARA identifies different categories of EALD students among which are Aboriginal students.	Understanding good practice in EALD teaching and assessment is important in understanding the reading gap EALD students including Aboriginal exist on a continuum: there are 4 phases of SAE acquisition – beginner, emerging,

						developing, consolidating.
	<p>The SA context: A reading gap revealed</p>	<p>The 10-year Aboriginal Education Policy Malcom (2018) Macqueen et al, 2018 Literacy Summit, DfE (2020)</p>		<p>Functional Communicative</p>	<p>Students in this study speak two main languages: Pitjantjatjara/ Yankunytjatjara and come to school with limited or no exposure to SAE.</p> <p>The reading achievement is mirrored on the national statistics</p> <p>In Australia, approximately one in five ten-year-old students struggle to read</p>	<p>In 2018 about one in four Indigenous students in Years 5, 7 and 9, and one in five in Year 3, remained below national minimum standards in reading.</p>
<p>Theme #2 An overview of reading models</p>	<p>The rope reading model: Scarborough's strands for skilled reading</p> <p>Word recognition</p> <p>Reading Accuracy</p>	<p>DfE (2016) Kilpatrick et al (2019) Scarborough (2001)</p>	<p>Phonological awareness (syllables and phonemes is one of the strands woven into skilled reading.</p>	<p>Communicative Approach Universal Grammar</p>	<p>Phonological awareness is widely recognized as an important component of reading development and disability in L2. PA refers to the ability to focus on the sounds of speech as distinct from its meaning; on its intonation or rhythm; on the</p>	<p>Research studies suggest that for most children a complete phonemic awareness program should take no more than around 20 hours in total (DfE, 2016)</p>

	Phonological Awareness				fact that certain words rhyme; and on the separate sounds.	
	Decoding	DfE, 2016 Kilpatrick et al (2019) Scarborough (2001)	Decoding of the alphabetic principle, spelling-sound correspondences is another strand woven into skilled reading	Universal grammar Comprehensible input	Decoding means accurate word recognition.	The general trajectories of word recognition skills are similar for the ELL and monolingual samples
	Sight recognition	Scarborough (2001) DfE (2020) (Kilpatrick (2016,	Sight recognition of familiar words increases automaticity leading to skilled reading and this plays a big role in reading proficiency		The term 'sight word' has at least four meanings in education 1 but reading scientists reserve the term for any 'familiar word that is recognised instantly, automatically, and effortlessly, without sounding it out or guessing.	Once children have a degree of automaticity, the cognitive load required to decode words is reduced, freeing up space in their working memory to attend to other aspects of meaning making from the written text
	Reading comprehension	Krashen (2011) Scarborough (2001)	Include oral language, vocabulary, phonological	Comprehensible input	Balance between reading comprehension	Reading comprehension= reading accuracy and language

			awareness, phonics, comprehension and fluency to teach reading Reading contains academic language.		and increasing reading rates. Reading comprehension involves interpreting lexical information, but one that relies on graphic based information arriving at the eye	comprehension. Decoding for instance helps students in word recognition while background knowledge helps them to comprehend what they are reading
Language Comprehension	Hoover & Gough, 1990 Scarborough (2001)	Language comprehension is the ultimate goal of reading and oral comprehension precedes written comprehension	Contextual Schema-theory	linguistic comprehension is the ability to take lexical information (i.e., semantic information at the word level) and derive sentence and discourse interpretations.	Language comprehension includes background concepts, vocabulary, language structures, verbal reasoning and literacy knowledge. Aboriginal EALD students have rich first language backgrounds and vocabulary. Teachers can build on this to improve their English language comprehension	
Background Knowledge	Scarborough (2001)	This includes facts, concepts among others as well as students	Top down approaches Bottom up Approaches	Exploit the reader's background knowledge (life experiences,	Background knowledge helps them to comprehend what they are	

			L1 experiences and schemas	Schema theory and re-schematisation	<p>educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's L1 works, knowledge of how L2 works, cultural background knowledge)</p> <p>Readers can gain a tremendous amount of background knowledge in the first language that makes second language reading and second language input in general more comprehensible</p>	<p>reading and increase their academic language proficiency</p> <p>They should also consider linguistic factors such as the distance between SAE and Aboriginal language so as to support students better</p>
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<p>Verbal reasoning</p> <p>Literacy knowledge</p>	<p>Scarborough (2001)</p>	<p>Syntax and semantics form another woven strand leading to skilled reading.</p>	<p>Genre based approaches</p> <p>Functional Grammar</p> <p>Communicative language approach</p>	<p>Student's literacy knowledge is developed as they are read a range of text genres, including information texts and narratives, and they hear a much wider range of vocabulary and more sophisticated sentence structures</p>	<p>Skilled reading as the fluent execution and coordination of word recognition and text comprehension which includes understanding language structures</p>
<p>The DIME and DIER Models</p>	<p>Kim, Y.-S. G. (2020)</p>	<p>Justifying research aim/rationale: making an argument for SVR</p>		<p>unpacks word recognition and language comprehension but adds background knowledge, inference, and strategies constructs inference, comprehension monitoring, grammar, working memory, and theory of mind components</p>	<p>Supports components of SVR and details the complexities of reading and what many factors make a skilled reader.</p>

The Componential Model of Reading	Joshi & Aaron (2012) Aaron, Joshi, Boulware-Gooden, & Bentum (2008)	Justifying research aim/rationale: making an argument for SVR	Bottom up Top Down	This model features a cognitive domain with word recognition and linguistic comprehension as the two primary components (drawn from the SVR); a psychological domain, which includes motivation; and an ecological domain, which includes contextual factors, such as the number of books in the home	These domains show the complexity of reading and how multi-layered it is. Motivation plays a big role in reading especially EALD. However, this model's cognitive domain is similar to the SVR
The Active View of Reading	Duke & Cartwright (2021)	Similarities and differences between SVR and other models of reading to justify the research aim	Active reading	many studies have found between word recognition and language comprehension and reflects research on contributors to reading that bridge word recognition and language comprehension	Does not discount the SVR but argues that word recognition and language comprehension overlap.
The Simple View of reading	Gough & Tunmer (1986)	SVR as a scientifically proven model which has been	Top Down Bottom up	Reading equals the product of decoding and comprehension	in a longitudinal experiment with 701 children in 50 grade 1 (

		<p>Hoover & Gough, (1990)</p> <p>Hoover & Gough, (1990)</p> <p>Hoover & Tunmer (2018)</p> <p>(Aaron, Joshi, Gooden, & Bentum, 2008; Kirby & Savage, 2008; Rose 2006).</p> <p>Kendeou et al (2009)</p> <p>Kilpatrick et al (2019)</p> <p>Joshi (2018)</p>	<p>used successfully in various ESL contexts</p>		<p>, or $R = D \times C$, where each variable ranges from 0 (nullity) to 1 (perfection). If $R = D \times C$ and $C = 0$, then $R = 0$. if $R = D \times C$ and $D = 0$, then $R = 0$, whatever the value of C.</p> <p>A study of 254 grades 1-4 students found that reading comprehension would be the product rather than the sum of decoding and listening comprehension and that among poor readers, decoding and listening comprehension would be negatively correlated.</p> <p>A study of 366 kindergaten (both ESL and non-ESL) children by Catts et al showed that precursors of word reading and language comprehension</p>	<p>Multilevel results showed independent distinct classroom-level effects for both D and LC with up to 68% of the classroom-level shared variance explained by these two components. year 1)</p> <p>As the SVR is supported by research and has been used successfully in other ESL contexts, adopting it for the study context will lead to improved literacy levels. Reading SVR is by far, the single most widely used framework for conceptualizing the process of reading comprehension from the standpoint of the essential skills that readers must use to understand written language</p>
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					accurately predicted language comprehension	
Theme # 3 SVR as a high impact teaching strategy	Setting Goals and differentiated teaching	Hattie (2009)	Using HITS Setting goals A HIT in reading and leads to intrinsic motivation		Identify <i>students' goals</i> in learning to read Choose <i>materials</i> relevant to the goal Hattie found the effect size of setting goals to be 0.59	Research shows goals are important for enhancing performance.
	Assessment, structuring lessons, feedback and collaborative learning	Harper & Feez (2021) Yunkaporta & McGinty, 2009)	Effective structuring has the right scaffolding, planned sequencing of teaching and learning activities which are engaging and motivating	Functional language Interactionism	Scaffolding is temporary in nature and calls for the teacher to gradually release responsibility to students as they are able they get to working independently. that emerge from Vygotsky.	Teachers need to plan teaching reading systematically, sequentially with regular feedback Many authors suggested that Aboriginal and Torres Strait Islander children tended to favour group collaboration rather than individually competitive settings

	Explicit Teaching & multiple exposures	Hattie (2009) Harper & Feez (2021)	High challenge and high support Scaffolding is intended to help the students manage a task they wouldn't have managed with the help of the teacher	Teaching Learning sequence Interactionism	The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling.	Teachers should also have the same high expectations with differentiated levels of support that they have of non-Aboriginal students Uses worked examples to show students how to do something
	Multiple Exposures	Hattie (2009) Kilpatrick (2016) DfE (2020)			This is an EALD HITS: using multimodal resources and providing students with multiple opportunities to encounter, engage with, and elaborate on new knowledge, language and skills	Students need multiple exposures in order to have automaticity in sight recognition and letter-sound relationships
	Translanguaging	Cook (2016) Krashen (2011)		Translanguaging	EALD HITS	
Theme # 4	EALD teachers' attitudes towards	Hattie (2009) Llyod et al (2015) Gunther (2013)	Research aim, topic and question	The rope reading model The DIEM and DIER	Bottom up Top down Schema theory	Teachers influence on student learning has been well documented as

	reading models			The componential model The active view The SVR		having a high effect size
	EALD SA teachers' attitudes towards the SVR	Gottard & Muller (2009) DfE (2020) Joshi (2018) Sparks (2015) Gough & Tunmer (1986) Gough & Hoover (1990)	Reading comprehension = decoding x language comprehension	Top-down Bottom-up Schema theory	The use of synthetic phonics allows for students to master sound-letter relationships leading to accuracy. They also need sight recognition to recognise words automatically, instantly, effortlessly, without guessing or sounding language comprehension Language comprehension includes background concepts, vocabulary, language structures, verbal reasoning and literacy knowledge.	Phonological awareness and phonics are important if students are to become skilled readers. However without language comprehension they won't have reading comprehension.
Theme #5	Aboriginal Education	Aitsl (2020)	From the Protection Era	Government policies	Three eras of Aboriginal	These studies are important to

<p>A Reading Gap Revealed</p>	<p>through the years</p>	<p>Freeman & Staley (2018)</p>	<p>through to the Bilingualism in schools – this is how education has changed through time for Aboriginal people with sometimes very negative results</p>		<p>education: the protection, assimilation and bilingual/EALD. By 2008 the Council of Australian Governments sought to work towards reducing the disparities in Education and other key areas.</p>	<p>my research because they provided the historical and background that have contributed to the wide gap between Aboriginal students and their peers who are non-Aboriginal</p>
	<p>The reading Gap</p>	<p>Disbray (2013) ACARA (2008) Shopen (2009) The Australian Government, (2018) Macqueen, et al. (2018) Disbray (2013)</p>	<p>This literature links the aim, questions and rationale of the study</p>		<p>There is a reading achievement gap between Aboriginal students and their Non-Aboriginal peers in Australia and South Australia. However, this gap is much narrower when you take away Aboriginal students from very remote settings. For instance, Year 9 Aboriginal students are on average 3.4 years behind in reading and 4.2</p>	<p>This literature provides statistics to support the claim that a reading gap exists and a SVR could be used by teachers of Aboriginal students in very remote settings in a bid to narrow this reading gap and improve language proficiency levels.</p>

					years behind in writing. In	
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Appendix 2: Reading Models

Scarborough's Reading Rope

(Adapted from Scarborough, 2001)

Figure removed due to copyright restriction.

The SVR Quadrants

(Adapted from DfE, 2021)

Figure removed due to copyright restriction

Appendix 3: Research Methods Considerations

Method	Characteristics	Pros	Cons
Qualitative	<p>Exploring a problem and developing a detailed understanding of a central phenomenon</p> <p>Literature review plays a minor role</p> <p>Stating the research questions in an open-ended way to capture participant experiences</p> <p>Collecting data based on words (interviews) or images from a small number of people</p> <p>Analysing the data for description and themes using text analysis</p> <p>Writing the report using flexible, emerging structures and evaluative criteria and including researchers' subjective reflexivity and bias</p>	<p>It has flexibility and therefore allows for researcher creativity which could help in collecting data outside the interview questions</p> <p>It allows for the research to understand attitudes allows the researcher to have the human experience</p>	<p>As form of data collection, it is not statistically representative</p> <p>It is not objective as it relies on the researcher experiences and subjective bias and this could mean it might not be accepted</p> <p>It relies on a small sample which is challenging to generalise</p> <p>The open-ended questions can produce answers that are hard to compare</p> <p>The interviews can be time consuming as you might have to do them over days. As well the data analysis can consume too much time</p>
Quantitative	<p>Describes research problem as an explanation of the relationship among variables or description of trends</p> <p>Literature review has a major role</p> <p>Creating purpose statements, research questions, specific, narrow,</p>	<p>The extensive literature review allows for multiple sources of information to be synthesised and utilised</p> <p>Objectivity means there is no room for bias and personal views in the study</p>	<p>The measurement processes and structures which are fixed hinder the research from connecting with everyday life</p> <p>The relationship between variables creates a static view of social life as it only considers one time</p>

	<p>measurable and observable hypotheses</p> <p>Collecting numeric data</p> <p>Analysing trends, comparing groups, relating variables</p> <p>Writing a report using standard, fixed structures and taking an impersonal approach</p>		<p>Fails to distinguish people/social institutions from the world of nature</p>
Action research	<p>It has a practical approach</p> <p>It focuses on the educator's own practices</p> <p>There is collaboration between many researchers</p> <p>It is a dynamic process</p>	<p>Encourages change in schools</p> <p>Fosters a democratic approach to education</p> <p>Empowers all the individuals collaborating</p> <p>Encourages educators to reflect on their practices</p> <p>Promotes a process of testing new ideas</p> <p>Positions teachers and educators as learners who seek to narrow the gap between practice and their vision for education</p>	<p>It is viewed as informal</p> <p>It has a less than scientific approach</p> <p>It may not have rigour and the systematic approach found in other designs</p>

Type of interview	Main features	Pros	Cons
Unstructured interviews	<ul style="list-style-type: none"> • No interview guide or structure • No documents prepared, just a few questions • There are many unknowns 	<ul style="list-style-type: none"> • Suitable for inexperienced researchers in a particular topic • Good for getting extensive information on a subject/area/topic 	<ul style="list-style-type: none"> • Time consuming • Difficult to conduct because of lack of structure
Structured interviews	<ul style="list-style-type: none"> • Follow a strict set of pre-decided questions which can't be changed • Closed questions with no probes 	<ul style="list-style-type: none"> • Easy to conduct and analyse data • Can be done by different interviewers at the same time • There is uniformity of answers 	<ul style="list-style-type: none"> • Long and tedious process of developing questions • No room for follow up questions or explanations of answers
Semi-structure interviews	<ul style="list-style-type: none"> • Controlled by an interview guide: same questions • A combination of both open and closed ended questions 	<ul style="list-style-type: none"> • It is rigorous as follow up questions can be asked • It has flexibility for both the researcher and participant • Questions can be piloted before hand • Structure can be adjusted during interviews to produce other themes 	<ul style="list-style-type: none"> • Researcher needs to understand the topic

Appendix 4: Ethics Approval Notice

27 August 2021



HUMAN RESEARCH ETHICS COMMITTEE APPROVAL NOTICE

Dear Mrs Mai Ngo,

The below proposed project has been **approved** on the basis of the information contained in the application and its attachments.

Project No: 4496
Project Title: Teachers Attitudes Towards Using the Simple View of Reading (SVR) to Improve the Reading Proficiency Levels of Aboriginal English as an Additional Language/Dialect Students in one Remote Setting
Primary Researcher: Mrs Mai Ngo
Approval Date: 27/08/2021
Expiry Date: 20/12/2021

Please note: Due to the current COVID-19 situation, researchers are strongly advised to develop a research design that aligns with the University's COVID-19 research protocol involving human studies. Where possible, avoid face-to-face testing and consider rescheduling face-to-face testing or undertaking alternative distance/online data or interview collection means. For further information, please go to <https://staff.flinders.edu.au/coronavirus-information/research-updates>.

Please note: For all research projects wishing to recruit Flinders University students as participants, approval needs to be sought from the Office to the Deputy Vice-Chancellor (Students). To seek approval, please provide a copy of the Ethics approval for the project and a copy of the project application to the Office of the Deputy Vice-Chancellor (Students) via dvcsoffice@dl.flinders.edu.au.

APPROVAL CONDITIONS:

The Committee reiterates that the current permission for access to the APY Lands is on the basis of employment, not for the conduct of research. Please ensure that access for this other researcher role/purpose is granted appropriately and forwarded on to the Committee. The current attachment is not adequate for permission to enter as a researcher.

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.
- the HREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

This research project has been approved by Flinders University's Human Research Ethics Committee (Project ID 4496). If you have any complaints or reservations about the ethical conduct of this study, you may contact Flinders University's Research Ethics & Compliance Office via telephone on 08 8201 2543 or by email human.researchethics@flinders.edu.au.

2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research 2007 (updated*

2018) an annual progress report must be submitted each year on the anniversary of the approval date for the duration of the ethics approval using the HREC Annual/Final Report Form available online via the ResearchNow Ethics & Biosafety system.

Please note that no data collection can be undertaken after the ethics approval expiry date listed at the top of this notice. If data is collected after expiry, it will not be covered in terms of ethics. It is the responsibility of the researcher to ensure that annual progress reports are submitted on time; and that no data is collected after ethics has expired.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please either submit (1) a final report; or (2) an extension of time request (using the HREC Modification Form). For student projects, the Low Risk Panel recommends that current ethics approval is maintained until a student's thesis has been submitted, assessed and finalised. This is to protect the student in the event that reviewers recommend that additional data be collected from participants.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes / modifications include:

- change of project title;
- change to research team (e.g., additions, removals, researchers and supervisors)
- changes to research objectives;
- changes to research protocol;
- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent;
- changes to participant remuneration;
- changes to information / documents to be given to potential participants;
- changes to research instruments (e.g., survey, interview questions etc);
- extensions of time (i.e. to extend the period of ethics approval past current expiry date).

To notify the Committee of any proposed modifications to the project please submit a Modification Request Form available online via the ResearchNow Ethics & Biosafety system. Please open the project, then select the 'Create Sub-Form' tile in the grey Action Menu, and then select the relevant Modification Request Form. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

4. Adverse Events and/or Complaints

Researchers should advise the Executive Officer of the Human Ethics Research Committee on human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Yours sincerely,

Hendryk Flaegel

on behalf of

Human Research Ethics Committee
Research Development and Support
human.researchethics@flinders.edu.au

Flinders University
Sturt Road, Bedford Park, South Australia, 5042
GPO Box 2100, Adelaide, South Australia, 5001

http://www.flinders.edu.au/research/researcher-support/ebi/human-ethics/human-ethics_home.cfm

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Reference No: 2021-0058

Rose Nyaramba
Social Sciences and Humanities
Flinders University

Dear Ms Nyaramba

Your research project "*Teachers' Attitudes Towards Using the Simple View of Reading to Improve Reading Proficiency Levels of Aboriginal Students in One Very Remote Setting*" has been reviewed by a senior officer within the Department.

I am pleased to advise you that your application has been approved, subject to the following conditions:

- That a copy of any final reports, presentations or manuscripts accepted for publication be submitted to the Education.ResearchUnit@sa.gov.au mailbox 30 days prior to their publication.
- That the Department for Education is notified when findings are to be released to the participating sites and/or the Education Director for these schools.

Please contact Georgia in the Data Reporting and Analytics directorate for any other matters you may wish to discuss regarding your application (Tel. (08) 8226 1609 or email: Education.ResearchUnit@sa.gov.au).

I wish you well with your research.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'D Engelhardt'.

David Engelhardt
DIRECTOR, DATA REPORTING AND ANALYTICS

14 September 2021

Dear Colleague,

I am writing to you to request your teachers' participation in the research study *Teachers Attitudes Towards Using the Simple View of Reading (SVR) to Improve the Reading Proficiency Levels of Aboriginal EALD Students in one Very Remote Setting*.

The first half of this study involved the literature review and a research project proposal of the data collection methods. I seek to use a semi-structured interview which will take no more than 30 minutes of their time, arranged at the teachers' convenience and with minimal interruption to their duties as a teacher. The interview questions are around the use of the simple view of reading (SVR) as a teaching model: their understanding of it, what they perceive as its benefits and/or shortcomings and whether its use could improve the reading proficiency levels of their Aboriginal EALD students. All participants are provided with the same questions.

Please inform me by signing the consent form at the end of this document. Kindly return this by email to indicate your willingness for staff at your school to participate in this study.

Should you have any questions, do not hesitate to contact me via phone or email.

Yours sincerely,

Rose Nyaramba

Email: nyar0007@flinders.edu.au

Phone: 0407649665

INFORMATION

Title

Teachers' Attitudes Towards Using the Simple View of Reading to Improve the Reading Proficiency Levels of Aboriginal English as an Additional Language/Dialect Students in one Very Remote Setting.

Chief Investigator

Mrs. Rose Nyaramba

College of Humanities and Social Sciences

Flinders University

Tel: 0407649665

Supervisor

Dr. Mai Ngo

College of Humanities and Social Sciences

Flinders University

Tel: 82013086

Description of the Study

This project will investigate teachers' attitudes towards the use of the Simple View of Reading as a reading model to improve the reading proficiency levels of Aboriginal EALD students in a very remote setting. Students in this setting start school with little or no exposure to Standard Australian English because they come from homes where they speak Aboriginal Languages and Dialects such as Pitjantjatjara/ Yankunytjatjara, Aboriginal English, and other contact language dialects. As part of Federal Government's 'Closing the Gap' project, The South Australian Government with the Department for Education embarked on the 10-year Aboriginal Education Strategy (2019-2029). One of the goals of this policy is that Aboriginal students excel in school and the reading achievement gap narrows in line with the federal government's policy. There is an acknowledgement in this policy that Aboriginal students are English as an Additional Language/Dialect learners in line with ACARA and many lack the necessary reading proficiency skills to access the Australian Curriculum (DfE, 2018). They are assessed using

NAPLAN, PAT-R and other standardised tests. If their reading levels increase, then their language and reading proficiency will increase. These students will therefore confidently access the Australian Curriculum and perform better in standard assessments such as NAPLAN Reading, which is one of the key success indicators. This in turn could narrow the reading gap between them and their non-Aboriginal peers. Interviewing teachers to gain primary knowledge will provide data on what they perceive as benefits and shortcomings of the SVR and to answer the researcher's questions. The literature review has revealed that many past studies have focused on culturally responsive strategies, engagement and low attendance as the key factors affecting performance. There are no available studies focusing on the use of the SVR to teach reading to Aboriginal EALD in very remote contexts in South Australia. Therefore, by gaining direct knowledge from the teachers the researcher of this project seeks to gain critical information that could be useful to the policy makers, teachers and other key stakeholders working towards closing the reading achievement gap.

Purpose of the Study

This project aims to find out teachers' attitudes towards using the SVR as a model in improving the reading proficiency levels of Aboriginal EALD students. Examining this will provide the researcher with the following:

1. Answers to the research question: *What are the attitudes of EALD teachers towards the use of the SVR to improve reading proficiency levels for Aboriginal EALD students in the very remote school setting in South Australia?*
2. Primary data from the teachers who teach in these very remote settings charged with raising reading proficiency levels on the Aboriginal students.

Benefits of the Study

The sharing of your experiences will help to inform policy makers, other teachers and other stakeholders that using the SVR could help Aboriginal students excel in their reading thus narrow the reading achievement gap between them and non-Aboriginal peers.

Participant involvement and potential risks

If you agree to participate in the research study, you will be asked to:

- Submit answers to an interview. This can be in person or via Microsoft Teams.
- Respond to questions regarding your understanding of the SVR used a strategy to improve reading proficiency levels during this interview
- Respond to questions regarding your perceived benefits and shortcomings of the SVR as a reading strategy for EALD Aboriginal students.

The interview will take about 30 minutes and participation is entirely voluntary.

Risks

The researchers do not expect the questions to cause any harm or discomfort to you. However, if you experience feelings of distress as a result of participation in this study, please let the research team know immediately. You can also contact the following services for support:

- Lifeline – 13 11 14, www.lifeline.org.au
- Beyond Blue – 1300 22 4636, www.beyondblue.org.au

Withdrawal Rights

You may, without any penalty, decline to take part in this research study. If you decide to take part and later change your mind, you may, without any penalty, withdraw at any time without providing an explanation. To withdraw, please contact the Chief Investigator or you may just refuse to answer any interview questions and if via Ms Teams the conversation will be terminated. Any data collected up to the point of your withdrawal will be securely destroyed.

Data collected from the interview will only be used for the writing of this research paper which is for assessment purposes. As such it will be stored for 12 months on Flinders University server. However, the data will not be used in this research study without your explicit consent.

Confidentiality and Privacy

Only researchers listed on this form have access to the individual information provided by you. Privacy and confidentiality will be always assured. The research outcomes may be presented to the other participants, school principals and the Aboriginal Education Strategy if you consent. However, your privacy and confidentiality will be always protected. You will not be named, and your individual information will not be identifiable in any research products without your explicit consent.

No data, including identifiable, non-identifiable and de-identified datasets, will be shared, or used in future research projects without your explicit consent.

Data Storage

The information collected may be stored securely on a password protected computer and/or Flinders University server throughout the study. Any identifiable data will be de-identified for data storage purposes unless indicated otherwise. All data will be securely transferred to and stored at Flinders University for at least 12 months after the completion of the project. Following the required data storage period, all data will be securely destroyed according to university protocols.

Recognition of Contribution / Time / Travel costs

If you would like to participate, you will be thanked and appreciated for your time and information.

How will I receive feedback?

On project completion, a short summary of the outcomes will be provided to all participants via email.

Ethics Committee Approval

The project has been approved by Flinders University's Human Research Ethics Committee (insert project number here).

Queries and Concerns

Queries or concerns regarding the research can be directed to the research team. If you have any complaints or reservations about the ethical conduct of this study, you may contact the Flinders University's Research Ethics & Compliance Office team via telephone 08 8201 3116 or email human.researchethics@flinders.edu.au.

Thank you for taking the time to read this information. If you accept our invitation to be involved, please sign and return the enclosed Consent Form.

CONSENT FORM

Consent Statement

I _____ , being over the age of 18 years, hereby consent to the participation of willing staff members in my school to be involved in the interview for the research project, *Teachers' Attitudes Towards Using the Simple View of Reading to Improve the Reading Proficiency Levels of Aboriginal English as an Additional Language/Dialect Students in one Very Remote Setting*.

I have read the information provided and understand the following:

1. Details of procedures and any risks have been explained to my satisfaction.
2. I am aware that I should retain a copy of the Information and Consent Form for my future reference.
3. I understand that:
 - Teachers willing to participate will contact the researcher directly.
 - Teachers are free to withdraw from the project at any time or decline to answer particular questions.
 - Although the information will be treated in the strictest confidence by the researcher, given the small sample population pool from which participants will be drawn, participants' anonymity cannot be guaranteed.

Principal's signature: _____ Date _____

I, Rose Nyaramba certify that I have explained the study to the participant and consider he/she understands what is involved and freely consents to participation.

Researcher's signature _____ Date _____

PARTICIPANT INFORMATION

August 2021

Dear colleagues,

My name is Rose Nyaramba and I am a Flinders University Masters student. I am undertaking this research as part of my Masters degree. For further information, you are more than welcome to contact my supervisor. Her details are listed below.

Title

Teachers' Attitudes Towards Using the Simple View of Reading to Improve the Reading Proficiency Levels of Aboriginal English as an Additional Language/Dialect Students in one Very Remote Setting.

Chief Investigator

Mrs. Rose Nyaramba

College of Humanities and Social Sciences

Flinders University

Tel: 0407649665

Supervisor

Dr. Mai Ngo

College of Humanities and Social Sciences

Flinders University

Tel: 82013086

CONSENT FORM

Consent Statement

I _____, being over 18 years old, consent to participate in this study project by answering questions in an interview as requested. The title of the study is *Teachers' Attitudes Towards Using the Simple View of Reading (SVR) to Improve the Reading Proficiency Levels of Aboriginal English as an Additional Language/Dialect Students in one Very Remote setting* and I:

- Have read and understood the information about the research, and I understand I am being asked to provide informed consent to participate in this research study. I understand that I can contact the research team if I have further questions about this research study.
- Am not aware of any condition that would prevent my participation, and I agree to participate in this project.
- Understand that I am free to withdraw at any time during the study.
- Certify that the research team has explained the procedures and any risks to my satisfaction.
- Am aware that I should keep a copy of this consent form and information sheet.

I understand that:

- My involvement is confidential, and that the information collected may be published as explained.
- I will not be identified in any research products and while my participation is not anonymous, the information I provide will be confidential.
- The information collected is for assessment purposes and will not be used for any other purposes.

I further consent to:

- Participating in an interview.
- Having my information audio recorded.
- My data and information being used in this research project for a period of 12 months.

Participant's signature: _____ Date _____

I, Rose Nyaramba certify that I have explained the study to the participant and consider he/she understands what is involved and freely consents to participation.

Researcher's signature _____ Date _____

Appendix 6: Interview Questions

Interview Question #1 How do you teach reading to your Aboriginal EALD students?

1.1 Could you briefly tell me about yourself

Hint sub-questions:

- For how many years have you been teaching?
- How many years have been teaching in this school?
- Have you taught in other teaching contexts?
- Have you taught in mainstream classes or just EALD?
- Do you have training in teaching English as an Additional Language?

1.2 What are some of the challenges facing you and your students in teaching and learning reading?

Hint sub-questions

- How long have you taught reading?
- What year levels are you teaching?
- What are the challenges are facing you when teaching reading?
- What are the challenges facing your students when learning reading?

Interview Question #2: What is your understanding of reading proficiency?

2.1 What is your understanding of reading proficiency?

Hint sub-questions

- How do you teach reading to your students?
- What skills do you think/believe students need to be proficient in reading?

2.2 : What is your understanding of the science of reading?

Hint sub-questions

- In your understanding are people born with a brain wired for reading?
- Are there differences in the way your students learn how to read – for instance your Aboriginal students (and all other EALD) and non-Aboriginal students?
- What theoretical reading models have been used for teaching reading?
- What are some of the strengths and weaknesses of some of the reading models?
- Are there factors that influence reading?
- In your view what are some of these factors that influence reading?

Interview Question #3: In your understanding what is the simple view of reading (SVR)?

Hint sub-questions

- Have you ever heard of the Simple View of Reading (SVR)? If yes, could you share with me your understanding of SVR.
- What can you tell me about the SVR?
- When did you first hear of it?
- What are the main components of the SVR as a reading model?
- Do you use the SVR to teach reading to your students? How do you use it?
- How do you teach reading in your classroom?
- What do you consider as important for students to learn/master in order to be effective readers?
- What other teaching reading models are you aware of?

Interview Question #4: In your experience what are the benefits of using the SVR to teach students how to read?

Hint sub-questions

- What made you adopt the SVR in your teaching of reading?
- What is hindering you from adopting the SVR?
- Do you consider the SVR to be an effective/beneficial model for teaching students how to read? Imagine if you adopted it?
- What aspects in particular are effective?
- Can you tell me some examples of its effectiveness/benefits for your students?

Interview Question #5: What are the shortcomings of the SVR?

Hint sub-questions

- Are there any aspects of the SVR that you consider not effective in teaching reading? Why not?
- How have you managed the ineffective aspects?
- How do you manage the SVR with the your Aboriginal students ways of learning how to read?

Interview Question #6

Hint sub-questions

- Is there anything else about the SVR and reading that you would like to share?
- Do you have any questions for me and my research project?

Appendix 7: Research Interview Questions Justification

Interview/Survey Questions (General Questions)	Question hints (more specific questions)	Justification (Why I asked what I ask?).	Relevance for my research and my research questions
<p>Interview Question #1</p> <p>How do you teach reading to your students?</p>	<ul style="list-style-type: none"> • For how many years have you been teaching? • How many years have been teaching in this school? • Have you taught in other teaching contexts? • Have you taught in mainstream classes or just EALD? • Do you have training in teaching English as an Additional Language? • How long have you taught reading? • What are challenges facing you when teaching reading? • What are challenges facing your students when learning reading? 	<p>These initial questions will act as icebreakers and as a sensitising tool for the participant.</p> <p>(Creswell & Guetterman, 2019)</p> <p>Gillespie, Alex and Cornish, Flora (2014) <i>Sensitizing questions: a method to facilitate analysing the meaning of an utterance.</i> Integrative Psychological and Behavioural Science</p> <p>Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. <i>The Qualitative Report</i>, 25(9), 3185-3203.</p> <p>https://doi.org/10.46743/2160-3715/2020.4640</p>	<p>They are used to build rapport and put the participants at ease and also act as warm up for the main question.</p>
<p>Interview Question #2</p> <p>What is your understanding of reading proficiency?</p>	<ul style="list-style-type: none"> • How do you teach reading to your students? • What skills do you think/believe students need to be proficient in reading? • What is your understanding of the science of reading? 	<p>These questions are aimed at exploring teachers' understanding of how people learn how to read. During my work in the very remote contexts there are many contradicting views about how Aboriginal students learn how to read. These questions are to elicit their perceptions.</p>	<p>For both monolinguals and L2 learners, phonological awareness, rapid automatized naming, and working memory are significant early predictors of reading comprehension and reading fluency later on. L2 learners in early grades can develop word reading skills at a level that approximates their</p>

	<ul style="list-style-type: none"> • In your understanding are people born with a brain wired for reading? • Are there differences in the way your students learn how to read – for instance your Aboriginal students (and all other EALD) and non-Aboriginal students? 	<p>National Accessible Reading Assessment Projects (2006) <i>Defining Reading Proficiency for Accessible Large-Scale Assessments: Some Guiding Principles and Issues</i> Duke & Cartwright (2021) Brown and Lee (2015)</p>	<p>monolingual peers even when their oral language proficiency is still developing. Oral language proficiency becomes the most prominent predictor of reading comprehension and reading fluency around fourth grade when the text becomes more cognitively demanding. Aboriginal students in this study are EALD learners as they speak Aboriginal English, Pitjantjatjara/ Yankunytjatjara</p>
<p>Interview Question #2 What is the science of reading</p>	<ul style="list-style-type: none"> • In your view what are some of the factors that influence students' reading? • What models of teaching reading are you familiar with? What are the strengths and weaknesses of each model that you are familiar with? • Are there factors that influence reading? • What skills do students need in order to have good reading with good comprehension? • Which models are more effective than others? In what way? 	<p>An understanding of some of the reading models – their strengths and weaknesses when used as reading frameworks, puts the SVR into perspective. (Dfe, 2020; Duke & Cartwright, 2021; Scarborough, 2001, Kim, 2017; Joshi, 2012)</p>	<p>A comparison is necessary and for teachers using other models other than the SVR, they will have an opportunity to justify why they chose them.</p>
<p>Interview Question #3 In your understanding what is the simple view of reading (SVR)?</p>	<ul style="list-style-type: none"> • Have you ever heard of the Simple View of Reading (SVR)? If yes, could you share with me your understanding of SVR. • How do you teach reading in your classroom? • What can you tell me about the SVR? 	<p>The question is the main question as it provides answers to the research question. (DfE, 2020; Hoover & Gough, 1986; Tumner & Gough, 1990; 2020; Joshi, 2012; Scarborough, 2001)</p>	<p>Knowing teachers' attitudes towards this scientifically proven model of reading is essential as it provides answers to the research question. If teachers have not heard of the SVR, then their answers to how they teach reading will serve as a guidance to whether they are teaching the</p>

	<ul style="list-style-type: none"> • When did you first hear of it? • What are the main components of the SVR as a reading model? • Do you use the SVR to teach reading to your students? How do you use it? 		necessary components of the SVR
Interview Question #4 In your experience what are the benefits of using the SVR to teach students how to read?	<ul style="list-style-type: none"> • What made you adopt the SVR in your teaching of reading? • Do you consider the SVR to be an effective/beneficial model for teaching students how to read? • What in particular is effective? • Can you tell me some examples of its effectiveness/benefits for your students? 	Attitudes can be positive where they perceive it to have benefits. (DfE, 2020; Farrell, L., Hunter, M., Davidson, M., & Osenga, T. (2019). <i>The Simple View of Reading</i> . Retrieved from Reading Rockets: https://www.readingrockets.org/article/simple-view-reading	The study seeks the attitudes of EALD teachers towards the use of the SVR as a model for teaching their EALD Aboriginal students.
Interview Question #5 What are the shortcomings of the SVR?	<ul style="list-style-type: none"> • Are there any aspects of the SVR that you consider not effective in teaching reading? Why not? • How have you managed the ineffective aspects? • How do you manage the SVR with the your Aboriginal students' ways of learning how to read? 	(Duke & Cartwright, 2021; Farrell, Hunter, Davidson & Otenga, 2019; Kim, 2017; Tunmer & Gough, 2020	Teachers' negative attitudes towards the SVR are important for the research aims being fulfilled and therefore answers are necessary
Interview Question #7 Might you wish to know more about the SVR?	<ul style="list-style-type: none"> • Is there anything else about the SVR and reading that you would like to share? • Do you have any questions for me and my research project? 	This is in closing and opening the door for the participant to feel valued and also ask questions. Roberts, R. E. (2020). <i>Qualitative Interview Questions: Guidance for Novice Researchers</i> . The	This question offers an opportunity for the participants to ask any questions or seek clarification and makes them feel listened to and empowered for spending the time talking to the researcher.

Qualitative Report, 25(9),
3185-3203.
<https://doi.org/10.46743/2160-3715/2020.4640>

Appendix 8: Teachers' Coded Answers

Teachers	Interview Question 1 1a Have you taught reading to your students and how do you teach it? 1b What are the challenges facing you and your students when teaching and learning reading?	Codes: What is the teacher telling me?
Teacher A	<ul style="list-style-type: none"> • I have taught reading but not as much as I would like and it is not sequential • No associations to sounds in English • Students can't grasp graphemes or sounds • Lack of phonological awareness • Mixing up sounds in English and Pitjatjanjara for example 'a' and 'u' • No reading foundation and therefore get anxious when trying to read 	<ul style="list-style-type: none"> • Reading not sequential • Sounds in Eng and Pitj different • Phonological awareness • No foundation so anxiety • Can't grasp sounds
Teacher B	<ul style="list-style-type: none"> • Here we teach reading differently: with images, visuals, high frequency words, pointing from left to right, talking about the book, I read because students can't read, sometimes I use sounds • They like making books • No teaching of systematic phonics – the leaders are not huge fans • Students unable to calm down and focus long enough to read • Because they are unfamiliar with SAE – 'words look like squiggles on a page with no meaning.' 	<ul style="list-style-type: none"> • Students can't read • Teach reading differently • Images, HFW • No teaching of systematic phonics • Students can't focus • Unfamiliar with SAE so no meaning attached to words • Pointing from left to right: print conventions
Teacher C	<ul style="list-style-type: none"> • I have attempted teaching reading • Lack of comprehension because of the context • No access to many concepts for instance senior students don't know a 'skate park' or 'path' so can't engage with the book • Lack of phonics or skills in decoding of words • No confidence in reading 	<ul style="list-style-type: none"> • Attempted teaching • Not introduced till middle primary • Lack of comprehension

	<ul style="list-style-type: none"> • Inability to self-correct so not reading for meaning • They are not introduced to reading until middle primary years; the middle primary teacher said they are all between levels 1-5 in reading • They are not exposed to a variety of different reading concepts 	<ul style="list-style-type: none"> • No access to concepts/context • Lack of phonics/decoding skills • No confidence • Not reading for meaning • No foundation skills
Teacher D	<ul style="list-style-type: none"> • I have tried to teach concepts using whole words and sometimes decoding skills • Hesitance from people higher up in how reading should be taught • Transient students who can't sit down and focus for long on reading strategies • They only read in school and this is not reinforced at home – you just have to drill it into them in school only • People say that they only need to read books about their context and that limits because they don't expand their reading 	<ul style="list-style-type: none"> • Tried to teach using whole • Hesitance from leaders • No decoding skills • No phonics • Can't focus long enough • Limited reading • Don't expand context: leaders discourage it • Not done at home • Drilling
Teacher E	<ul style="list-style-type: none"> • We do reading all the time; guided reading, reading intervention with the personalised learning coordinator, we got lots training last year on how to teach using Sheena Cameron strategies, some teachers use a phonics reading program for the lower years • Varying levels of reading; some students in senior class still need phonics (decoding skills) while others are independent readers • Lack of understanding of why it is important to be able to read in SAE 	<ul style="list-style-type: none"> • Use phonics • Reading all the time • Senior students need phonics • Lack of SAE understanding • Varying levels • Reading intervention • Lots of PL in reading • Don't understand importance of reading
Teacher F	<ul style="list-style-type: none"> • I teach reading using 'IniaLit' which is a phonics program and have guided reading groups every day and there is reading intervention, we read big books • I do different things: I am reading to them for comprehension • introducing sounds like pretty much everyday repetition of that • phonological awareness and listening to the sounds in words • oral language as well as talking introducing these words and sounds so it's quite a lot in every day and we do like in top of that like reading like we probably got another buddy class we 	<ul style="list-style-type: none"> • Use phonics • Reading to them • Comprehension • Teaching sounds • Repetition of sounds • Oral language • Practising • Poor working memory

	<p>do I'm reading one another so it's like constantly being taught and practiced and reinforced</p> <ul style="list-style-type: none"> • Working memory because of trauma and EALD background • Lack of decoding fluency and comprehension as working memory is consumed by trauma • Lack of retention 	<ul style="list-style-type: none"> • EALD • Reading intervention • Poor decoding & comprehension • Trauma consumes memory
Teacher G	<ul style="list-style-type: none"> • We do daily reading twice a day with an adult and students grow in reading • Lots of practice and teaching more reading • Their needs are all over the place • They need foundational skills such as phonics • Some students have a good bank of sight words with some decent decoding • I teach word, sentence and text level structure • Challenges: Building older students' phonics knowledge, students being EALD and they have got hearing issues, tricky teaching students reasons for reading, the purpose of reading and getting relevant texts 	<ul style="list-style-type: none"> • Phonics • Decoding • Sentence structure • Poor foundation • EALD challenges • Students' poor understating of the purpose of reading in SAE

Teachers	Interview Question 2 What is your understanding of reading proficiency?	
Teacher A	<ul style="list-style-type: none"> • Doing many things at the same time: scanning, scheming, predicting, going back and forth • Instantly recognise words and read them without breaking them up • Having pathways to recognise sounds associated with words • Capacity to recognise • Being able to visualise what they are reading • Understanding what is going on in text is proficiency 	<ul style="list-style-type: none"> • Doing many things • Instantly recognise words • Pathways to recognise sounds and words • Capacity • Visualise • Understanding
Teacher B	<ul style="list-style-type: none"> • Being proficient is being really good at reading • Reading every word and sound • They need blending and decoding skills because we don't have time to teach them every word • They need to do it themselves 	<ul style="list-style-type: none"> • Really good • Blending • Decoding skills • Sounding
Teacher C	<ul style="list-style-type: none"> • Being proficient means that they don't necessarily have to decode all words just some and realise they are making mistakes to self-correct • They are comprehending and they are not robots 	<ul style="list-style-type: none"> • Self-correct • Decode all words • Comprehending
Teacher D	<ul style="list-style-type: none"> • Being able to confidently decode unknown words • Comprehending what you are reading – that is the main reason we read • Understanding punctuation and how it supports reading 	<ul style="list-style-type: none"> • Confidently decode • Comprehending • Punctuation
Teacher E	<ul style="list-style-type: none"> • Having good skills in phonics 	<ul style="list-style-type: none"> • Good phonics skills

	<ul style="list-style-type: none"> • Understanding what you are reading • Independently reading and understanding age appropriate texts • My students are not proficient 	<ul style="list-style-type: none"> • Understanding • Independent • Age appropriate
Teacher F	<ul style="list-style-type: none"> • Proficiency is combined things: fluency, decoding and comprehension • If all three are there then students are growing in proficiency, if one is missing then they are stuck 	<ul style="list-style-type: none"> • Fluency • Decoding • Comprehension
Teacher G	<ul style="list-style-type: none"> • Majority of my students are not proficient: • They don't read fluently • Not comprehending • They have gaps – in year 9/10 some are reading at level 9 (year one level) • I learnt by reading and more reading of whole words - never learnt phonics or grammar which makes me have bias about how reading is done • My students need the rules explicitly taught to them • Literacy in 1st language determines whether students can learn reading • They can sue rules on reading in 1st language to transfer to reading SAE • If not literate then we have to lay it out really systematically and explicitly • Reading should not be mechanical but asking questions such as on characters, audience, the big picture • Fixing reading regardless on age even when they are low – I don't agree with it 100% 	<ul style="list-style-type: none"> • Fluency • Strong comprehension • Not independent • Phonics • Explicit teaching of rules • Systematic teaching of reading • Illiteracy in first language • Top down approach

Teachers	Interview Question 3 What is your understanding of the science of reading?	
Teacher A	<ul style="list-style-type: none"> • It is the way the brain learns how to read • People are not born wired to read • As a species we only started reading 300-400 years ago before this illiteracy was rife • We have to train ourselves about print conventions (which are culturally based): reading from left to right while in Arabic for example reading is right to left • It is difficulty for Aboriginal students to learn how to read in English – they may be better in Pitjantjatjara because the sounds are all in there • We would teach them reading the same way we teach others in other contexts • Teach sequencing and steps in sounds and they can use their experiences 	<ul style="list-style-type: none"> • Brain learns • Print conventions • Teach reading the same way for Aboriginal • Sequencing • Sounds • Trauma and EALD • Interfere • Pitjantjatjara

	<ul style="list-style-type: none"> • There are too many complexities such as living with trauma which has taken many resources so learning sounds is not one less thing • Trauma and being EALD interfere with the reading and learning 	
Teacher B	<ul style="list-style-type: none"> • We are not born wired already to read. I think everything is learned behaviours so because the brain is so malleable when we're young and neuroplasticity. You that know we're copying what we see. • I think the way we teach reading to Aboriginal students is different because they are learning English as an Additional language for example we make the HFW to be relatable to the students' context and community • You have to explicitly teach sounds like 't, p, s' because they are not in Pitjantjatjara whereas native speakers of SAE already know them 	<ul style="list-style-type: none"> • Not wired • Learnt behaviours • Brain is malleable • EALD • Aboriginal • Explicitly teach • Sounds • Pitjantjatjara
Teacher C	<ul style="list-style-type: none"> • I think people are born wired to read in their different languages • 'Anangu' (APY Aboriginal people are referred to) read different from native SAE speakers • They see reading as a choice but like for me (native SAE) I was expected to learn how to read • But you teach the same 	<ul style="list-style-type: none"> • Aboriginal • People wired to • SAE different from Pitjantjatjara • Teach the same
Teacher D	<ul style="list-style-type: none"> • I don't know if people are born wired to read but I feel people are born better at certain things and not others • I think you teach Aboriginal students how to read differently because they are learning EALD and it is different to their 1st language • They are also learning how to read when they are older compared to mainstream where students learn to read at a much younger age 	<ul style="list-style-type: none"> • Aboriginal • EALD • SAE different • Older • Pitjantjatjara
Teacher E	<ul style="list-style-type: none"> • Interesting question; I think there is a natural instinct to want to read for instance little kids look at a sign/label and want to look at it again • The reading skills taught and needed by Aboriginal students and non-Aboriginal are the same • What engages students is not the same: in the mainstream students want to read while here you have to get them interested in the content first and then teach them how to read 	<ul style="list-style-type: none"> • Recognise print • Skills needed same • SAE • Aboriginal • Interest
Teacher F	<ul style="list-style-type: none"> • We definitely must be explicitly taught how to read in order to do it • Then we practise and the more we do the more capable we get • The components (skills) you teach are the same to Aboriginal and non-aboriginal students but because 	<ul style="list-style-type: none"> • Explicitly taught • Practise • Aboriginal • EALD • Culture considered • Working memory

	<p>Aboriginal students are EALD then you need lots of visuals for vocabulary</p> <ul style="list-style-type: none"> You are also tapping into their culture and understanding Being EALD there is also more on the brain and more thinking so you have to make sure they are understanding and reciprocating than if English was their first language 	<ul style="list-style-type: none"> Vocabulary Visuals
Teacher G	<ul style="list-style-type: none"> There is an inbuilt schema in people's brain for language acquisition Not sure can you tell me what it is? 	<ul style="list-style-type: none">

Teachers	Interview Question 4 What is your understanding of the simple view of reading?	
Teacher A (I had to clarify the meaning)	<ul style="list-style-type: none"> It is something times comprehension times vocabulary (I explained the meaning) That has been around for quite some time then because you need decoding and comprehension in order to read I use it to teach: students need sounds, they need exposure to oral language, they interact and understand the text as they expand their vocabulary We use visuals and pictures We teach the initial and end sound and they also understand that there is a middle sound We teach them simple sentences and how words work together You give them illustrations to go with the words to assist You build from simple to more complex and build on their success Lots of looking, talking, thinking and acting out Teaching them the tenses in SAE: when things happened because in their language everything is 'been gone' Teaching them understanding Build on their experiences and teach to read different genres You teach them listening and speaking and scaffold for them – it takes a long time The skills students need to be effective readers is to connect, visualise, reading words and comprehension 	<ul style="list-style-type: none"> Comprehension Vocabulary Decoding Sounds Visuals and pictures Syntax Simple to complex Understanding Prior knowledge Different genres Scaffolding Making connections Visualise Comprehension Oral language Phonological and phonemic awareness
Teacher B	<ul style="list-style-type: none"> It is a theory I think They need decoding and comprehension 	<ul style="list-style-type: none"> Decoding Comprehension Environment (home)

	<ul style="list-style-type: none"> • If they come from a language rich environment then that influences reading because of exposure • social economic status effects • Students need coding, decoding, blending, • listening skills are important so that you can hear the sounds before saying them • You have to explicitly teach the skills to sound different sounds • We talk about the text and revisit it when we finish reading- we pull it apart and we look at the sentence structure (verbs, conjunctions and adjectives) • We look at punctuation but we are not there yet 	<ul style="list-style-type: none"> • SES • Explicitly teach phonics • Syntax • Punctuation
Teacher C <i>I asked her how she teaches reading</i>	<ul style="list-style-type: none"> • I haven't heard of the simple view of reading. I know about the Big 6 of reading but I can only remember oral language • We read big books – look at rhyming words for example and comprehension • Retelling the books • The lower students I check if they are following the finger or look at pictures • The higher students I check for comprehension • Because they are older it is a delicate balance between reading to them, with them and teaching them sounds • Some students are good at comprehension so I am teaching them decoding strategies so at the moment we are doing sound 's' and 'a' • So decoding and comprehension are important skills • Other factors that influence reading are interest, and whether people read at home so home environment 	<ul style="list-style-type: none"> • 'Big 6' • Oral language • Phonemic awareness • Comprehension • Print conventions • Sounds • Decoding strategies • Important skills • Home environment • Interest
Teacher D I asked what skills she teaches students	<ul style="list-style-type: none"> • I don't know if I have heard of the SVR • Decoding words, comprehending them and making meaning of what they are reading are all important skills for reading • Students need opportunities to read and being asked questions and understand what they are reading so comprehension is important • Other factors that affect reading are natural attributes and the home environment – whether they have role models who read 	<ul style="list-style-type: none"> • Decoding • Comprehension • Opportunities • Questioning • Natural attributes • Home environment
Teacher E	<ul style="list-style-type: none"> • I know that it can be used like a simple diagnostic tool to determine where kids have weaknesses and strengths and whether it's the comprehension or the phonics decoding. • Being able to read words and then understanding them • I know there are four quadrants which I have used unintentionally 	<ul style="list-style-type: none"> • Diagnostic tool • Decoding • Comprehension • Understand • 4 Quadrants • Context • Infer

	<ul style="list-style-type: none"> • I understand what my kids need and how reading is learned and what I need to do as a teacher but with the SVR specifically I haven't sat down with that in front of me and listened to a student and then plotted them against no. But looking at the simple view of reading I know immediately where my kids will sit. • I know exactly which kids have which skills • You also really need to teach the context of the text for them to understand • Proficient readers use the context to make meaning of a new word but when they have no context they will keep asking the teacher • A couple of interesting kids that were in an interesting rare position of good understanding words but not being able to read them. They were really good in comprehension but not good in decoding skills. • Some students have strong oral language skills and can hold and understand a conversation in SAE but they can't read • Students need self-monitoring skills and asking questions internally while they are reading is how they get more understanding • Students find questioning hard skill to learn • One factor that affects reading is class behaviours and with limited time this means kids really sit and focus on reading • The other factor is different abilities in the class and when you don't have AE or SSO support it is hard 	<ul style="list-style-type: none"> • Good comprehension • Garden variety • Strong oral language • Questioning • Focus on reading • Class behaviours • Different abilities • Lack of support • AE/BSSO
Teacher F	<ul style="list-style-type: none"> • I have heard about the SVR • The SVR means that decoding and decoding fluency and comprehension equals reading • Practising decoding, comprehension and phonological awareness altogether is pretty much reading • The two main skills of the SVR are decoding and comprehension • I use the SVR definitely to teach everyday – I am reading to the students especially since they are younger. We are doing comprehension and the students are reading decodable texts • We practise new vocabulary when reading • We use a phonics program to teach decoding and phonics and I use it for reading 	<ul style="list-style-type: none"> • Decoding • Fluency • Comprehension • Phonological awareness • Decodable texts • New vocabulary • Phonics
Teacher G	<ul style="list-style-type: none"> • It has two ingredients of reading: phonics and comprehension which tie together reading comprehension 	<ul style="list-style-type: none"> • Decoding • Comprehension • Oral language • Vocabulary

	<ul style="list-style-type: none"> • In my school everything at the moment is phonics, phonics, phonics -permeates everywhere • We shouldn't forget the other side: the ability to make meaning and comprehend • We are not talking much about the Big 6 Reading and oral language support writing 	<ul style="list-style-type: none"> • Phonics awareness • Phonological awareness • Fluency
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Teachers	Interview Question 5 What are the benefits of using the SVR as a model to teach reading?	
Teacher A	<ul style="list-style-type: none"> • The SVR is effective because understanding language is imperative • If you remove decoding or comprehension then you have less than one or zero and that is not good for reading • Phonological awareness if also very important • Decoding is important for capacity to read • You also need experience and sometimes students get that when you are building the field • Building up understanding is important • Knowing sounds and their symbols with oral language and interactions all go hand in hand for effective reading • The students here are not getting enough of decoding and comprehension • They need to be taught systematically • Give them immediate feedback and give it constantly • But here they are on survival mode and you are trying to make scrambled eggs but it is a lump. • I think they need 1:1 teaching of reading 	<ul style="list-style-type: none"> • Remove one and you have zero • Phonological awareness • Capacity to read • Prior knowledge • Building the field • Understanding • Oral language • Sounds • Teach systematically • Feedback • 1:1 intervention
Teacher B	<ul style="list-style-type: none"> • It is very beneficial because you can't teach EALD students 8000 of tier one vocabulary • The principal is not too much into phonics and I tried to explain to him but he didn't understand • Decoding is important because just teaching HFW words has no meaning and you can't go through all of them • It is just showing pictures like showing someone mandarin and they forget • It is hard later in life – I didn't learn phonics as a child so I struggle sounding out new words even student names • I understand the struggles of the students 	<ul style="list-style-type: none"> • 8000 tier 1 vocabulary • EALD students • Leaders don't want phonics • Decoding • Struggling readers • No retention • Memorising pictures • High Frequency words
Teacher C	<ul style="list-style-type: none"> • The SVR definitely has benefits • Having decoding and comprehension skills will improve student's reading • They can follow a story and understand it 	<ul style="list-style-type: none"> • Decoding • Comprehension • Improve

	<ul style="list-style-type: none"> • They get skills so that when they come across a new word, they can figure it out by breaking it up and decoding • How do you teach using whole words? It is a legitimate question • Students come across the word 'shouted' and without breaking it up they can't read it so they need to see the different sounds 'sh-ou-t-ed' • Seeing the smaller parts is easier to remember than the whole word • When students know they are going to do a retell, they read and listen for meaning 	<ul style="list-style-type: none"> • Use sounds to read new words • Sounding • Listening for meaning
Teacher D	<ul style="list-style-type: none"> • They would be proficient readers. • They would read to understand what you have read. It's all well and good if you can read it, but if you don't understand then there's no point in being after it, • We talk about 'who, where, when, what' and students understand more • Sometimes we use their first language to explain 	<ul style="list-style-type: none"> • Proficient • Understand • Pitjantjatjara
Teacher E	<ul style="list-style-type: none"> • When I looked at it, it made it really clear where I needed to focus on with which students • It made sense and I could place my kids on the quadrants quite easily • Prior to the SVR I knew I needed to focus on comprehension which I started doing but now I know some students must be taught both decoding as well as comprehension skills • When students go for intervention with the personalised learning coordinator, the skills they need are highlighted and that becomes the focus 	<ul style="list-style-type: none"> • Diagnostic • Quadrants • Differentiation • Intervention
Teacher F	<ul style="list-style-type: none"> • By using the SVR you get better at teaching students how to read • Before using the SVR I was teaching students tricks such as using books that are repetitive so they remember the words – just memorising with no meaning • With SVR students are reading using decoding and comprehension and they want to read more because they get the meaning • They retain more and so reading is valuable 	<ul style="list-style-type: none"> • Get meaning • Retain more • Not memorising
Teacher G	<ul style="list-style-type: none"> • Makes reading enjoyable for students • Makes reading not be abstract but a meaningful thing • Students acquiring fluency is important • The cognitive load comes down • It provides a balance of decoding and comprehension 	<ul style="list-style-type: none"> • Meaningful and enjoyable • There is a balance • Reduces cognitive load

Teachers	Interview Question 6 What are the shortcomings of the SVR?	
Teacher A	<ul style="list-style-type: none"> I don't know because to me if it encompasses the other factors such as the environment and other influences then there is no shortcoming If you have decoding and comprehension then eventually get out when you see a word and straightaway without thinking you have the capacity to develop those pathways to read 	<ul style="list-style-type: none"> Other factors such as environment
Teacher B	<ul style="list-style-type: none"> I am still learning so I don't know enough The principal said that Anangu learn with the whole word/language and when we did the bush food unit we showed them a whole text but this doesn't work at all with reading 	<ul style="list-style-type: none"> Not sure Whole word
Teacher C	<ul style="list-style-type: none"> Not that I can think of except it is a delicate balance for me to teach phonics because my students are older 	<ul style="list-style-type: none"> Delicate balance to teach older students phonics
Teacher D	<ul style="list-style-type: none"> I don't think so Because we need to be able to decode words. And they don't really have the skills to do it at all because it hasn't been told taught. I'm trying to work on that with them now because that was about whole word approach up here, but it's like you can't teach them every single word. 	<ul style="list-style-type: none"> You can't teach every single word No shortcoming
Teacher E	<ul style="list-style-type: none"> I don't think there is any shortcoming because with something like reading which can be convoluted, the SVR is simple enough Like I said it was easy enough to place my kids The seniors you need to contextualise the reading sometimes 	<ul style="list-style-type: none"> Need to contextualise reading for seniors
Teacher F	<ul style="list-style-type: none"> One of the shortcomings is that the SVR does not include fluency. It needs to because it is important There are also different ways to learn how to read especially for EALD learners because they watch and learn a lot so it could be included 	<ul style="list-style-type: none"> No fluency component
Teacher G	<ul style="list-style-type: none"> Doesn't capture all the components of the Big 6 – fluency is lacking No phonemic awareness captured in phonics and comprehension 	

Appendix 9: Categorizing Initial Themes into 4 Final themes and Sub-themes

Common Themes	Teacher A's quotes	Relevance for Research Question: <i>What are the attitudes of EALD teachers towards the use of the SVR to improve reading proficiency levels for Aboriginal EALD students in the very remote schools in one very remote setting?</i>	Notes for researcher
<p>Theme 1 Reading proficiency</p> <p>Sub-themes</p> <ul style="list-style-type: none"> • Decoding • Comprehension • Oral language 	<ul style="list-style-type: none"> • I am reading to them for comprehension • phonological awareness and listening to the sounds in words • some students in senior class still need phonics (decoding skills) • Instantly recognise words and read them without breaking them up • They are comprehending and they are not robots • Being able to confidently decode unknown words • Having pathways to recognise sounds • Proficiency is combined things: fluency, decoding and comprehension 	<p>The research question seeks to find answers to how teachers view the SVR. Understanding their attitudes towards it requires that they know the meaning of reading proficiency.</p>	<ul style="list-style-type: none"> • Improving reading proficiency will lead to better reading outcomes and this will narrow the reading gap • Proficient EALD readers can access the curriculum which is in Standard Australian English • A combination of skills must be taught as they are needed for one to be a skilled reader
<p>Theme 2 Challenges facing teachers/factors influencing reading</p> <p>Sub-themes</p> <ul style="list-style-type: none"> • Learning EALD • Trauma • Poor reading foundation • Unsupportive leadership • Home environment 	<ul style="list-style-type: none"> • No associations to sounds in English • Mixing up sounds in English and Pitjantjatjara for example 'a' and 'u' • No reading foundation and therefore get anxious when trying to read • No teaching of systematic phonics – the leaders are not huge fans • They are not introduced to reading until middle primary years; the middle 	<p>Teachers have an understanding of the reading gap between their Aboriginal EALD students and their peers. Understanding the challenges, they face is important as it reveals what factors are contributing to the gap. Also teachers' attitudes are influenced by the challenges that they face. If teachers are not using the SVR then what is the reason and if they are why is it</p>	<ul style="list-style-type: none"> • The literature review revealed that education for Aboriginal students has a long history of 'trying this and the other' without much success • Some of these challenges are as a result of the history on this context and as the literature revealed their Aboriginal education through the years has been through many changes some detrimental to

<ul style="list-style-type: none"> • Motivation • Context 	<p>primary teacher said they are all between levels 1-5 in reading</p> <ul style="list-style-type: none"> • Hesitance from people higher up in how reading should be taught • Transient students who can't sit down and focus for long on reading strategies • People say that they only need to read books about their context • Lack of understanding of why it is important to be able to read in SAE • Working memory because of trauma and EALD background • Lack of retention • They only read in school and this is not reinforced at home • We have to train ourselves about print conventions • They are also learning how to read when they are older compared to mainstream where students learn to read at a much younger age • Social economic status effects • Other factors that influence reading are interest, and whether people read at home so home environment • Other factors that affect reading are natural attributes and the home environment – whether they have role models who read • The other factor is different abilities in the class and when you don't have AE or SSO support it is hard 	<p>challenging to get students to reading proficiency.</p> <p>The context of the study is Aboriginal students in a very remote location who have a reading gap between themselves and their non-Aboriginal peers. The research question asks if teachers used the SVR could they narrow this gap and increase reading proficiency. Understanding the unique factors of this context that may or may not contribute to reading proficiency is important. Other models of reading that have arisen as a result of the weaknesses of the SVR make certain assertions by saying that there are other factors that influence student reading. It is important then to examine whether teachers hold the same views</p>	<p>Aboriginal students and therefore they have being depicted as having a deficit. For instance, there was a time when students were not allowed to learn or speak first language in school. Some of the challenges are as result of this and could explain the resistance towards learning English</p> <ul style="list-style-type: none"> • Teachers quoted some of the factors that are unique in that context that influence Aboriginal students' reading. These are in line with what some of the reading models talk about.
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	<ul style="list-style-type: none"> • It is hard later in life – I didn't learn phonics as a child so I struggle sounding out new words even student names • The seniors you need to contextualise the reading sometimes 		
<p>Theme 3 Teachers' attitudes towards the SVR</p> <p>Sub-themes</p> <ul style="list-style-type: none"> • Meaning • Positive attitudes • Negative attitudes 	<ul style="list-style-type: none"> • students need sounds, they need exposure to oral language, they interact and understand the text as they expand their vocabulary • Teaching them the tenses in SAE • Build on their experiences and teach to read different genres • They need decoding and comprehension • So decoding and comprehension are important skills • I know that it can be used like a simple diagnostic tool to determine where kids have weaknesses and strengths • I know there are four quadrants • Some students have strong oral language skills and can hold and understand a conversation in SAE but they can't read • The two main skills of the SVR are decoding and comprehension • I use the SVR definitely to teach everyday • We practise new vocabulary when reading • If you remove decoding or comprehension, then you have less than one or zero 	<p>This goes directly to answering the research question as teachers talk about how they view the SVR</p>	<ul style="list-style-type: none"> • The SVR is supported by the science of reading and globally reviews into falling standards of reading have recommending some version or all of the SVR in improving reading proficiency. • In SA the DfE recommends the use of the SVR to teach reading to all students • Teachers make the greatest difference in student learning and understanding how they view the SVR is important because those in this study are charged with task of improving reading among proficiency among Aboriginal EALD students

	<p>and that is not good for reading</p> <ul style="list-style-type: none"> • Phonological awareness is also very important • Decoding is important for capacity to read • It is very beneficial because you can't teach EALD students 8000 of tier one vocabulary • Decoding is important because just teaching HFW words has no meaning, and you can't go through all of them • It is hard later in life – I didn't learn phonics as a child, so I struggle sounding out new words even student names • They get skills so that when they come across a new word, they can figure it out by breaking it up and decoding • It's all well and good if you can read it, but if you don't understand then there's no point in being after it, • When I looked at it, it made it really clear where I needed to focus on with which students • It made sense and I could place my kids on the quadrants quite easily • Before using the SVR I was teaching students tricks such as using books that are repetitive so they remember the words – just memorising with no meaning • They retain more and so reading is valuable • to me if it encompasses the other factors such as the 		
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	<p>environment and other influences then there is no shortcoming</p> <ul style="list-style-type: none"> • The principal said that Anangu learn with the whole and when we did the bush food unit we showed them a whole text but this doesn't work at all with reading • it is a delicate balance for me to teach phonics because my students are older it's like you can't teach them every single word • something like reading which can be convoluted, the SVR is simple enough • the SVR does not include fluency. • There are also different ways to learn how to read especially for EALD learners because they watch and learn a lot so it could be included 		
<p>Theme 4 Strategies for teaching reading Sub-themes</p> <ul style="list-style-type: none"> • Explicit teaching • Systematic and sequential • Repetitive • Scaffolding • Using visuals • Using first language 	<ul style="list-style-type: none"> • with images, visuals, high frequency words, pointing from left to right • No teaching of systematic phonics • introducing sounds like pretty much every day repetition of that • so, it's like constantly being taught and practiced • Instantly recognise words • You have to explicitly teach sounds • We definitely must be explicitly taught how to read • Then we practise and the more we do the more capable we get 	<p>Research shows that are teaching strategies that are considered to have a great impact on student learning. Hattie calls them High Impact teaching strategies. Are the strategies being used in the SVR high impact. If the reading of Aboriginal EALD students is to increase in proficiency, then an understanding of the strategies teachers are using is important</p>	<ul style="list-style-type: none"> • The teaching of EALD learners using high impact teaching strategies is well documented in the DfE's policy documents. There are some strategies that are also very unique to EALD students' learning SAE. These are for instant explicit teaching and translanguaging. Interviewed spoke about using some of these strategies.

	<ul style="list-style-type: none">• they need exposure• You build from simple to more complex• You have to explicitly teach the skills to sound different sounds• I understand what my kids need and how reading is learned and what I need to do as a teacher• The students here are not getting enough of decoding and comprehension• They need to be taught systematically• Give them immediate feedback and give it constantly		
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Appendix 10: Cognitive Foundations Framework

Figure 10.1 The Cognitive Capacities on Word Recognition and Decoding

Sources: Adapted from Hoover & Tunmer (2020)

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Figure 10.2: The cognitive foundations underlying reading comprehension

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