

Lässvårigheter, språklig förmåga och skolresultat i tidiga skolår

En undersökning av 44 elever i åk 2 till 3

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Akademisk avhandling

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Title

Reading Difficulties, Oral Language Skills and Educational Outcomes in Early Primary School. A Follow-up on 44 Students from Year 2 to 3.

Abstract

Every year about 20% of the students in primary and secondary school do not reach the goals of the Swedish National Curriculum. A greater understanding of how reading difficulties relate to oral language skills, and how both reading and oral language skills contribute to educational outcome in the Swedish context is needed to improve early identification and intervention for students at risk of not achieving the goals of the Swedish national curriculum. This dissertation investigates how reading difficulties and oral language comprehension affect educational outcome in the year 3 Swedish national tests, and how reading difficulties in early primary school relate to phonological processing skills and oral language comprehension. The Simple View of Reading model was used to describe the participants' reading difficulties. All year 2 students ($N = 214$) in two municipalities participated in an examination of reading comprehension, word-decoding and spelling. Sixty-six students with reading comprehension ($z < -0.83$), word-decoding skills ($z < -0.71$) and/or spelling skills ($z < -0.58$) in the lower end of the normal distribution were identified. Forty-four students agreed to participate in the study. Oral language skills, phonological processing, verbal memory, word-decoding, reading comprehension and non-verbal ability were examined in year 3. Forty-six to 66 per cent of the students with reading comprehension difficulties in year 2 were identified with difficulties in oral language comprehension ($z \leq -1.0$) in year 3. None of the students with specific word-decoding difficulties had difficulties in oral language comprehension. Oral language comprehension was significantly correlated to the results in the year 3 Swedish national tests for the two tasks in reading comprehension ($p < .01$) in Swedish, and with five of six tasks in Mathematics ($p < .01$ in four tasks and $p < .05$ in one task). Rapid naming of visual objects also correlated significantly with four out of six tasks in Mathematics ($p < .01$). Non-verbal ability, word-decoding and reading comprehension in year 3 showed no significant relationship with outcome in the Swedish national tests. This dissertation shows the centrality of oral language comprehension skills for both reading comprehension and outcome in the Swedish national tests, and the importance of considering oral language comprehension both in assessment and in intervention when students show poor reading comprehension skills in early primary school.

Keywords

Reading difficulties, oral language comprehension, reading comprehension, educational outcome, Swedish national tests

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