

Speaking of Literacy Listening Guide

Episode 1: An Interview With Dr. Kristi Hendrickson

This listening guide serves as a reference while listening to the Iowa Reading Research Center's podcast, *Speaking of Literacy*. Visit our website to listen to the episode and access the transcript.

About the Guest

This episode features Dr. Kristi Hendrickson, assistant professor in the [Department of Communication Sciences and Disorders](#) at the University of Iowa and director of the [UI Psycholinguistics Lab](#). Her research focuses on how listeners and readers recognize spoken and written words, how they connect words to meaning, and how they use words earlier in a sentence to predict upcoming words. She and her research staff examine this process in a range of populations (children and adults, individuals with hearing loss, and dual-language learners). Eye-tracking and EEG (electroencephalogram) are the tools of these investigations.



Pre-Listening Discussion Questions

Before you listen, consider the following questions. This can be a self-guided or discussion-based activity. Activating your background knowledge and considering your thoughts about these topics can help you relate the episode to your personal experiences.

- What do you already know about the role of a speech-language pathologist (SLP)?
- Have you ever worked with an SLP before? In what setting?
- In what way do you think the work of an SLP influences reading development?

Thematic Summary

This section walks through each question the guest addresses during the interview. Follow along and take notes about what you have learned and what questions you still have about the topic.

Could you introduce yourself and your role for us?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

How do vocabulary and other language skills impact literacy?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

How have your clinical and personal experiences impacted your research and your teaching of future SLPs?

Key Takeaways	Notes
What did you learn?	

What questions do you still have?	
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Could you tell us about eye-tracking research and what kinds of research questions you're looking at when you conduct eye-tracking studies?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

Could you talk about the role of orthography and phonological awareness in recognizing both unfamiliar and familiar words?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

How early can you start intervention for reading?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

What advice do you have for parents and caregivers?

Key Takeaways	Notes
What did you learn?	
What questions do you still have?	

Could you tell us about the research you've done on vocabulary development and word recognition in bilinguals?

Key Takeaways	Notes
What did you learn?	

<p>What questions do you still have?</p>	
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For bilinguals, how does competition between languages affect reading?

Key Takeaways	Notes
<p>What did you learn?</p>	
<p>What questions do you still have?</p>	

Research Highlights

If you would like to learn more about the guest’s research, these selected studies are a good place to start. Citations indicate where you can access the original publications, and brief summaries of each study’s findings are included below.

Hendrickson, K., Apfelbaum, K., Goodwin, C., Blomquist, C., Klein, K., & McMurray, B. (2022). The profile of real-time competition in spoken and written word recognition: More similar than different. *Quarterly Journal of Experimental Psychology*, 75(9), 1653-1673. <https://doi.org/10.1177/17470218211056842>

In this study, the authors examine how written words are processed over time by tracking the eye movements of individuals as they read or hear words. Findings indicate that onset competitors (i.e., words with the same initial sound, such as “cat and “cap”) and anadromes (i.e., words with the same sounds in reverse order, such as “cat” and “tack”) were activated while reading a word whereas rhymes (i.e., words with the same ending sounds, such as “cat” and “hat”) were not activated. These findings were similar in both reading and listening conditions except that, when listening, onset competitors were

more active than anadromes. The authors conclude that onsets may receive more weight as individuals attempt to predict words while reading and listening.

Kim, J., Meyer, L., & Hendrickson, K. (2022). The role of orthography and phonology in written word recognition: Evidence from eye-tracking in the visual world paradigm. *Journal of Speech, Language, and Hearing Research*, 65(12), 4812–4820. https://doi.org/10.1044/2022_JSLHR-22-00231

In this study, the authors examine how phonology and orthography impact single-word reading by tracking the eye movements of individuals as they read familiar words. Findings indicate that phonological anadromes (i.e., words that are matched for sounds forward and backward, such as “jab” and “badge”) activate comprehension earlier and stronger than orthographic anadromes (i.e., words that are matched for spelling forward and backward, such as “leg” and “gel”). The results demonstrate the importance of phonological theories of single-word reading and the role of phonology in reading instruction.

Definitions

This episode includes technical terminology relating to research, linguistics, communication sciences and disorders, and the science of reading. Read the definitions below to understand how these important terms are being used in this context.

- **Speech-language pathologist (SLP):** SLPs are professionals with expertise in communication, speech, language, voice, feeding, and swallowing. Speech-language pathologists work in education, research, and healthcare settings to treat patients across the lifespan.
- **Orthography:** The written system of a language.
- **Grapheme-phoneme correspondence:** The relationship between individual speech sounds (i.e., **phonemes**) and the written symbols that represent them (i.e., **graphemes**).
 - To differentiate sounds from the letters that represent them, **phonemes** are written enclosed in slashes (i.e., /m/). The same sound can be represented by different letters, and that same letter can represent multiple sounds. To eliminate ambiguity, there are special systems of symbols to refer to phonemes. The system used by SLPs is called the International Phonetic Alphabet.
- **Phonology:** The rule system within a language that describes how individual speech sounds (i.e., phonemes) combine to produce language.
- **Phonological awareness:** The knowledge of sounds within spoken language. It begins with the recognition of phrases within sentences and progresses to successively smaller units.
- **Alphabetic principle:** The knowledge that words are composed of letters and there is a predictable pattern between specific letters or letter combinations and the sounds they represent.
- **Metalinguistic:** The process of thinking about one’s own language.
- **Metacognition:** The process of thinking about one’s own thinking.
- **Phonics:** A teaching and learning process based on applying knowledge of letter-sound correspondences and spelling patterns to learn to read written text.
- **Whole language:** A teaching philosophy that involves learning whole words through exposure rather than breaking them down according to phonics patterns.

- **Dialogic reading:** The process of a reader and listener(s) having a conversation about a shared book.
- **General education:** Core instruction provided to all students in a classroom setting with grade-level peers.
- **Push-in approach:** A method of intervention that brings specialized instruction to students in the general education classroom.
- **Pull-out approach:** A method of intervention where students leave the classroom to receive specialized instruction in a small-group or one-on-one setting.
- **Co-teaching:** An approach where two teachers or professionals (such as a general education teacher and a special education teacher or SLP) work together to plan and deliver instruction.
- **Least restrictive environment:** The educational environment in which a child receives appropriate supports while learning with peers who do not have disabilities.
- **Learning-to-read:** The process of learning how to read (e.g., letter sounds, spelling patterns, sounding out unfamiliar words).
- **Reading-to-learn:** The process of learning core content (such as science and social concepts) through reading.
- **Dual-language immersion program:** Education programs or schools that teach content in two languages to support the acquisition of an additional language and the maintenance of a home language.

Post-Listening Discussion Questions

After listening to the episode, continue the conversation with the following questions. This can be a self-guided or discussion-based activity. Considering these post-listening questions can allow you to reflect on the content of the episode, deepening your comprehension of the episode's key ideas.

- Hendrickson described being “culturally responsive” when working with students and their families. What did that look like in her role? How does that look in your role?
- Hendrickson described two approaches for working with students: the push-in approach and the pull-out approach. Describe each of these approaches. What are the benefits and limitations of each approach? In which cases would you use one approach over the other?
- Hendrickson described her explicit approach to writing instruction when teaching college courses. What does “explicit instruction” mean to you? How do you incorporate this into your teaching?

Resources and More Information

Want to learn more? The following list contains resources, research, and further reading materials on key topics from the episode.

- [UI Psycholinguistics Lab](#): The primary area of research in Hendrickson's lab is spoken and written language processing: how listeners and readers recognize the words they hear and read, how the meanings of words are accessed, and how individuals predict upcoming words during

incremental sentence processing. Learn more about Hendrickson's current projects and recent publications on the lab's website.

- [Dr. Henrickson's research:](#) Access Dr. Hendrickson's published works on her Google Scholar profile.
- [Wendell Johnson Clinic:](#) Learn more about the University of Iowa's speech-language pathology resources and department at the Wendell Johnson Speech and Hearing Center.
- [Dr. McMurray's research:](#) Access Dr. McMurray's published works on his Google Scholar profile.
- [Dr. Si On Yoon's research:](#) Access Dr. Yoon's published works on her Google Scholar profile.
- [A Novel Idea: The History of the Science of Reading:](#) For more information about the science of reading, listen to the IRRC's podcast, *A Novel Idea: The History of the Science of Reading*.

