

## **A note for readers in Australia, Canada, New Zealand, and the UK\***

My book is about the science of reading and its relevance to educational practices. Nine of the twelve chapters are about the basic science. The questions I address are general rather than specific to English, or American English. I mainly rely on English examples, but there's much consideration of other languages and writing systems. I draw on research conducted in labs around the world including, of course, the several English-speaking countries where essential work has been and continues to be conducted.

The final three chapters are about the disconnection between this science and educational practice in the US. This material *is* more US-specific: I discuss the culture of education in the US, the development of the schools of education, government efforts to improve education (such as the notorious No Child Left Behind act), educational critics and advocates who are highly influential here but may not be well known elsewhere, and other US-specific facts and factors.

I focused on the US for reasons of competence not nationalistic arrogance! I've been looking at educational issues in this country, especially related to reading, for a long time. I was able to go deeply into the culture of education here and its history, but I could not have done the same for other countries.

That said, the material in the education chapters may be familiar because the same issues have arisen in all these countries. Debates about instructional methods; questions about how teachers are prepared for the job, what they are taught about reading, learning, development; debates about whether dyslexia exists; the impact of economic well-being—SES—on reading in particular and schooling in general; causes of low literacy among racial/ethnic minorities; the limited impact of reading science on educational practice; similarities in the content and reception of the Rose report (UK) and several US reports (National Reading Panel, the Snow et al. National Academies report, 1999, and others).

It would be extremely interesting (to me, perhaps to you as well!) to consider how the American situation compares to those in your own countries. The similarities are such that you may find yourself substituting names for individuals and advocacy organizations, standardized achievement tests, reports on educational practices and teacher education. But there are important differences as well, as we all know.

If you have observations about what has happened in your country, please consider sending something I can share on the blog ([seidenbergreading.net/seidenblog](http://seidenbergreading.net/seidenblog)). Perhaps we could crowd-source a document about the similarities and differences.

mail to: [seidenbergreading@gmail.com](mailto:seidenbergreading@gmail.com)

Thanks for reading!

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\* and other countries where English is the main language of instruction