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Plenary session

William G. Brozo (USA)

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Photo: George Mason University

Closing the Reading Achievement Gap for Boys:
Engaging Texts, Engaging Practices

Too many teen and preteen boys throughout the world do not like to read, are choosing not to read, and are suffering academically as a result. More must be done to reach disengaged and striving male readers. The presenter has devoted years of study to the causes of boys' underachievement in reading and has discovered numerous ways to reverse that trend.

In this keynote presentation, Dr. Brozo explores the role of literacy in boys' construction of their masculine identities. He draws on insights gained from researching into the kinds of texts adolescent boys will read and why, when given the prerogative and support. He describes successful practices that honor boys' interests and needs, help them find entry points to lifelong reading, and improve their achievement.

Plenary session

Guðmundur Andri Thorsson (Ísland, Iceland)

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Photo: Gunnar V. Andrésson

"I let you be in my dreams if I can be in yours"…

Bob Dylan said that in Talkin' World War III Blues half a century ago. In a way he managed there to describe what happens when we read and write literature. We are all walking around in each other dreams in the world of literature. The writer captures collective dreams floating around in society and puts them into words. However. This strange and very human process can also be described like this: When I read a book I am in someone else's mind – the writer's mind, who is then of course out of his mind. And when I write a book I am in someone else's mind; I am operating in the reader's mind with my words – the atmosphere I have created in my mind and with my fingers, the weather, the smell, the mountains and the sea, the streets, the feelings, the characters and their crimes and deeds and heartbreaks, the sense of doom or lightness I want to portray.

When someone reads words I have put together and puts them together again in her or his mind, my words – my thought-dreams – have floated away from my mind and into theirs. That is a very powerful activity and a bit dangerous – the writer feels a bit like he's building a bomb when he writes – but it doesn't mean that writing is a mind-controlling activity. It's subtler than that: When you read you create your own world out of the world of letters that meets your eye. You sit there quietly and on your own, translating those little oddly shaped icons – the letters – into your own pictures, characters, mountains and brooks, streets, wind and rain, feelings, atmosphere – making this a thought-dream of your own.

Shlomo Alon (Israel)

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Language comprehension in Semitic languages–The Middle East perspective

The Semitic languages are a group of related languages, whose living representatives are spoken by more than 280 million people, across much of the Middle East, North Africa and the Horn of Africa. The most widely spoken and written Semitic languages today are Arabic, Amharic (Ethiopian), Hebrew, Tigrinya and Aramaic. Semitic languages are attested in written form from a very early period, from around the middle of the 3rd millennium BC, written from write to left. Most scripts used to write Semitic languages, are ABJADS-a type of alphabetic script that omits some or all of the vowels, because the consonants in the Semitic languages are the primary carriers of meaning.

Arabic is suffering a deep diglossia between written and spoken language.

Hebrew celebrates a revival as a modern national language, spoken and written in ISRAEL and by Jewish people around the globe. The uniqueness of the main two languages of the Middle East and North Africa, so different from the Latin script-based languages in Europe, gives the issue of Language-Comprehension a wider dimension. It influences also the wide population of immigrants from North Africa who lives nowadays in Europe. The paper presentation will give some further definition for Language-Comprehension in the 21st century.

Ann Anderson[1], Jim Anderson[2] & Laura Nichols[3] (Canada)

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Parents' perspectives of a family literacy program: A retrospective study

The purpose of this paper is to report on a study in which we interviewed parents from an economically disadvantaged community who had participated in a locally developed family literacy program along with their four year old children 20 years earlier and asked them to retrospectively reflect on the program.

Findings indicated parents: 1) felt the program enhanced children's language, literacy, and overall cognitive development; 2) appreciated the opportunity to work in a "hands-on" manner with their children at the centers in the classroom; 3) better understood learning through play and the value of play; 4) saw the importance of the social aspects of the program such as learning to cooperate with peers; 5) believed the program facilitated children's transition to kindergarten; 6) felt that they understood child development/developmental differences better; 7) believed they better understood their children's learning in and out of school; and 8) felt more comfortable being in school and developed better relationships with teachers.

The study is the first that we know of in which parents retrospectively evaluated the impact of a family literacy program on their children's literacy development and contributes to the emerging literature that is helping us evaluate the efficacy of family literacy programs. The paper and presentation will be of interest to researchers, policy makers, family literacy providers, administrators, teachers and early childhood educators.

Jim Anderson[1], Fiona Morrison[2], Nichola Friedrich[3] & Ji Eun Kim[4] (Canada)

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Parents as Literacy Supporters: Findings from a bilingual family literacy program in immigrant and refugee communities

The purpose of this paper is to report findings from a two year study of the Parents As Literacy Supporters (PALS) in Immigrant Communities program, a bilingual family literacy project in which we worked with about 400 new immigrant and refugee families from five linguistic groups in the Greater Vancouver area of British Columbia. The goal of the project was to promote children's early literacy development in English and maintenance of the families' first or home language. Results include: 1) statistically significant change in children's literacy development in English as measured by Normal Curve Equivalent Scores on the Test of Early Reading Ability -2 (effect size of .71); 2) some, but modest, changes in the adults' perceptions of early literacy learning; 3) boys' and girls' early literacy benefitted equally ; 4) recognition on the part of the parents of the importance of maintaining the home language; 5) and some challenges in implementing the program including maintaining a culturally responsive stance and promoting LI maintenance.. The study is significant in that it demonstrates how a family literacy program can enhance young children's early literacy development in English while promoting maintenance of their home languages.

Haukur Arason (Iceland)

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Activities to increase literacy in science education

Literacy in its extended sense is at the forefront of curriculum renewal in Iceland at the present. The new Icelandic curriculum indicates that special emphasis should be put on literacy within every subject. In natural science, literacy has been one of the focal points for a number of years because of influences from the PISA project. Two years ago, education authorities in Reykjavík, the largest municipality in Iceland, launched a project aimed at finding ways of increasing literacy within the subject fields of Icelandic, mathematics and natural science. The basic premise of these projects was that specialists from the field of education worked closely with a few selected teachers to develop and test various ways of working with students to increase their literacy. In this presentation, the progress and results of the literacy work in the subject of natural science will be discussed.

Shelley Aronstam (South Africa)

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Parents' roles and perceptions of early literacy development in well-resourced environments

Literacy research in South Africa and other developing countries has for the most part focused on poorly resourced environments and literacy practices in lower socio-economic communities. The purpose of this study is to examine the role of parents in early literacy development in well-resourced homes in South Africa.

This study was aimed at investigating parent's roles and perceptions of early literacy development. It presents survey data from a large cohort of parents as well as observations and in-depth interviews with a smaller group of eight families. This study was conducted in a peri urban area in South Africa and engaged parents whose children were in reception year classrooms.

The research evidence shows that reading success does not necessarily occur through the use of a variety of resources but that it needs to be mediated and modeled by parents in the home to have significant outcomes.

The study found the parents' perceptions and approaches only partially reflect what are viewed as good reading habits. The time constraints and pressures on parents today impact on literacy practices and restrict them from spending sufficient quality time engaged in these practices with their children. Finally the study shows that although children are exposed to books, television and computers in the home environment, it does not necessarily ensure proficient and interested readers.

Ingibjörg Auðunsdóttir (Ísland)

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Fágæti og furðuverk

Alþjóðlegar samanburðarkannanir benda á nauðsyn þess að efla læsi meðal íslenskra drengja. Lengi hefur legið fyrir að stúlkur standa drengjum framar í læsi og í íslenska hluta PISA rannsóknar OECD frá 2009 kemur fram að 23% 15 ára stráka í Reykjavík teljast ekki geta lesið sér til gagns á móti 9% stúlkna (Almar M. Halldórsson, 2011).

Niðurstöður sem þessar voru hvatinn að því að hafist var handa við að þýða og staðfæra þróunarverkefnið *Fágæti og furðuverk* sem er lestrar hvetjandi verkefni fyrir alla nemendur í 4. bekk en kemur sérstaklega á móts við áhugasvið drengja. Verkefnið er íslensk útfærsla á enska verkefninu Curiosity Kit (Fisher, 2004; Lewis og Fisher, 2003). Þróunarverkefnið sem sagt verður frá var unnið í grunnskóla á Akureyriskóla árið 2010–2011.

Markmið rannsóknarinnar var annars vegar að efla lestraráhuga nemenda, einkum drengja, og kanna hvernig verkefnið *Fágæti og furðuverk* hentaði til þess. Niðurstöður sýna að verkefnið vakti lestraráhuga drengja og stúlkna. Þriðja markmið rannsóknarinnar var hins vegar að virkja og styðja foreldra, einkum feður eða karlkyns fjölskyldumeðlimi, til að lesa með börnum sínum. Foreldrar tóku almennt vel í samstarfið og að lesa með börnum sínum, einkum mæðurnar. Ekki tókst nægilega vel að virkja feðurna til samstarfs eða til að lesa með börnum sínum.Væntingar voru um meiri þátttöku þeirra.

Maria Belokolenko (Russia)

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All-Russian action "The Week of Books for Children and Youth"

Every year in spring when Russian schoolchildren have their holidays "The Week of Books for Children and Youth" is held in Russia. The program of the Week is aimed at supporting and developing young people's interest to reading, popularization of books for children and youth written by contemporary writers. The idea of the Week originated with well-known children's writers Leo Kassil, Samuel Marshak, Sergey Mikhalkov, Agniya Barto, Mikhail Prishvin. It is symbolic that the first Week took place in the midst of the World War II in 1943 as at that time it was important for children to take up reading, interrupted by the war. The local programmes at libraries, book-shops, schools include literary meetings and competitions, book presentations and exhibitions. The regional programmes are connected with the names of popular regional authors and publishers. Each year in a number of regions a new capital of the project is elected, where Week begins under the specific motto, for example: "Read, Learn, Travel!", "The Book Gathers Friends", "With the book - to Wisdom and Virtue", "From the home town to my Motherland", etc. Thematic variety of programmes contributes to the development of reading fiction, science fiction and reference books. Charity programmes of the Week make reading available to the old, patients in hospitals, orphans, teenagers characterized by deviant behavior. Best readers, leaders in reading as well as members of reading dynasties are honoured which strengthens motivation for reading. All events of the weekend are interactive and personalized. Creative atmosphere of the Week adds greatly to the positive and attractive image of reading, readers, books, libraries. Creative text-based contests influence the development of children's intellect, their reading skills and literacy. Many-sided assistance by territorial administrations turns "The Week of Books for Children and Youth" into nation-wide project.

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Effect of Beginning Literacy on reading, reading understanding and students' view of reading in Reykjavik public schools

Recently *Beginning Literacy* (hereafter BL) has gained ground as the other main approach to literacy teaching in Iceland. BL was developed by Rósa Eggertsdóttir, consultant at the University of Akureyri as an interactive approach in literacy teaching. Since 2005 67 primary schools out of 174 in Iceland have been participating in the project. Around half of the primary schools in Reykjavik have implemented the BL-method of reading in the period of 2008–2012.

The results presented are first results from a part of a larger research which aim is to build capacity in literacy research in Iceland, contribute to knowledge on literacy education and advance its development in Icelandic primary schools. To analyze Icelandic literacy policy and the *Beginning Literacy* program in light of international research, and to look at literacy teaching and development issues within the BL-schools to shed light on how new approaches to literacy education in Iceland might be introduced, implemented and sustained.

The study is undertaken by a group of researchers from two Icelandic universities, the Icelandic Educational Testing Institute, two LEAs, and Master's students.

The presentation addresses the following questions:
1. What is the relationship between student outcomes of the literacy test in 2nd grade and the National test in 4th grade in BL-schools in Reykjavik? Are the results different from schools not in the BL programme? What features are important?
2. Is there a difference between the BL-schools in Reykjavík and other schools in Reykjavik on the reading tests in 2nd grade in terms of reading efficiency, reading understanding and interest in and pleasure of reading?
3. Is there a difference between boys and girls in the BL-schools in Reykjavík and other schools in Reykjavik on the reading tests in 2nd grade in terms of reading efficiency, reading understanding and interest in and pleasure of reading?

Freyja Birgisdóttir[1], Hrafnhildur Ragnarsdóttir & Steinunn Gestsdóttir (Iceland)

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The contribution of verbal and nonverbal skills in the acquisition of reading in an orthographically consistent orthography: Evidence from Icelandic-speaking children

Despite much research interest in the development of literacy across languages, there is shortage of comprehensive studies exploring the role of both verbal and nonverbal skills in learning to read shallow orthographies. This longitudinal study examined how the acquisition of reading in a transparent orthography is connected to phonological and oral language skills and the ability to regulate attention, cognition and behaviour, which has repeatedly been found to be related to various aspects of academic ability. Participants were 111 Icelandic-speaking children in first grade who were assessed on verbal abilities (letter knowledge, phonological awareness, vocabulary and oral comprehension) and two measures of self-regulatory skills, and their performance related to reading achievement a year later. After removing the effects of age and initial reading skills, letter knowledge and phonological awareness explained significant variance in word-recognition, non-word reading and spelling. Vocabulary and oral comprehension explained significant variance in reading comprehension, and oral comprehension also explained significant variance in word-recognition.Self-regulation explained significant variance in reading comprehension and spelling. Consistent with studies of English-speaking children, these results indicate that phonological awareness is an important predictor of word-recognition and decoding in transparent orthographies. Oral comprehension also appears to affect word-recognition, although the predictive contribution of oral language seems more consistent for reading comprehension than for other aspects of reading. The results further suggest that other developmental factors, such as self-regulation, play role in the ability to read and write, particularly in those aspects of reading that require a relatively high degree of metacognitive control.

Thomas Brenner (Germany)

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Developing reading motivation among young boys and girls in primary schools through alternative approaches to literature

Over a period of three years, six primary schools in Saxony tried to increase reading motivation of their 6- to 10-year-old pupils, while keeping the issue of gender in mind. About 60 teachers and more than 800 girls and boys were involved in the project. The primary school teachers took part in many intensive further education sessions, conducted by researchers and teacher training experts from the University of Erfurt. Teachers learned about the different needs of boys and girls, ´new´ teaching methods or rather, ´new´ approaches to literature, reading (and other media) preferences, as well as pedagogical biases.

The evaluation of the project was done using quantitative and qualitative research methods. All the girls and boys and their teachers answered questionnaires three times (once a school year) and we conducted interviews with the principals and some of the teachers. The data is not easy to summarize without false simplifications, but we can say that some schools were able to increase the reading motivation among their boys and girls even within the short time span of 3 years.

A documentary of the project experiences was produced on DVD and sent to every school in Saxony. Scenes from the teacher trainings and the children's reactions to the ´new´ methods and literature in the classrooms were shown. Interviews with the researchers, teachers, boys and girls were also included. The findings have been available for other schools to use since last year. From November 2011 to March 2012, more than 400 ´new´ teachers from about 100 schools attended teacher trainings which were conducted by teams consisting of a pilot project school teacher and a researcher from the University of Erfurt.

More information in German http://www.sachsen-macht-schule.de/schule/214.htm

Greg Brooks (United Kingdom)

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The work of the European Union High-Level Group on Literacy

The European Union High-Level Group on Literacy: <http://ec.europa.eu/education/focus/focus2983_en.htm> was set up in January 2011, and is chaired by Princess Laurentien of the Netherlands. The 10 expert members, of whom I am one, represent academia, policy-making and business. Between January 2011 and June 2012 the group is meeting eight times, in Brussels, and is due to produce its final report in June 2012 and launch it in Cyprus in September. The principal contexts for setting up the group were the disappointing PISA 2009 results – the EU had set a target of reducing the percentage of 15-year-olds with low literacy, but instead the figure had risen from the level seen in PISA 2000 – and the concern of many European governments about the implications of high levels of functional illiteracy for citizenship and the economy. Our remit is both lifelong ('from cradle to grave') and 'lifewide', covering all aspects, including policy, teaching, learning, motivation, interventions for those who struggle (whether children, adolescents or adults), the preparation and qualifications of teachers, and resources. We are attempting to survey the large amount of available evidence on literacy improvement, and aim to make recommendations for effective and practical measures to ensure that literacy levels improve across the Union. I shall summarise our deliberations.

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Authentic Literacy Model (ALM)

When reading instruction for struggling readers focuses on remediation and simplification of text, it can create a vicious cycle of students disengaging from texts they find irrelevant and teachers answering with further simplification and remediation. This paper presentation will highlight the Authentic Literacy Model (ALM) which is an approach to literacy instruction that uses rich powerful texts to provide students with the opportunity to grapple with complex, ambiguous, and relevant ideas. Through the authentic literacy model, reading is repurposed as an experience students partake in to study words, discuss texts, close read texts, and substantive written expression.

ALM is a constructivist literacy approach that requires students to actively build their knowledge of a discipline. The model involves four components: explicit vocabulary instruction (or word study), close reading, inquiry text talks (ITT), and substantive writing. Essentially, the components of ALM have all individually demonstrated the ability to increase student learning through providing the supports that struggling learners require when grappling with complex texts.

Word study Word study is the back bone to the model. Word study builds students' oral language and supports their acquisition of text by first understanding the language.

Close Reading Close reading is a technique that deliberately requires conscious reading on the part of the reader. In particular, the Elder-Paul (2008) version of close reading demands a deep analysis of text during reading and has 5 levels with specific behaviors for each.

Inquiry Text Talks (ITT) The function of the Inquiry Text Talk is to create a community of learners who are free to share ideas about the text and their questions related to the text while developing oral language.

Substantive Writing Because reading and writing are reciprocal processes, ALM has students doing close reading and substantive writing concurrently. This enhances deeper reading comprehension and improved written compositions.

Elissavet Chlapana[1] & Eufimia Tafa[2] (Greece)

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The impact of didactic, linguistic and cognitive factors on Greek receptive vocabulary development of immigrant kindergarten children

This study examined the impact of two different didactic procedures as well as the impact of linguistic and cognitive factors on immigrant kindergarten children's vocabulary learning during storybook reading. Eighty seven (87) immigrant kindergarten children, aged 4-6 years old (*M*=5.14, *sd*=0.51) were recruited from 12 public kindergarten classrooms located in Crete. Children were acquiring Greek as a second language. During 10 weeks, 6 stories were read twice in whole group settings. Target and not target words were assessed by multiple choice vocabulary measure before and after storybook readings. In the first experimental group, during storybook reading the direct instruction techniques were used. According to these techniques teacher provided a brief explanation of target words. In the second experimental group interactive instruction procedures were used. According to these techniques children were involved actively in discussions of target words. In the control group stories were read without any explanation of target vocabulary. Results showed that all children acquired vocabulary meanings, but interactive instruction was more beneficial on learning the meaning of target words than direct instruction and the impact was greater for instructed words than for uninstructed. In addition results showed that boys and girls responded differently to the didactic procedures. Specifically, in both conditions where didactic procedures were implemented girls outperformed boys on instructed words while boys outperformed girls on uninstructed words. Furthermore, children's initial level on Greek receptive vocabulary, on target word knowledge and on non verbal cognitive ability had a significant short-term as well as long-term impact on target words learning. In brief the above results showed that vocabulary learning is the combined result of the didactic procedures implemented in school settings, and of internal and external factors which are concerned with gender as well as with children's linguistic and cognitive status.

Maria de Lourdes Dionísio[1], José Carvalho, Helena M. Martinho, Céu M. Melo, António Silva & Floriano Viseu (Portugal)

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Ways with texts' and purposes for reading and writing in content areas: teachers' perceptions of their practice

In this presentation, the authors will present and discuss data from a wider research project about reading and writing practices across the curriculum in Portuguese schools. One of the most important objectives of this on-going project is to produce knowledge about the ways each curricular subject gives origin to specialized reading and writing practices. The data is being collected through questionnaires and interviews to teachers and students, as well as classroom observations and document analysis, in 6 schools of Braga, north of Portugal. For the moment, the curricular subjects under inquiry are Portuguese Language, Foreign Languages, Mathematics, Sciences and History of the 2nd (10–12yrs old) and 3rd (13–15yrs old) school levels.

For this presentation, we will consider data from the questionnaires and interviews to teachers, concerning the following analytical categories: teachers' awareness of the presence of reading and writing in their disciplines classrooms; kinds of tasks that call for reading and writing as well as their purposes; texts genres and supports; reading and writing modalities. Specificities of the different content areas regarding the use of texts will also be discussed.

Henrietta Dombey (United Kingdom)

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What Reading Gives to Writing

In studies of children's literacy development, reading has received far more attention than writing. But in recent decades a number of researchers in Anglophone countries have tried to remedy this imbalance. Over this time, theoretical perspectives have shifted, from conceptualizing learning to write as the product of individual cognitive development and/or the mastery of a set of technical skills, to seeing it as part of a wider semiotic activity on the one hand and as a social process and sociocultural practice on the other. From these different perspectives, investigators have examined the development of writing in early childhood, and its progression and diversification in middle childhood and beyond, in terms both of code mastery and the construction of written text, as learners endeavour to master a range of genres and take on a range of social roles. Motivation for writing, the effect of 'popular culture' on writing and the relationship of talk to writing have all been studied. In the last few years multimodal text production has become a focus.

But an area that is currently under-explored is the contribution of children's reading to their power as producers of the written word. In this presentation I will examine what we know about this and argue that what and how children read are of central importance to their development as writers. I will draw on recent work with children aged 7 to 11, examining such aspects as the genres the children engage with, the roles they take as writers, the linguistic forms – textual, syntactic and lexical – they use and how these features relate to the texts they read.

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POSTER: Byrjendalæsi

Byrjendalæsi er samvirk kennsluaðferð ætluð til lestrarkennslu barna í 1. og 2. bekk. Nú hafa um 70 grunnskólar (um 40%) víðsvegar um land tekið upp aðferðina í samvinnu við Miðstöð skólaþróunar við HA. Um er að ræða nálgun sem nær til allra þátta móðurmálsins. Þannig er vinna með tal, hlustun, lestur og ritun felld í eina heild undir hatti læsis. Ennfremur eru sértækir þættir móðurmálsins, svo sem hljóðvitund, réttritun, skrift, orðaforði, setningabygging og málfræði tengd inn í ferlið.

Kennslulíkan verkefnisins nær til tveggja ára og stuðst við þróunarlíkan starfendarannsókna. Þar sem vinna með Byrjendalæsi er um margt frábrugðin þeim vinnubrögðum sem kennarar hérlendis hafa vanist, er mikilvægt að kennarar fái öflugan stuðning við innleiðingu hennar. Miðstöð skólaþróunar hefur sett fram þróunarlíkan, námskrá og framkvæmdaáætlun sem lýsir stuðningi og endurmenntun kennara.

Vorið 2011 fór af stað umfangsmikil þriggja ára rannsókn á árangri aðferðarinnar undir forystu Rúnars Sigþórssonar professors við HA en Sue Ellis háskólakennari er faglegur ráðgjafi rannsóknarinnar. Hátt í 20 fræðimennfrá hug- og félagsvísindasviði HA, menntavísindasviði HÍ, menntasviði Reykjavíkur, skóladeild Akureyrar, Námsmatsstofnun og meistaranemar taka þátt í rannsókninni.

Elena Filippova (Russia)

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"Rest and read", Verbal strategy of engagement in reading for primary school

At the present time the new effective ways of familiarizing the younger generation with reading are begin searched for. One way might be to support the active use of verbal methods of organizing the educational process.

The feasibility of this approach follows from the understanding and appreciation of the phenomenon of multiple intelligence according to the theory of the American psychologist Howard Gardner. In the research work we are basing on the theory of engagement in reading, reflected in works of the doctor of pedagogical sciences of Tatyana Galaktionova. We assume that a sufficiently large number of students have the verbal type of intelligence. For these children literary projects, games and discussions will be the best way for introduction to reading. it's very important for us to see and understand the potential of verbal interaction in the context of the school library work with younger students. We have developed a technology for introduction to reading named "Rest and read", which used verbal methods. Younger students read books related to a place of summer travel, and then told their experiences to the class. The integration with the educational process is realized in this project.

We assume that the child, representing the entire class his own material for summer reading, speaking of his thoughts and experiences will increase the level of speech development, receive the experience of public speaking, listen to the advice of his peers and want to read the proposed books.

The mission of the library - creating a situation of success, support, finding the positive, build on strengths. We try to create conditions that increase the interest in the book, in which reading becomes a subject of social approval. We hope that we will be able to revive the tradition of family reading, and our students will present thoughtful readers.

Božena Kolman Finžgar (Slovenia)

Directress Anton Tomaž Linhart Public Library, Radovljica, http:// www.rad.sik.si
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Classical Fairy Tales - Motivation for Reading and Creativity

Libraries from all around the globe – and not only libraries – endeavour to make children of a variety of ages read, read and read.

Our strategic orientation is to motivate everyone to read – for everyone to make reading not only their own **need** and habit but above all their own joy and pleasure, no matter where or when the occasion may arise. And this is what the Linhart library does in all sorts of ways. To pre-school children we offer so-called *fairy-tales rucksacks* (with books and sets of hand puppets related to well-known fairy tales), we relate fairy tales and stories to them, and we also keep an ongoing cooperation with the local kindergartens. To pupils and high school students we offer an array of projects: award-winning quizzes, the *Superbook* contest, the reading campaign *Library – A Universe of Treasures*, the *Inside out* and *This Merry Young Reader's Club* group meetings, the *Night With Andersen* and the *Growing Up Reading Books* projects, alongside with a wide variety of library lessons.

We stress the importance of reading both to parents at lectures at schools and kindergartens as well as to pupils during our school visits. A visit of a librarian at a school or a kindergarten is of course uncommon, and that is why the pupils pay attention to us in a different way than they do to a teacher, which is especially important when dealing with older children whose reading habits are diminishing.

Bibliopedagogical lessons *Classical Fairy tales* has been designed for fifth-grade pupils (ages ten to eleven). According to the curriculum, the pupils have mastered reading technically and they understand what they read, but should continue reading to improve their skills and avoid reading-related problems in further schooling and life. That is what we briefly tell them in the introduction, and their reactions are very interesting – the things said seem to touch them, and they realise that it is up to them to do anything that has got to do with reading. We show them how interesting it is to read on the example of classical fairy tales they are all familiar with. We also show them two interesting word games that can be played even during school breaks or at birthday parties – 'the topsyturvy fairy tale' and 'invent a fairy tale.' The best proof of how touched they are is their coming to the library and borrowing the fairy-tale books. The path from here on in leads to a child set to become a life-long reader.

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Inviting Critical Conversations into Classroom Practice

"Literacy teaching cannot, and we believe it should not, be a content-free zone. We know that there is great potential for students to expand their literate repertoires when they become deeply engaged in acquiring new knowledge about things that matter…." (Comber, Nixon, & Reid, 2007, p.2). This sentiment suggests the important of offering students opportunities to engage in socially significant topics and issues; ones that enable them to more ably and critically read their worlds and the texts within them. The focus of this presentation is to examine critical literacy texts and activities in classroom settings.

Critical literacy texts encourage teachers and students to question—to wonder who or what is missing, address issues of power, and consider alternative stances or ways to interact with the text. According to Leland, Harste, Ociepka, Lewison, and Vasquez (1999), critical literacy texts have the following characteristics: they don't make difference invisible, but rather explore what differences make a difference; they enrich our understanding of history and life by giving voice to those who traditionally have been silenced or marginalized; they show how people can begin to take action on important social issues; they explore dominant systems of meaning that operate in our society to position people and groups of people; and they don't provide "happily ever after" endings for complex social problems. Comber (2001) notes that when teachers and students engage with critical literacy they will ask questions related to "language and power, people and lifestyles, morality and ethics, and who is advantaged by the way things are and who is disadvantaged" (p. 301).

This presentation will inform the educational community of the relationship between critical readings of texts and empowered literacy learning. Inviting students into a literacy curriculum that challenges the status quo, offers multiple perspectives, focuses on social action and invites critique enables teachers to provide more equitable educational opportunities for all students, whereby life experiences, knowledge, and language resources are utilized in meaningful ways.

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Motivational strategies to children´s reading in a mirror of Russian history

If we look at reading as a social-pedagogical phenomenon, we'll see a big variety of motivational strategies to children's reading in a period from 16 to 21 centuries. Despite a sufficient degree of conditionality, it seems appropriate to highlight models such as: "Obedience ", "Mentoring", "Entertainment", "Education", "Agitation", "Propaganda", "Guide", and "Anarchy". We are sure, that the modern motivational strategy can be declared as a "Dialogue". Reading is understood as a dialogue of a child with the modern world, characterized by the phenomenon of diversity.

It is well known the first law of cybernetics – "the law of requisite variety": a variety of complex systems requires control, which itself has sufficient diversity. Projecting this thesis in the field of education, we can suggest the didactic law, which we call «The cognitive diversity law". Its essence is the following statement: the diversity of cognitive preferences requires a diversity of forms of information. We have a matrix hypothesis that cognitive diversity, based on the theory of multiple intelligence perfectly allows to express any meaningful concept. The necessary and sufficient variability may be limited by 9 formats for information, including: not only verbal and logical-mathematical design, but also visual-oriented formats, audial, kinesthetic, naturalistic, communicative, intrapersonal and existential possibilities and preferences. According this theory, the need for reading can be updated when there are different incentives such as: own creativity (literatures, visual, music, arts & crafts), research activities, the possibility of meaningful communication, the need to solve life's problems, etc. It is significant that this diversity is embodied in the modern educational practice called "Edutainment". It is a neologism formed from the merger of two English words: education + entertainment. We have tried to build a logical chain of initiation to reading via neo-format "Edutainment": the Entertainment – the Attraction – the Desire – the Need - the Norm. These ideas became the theoretical base of a new line of pupils Work books – the Reader's Portfolio for primary school, which we are going to present.

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Motivation for Developing Literacy through Virtual World Gaming

This paper presentation will review the motivational opportunities for literacy engagement embedded within virtual world gaming, as well as discuss how those positive gaming/literacy experiences can be developed in the classroom. Virtual world games appear to give players both emotional and cognitive motivation to engage in literacy (Rigby and Przybylski, 2009). This engagement offers opportunities for extended engagement with learning through independence, competence, experimentation, and cooperation (Gee, 2004). Players are motivated to learn through virtual world games because of qualities such as customization, interaction, and player control (Collins & Halverson, 2009; Gee, 2004, 2007). This differentiation of experience can be based on learners' needs and desires which allows for learning to take place at each individual's ability and/or skill level while still offering challenging alternatives for success (Chapman & King, 2003). Games themselves have the ability to teach new content, review past learning, increase and extend social interactions which facilitate classroom communities, and captivate student attention and motivation to develop greater understandings. Virtual world games (Stoerger, 2008) allow players to experiment with individuality while developing common principles and beliefs. Players are also given the opportunities to learn via all modalities. There are many choices within virtual world games, and these games respond to those individual choices. Student-players frequently have a sense of control in regard to their learning and, as a result, own their learning development.

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Hvatning, sköpun, meiri lestur

Ég hef því miður margrekið mig á að fjölmargir nemendur sem lokið hafa stúdentsprófi eiga erfitt með að skilja texta. Þeir kunna ekki þá list að rýna í letrið og ná fram aðalatriðum í því sem í textabrotinu stendur. Ég játa að ég hef móðgað suma með fullyrðingum af þessu tagi. En þetta skilningsleysi nemenda stafar einfaldlega af því, að þeir hafa allt of lítið lesið um dagana.

Sú óheillaþróun hefur orðið í kennaramenntun á undanförnum árum að búið er að fella niður alla íslensku í hefðbundnu kennaranámi. Því miður er ekki útlit fyrir að úr rætist.

Ég hef því tekið þá stefnu að setja alla mína umframorku í að aðstoða starfandi kennara með því að útbúa fjölbreytilegt námsefni í íslensku í samvinnu við menn sem hafa vald á tækni og hafa brennandi áhuga á málstaðnum. Í þessari viðleitni er að mínu viti lykilatriði að skrifa nákvæmar leiðbeiningar með slíku námsefni og benda á möguleika til að ræða um texta og kveikja áhuga á auknum lestri. Þetta er m.a. gert í tilraun sem nú fer fram meðal 9. bekkinga í Vogaskóla í Reykjavík.

Ég hef oft undrast hvað foreldrar eru tómlátir um nám barna sinna og hef því hvatt mjög til þess að hér verði breyting á. Með því að ná til foreldra og fræða þá um nám barnanna höfum við áhrif á umræðu þeirra og afstöðu til skólans og kennaranna. Því miður hafa foreldrar oft verið neikvæðir í garð kennara og skóla, og auðvitað hefur slíkt áhrif á hug barnanna. Ég las nýlega grein eftir bandarískan menningarfrömuð, Thomas L. Friedman, sem sagði eitthvað á þá leið að tala mætti um foreldravandamál í skólum. Hann benti á að ef foreldrar töluðu jákvætt um skólann og kennarana og spyrðu barnið spurninga um skólastarfið, þá hefði slíkt bein áhrif á námsárangur þess og framtíðaráform; það sama gilti ef foreldrar læsu með börnunum, læsu fyrir þau (helst daglega) og segðu þeim sögur á fyrstu skólaárum. Þetta hefði jafnframt bætandi áhrif á kennarana sjálfa og þar með skólastarfið í heild. Hvaða kennari gleðst ekki þegar hann finnur jákvæða strauma frá nemendum og skynjar aukinn áhuga þeirra á viðfangsefninu?

Nokkur lykilorð: rýnt í texta – umræða um tungumálið – gagnrýnin og siðfræðileg umræða innihald texta – aðstoð við starfandi kennara – frá stuttum textum til lengri texta – fjölbreytni í textavali – nútímatækni í námsefnisgerð – samstarf við foreldra – jákvæð umræða í samfélaginu um skólastarf.

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Item-based strenghts and weaknesses in reading literacy of Icelandic students in PISA 2009

In this study the concept of reading literacy is decomposed to evaluate what aspects of this proficiency are most lacking and where strengths lie. This research is a secondary analysis of reading literacy results from PISA 2009 for Icelandic 15 year old students. The type of items students most often skip or respond to incorrectly are identified. The variance in performance between Icelandic students and the OECD average is compared item-by-item. The item variance is cluster analysed using between-group average linking, clustered by response format, content of text, text format, text type, aspect (proficiency) of reading literacy required and difficulty of the item. The most prominent finding relates to aspects of reading literacy: Icelandic students can more easily understand and interpret than reflect on and evaluate information in a text. Findings also indicate that Icelandic students are less successful with more difficult items but have considerably more success with easier items, compared to OECD students in general. Icelandic students also have more success with exposition and less success with argumentation. These findings are discussed in relations to the PISA framework for reading literacy.

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How to promote reading in schools?

I work at a school library in Ljubljana (Slovenia) and I am also an author of schoolbooks, didactic materials and picture books. Recently I have written children's books entitled *Jacob and Queenie the Cat*. This collection currently features three picture books: *Birthday*, *Christmas Three* and *Carnival Costumes*. In 2012 my picture book *Birthday* is included in the programme *The Golden Reader* and will be distributed to each first class in the primary school. For this purpose I wrote a number of ideas for teachers on how to increase reading via creativity. *The Golden Reader* is one of the programmes of the *Reading Badge movement*. This movement was founded sixty years ago but it is still very popular in the whole country. Its goal is to improve reading habits and reading culture. Pupils at my school also participate in this movement. They have to read five books of their choice or five books from a recommended reading list and discuss them at book debates. At the end of a school year, each pupil who participated in that year's *Reading Badge program* is awarded. For this purpose every year the school organises an event moderated by an author or illustrator. Parents are also invited to attend the event. At my school there are many activities for children and their parents: fairy tale hours, a book club for adults, book exhibitions and quizzes on literature. I take children to book fairs and book presentations. For each class from 1 to 5 I prepare a "book satchel" – I put 4 books in a satchel, along with a notebook in which pupils can either note or draw their impressions about the books after they have read them. Every pupil borrows the satchel for a week. I think that each school is an environment in which a lot can be done to promote reading.

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Transition from pre-school to primary school
Children´s literacy knowledge at the end of pre-school and teachers' use of that information in the primary school

Results of two small-scale studies will be presented. The former aimed to reveal children´s knowledge, ideas and attitudes towards literacy by the end of pre-school. 18 pre-school children in three pre-schools were interviewed. The children were among other things asked about the purpose of reading, where and how they thought children learn to read and their literacy skills were partially examined. The results indicated that those children have significant knowledge about literacy before having received formal reading instruction. They have ideas of how reading instruction takes place and clear views about literacy in the broader sense, such as purpose of reading and writing.

Grounded on these results, the aim of the latter study was to examine the transition between pre- and primary-schools according to literacy. Interviews were taken with teachers working with the oldest pre-school children in three pre-schools and teachers working with the youngest pupils of primary-school. The main questions were directed to the process of transition and delivery of information, teachers´ awareness of children´s background knowledge when they start formal literacy learning and how this might influence their teaching. The results indicate that the main aim of collaboration between teachers is to diminish confusion and anxiety among children starting primary school. This is mostly carried out by mutual visits between the schools. It was also noted that primary-teachers do not feel urgent need for information about children´s ideas on literacy or their literacy knowledge by the end of pre-school.

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Challenge the problem. Learning to read with Direct Instruction

Reading difficulties often become apparent in the initial weeks and months of primary education. Studies have shown that the number of students at risk of later developing difficulties with reading may be reduced if they receive prompt appropriate assistance. The purpose of this study was to examine the possibility of increasing the reading speed and accuracy of first year students (N=47), who were measured to be in the bottom quarter (N=13) in a reading speed survey done in December 2009 and February 2010 in an elementary school in Reykjavik. After testing the students with the *WISC-IV^{IS}*, seven students were invited to participate. Parents of five students accepted the invitation for their children to receive a 12-week intensive Direct Instruction Reading program at the end of the school year and beginning of their second year. The students attended 4 times per week for 30–45 minutes each time. A multiple baseline across subjects experimental design was used to evaluate the effects of the program on their reading performance. The goal of the study was to reach a weekly improvement of at least 1.67 syllables/min. with each child. The improvement goal of the school where this study took place ranges from 0.9–1.4 syllables/min. and an increase of 1.5–1.8 syllables/min is generally considered significant By the end of the study, student one had reached a weekly average improvement of 4.25 syllables/min, and the other four students average weekly improvement of 2.75, 3.67, 2.30, and 3.25, respectively. From this we may conclude that the method of Direct Instruction Reading described by Siegfried Engelmann and his colleagues led to measurable and much larger improvements than known before in Iceland.

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Når lesevansker blir fagvansker

Allerede i 3.klasse skal lesingen fungere som et verktøy for å tilegne seg faglige ferdigheter også i andre fag enn norsk. For mange lesesvake elever betyr dette at de ikke bare blir hengende etter i leseutviklingen, men også i den faglige utviklingen i alle fag der lesing inngår som en grunnleggende ferdighet for kunnskapstilegnelse.

Presentasjonen vil ta utgangspunkt i det praktiske arbeidet med lesesvake elever i grunnskolen og videregående skole; hvordan og hvorfor lesesvake elever strever og med forslag til tiltak som kan bedre leseforståelsen og kunnskapstilegnelsen hos disse elevene.

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Dyslexia – a common (Nordic) challenge

Experts on dyslexia will answer and discussion the following topics:

° Do you distinguish between dyslexia as a medical concept (a specific innate reading disability in children with normal intelligence) that can be distinguished from other reading problems?

° If yes, how do you diagnose those children?

° If yes, do these children need a special therapy?

° What are the advantages/diasadvantages of such a concept of dyslexia?

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The Bergen Tell-a-Tale Project. A neurolinguistic perspective on narrative development.

Four researchers in Bergen have recently started on a project outlined below. The researchers will present the project and welcome feedback and discussions at the planning stage before the data collection starts in the autumn of 2012.

Narrative skills refer to the ability to construct a written or oral text that describes a sequence of events. The primary goal of the project is to assess to what extent selected background variables can explain variability in narrative skills during the emergent literacy stage. A secondary aim of the current study is the specification of a theoretical model for narrative development which can subsequently be tested in further studies.

We seek to achieve this goal by a applying a linguistic bottom-up approach assessing the impact of the following variables on oral and written narrative skills:

1. Parent and teacher evaluation of communicative skills and risk factors for developmental dyslexia
2. Language lateralization in the brain measured by a dichotic listening paradigm
3. Executive learning capacity assessed by a dichotic listening iPhone app
4. Neural correlates of writing assessed during functional magnetic resonance imaging (fMRI)
5. Language comprehension as measured by tests of vocabulary and grammar
6. Language production as measured by model sentences
7. Creative idea generation

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Pojkarnas motivation – ett hopplöst fall?

Att tala om pojkarnas svaga läslust börjar närmast låta som en truism. Men truismen är svår att kringgå. Gång på gång har pojkarnas resultat i läsning i olika utvärderingar och undersökningar varit betydligt svagare än flickornas. I de utvärderingar av inlärningsresultat som Utbildningsstyrelsen i Finland genomfört har pojkarna genomgående klarat sig betydligt sämre än flickorna. För de finländska pojkarnas del ger inte PISA-resultatet heller någon vacker bild. Finland må ligga bland topplaceringarna i övrigt, men beträffande skillnaden mellan pojkarnas och flickornas resultat ligger vi bland de svagaste.

I min presentation belyser jag pojkarnas resultat i några aktuella utvärderingar och undersökningar, och lyfter fram några finländska projekt där man försökt utveckla nya sätt att tackla problematiken. Knep som använts för att väcka pojkarnas läslust är bl.a. datorer, läsplattor, ipad-plattor, variation av genrer, bloggar, facklitteratur, serier och satsningar på videoinspelningar och samarbete med lokaltidningar och bibliotek. Det har också talats om behovet att luckra upp konventionella könsroller och behovet av fler manliga lärare.

Min avsikt är att försöka sammanfatta läget ur ett nationellt perspektiv. Vad borde man satsa på för att väcka pojkarnas läslust? Går det att förstärka läslusten på längre sikt? Är det nog med enskilda satsningar inom skolan eller skulle det framför allt gälla att ändra på värderingarna i vårt samhälle? En central och ofrånkomlig utmaning som utbildningspolitiken har att leva med är att vi lever i en värld där färdigheter och motivation ska gå att mäta. Min presentation är i sista hand en efterlysning av goda erfarenheter och idéer.

Karl Holle[1] (Germany), William G. Brozo[2] (USA), Maria de Lourdes Dionísio[3] (Portugal), Lise Helgevold[4] (Norway)

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BaCuLit: Basic Curriculum for content area literacy

BaCuLit is an on-going Comenius-Project with partners of 7 European Countries. The project intends to develop, implement, and evaluate a 'Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools [BaCuLit]'.

For any improvement in reading education teacher training evidently serves as a cornerstone. Especially the in-service training has proofed to be very flexible in reacting to urgent demands. Most urgent in this respect is to foster the so called "content area reading literacy" or "reading across the curriculum".

The conceptual framework of the project consists of two parts: The basic curriculum defines the minimal knowledge every secondary content area teacher in the EU should have about teaching reading. The implementation strategy is a "multiplier-approach". Teacher trainers will be trained first before their teaching of a first teacher cohort is supported.

Wewould like to present the key elements of our conceptual framework and discuss their implications with the audience.

Sabina Hribar (Slovenia)

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POSTER: Taboo themes in fairy tale for pre-school children and adults in three institutional settings in Slovenia

At the present time, it is important for children as well as for adult listeners to encounter a range of topics in fairy tales: love, death, homosexuality, mental disorders, handicap, immigration, presentation I focus on telling stories with taboo themes to pre-school children. The second part is about telling stories with taboo themes to adult listeners at the Psychiatric Clinic in Ljubljana.
I present my personal decision to tell and read stories, to patients at the Department for nutritional disorders, to pre-school children and to children participating in the Fairy–Tales-Hours Project in the Domžale Library. I also discuss the value of children's literature of quality for adults and for children.
At the end, I present all three sets of listeners' responses to the taboo themes, to difference and to other themes in a fairy tale; I show whether they respond differently or similarly and why they do so.
In my M.A. (Master of Arts) research I wish to find out, among other things, why pre-school children and adult patients at Psychiatric Clinic have no problems with accepting the otherness and the difference in literature for children, and why other people don't accept that difference, that otherness.

About myself Since 2003 I have been telling and reading children literature of high quality to the children in the Domžale kindergarten and in the Domžale library. Since 2006 I have been telling fairy tales also at Psychiatric Clinic in Ljubljana in the department for nutritional disorders.

A fairy tale is an archetype, it is the world our ancestors lived in, and these archetypes have been internalised by our subconscious.

Barbara Huldén (Finland)

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Litterarutten – webbspelet som väcker intresse för litteratur

Det finns ungdomar som inte läser tillräckligt på eget initiativ. Lärarna behöver nya redskap och läromedel för att inspirera till självständig läsning. Webben som undervisningsplattform är väl använd, men ett specifikt läromedel för litteraturundervisning saknas.

"Litterarutten" har skapats för att motivera och inspirera ungdomar att intressera sig för litteratur. Litteraturspelet på webben är en upplysande och underhållande resa i den finlandssvenska litteraturens historia och nutid där det vidgade textbegreppet fungerar som utgångspunkt.

Spelet består av visuella, kinestetiska och auditiva element. Spelet bygger på lång erfarenhet från modersmålsundervisning i åk 6-9 i den finlandssvenska grundskolan och i gymnasiet. Spelet går ut på att eleverna själva väljer olika spelmiljöer och uppmuntras att bredda sina kunskaper genom uppgifter som ska lösas. Uppgiftstyperna och spelets förlopp är igenkännbara från webben och gör spelet lätt att introducera och använda i undervisningen.

"Litterarutten" fungerar som ett webbspel, till vilket man får åtkomst genom inloggning. Spelet för deltagaren genom sju spelmiljöer, namngivna enligt tematik i finlandssvenska texter. Varje miljö innehåller texter av 2-5 författare och spelet innehåller uppgiftstyper som "drag and drop", klickuppgifter, lucktester och kategoriseringar.

Med ett digitalt litteraturspel som både aktiverar och underhåller, kan man i undervisningen uppnå ökat intresse bland eleverna och oväntade insikter hos ungdomarna i givande inlärningssituationer. Spelets innehåll kan uppdateras och anpassas enligt behov. Spelet är avsett att bli ett läromedel som särskilt uppmuntrar elever vilkas egen läslust inte räcker till för att självständigt skapa goda läsvanor. Spelet är det första i sitt slag som presenterar finlandsvenska texter och författare på ett upplysande och underhållande sätt.

Nyckelord: litteratur, skola, läromedel, läroplan, inlärningsmetod, webbspel, nätpedagogik, läsförståelse, hörförståelse, modersmålsundervisning, nytta och nöje, leka och lära, inspiration

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Hur motivera

De internationella studierna PIRLS och PISA visar att läsförmågan hos svenska barn och ungdomar blir sämre. Speciellt svenska pojkar har visat ett sjunkande intresse för läsning. Vi känner alla till att manga flickor och pojkar idag regelbundet använder tekniska hjälpmedel för att kommunicera, läsa och skriva (PIRLS, 2006; PISA, 2009). Med utgångspunkt i ovanstående finner jag det intressant att studera om läsintresset påverkas genom användande av e-bokläsare. En grupp på 24 elever I årskurs fem kommer att använda e-bokläsare under en tremånaders period. E-bokläsarna kommer att användas på olika sätt, t ex för individuell läsning, läsning I par och I grupp. Böckerna på e-bokläsarna är valda i samråd med elever och lärare. Detta är en pilotstudie vilken jag hoppas ska ge uppslag till ytterligare intressanta forskningsfrågor. Huvudsyftet med denna studie var att observera hur eleverna använde e-bokläsarna samt om det kunde observeras om läsning på detta sätt visade sig ha någon inverkan på elevers läsintresse, läsmotivation och läsmönster. Observationer och ett frågeformulär med öppna frågor kommer att användas för att ta reda på lärares och elevers uppfattningar om användandet av e-bokläsare. Då studien pågår just nu kan jag ännu inte uttala mig om några resultat. Då jag inte har någon erfarenhet at att använda e-bokläsare I undervisning är det svårt att veta vilket resultat man kan förvänta sig. Min förhoppning är att användandet av e-bokläsare ska kunna motivera de som inte är intresserade av läsning till att läsa samt att e-bokläsare visar sig vara ett användbart verktyg I undervisningen. Jag är fullständigt medveten om att e-bokläsare I sig inte kan göra några underverk, de är bara verktyg, men jag hoppas att denna pilotstudie kan visa om användandet av e-bokläsare kan ha en positiv inverkan på någon eller några elevers läsintresse.

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POSTER:
Reading motivation - Presentation of fairytale "Little Red Riding Hood" through "fairy suitcase", by reading a book and playing with dolls (puppets) and involving children

Children always like to play, and just reading is not enough to motivate them to borrow books; either from the school library, or from the public library. And what is more important: it is a way of making books children's friends. That is why a project with dolls called »fairytale suitcases« developed in the European Year of Creativity and Innovation was the right choice to do it. The project was named: "Fairy Tale in the company of puppets". In our library, we decided to enact a Fairy Tale in a rather unusual way. So this project was the best for kindergarten children and those from elementary school (up to the fourth grade or so).

I have chosen "Little Red Riding Hood". She could represent a connection with the magical creatures that also appear in similar fairylike tales. In addition to this story, we also offered children four others: Cinderella, Frog King, Three Little Pigs and Peter Pan. Beside the set of folding hand puppets, we included to the "fairytale suitcases" also some other stories and tips on how to escape to the magical world. The children were very interested in narrative of this kind, but even more interested in the fact that "fairytale suitcases" could be borrowed from the library and they could play with their own fairy tale at home with their parents, or in school with their classmates.

I also taught them: how to hold the doll, how to look after it and how to look at the doll during performance: all the time looking at it, and trying to project different types of voices, so the doll could become as real as possible. During my performance we were also singing a song of "Little Red Riding Hood". For some groups of children I prepared a coloring book of the characters appearing in the fairy tale. So there are a thousand ideas of what to do beside reading, that it can become really interesting. For example; there could be links to other stories, which appear similar to persons, animals, creatures …

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POSTER:
Festival of children's literature Reading under the straw hat

Motivation, creativity, more reading ... with mutual connection, collaboration and deepening.

This year for the second time we have been preparing the festival of children's literature. This could be a good model for bringing together several intentions and actions: to increase reading, to deepen it through exploring particular themes, to motivate every young reader and at the same time to promote reading in public. It is important that promotors of reading should do this in collaboration with local participants (»read globally, act locally").

Although there are several reading projects and programmes going on in Slovenia, last year's was the first festival of children's literature in Slovenia. The publishing house Miš from Domžale drew the public library and other local participants into the organization of the festival. Its name is intended to touch the local trade tradition and to motivate free-time reading.

The festival will take place during one week in May (at the time of the conference we can report about its success!), but the schoolchildren and their mentors have been preparing for it for several months – that is the aim –oriented process and motivation for reading. This year's theme is *Different heroes and different books*. Young readers are getting acquainted with different literary heroes and we are motivating different children to read: sick and disabled, blind and visually impaired, children with mental disabilities, foster children, children of non-Slovene parents, and others.

Schoolchildren are already reading books on this subject, and especially the books of the visiting author. They are also discussing, creating posters, tactile picture-books, articles for the school home-page etc., searching for more information in other media, on the internet ... Volunteers are reading to handicapped children and to old people. We have prepared a literary contest for the higher classes of primary school. During the festival week the authors will visit young readers in the local elementary schools, and there will be many other events, such as the debate of high school students, the meeting for older readers, the outdoor festival day, the exhibition of illustrations, the professional meeting for mentors, etc.

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To teach beginners reading and writing: The influence of the teacher

To teach beginners in primary school to read and write is a challenge to accept. It requires personal abilities and professional knowledge and skills with the teacher which weaves within the process off teaching. A fundamental frame in the teaching process is the roll of the teacher and the varied influence it appear. This truism is known and has been studied on different lenses through time.

In the research which will be presented in the conference the focus is on the roll and influence of the teacher who teach beginners in primary school. *How does he motivate his students in their learning process to read and write?* The research was made during the two first school years in primary school in Reykjavík, Iceland in a class for beginners, children six and seven years old. The data was gained over a period of two years (2006-2008) and consist in varied material. The development in the process to teach reading and writing will be followed. A special focus will be on how the personal abilities with the teacher and his professional knowledge and skills in teaching will benefits his students in learning to read and write.

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Frilæsning og tidlig læseudvikling – en undersøgelse af danske elever i 1. og 2. klasse

Vi undersøgte sammenhængen mellem selvstændig læsning af frilæsningsbøger og fremgang i ordlæsning i løbet af 1. klasse hos 129 danske elever. Over en periode på to måneder midt i skoleåret registrerede vi elevernes lån fra en kasse frilæsningsbøger, som på forhånd var omfangsberegnet. Frilæsning målt som antal læste/lånte enheder havde langt stærkere sammenhænge med fremgang i ordlæsning end frilæsning målt som antal bøger. Sammenhængen var signifikant selv efter kontrol for elevernes læseniveau ved begyndelsen af udlånsperioden og for læseforudsætninger ved slutningen af børnehaveklassen. Effekten af frilæsning var markant, når det gjaldt udviklingen af læsehastighed, hvorimod vi ikke fandt nogen signifikant effect på udviklingen af læsepræcision.

Referens: Nielsen, A.-M. V. & Juul, H. (under udg.). Frilæsning i 1. klasse – effekt på ordlæsning? Pædagogisk Psykologisk Tidsskrift, nr. 1/2012.

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Eight Steps towards Collaborative Writing

The objective of this presentation is to introduce the model of collaborative writing. The model includes eight steps: 1) orientation, 2) studying genre, 3) assignment / modelling, 4) clarifying the criteria, 5) writing in groups, 6) rewriting the text, 7) displaying and 8) assessment.

The model has been designed in the Teaching Practice School of Tampere University at the primary level during the years 2009—2011. The class teacher and the special education teacher have been working in the class as teachers and researchers as well. In addition some student teachers have participated in this study.

The model of collaborative writing aims to help the pupil to become interested in one's own language and interaction, to learn concepts of language and to become an active and ethically responsible actor in the society.

Key words: collaborative writing, genre, sense of community, assessment

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Teaching to read fiction with L2 pupils

There are increasing numbers of L2 pupils in schools in Finland, and the education of L2 students is a new challenge to the Finnish school and teacher education. Future teachers will face a situation where they need the ability and skills to guide S2 pupils in reading and to develop their language skills through reading. Thus the aim of this study is to develop guidance in reading comprehension during teacher education.

This presentation focuses on future class teachers and fictional texts. As part of Finnish as a second language (F2) and multicultural courses at the University of Turku, student class teachers chose fictional texts and designed lesson plans with activities to guide pupils into and through the texts. The research questions are the following: how did the student class teachers motivate L2 pupils to read in their lesson plans, how did they take into consideration the reading process in the plans and what kind of tasks these lesson plans include. The data consists of lesson plans of 140 student class teachers from four years. The tasks are further classified into tasks that help pupils to focus on the word level in the text and tasks that develop pupils' language awareness and language skills. Based on this analysis, the presentation will focus on some implications for instruction.

Key words: reading comprehension, reading process, fictional texts, L2

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Longitudinell studie av utvikling i lesing og håndskrift hos grunnskolebarn

Målet med denne longitudinelle studien var å følge barns utvikling i lesing og håndskrift og identifisere faktorer som kan tenkes å påvirke denne utviklingen. Det var 160 barn, 76 gutter og 84 jenter fra tre grunnskoler i Reykjavík som deltok i studien. Bokstavkunnskap og visuelle motoriske ferdigheter ble testet ved skolestart i første klasse, leseferdighet ble testet i slutten av første, andre og femte klassetrinn og håndskriftkvalitet og skrivehastighet i slutten av første til sjette klassetrinn.

Resultatene viste at gjennomsnittlig utviklet elevene gode ferdigheter i lesing og håndskrift. Jentene utviklet bedre leseferdigheter enn guttene i slutten av andre klassetrinn men denne forskjellen ble mindre med årene. Jentene hadde også gjennomsnittlig bedre ferdighet i håndskrift enn gutter på alle klassetrinn men gutter utviklet allikevel tilstrekkelige ferdigheter i både skriftkvalitet og hastighet i slutten av femte klassetrinn og kjønnsforskjellen antas ikke av praktisk betydning. Det ble ikke observert kjønnsforskjell i bokstavkunnskap ved skolestart i første klasse og det ble ikke funnet forskjell mellom skoler i barnas lese- og håndskriftutvikling. Muligens kan kjønnsforskjeller i lesing reduseres med å vektlegge de faktorer i lesing hvor gutter gjør det dårligere enn jenter.

Resultatene blir sammenlignet med resultater fra norske undersøkelser hvor samme tester som i denne studien ble brukt.

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POSTER: Motivation for reading – tactile picture book for all, not only for blind children

The tactile picture book is a picture book that is adapted for a blind child. Usually, it is composed of the text in black print (so that those with vision, for example: classmates, parents, teacher ... can also read it), Braille alphabet and visual and tactile illustrations. Tactile picture book helps the blind child to expand his or her vocabulary which is usually modest and at the same time they educate him or her to be a future reader.

The particularly valuable quality of the tactile picture book is that it is intended not only for the blind or partially-sighted children, but also for the fully-sighted; for example multi-channelling – the memory of sighted people functions better if more senses are included. While using tactile picture books, fully-sighted are for the first time encountering Braille script and beginning to think about their schoolmates with special needs, which develops their empathy towards 'otherness'.

Key words: reading, picture books, blinds, tactile picture books

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Supporting students' collaborative online reading with an argument graph tool

In this presentation, we will explore how the construction of an argument graph promotes students' collaborative online reading compared to note-taking. In the present study upper secondary school students (n=76) worked in pairs. The pairs were asked to search for and read source material on the Web for a joint essay and either construct an argument graph or take notes during online reading. Data consists of transcribed protocols of student pairs' discussions during online reading and student pairs' joint essays.

The study indicated that construction of an argument graph may promote students' collaborative online reading and source-based writing in three ways. First, the pairs in the argument graph group spent less time on locating information during online reading than the pairs in the note-taking group. This means that the students who used the argument graph had more time to concentrate on reading to synthesize information, which best supports developing an understanding of an issue, than the students who took notes. Second, the argument graph group considered noticeably more concepts or relations between concepts or arguments than the note-taking group during online reading. This indicates that constructing an argument graph provides students with opportunities to make relations between arguments and concepts more explicit. Third, the argument graph group included more argumentative content and more arguments (both for the issue and in overall amount) in their essays than the note-taking group. Thus, constructing an argument graph during online reading might help students to identify arguments in texts and elaborate them jointly. In conclusion, argument graphs may be useful tools when teachers want students to pay attention to argumentative content of online sources and to consider the argumentative relations between different ideas.

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Strategy use and competences related to skilled reading in order to develop reading comprehension and motivation

The aim of this study is to explore the nature of students´ reflections and responses in a teacher-research project designed to develop reading comprehension and motivation. Further the aim is further to find out whether evidence of skilled comprehension is found in student responses. In other words to find out whether the Motivational Reading Programme, as a teacher-research project, could meet the criteria of developing students reading comprehension.

From a motivational perspective the hypothesis is that a greater understanding of the text might in turn lead to greater enjoyment. Thereby a discussion of skilled comprehension and its development is of importance when looking for factors influencing reading engagement and motivation.

The findings from the literature-journal responses revealed that the students independently used questioning, prediction, and summarising strategies while reading. Evidence from student lead literature-circle discussions showed that the students were able to use the strategies also as a framework for discussing literature.

The findings further give evidence of students using different comprehension strategies as a result of instruction. Evidence of skilled comprehension could be identified in the group as a whole, however the student responses also revealed great differences between students in their ability to use strategies that skilled readers use when reading.

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Tegund lesturs og lesskilningur

Í umræðu um lestur Íslendinga, einkum íslenskra barna, virðist ekki alltaf ljóst hvað átt er við með hugtökunum lestur, ólæsi, lesskilningur og því að vera læs. Þannig er stundum sagt að allnokkur hluti drengja á unglingsaldri sé ólæs, lesskilningur sé enginn eða að enginn lesi neitt. En hvaða gögn eru til um þessi mál? Í hvaða rannsóknir er vísað? Stundum er vísað í gögn úr Pisa-rannsóknum, einnig skýrslu sem gerð var á vegum Skóla- og frístundasviðs Reykjavíkurborgar.

Í fyrirlestrinum verður einkum rætt um lesskilning. Hvað er lesskilningur og hvernig er hægt að prófa hvort fólk búi yfir þessum skilningi? Merkir lesskilningur hið sama og að vera læs? Er líklegt að kunnátta í lestri aukist við það að fólk lesi af tölvum eða lesbretti? Hvað um upplestur og hlustun? Námsmatsstofnun hefur safnað miklum gögnum um próf. Í fyrirlestrinum verða kynnt samræmd könnunarpróf þar sem meðal annars er kannaður lesskilningur. Spurt er hvaða tegund af lestri er kannaður þegar talað er um lesskilning.

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Opdagende skrivning – en vej ind i læsningen

Projekt Opdagende skrivning blev gennemført fra 2006-2009 i Nationalt Videncenter for Læsnings regi. Projektets mål var at undersøge børns tilegnelse af skriftsproget gennem skrivning. Projektets konklusion var, at skrivning børvære den første vej ind i skriftsproget.

Projektets ene ben er den literacyforskning (Kjertmann, 2002; Berge 2005; Fast 2007), der betragter tilegnelse af skriftsproget som en socialiseringsproces på lige fod med tilegnelse af talesproget. Projektets andet ben er den nordiske forskningstradition (Hagtvet,1994; Frost, 2003; Liberg, 1997; Bråten, 1994), der betoner sammenhængen mellem læsning og skrivning. Projektets tredje ben er den eksisterende forskning om inventedspelling (Chomsky, 1979; Dobson, 1989 og Brügelmann, 1999), der betoner, at børn kan opdage skriftens lydprincip ved at få lov at eksperimentere med tidlig skrivning.

Projektet er inspireret af interventionsforskning (Ravn, 2007), der ikke alene ønsker at beskrive og problematisere en praksis ud fra "objektive" observationer, men i stedet ønsker at indgå i forandringsprocessen af praksisfelt i tæt samarbejde med praktikere – i dette tilfælde mellem projektkonsulenterne og børnehaveklasseleder og førsteklasselærere.

Projektetviste:

- at langt de fleste børn alleredei børnehaveklassen knækkede den alfabetiske kode.
- at der er transfermellem læse- og skriveprocessen
- at børnenes skrivning er tydeligt udtryk for, hvoreleven er i skriftsprogstilegnelsen, og hvordan tilegnelsen forløber
- at afgørende elementer ilæsetilegnelsen såsom fonetisk bevidsthed, metabevidsthed om sprog, forståelse for tekstog motivation ser ud til at tilegnes langt lettere gennem skrivning end gennem læsning.

Projektets resultater er formidlet i bøgerne: *Opdagende skrivning – en vej ind i læsningen*. 2010 (oversat til norsk i 2011), og *Kom godt i gang med opdagende skrivning*. 2011.

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Cross-curriculum integration projects as reading interest development

Modern pedagogy tends to search for new effective ways of getting school students interested in reading. At the same time there is no such thing as the need in reading interest development as a pedagogical aim and the idea of cross-curriculum integration is not highly appreciated at school.

Program analysis shows that the learner's interest in reading may appear thanks to a lot of different subjects including Science and Maths. The learning process success can be achieved by the texts used by teachers.

The texts given to the students must be full of sense and contain visual demonstration which can arouse the interest and encourage the learners' individual work. The students should be given a choice of texts made to broaden their minds.

The quality of education is closely connected with the level of the student's reading competence. This fact can be explained by the idea of cross-curriculum educational results. Reading interest development is considered to be one of the key cross-curriculum educational results.

Taking into account school subject potential, we can claim that preconditions for integration educational projects must appear on the following stages:
1. the stage of school subjects: –by going out of the subject knowledge by means of cross-curriculum context broadening;
2. the stage of a text: –by using dialogues in texts and questions concerning various sources of information; –by individual way of learning which means the student's own choice of tasks;
3. the stage of learning resources: –by using cross-curriculum practice contexts in school subjects contents.

The problem of reading interest development can be effectively solved if teachers take an active part in the projects mentioned above.

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How to motivate secondary school students' interest to linguistics?

Due to the change of paradigm in teaching FL from "teaching about the language to teaching practical use of a language" linguistics of a foreign language nowadays is largely restricted to college and university education, rather than being integrated into primary and secondary school curricula. In our opinion such approach underestimates the significance of linguistic knowledge in stimulating students' interest to the foreign language, developing language competence of students on the basis of a systematic approach to linguistic facts.

Research and practice say that secondary school students' interest to the language needs development from primary school. Students get awareness in the origin of various languages, origin of words and word combinations, transfer of meaning, word building tools (affixation, borrowing, blending, conversion, compounding, etc). Stirring students' imagination and inborn curiosity of unknown and amusing linguistic facts the teacher sets more friendly language environment and integrates linguistics into educational process, developing students' reading and investigation skills as well as their vocabulary. It is only natural in a digital, information-oriented society that activities aimed at developing linguistic awareness and competence are supported by the intensive use of information technology as an integral component incorporated into a modernized pedagogical model.

The presentation at the session will be devoted to the peculiarities and findings of secondary school students' activities in English linguistics, analysis of students' works and their achievements.

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"Can I take pictures of my chickens?" Bringing Poetry to Life through Photography in a Second-Grade Writing Workshop

This presentation examines how drawing upon children's cultural and linguistic resources motivates young children's reading and writing development. Socio-cultural theory posits that literacy is not an autonomous venture-learned in isolation through meaningless exercises, rather literacy is socially and culturally situated and learned within meaningful contexts (Barton & Hamilton, 2000). For classroom teachers, this means that learning must be culturally, socially, and linguistically relevant to young learners' lives. This presents a challenge for many educators who may not identify with children's lived experiences or speak children's home languages. Yet, there are ways that teachers can reach and teach children in culturally relevant ways that support academic achievement (Boutte& Hill, 2006).

Poetry offers a powerful medium for such work (McKenna, 2010; Schlessman, 2010). Poetry develops language and literacy skills because of its unique qualities (Hadaway, Vardell& Young, 2001). And yet, poetry is often overlooked in the context of elementary schools.

This study took place in a diverse urban school located in the southeastern United States where more than 14 languages are represented and approximately 55 percent of students receive free and reduced lunch. This presentation examines how one 2nd grade teacher drew upon her 8 and 9 year old students' cultural and linguistic resources by inviting children to photograph their families and communities then engage in a study of poetry. Students read poetry then created their own written works about their photographs. Findings from this study include: 1. Children were much more engaged in the reading and writing workshop; 2. Parents became interested and engaged in the project; 3. Poetry served as an important entrée for conversations regarding multilingualism and language variations; 4. Poetry extended children's writing development in other genres.

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Early reading/literacy skills in the context of new visual media: implications for teaching strategies

The concept of visual media described by Benjamin in the 1930s and Kress (2000s and later) draws attention to important changes in literacy: from writing to image, from page to screen, and from linearity to multi- modularity. Consequently, changes are visible in learning literacy skills and communication skills as well.

Kress suggested that the question, '*how does one communicate in these different modes?'* should be re-worded as '*how does one teach literacy in this different situation?'* Or '*what kind of teaching strategies are effective in teaching early literacy skills to children in these new circumstances?'*

According to findings in the field of developmental psychology, it is very relevant to take account of the age-appropriateness of activities by designing suitable teaching process for all age groupings. Early reading/literacy skills should be taught to 3-5 year olds, when the prevalent activity is play. Special elaborated reading games enable carers and teachers to meet the demands of the new visual media to ensure effective teaching and learning.

In this presentation, options that reading games provide in the period of early reading/literacy learning will be discussed. Some examples of reading games, created by EstRA, the Estonian Reading Association, as part of its ongoing project will be presented. Reference will also be made to the recently-published 4th Set of Reading Games (Koolibri Publishers www.koolibri.ee).

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Literature in School: places and contexts

The results of PISA have showed that all around the world there is an increasing preoccupation about the relationship between readers and written material, specially the Literature Books. We had noticed the same preoccupation in Brazil; despite all the investments in reading programs that government has done, public policy on Readers' Formation are not reaching its objectives of developing readers' abilities. In order to analyze and reevaluate critically those policies and also suggest the student reflection about his/her mother language, which involves its abilities (text comprehension, writing, reflection about linguistic knowledge). This project will be developed by the group of the "Reading and Literature Studies Center" – "Centro de estudos de leitura e literatura infantil e juvenil" from Universidade Estadual Paulista, UNESP – Brazil. We hope to develop a study through which we will analyze and modify the results presented by students in the international evaluations, according to the score of Brazil: that is the 37th of the ranking of PISA, 2003. The objective of this project is to study the contributions that children's and teen's literature can offer to the effective readers' development, relating to Portuguese Language learning involving the aspects of writing and linguistic knowledge, in schools at West region of São Paulo State in Brazil. The methodology has three different steps. First, we developed a quantitative research through an ethnographic research to verify what children's and teen's literature books are found in schools and how they are used by the school agent - from December, 2006 through May 2007. Second, the qualitative data was collected by the ethnographic research, in order to show how the children manifest value, similarities and differences related to Brazilian literature books, and to identify the detailed reasons why the children accept or reject the books suggested. With the quantitative and qualitative view of the work suggested and done in Brazilian classrooms designed we also expect to point out the aspects related to the diversity of the collections available to readers. Finally, third, we intend to develop the action-research which aim is to suggest and establish in the selected schools a reading program based on the work with literary texts in the classrooms and schools libraries. Our main objective is to develop a mother language study that respects the inferences, the contexts and meanings in its interior; a learning process that can help young readers to discover their readers' identities in the end of the process, through participation and effective formation of teachers.

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Creativity: The Key to Engaging Adolescents in Reading and Writing

Motivating adolescents to read and write is a challenging task situated in a global context. A strong research base and practical, ready to use ideas for motivating these students are the focuses of this proposal. Motivation is a complex construct that influences readers' and writers' choices of material, their willingness to engage, and their ultimate competence in reading and writing, especially related to academic reading tasks (Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge, Headley, Ridgeway, Peck, Hunt, & Dunston, 2007). Motivated students believe they can be successful and are willing to take on the challenge of more difficult tasks. They also exhibit intrinsic reasons for reading and writing, such as gaining new knowledge about a topic or enjoying the literacy experience. There are seven instructional practices that increase student motivation: Setting content goals, inviting students to choose what they read, selecting topics of interest, encouraging social interaction, caring about what students do, using some extrinsic rewards, and reading and writing to learn (Guthrie, Wigfield, Humenick, Perencevich, Taboada, and Barbosa, 2006). Edmunds and Bauserman (2006) recommend that teachers increase their students' motivation to read by inviting students to self-select texts and topics, acknowledging students' personal interests, and encouraging active involvement of others during the reading and writing processes

Engaged readers are motivated by text choices, use many strategies to comprehend the text they are reading, and are able to construct new knowledge after making connections with the text (Casey, 2008/2009). Writing engages students, encourages self-questioning, and deepens understanding, which leads to more student-centered learning (Gammill, 2006; Knipper & Duggan, 2006). It also helps students to become active learners who reflect and think critically about content (Gammill, 2006).

In this session, creative teaching ideas will be explained in the relation to the research base and student examples will be shared. The teaching ideas presented will include interest inventories, Cross-Age Reading Experiences, First Person Experiences, Student-Authored Electronic Informational Books, Press Conferences, form poems, and the Rest of the Story (McLaughlin, 2010). Electronic access to a detailed handout will be provided.

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How to motivate children to reading of scientific texts at computer science lessons in 5-6 classes?

A child daily should address to a great volume of text information which carry a lot of new knowledge. On the one hand, texts are interesting, but then again, they often contain too many information. As a rule, they contain the facts or descriptions of any events. Sometimes it is very difficult for pupil to interpret or remember this information, and as a result – a negative treatment of reading.

It is possible to mark out some groups of problems for ways of pupils` work with text information:
– an address to the text,
– a structuring of the text,
Tasks of the teacher:
–a selection of texts, tasks to these texts,
–a creation of situations when reading becomes needed,

According to the program at computer science lessons in 6 classes, children learn to edit and format texts, to create the numbered and bulleted lists, diagrams, to place the text and a drawing in the table, to plan work in the graphic editor. Carrying out tasks to scientific texts in a practical part of computer science lesson helps not only to unite skills of work on the computer with traditional reading, but also to get an experience of the analysis of the text information.

Interesting forms of work with scientific texts stimulate interest to reading of children, and also learn to a thoughtful structuring of the text. And the evident result which develops the critical relation to itself, occasions for address to the book and the text again.

Ruth Mulvad (Danmark)

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At bygge en synlig bro mellem elevsprog og fagsprog – faglig literacy.

I Danmark stilles der fra mange sider krav om øget faglighed i skolens fag i bestræbelserne på at højne uddannelsesniveauet. Sådanne krav kan give sig mange udslag, fx i et krav om øget lærerstyring, ja endog at vende tilbage til tidligere tiders mere autoritære skole.

Men i flere projekter i Danmark har vi opnået gode resultater i en dialogisk undervisning, - en undervisning som peger på en tredje vej ud af dilemmaet mellem fag- og lærerstyret undervisning på den ene side og elevcentrert undervisning på den anden.

I mit oplæg vil jeg ud fra en socialsemiotisk funderet (Halliday & Mathiessen 2004) pædagogiske planlægningsmodel som er udviklet på basis af Beverly Derewianka (1990), demonstrere en faglig literacy undervisning (Mulvad 2011) som ikke alene bygger bro mellem elev- og fagsprog på en synlig måde (Chouliaraki & Bayer 2001), men som også giver eleverne et metasporg om forskellige måder at bruge sprog på (Mulvad 2009) således at de kan vælge hensigtsmæssig sprogbrug i en given kontekst– på en både for lærere og elever kreativ og motiverende måde der lægger sig i forlængelse af traditionen for konstruktivistisk og elevcentreret undervisning.

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Alla pratar om barnens språk – vem pratar med barnen?

Det talas mycket om språk i Tyskland – eller snarare om saknaden av vad som anses vara adekvata färdigheter i tyska. Tysklands dåliga placering i internationella skolstudier satte igång häftiga diskussioner både i media och bland allmänheten. Kraven på en bättre skola och mer effektiva stödåtgärder i tyska lät inte vänta på sig.

I brist på centrala läroplaner i förskolan eller kvalitativa kriterier för fortbildningar florerar den kommersiella fortbildningsbranschen i hela landet. De anställda i förskolan står inför en oöverskådlig mängd av material och program och är flitiga deltagare på diverse kurser. Detta har inte lett till en förändring i det dagliga arbetet på förskolan eller en förbättring på barnens språkfärdigheter vid skolstarten.

Förskolorna i Tyskland drivs av privata initiativ, kommuner, religiösa samfund och diverse sociala organisationer. År 2010 fick jag uppdraget att utveckla ett fortbildningskoncept för en av dessa organisationer (Arbeiterwohlfahrt; AWO i Niedersachsen). Syftet för projektet var att skapa en längre modulariserad och kompetensorienterad fortbildning som skulle ge förskollärarna grundläggande språkvetenskapliga kunskaper och förbättra deras handlingskompetenser. Min målsättning var att komma bort ifrån programberoendet genom ökad kunskap om allmän språkstimulering och vikten av tidiga läs- och skriverfarenheter.

I min presentation kommer jag att beskriva projektets genomföring och utvärdering. Jag vill belysa personalens perspektiv och deras personliga utveckling under utbildningens gång, hur deras uppfattning om sina egna såsom barnens språkliga och kommunikativa färdigheter förändrades. Jag kommer att ge exempel på föräldrarnas reaktioner och intresset i andra förskolor. I avslutning kommer jag att tala om förutsättningar för en hållbar förändring i synen på språklig bildning i landets förskolor.

Åke Olofsson (Sverige)

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Fula ord och fina ord: Likheter i motivation and kreativitet hos lärande skrivare idag och på tidig medeltid?

Det råder stor enighet om att en av skolans viktigaste uppgifter är att se till att barnen lär sig läsa och skriva. Mindre enighet råder om vilka metoder som ska användas och hur balansen ska se ut mellan formell undervisning och lekfullt lärande. Kritiska frågor rör vilka element i läsekonsten som är de viktigaste för nybörjarläsaren och vilka faktorer som bidrar till utveckling av naturligt och spontant lärande. Kan man över huvud taget tänka sig läsinlärning utan skola? Genom jämförelser mellan läs- och skrivaktiviteter hos dagens förskolebarn, i åldern ca 4 till 7 år, och arkeologiska fynd av runskrift från tidig medeltid i Norge belyses hur kunskapsöverföring och kunskapsrepresentation kan beskrivas på ett likartat sätt trots stora skillnader i tid och organisation. Runfynden utgörs bland annat av skrift på träpinnar. Trä är ett material som är billigt och lättbearbetat och skrivandet kan tekniskt sett ha gått snabbt. Träpinnar och stickor med runskrift har bevarats väl i vissa norska hamnområden, och skriftens innehåll kan tolkas än idag. Fynden visar på kreativitet och skapande hos den lärande som tyder på avancerade modeller och god förståelse för relationen mellan talat och skrivet språk och för betydelsen av alfabetet (futhork) som ett viktigt verktyg (artefakt). Exempel på kunskap som kan ha funnits men under årens lopp försvunnit är betydelsen av alfabetets ordning och frågan om alfabetets struktur. Finns det någon användbar information i alfabetets ordningsföljd? Runraden (runalfabetet) hade våningar, varför har det latinska alfabetet inte det? Det arkeologiska materialet visar också på motivationshöjande element som inte på något sätt står efter påhittigheten bland dagens unga. Kan det vara ett problem att lära barnen skriva när vi inte har någon kontroll över vad de sedan använder skrivandet till?

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POSTER: Universitetsstudenter med dyslexi: Läsförmåga och studiestrategier

Många länder strävar efter ett breddat intag till universitetsstudier och att öka andelen ungdomar som går vidare till högskolestudier. Samtidigt som rekryteringen vidgas ökar antalet studenter med dyslexi i högre utbildning. Denna studie undersöker universitetsstudenter med dyslexi, hur deras studiesituation ser ut, samt de strategier som studenter med dessa problem använder.

Resultat av intervjuer, självrapporter och test från 52 studenter, huvudsakligen vid lärar- och sjuksköterskeutbildningar, visar att studenterna har tydliga svårigheter med snabb och effektiv ordavkodning men att de använder många olika kompensatoriska metoder för att klara sina studier. Studiemoment som upplevs som särskilt krävande är att göra föreläsningsanteckningar, akademiskt skrivande och att läsa engelsk kurslitteratur. Kompensation sker både med hjälp av stöd som ges av universitetet, som exempelvis förlängd tid vid skriftliga examinationer och användning av informationsteknologi, samt genom egna personliga strategier. Resultaten indikerar att det finns stora kunskapsgap hos institutionerna när det gäller studenter som har dyslexi.

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Literacy through writing-images

"Writing-images", meaning drawn forms of letters and numbers, is a concept that emerged through a research, which will be introduced in this paper. The research took place within a secondary school in Iceland. The main body of research data was derived from case notes on five children from eleven to fourteen years of age who attended a total of 123 individual art educational therapy (AET) sessions. The data was collected and described in detail within the framework of case study method (Ottarsdottir, 2005, 2009).

A grounded theory research study (Strauss & Corbin 1998) identified "writing-images" in which young children experiment with drawn forms of letters and numbers prior to learning to read. At the writing-image stage the child spontaneously integrates the functions of image making and coursework learning. Coursework and image making is integrated in AET for older children through writing-images in order to strengthen their bases for further literacy and facilitate reading in general (Ottarsdottir, 2010).

Psychological testing data from before and after therapy was compared in the research. The IQ scores (Prifitera & Saklofske, 1998) for all of the children tested increased from before and after therapy and for one of the children the improvement was as much as 16 points during the course of the therapy which is a significant progress according to Murphy and Davidshofer (2005). The increase in IQ scores showed that AET has the potential to facilitate coursework learning which includes reading. The Child Behaviour Checklist (Achenback, 1991) was completed by the children's parents before and after therapy. An analysis of the results showed that all of the children improved in some areas after therapy which suggests that AET did indeed have potential to enhance their emotional well-being.

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POSTER: Pilotprojekt: Interaktive tavler – interaktive elever

Hvordan motiverer en interaktiv tavle lærere og elever? Hvad sker der mellem elev, stof og lærer, når læreren bliver i stand til at billedliggøre og dynamisere sine oplæg på tavlen? Bliver læreroplæg prioriteret? Bliver eleverne aktive, eller ender den interaktive tavle med blot at understøtte lærerens envejskommunikation til klassen? Og hvad sker der mellem eleverne? Disse spørgsmål var igangsættende for arbejdet med pilotprojektet **Interaktive tavler – interaktive elever**, som blev afviklet i skoleåret 2010-2011. Projektet blev udført af en tværfaglig gruppe, bestående af lektorer i matematik, biologi og dansk i læreruddannelsen samt en it-underviser, og sigtet med projektet var at klarlægge potentialer i grundskoleundervisning i skolens fag med interaktiv tavle. Metoden var klasserumsobservation og kvalitative interviews med lærere og elever på en skole i København.

To hypoteser: Den interaktive tavle påkalder sig opmærksomheden og kan derfor motivere elever til at gøre en ekstra indsats i skolearbejde. Den interaktive tavle vil få læreren til at vægte egne oplæg foran tavlen i undervisningen og eleverne vil blive passive modtagere.

Udvalgte fund: Lærerne oplevede, at læreroplæg kom til at fylde mere i undervisningen. Samtidig viste lærerinterviewene, at nogle lærere forbereder sig mere, og de forbereder sig anderledes. Især fordi der ikke findes nok multimodale læremidler. Elevinterviewene viste, at der på trods af mediedebat om dårligt fungerende it, sjældent var tekniske problemer, der sænkede tempoet i undervisningen. Flere elever udtrykte, at de bedre kunne lide at læse bøger end skærmtekster, og hellere skrev i hånden end på tastatur. Det er dog muligt, at eleverne har tænkt, at de voksne interviewere forventede disse svar. Derudover viste interviewene, at elever på mellemtrinnet oplever deres massive brug af it i fritiden som adskilt fra skoleverdenen, selv om der muligvis netop her ligger et stort læringspotentiale. Den motivationskraft, digitale medier besidder, udnyttes ikke nok. Elevernes it-færdigheder inddrages ikke nok.

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No ones Children?
SOS Children Villages Education projects in public schools and kindergartens in CEE/CIS Central and East Europe /Baltics

SOS Children's Villages (SOS CV) is an international non-governmental organisation that has been active in the field of children's rights since 1949. In 133 countries and territories our activities focus on children without parental care and children of families in difficult circumstances.

Children who live in SOS Children's Villages and who are helped in SOS family strengthening programmes in Central, East-Europe, Baltic and CIS countries (EUCB) have faced severe challenges in their formal education for changes by political and socio-economical reasons over the last years. SOS Children Villages has started projects to address the education issue by working with public kindergartens and schools to support them to address the learning needs of children from SOS CV programmes more adequately. The range of **SOS CV Education projects** varies and includes capacity building of teachers and heads of schools, support in making schools and kindergartens into child friendly and safe learning spaces for children. Big attention is paid on empowering parents as first and primary caregivers. The education projects attract different partners and improve the relationship to enable co-operation. This strengthens duty bearers to comply with their role as service providers and supports the children to make use of their right to quality education.

Although the projects are targeted at serving the children in the SOS CVprogrammes, all children attending those public schools and kindergartens can benefit from the school improvement. The presentation will provide an overview together with examples and illustrations of Education projects in EUCB countries 2006-2012. The ideas and methods are applicable in different contexts and target groups in education.

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All things in motivation and motivation in all things

A lot is known today about the level of youth motivation to education and reading. Motivation remains one of the main drivers of educational activity which means that motivation actually is one of the most important resources in nation development. Reading plays a key role in educational process. Thus, reading for learning is a factor to judge about motivation of a student to learn. There is a variety of motivation theories but only few of them are practically applicable at schools. The practitioners expect researchers to provide them with the tools to stimulate youth not only for life-long learning and monitoring their achievements at different stages of education, but also for taking responsibility for the quality of their knowledge and skills. Reading literary texts and discussing the messages has always been a tool for it, which hardly could be substituted with something equally effective and easy to implement. If the tools to raise students' motivation are accessible, its measurement remains difficult.

Monique Boekaerts said that the best thing to understand students' engagement and motivation is to describe the thoughts, feelings and actions of children during their cognitive activity. The process of learning is a cognitive activity by all the standards. That is why we have designed our study as a semi-formal questionnaire with an opportunity to write a mini-essay beginning with the words "I study because…".

We suppose that in such a survey students can decide on their own what to talk or not to talk about. So, they were put in a situation to make their choice, to make a decision, which is a motivating factor. We plan to analyze their answers and to interpret their non-answers. Factors influencing motivation will be studied too. The results will be reported.

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What enhances adolescents' motivation to read?

Motivation is the process whereby goal-directed activity is instigated and sustained (Schunk, Pintrich, & Meece, 2010). We can paraphrase this definition, that reading motivation is the process whereby goal-directed reading is instigated and sustained. What things instigate adolescents to read? This question has long been a matter of much interest to educators, teachers, and parents. One of the most powerful motivator is an interest, and therefore we must know adolescents (reading) habits. An understanding of the reading habits and preferences of adolescents would help us to promote their reading skills and motivation.

In this presentation, interrelations between the Estonian adolescents' reading performance (as demonstrated in PISA 2009) and reading habits studied with a special questionnaire are analysed with the research goal to show how reading habits influence reading performance, and how educators and teachers can use this knowledge to enhance adolescents' reading motivation.
The study was supported by the Project ESF 8605.

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Måske kan vi lære lidt af hinanden?

I de nordiske lande har vi en meget lang tradition for samarbejde og ideudveksling på tværs af landende. Denne præsentation sætter fokus på to konkrete resultater af et sådan samarbejde.

Nordisk Projektbank er en database for læse- og skriveprojekter i Norden. Databasen indeholder links, korte beskrivelser og kontaktadresser til projektledere, hjemmesider mm. for projekterne.Databasen kan understøtte udveksling af viden og erfaringer på tværs af de nordiske lande.

Præsentationen sætter derfor fokus på og præsenterer udvalgte projekter og giver desuden en introduktion til anvendelse af Projektbanken.

Nordisk Projektbank er finansieret af Nordisk Ministerråds Skolesamarbejde. Projektbanken findes på: <www.nordiskprojektbank.dk>. Der er pt. flest danske projekter i projektbanken, sikkert fordi projektet er forankret i Danmark, men der er heldigvis også projekter fra de øvrige nordiske lande. Og der er plads til mange flere!

Dysleksi – en fælles nordisk udfordring udkommer i forbindelse med denne konference. Ideen til bogen blev født under konferencen i Åbo i 2010. De nordiske læsepædagogiske foreninger har på forskellig vis bidraget til bogen, nogle af de fremmeste nordiske forskere på feltet har bidraget med artikler og Landsforeningen af Læsepædagoger i Danmark har stået for udgivelse af bogen.

Guðríður Adda Ragnarsdóttir (Iceland)

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Did the learner master the reading skill after my instruction?

Students diagnosed with autism, and severe dyslexia were taught to read and write by the teaching techniques of Direct Instruction (DI) and Precision Teaching (PT). Training students' phonological awareness and decoding skills by these combined techniques of DI and PT has been empirically shown to create fast improvement and high frequencies of correct responding with reliable retention and endurance.

The teaching material used was LÆS Í VOR, a programme the presenter/teacher has developed to teach reading and writing in Icelandic through multiple learning channels. It comprises the synthetic phonological process implicit both in DI and PT, of working upwards from the smallest unit -the phoneme to bigger composites such as syllables and words. The programme is applicable for main-stream beginners in reading as well as special education students. At the onset of the programme the students were not able to decode, they had poor phonemic awareness and some pronunciation problems.

This work was exploratory with the aim that the students would read approximately 150 correct syllables per minute and retain an enduring reading skill on later assessments.

The question of mastery will be answered by showing real time data on Standard Celeration Charts (SCCs) of the learning outcome from the instruction and fluency training and of retention and endurance testing, accompanied by brief video clips.

The data will be discussed in context with the relevant literature and criteria of a functional definition of teaching with its consequential mastery of the reading skill.

Hrafnhildur Ragnarsdóttir (Iceland)

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The foundations of literacy in preschool: the development of vocabulary, grammar and listening comprehension in Icelandic preschool children

Prior research indicates that the development of language, linguistic awareness, self-regulation, and Theory of Mind in early childhood creates an important foundation for future development and learning. The overall goal of the present study is to provide an overview of developmental changes in these areas among Icelandic children between the ages of 4 and 8 years, and to investigate how they interact and predict later literacy and academic achievement. The study employs a longitudinal/sequential design, with two subsamples of 111 4- and 111 6-year-old children, each followed up for three years. This presentation focuses on a small part of the study, i.e. the development and interrelations of vocabulary, morphology, listening comprehension, phonological awareness, and emotion understanding among the pre-school children. Consistent with our hypotheses, the children made significant (p<.01) progress on all measures between ages 4 and 5. There were also significant within-age-group differences between the lowest-25%, mid-50% and the highest-25% on these same measures at both data points. Significant concurrent correlations were observed between all language measures at both ages, and between emotion comprehension (TEC) and language measures at age 4. After controlling for mother´s education, child´s age and nonverbal intelligence, all language measures at age 4 significantly predicted listening comprehension at age 5, whereas phonological awareness and letter knowledge did not. Conversely, letter knowledge, and morphology at age 4 predicted the children´s score on a diagnostic test of phonological awareness at age 5, whereas vocabulary and listening comprehension did not. The results are consistent with the Simple View of Reading and other research showing that the foundations of decoding on the one hand and comprehension on the other develop in parallel but independently during the preschool years. Pedagogical implications will be discussed.

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Projektet Livslångt läsande

Projektet "Livslångt läsande" berör flera av konferensens teman:
° pojkar och flickor, olika behov
° våra roller, föräldrarnas och skolans
° via kreativitet till ökad läsning?

Detta projekt som började 2004 växte fram som ett försök att motverka den stora skillnaden mellan flickor och pojkars läsvanor som visat sig uppenbart i flera internationella undersökningar främst varav är PISA. Projektets viktigaste mål är att minska könsskillnaden i läsförståelse till noll och därmed se till att *alla* barn, oavsett kön, får chansen att finna och behålla läsglädje.

Projektet utvärderas i Fanny Sonntags presentation, se programmet.

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Kartläggning av läs- och skrivfärdighet med nya finlandssvenska material

I Finland har resultaten från den senaste PISA-mätningen väckt frågor och debatt kring varför de finlandssvenska eleverna presterar sämre resultat än de finskspråkiga eleverna inom de områden som ingått i studien. Olika eventuellt förklarande faktorer har lyfts fram och diskuterats. En aspekt som man tagit fasta på bland många andra är att finlandssvenska elever med behov av särskilt stöd kanske inte identifieras i ett tillräckligt tidigt skede samt att de testinstrument som används i skolorna eventuellt inte är helt ändamålsenliga för finlandssvenska förhållanden.

Finlandssvenskarna är få (ca 5 % av befolkningen) och därför faller det sig naturligt att använda tester som är utarbetade i Sverige. Är det då så att dessa tester inte lämpar sig för finlandssvenska förhållanden? I det här sammanhanget presenteras en finlandssvensk normering av ett svenskt material för kartläggning av 13–15 åringars läs- och skrivförmåga. Resultaten jämförs med den svenska normgruppens.

Presentationen fokuserar även på det arbete som pågår för att utveckla och normera testmaterial för den grundläggande utbildningen i Svenskfinland; bl.a. läsförståelsetest för elever i årskurs 2 och rättstavningsprov för årskurserna 2 och 5. Normeringarna sker 2012 och 2013. De första resultaten är tillgängliga våren 2012. För kartläggning av läsförståelse av elever i årskurs 5 utkom testmaterialet "Ida och Filip" hösten 2010 (Staffans, Risberg & Kronberg, 2010).

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Elektroniska texter och elever - en mångfasetterad utmaning

Mitt forskningsintresse ligger i barn och ungas läsning. Avsikten är att studera pojkarnas och flickornas läsning av olika slags texter. I föredraget kommer jag att öppna två olika slags forskningsprojekt som pågår i Finland. De båda ger möjligheter för att genomskåda på vilket sätt elektroniska texter används i vardagen och skolan. I föredraget betraktar jag hur användningen av elektroniska media syns i barns läsvanor och hur detta kunde utnyttjas i skolundervisning.

Forskningsmaterialet är samlat i två olika projekt. Den ena består av svar som har samlats av elever i årskurserna 3 och 4 i fyra olika städer i Finland. "The First Steps" projektet leds av samhällsvetenskapliga fakulteten vid Jyväskylä universitet. Projektet påbörjades 2006 och datainsamlingen har pågått ända till år 2011. Denna uppföljningsstudie är mångfasetterad och tvärvetenskaplig projekt. Det andra materialet avspeglar på unga gymnasisters läsning. Pilotprojekt om iPad, läsplattor som pedagogisk möjlighet är ett projekt som inleds av övningsskolan vid Östra Finlands universitet i Joensuu. Inom projektet samarbetar universitetets forskare samt undervisningspersonal vid övningsskolan. Projektets undersökningsgrupp befattar elever som går på första klass i gymnasiet. För pilotprojektet insamlas data från eleverna (ca 40) med frågeformulär i mars 2012. Materialet stöds av intervju på ämneslärare som undervisar i modersmål och litteratur.

Det övergripande syftet med undersökningen är att belysa tre områden: Vilka medier pojkar och flickor använder för att läsa, Vilken roll har elektroniska texter i barn och ungas liv? och Vilken betydelse kan iPad ha i undervisningen. Den sista frågan betraktar jag närmare i mitt föredrag genom två ytterligare frågor: Hur kan iPad stöda lärandet under litteraturundervisningen? och vilka resurser iPad för med sig till litterära klassrummet. Som bakgrund för dessa frågor fungerar de sociokulturella och sociokonstruktiva teorier. Till avslutningen av föredraget analyserar jag hurdana attityder till texter har studenter som har använt iPads.
Nyckelord: läsning, elektroniska texter, genusperspektiv, undervisningsmetoder, sociokonstruktivism

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Obstacles to productive collaborative literacy practices

Several factors in students' interaction may cause difficulties in their learning. In our earlier studies we have observed how students engage in different literacy practices, such as argumentative chat debates, online discussions, collaborative writing, and collaborative online reading. The purpose of collaborative literacy practices is to support students' co-construction of knowledge. Students' argumentation and negotiations on their disagreements on the issues at hand are essential in knowledge construction.

In this presentation, we will consider factors that hamper learning when students interact or prepare themselves to work together. We have observed the following factors. Students' inabilities or unwillingness to engage in counter-argumentative discussion may cause problems. Students' learning can also be hindered by the dysfunctional characteristics of communication tools or difficulties in group dynamics. Task features, such as nonexistence or minimal preparatory work for the forthcoming discussions or the lack of argumentativeness of the task assignment, also have an effect on the quality of interaction in collaborative reading and writing situations. In addition, the students' ability or readiness to collaborate, cultural differences in argumentation, and gender differences in communication styles may also have an influence on the quality of collaborative interaction. We will discuss the pedagogical implications of these findings and suggest solutions to surpass the obstacles to productive collaborative literacy practices.

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The project "Literary series"

Nowadays in the every-day life of the primary school the various literary kinds of activity such as competitions, quizzes and games are widely distributed. In order to cultivate love for reading in children, we have participated in the All-Russian literary movement "A successful reading". Through which we had worked out and implemented a number of the projects. They are "The Book of the lesson," "We rested, and read", "The week of the books" "The writers are our friends" and others. These projects are in use now.

The project "Literary series" has recently passed with a great success. This project allowed each pupil to express themselves. The project was implemented in the school № 689 Nevsky district of St. Petersburg in the 3 'A' grade. "The literary series" had been lasting 2.5 months and had ended on the eve of the New 2012 by bright, festive event of awarding medals to the winners in the presence of the jury and guests.

"The literary series" consisted of the 5 stages (fabulous tours). The period for the preparation between 2 stages was 2 to 3 weeks.
Round 1 - The "color stories"
Round 2 - "The animal tales"
Round 3 – "The fairy Tales - Questions "
Round 4 - "The birds of the fairy tales"
Round 5 - "The winter Tales"
The essence of the project was as follows: children were divided into several groups of six people each. Each pupil needed to read one tale of the six proposed ones. Having conferred with the team, children themselves chose the fairy-tale. Each pupil had to read his story carefully, knowing that in the final game he would be the one who would be able to answer comprehensive questions.

So we came to the conclusion that the project "The literary series" had a great positive influence of the cultivating love for reading in children and for the evolution of their cognitive activity.

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POSTER: Nätverk ger referensen – kartläggning i ett samarbetsprojekt mellan åtta svenska skolor i Finland

Lärare i små skolor kan ha svårt att bilda sig en uppfattning om elevernas inlärningsförutsättningar och eventuella svårigheter. Läraren saknar möjligheten att placera sina elevers resultat i ett större sammanhang. Trots dokumentation och uppföljning når man inte ett elevantal som skulle medge statistisk jämförelse. I syfte att förstärka det medvetna arbetet för varje elevs rätt att lära sig utgående från sina egna förutsättningar kunde små skolor bilda nätverk med en gemensam databas i vilken mätresultat sammanförs i syfte att skapa ett säkerhetsnät med vars hjälp elever med eventuella särskilda behov kan fångas in. En första kartläggning kunde sedan hjälpa lärarna fokusera resurser på elever i behov av ytterligare analyser och insatser samt elever i behov av flera utmaningar. Ett försök lades upp för läsåret 2007–2008. Åtta skolor inbjöds att delta i projektet Läsförståelse i Svenskfinland. Syftet var att finna elever i årskurserna 2–6 i behov av särskild uppmärksamhet. Skolorna genomförde mätningar i avkodning och läsförståelse. Valet av mätningar byggde på forskning av bland annat Hoover & Gough och Lundberg & Herrlin. Resultaten sammanfördes i en databas och analyserna delgavs respektive skola. Presentationen delger erfarenheter av samarbetet mellan åtta svenskspråkiga skolor i Finland.

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English Reading Standards in Irish-medium Primary Schools in Ireland

In Ireland, about 6% of primary-level pupils (4-12 years) attend all-Irish schools – schools outside the Gaeltacht (Irish-speaking) areas, where Irish is the main medium of instruction, while a further 1.5% attend Irish-medium schools in Gaeltacht areas. In recent years, much debate has centred on when instruction in English should begin and whether the initial language of reading instruction should be English or Irish. Issues raised include the suitability of Irish-medium education for children living in socio-economically disadvantaged circumstances, for children who speak a language other than English or Irish at home, and for children with learning difficulties.

An assessment of English reading among pupils in the Second and Sixth grades in Irish-medium primary schools in 2010 allowed for comparisons with an earlier national assessment carried out in 2009. Findings showed that, at both grade levels, pupils attending all-Irish schools outside Gaeltacht (Irish-speaking) areas significantly outperformed pupils nationally, while pupils attending Gaeltacht schools performed at the national average in Second grade, and at a significantly higher level in Sixth. Variables associated with reading performance are examined, including school size, school average socioeconomic status, pupil gender, frequency of engagement in leisure reading, numbers of English and Irish books in the home, and the language of initial reading instruction.

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Uttrycksfull läsning och läsförståelse
– vilket kommer först, ägget eller hönan?

Högläsning används för att evaluera och bedöma åtskilliga aspekter av läsförmågan hos barn, framför allt precision och läshastighet. Uttrycksfull läsning, eller tolkande prosodisk läsning, har använts som indikation på läsförståelse. I isländska skolor har man sedan länge fokuserat på precision och hastighet. Mindre uppmärksamhet har ägnats åt uttrycksfull läsning innan barnen har uppnått en hastighet på 200 stavelser per minut. Då denna hastighet har uppnåtts tar den formella läsundervisningen slut. Följaktligen fokuserar lärarna på avkodningsteknik och hastighet i sin undervisning och evalueringen av elevernas läsfärdighet baseras först och främst på dessa två delfärdigheter.

I detta bidrag frågar jag om uttrycksfull läsning spelar en större roll i utvecklingen av läsförståelse än man hittills har trott. I stället för att betrakta uttrycksfull läsning som indikation på elevens förståelse av texten, som ett resultat av läsförståelsen, borde man eventuellt se en målmedveten träning av uttrycksfull läsning som ett viktigt bidrag till utvecklingen av läsförståelse på ett mycket tidigare stadium än man hittills har praktiserat.

Det finns inte många studier som undersöker denna frågeställning. Presentationen kommer att rikta uppmärksamheten på forskningsresultat som indikerar att träning av uttrycksfull läsning kan bidra till bättre läsförståelse. Därtill betonas vikten av distinkt artikulation som grund för en distinkt föreställning av fonem och ljud, och hur uttrycksfull läsning tränar medvetandet om textens prosodi, vilket i sin tur bidrar till utvecklingen av den syntaktiska komponenten i läsförståelsen. Syntaktisk medvetenhet i synnerhet är viktig när meningarna blir längre och meningsstrukturen mer komplicerad.

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Reading about reading in children's stories: What do fictional readers in children's stories tell us about the way we understand real children's reading?

Literature for children and about children has always featured characters who read. Bookish girls such as Jane Eyre and Hermione Granger have populated fictions alongside more proactive heroes and heroines and even the redoubtable William Brown can sometimes be found in the old barn reading a bloodthirsty tale to his friends. If Peter Hollindale (1997) is right, these encounters with fictional readers matter: they show real child readers that reading is a normal and acceptable part of childhood. It is OK to read.

But what is it that these characters actually show about reading? Do they suggest that readers are swots (like Hermione) or outcasts (like Jane Eyre), or that reading is a last resort activity, for days when it is too wet to play outside? Or do they show reading as something that is enriching and life enhancing? Do readers in stories reflect what committed readers in real life know is good about reading?

This paper explores some of the occurrences of child readers in texts that are popular with children today. It analyses the way different texts present reading and characters who read, and considers how these presentations might be perceived by real child readers. Is it possible that characters in books might put children off reading, or might they persuade children to read more? Are readers in books motivating?

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Är det okej att läsa?

För min avhandling för pedagogiemagistersexamen utvärderar jag läsprojektet Livslångt Läsande som genomförts på Åland i skolbibliotekarie Elspeth Randelins regi (se Randelins presentation). Syftet är att granska hur målen med projektet har uppnåtts. Projektet Livslångt Läsande startades av föreningen Hem och Skola år 2004 i Ytternäs skola i Mariehamn för att förändra den allt sämre attityden till läsning. Målet är att få tillbaka läsningens status som en legitim fritidssysselsättning. Fokus ligger främst på eleverna, med lite extra uppmärksamhet kring pojkars läsning. Man försöker även påverka föräldrarna. De frågor som jag har sökt svar på i min avhandling är följande:

1. På vilket sätt skiljer sig barnens läsvanor och attityder till läsning om de deltagit i Livslångt Läsande jämfört med om de inte deltagit i läsprojektet?
2. Vad har barnen som deltagit i Livslångt Läsande för föreställningar om sin läsande framtid jämfört med de som inte deltagit i läsprojektet?
3. Vad har de vuxna i barnens familj för tankar och vanor kring läsning?
4. Vad har de deltagande barnen och vuxna för tankar om Livslångt Läsande?

Frågorna är uppbyggda efter projektets mål och svaren samlas in med en enkätundersökning. Målgruppen för min undersökning är de elever som började årskurs 1 då projektet startade och deras vårdnadshavare. Eleverna går nu i årskurs 8. Som jämförelsegrupp deltar jämnåriga elever och deras vårdnadshavare från en annan skola. Resultaten från enkätundersökningen presenteras.

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A Canadian Aboriginal Child's use of Literacy and Multimodal Practices across Contexts

In the field of early childhood literacy, researchers have begun to investigate the ways contemporary childhoods are being shaped by a range of multimodal communicative practices (Kress, 2003; Lankshear & Knobel, 2003). The link between children's use of these practices, many of which are linked to digital technologies and global discourses, and their identity construction, is also being examined in the new millennium. The changing communication systems of the twenty-first century are also influencing the ways urban Aboriginal children make meaning in their worlds, and are impacting Aboriginal children's identities. Drawing on a sociocultural theory of learning, the purpose of this case study is to investigate the complexity of the everyday multimodal practices utilized by a six-year-old urban Aboriginal girl in and out-of-school, in an attempt to inform the future direction of literacy curricula for Aboriginal children. Acquiring insight into Aboriginal children's meaning making is also vital to challenging and replacing long-standing deficit notions held by society and mainstream schools about Aboriginal students' inferiority. This is particularly relevant as the urban Aboriginal student population rises in Canada.

The findings revealed that the child's home was a vibrant, multimodal textual space in which she was supported by her family members as she engaged in a range of practices for multiple purposes. The findings also revealed the link between the dynamic and evolving nature of Indigenous knowledge and her family's meaning making. Further, the findings showed how the practices valued and promoted in the focal child's classroom generally reflected traditional and narrow modes of literacy, specifically, print-based and teacher-directed practices, and also included superficial, rudimentary aspects of Aboriginal culture. This study offers new suggestions on the ways in which Aboriginal children's out-of-school literacy and multimodal practices, specifically those practices linked to digital technology, can be included in classrooms in culturally-relevant ways.

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Improving Reading and Interpretation in 7th Grade. A Comparative Study of the Effects of Two Different Models for Reading Instruction

This presentation concerns the potentials for developing advanced skills for reading and interpretation in secondary school. The study presented is a comparative analysis of two models for reading instruction. International comparisons such as the PIRLS and PISA tests implicate that reading achievements of Swedish students is declining. Similar conclusions are drawn from national periodic surveys. In addition, international research has suggested that explicit classroom instruction on powerful reading strategies at a higher level is rare not only in Swedish schools but in schools in many countries. In order to work with students' literary understanding, the previous research also proposes that teacher and students need to share an ongoing dialogue on joint reading experiences, and that students need challenging writing assignments which require them to think for themselves and to develop their own body of interpretive resources. But what difference does the choice of teaching model really make to students' development as readers? During six weeks six separate study groups in seventh grade in a Swedish school participated in a design-based teaching project. The purpose was to gather more knowledge of how different teaching strategies may affect students' development of advanced reading skills. Data was collected from students' written assignments, interviews, and from classroom observations. The study attempts to provide an empirical corroboration of previously theoretically founded propositions. Findings indicate that the choice of teaching strategy does play an important role to students' learning. However, in order to make normative judgments on one teaching model's advantage over the other, further evidence will be necessary. In addition, to study the implementation and the effects of instructional change is a challenging field of research which requires an array of sophisticated methods that combine qualitative and quantitative analyses.

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The spider tells stories about the giant – Sandplay and storytelling applied as tools to reinforce the use of language and to strengthen reading capacities

This paper describes the use of sandplay and storytelling as tools to reinforce the use of language and to strengthen reading capacities in a primary school in Reykjavik. A goal of this work, dating back to year 2002, has also been to activate the children's imaginative thinking and to encourage originality of expression and experience. The fantasy play is the source of creative imagination, supporting the child to develop their cognitive skills, narrative abilities and capacities of social connection (Singer, 1999; Chodorow, 117; Elkind, 2007). The fantasy storytelling following sandplay gives the child the opportunity to activate the language systems in the deep psychic level opened by sandplay.

Results of a four year study on sandplay and storytelling conducted at the school will also be shortly accounted for, suggesting that sandplay and imaginative storytelling facilitate children's learning and emotional-behavioral development (Turner, B. and Unnsteinsdóttir, K., 2011).

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Fostering Engagement in Mathematics through Reading and Writing Activities

The aim of this paper is to share the results of an action-research project in teaching high schools mathematics through reading and writing activities.

The starting point of the action research project was the high school students' lack of motivation in studying mathematics which had an impact on the students' learning results. Students learn to be motivated by mathematics through engagement in tasks that challenge their abilities and give them the possibility to learn at an optimum level. The challenge for mathematics instruction is equally for the teacher, too, as the tasks assigned must fit the individual learners. All students need to have consistent positive experiences in mathematics.

The action research project answers the following questions:

* what are the effects of the reading and writing activities on the students' learning in math?
* what are the effects of the use of reading and writing strategies on reaching both the specific mathematical aims and literacy skills development?

The action research project is documented with samples of students' work and results of assessment and evaluation of the mathematical learning. Students' reflections on their learning experience, on their learning mathematics while developing their literacy skills will be discussed in the paper.

The paper concludes that the use of reading and writing strategies in teaching math motivates more students in learning and enhances both the students' mathematical learning and the development of their literacy skills.

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POSTER: De ungas bilder och ord om Kalevala

Under läsåret 2009–2010 arbetade konstskolan Sara Hildén-akademin i Tammerfors med bilder om Kalevala, det finska nationaleposet. I samband med utställningen föreslog konstskolans rektor att övningsskolans elever skulle komma och se de ungas bilder och kanske skriva om dem och träffa de unga konstnärerna.

På hösten 2010 såg en grupp 15-åriga niondeklassare utvalda bilder på Kalevala-gestalter som målats av de unga konstnärerna i ungefär samma ålder. Bilderna studerades noggrant, och förberedelser gjordes för att skriva en historia om en av bilderna. Eleverna skrev också analyser av bilderna.
De fiktiva historierna lästes upp för de unga konstnärerna, som i sin tur fick en möjlighet att berätta om hur de hade arbetat med sina tolkningar av historierna i Kalevala och de mytiska gestalterna som alla finnar känner till – åtminstone från klassiska bilder av äldre konstnärer, speciellt av Axel Gallen-Kallela.

Enligt läroplanen för grundskolan i Finland läser finska niondeklassare dikter ur Kalevala. Eleverna läste var och en en serie dikter om den gestalt eller händelse som de mött i de unga konstnärernas nya bildtolkningar. De bekantade sig också med tolkningar i annan form: på teatern Liekki (Flamman), i tecknade serier av Kristian Huitula och Gene Kurkijärvi samt i Johanna Sinisalos roman Sankarit (Hjältarna).

Det sista skedet var möten i smågrupp mellan unga från övningskolan och Sara Hildén-akademin. Ämnet för samtalen var Kalevalabilder förr och nu, klassiker som alla känner till och nytolkningarna av de unga konstnärerna.
I projektet bearbetade både skoleleverna och konststuderandena bilder och ord baserade på Kalevala. De unga av idag är skickliga att arbeta multimodalt, med text och bild i dialog – för att föra vårt kulturarv vidare.

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POSTER: Parents and teachers- the role of educational and social environments for becoming a literate

This presentation is based on a socio-cultural approach to literacy (Au & Raphael 2000, Dillon, O`Brien & Heilman 2000, Verhoeven & Vermeer 2006, Barton 2007). A higher proportion of reading and writing difficulties seem primarily to be related to social and cultural factors – home backgrounds, limited school attendance and poor self- esteem – rather than to constitutional problems of a dyslexic nature (Svensson, Lundberg & Jacobson 2001).

The paper explores the connections between theoretical views and the experiences of young adults from different social backgrounds. It gives an overview of studies on literacy of young adults in Tallinn University. The main research questions are: What are the correlations between literacy factors and socio-cultural indicators as educational experience, parental education, and family type? What kind of support have the young adults with reading and writing difficulties needed or received during their time at school? What kind of support have they not been given?

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Reading together; Communicative strategy of engagement in reading for primary school

The primary goals of innovative activity on reading culture development are working out of nonconventional technologies and the techniques which are stimulating and stirring up reader's activity.

In the research work we are basing on the theory of engagement in reading, reflected in works of the doctor of pedagogical sciences of Tatyana Galaktionova, as well as on the theory of plural intelligence of Howard Gardner.

One of factors of engagement in reading for modern pupils is the communicative culture which is closely connected with interpersonal dialogue. Dialogue in many respects defines interest to knowledge in general. Above mentioned knowledge can be received by any sources, including from books. In connection with necessity of working out of technologies of engagement in reading of modern pupils through formation of their communicative culture we assume existence of certain ways of the decision of the given problem, connected with use of educational dialogue.

The knowledge of the socially-psychological nature of reading and its types, acceptance of problems of the modern reader and readiness for dialogical model of engagement for reading will allow to create, in our opinion, conditions for work with the schoolboys, directed on development of interest to the book.

The original project -*Reading Together* - have been developed and put into the practice within the limits of our research. The project assumes to divide the children into creative teams (pairs) in which they should read the book and to carry out on it appropriate tasks. A special Daily Log is to be kept with the records, which reflect actual features of interaction in appropriate team (pair).We hope that this experience will be interesting and useful to all participants of conference.

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Validating Voice:
Podcasting as a Powerhouse to Strengthen Vocabulary and Comprehension

This paper presentation describes and demonstrates two purposeful pairings of appropriate technology with research-based literacy strategies, specifically designed to retain the integrity of the original strategy while bringing something qualitatively different to the experience with the affordance of technology. First we will share research and practice on podcasting Readers Theatre with second and third graders. Instead of planning and setting up for live audiences, the performance is digitally audio recorded, easily uploaded to a website for a wider authentic audience to enjoy. Podcasting Readers Theatre affords additional qualitative experiences that provide striving readers opportunities for self-evaluation of their work, meaningful and personalized goal setting, and visualization while gaining one years' reading comprehension growth in a ten week time frame (Vasinda & McLeod, 2011).

We will also share pairing podcasting with writing word stories about mathematics vocabulary to deepen content knowledge. Research suggests that vocabulary instruction is best when students are active in the development of their understanding of words and build this understanding from multiple sources of information (Blachowics, C.L.Z & Fisher, P, 2000). In this project, sixth grade students write scripts that include five elements: 1) audience hook; 2) etymology of the word; 3) definition of the word; 4) examples; and 5) non-examples. Scripts are audio recorded and posted online. This work has particularly benefited struggling mathematics students as well as Second Language Learners as students spend time digging deeply into the vocabulary, discerning ways to effectively communicate with others using only their words (McLeod, 2011).

Links to these projects:
<Podcasting Readers Theatre>
<Word Stories>

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Strategies for Developing Reading Pre-literacy in the Czech Republic

Developing reading literacy has been of a great interest not only in the Czech Republic, but also abroad. This has been prompted by the fact that many countries have been alarmed by the findings of international research. This was also the case of the Czech Republic where developing reading skills has always been of a great importance at schools. It turned out that Czech pupils are good at the mechanics of reading and relatively good at reading comprehension but the problem was to find information in the text and work with this information. Following this research, a large transformation of teaching reading skills at schools has started. This transformation should aim to reading literacy development rather than focus on the said mechanics of reading skills.

Preschool development of initial literacy, i.e. pre-literacy period, has been of a greater interest. Nowadays, this period is seen as the first stage of reading literacy development, as a period in which a child does not learn how to read yet, but s/he develops an attitude to reading and secondarily to lifelong education. The aim of this period is to support the development of pupil's speech, their sensual perception, memory, attention, right-left orientation, and last but not least their inner motivation for written speech. All activities should be done through games, which support pupil's creativity and activity. If a pupil shows a spontaneous interest in reading, a teacher responds friendly and reads, writes down the letter or word for the child.
This text presents some strategies for developing pre-literacy in Czech preschool institutions. In addition, it focuses on common trends in pre-literacy development in Europe which will be put in context with the situation in the Czech Republic.

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Understanding Language in Diverse Classrooms: What All Teachers Need to Know

With the increasing linguistic and cultural diversity of students in U. S. schools, all teachers, regardless of the content area or grade they teach, need to have research-based strategies for assisting all students to gain English proficiency. This presentation presents a model for teachers about what they need to know about language, how it is learned, how it is used, and how teaching about it can be incorporated into lessons throughout the curriculum.

An intractable problem in U.S. education is the achievement gap that exists between groups of children who differ in home language, social class, race, or ethnicity. Long-standing achievement gaps in literacy for English language learners, for example, appear early and become amplified as students' progress from first grade through high school. Their negative consequences extend well past high school to higher education and beyond, eventually leading to a decline in economic mobility. Poor school outcomes for these students (e.g., low literacy and graduation rates) are associated with poor health literacy, that is, the capacity to deal adequately with a range of health issues, resulting in a variety of health-related.

The model given in this presentation has two goals: (1) The first is to address insufficiencies of educator preparation by providing the critical information on languages, their speakers and their relationships to culture that are necessary for understanding today's diverse students. Many of the teachers in today's schools are under-prepared to deal with the range of background languages and cultures present-day students bring to their classrooms and how that affects literacy learning. (2) The second goal is to offer suggestions for incorporating such knowledge of language diversity into their plans for educating students from varied backgrounds. The presentation presents a practical guide for teachers about how to teach language and literacy in their subject matter to all students. It includes examples of hands-on materials to help teachers both understand language and address students' challenges in learning

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The methods for achieving optimal reading rate

According to psychologists' data, good progress in study is influenced more than two hundred different factors. One of them is the reading rate. The optimal reading rate is the rate of speaking that is the rate of 120-150 words per minute.

Why do we need the best reading?
1. In the process of reading memory and sustained attention are rather improved. And these are the very indicators that have a great impact on the mental capacity.
2. The most strong influence on the good results in study has a rate of reading.
3. A highly-educated person is the person with a good technique of reading for sure.
4. The transfer from the elementary school to the secondary one implies the increasing of the amount of information, and low reading rate cannot allow mastering the material successfully.

How to achieve optimal reading rate? Let's consider the most effective drills for learning to read.
1. The frequency of training exercises is much more important than the duration of the exercises.
2. Buzzing reading. Buzzing reading is the reading, in which all pupils are reading aloud simultaneously in a low voice, with their own rate.
3. The five-minute reading an every lesson.
4. Reading at bedtime also provide the good results.
5. If a child does not like to read, you need to use a regime of "gentle" reading. These exercises are conducted daily.

It is necessary to stimulate pupils.
This requires measuring and recording the results in the diary. This has a beneficial effect on the attitude of pupils to training. The encouraging pupils in learning to read and joint efforts of family and schools in this area allow children to achieve the optimum technique of reading rather quickly.

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