



3rd Baltic Sea – 17th Nordic Literacy Conference

**III конференция стран Балтийского моря –
XVII конференция по чтению скандинавских стран
3:e Östersjökonferensen om läsning – 17:e Nordiska lässtämman
3. Itämeren – 17. pohjoismainen lukemisen konferenssi**

14–16 August 2016 – Turku/Åbo, Finland

Making meaning – literacy in action

Conference Programme

Book of Abstracts



Organised by FinRA

in collaboration with Nordic and Baltic Sea Literacy associations
networking with ILA, IDEC, FELA, ELINET
supported by the City of Turku/Åbo

3rd Baltic Sea – 17th Nordic Literacy Conference

**III конференция стран Балтийского моря –
XVII конференция по чтению скандинавских стран
3:e Östersjökongressen om läsning – 17:e Nordiska lässtämman
3. Itämeren – 17. pohjoismainen lukemisen konferenssi**

14–16 August 2016 – Turku/Åbo, Finland

Making meaning – literacy in action

Conference Programme

Book of Abstracts



**Organised by FinRA
in collaboration with Nordic and Baltic Sea Literacy associations
networking with ILA, IDEC, FELA, ELINET**

supported by the City of Turku/Åbo

© 2016
Published by FinRA

Editing and layout Ann-Sofie Selin

ISBN 978-951-97486-7-2
Painosalama Oy – Turku, Finland

CONTENTS

WELCOME	5
GREETINGS	6
CONFERENCE ORGANISATION	8
Greetings & scientific committee	8
Collaboration & Supporters	9
The Nordic Literacy Associations & Conferences.....	10
PROGRAMME OUTLINE.....	11
Timetable & Key addresses:.....	11
Floor plan.....	12
Conference at a glance	14
CONFERENCE PROGRAMME.....	16
Sunday, August 14, 2016.....	16
Monday, August 15, 2016.....	18
Tuesday, August 16, 2016	24
BOOK OF ABSTRACTS	28
CONFERENCE THEME & SUB-THEMES	29
Keynotes.....	30
INDEX – PRESENTERS & CHAIRPERSONS	193

WELCOME

**Conference Chair
PhD Ann-Sofie Selin,
special education teacher,
Cygnaeus skola, Åbo**



Kära nordiska vänner, Дамы и господа, дорогие коллеги, ystävät ja kollegat, friends and colleagues in literacy!

There are three reasons why I work for literacy as a teacher and as a volunteer.

First, every person must have the chance to learn to read, write and understand, and to learn how to learn. Our children and all our fellow citizens need to make sense not only of how the land lies, but also of how the world works. And, in this way, we have the ability, and the capability, to take responsibility for and work for all our futures constructively and humanely. Working for Literacy is working for Peace.

Secondly, striving to make sense of ourselves and our world requires challenge and self-development. As an educator, I must never stop questioning and constructing new meaning. Whatever I expect of my pupils, students and colleagues, I must expect of myself and live up to myself. The day that I think I am fully qualified is the day I should try another career.

Thirdly, voluntary work is good for your health, friends are important, and work for literacy is essential. Here at this conference, I, like you, have all of this! Our professional network – globally, within Europe, in the Nordic Countries and around the Baltic Sea, at home and where we act and work – gives us a great opportunity to combine these three areas for the good of those dear to us, the world and ourselves.

The 3rd Baltic Sea–17th Nordic Literacy Conference presents an excellent *smorgasbord* for you to enjoy. We number 350 Literacy professionals from 34 countries on five continents. Presentations by 250 colleagues will share insights that we can take and carry over to our professional daily lives. Enjoy it all and take the opportunity to learn and communicate, Put Literacy into Action and Make Meaning!

Welcome to Turku/Åbo, thank you for coming, and for sharing and building professionalism!

A handwritten signature in black ink that reads "Ann-Sofie". The script is cursive and elegant, with a long vertical line extending from the bottom of the "e".

GREETINGS

Det nordiske læsepædagogiske samarbejde har nu fungeret i mere end 67 år – og det fælles mål er mere aktuelt end nogensinde: Vi vil skabe gode rammer for, at børn, unge og voksne kan læse og skrive på et niveau, så de kan indgå som aktive medborgere i et demokratisk samfund. Vi glæder os til at fortsætte det gode nordiske samarbejde, som altid har været præget af gensidig respekt, engagement og glæde.

Let's work together: The citizens all over the world have the right to acquire literacy.

**On behalf of Landsforeningen af
Læsepædagoger, Denmark
Susan Møller og Lis Pøhler**



The 17th Nordic Conference on Literacy marks many years of cooperation between Nordic countries dating back more than 50 years. Our Nordic family is now extended to include the countries around the Baltic, historically a natural development, as the sea used to bind people together rather than keeping them apart; hence, the 3rd Baltic Sea Conference. It is a great pleasure for us to gather in beautiful Turku with colleagues from around the world to discuss literacy issues that concern us all. Despite differences in language and culture we want to reach the same goal – literacy for all.

**Ulla-Britt Persson,
Chairperson, SCIRA, Linköping, Sweden**



It is an honour and a pleasure to congratulate FinRA on hosting the 17th Nordic/ 3rd Baltic Literacy Conference, giving literacy professionals from Europe and further away a golden opportunity to exchange literacy knowledge. The Nordic cooperation within the International Literacy Association has always been strong, and FinRA has played an important role. FinRA offered support to former NoRA on many occasions, for which we are truly grateful.

I wish all FinRA-members who have worked hard to make this conference happen all the best, and look forward to interesting days in beautiful Åbo.

**Eldbjørg Tøsdal Lyssand
past Chairperson, NoRA
Os, Norway**

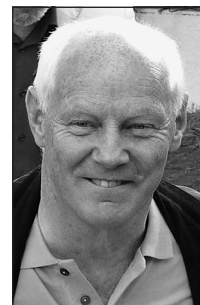


Hilsen fra Island! Kjære nordiske og baltiske venner. Dear Nordic and Baltic friends.

Snart treffes vi igjen i Åbo/Turku på den 17. nordiske lesekonferensen. Siste gang var vi på Island sommeren 2012 og hadde gode dager sammen blandt 200 lesespesialister fra Norden, øvrige Europa og andre land.

Vi synes det er viktig å holde i tradisjonen, treffe nordiske og baltiske venner, finne nye forbindelser og styrke lesning i Norden.

**Erna Árnadóttir &
Guðmundur B. Kristmundsson**
Íslenska lestrarfélagið,
Reykjavík, Iceland



“Singing through sorrow” in one of the most known Estonian folk songs. Very often the Estonians prefer the verb “to worry” (‘murehtia’, ‘surra’ in Finnish, ‘oroa’ in Swedish) speaking about acquiring, supplying, obtaining... Thus the conversation about literacy is overshadowed by negative expressions (like “our children are not so good as Finnish...”). International contacts help us to see the bright side of literacy teaching and learning, sharing the experience of success and joy. Our best wishes to all participants of the conference “Making meaning - literacy in action”!

**Mare Mürsepp, Chairperson,
Estonian Reading Association EstRA,
Tallinn, Estonia**



On behalf of Latvian Reading association, the organizer of the 1st Baltic Sea conference on the development of literacy, it is my greatest pleasure to greet you in the 3rd Baltic Sea Conference.

The literacy demands are changing rapidly in the increasingly multicultural and multilingual environment where the boundaries between print and other media are disappearing. How do we prepare learners for this future and a lifetime of literate change? They will need literacies that are open, flexible, self-directed and collaborative. I truly hope that the conference days will give us answers to this question and will ensure excellent learning experiences.

Wishing you to make the most of the conference

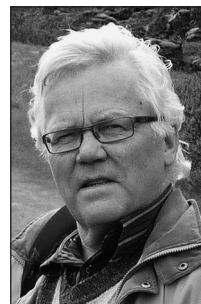
**Sandra Kalniņa,
Chairperson of LatRA, Riga Latvia**



CONFERENCE ORGANISATION

GREETINGS & SCIENTIFIC COMMITTEE

Until quite recently, we used to think that problems associated with literacy acquisition can be alleviated by evidence-based classroom teaching and when needed, special education. During the past 10 years, teachers have increasingly been faced with the problem that new media impact literacy in unprecedented ways and in epic proportions. Researchers are slowly learning about these changes and are very much dependent on the first-hand information delivered by teachers. Therefore teacher-inspired scientific meetings such as 3rd Baltic Sea – 17th Nordic Literacy Conference are today needed perhaps more than ever.



Welcome to Turku!

Pekka Niemi

Scientific committee

Vuokko Kaartinen, chairperson

Juli-Anna Aerila

Sirpa Eskelä-Haapanen

Heli Ketovuori

Carita Kiili

Pekka Niemi

Pirkko Tiuraniemi

Guðmundur B. Kristmundsson, Iceland

Mare Mürsepp, Estonia

Ann-Sofie Selin

COLLABORATION & SUPPORTERS

Organising committee

Ann-Sofie Selin, conference chair
 Juli-Anna Aerila
 Annika Björk
 Vuokko Kaartinen
 Heli Ketovuori
 Carina Kristola-Backlund
 Pehr-Olof Rönholm
 Pirkko Tiuraniemi

FinRA Board 2016

Ann-Sofie Selin, chair
 Sirpa Eskelä-Haapanen, vice-chair
 Annika Björk
 Heidi Perho
 Kaisu Rättyä
 Pehr-Olof Rönholm

In collaboration with City of Turku/Åbo

Education Division

Timo Jalonen
 Liliane Kjellman
 Outi Rinne
 Tuija Vänni

Adult Education

Sanna Orusmaa
 Sixten Westerby

City Library

Aart de Heer
 Taina Ratia

FinRA wishes to thank all members and supporters who have volunteered their time and knowledge to make this conference happen.

Sponsors and supporters

City of Turku/Åbo
 Turku University, Rauma Unit
 Åbo Akademi University
 Painosalama Oy

Prof. emeritus, Ph.D. Jay Blanchard, Tempe AZ, has made a donation to the conference in honour of Dr. Alan Farstrup, Danish-American and former Executive Director of IRA.

FinRA, Finnish Reading Association; c/o Selin, Västerlånggatan 26 C 74, FI-20100 Åbo, Finland; finrainfo@gmail.com; <http://finnishreadingassociationen-english.blogspot.fi/>

Networking with

National Affiliate of the International Literacy Association, ILA, formerly IRA; www.literacyworldwide.org/

Member of IDEC, The European Committee of the International Literacy Association; <http://www.literacyeurope.org/>

Member of FELA, The Federation of European Literacy Associations; <http://www.felaliteracy.org/>

Partner of ELINET, European Literacy Policy Network; <http://eli-net.eu/>

THE NORDIC LITERACY ASSOCIATIONS & CONFERENCES

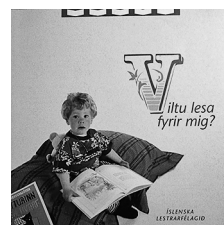
Landsforeningen af Læsepædagoger, Denmark

Íslenska Lestrarfélagið, Iceland

Norsk forening for leseopplæring, Norway (dissolved 2016)

SCIRA, Sweden

and FinRA, Finland



The Nordic Conferences have been arranged by the Nordic Literacy Associations. In 2008 the circle was widened to include the Associations around the Baltic Sea.

- | | |
|-----------------------------|------|
| 1. Copenhagen, Denmark | 1949 |
| 2. Copenhagen, Denmark | 1954 |
| 3. Copenhagen, Denmark | 1968 |
| 4. Gothenburg, Sweden | 1970 |
| 5. Copenhagen, Denmark | 1972 |
| 6. Otaniemi/Otnäs, Finland | 1973 |
| 7. Torshavn, Faeroe Islands | 1976 |
| 8. Linköping, Sweden | 1981 |
| 9. Vejle, Denmark | 1984 |
| 10. Turku/Åbo, Finland | 1988 |
| 11. Bergen, Norway | 1992 |
| 12. Reykjavik, Iceland | 1994 |
| 13. Kalmar, Sweden | 1998 |
| 14. Vejle, Denmark | 2004 |



- | | |
|------------------------|--|
| | 2008 1 st Baltic Sea Conference in Riga, Latvia |
| 15. Turku/Åbo, Finland | 2010 2 nd Baltic Sea Conference |
| 16. Reykjavik, Iceland | 2012 |
| 17. Turku/Åbo, Finland | 2016 3 rd Baltic Sea Conference |

PROGRAMME OUTLINE

TIMETABLE

		DAY 2	MONDAY 15 th	DAY 3	TUESDAY 16 th
		8.15 –9.00	registration	8.30 –9.00	registration
		9.00	sessions	9.00	sessions
		9.30	3.1 – 3.8	9.30	7.1 – 7.8
		10.00		10.00	coffee 5th floor
DAY 1	SUNDAY 14 th	10.30	coffee 5 th floor	10.30	sessions
11.00 –	registration	11.00	sessions	11.00	8.1 – 8.8
	Kaskenkatu 5	11.30	4.1 – 4.8	11.30	
	street level	12.00		12.00	lunch 1
13.00		12.30	lunch 1	12.30	lunch 2
13.00	sessions	13.00	lunch 2	13.00	sessions
13.30	1.1 – 1.8	13.30	sessions	13.30	9.1 – 9.8
14.00		14.00	5.1 – 5.8	14.00	coffee 5th floor
14.30	water break	14.30	coffee 5 th floor	14.30	closing session
15.00	opening session	15.00	sessions	15.00	2 nd Plenary session
15.30	1 st Plenary session	– 16.00	6.1 – 6.8	– 16.00	Grand Auditorium
– 16.30	Grand Auditorium				

17.00	City Library		
	guided tours		
18.00	City of Turku	18.30	Dinner Cruise
– 19.30	Reception at City Library		(ticket required)

Key addresses:

Conference site
 Työväenopisto/Arbis/Adult Education
 Centre
 Kaskenkatu 5/Kaskisgatan 5

Turku City Library
 Linnankatu 2/Slottsgatan 2

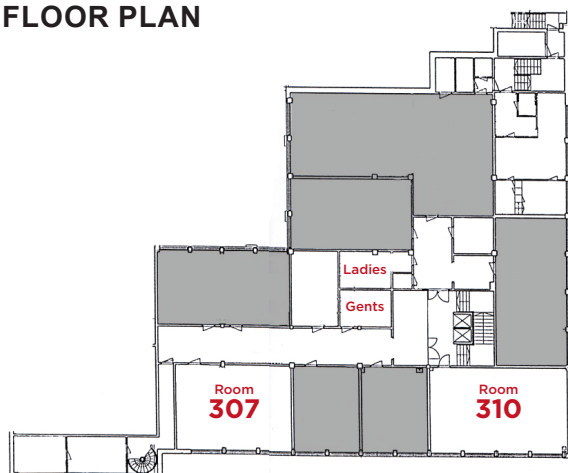
Hotel Cumulus
 Eerikinkatu 28–30/Eriksgatan 28–30

m/s Rudolfiina
 Läntinen Rantakatu 37/Västra strandgatan 37

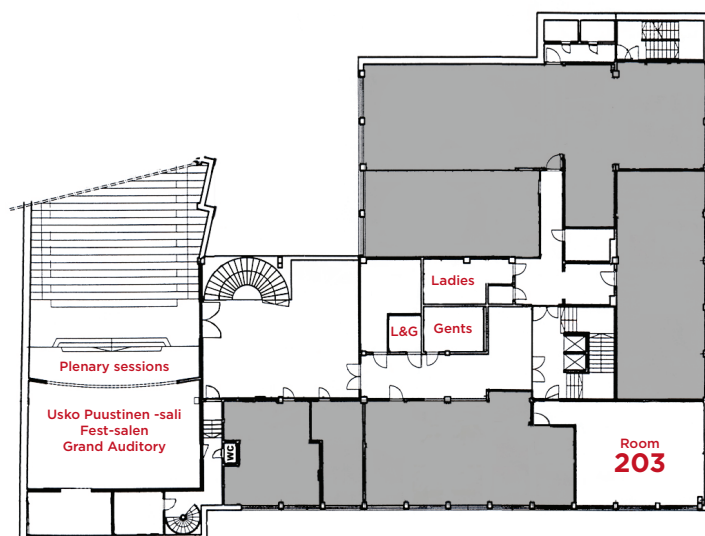
The one hour lunch break is divided into two 30-minute servings. We have room for 120 lunch guests at each serving. Please buy your **lunch coupons** for Monday and Tuesday at the registration: **2 x 8 €**.

First come, first served!

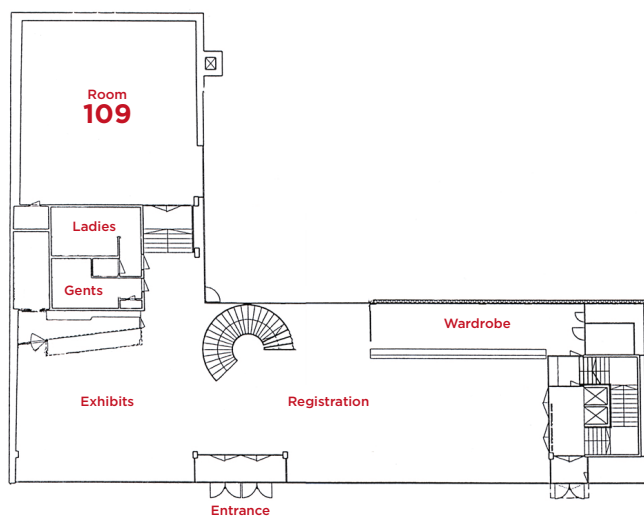
FLOOR PLAN



3rd Floor
3rd floor: 307 and 310.



2nd Floor
2nd floor: 203 and Grand Auditorium / the Opening and Closing sessions including Plenary sessions; entrance from Street level

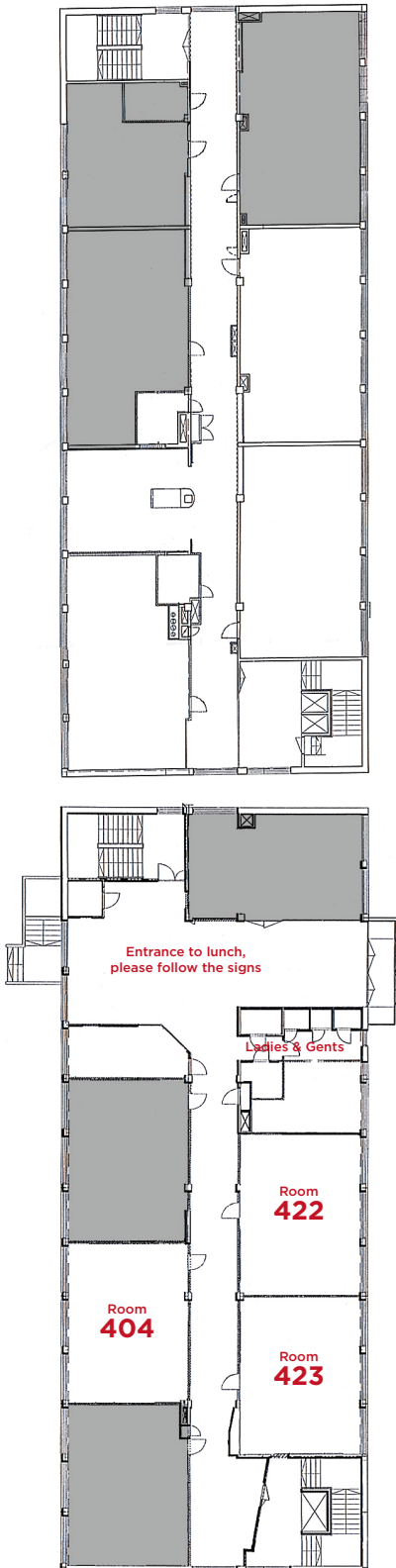
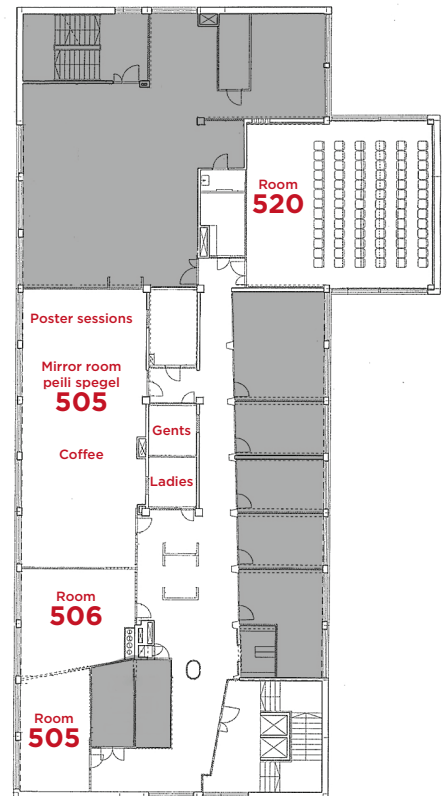


1st Floor
Street level
1st floor=street level: 109, registration and exhibits.

Please note that smoking is not allowed in any public building in Finland.

5th Floor

5th floor: Rooms 520 and 507, mirror room poster sessions, information and coffee.



4th Floor

4th floor: 404, 422 and 423. Entrance to lunch; please follow the signs.

CONFERENCE AT A GLANCE

DAY 1	SUNDAY, 14 AUGUST, 2016											
11.00-13.00	R E G I S T R A T I O N Kaskenkatu 5, Turku / Kaskisgatan 5, Åbo, ground floor											
	PARALLEL SESSIONS											
	room	109	203	307	310	404	422	423	520			
	session	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8			
	chair	Vallin & Brooks	Vaitinen	Blanchard	Tiuraniemi	Alon	Kaartinen	Kalnina	Galaktionova & Romanova			
13.00		SYMPOSIO	Edtstadler	Ehmig	Hoffmann	Kulbrandstad	Ramakresinin	Mower	Bulavina & Zakharova			
13.30		Vallin IDEC, Brooks	Kauppinen	Voropaev	Husbye	Wang	Cheung	Kanerva & Alho	SYMPOSIO			
14.00		FEELA et al.	Vaitinen	Ketovuori, Mikko	Lindenauer	Moreno	Aerila & Niinistö	Kalnina & Kalve	Galaktionova et al			
14.30-15.00		water break										
15.00-16.30		Opening session, chairing Ann-Sofie Selin session 2 Usko Puustinen-Sali Festsalen										
		1 st Plenary Dr Sari Sulkunen, Jyväskylä University; Literacy – Action for the future										
17.00-18.00		City Library Guided tours in four languages start at 17.00										
18.00-20.00		RECEPTION on the Occasion of the 3 rd Baltic Sea – 17 th Nordic Literacy Conference hosted by the City of Turku at the City Library										
DAY 2	MONDAY, 15 AUGUST, 2016											
8.15-9.00		R E G I S T R A T I O N										
	room	109	203	307	310	404	422	423	520			
	session	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8			
	Chair	Eskelä-Haapanen	Niinistö	Sonntag	Clemens	Lyssand	Crawford	Arnadóttir	Brozo			
9.00		SYMPOSIO Eskelä-H.	Laurila & Orell	Knecht-Möller	Whitmore & Chisholm	Wason-Ellam	Ananueva	Pétursdóttir	SYMPOSIO			
9.30		Roos et al	Turunen & Kuru	Högnäs & Broman	Asano	Kozhalieva	Pavlikova	Narimbetova	Brozo, Vallin &			
10.00		Törnå et al	Jyrkäinen et al (Wise.)	Hannus-Gullmets	Voteler	Reusch	Crawford	Aerila	Sulkunen			
10.30	session	coffee	room 507	coffee	room 507	coffee	room 507	coffee	room 507			
	chair	Luukka	Kulju	Fredriksson	Kalnina	Hlhi	Persson,Selin	Kaartinen	Avaja			
11.00		SYMPOSIO	Jyrkäinen & K-S	Alatalo	Jalen	Antonova	POSTERS room 507	Pétursdóttir & Olafsdóttir	Kashkarov			
11.30		Luukka, Paldanius,	Ketovuori, Heli et al	Pöhler	Kurikalova & Sharikov	Kachalkin	45+45	Laman & Davis	Rudik et al			
12.00		Saarto & Sulkunen	Orell	Kjeldsen & Searento		Kristmundsson	POSTERS room 507	Lepola	Anaja & Salonen-Nikolajev			
12.30-13.30		lunch										
	room	109	203	307	310	404	422	423	520			
	session	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8			
		Vatja	Tiuraniemi	Hannus-Suksi	Kurkalova	Persson	Mikko Ketovuori	Kaartinen	Lindgrén			
13.30		Holmén et al	Alisaari & Turunen	Tjernberg	Wilkinson	Kermauner	Blanchard	Ambak	SYMPOSIO			
14.00		Gustafsson & Jalo	Kaarakainen & Saikkonen	Sonntag	Yau	Isler & Kirchhofner	Hlhi & Kapusova	Chirkova	Lindgrén & Schneider			
14.30	session	coffee	room 507	coffee	room 507	coffee	room 507	coffee	room 507			
		6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8			
15.00		Lepola	Kristmundsson	Risberg	Micheln	Ukkola	Reiman	Alon	Ekerina Popova			
15.30		Laine	Hautala	Norberg et al	Bianucci	Blanchard	Nageldinger	Blazsani-Blatto	Khafizov			
16.00		Laakso (Enges-Pääkkönen)	Salminen & Kiili	Lindgrén	Butler-Nguigi	Ukkola, Tikkinen &	Szabó	Chodkiewicz	Kolosova			
		Lytyinen	Kulju et al	Risberg & Vataja	Sisson & Sisson	Korkeamäki	Brooks	Hallsson	Smetannikova & Beloklenko			
18.30		D I N E R C R U I S E, ticket required										
		4.6 Monday room 507 mirror	peili	spiegel	Blazsani-Blatto	Cheung	Miglino	Nageldinger	Sauerborn			
		4.6 Monday room 507 mirror	peili	spiegel	POSTER sessions	Saunders	Trageton	Nylund	Ohlsson & Nousiainen			

DAY 3	TUESDAY, 16 AUGUST, 2016												
8.30-9.00		REGISTRATION											
	room	109	203		310	404	422	423		520			
	session	7.1	7.2		7.4	7.5	7.6	7.7		7.8			
	chair	Rae	Mürsepp		Sonntag	Lysand	Perisson	Puig		Belokolenko			
9.00		Mäenpää & Laitakari	Moser		Flint	Nazarovskaya	Cambourne &	Puig, Campbell &		Vostrikova et al			
9.30		Hintikka			Hanuš	Rasmusson	Kilarr	Robinson & Robinson		Trifonova			
10.00		coffee	room 507		room 507	coffee	room 507	coffee		room 507			
	session	8.1	8.2		8.4	8.5	8.6	8.7		8.8			
	chair	Niemi	Heli Ketovuori		Kackutė	Aerila	Hhi	Sastre		Kristola-Backlund			
10.30		Huang	Laaksonen & Gexhallia		Sendova	Trageton	Zhakupova	Ernestová		Romanicheva			
11.00		Shulekina	Nilsson		Damber	Nyberg	Michalak	Borisenko		Lukyanovich & Konyas.			
11.30		Lytyinen	Pihlava			Clemens	Popova	Bintz & Moore		Znamenskaya			
12.00-13.00		lunch			lunch	lunch		lunch					
	room	109	203		310	404	422	423		520			
	session	9.1	9.2		9.4	9.5	9.6	9.7		9.8			
	chair	von Numers & Möller	Laaksonen		Tiuraniemi		Kaartinen	Elijošaitytė		Voropaev			
13.00		PANELDISKUSSION	Markkanen & Spoland.		Dahlström		Lützen	Merga		Antipova			
13.30		von Numers & Möller	Muuri		Puksand		McIntosh & Camp	Montenegro & Voitelev					
14.00		coffee	room 507		room 507	coffee	room 507	coffee		room 507			
14.30-16.00		Closing session, chairs nn & nn											
		session 10 Usko Puustinen-Sali Festsalen Grand Auditorium											
		2 nd Plenary Dr William G. Brozo, Georg Mason University; Leaving No Boy Behind: Empowering Struggling and Disengaged Male Readers											

THANK YOU FOR COMING,
SEE YOU NEXT TIME!

Conference Programme

Sunday, August 14, 2016

Session 1.1 Room 109

13.00–14.30 (symposium 90)

Chairs: Renate Valtin, IDEC & Greg Brooks, FELA (Germany, United Kingdom)

* Renate Valtin (Germany), Greg Brooks (United Kingdom), Marie K. Fredriksson, (Sweden), Mare Mürsepp, (Estonia), Ulla-Britt Persson (Sweden), Monika Sandberg & Suvi Sankinen (Finland)

Initial literacy teaching: How children are taught the alphabetic code in different orthographies

Session 1.2 Room 203

13.00–14.30 (30+30+30)

Chair: Pirjo Vaittinen (Finland)

* Konstanze Edtstadler (Austria)

Writing on screen for improving German orthography

* Merja Kauppinen (Finland)

Promoting language awareness of the 6th grade pupils in the problem-based learning about proverbs

* Pirjo Vaittinen (Finland)

Developing literacy practices in the mother tongue and literature instruction

Session 1.3 Room 307

13.00–14.30 (30+30+30)

Chair: Jay Blanchard (USA)

* Simone C. Ehmi (Germany)

EURead – European task force for the promotion of reading

* Alexander Voropaev (Russia)

Creating “reading promoting” policy in digital age: how it should be in Russia?

* Mikko Ketovuori (Finland)

Rethinking the concept of literacy in the age of Google generation

Session 1.4 Room 310

13.00–14.30 (30+30+30)

Chair: Pirkko Tiuraniemi (Finland)

* Jeanette Hoffmann (Germany)

Graphic Novels as Conversation and Writing in Grade School

* Nicholas E. Husbye (USA)

Of Light Sabers and Legos: Stop Motion, Digital Filmmaking, and Literacy Learning

* Jennifer Lindenauer (USA)

Drama and role play as contexts for engaging young children in interactions to support oral language, vocabulary, and literacy development

Session 1.5 Room 404

13.00–14.30 (30+30+30)

Chair: Shlomo Alon (Israel)

* Lise Iversen Kulbrandstad (Norway)

‘They fall behind in the content areas’ – language minority students reading to learn in their second language

* Xiao-lei Wang (USA)

Landing a Helping Hand in Idiom Comprehension of Bilingual Children

* Fiona Moreno (USA)

Coding Meaning: Francophone Stories of Classroom Engagement with Literary, Narrative, Fictional Text Material

Session 1.6 Room 422

13.00–14.30 (30+30+30)

Chair: Vuokko Kaartinen (Finland)

* Shamala Ramakresinin (Singapore)

“I’m addicted to that book!” An exploration on children’s attitude towards leisure reading materials.

* Wai Ming Cheung (Hong Kong)

The Growth of the Chinese Bamboo: Coaching, Teaching and Learning in Promoting Reading Literacy in Hong Kong Primary Schools – Hong Kong students in PIRLS 2011

* Juli-Anna Aerila & Eeva-Maija Niinistö (Finland)

Helping children enjoy reading – Trying to reach children's own perceptions

Session 1.7 Room 423

13.00–14.30 (30+30+30)

Chair: Sandra Kalniņa (Latvia)

* Joy Mower (United Kingdom)

Constructing a common language for children with 'literacy difficulties' to explore the purpose of literacy in and outside the classroom.

* Mika Kanerva & Anne Alho (Finland)

The "Puris" project – Improving school results by breaking subject barriers

* Sandra Kalniņa & Aija Kalve (Latvia)

The positive experience of implementing the program "Peer learning for literacy development" in Latvia.

Session 1.8 Room 520

13.00–14.30 (30+60)

Председатели: Татьяна Галактионова – Tatiana Galaktionova & Ирина Романова – Irina Romanova (Россия)

* Татьяна Булавина & Нина Захарова – Tatiana Bulavina & Nina Zakharova (Россия)

«Что делает человека Человеком?!» (проект по книге «В одежде человека» Леена Крун)

* Татьяна Галактионова – Tatiana Galaktionova, Марина Волкова – Marina Volkova, Иван Розов – Ivan Rozov, Лилия Мишкина – Lily Mishkina, Ярослава Назаровская – Yaroslava Nazarovskaya, Ирина Романова – Irina Romanova, Яна Попкова – Yana Popkova & Татьяна Лытко – Tatiana Lytko (Россия)

Подготовка учителей к реализации школьной междисциплинарной программы «Чтение +» В рамках симпозиума будет представлен опыт школ Санкт-Петербурга по разработке и реализации учебно-методического комплекса «КНИЖНЫЙ МОСТ ДЛЯ ГОРОДА»

Opening Session

15.00 – 16.30 Chair: Ann-Sofie Selin (Finland)

1st Plenary Session (Grand Auditorium)

Introduction Greg Brooks (United Kingdom)

Dr Sari Sulkunen (Finland):

Literacy - Action for the future



17.00 – 18.00 City Library Guided tours in four languages

18.00 – 20.00 City of Turku Reception at the City Library
Host Library Services Director Aart de Heer

Monday, August 15, 2016

Session 3.1 Room 109

9.00–10.30 (symposio 30+30+30)

Puheenjohtaja: Sirpa Eskelä-Haapanen (Suomi-Finland)

* Sirpa Eskelä-Haapanen, Carita Kiili, & Susanne Roos (Suomi)

Lasten käsityksiä internetistä

* Susanne Roos & Elina Törmä (Suomi)

Tekstin koherenssi ja yhteistoiminnallinen kirjoittaminen TVT-välineillä

* Elina Törmä, Susanne Roos (Suomi)

Kertomusten yhteistoiminnallinen kirjoittaminen TVT-välineillä

Session 3.2 Room 203

9.00–10.30 (30+30+30)

Puheenjohtaja: Eeva-Maija Niinistö (Suomi-Finland)

* Ina Laurila & Miina Orell (Suomi)

Toimintakulttuurina tiimiopettajuus

* Tiina Turunen & Noona Kiuru (Suomi)

Lukutaidon sekä opettajan arvioiman ongelmakäyttäytymisen kehitys peruskoulun alussa – yhteydet koulukiusaamiseen

* Noona Kiuru (Suomi)

Lukivaikeusriski ja lukivaikkeudet: Sosiaalsiin suhteisiin liittyvät suojaavat tekijät

Session 3.3 Room 307

9.00–10.30 (30+30+30)

Ordförande: Jonas Sonntag (Finland)

* Disa Kneck-Möller (Finland)

Funktionsinriktad musikterapi som stöd vid skolsvårigheter

* Gunilla Högnäs & Monika Broman (Finland)

Programmering i förskolan

* Britta Hannus-Gullmets (Finland)

Att skriva på dator med auditiv feedback från syntetiskt tal – ett sätt att undersöka skriftspråket.

Session 3.4 Room 310

9.00–10.30 (30+30+30)

Chair: Jeroen Clemens (the Netherlands)

* Kathryn F. Whitmore & James S. Chisholm (USA)

Engaged, embodied, and empathetic literacies learning: Drama-infused instruction about the Anne Frank narrative

* Keizo Asano (Japan)

Making Words Come Alive by Readers Theatre

* Nancy K. Votteler (USA)

South African Preservice Teachers Discovering Voice and Passion through a Multigenre and Multimodal Writing Workshop

Session 3.5 Room 404

9.00–10.30 (30+30+30)

Chair: Eldbjørg Tøsdal Lyssand (Norway)

* Linda Wason-Ellam (Canada)

Making Space for Us: Struggling Readers with FASD

* Chinara Kozhalieva (Russia)

Understanding and interpreting the sense of the diagnostic instructions in children with mental disabilities

* Charlotte F. Reusch (Denmark)

Observing Literacy Practices in Neighbor Institutions – Testing an Educational Program for Preschool Teachers in a Danish Municipality

Session 3.6 Room 422

9.00–10.30 (30+30+30)

Chair: Alan Crawford (USA)

* Maria Ananyeva (Russia)

Professionally-oriented Reading Skills in the Context of a Competency-Based Approach to Teaching Political Science Students

* Svetlana Pavlikova (Russia)

Teaching reading methods and strategies as part of a communicative and cognitive translation pedagogy

* Alan Crawford (USA)

From Reading Comprehension to Critical Thinking: Argumentation from the Simple to the Complex

handouts provided in English and in Russian

Session 3.7 Room 613

9.00–10.30 (30+30+30)

Chair: Erna Árnadóttir (Iceland)

* Anna-Lind Pétursdóttir (Iceland)

“I think this has been a success and no one loses out” Preschool staffs’ perception of using Kindergarten Peer-Assisted Learning Strategies

* Karina Narymbetova (Kazakhstan)

Teachers’ Perspectives of Early Grade Literacy Assessment and Evaluation Practices in Kazakhstan

* Juli-Anna Aerila (Finland)

Tell me a story that makes others laugh! – Finnish preschoolers telling humorous stories

Session 3.8 Room 520

9.00–10.30 (symposium 90)

Chair: William G. Brozo (USA)

* William G. Brozo (USA), Renate Valtin (Germany) & Sari Sulkunen (Finland)

ELINET: Promoting Best Practices and Policies in Literacy across Europe

Session 4.1 Room 109

11.00–12.30 (symposio 90)

Puheenjohtaja: Minna-Riitta Luukka (Suomi-Finland)

* Minna-Riitta Luukka, Hilka Paldanius, Johanna Saario & Sari Sulkunen (Suomi)
Historian monilukutaito ja tiedonala-kohtaiset tekstitaidot

Session 4.2 Room 203

11.00–12.30 (30+30+30)

Puheenjohtaja: Pirjo Kulju (Suomi-Finland)

* Anne Jyrkiäinen & Kirsi-Liisa Koskinen-Sinisalo (Suomi)

Opettajien pedagoginen yhteistyö

* Heli Ketovuori (Suomi)

Tasa-arvo erityisopetuksen näkökulmasta

* Miina Orell (Suomi)

Kodin ja koulun yhteistyö osana toimintakulttuuria

Session 4.3 Room 307

11.00–12.30 (30+30+30)

Ordförande: Marie K. Fredriksson (Sverige)

* Tarja Alatalo (Sverige)

Förskollärares uppfattningar om högläsningens potential som skriftspråksutvecklande pedagogik

* Lis Pøhler (Danmark)

Strukturerede tekstsamtaler

* Ann-Christina Kjeldsen & Silja Saarento (Finland)

Metafonologisk träning i förskolan gynnar i synnerhet barn med risk för lässvårigheter: En analys fram till åk 6 och åk 9

Session 4.4 Room 310

11.00–12.30 (30+30+30)

Chair: Sandra Kalniņa (Latvia)

* Andrej Jalen (Slovenia)

We Can! Overcome Barriers to Reach the Disabled–Raising Children’s Awareness on the Needs of the Blind and Visually Impaired

* Nataliya Kurikalova & Sergei Sharikov (Russia)

Educational Environment for Hospitalized Children Undergoing Long-term Medical Treatment

* 3rd presentation cancelled

Session 4.5 Room 404

11.00–12.30 (30+30+30)

Chair: Mehdi Hihi (Switzerland)

* Elena N. Antonova (Russia)

Professionally oriented reading: understanding implicit information

* Anatoli A. Kachalkin (Russia)

Knowledge of medical terminology as an indicator of professional literacy of the modern medical student

* Guðmundur B. Kristmundsson (Iceland)

How can literacy education prepare young people for becoming an active independent citizen?

Session 4.6 Room 507

11.00–12.30 (Poster session 45+45)

11.00–11.45 # 1

Chair: Ulla-Britt Persson (Sweden)

* Iosefina Blazsani-Batto (Romania)

Multimodal Texts as a Way to Improve Literacy Skills

* Wai Ming Cheung (Hong Kong)

A structural equation modeling approach using PIRLS 2011 Hong Kong Study – How the top reading achievement of Hong Kong students in PIRLS 2011 can be explained?

* Viviana N. Miglino (Argentina)

Reading Comprehension Strategies: The Neglected Tools –An experience with EFL students in a South American country

* James Nageldinger (USA)

The Camouflage Dojo Piranha Tornado – Literacy in Action: Improving the Fluency and Comprehension of Struggling 1st Grade Boys at the Intersection of Key Vocabularies and Readers Theater

* Hanna Sauerborn (Germany)

Teaching struggling learners in Literacy across Europe

Session 4.6 Room 507 continued

11.00–12.30 (Poster session 45+45)

11.45–12.30 # 2

Chair: Ann-Sofie Selin (Suomi-Finland)

Introductions in English

* Miina Orell & Suvi Sankinen (Suomi)

Oppilaan päiväkirja–Pupil's diary

* Linda Saunders (United Kingdom)

A cross-phase investigation into the construct validity of tools for the measurement of reading motivation and engagement in 11–14 year old pupils

* Arne Trageton (Norway)

Playful digital writing 1–6 years in Nordic daycare/preschool (2010–2015)

* Roger Nylund (Finland)

Medfostrare/Farfar i skolan – Kouluvaari – Grandpa at School

* Anna-Maija Ohlsson & Merja Nousiainen (Suomi-Finland)

Volunteer grandmas and grandpas motivating kids to read

Session 4.7 Room 423

11.00–12.30 (30+30+30)

Chair: Vuokko Kaartinen (Finland)

* Anna-Lind Pétursdóttir & Kristín Svanhildur Ólafsdóttir (Iceland)

Kindergarten-Peer-Assisted Learning Strategies: Effects on phonological awareness, letter sound knowledge and fluency, and decoding skills of pre-school children in Iceland

* Tasha Tropp Laman & Tammi Davis (USA)

“I Wait and Wait at the Barbershop”: The Role of Culturally Sustaining Writing Pedagogies in Young Children’s Experience”

* Janne Lepola (Finland)

Early oral language comprehension, task orientation and pre-reading skills as predictors of Grade 3 reading comprehension

Session 4.8 Room 520

11.00–12.30 (30+30+30)

Председатель: Кукка-Лотта Арвая–
Kukka-Lotta Arvaja (Финляндия)

* Андрей Петрович Кашкаров–Andrei
Kashkarov (Россия)

Методические аспекты использования метода библиотерапии для детей с особыми потребностями

* Е.Л. Рудик–Elena Rudik, Ю. С. Локоть–
Yulia Lokot & С. А., Сторожева–Svetlana
Storozheva (Россия)

Продвижение чтения: Межпредметные связи как основа формирования читательской грамотности.

* Кукка-Лотта Арвая– Kukka-Lotta Arvaja
& Марья Салонэн-Николаев–Marja Sa-
lonen-Nikolajev (Финляндия)

Методика подведения итогов информационного текста при двуязычном обучении

Session 5.1 Room 109

13.30–14.30 (30+30)

Puheenjohtaja: Pia Vataja (Suomi–Finland)

* Aino Holmén, Anne Hakanen, Annina
Stenvall & Inka Rautiainen (Suomi)

Lukudiplomi verkossa

* Hanna Gustafsson & Maarit Jalo (Suomi)
**Pienten ryhmien toimiva vuorovaikutus
pedagogiseksi voimavaraksi –luokka-
tunnit osallisuuden väylänä**

Session 5.2 Room 203

13.30–14.30 (30+30)

Puheenjohtaja: Pirkko Tiuraniemi (Suomi-
Finland)

* Jenni Alisaari & Tiina Turunen (Suomi)

**Lukuvälineen merkitys luetunymmärtä-
misessä**

* Meri-Tuulia Kaarakainen & Loretta Saik-
konen (Suomi)

Suomalaisnuorten informaatiolukutaito

Session 5.3 Room 307

13.30–14.30 (30+30)

Ordförande: Lena Hannus-Suksi

* Catharina Tjernberg (Sverige)

**Inkludering i praktiken: en fråga om
skolkultur**

* Jonas Sonntag (Finland)

Läraren som dramaturg

Session 5.4 Room 310

13.30–14.30 (30+30)

Chair: Nataliya Kurikalova (Russia)

* Louise C. Wilkinson (USA)

**Adolescent Bilinguals Mobilize Lin-
guistic and Cultural Resources for Ex-
pository Writing**

* Charlene Jia-ling Yau (Taiwan)

**Motivational Role of Self-Efficacy Be-
liefs in Reading a Foreign Language:
Its relation to English Reading Skills in
Taiwanese Adolescents**

Session 5.5 Room 404

13.30–14.30 (30+30)

Chair: Ulla-Britt Persson (Sweden)

* Aksinja Kermauner (Slovenia)

**Spaghetti Joe Goes to the Wide World
– a Multimodal Inclusive Picture Book
for all Children**

* Dieter Isler & Katharina Kirchhofer (Swit-
zerland)

**Promoting oral texts in kindergarten
classrooms – insights into the develop-
ment of measurement tools for a new
intervention study**

Session 5.6 Room 422

13.30–14.30 (30+30)

Chair: Mikko Ketovuori (Finland)

* Jay Blanchard (USA)

The developing brain and digital technologies: Implications for reading

* Mehdi Hihi & Dajana Kapusova (Switzerland)

Promotion of basic skills in literacy, mathematics and ICT in the business for successful social and professional integration: comparative study of good International practices and presentation of a Swiss national funded project.

Session 5.7 Room 423

13.30–14.30 (30+30)

Chair: Vuokko Kaartinen (Finland)

* Elisabeth Arnbak (Denmark)

Instructional Coaching: A Model for Teacher Professional Development in Content Area Literacy Instruction

* Irene Chirkova (Russia)

Typology of Training Objectives in Teaching Professionally-oriented Reading to Political Science Students; Exemplified by the Course “English for Specific Purposes”

Session 5.8 Room 520

13.30–14.30 (symposium 60)

Chair: Signe-Anita Lindgrén (Finland)

* Signe-Anita Lindgrén (Finland) & Elke Schneider (USA)

How to Support Dyslexics in Foreign Language Learning (FLL)

Session 6.1 Room 109

15.00–16.30 (30+30+30)

Puheenjohtaja: Janne Lepola (Suomi-Finland)

* Teija Laine (Suomi)

”Matematiikan sanalliset tehtävät – TEHTÄVÄN YMMÄRRYS” – kooste verkossa

* Mikko-Jussi Laakso [in Enges-Pyykönen et al] (Suomi)

Matematiikan ja äidinkielen oppimistulosten parantaminen automaattisen arvioinnin ja välittömän palautteen avulla

* Heikki Lyytinen (Suomi)

Lukemaan oppimisen vaikeuksien ennakointi ja ennaltaehkäisy maailman mittaisena tavoitteena

Session 6.2 Room 203

15.00–16.30 (30+30+30)

Chair: Guðmundur B. Kristmundsson (Iceland)

* Jarkko Hautala (Finland)

Sixth graders’ viewing strategies when reading internet search results

* Timo Salminen & Carita Kiili (Finland)

Assessing students’ argumentative on-line inquiry competences

* Anne Jyrkiäinen, Kirsi-Liisa Koskinen-Sinisalo, Pirjo Kulju & Reijo Kupiainen [in Wiseman et al] (USA, Finland)

The Review of the Pedagogy of Multiliteracies

Session 6.3 Room 307

15.00–16.30 (30+30+30)

Ordförande: Ann-Katrine Risberg (Finland)

* Anna-Maija Norberg, Kristina Ansaldo, Birgitta Thorander & Anna-Lena Ebenstål (Sverige)

Stöttande litteracitetsarbete i Stockholms stad

* Signe-Anita Lindgrén (Finland)

Dyslexiscreening i Svenskfinland: Nya FS-DUVAN

* Ann-Katrine Risberg & Pia Vataja (Finland)

Utvärdering av och åtgärder vid inläringssvårigheter i finlandssvenska skolor och förskolor

Session 6.4 Room 310

15.00–16.30 (30+30+30)

Chair: Petra Mikeln (Slovenia)

* Lisa Biancucci (Italy)

The class as a community of learning

* Anitra Butler-Ngugi (USA)

Hexagonal Learning – Six sides of deep understanding and student interactions with each other and the content

* Diana Sisson & Betsy Sisson (USA)

Literacy Coaching That Makes a Difference: Elevating Teacher Practice and Increasing Student Achievement

Session 6.5 Room 404

15.00–16.30 (30+60)

Chair: Annette Ukkola (Finland)

* Jay Blanchard [in Burstein&] (USA)

A cultural wrap-around curriculum model for the development of early literacy skills with indigenous children

* Annette Ukkola, Siinamari Tikkinen & Riitta-Liisa Korkeamäki (Finland)

Immersive activities in the Joy of Reading literacy program

Session 6.6 Room 422

15.00–16.30 (30+30+30)

Chair: Katarina Rejman (Sweden)

* James Nageldinger (USA)

Covert Support: Unexpected Literacy in Action for Struggling Readers Through Incidental Theatre Encounters.

* Ildikó Szabó (Hungary)

Reading and learning support pilot programme at Kecskemét College

* Greg Brooks (United Kingdom)

What Works for Literacy Difficulties? How the field is re-shaping and expanding

Session 6.7 Room 423

15.00–16.30 (30+30+30)

Chair: Shlomo Alon (Israel)

* Iosefina Blazsani-Batto (Romania)

Storybooks as a Way to Improve Language and Cultural Literacy

* Halina Chodkiewicz (Poland)

What and how did the two readers learn from the same text?

* Yvonne Halleson (Sweden)

Reading and talking about texts in History – collaborative discussions as a scaffold for disciplinary reading

Session 6.8 Room 520

15.00–16.30 (30+30+30)

Председатель: Екатерина С Попова–
Ekaterina S. Popova (Россия)

* Дамир Михайлович Хафизов–Damir
Mikhailovich Khafizov (Россия)

Стимулирование читательской деятельности молодежи в условиях вузовской библиотеки на основе сетевых ресурсов и технологий (по материалам исследования «Чтение, которое нас объединяет»)

* Елена Колосова–Elena Kolosova
(Россия)

Чтение детей и подростков в России: книги, библиотеки, интернет

* Наталья Николаевна Сметанникова–Nataly N. Smetannikova & Мария
Владимировна–Maria V. Belokolenko
(Россия)

В интересах человека читающего; трансформация приоритетов педагогической и библиотечной деятельности в свете теории инноваций

Tuesday, August 16, 2016

Session 7.1 Room 109

9.00–10.00 (30+30)

Puheenjohtaja: Annika Rae (Suomi–Finland)

* Juha Mäenpää & Timo Laitakari (Suomi)
”Must!” -osallistava, useamman vuoden mittainen vahvuusorientoitunut toimintamalli oppilaan kasvun & kehityksen ohjaamiseen

* Jaana Hintikka (Suomi)

Oppilaiden tunnetaitojen tukeminen Aggression portaat -opetusohjelman avulla

Session 7.2 Room 203

9.00–10.00 (30+30)

Chair: Mare Mürsepp (Estonia)

* Gerda E. Moser (Austria)

What are the pleasures of reading and talking about books? Findings of a study on face-to-face reading groups in Austria

* 2nd presentation cancelled

Session 7.3 Room 307

9.00–10.00 (30+30)

Ordförande: Annika Björk (Finland)

* Sara Nilsson (Tyskland)

Det hänger på språket – Lesestart för Flüchtlingskinder

* Liisa Suopanki (Finland)

En språkbadslärares vardag

Session 7.4 Room 310

9.00–10.00 (30+30)

Chair: Jonas Sonntag (Finland)

* Amy Seely Flint (USA)

Mapping Our Writing Lives: Signposts of Culturally Sustaining Writing Pedagogy

* Barbara Hanuš (Slovenia)

The role of books in my teaching for social justice

Session 7.5 Room 404

9.00–10.00 (30+30)

Chair: Eldbjørg Tøsdal Lyssand (Norway)

* Yaroslava Nazarovskaya (Russia)

«In search of a ReadMan»: The project for the introduction to the reading of teenage boys

* Maria Rasmusson (Sweden)

What happens to the adult men’s reading performance?

Session 7.6 Room 422

9.00–10.00 (60)

Chair: Ulla-Britt Persson (Sweden)

* Brian Cambourne (Australia)

Helping Australian Teachers Reframe Reading as Meaning-Making

Session 7.7 Room 423

9.00–10.00 (60)

Chair: Enrique A. Puig (USA)

* Enrique A. Puig, Laurie O. Campbell, Sandra L. Robinson & Edward H. Robinson (USA)

Redefining Text in Making Meaning

Session 7.8 Room 520

9.00–10.00 (30+30)

Председатель: Мария Владимировна Белоколенко–Maria V. Belokolenko (Россия)

* Елена Вострикова–Elena Vostrikova, Татьяна Тазиева–Tatiana Tazieva & Ирина Тюгаева–Irina Tyugaeva (Россия)

Как развить умение творческого письма у учащихся начальных классов

* Елена Трифонова–Elena Trifonova (Россия)

«Скажи по-другому» литературная игра по роману Л.Н.Толстого «Война и мир»

Session 8.1 Room 109

10.30–12.00 (30+30+30)

Chair: Pekka Niemi (Finland)

* Chi-Jen Huang (Taiwan)

A study on the innovative remedial program of Chinese language and literature for junior high students: differentiated instruction of thematic reading using multiple texts with media

* Julia Shulekina (Russia)

Understanding textbook texts by first graders with special educational needs in modern inclusive educational space

* Heikki Lyytinen (Finland)

Early identification and prevention of difficulties in learning to read – a global perspective

Session 8.2 Room 203

10.30–12.00 (30+30+30)

Puheenjohtaja: Heli Ketovuori (Suomi-Finland)

* Annele Laaksonen & Daut Gerxhalija (Suomi)

Oma kieli – opiskelukieli

* Sara Nilsson (Saksa)

Kielestä kiinni kuvakirjojen avulla – Lesestart für Flüchtlinge

* Maarit Pihlava (Suomi)

Olemisen monet tarinat valmistavassa luokassa – maahanmuuttajaoppilaiden kotoutumisen tukeminen Suomessalolon alkuvaiheessa.

Session 8.3 Room 307

10.30–12.00 (30+30+30)

Ordförande: Katarina Rejman (Sverige)

* Anna-Maija Norberg (Sverige)

Vad blir möjligt för elever att urskilja i textsamtal i skolan?

* Tove Sommervold (Norge)

Skjønnlitterær lesekompetanse hos norske tenåringer – resultater fra en pilotstudie

* Katarina Rejman (Sverige)

Litteratur i skolan och sex steg på en litteraturredaktisk trappa

Session 8.4 Room 310

10.30–12.00 (30+30+30)

Chair: Rūta Kačkutė (Lithuania)

* Maria Sendova (Bulgaria)

Every 'Teach For Bulgaria' -teacher needs to be a reading teacher –our first steps towards the goal 0% functional illiteracy in our classrooms

* Ulla Damber (Sweden)

Building Library–Preschool Partnership with Intercultural Ambitions

*3rd presentation cancelled

Session 8.5 Room 404

10.30–12.00 (30+30+30)

Chair: Juli-Anna Aerila (Finland)

* Arne Trageton (Norway)

Creative digital writing 6–10 year olds. Writing to Read 1999–2015

* Crister Nyberg (Finland)

Minimalist theory of fiction and IC-Thinking as a background for new insights to autism

* Jeroen Clemens (the Netherlands)

Literacy in a digital age: is this a challenge for language teachers?

Session 8.6 Room 422

10.30–12.00 (30+30+30)

Chair: Mehdi Hihi (Switzerland)

* Aliya Zhakupova (Kazakhstan)

Unlocking Kazakhstan's Reading Potential

* Dominika Michalak (Poland)

Social structure and interpretation or how Polish adults speak of books

* Ekaterina S. Popova (Russia)

"Literacy in Action": Lifelong Learning Engagement of Adults and PIAAC Results in Russia

Session 8.7 Room 423

10.30–12.00 (30+30+30)

Chair: Laura Benítez Sastre (Spain)

* Marie Ernestová (Czech Republic)

Methods Currently Used in the Czech Republic for Promoting Child Reading

* Natalia Borisenko (Russia)

The Attitude of Pupils to Text Exercises When Fulfilling Multiple Choice Tasks

* William P. Bintz & Sara D. Moore (USA)

Using Award-Winning Literature to Teach Integrated STEM

Session 8.8 Room 520

10.30–12.00 (30+30+30)

Председатель: Карина Кристола-Баклунд–
Carina Kristola-Backlund (Финляндия)

* Елена Станиславовна Романичева–
Elena S. Romanicheva (Россия)

Чтение обязательное и чтение для удовольствия: как сочетать в рамках школьного обучения?

* Елена Лукьянович–Elena Lukiyanovich
& Ольга Коняшкина–Olga Konyashkina
(Россия)

Программа урочной в внеурочной деятельности по развитию читательской компетентности учащихся

* О.Л. Знаменская–Olga Znamenskaya
(Россия)

Развитие читательского интереса учащихся через реализацию инновационного проекта «Книга года - выбирают дети»

Session 9.1 Room 109

13.00–14.00 (Paneldiskussion 60)

Ordförande och introduktion: * Katarina von Numers-Ekman & Agneta Möller-Salmela (Finland)

Vägen till ett läsande liv

Session 9.2 Room 203

13.00–14.00 (30+30)

Puheenjohtaja: Annele Laaksonen
(Suomi-Finland)

* Sanna Markkanen & Kristiina Spolander
(Suomi)

Aikuisten maahanmuuttajien luku- ja kirjoitustaidon koulutus

* Annukka Muuri (Suomi)

Kielestä kiinni – maahanmuuttajaoppilaiden suomen kielen taito alakoulun päättövaiheessa

Session 9.3 Room 307

13.00–14.00 (60)

Chair: James K. Nageldinger (USA)

* William P. Bintz, Lisa Ciecierski, Sara D. Moore, James K. Nageldinger, Bethany L. Scullin & Heather-Lee M. Baron (USA)

New Potentials for Making Meaning with Picture Books

Session 9.4 Room 310

13.00–14.00 (30+30)

Chair: Pirkko Tiuraniemi (Finland)

* Helene Dahlström, (Sweden)

Does narrative writing change when students use digital devices?

* Helin Puksand (Estonia)

Which is better–paper or electronic exam?

Session 9.5 Room 404

13.00–14.00 (60)

Session cancelled

Session 9.6 Room 422

13.00–14.00 (30+30)

Chair: Vuokko Kaartinen (Finland)

* Peter Heller Lützen (Denmark)

Education without homework: Disciplinary literacy under new conditions

* Janet E. McIntosh & Terry A. Campbell (Canada)

Making Writing Irresistible: Inspiring Young Adolescent Writers

Session 9.7 Room 423

13.00–14.00 (30+30)

Chair: Rūta Elijošaitytė (Lithuania)

* Margaret K. Merga (Australia)

Teachers as readers: Do teachers model keen recreational book reading?

* Ana Marcela Montenegro & Nancy K. Votteler (USA)

Readers' Voices and Free Reading: Let's Gather and Talk – Round Table Discussion

Closing Session

15.00 – 16.30

Chair: Ann-Sofie Selin (Finland)

2nd Plenary Session (Grand Auditorium)

Introduction Renate Valtin (Germany)

Dr William G. Brozo (USA):

Leaving No Boy Behind: Empowering Struggling and Disengaged Male ReadersInvitation to the 20th European Conference on Literacy

Session 9.8 Room 520

13.00–14.00 (30+30)Председатель: Александр Воропаев–
Alexander Voropaev (Россия)

* Алла Михайловна Антипова–Alla Antipova (Россия)

Русская классика и современная литература: опыт российской школы* 2nd presentation cancelled

Making meaning – literacy in action

Book of Abstracts

**3rd Baltic Sea – 17th Nordic
Literacy Conference**

**14–16 August 2016
Turku/Åbo, Finland**



The book of abstracts includes proposals as submitted by the authors.
Minor editorial work is included.

Conference theme & sub-themes

Making meaning – literacy in action

Sub-themes:

Content area literacies and learning Fokus på läsförståelse i alla ämnen Tekstitaidot eri oppiaineissa Чтение на разных предметах и обучение	1
Challenges to reading and writing competence in the digital age Utmaningar för läs- och skrivkompetensen i den digitala eran Digitaalset tekstitaidot Вызовы цифрового века компетенциям чтения и письма	2
Struggling readers and support schemes Stöd för elever med inlärningssvårigheter Lukemisen ja kirjoittamisen vaikeudet ja oppilaiden tukeminen Слабо читающие читатели и помощь им	3
Adolescent and adult literacies Tonåringars och vuxnas läsande Nuorten ja aikuisten tekstitaidot Различные виды чтения и грамотности для подростков и взрослых	4
PISA reading literacy – trends and issues Läsförståelsen i PISA - tendenser och möjligheter PISA – lukutaidon trendejä ja haasteita Читательская грамотность PISA – тенденции и проблемы	5
Emergent and early literacy Tidiga insatser för att förebygga läs- och skrivsvårigheter Aloittavat lukijat ja kirjoittajat Начальная грамотность детей и взрослых	6
Second language learning Att lära sig på annat språk Oppiminen toisella kielellä	6.2
Writing on paper and screen Skrivning på papper och tangent Näppäillen ja kynällä Письмо на экране и листе	7
Reading for pleasure Läsglädje Lukemisen ilo Чтение для удовольствия	8
Fostering interaction and participation in the classroom Deltagande och samverkan i skolans vardag Osallisuus ja vuorovaikutus koulun arjessa. Содействие активным и интерактивным формам обучения	9
Free papers Fritt val av ämne Muita aiheita Свободные темы	10
Multiliteracy Multilitteracitet som ett verktyg för lärande inom ämnesintegrerade helheter Monilukutaito osana laaja-alaisia osaamiskokonaisuuksia	11

Presentations are in English, Russian, Scandinavian languages and Finnish. The abstract is in the language of the presentation.

Sari Sulkunen (Finland)

University lecturer, PhD
Department for Languages, University of Jyväskylä
sari.sulkunen@jyu.fi

KEYNOTE – opening session

Literacy - Action for the future

Literacy is an essential key competence in individual people's everyday lives, learning and work. Both the European reference framework for the key competences for lifelong learning (2007) and the 21st century skills (Binkley et al., 2012) include reading literacy as one of the basic skills relevant to communication, information literacy and digital competence. Since both technologies and textual landscapes change all the time and lately with accelerating pace, also reading literacy needs to be defined broadly and developed continuously. Thus, reading competence is not only a tool for lifelong learning; it is also an object of lifelong learning. For children and adolescents but also for adults, literacy competences may either enable or hinder their choices for the future.

This view as a starting point, the presentation first provides an overview of the reading literacy competences of the Finnish children, adolescents and adults. The focus will be on recent trends in adolescent and adult literacy, based on PISA (OECD's Programme for International Student Assessment) and PIAAC (OECD's Programme for International Assessment of Adult Competencies) studies. Particularly the trends relevant for educational equity will be highlighted as it is considered important in the Finnish and Nordic educational policy, and increasingly so also in the international context. The main explanatory factors of reading literacy performance will be reviewed, particularly those related to adolescents' and adults' literacy. Implications for formal education and also for lifelong and lifewide learning will be discussed.

Next, current issues in the Finnish field of literacy will be presented, along with policy responses to the trends detected in literacy assessments. Particularly international assessments such as PISA gain a lot of visibility and have a significant influence on educational policy. The policy responses presented include initiatives such as the Joy of Reading (Lukuinto) programme and introducing multiliteracy as a cross-curricular topic in the new curriculum. The validity of the policy decisions will be discussed in the light of limitations of the studies and the process through which the research results feed into the policy. Finally, the implications of the policy-level initiatives to practical classroom work will be discussed.

William G. Brozo (USA)

Dr, Professor of Literacy, Graduate School of Education
 George Mason University, Fairfax, Virginia
 wbrozo@gmu.edu
 @WilliamGBrozo

KEYNOTE – closing session

Leaving No Boy Behind: Empowering Struggling and Disengaged Male Readers

The results of national and international assessments are constant reminders of the unaddressed needs of boys' reading engagement and achievement. Dr. Bill Brozo makes the case for giving special instructional attention to struggling and disengaged male readers. He draws on insights gained from over two decades researching into the kinds of texts boys will read and why, when given the prerogative and support. He demonstrates several strategies and describes successful practices that honor boys' interests and needs, help them find an entry point to lifelong reading, and improve their achievement.

Dr. William G. Brozo is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, USA. He is the author of numerous articles on literacy development for children and young adults. Dr. Brozo is also a contributing author to Pearson Common Core Literature, and Pearson iLit, a digital platform program for struggling adolescent readers. For many years, he served on the editorial review board, and an author of renowned Journals. He is also a past member of IRA's Commission on Adolescent Literacy, the Adolescent Literacy Committee, and past chair of the PISA/PIRLS Task Force. He was a co-investigator on a Carnegie Grant team that compiled an important report on best practice in adolescent literacy. As an international consultant, Dr. Brozo has provided technical support to teachers and teacher leaders from the Balkans to the Gulf. He has been a member of a European Union research grant team (BaCuLit) developing curriculum and providing literacy professional development for teachers across Europe. His current international activity includes work in Romania, where he provides consulting on the Reading to Learn project for teachers, and as an expert evaluator of ELINET, a pan-European literacy policy network project. He was also a member of the working groups of the Learning Metrics Task Force sponsored by UNESCO/Brookings, and is currently on the PISA 2018 Assessment Framework expert team for Pearson International. Dr. Brozo regularly speaks at professional meetings around the U.S. and internationally and consults with states and districts on ways of building capacity among teacher leaders, enriching the literate culture of schools, enhancing the literate lives of boys, and making teaching more responsive to the needs all students.

Juli-Anna Aerila¹ & Eeva-Maija Niinistö² (Finland)

¹ PhD Ed julaer@utu.fi; Department of Teacher Education, Rauma Unit, University of Turku

² MEd eeva-maija.niinisto@utu.fi; Teacher Training School of Rauma, University of Turku

Helping children enjoy reading – Trying to reach children’s own perceptions

Reading benefits all children in their personal growth as well as academic success. Therefore it is important to find ways to enhance the reading and understand the obstacles behind the reluctance for reading. The focus of this study is on child-centered perspectives and on experiences of the children themselves. Therefore the study presents a number research-based experiments aiming at increasing reading motivation and enjoyment for reading. All the experiments are aimed at understanding children’s own perceptions and some of the experiments are even conducted together with children. The data consists of outcomes of children and observations made during the experiments. The results of these experiments are presented as a thesis for helping children enjoy reading. Every thesis is supported by theoretical arguments and personal examples based on research or these experiments. The contents of different thesis are all interrelated, and this way highlight the main tools for enhancing reading: co-operation, activities and child-centeredness. According to this study and the theoretical background of it the means for increasing reading are quite simple and attainable to everyone. Given more time to concentrate on and being immersed in the experience of engaging literature children naturally experience joy. In addition, it is important to allow children read texts of their own choice and discuss these experiences aroused by reading with their companions. Sometimes it is wise to think more about what we really want and pursue for that. If we want children to read, just let them.

Juli-Anna Aerila¹, Marja-Leena Rönkkö² & Timo Laes³ (Finland)

The Department of Teacher Education, Rauma Unit, University of Turku

¹ PhD Ed julaer@utu.fi;

² PhD Ed malepe@utu.fi

³ PsL Emeritus; timlae@live.com

Tell me a story that makes others laugh! – Finnish preschoolers telling humorous stories

In this study we present a teaching experiment which is implemented in a Finnish pre-school group and aims at enhancing children to tell humorous stories of their own. Humor is used widely in teaching settings, but mostly from the adult's perspective. In this study, children are encouraged to produce their own perceptions of humor as an inspiration for telling a story.

The stories in this study are produced through story crafting method since the children participating to the study are not literate. The storytelling is supported with collaborative activities and making a craft toy and the study aims at evaluating children's stories from the perspective of children's humor and their literacy skills. Many theorists recommend these kinds of child-centered approaches in emergent literacy. Connecting different art forms to learning literacy may enhance children to elaborate their ideas, interests, and experiences. For those children who are not yet able to express their thoughts and feelings in writing, art has even greater meaning than those who are already literate.

The data of this study consists of children's humorous drawings, soft toys and stories supported by illustrations. The research design of this study is based on Piret's model of humorous features representative for children and the data is analyzed by qualitative content analysis. According to the preliminary results it seems that the hands-on activities prior storytelling give children ideas to their stories and help them get their voices to be heard. It also seems that children's humorous stories reveal something about children's sense of humor and the differences of humor between different genders. It also seems that exploring the humorous features in children's stories is important from the perspective of inspiring children to tell stories and helping the teachers to evaluate contents of their writing.

Tarja Alatalo (Sverige)

Lektor i pedagogiskt arbete, Högskolan Dalarna
tao@du.se

Förskollärares uppfattningar om högläsningens potential som skriftspråksutvecklande pedagogik

Forskning visar att läsning i olika genrer och sagoberättande anses vara ett av de bästa redskapen för att stärka barns språkliga utveckling (Svensson, 2005). Man har sett att förskollärare ofta läser främst för att skapa lugn och ro och att ha en trevlig stund tillsammans (t.ex. Eskebaek, Basse & Sehestad, 2008).

Syftet med den här studien är att undersöka förskollärares uppfattningar om vad som är god pedagogik i samband med högläsning och vad man grundar sina uppfattningar på. Följande forskningsfrågor är centrala: Vilka pedagogiska möjligheter beskriver lärare gällande högläsning? Vilka argument används för att underbygga egna uppfattningar om god pedagogik i samband med högläsning? Med vilken medvetenhet talar förskollärare om barns (skrift)språkliga utveckling?

Studien genomförs med fokusgruppmetod. Studiens fokus är lärarnas samtal med varandra om olika aktiviteter i förskolverksamheten. Tre fokusgrupper med fem förskollärare i varje genomfördes. Fokusgrupperna samtalade utifrån filmavsnitt från högläsning samt korta intervjuer om högläsarens val av bok och lässtrategier.

Samtalsanalysen bygger på riktlinjer som gäller för hur man arbetar med fokusgrupper (t.ex. Wibeck, 2000). I analysen söks efter underliggande teman enligt Bernard och Ryans (2003) modell för kvalitativ analys. Tre analysenheter används: individnivå, grupp nivå och jämförd grupp nivå. För att urskilja graden av olika metaspråk i samtalen används Naeslunds (1997) analysmodell i tre steg (oreflekterat vardagsspråk, facktermer, metaspråk med förklaringsmodeller och utredande resonemang).

Mycket preliminära resultat indikerar följande:

- Högläsning är ett viktigt redskap för organisering av vardagen
- Högläsning har minskat eftersom mycket annat ska få plats i verksamheten
- Lärarens intresse är avgörande för om det läses och för kvaliteten i läshändelsen
- Läsning ses som särskilt viktigt för andraspråkslärande
- Läsning av faktatext är inte vanligt förekommande i alla förskolor
- Mysfaktor, pedagogiskt redskap och temaarbete framkommer som läsningens syften
- Det är inte självklart att högläsning ses som en pedagogik för språkutveckling

Jenni Alisaari^{2,1}, Tiina Turunen^{3,2}, Tarja-Riitta Hurme^{2,1}, Anu Kajamies^{2,1} & Maria Korpela^{2,1} (Suomi)

Turun yliopisto

¹opettajankoulutuslaitos, ²oppimistutkimuskeskus, ³psykologian oppiaine

jenni.alisaari@utu.fi; tmturu@utu.fi; tarja-riitta.hurme@utu.fi; anu.kajamies@utu.fi;

maria.korpela@utu.fi

Lukuvälineen merkitys luetunymmärtämisessä

2

Uusi perusopetuksen opetussuunnitelma (2014) korostaa digitaalisten tekstitaitojen merkitystä, ja kouluissa pohditaan sähköisten oppimateriaalien käyttöä opetuksessa. Tässä tutkimuksessa halutaan selvittää, miten lukuväline on yhteydessä suomalaisten peruskoululaisten luetunymmärtämiseen, koska aiemmissa tutkimuksissa tästä on saatu ristiriitaisia tuloksia (ks. mm. Chen, Chen, Chen & Wey, 2013; Mangen, Walgermo & Brønnick, 2013 & Rockinson-Szapkiw, Courdouff, Carter & Bennett, 2013). Vaikka aikaisempien tutkimusten mukaan paperisten tekstien lukemisesta pidetään enemmän (ks. mm. Jeong, 2012 & Solak, 2014), digitaalisen kehityksen nopeuden vuoksi haluamme lisäksi selvittää, käyttävätkö oppilaat vuonna 2015 opiskelussaan mieluummin paperisia vai digitaalisia tekstejä. Lisäksi tarkastelemme, miten tämä mieltymys on yhteydessä luetunymmärtämiseen.

Tutkimuksessa 137 viidesluokkalaista luki kaksi vertailukelpoista tietotekstiä ja vastasi luetunymmärtämistä monipuolisesti arvioiviin tehtäviin. Toinen teksti ja siihen liittyvät tehtävät olivat digitaalisia. Paperista tai ruudulta luetun tekstin ymmärtämisessä ei ollut tilastollisesti merkitsevää eroa. 60 % oppilaista luki mieluiten sähköisiä tekstejä, kun taas vain 7 % kertoi opiskelevansa mieluummin paperista. Joustavasti molempia välineitä suosivia oli 31 %. Oppilaat, jotka suosivat vain paperista tai ruudulta lukemista, ymmärsivät lukemansa heikommin kuin joustavasti lukuvälineeseen suhtautuvat. Tämän perusteella kouluissa olisi hyvä käyttää monipuolisesti sekä digitaalisia että perinteisempiä opiskeluvälineitä. Lisäksi oppilaita olisi hyvä kannustaa joustavuuteen opiskeluvälineiden käytössä.

Maria Ananyeva (Russia)

Department of the English Language №7, Moscow State University of International Relations (<http://mgimo.ru/>)
 mariyananeva@yandex.ru

Professionally-oriented Reading Skills in the Context of a Competency-Based Approach to Teaching Political Science Students

4

The knowledge-based global community is regarded to be in a state of flux. Under these conditions, reading as a means of language acquisition, communication and sharing ideas has assumed considerable significance. More precisely, with education systems incorporating key principles of a competency-based approach, the development of professionally-oriented reading skills is firmly on the agenda. In the light of these trends, the presented paper focuses on the specifics of professional reading, however, with respect to political science jobs which permanently require a critical analysis of information flows.

The primary purpose of the research is to discover how professionally-oriented reading competencies are mastered while teaching humanities students. In this regard, the author concentrates on a range of academic tasks. Firstly, she considers the conception of higher education curriculum with its ongoing transformations under the introduction of a competency-based approach to education (in particular, the one functioning on the basis of socio-cultural constructivism). Secondly, she looks into a general theory of reading and the specifics of professionally-oriented reading (with the emphasis on theoretical ideas of the Moscow school of psycholinguistics). Thirdly, she assesses the role of reading competencies in Russia's educational standards in the realm of political science as an example of humanities. Fourthly, through polling she establishes the reading strategies followed by political experts while working with different types of texts (the classification of texts by S. Folomkina and of strategies by N. Smetannikova is applied).

Then on the basis of the collected data she makes certain recommendations about the desirable changes in the political science curriculum in higher education. Significantly, the author argues that it is possible to teach professionally-oriented reading in the course of English as a foreign language (as it is exemplified by the experience of Department of the English Language №7 at Moscow State University of International Relations).

Алла Михайловна Антипова—Alla Antipova (Россия)

Московский педагогический государственный университет—Moscow Pedagogical State University, member of writers group whose line of textbooks “Literature” is included into federal list of textbooks recommended in Russia. antipovaalla@mail.ru

Русская классика и современная литература: опыт российской школы

Доклад посвящен обобщению российского опыта школьного изучения русской классики и современной литературы, что позволяет автору выявить основные проблемы: соотношение классической и новейшей литературы в программах и критерии отбора текстов; организация чтения и приемы стимулирования интереса молодого поколения к национальной классике; основные подходы к анализу и интерпретации литературных произведений; приобщение к русской классике и актуальной словесности во внеклассном чтении и внеурочной деятельности.

На основе анализа современной социокультурной ситуации, во многом обуславливающей характер восприятия русской литературной классики читателем-школьником, автор предлагает возможные способы приобщения к классическому наследию.

Одним из самых продуктивных приемов признается использование межтекстовых сопоставлений. Приводятся конкретные примеры проблемно-сопоставительного изучения произведений XIX–XXI вв., которое позволяет ощутить диалог писательских поколений, направлений и индивидуальных стилей писателей, а также обуславливает методическую доминанту урока – его диалогичность, установку на сотворчество и сотрудничество. Отдельно говорится об интерпретационных сопоставлениях в процессе работы над классическим текстом. Музыка, живопись, театр, кино органично вписываются в контекст изучения произведений и системы творческих заданий для учащихся. Особое внимание уделено обращению к диалоговым и

герменевтическим технологиям анализа (выделение ключевых слов, поиск ключа к тексту и др.) как условию приобретения учащимися необходимого опыта коммуникации, диалога с автором (писателем, критиками, литературоведами), а также с учителем и одноклассниками.

Автор является членом авторского коллектива предметной линии учебников по литературе, входящих в Федеральный перечень учебников, рекомендуемых к использованию в образовательных организациях России.

PRESENTATION IN RUSSIAN

Russian Classical and Modern Literature: Experience of schools

The presentation generalizes school experience in reading classical and modern literature, which gives an opportunity to name major problems: relation of classical and contemporary literature, text selection, guidance of reading, motivating students to read national classical literature, approaches and strategies of fiction comprehension and interpretation, engagement into reading Russian classical and actual texts within curricular and extra-curricular activities.

Modern socio-cultural context often lies behind perception of Russian classical literature by a school student-reader. The author will present some strategies of motivating and engagement into reading.

One of the most productive is the strategy of intertext comparison/contrast. The examples of comparison/contrast XIX–XXI centuries text analyses gives a chance to feel the dialogue of writers aimed at discovering general trends and individual styles of the authors and characterizes methodological acme of the lesson – its dialogue nature and a set on creativity and cooperation. Interpretative comparisons in the process of work on a classical text are included in the lesson framework. Music, art, theater, cinema are included into the context of text readings and creative assignments. Attention is paid to dialogue and comprehension strategies (key words, keys to the text, etc.) in line with the basis of communication, dialogue with the author, teachers and peers.

Elena N. Antonova (Russia)

Moscow State Institute for International Relations (University), Senior Lecturer
Russian Association of Reading
elena-antonova1@yandex.ru

Professionally oriented reading: understanding implicit information

2

The study is based on developing functional literacy skills in the process of acquiring a second / third language at University level. Possessing the ability to collect, process and interpret a text with the use of modern information technologies; forming impartial judgments on relevant social, scholarly and ethical issues is to be within the area of competence of any University graduate.

When it comes to professional texts or the texts of advanced level of difficulty which undergraduates are supposed to read in college, a high level of literacy is required as students have to cope with a large volume of reading (up to 400 pages per week). Professional reading presupposes profound background knowledge in a chosen field. If a text is not in learners' native language, it poses even a more significant challenge for college students especially of junior years. Students' prior linguistic and cultural experience often hinders their understanding of a text written in a language different from their own; however the difficulties they encounter are not always evident for them. Therefore, students have to gain greater familiarity with the notion of implicit information which is determined by the culture in which a text is written (e.g. understatement in British texts). Failure to do so may lead to barriers in intercultural communication. On the contrary, being aware of the problem can help students improve the quality of reading, facilitate their critical and creative thinking and derive more pleasure from reading, thus make this process more appealing for them.

The problem of understanding implicit information along with a number of successful practices will be presented at the conference.

Elisabeth Arnbak (Denmark)

DPU, Århus Universitet, Århus
 elar@edu.au.dk

Instructional Coaching: A Model for Teacher Professional Development in Content Area Literacy Instruction

1

Effective content area literacy instruction is a core prerequisite if students are to develop the functional literacy skills necessary to fulfill an education, keep a job, and participate in society (OECD, 2010; Arnbak, 2012; Deshler, Schumaker, Lenz, Bulgren, Hock, Knight & Ehren, 2001). However, research has indicated that there's little transfer of research-based content area literacy instructional methods to praxis. One shot teacher courses are reported to be ineffective in bringing about changes in teacher awareness and instructional methods (Knight, 2007; Danmarks Evalueringsinstitut, 2005). If we are to bring about lasting changes in teacher behavior we have to assist teachers in implementing effective comprehension strategies in their teaching practices (Knight, 2007, 2008; Knight, 2011; Snow, Ippolito & Schwartz, 2005; Butler, Lauscher, Jarvis-Selinger & Beckingham, 2004).

The Project VIS, Viden, Instruktion og Strategier ('Knowledge, Instruction, and Strategies') examined a partnership model for developing research-based content area literacy instruction. The project was established in Hvidovre kommune and involved the participation of 10 literacy supervisors, 10 social studies teachers and 10 7th grade classes. The literacy supervisors were trained in modeling comprehensions strategies and coaching their colleagues in implementing research-based comprehension strategies instruction in their social 67 studies classes (Knight, 2007; State of Victoria (DEECD), 2010, Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008). The effects of the project were evaluated by questionnaire data from coaches, the participants' reflective logs, and by on-line observations by the researchers. Data indicated that instructional coaching by literacy supervisors has a positive effect on the development of teachers' instructional practices and is an effective way of spreading research-based knowledge in school.

Кукка-Лотта Арвая¹ & Марья Салонэн-Николаев² – Kukka-Lotta Arvaja¹ & Marja Salonen-Nikolajev² (Финляндия)

Финско-русские классы, Школа Пуолала, г. Турку
 Suomalais-venäläiset kieliluokat, Puolalan koulu, Turku

¹luokanopettaja kukka-lotta.arvaja@turku.fi

² marja.salonen-nikolajev@turku.fi

Методика подведения итогов информационного текста при двуязычном обучении

В финско-русских класса школы Пуолала учатся ученики различного языкового происхождения. Знания и навыки финского и русского языка варьируют от хорошего владения родным языком до почти полного незнания языка. Основным языком обучения является финский, но русский язык тоже пользуется в обучении с первого класса. Разработка общих для всех материалов на русском языке, при таких гетерогенных группах, является очень непростым заданием. Поэтому мы стремились найти такие методы работы, в рамках которых темы обучения можно обрабатывать на уровне, подходящем для каждого ученика.

Одна из целей обучения языковых классов – учить учеников действовать в окружении, в котором говорят на иностранном для них языке. Ученики привыкают с первого класса действовать в ситуациях, в которых они не понимают язык, на котором им говорят, дословно. В начальных классах это прежде всего устный язык, но количество письменных заданий постепенно увеличивается. Не позже чем с пятого класса ученики уже начинают самостоятельно находить информацию и по-русски и по-фински. Одним из заданий учеников является чтение текстов на финском и на русском языках. Это делается для того, чтобы они привыкали спокойно относиться к неуверенности, вызываемой прочтением текста на иностранном языке, а так же чтобы они научились понять содержание текста. Темы обучения обрабатываются разработкой комиксов, диаграмм связей, презентаций и т. д. В работе важно метод т.н. взаимопомощи: работы и уроки представляются всему классу и таким образом ученики учатся на работах друг друга.

ESITYS VENÄJÄKSI

Itsenäinen tiedonhankinta ja asiatekstin lukeminen kaksikielisessä opetuksessa

Puolalan koulun suomalais-venäläisillä luokilla oppilaiden kielitaustat ovat hyvin erilaiset: oppilaiden suomen ja venäjän kielen taidot vaihtelevat vahvasta äidinkielestä lähes kielitaidottomuuteen. Luokan varsinainen opetuskieli on suomi, mutta myös venäjän kieltä käytetään opetuksessa ensimmäiseltä luokalta alkaen. Yhteisen venäjänkielisen tai suomenkielisen materiaalin laatiminen näin heterogeenisille oppilasryhmille on haastavaa. Tämän vuoksi olemme pyrkineet löytämään työsekentelytapoja, joiden puitteissa opiskeltavia asioita voidaan käsitellä kullekin oppilaalle mielekkäällä kielellisellä tasolla.

Kieliluokkaopetuksen yhtenä tavoitteena on kasvattaa oppilaat toimimaan sujuvasti vieraskielisessä ympäristössä. Ensimmäisestä luokasta alkaen opetustilanteissa pyritään totuttamaan oppilaita sellaiseen kielelliseen ainekseen, jota he eivät välttämättä ymmärrä sanataarkasti. Alkuopetuksessa tämä on pääasiassa suullista, mutta kirjallisen kielen määrää lisätään vähitellen. Viimeistään viidenneltä luokalta alkaen reaaliaineiden opetuksessa oppilaat ohjataan hankkimaan opeteltavista asioista itsenäisesti tietoa sekä suomeksi että venäjäksi. Oppilaita ohjataan lukemaan asiatekstejä sekä suomeksi että venäjäksi, sietämään vieraskielisen tekstin aiheuttamaa epätietoisuutta sekä löytämään itsenäisesti vieraskielisestä tekstistä itselle ymmärrettävät pääkohdat. Opeteltavia asioita työstetään laatimalla oppiaineksesta molemmilla opetuskielillä ajatuskarttoja, sarakuvia, PP-esityksiä jne. Työskentelyssä on keskeistä vertaisoppiminen: työt esitellään koko luokalle ja oppilaat oppivat toistensa töistä.

Keizo Asano (Japan)

Nanzan Junior College, Nanzan University, Nagoya
kzasano@nanzan-u.ac.jp; asn040108@yahoo.co.jp

Making Words Come Alive by Readers Theatre

This paper is motivated by the rapid development of information technology in the last decade in Japan. This author has been dismayed by his writing students' skillful use of the Yahoo translator for their composition assignments. Traditionally, EFL education in Japan has focused on developing students' literacy in English through translating English into Japanese and vice versa. But this learning model will be challenged as technology rapidly progresses. The current students being taught will be living in such an innovative era that no present teacher has ever faced.

How can EFL education contribute to the nurturing of students wedded to smart phones and the Internet? The author pays attention to functions of Readers Theatre (RT), which can "make words come alive" by being read aloud. There are always students who are less willing to speak up than the others in class. In a culture where keeping a reserved attitude takes precedence over being communicative and outgoing, the situation is exacerbated. RT, "a rehearsed group presentation of a script that is read aloud rather than memorized" (Flynn, 2004, p. 360), can be a resolution to such EFL situations where students are reticent and very shy, yet hard working and cooperative. This performative teaching and learning method of EFL should get more attention in the era of information technology for three reasons: first, RT helps reserved students develop person to person communicative ability; second, RT students learn how to become socially involved with peers; and finally, RT gives students a sense of achievement and a great joy of working together. All of these are unattainable by learning with a computer.

Reference

Flynn, R.M. (2004) Curriculum-based readers' theatre: Setting the stage for reading and retention: *The Reading Teacher* 58, 4, 360–365.

William P. Bintz¹, Lisa Ciecierski², Sara D. Moore³, James K. Nageldinger⁴, Bethany L. Scullin⁵, Heather-Lee M. Baron⁶ & Rochelle Berndt⁷, (USA)

¹Dr. Professor, Literacy Education, College of Education, Health, and Human Studies, Kent State University, Ohio, wpbintz@gmail.com; ²Dr. Assistant Professor, Middle and Secondary Education, and Educational Leadership Department, Edinboro University, Pennsylvania, lciecier@edinboro.edu; ³Dr. Director of Mathematics and Science, ETA Hand2Mind, Chicago, Illinois, sdm1146@gmail.com; ⁴Dr. Assistant Professor, Teacher Education, Literacy, Elmira College, New York, jnageldinger@elmira.edu *organizer; ⁵Dr. Department of Middle & Secondary Education and Educational Leadership, Edinboro University, Pennsylvania, bscullin@edinboro.edu; ⁶Dr. Associate Professor, Middle and Secondary Education and Educational Leadership Department, Edinboro University, Pennsylvania, hbaron@edinboro.edu; ⁷Dr. Assistant Professor, Literacy Education, School of Education, Baldwin Wallace University, Berea, Ohio, rberndt@bw.edu;

SESSION 60 minutes

New Potentials for Making Meaning with Picture Books

Historically, the picture book has been used with young children to enjoy and learn to read. Recently, there has been a proliferation of new, innovative, and exciting genres within the general field of picture books. Two of the most interesting are Post-modern Picture Books and Hybrid Texts. Post-modern Picture Books integrates rich language, artistic, and design features. This innovative genre also uses the language and illustrations to position the reader to make meaning by reading the book in a particular way, e.g. through a character's eyes or point of view. Similarly Hybrid Picture Books uniquely combines verse and prose, multiple sources of information, mixtures of styles, and multiple functions. Together, these genres, offer teachers and students at all grade levels new potentials for making meaning.

This symposium is entitled New Potentials for Making Meaning with Picture Books. The goal is three-fold: 1) understand the evolving and transformative nature of the traditional picture book, 2) engage all participants in experiencing and exploring new potentials for making meaning with picture books, and 3) share research-based, instructional strategies that teachers and students can use with these new potentials.

The symposium will consist of a panel of literacy researchers and teacher educators, all of whom have experience conducting classroom-based research using high-quality and award-winning picture books across the curriculum. Each panelist will focus on a different potential for making meaning with picture books. These potentials include: Wordless Picture Books—Unspoken to Unleashed; The Use of Challenged or Banned Picture Books; Hybrid Texts—The Dance of Form and Content; Picture Books Related to Science, Technology, Engineering, & Mathematics (STEM); Using Hybrid Texts to Teach Fluency Across the Content Areas; Culturally Relevant Picture Books (see attached figure).

Lisa Biancucci (Italy)

MA, Cultural Anthropology and Ethnology, Università di Siena, Siena

BA, Science of Education, Università di Siena, Arezzo

Interests in how formal education at school (or other educational institutions) operate and modify the psychological and social development of young individuals, particularly when compared across cultures.

lisabiancucci@hotmail.it

The class as a community of learning

My work focused on the interaction between teachers and students as well as among students themselves in the small yet powerful universe of the classroom. Through the lessons I attended in the Cygneaus Skola in Turku/Åbo, and through the voices of the teachers, I wanted to see how a hermeneutical concept of knowledge was put into practice on a daily basis, and how the experts (i.e. the teachers) considered it relevant for their work.

I viewed the classroom as a “community of practices” intended for learning: a space for the production of knowledge, thanks to a complete and continuous contribution from everybody in the “practices” of the classroom life. Students and teachers learn from their own and shared know how, but at the same time they themselves are the producers of new knowledge, through language and reflection as vehicles of self-knowing and self-sharing.

In this new scenario of interaction and participation to the collective knowledge, the renewed profession of the teacher merits particular attention as the driver of a transformative learning process for their pupils. A new role is drawn for him, perhaps more complex and probably even more interesting. The teacher has the responsibility to deal with the sharing of knowledge that develops within the classroom, guaranteeing a free participation (and interpretation) of all the voices in the process. At the same time, he/she is the only one who can maintain a fair gap between experts and non-experts, thereby avoiding the dangerous drift to scholar anarchy and the misunderstanding of rules.

The new awareness of the adult will help the awareness of the young, making them more conscious of their position and the position of all the others around them; in other words, making them prepared for the world and its continuous changes.

William P. Bintz¹ & Sara D. Moore² (USA)

¹Dr. Professor of Literacy Education, College of Education, Kent State University
wpbintz@gmail.com

²Dr. Director of Science and Mathematics, ETA Hand2Mind
sdm1146@gmail.com

2**Using Award-Winning Literature to Teach Integrated STEM**

The purpose of this session is three-fold.

One, it will present a unique and innovative text set of award-winning children's and adolescent's literature to teach integrated Science, Technology, Engineering, and Mathematics (STEM). Simply stated, a text set is a collection of authentic literature (in this case, picture books) that are connected in a variety of ways, e.g. theme, topic, genre, author, illustrator, etc. This literature addresses realistic problems in real-world contexts, incorporates the Engineering Design Cycle, and includes international award-winning literature such as *The Magnificent Thing*, *The Way Things Work*, *The Boy Who Harnessed the Wind*, *Electrical Wizard*, *Mr. Ferris and His Wheel*, and *What Floats in a Moat*?

Two, this session will use this text set of literature to highlight the important role intertextuality plays in learning, reading, and writing. Specifically, it will share a variety of innovative, research-based instructional strategies that can be used with this text set of literature to help students (K–12) make intertextual connections across texts as well as learn important content area material across the curriculum. Among others, these strategies will include Category Charts, H-Maps, Spokewheel, and Interlocking Rectangles. Three, it will share new inquiry questions about how teachers can use award-winning literature to teach integrated STEM, as well as share plans for future research that integrates literacy and STEM.

Finally, the session will actively engage participants with engaging read-alouds, instructional strategy demonstrations, and active discussions focusing on the role of award-winning literature to teach integrated STEM. The ultimate goal of this session will be to inform participants about recent advances in STEM, share resources for using the best literature possible to teach integrated STEM, and inspire participants to join a worldwide community of teachers and teacher educators that are committed to inspiring students to engage in STEM.

Jay Blanchard¹ & Rich Long² (USA)¹Ph.D. Arizona State University, jsb46@asu.edu²Ph.D. Reading Challenge, richardlong1854@gmail.com**The developing brain and digital technologies: Implications for reading**

Children throughout the world are surrounded by literacy opportunities that support the development of reading. These literacy opportunities are as diverse as the languages, cultures and people of the world. But in the last few years these diverse opportunities have shared a common experience: the daily, widespread use of digital technologies. As a result many children seem to stay wired all day. Without question these wired digital experiences play an important role in the development of their thinking, learning, literacy and therefore their reading development. These experiences come at a particularly critical time in brain development because neurons are making and reinforcing connections with almost every experience including digital experiences.

But do these experiences change the structure and function of the cognitive processes responsible for reading such as memory, attention, and speed of information processing? For example, have children become so accustomed to switching between wired digital sources of information that shorter attention spans have developed. Some experts say yes, some say no and others say maybe. But most classroom teachers seem to think changes are happening to the brains of their students and somehow they are different from students of the past. But until recently research permitted little in the way of empirical evidence about possible changes to the brain that might have implications for the cognitive processes responsible for reading. That situation is changing. Today it is possible to assess structural and functional processes and possible changes in the brain during reading through real-time neuroergonomic devices such as fMRIs and wearable, wireless EEGs.

This session will review the current research on possible changes to the cognitive processes responsible for reading as a result of digital technologies and discuss implications for reading instruction.

Iosefina Blazsani-Batto (Romania)

Pro Literacy Association, Cluj, Romania
iosebatto@yahoo.com

POSTER SESSION**Multimodal Texts as a Way to Improve Literacy Skills****2****Aim of the research**

The lack of mental representation in reading written texts challenged me to find a way to improve students' reading skills through the Association's programs. I identified that the difficulty of understanding the exhaustive meaning of a text has several causes such as the reduced ability to synthesize the main ideas of the text, the difficulty to mentally represent the overall meaning of the text because the child's attention is focused on the reading accuracy and fluency at the expense of understanding the significance.

Methodology

As a solution to the identified problem I turned to read and create their texts using a multimodal reading using an on-line instrument developed by the storybird platform. The ERR critical thinking lesson design was the framework I used to implement the project.

Results

Using multimodal reading motivated readers to develop their skills because this kind of text provides resources for deconstructing and analysing to create meaning in a text. They realized that reading and creating a multimodal text was easier because the level of abstraction was reduced and the creativity was engaged widely. Therefore, they developed a exhaustive meaning with less effort and greater joy.

Conclusions

The activity of improving literacy skills was creative, interdisciplinary, complex, and adjusted to the readers' individual development needs. The use of active strategies within the ERR framework in reading multimodal texts facilitated readers' own reflection on the improvement of their literacy skills and allowed to create learning sessions so that the educational process was permanently adjusted to their learning needs. Their motivation in reading became stronger as they grew to see their on-line products.

Iosefina Blazsani-Batto¹ & Anca Ursa² (Romania)

¹Pro Literacy Association, Cluj, Romania; iosebatto@yahoo.com

²Medical Education Department, Chair Modern Languages, Faculty of Medicine, Iuliu Hațieganu University, Cluj-Napoca, Romania; ancaursa@yahoo.com

1

Storybooks as a Way to Improve Language and Cultural Literacy

Aim: Reading should be an everyday activity, especially for adults. That's why knowing how to deal with text is transforming in many ways, due to technological, economical, or societal changes. As a consequence, reflection, as a part of reading, develops the ability to recognize the purpose of the text as a whole, to think ahead, hypothesize and predict text development. Thus, the adult reader, particularly in this case, non-native speakers, become active participants in the reading process and the need of literacy skills improvement is a must.

The project develops reading and writing skills in Romanian as a second language for foreign students through improving linguistic creativity by using images, story-bird platform and social media networks.

The experiential literacy learning stresses upon developing the adults' intellectual curiosity using their social and cultural prior knowledge. Thus, the feelings and emotions determined by the impact of the social and cultural influences represent a way of self-examination, an inner search for enlightenment. Therefore, using reading and writing to develop their abilities in dealing with everyday situations improve their literacy skills and the learning process is fruitful and enjoyable.

Results:

- 4–5 storybooks, created by lecturers on different language levels as teaching instruments
- 1–2 storybooks per student to evaluate their language competences and development

Disemination:

- Presentation of the project results within Modern Languages Chair, UMF Cluj
- Advertise the project within Literacy week on ELINET project website
- Publishing the results of the bookstory project on the Pro Literacy Association website

Conclusion:

The activity of improving adult literacy skills was creative, complex, and adjusted to the individuals' development needs. The use of Kolb's experiential learning cycle in reading and writing in various content areas facilitated their own reflection on the literacy improvement so that the educational process was permanently adjusted to their learning needs. In conclusion, the facilitation of adult literacy improving skills continued to develop to bridge theory-to-practice in learning contexts.

Natalia Borisenko (Russia)

Candidate of Philological Sciences,
Russian Academy of Education Psychological Institute
borisenko_natalya@list.ru

The Attitude of Pupils to Text Exercises When Fulfilling Multiple Choice Tasks

Axiomatic today is that a text has more highly teaching and developing potential than separate sentences. The work with a text is generally regarded as more interesting for pupils and, as a result, contributing to a better comprehension and learning of educational material.

The purpose of the research is the examining of this pattern, i.e. how the text influence pupils' interest to a task. The study was conducted on the Russian language grammar material.

The experimental results of 1970 and 2015 are compared. The same method of choice between the two tasks is applied in both experiments: a task on the basis of separate sentences and a task on the basis of an cognitive text (grammatical tasks were identical). The hypothesis is the text exercises with interesting contents are more attractive for pupils. This was proved by the experimental results of the year 1970 which showed that 96% of the children chose an interesting cognitive text. However, the conducted study has not confirmed the formulated hypothesis. Only half of the pupils chose a more interesting exercise. A part of the children did grammar exercises correctly, without reading sentences/a text and without thinking over its meaning. We called this phenomenon a conflict between grammar and contents.

The reasons of the experimental results (objective, caused by reality of the age of IT, and subjective ones) are discussed in the presentation. The objective reasons are: a) deterioration of the perception of information in general; b) the method of skimming in text reading; c) losing cognitive interest and etc. The subjective reasons are: a) the similarity of texts and tasks to them in textbooks; b) a formal attitude of teachers to textual work, c) "overfeeding" children with texts etc.

The ways of overcoming the revealed "conflict of interests" are suggested.

Greg Brooks (United Kingdom)

Emeritus Professor of Education,
University of Sheffield
g.brooks@shef.ac.uk

What Works for Literacy Difficulties? How the field is re-shaping and expanding

The 5th edition of my book on this topic will be published in early 2016, and the updating carried through also to the associated website www.interventionsforliteracy.org.uk (which I will demonstrate if there is interest and time).

I will summarise changes since the 4th edition (2013) in the report's contents, especially reasons for dropping some schemes, and the nature and quantity of additions – in particular, the number of relevant randomised control trials (RCTs) conducted in the UK has increased by an order of magnitude since 2012. This is predominantly due to the work of the Education Endowment Foundation – all of its literacy-focused RCTs are included in the new edition, whether their findings were positive, negative or null, because this is the most rigorous set of evidence available, and should set a clear example for future research, not just in the UK but more widely. Another force that is changing the scene is the need to provide ever more tailored support for struggling learners with special educational needs or disabilities. In this connection I will make the case that the next 'big thing' in the field will be assistive technologies such as highly accurate speech recognition translating into accurate text on screen, and, in the complementary direction, much more natural-sounding text-to-speech conversion. Together these technologies can be transformative for many learners.

William G. Brozo¹, Renate Valtin² & Sari Sulkunen³ (USA, Germany & Finland)

¹Ph.D., Professor of Literacy, Graduate School of Education, George Mason University, Virginia; wbrozo@gmu.edu

²Professor Emerita of Education, Humboldt University Berlin; rene.valtin@gmail.com

³Ph.D, University Lecturer, Department of Languages, University of Jyväskylä; sari.sulkunen@jyu.fi

SYMPOSIUM 90 minutes

ELINET: Promoting Best Practices and Policies in Literacy across Europe

ELINET (European Literacy Policy Network) is a union of organizations engaged in literacy policy-making and promotion in Europe, formed of 77 partner organizations from 28 European countries, established in February 2014 and supported by the European Union. Aims of the network are to: raise the literacy level in Europe; reduce the number of children, youth and adults with low literacy skills; and improve literacy policies in all member countries. In this symposium three members of ELINET present some of the outcomes of this network.

Renate Valtin from Germany and member of the ELINET management board, will describe the purpose and structure of ELINET and present the framework of Good Practice together with some selected examples at the pre-primary and primary levels.

Sari Sulkunen of Finland will present additional examples of Good Practice, focusing on practices relevant to addressing the literacy challenges encountered in the Finnish context. In particular, she will good practices and policies related to the underachievement of boys and students with migrant background, teaching reading strategies, and content area and disciplinary literacy. The applicability of the selected practices in the Finnish context will be discussed in the frameworks of equity in education and of multiliteracy as a cross-curricular topic in the new national curriculum for basic education.

Bill Brozo of the USA will chair the symposium and also share his insights, as an external evaluator of ELINET, into the network's processes and outcomes. Based on literacy research in the United States, he will offer a critique of the ELINET's approach to establishing and promoting best practices and policies in literacy in Europe.

The session will conclude with opportunities from participants to ask questions of the three speakers and reflect on the policy and practice implications of the work of ELINET for their own teaching, research, and policy contexts.

Татьяна Булавина¹ & Нина Захарова² – Tatiana Bulavina¹ & Nina Zakharova² (Россия)

Русская ассоциация чтения, школа № 25 г. Свободный – Reading Association of Russia, school 25 Svobodniy, Sverdlovsk region

¹bulavina7775@mail.ru, ²zaharova555@bk.ru

«Что делает человека Человеком?!» (проект по книге «В одежде человека» Леена Крун)

В современном обществе становится нормой обучение на протяжении всей жизни. Ещё одной особенностью времени можно назвать возрастающую роль индивидуальности. В связи с этим растёт и значение самообразования человека, значение его готовности учиться эффективным стратегиям работы с текстом. На наш взгляд, можно считать, что за учебным материалом школьного учебника должна следовать популярная художественная книга, а за популярной книгой – самовыражение (проект, графическая схема, рисунок).

Современные дети – дети цифрового века. Они постоянно находятся в сети, способны выражать свои чувства и мысли в виде знаков, символов, рисунков, граффити, то есть применение и передачу новых знаний и навыков в различных контекстах деятельности. – Для качественного результата деятельности, на наш взгляд, необходимо помочь обучающимися овладеть метакогнитивной стратегией «Понятие и его определения». Обучение данной стратегии проводится на предметах естественно-научного цикла. Ознакомившись с ней, ребята на материале учебных текстов переходят к её использованию для построения понятия «что делает человека Человеком» после прочтения и осмысления книги Леены Крун «В одежде человека». – Так возник новый проект школы-участницы проекта «Школа, где процветает грамотность» посёлка Свободный, направленный на формирование понимания «Что значит быть человеком». Декларация по книге представляется в виде знаков-символов. Стратегия как обобщённый план и программа действий читающего предполагает положительный результат, что способствует тому, что любой учитель может использовать на разных уровнях педагогической деятельности. – Работа над созданием гранд-макета перекликается с технологией музея проживания одного произведения, включённого в раздел «Хороших практик» сайта ELINET. Схожесть заключается в том, что при прочтении текста выделяются значимые эпизоды, цитаты, которые в последующем, после обсуждения, представляются в виде знаков-символов. Ввиду того, что гранд-макет обозначен как декларация «Что делает человека Человеком?!», то и знаки-символы представляют собой качественные характеристики. – Гранд-макет состоит из двух частей. Первая из них рассказывает о Пеликане, его особенностях, переживаниях. Вторая – констатирует постулаты, характеризующие человека. – Знаки-символы создаются таким образом, что на них отражаются графически значимые цитаты тексты или собственные суждения по прочитанному тексту. В то же время они размещены так, что являются путеводителем гранд-макета. Ученики других классов, рассматривая гранд-макет, имеют возможность заинтересоваться книгой, прочитать её и добавить свой знак-символ в составляющую композицию макета. В результате совместного прочтения книги происходит расширение гранд-макета. Своё самовыражение учащиеся могут представить не только в форме знака-символа, но и в создании презентации, ролика или мультфильма. – Гранд-макет используется каждым учителем-предметником школы при изучении тем, связанных с характеристикой жизнедеятельности человека, с позиции своей нау-

ки. – Посещение гранд-макета происходит во время занятий внеурочной деятельностью. – Гранд-макет находится в читальном зале школьной библиотеки, поэтому учащиеся имеют возможность поговорить о поднятых проблемах, высказать своё мнение о прочитанной книге, предложить свою интерпретацию прочтения данной книги и предложить прочитать другие книги по этой теме.

PRESENTATION IN RUSSIAN

What makes a human being human?! – reading project based on the book “In Human Clothing” by Leena Krohn’s Ihminen vaatteissa

Learning for Life is becoming the norm in today's world, and so is developing personality. These raise the role of self-education, readiness to learn using effective strategies of text. Our approach is to support the textbook text with popular literary, fiction, and with self-realization, which is a project, graph, illustration, drawing, etc. Modern children are digital. Staying for hours in the Internet, they can express their feelings and thoughts in the forms of signs, symbols, drawings, graffiti. They use and transfer their knowledge and skills in various contexts and forms of activities. To make the result of students' activity positive, they need to master the metacognitive strategy "Concept and its definition". It is traditionally mastered in science lessons. Becoming aware of the textbook texts strategy, the pupils use it to construct the notion of "What makes man a man?" after reading the book "In Human Clothing" by Leena Krohn. These ideas lay behind the project of the village school - a "SWLT" project aimed at constructing understanding what it means to be a man. The book is presented in symbolic signs. Strategy as a generalized plan and program of work with a positive result means that any teacher could use it at various levels of pedagogical activity. The work on grand-model interconnected with the strategies used for Museum of living through one book included into the list of good practices on ELINET site. Both include the strategies of finding important episodes and quotes, which in the course of further discussion turn into symbolic signs. As the g-model is characterized as a declaration 'What makes man a man?', its symbolic signs are quality characteristics. The g-model has two parts: 1. the Pelican, its characteristics and feelings. 2. the statements which characterize a man. Symbolic signs are made so that they graphically reflect text quotes and personal readers' opinions of the text. Moreover, they are placed to guide you along the g-model. Pupils of other grades studying the g-model, have an opportunity to get interested in the book, read it and add their own symbolic sign to the model. The pupils can also reveal themselves in book presentations, a trailer or a cartoon. The g-model is used by all school teachers while studying the topics connected with man being and man's activity from the point of view of their subject. The visits are extra-curriculum activity. The grand-model is located in the reading hall of school library, thus pupils can discuss the problems raised in the book, express opinions and visions, and suggest reading other books on the topic.

Karen Burstein¹ & Jay Blanchard² (USA)

¹Picard Center for Child Development and Lifelong Learning, University of Louisiana, Lafayette; kwb7097@louisiana.edu

²Arizona State University; jsb46@asu.edu

A cultural wrap-around curriculum model for the development of early literacy skills with indigenous children

A cultural wrap-around early literacy curriculum model for American indigenous children was developed and tested at four school sites with 60 children. The multiple component model featured thematic-units with culturally relevant language inclusion content and instruction. The model was introduced at the beginning of preschool and continued throughout the school year. The model was discontinued in kindergarten. To test the model pre and post preschool receptive vocabulary skills were assessed (PPVT-Peabody Picture Vocabulary Test). The PPVT was also used to control for between subjects data. While the model was discontinued in kindergarten nevertheless to test after model growth, children completed three pre and post assessments in kindergarten: first-sound, letter-naming and phonemic-segmentation (Dynamic Indicators of Basic Early Language Skills). Three analyses were completed to test the model: Children that entered preschool one *SD* below age-norms (<85) on PPVT; Children above one *SD* (>85); Group as a whole. Preschool results: On receptive vocabulary, paired sample t-tests revealed the differences between the means of pre-posts for all analyses were significant. Results of a mixed model ANOVA between the <85 and 85>groups indicated that the overall change from pre to post was significant and the growth over time indicated that the < 85 group had larger gains. Kindergarten results: On first-sound, letter-name, phonemic-segmentation, paired sample t-tests of pre to post for all three analyses were significant. Results of mixed model ANOVAs using <85 and 85> groups indicated that the overall change across pre to post was significant but unlike preschool the change over time was not significant which meant that both groups made large and equivocal gains on all assessments. The results support the effectiveness of a cultural wrap-around curriculum model in the development of early literacy skills for indigenous children. The model will be explained in detail with sample lesson plans.

Anitra Butler-Ngugi (USA)

Prince George's Community College – Department of Teacher Education; Largo, Maryland
butlerae@pgcc.edu

Hexagonal Learning – Six sides of deep understanding and student interactions with each other and the content

It is necessary for students to understand concepts deeply in order to demonstrate their learning in written form. Recent use of Hexagonal Learning has allowed some teachers to help students make deeper connections with content, which has increased student understanding and critical thinking. Prior to student interaction with the content or with each other, students are asked an essential question, one that will guide their thinking and understanding of the content within the lesson. Students are also given a passage that will support their ability to answer the essential question.

Students are then placed into small groups and asked to think about how concepts are related by way of hexagons. Why hexagons? Because when you give a pile of hexagons to students, their natural response is to start fitting them together and making connections, thus making complex relationships visible. Each hexagon has a conceptual word, a fact, or a key vocabulary word written on it that has been extracted from the passage that was used for their learning. Students are asked to connect the sides of the hexagons that are related and told to justify their relationships. Their justifications are captured in their notes for future usage. Once all of the relationships between the hexagons are ascertained, students are then asked to address the essential question using their hexagons as a guide for demonstrating understanding in written form. Using this approach, teachers are seeing deeper thinking, deeper understanding, and deeper learning from their students. In sum, Hexagonal Learning allows students to consolidate and dissect complex ideas; thus transforming linear thinking into holistic thinking.

Brian Cambourne¹ & Gary Kilarr² (Australia)

¹Dr Principal Fellow, University of Wollongong NSW Australia;
bcambrn@uow.edu.au

²Dr Centre For Expansion of Learning & Thinking (CELT);
gkilarr@westnet.com.au

SESSION 60 minutes

Helping Australian Teachers Reframe Reading as Meaning-Making

The dominant discourse for teaching reading and writing in Australia is the 'Discourse of Acquisition'. This discourse presupposes that there are a pre-determined sequence skills and components which have been 'acquired'. Many Australian teachers consider this sequence of skills or components so intrinsic to learning that their pedagogies are based on ensuring that each step be mastered in sequence.

In this symposium we will share details of several whole-school professional learning projects we've recently conducted in Australian schools. The aim of these projects was to help teachers of all grade levels and specialities reframe learning to read as 'making meaning' rather than 'acquiring skills and knowledge' by replacing the 'Discourse of Acquisition' with a 'Discourse of Meaning-Making'. In the process of the symposium we will compare and contrast the discourses of 'acquisition' and 'meaning-making' in terms of the semantic frames, narratives, and pedagogies adopted by teachers who use them. We will then explore the basic principles of Miscue Analysis and describe how framing reading behaviour through a Miscue Analysis lens helps teachers to, change their 'learning-to-read' narratives, and redesign their pedagogies.

We will conclude by recommending that reading and writing should not be taught as 'school subjects' but should instead be learned in the process of their use. Our conclusion will be that this learning will occur if the learners see reading and writing acts of making sense of the world, in order to connect with others, in a culture in which written language is a dominant mode of 'connecting'.

Wai Ming Cheung¹, Joseph W.I. Lam & Ben M. P. Cheng (Hong Kong)

Faculty of Education, the University of Hong Kong;

¹ming338@gmail.com

The Growth of the Chinese Bamboo: Coaching, Teaching and Learning in Promoting Reading Literacy in Hong Kong Primary Schools – Hong Kong students in PIRLS 2011

Studies have unveiled the relationship between teachers' pedagogical correlates and reading achievement among fourth grade students in Hong Kong. The Western literature further reveals that there is a strong correlation between effective teachers' professional development provided by literacy coaches and gain in student achievement. As similar research conducted in Hong Kong is limited, this study explored the roles of coaching in enhancing teachers' capability in teaching reading using focus group interview of curriculum developers. Results showed that coaches were a positive change agent in the professional development of teachers by providing a three-tier intensive support system and facilitated teachers to go deep into evidence-based practices. This led to the vertical and horizontal development of the school-based reading curriculum and improvement in students' reading. This study contributes to expanding the knowledge base on the role of coaching in improving Chinese language teachers' teaching reading practices, and consequently, the fourth grade students' reading performance.

Keywords: Student, Home, Coaching; Professional Development; Reading instruction; Primary Schools; PIRLS

Please note Wai Ming Cheung's POSTER session:

A structural equation modeling approach using PIRLS 2011 Hong Kong Study

Wai Ming Cheung¹ & Hector W. H. Tsang² (Hong Kong)¹Faculty of Education, The University of Hong Kong; ming338@gmail.com²Neuropsychiatric Rehabilitation Laboratory, Department of Rehabilitation Sciences, the Hong Kong Polytechnic University**POSTER SESSION****A structural equation modeling approach using PIRLS 2011 Hong Kong Study – How the top reading achievement of Hong Kong students in PIRLS 2011 can be explained?**

Universal literacy is a major concern of educational systems across the globe. Hong Kong has attained champion in the Progress in International Reading Literacy Study (PIRLS) 2011, which is one of the world's most recognized international educational rankings". Researchers have keen interest in understanding the reasons that have led to such a success. This is especially important as the research in past decades was largely studies of reading English (Share, 2008), so understanding Chinese reading is important for identifying the universal aspects of reading (Perfetti, Cao, & Booth, 2013). This symposium attempts to explain the reading achievement from multiple perspectives.

The aim of this study attempts to explain the variance for the reading achievement based on the Hong Kong data obtained from the PIRLS 2011 study. Participants involved a total of 3,875 students and 3,682 parents or caregivers. Structural Equation Modeling (SEM) was performed to test the measurement model and the hypothesized model. The hypothesized model which illustrated the relationships between variables on Parental background, Books at home, Early reading abilities, Reading motivation, Reading self-efficacy and Reading achievement, was tested. This hypothesized model was tenable as the various fit indices indicated a very close fit between the data and the model (CFI=.96, RMSEA=.04, NFI=.96, NNFI=.95). As a whole, the model was able to explain 34% of the variance of the *Reading achievement* ($R^2=.34$). Implications to student and home factors are discussed.

Please note Wai Ming Cheung's PAPER session:

The Growth of the Chinese Bamboo: Coaching, Teaching and Learning in Promoting Reading Literacy in Hong Kong Primary Schools

– Hong Kong students in PIRLS 2011

Irene Chirkova (Russia)

Moscow State University of International Relations, Moscow
chirkova.i.i@my.mgimo.ru

Typology of Training Objectives in Teaching Professionally-oriented Reading to Political Science Students; Exemplified by the Course “English for Specific Purposes”

1

The research deals with the professionally-oriented reading in the context of the general theory of reading and competence-based approach. It also describes the peculiarities of professionally-oriented reading specific to political analyst jobs.

The research is focused on the development of a professionally-oriented reading competence as a process of fulfilling training objectives. The study has been carried out on the basis of the analyses of texts and exercises from student's books in English for political science students at Moscow State University of International Relations. On the basis of the theoretical ideas of E. Mashbits, T. Serova, N. Smetannikova, S. Folomkina the typology of training objectives in teaching professionally-oriented reading for different stages and types to political science students has been created. We have pointed out pre-reading, while-reading, post-reading stages for reading for gist, skimming, reading for specific information (scanning) and reading for detailed comprehension.

The paper focuses on training objectives in teaching professionally-oriented reading to political science students in the course of “English for Specific Purposes”. Besides, on the basis of theory and empirical research analysis of professional reading tasks the article puts forward a new analytical typology of professionally-oriented reading training objectives. It also contains the results of empirical research of *English for political science* student's books aimed at revealing the possibilities of the typology application.

The implementation of the typology in practice will help to develop a high level of reading flexibility in case of systematic and consistent accomplishment the above-mentioned communicative objectives in the process of education.

Halina Chodkiewicz (Poland)

Maria Curie Skłodowska University, Lublin, Poland
hachod@hektor.umcs.lublin.pl

1**What and how did the two readers learn from the same text?**

It is a generally accepted view that the acquisition of domain knowledge by L2/FL readers demands that they act strategically to understand a text and achieve the expected learning outcomes (e.g. Grabe, 2009). Efficient L2/FL learners-readers use a wide repertoire of strategies, which they choose depending on the properties of a text, the characteristics of a task, and their individual preferences.

This presentation sets out to investigate the behaviour of two FL readers performing text-based tasks aimed at developing subject-specific knowledge with the help of a sequence of external reading strategies. The two participants involved in the present study, who were M.A. students at the Department of English, Lublin, Poland, read an expository text twice. First, while reading the text, they underlined the sequences of words they found important for their reading and learning objectives, and then they read it in order to take down notes on its informational content. Finally, they wrote a summary of the text on the basis of their notes.

The data collected from the students' performance on all the tasks were analysed quantitatively and qualitatively in order to discern differences in the way the processed the texts. First, the number of the words employed by the students in the particular tasks was calculated and compared. The analysis of the sequences of the words highlighted by the students showed that their markings differed yet generally encompassed content words, topic-important concepts, contextual definitions of key terms, some clauses, or even complete sentences. They were either incorporated into their notes without any changes, modified, or skipped. Editing summaries proved to be the most difficult task for the students, although they made an attempt to rethink and reword the content information to produce a formally correct text. Implications of the study for teaching advanced reading skills will be suggested.

Jeroen Clemens (the Netherlands)

Language Teacher Secondary Education, Helen Parkhurst Dalton school.
 Researcher Online Literacies, University of Amsterdam
 jeroencl@gmail.com; <http://jeroenclemens.nl>

Literacy in a digital age: is this a challenge for language teachers?

Internet is now this generation's defining technology for reading, writing and learning. The ability for reading and understanding online content is a crucial competence and the urgency to include this in education has been emphasized frequently. A recent study in the Netherlands states that reading on Internet is not a part of the Dutch language curriculum nowadays, nor of curricula of other subjects. In my latest research I asked language teachers how they look at the new definition of literacy, the need to teach new text genres, and new online literacy skills and strategies. I also asked if teachers feel competent. Are they willing and able to do this?

I would like to discuss with you, the participants:

1. What is the new definition of literacy? Do we agree on this?
2. What do we need to implement online literacies in the curriculum?
3. How do Dutch language teachers look at this?
4. Some examples of ways we work with teachers on professional development.

Alan Crawford (USA)

Emeritus Professor of Education, California State University, Los Angeles; Co-Director,
Critical Thinking International (NGO)
acr9944@earthlink.net

1

From Reading Comprehension to Critical Thinking: Argumentation from the Simple to the Complex

In this session, we will examine the transition from reading comprehension to applications of critical thinking, then to the analysis of arguments in content area text. The final activity will be to prepare a written argument according to the Toulmin model (1969).

We will address the following strategies:

- 1) Introducing argumentation as a post-reading cooperative learning element of reading comprehension instruction in middle and upper primary grades (Crawford, 2006)
- 2) Using multiple texts (including some from the Internet) to provide alternate points of view about an issue in upper primary grades and lower secondary grades (Crawford, 2015)
- 3) Applying criteria (Cottrell, 2011) for evaluating sound arguments in selected secondary level texts; also identification of weaknesses in arguments in texts
- 4) Using an issue of current interest and importance in the Baltic countries and based on the Toulmin model (1969) of argumentation, preparing sound arguments (a pair writing activity)

Methodology: Participants will be provided with content texts (English, and Russian on request) that form the basis for critical thinking lessons at various levels. Without time in a session to present complete lessons to participants, each lesson will be described briefly, with reference to critical thinking criteria used. Participants will work in pairs or small groups.

At the conclusion of the session, participants will work in small groups to develop an argument and supporting elements, including alternative points of view, on the topic of an issue of current interest and importance in the Baltic countries.

handouts provided in English and in Russian

Helene Dahlström, (Sweden)

Ph.D. student, Mid-Sweden University
 helene.dahlstrom@miun.se

Does narrative writing change when students use digital devices?

Digitalization in society has changed our conditions of communication. There is a shift from writing on paper to writing on screen. More and more children seem to prefer writing on screen, using multiple modes in informal writing, when playing and expressing themselves in different medias. The theoretical framework is based on the multi-layered view of language, by Roz Ivanic (2004). The aim of this study is to focus on what we can learn about the impact of multimodal characters on student's construction of creative, narrative texts? There has been a focus in Swedish research on younger children, learning to write with digital devices; therefore it is a gap in the knowledge about this special population.

To reach the aim the following questions have been used:

Does narrative writing change when students use digital devices? If so, how? How would the students and the teachers describe the process of creating multimodal texts? What modalities do they use when creating texts by the use of digital devices?

The empirical data will consist of texts written by the use of pen and paper, and texts written by the use of digital devices, classroom observations and interviews with students (aged 10–11) and teachers. A multimodal social semiotic perspective will be used to analyse the empirical data. This study has recently begun therefore it is not possible to discuss the results. Although, some data collection has been done and the expected outcomes are an understanding about the impact multimodal characters have on students writing and that will be used in discussions about using digital devices in education in general and in writing education in particular.

Keywords: modes, multimodality, narrative texts, writing,

Ulla Damber (Sweden)

Senior Lecturer in Literacy Development and Associate Professor in Education,
Department of Language Studies, Umeå University
ulla.damber@umu.se

Building Library – Preschool Partnership with Intercultural Ambitions

In this presentation the library's and the librarians' roles in the process of transforming the preschools in a Swedish city to meeting-places for intercultural encounters will be presented, analyzed and discussed. The background to this project emanated from rather harsh criticism from the School Inspection of how the city's preschools dealt with the needs of the growing amount of second language learners in the preschools. Instead of teaching the mother tongue to one child at a time, all preschools were designated the task to transform their practices so that the use of different languages and input from different cultures were to permeate the everyday preschool life. The library was given a key role in this transition. In a still on-going study the key persons in the steering group, librarians engaged in the venture, preschool teachers and mother tongue teachers are being in-depth interviewed. Observations at preschools are conducted and an inventory of the resources provided to the preschool teachers is being made. Activities as preschool and mother tongue teachers' work with multilingual book cases, esthetic work with multimodal input and output and activities aimed at creating spaces for dialogues between preschool teachers and parents will be described. The analyses of the outcomes of the project will build on intercultural theories developed in the European context, as well as on the ideological model of literacy, thus extending the influence of the librarian's participation beyond the actual literacy practices, to the surrounding society. In particular, the possibilities and obstacles for the parents' participation will be discussed. The library is paid attention to not only as a potential space for literacy encounters as part of the children's literacy development, but as a space devoted to literacy as the pursuit of personal desire, regarding both parents and children.

Konstanze Edtstadler (Austria)

University College of Teacher Education Vienna/Krems & Iderblog-Team
konstanze.edtstadler@kphvie.ac.at

Writing on screen for improving German orthography

Writing texts on a screen instead of writing them on paper is quite attractive for children. Anyway, writing on screens has much more advantages that are often not considered. Therefore, the interdisciplinary team of the Erasmus+ Project IDERBLOG (www.iderblog.eu) develops a platform where these advantages are taken into account and offered: Pupils aged between 8 and 12 years are invited to write texts on an internet platform that is especially designed for this target group. These texts are checked with the help of an intelligent dictionary that is currently exclusively developed and programmed for this platform. Its special feature is to give the writer a specific feedback in case of a misspelled word, which should help to correct it. By considering the feedback the writer gains deeper insight in the spelling system. For the teacher the advantage of the intelligent dictionary is to retrieve automatically a qualitative analysis of the mistakes that allows him/her to focus on problematic areas of spelling acquisition and to have an overview on the progress. The selection of appropriate exercises is supported by the training database of the platform. It offers a huge amount of reviewed spelling exercises that are linked with the intelligent dictionary by being ordered in the used categories of the qualitative analysis.

Writing on screen by using the platform provides a further advantage: It gives relevant reasons for writing texts since the texts can be published on the platform and read and commented by others. Therefore, the motivation to write and to correct texts is higher and also the reading competence can be fostered.

The aim of the session is to present the platform and its development in combination with some theoretical background information. Furthermore, first results of the usability tests will be presented and discussed.

Simone C. Ehmig¹ & Jörg F. Maas² (Germany)

¹Dr, Head of Institute for Research on Reading and Media, Stiftung Lesen – German Reading Foundation, simone.ehmig@stiftunglesen.de

²Dr, CEO Stiftung Lesen – German Reading Foundation, Chair EURead, joerg.maas@stiftunglesen.de

**EURead – European task force for
the promotion of reading**

Culture, science and education are unthinkable in the absence of reading. Hence reading promotion must be of national and international interest.

EUread is an association which consists of different European organizations sharing one aim: Building a Europe of Readers – including every single member of the European Union – regardless of his/her social or cultural background.

Main aim of our presentation is firstly to elucidate how EURead is structured. Secondly to present our main goals and in a third step to present different campaigns which will show how EURead works and acts within its network and beyond to promote literacy in Europe.

Petra Enges-Pyykönen¹, Sæde Kankare², Einari Kurvinen³ & Mikko-Jussi Laakso⁴ (Suomi)

Informaatioteknologian laitos, Turun yliopisto

¹phenge@utu.fi Research assistant, ²sadkan@utu.fi Research assistant,

³emakur@utu.fi Doctoral candidate, ⁴milaak@utu.fi Adjunct professor

Matematiikan ja äidinkielen oppimistulosten parantaminen automaattisen arvioinnin ja välittömän palautteen avulla

VILLE on Turun yliopiston IT-laitoksella kehitettävä oppimisjärjestelmä, jonka sisältämien valmiiden opetusresurssien lisäksi opettajat voivat luoda omia tehtäviä ja jakaa niitä muiden opettajien kanssa. Tällä hetkellä VILLEä käyttää yhteensä yli 2 000 opettajaa ja yli 30 000 opiskelijaa noin 15 maassa. VILLE Team -tutkimusryhmä tekee tutkimusta opetusteknologian hyödyntämisestä oppimistulosten parantamiseksi lähtökohtanaan maalaisjärkinen ja käytännönläheinen opetusteknologian käyttö osana pedagogiikkaa.

Tutkimusten mukaan lasten ja nuorten matematiikan ja äidinkielen taidot ovat laskeneet ja asenteet oppiaineiden opiskelua kohtaan heikentyneet. Vuonna 2013 VILLE Team käynnisti pitkäaikaistutkimuksen, jossa selvitetään sähköisten tehtävien ja matematiikkapelien hyödyllisyyttä oppimiseen alakoulussa. Vastaava projekti äidinkielen kielitiedon opettamisesta alakoulussa aloitettiin vuonna 2014. Tutkimusta varten VILLEen on rakennettu matematiikan ja ohjelmoinnin opintopolku luokille 1—6 sekä äidinkielen opintopolku luokille 3—6.

Opintopolut ovat valmiita tehtäväkokonaisuuksia, joissa yksi oppiaineen viikkotunneista korvataan sähköisellä oppitunnilla. Oppitunnin aikana oppilaat ratkovat tehtäviä kynän ja paperin sijaan VILLE-oppimisjärjestelmän avulla hyödyntäen automaattisesti arvioitavia ja välitöntä palautetta antavia tehtäviä. Tehtävät ovat opettajan valittavissa ja muokattavissa, satunnaisesti arvotut kysymykset pitävät vastaamisen mielenkiintoisena ja eriyttäminen onnistuu eritasoisten tehtävien avulla sujuvasti.

Opintopolut hyödyntävät pelillisyyttä kahdella tasolla: toisaalta osa tehtävistä on pelinomaisia ja toisaalta oppilaan etenemisestä tehdään tavoitteellista ja mielekästä tuomalla eteneminen läpinäkyväksi kerättävien pisteiden ja virtuaalisten palkintojen avulla. Automaattisen arvioinnin ansiosta oppilas saa vastauksestaan välittömän palautteen. Palaute osoittaa vastauksen virhekohdat ja kannustaa oppilasta jatkamaan tehtävien ratkomista.

Järjestelmän tekemä oppimisanalytiikka tuottaa tutkijoille ja opettajille jatkuvaa tietoa oppimisprosessista. Tavoitteena on järjestelmä, joka pyrkii adaptoitumaan kerätyn datan perusteella käyttäjien taitotasoon ja opiskelutapoihin. Nykyisellään järjestelmä tuottaa luotettavaa tietoa esimerkiksi matematiikan solmukohdista, ja matematiikan oppimisvaikeuksien automaattinen tunnistaminen on todennettu MAKEKO-testin tulosten perusteella.

Käyttäjäpalautteen perusteella VILLEn etuja ovat esimerkiksi opintopolun tehtävien runsaus ja monipuolisuus. Useiden opintopolusta tehtyjen tutkimusten sekä opettajilta kerätyn palautteen perusteella VILLEä käyttäneiden oppilaiden oppimistulokset sekä opiskelumotivaatio ovat parantuneet merkittävästi.

Marie Ernestová (Czech Republic)

University of South Bohemia,
m.ernestova@email.cz

Methods Currently Used in the Czech Republic for Promoting Child Reading

Reading is one of the most basic human cultural needs. It mediates information and broadens a readers' perspective, but it also brings enjoyment, entertainment, and release from boredom and everyday cares. Despite these prodigious benefits, many current research studies show that interest in reading is declining, especially in children. It has been amply demonstrated that the relationship between reader and book and attitudes to literature are established in very early childhood, and that experiences gained during these formative years predetermine influence of books in their adult life, and even a person's role in, and contribution to, society. For that reason, all children's life experiences, and the academic and vocational subjects that constitute their education, need to both promote and support reading by all available means. Children can be encouraged to improve their reading skills and experience only by creating and maintaining a supportive environment, one in which literature is valued and reading is both an essential skill and a normal leisure activity.

Teachers, educators, librarians, writers, publishers and booksellers in the Czech Republic recognize the importance of promoting reading in children and are the most supportive of the many projects and activities currently devoted to this end at family, local, regional and nation-wide levels. The present paper describes some of these efforts and some of the institutions and associations involved. Many initiatives are collaborative and may involve the general public, sometimes they focus on children of particular age groups, interests or orientations. Some examples are: the *Day-for-a-Child Book*, the *Whole of Czechia Reads to Children Project*, the *We Grow with a Book Campaign*, the *Night with Andersen Project*, the *Week of Libraries Project* and the *I have already Become a Reader Project*.

Sirpa Eskelä-Haapanen¹, Carita Kiili², Marja Hannula³ & Susanne Roos⁴ (Suomi)

¹KT yliopistonlehtori, Jyväskylän yliopisto, Kasvatustieteiden tiedekunta, Opettajankoulutuslaitos; sirpa.eskela-haapanen@jyu.fi

²KT tutkijatohtori, Jyväskylän yliopisto, Kasvatustieteiden laitos; carita.kiili@jyu.fi

³KT, luokanlehtori, Jyväskylän yliopisto, Normaalikoulu; marja.a.hannula@jyu.fi

⁴KM, luokanlehtori, Jyväskylän yliopisto, Normaalikoulu; susanne.roos@jyu.fi

KT Sirpa Eskelä-Haapanen, pj. sessio 1(3)

Lasten käsityksiä internetistä

Internet on lapsille yhä merkittävämpi toimintaympäristö sekä koulussa että vapaa-ajalla. Se voi siten vaikuttaa monin tavoin lasten kognitiiviseen, sosiaaliseen ja emotionaaliseen kehitykseen. Tästä huolimatta tiedetään varsin vähän lapsen tavoista hahmottaa internetiä toimintaympäristönä. Tämän tutkimuksen tarkoituksena onkin selvittää lasten käsityksiä internetistä ja sen sisältämän informaation luotettavuudesta.

Tutkimukseen osallistui 30 perusopetuksen ykkös-, kakkos- ja kolmosluokkaista lasta, kymmenen kultakin luokalta. Lapsilta kysyttiin strukturoidussa haastattelussa seuraavia asioita: Mikä on internet, missä se on ja mistä tieto sinne tulee? Mitä hyötyä ja haittaa internetistä on? Onko kaikki internetissä oleva totta? Haastattelut litteroitiin ja analysoitiin aineistolähtöisen sisällönanalyysin avulla.

Lapset erosivat siinä, kuinka hyvin he osasivat kertoa internetistä toimintaympäristönä. Kun oppilailta kysyttiin, missä netti on, ainoastaan yhdellä oppilaalla oli orastava käsitys netistä tietoverkkona. Muutoin internet yhdistettiin muun muassa sähköön, verkkoyhteyteen tai erilaisiin päätelaitteisiin.

Kaksitoista oppilasta ei osannut liittää internetiin yhtään hyödyllistä asiaa. Eniten internetistä koettiin olevan hyötyä tiedonhaussa ja oppimisessa (9 mainintaa). Lisäksi oppilaat mainitsivat internetistä olevan hyötyä kommunikoinnissa ja ajanvietteenä. Mainitsipa muutama oppilas internetin helpottavan taloudenpitoa (laskujen maksaminen). Noin kolmannes lapsista ei osannut kertoa internetin haitoista. Lisäksi noin 17% oli sitä mieltä, ettei internetistä ole mitään haittaa. Loput oppilaista mainitsivat haittoiksi: haitalliset sisällöt tai viestit (7 mainintaa), nettiriippuvuus (6), terveysongelmat (3) ja nettikiusaaminen (1).

Tutkimuksessa oppilaiden arviot internetin sisältämän informaation luotettavuudesta voitiin luokitella viidelle eri tasolle. Alimman tason vastaukset, kolmannes, eivät sisältäneet lainkaan kriittistä suhtautumista internetin sisältöihin. Ylimmällä tasolla (yksi oppilas) kriittistä suhtautumista perusteltiin internetin luonteella eli sillä, että kuka tahansa voi julkaista mitä tahansa. Tämän lisäksi kolmannes oppilaista suhtautui sisältöihin kriittisesti kuitenkin osaamatta perustella näkemystään. Loput oppilaat osasivat perustella kriittistä suhtautumistaan jollakin relevantilla tavalla.

Tutkimuksen tulokset osoittavat, että osalla lapsista on vielä varsin naiivi käsitys internetistä. Tämän vuoksi kouluissa olisi tärkeää keskustella internetin luonteesta niin teknisenä kuin sosiaalisena ympäristönä. Tämä luo perustaa kriittiselle informaatiolukutaidolle.

Amy Seely Flint (USA)

Professor, University of Louisville, Kentucky
aflint1@gmail.com

Mapping Our Writing Lives: Signposts of Culturally Sustaining Writing Pedagogy

The purpose of this presentation is to discuss tenets of a culturally sustaining writing pedagogy in elementary classrooms. Culturally sustaining writing pedagogy forefronts the role of dialogue; linguistic, cultural and social resources; agency; and opportunities to enact a critical imagination on paper and on screen. In dialogic classrooms, learners use talk to generate ideas, make strategic linguistic choices, build writing identities, and reflect on their processes (Bakhtin, 1981; Laman, 2011). Along with dialogue, when learners access their social, cultural, and linguistic resources in writing, they are able to acknowledge and value diversity in their lives (Flint & Rodriguez, 2012). These resources contribute to one's sense of agency, which is "reflected in the way an individual develops personal meaning from the social world" and "are rooted in cultural and historical practices." (Fisher, 2010, p. 413). Finally, the role of a critical imagination is essential as learners compose texts that have the power to transform their worlds (Lewison & Heffernan, 2008). Children's writing artifacts will be showcased. By focusing on these principles of culturally sustaining writing pedagogy, the relationships of language, power, and subjectivity are made visible and in doing so, transform young writers' and their writing.

References

- Bakhtin, M. (1981). Discourse in the novel. In M. Holquist (Ed) *The dialogic imagination: Four essays by M. Bakhtin* (trans. C Emerson and M. Holquist). Austin, TX: University of Texas Press
- Fisher, R. (2010). Young writers construction of agency. *Journal of Early Childhood Literacy*, 10(4), 410–429,
- Flint, A.S. & Rodriguez, S. (2013). Building a community in writer's workshop: Supporting EL students' construction of identity in a first grade classroom. In R. Meyer and K. Whitmore (Eds.) *Reclaiming Writing*, Routledge
- Laman, T. T. (2011). The functions of talk within a 4th-grade writing workshop: Insights into understanding. *Journal of Research in Childhood Education*, 25(2), 133–144.
- Lewison, M. & Heffernan, L. (2008). Rewriting writers workshop: Creating safe spaces for disruptive stories. *Research in the Teaching of English*, 42(4), 435–465

Татьяна Галактионова¹ и коллеги – Tatiana Galaktionova¹ & colleagues (Россия)

¹Санкт-Петербургский государственный университет – St. Petersburg state University; galaktionova.tg@mail.ru

Марина Волкова–Marina Volkova, Школа № 574 School, marinvol@yandex.ru

Иван Розов–Ivan Rozov, Школа № 574 School, rozovii@mail.ru

Лилия Мишкина–Lily Mishkina, Школа № 700 School, lili.mishkina@gmail.com

Ярослава Назаровская–Yaroslava Nazarovskaya, Детская Библиотека Невского района– Children's Library of Nevsky district, satokx@mail.ru

Ирина Романова–Irina Romanova, Информационно-методический центр Невского района, Informational–methodical Centre of Nevsky district, roman66@yandex.ru

Яна Попкова–Yana Popkova, Школа №326 School, jmakarva@yandex.ru

Татьяна Лытко–Tatiana Lytko, Школа №20 School Невского района, lytkomargo@mail.ru

СЕССИЯ 60 минут

Подготовка учителей к реализации школьной междисциплинарной программы «Чтение +» В рамках симпозиума будет представлен опыт школ Санкт-Петербурга по разработке и реализации учебно-методического комплекса «КНИЖНЫЙ МОСТ ДЛЯ ГОРОДА»

В девяти ключевых компонентах УМК «Книжный мост для города» учтены интересы всех основных участников школьного читательского сообщества.

Администрация школы получает:

- Конструктор междисциплинарной

программы «Чтение +»;

- Программу повышения квалификации

для школьных команд «Успешное чтение: новая грамотность» (подготовка педагогов к реализации междисциплинарной программы «Чтение +»);

- Набор «мотиваторов» (тематическую

коллекцию цитат и плакатов в поддержку чтения – ресурс для организации образовательного пространства школы);

- Диагностический комплекс онлайн

тестирования уровня читательской компетентности и минимума предметных знаний для 5-9 классов.

Учителям предлагается:

- Набор карт с описанием основных

приемов (стратегий) «смыслового чтения» для использования в работе с текстами на разных уроках;

- Типовые программы внеурочной

деятельности «Успешное чтение» для 1–9 классов (начальная школа – «Хорошее время читать», 5 класс – «Книжное дерево моей семьи», 6 класс – «Большая энциклопедия шестиклассника», 7 класс – «Школа рекламы книги», 8 класс – «Игра в автора», 9 класс – «От текста к тексту: профориентация и самоопределение»);

- Образцы детских творческих работ (с

возможностью дистанционного просмотра);

- Методические рекомендации для учителя

«Учим успешному чтению». Рекомендательный список «Это стоит читать».

Дети и родители получают повод для встречи с новыми книгами, а также возможность выразить свое отношение к тексту через оригинальные творческие проекты, созданные на основе содержания прочитанных произведений. Для этого им предлагаются:

- «Портфель читателя: Учимся успешному чтению» Рабочая тетрадь для школьников (для каждого класса);
- «Петербургское чтение»:

рекомендательный список для школьников с учетом регионального компонента: «Книги Петербургских писателей», «Книги о Петербурге».

УМК «КНИЖНЫЙ МОСТ ДЛЯ ГОРОДА» существует в «материальном» и «виртуальном» форматах (http://vk.com/knizhnyy_most свободный, бесплатный доступ). Это позволяет руководителю любого педагогического коллектива организовать самостоятельное внутрифирменное повышение квалификации и использовать его как механизм мотивации педагогов к повышению качества работы и непрерывному профессиональному развитию.

PRESENTATION IN RUSSIAN

Teachers' training for the cross-curriculum programme "Reading +": implementation at school

Abstract: In the frames of Symposium we'll present the educational and methodical complex "BOOKBRIDGE for the city" as a result of professional cooperation of 8 St. Petersburg schools in fostering interaction and participation in the classroom by "reading in action" 9 modules of the "BOOKBRIDGE for the city" take into account the interests of all main participants of the school reading-community.

School administration receives:

- The constructor of the cross-curriculum program "Reading +";
- A programs of professional development for school teams;
- A set of "motivators" (a thematic collection of quotes and posters devoted to reading);
- Diagnostic complex for testing reading competency and minimum of content area knowledges for 5-9 grades.

Teachers are encouraged to use:

- A set of cards with basic reading strategies for working with texts in different lessons;
- Programs of extracurricular activities "Successful reading" for 1–9 grades (elementary school "a Good time to read", 5th grade – "Reading Tree of my family", 6th grade – "Big encyclopedia of a sixth grader", 7th grade – "The School of book advertising," 8th grade – "the Game with the author", 9th grade – "From text to text: the career guidance and self-determination");
- Samples of children's creative works prepared in the frames of these extracurricular activities;
- Methodical recommendations for teachers: "We teach successful reading". Recommendation list "It's worth to read".

Children and parents receive the occasion of meeting with new books, as well as the opportunity to express their attitude to the books through creative projects. They can use the special:

- "Reader's portfolio: Learn successful reading" workbook for students (for each class).

"BOOKBRIDGE FOR the CITY" has "material" and "virtual" formats (http://vk.com/knizhnyy_most free, free access). This allows the head of any teaching staff to organize an independent internal training and use it as a mechanism of motivating teachers to improve the quality of work and continuous professional development.

Hanna Gustafsson¹ & Maarit Jalo² (Suomi)

Nummenpakan koulu, Turku

¹ FM, lehtori hanna.gustafsson@turku.fi

² KM, rehtori maarit.jalo@turku.fi

Pienten ryhmien toimiva vuorovaikutus pedagogiseksi voimavaraksi –luokkatunnit osallisuuden väylänä

Jatkuvan arkiosallisuuden lisäksi osallisuuden väylinä Turussa ovat oppilaskuntatoiminta ja luokkatunnit. Luokkatunneilla kaikki koulun oppilaat saavat kokemuksia osallisuudesta ja oppivat vaikuttamisen taitoja koko perusopetuksen ajan. Luokkatunteja järjestetään kouluissa uuden opetussuunnitelman mukaisesti säännöllisesti kerran kuukaudessa. Luokkatunneilla käsiteltävät asiat koskevat koko koulun toimintakulttuuria, oppilaiden vuosiluokkaan ja ikätasoon liittyviä teemoja sekä oppilaiden itsensä keskeisiksi kokemia asioita. Luokkatunneilla käsiteltyjä asioita kuullaan koulun oppilaskunnassa, henkilöstökokouksissa ja koulukohtaisissa yhteisöllisissä oppilashuoltoryhmissä.

Luokan sisäiset kiinteät pienet ryhmät mahdollistavat jokaisen oppilaan kuulluksi tulemisen turvallisessa ympäristössään. Luokanohjaaja muodostaa pienet pysyvät ryhmät oman asiantuntemuksensa perusteella. Näitä kiinteitä ryhmiä hyödynnetään luokkatunneilla ja myös tarpeen mukaan muissa oppiaineissa. Ryhmässä oppilailla on vaihtuvat roolit.

Luokkatuntien toimivuus ja aito vuorovaikutus koulun oppilaskunnan ja henkilöstön välillä edellyttää opettajien yhteistä suunnittelua ja sitoutumista. Toimivat luokkatunnit ja turvalliset pienet ryhmät tuovat koulun toimintakulttuuriin kaikkia kouluyhteisön jäseniä arvostavan ja osallistavan ilmapiirin.

Yvonne Halleson (Sweden)

PhD. Department of Education, Uppsala University
 yvonne.halleson@edu.uu.se

1

Reading and talking about texts in History – collaborative discussions as a scaffold for disciplinary reading

In Sweden, History has been a compulsory subject in upper secondary school since 2011. The subject involves for instance analysing and interpreting source material, and understanding concepts (Skolverket/ Swedish National Agency for Education, 2011). However, research has shown that History texts may often be abstract and demanding to read (e.g. Schleppegrell, 2004; Olvegård, 2014). Exploring whether and how students are scaffolded in their reading of disciplinary texts in History is thus relevant from an educational point of view. Set within the field of disciplinary literacy, this paper thus discusses examples from an investigation of how upper secondary school students read and talk about texts in the subject of History (Halleson, 2015).

With the aim to explore how texts were used and talked about, the teaching environment in four classes at two schools were observed. Also an intervention study was carried out where one of the teachers worked with specific discussion approaches. The data used in this presentation solely entails students' collaborative discussions, i.e. student-led discussions where the students themselves are in charge of reading and discussing texts, and answering questions on them. The discussions were analysed with regard to (1) text movability in order to capture the students' text reception and show how they approach the texts by moving between different positions, (2) intertextual cohesion to map the information flow between text and conversation and reveal how text content is included and handled, and (3) what scaffolding structures emerge.

The aim of the presentation is to exemplify findings showing different types of collaborative discussions with regard to how the students move in relation to the texts, what and how text content is included and expanded, and how the peer scaffolding works. Based on the examples, characteristics of and prerequisites for well-functioning discussions that may scaffold reading will be discussed.

Halleson, Y. 2015. Textsamtal som lässtöttande aktivitet. Fallstudier om textsamtals möjligheter och begränsningar i gymnasieskolans historieundervisning. Stockholm: Institutionen för språkdidaktik.

Olvegård, L. (2014). Herravälde: är det bara killar eller? Andraspråkläsare möter lärobokstexter i historia för gymnasieskolan [Diss. Göteborg: Göteborgs universitet]. Göteborg: Göteborgs universitet.

Schleppegrell, M. (2004). The language of schooling: A functional linguistics perspective. Mahwah, NJ: Lawrence Erlbaum.

Skolverket. (2011). Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011. Stockholm: Skolverket.

Britta Hannus-Gullmets (Finland)

doktorand i specialpedagogik vid Fakulteten för pedagogik och välfärdsstudier,
Åbo Akademi, Vasa
bhannus@abo.fi

Att skriva på dator med auditiv feedback från syntetiskt tal – ett sätt att undersöka skriftspråket.

Jag har gjort en fallstudie av fyra pojkar som skriver texter på dator med syntetiskt tal tillsammans med en lärare en lektion i veckan under en termin. Pojkarna har rekommenderats av sina klasslärare för extra läs- och skrivträning, eftersom de har gjort långsammare framsteg än sina klasskamrater i läs- och skrivkonsten.

En pojke är sex år gammal och går i en förskola som är integrerad med skolans första och andra klasser. Han skriver namn och små meningar, men också enskilda bokstäver och sifferserier. De tre övriga pojkarna är nio år och går i tredje klassen. De skriver små berättelser.

Avsikten med min studie är att undersöka om skrivningen med auditiv feedback verkar att stimulera läs- och skrivinläringen. Programmet fungerar så att det syntetiska talet uttalar bokstavsljudet då barnen trycker på en bokstavstangent. Då barnen skrivit ett ord färdigt och tar mellanslag, uttalas ordet. Man kan också beställa uttal mitt inne i ett ord för att kolla hur långt man kommit i ordet eller annars kolla stavningen. Då man skrivit en hel mening och avslutar med punkt uttalar talsyntesen hela meningen.

Den yngsta pojken håller på och lär sig bokstäverna och deras ljud. I början av träningsperioden kan han endast ett fåtal bokstäver, och under skrivarbetet lär han sig småningom flera bokstäver och deras ljud. De tre äldre pojkarna kan ju redan skriva och läsa, men de har problem t.ex. med dubbelteckning av konsonanter. De lyssnar på det syntetiska talets uttal av de ord som de skrivit, och många gånger märker de om en dubbelteckning saknas och kan rätta till det.

Min studie undersöker också samspelet mellan elev och lärare, om läraren kan ge lämpligt mycket hjälp då barnen stöter på problem i sitt skrivande.

Barbara Hanuš (Slovenia)

mag. Ljubljana, Slovenia

barbara.hanus@guest.arnes.si

The role of books in my teaching for social justice

I am an author of children's picture books and Slovene language teacher in Bosnia. I teach children and adults, most of them belong to the second or the third generation of immigrants. They don't speak Slovene at home, so Slovene is their second language. Our classes are the meeting points of different cultures. All students must be provided equal opportunities for their development. All teachers must have the pedagogical competence for dealing with cultural and linguistic heterogeneity and we all must think critically when we select literature that reflects diversity. I am using literature to address the diverse needs of students. I am interested in books that focus on the similarities as well as the differences that prevail among the human beings. In the world divided between the poor and the rich, between those who have work and those who do not, between those who live in totalitarian states and those who live in democracies, books can serve as the mediators. The elements of interactive education can be transferred into the activities. I will show how I put ideas of social justice into practice in my classrooms. I must know and integrate student's cultural background and build on prior experiences. Teaching for social justice is very important and I will present a range of books that can be used in the classrooms.

key words: immigrants, teachers, social justice, linguistic and cultural diversity, identity

Jarkko Hautala¹, Otto Loberg², Carita Kiili³ & Paavo Leppänen² (Finland)

¹Agora Center and Department of Psychology, University of Jyväskylä;
jarkko.v.hautala@jyu.fi

²Department of Psychology, University of Jyväskylä

³Department of Education, University of Jyväskylä; carita.kiili@jyu.fi

Sixth graders' viewing strategies when reading internet search results

Information searching from the internet is one of the key literacy skills contributing highly on person's effectiveness in informational tasks. Previous research suggests that students have problems in locating relevant information. The present study focuses on sixth graders' students' skills in evaluating and selecting search results on search engine result pages. Specifically, we studied whether students with and without reading and attentional difficulties skills can exploit all of the essential information provided by search engine result page (title, url and extract text). Students were asked to choose the best search result among the four presented. Along the best matching search result, one of the result was ill-matching by all of its components, while two had matching titles, but either suspicious url or extract text in respect to information searching task. Students' probability to look each component during initial and later encounter with the search result was being analyzed with the eye-tracking technology. Results show that already during first-pass reading, the students could inhibit themselves from reading the extract text of a search result, if it had an ill-matching title. This result indicates usage of an eliminative reading strategy. During later viewing passes, the students focused mostly on the best-matching search result, indicating that they relied on a confirmatory reading strategy. Cluster analysis revealed three groups with different viewing strategies: 1) group reading mostly titles, 2) group reading titles and extract text, and 3) group reading all three available components. The title readers choose much more often competing search results instead of the best one. Reading disabled children were over-represented in the title readers -group, and performed overall quite poorly in the task. Overall the results suggest that sixth graders have highly variable information searching skills, which could likely to be improved by targeted instruction. Such instruction may be especially beneficial for children with reading difficulties.

Mehdi Hihi¹ & Dajana Kapusova² (Switzerland)

¹mhihi@nanotec-for-schools.org , Chairman – nanotec for schools, Secondary school teacher, BSc Computer science, Certified adult trainer, Scientix ambassador – Switzerland

²dajana.kapusova@nanotec-for-schools.org, Social medias specialist – nanotec for schools, MSc Business Management, IT Specialist, Certified adult trainer, LinkedIn Expert

Promotion of basic skills in literacy, mathematics and ICT in the business for successful social and professional integration: comparative study of good International practices and presentation of a Swiss national funded project.

4

Overview

A major challenge of our societies during the next few years is to provide little or no qualified person means to advance in their professional settings. To do this, providing innovative technical level (literacy, mathematics, ICT) coupled with the implementation of innovative training projects should contribute to the professional success of individuals as well as their well-being.

The lack of basic skills has multiple effects on several levels: The affected person can neither participate fully in social life nor at work. She/he might only have a very limited access to learning opportunities. Enterprises, whose employees only have inadequate basic skills are not able to use their full productivity potential.

Objectives

The aim of these interactive presentations is to provide to the participants an overview of the promotion of basic skills for young adults and adults, especially in literacy, mathematics and ICT, in the context of a Swiss national funded project implemented by nanotec for schools.

The integration of literacy, mathematics and ICT in the business in the context of specific ongoing training for low-skilled audiences must bring more future perspectives in terms of employability and well-being.

Innovative solutions will be presented to the participants as well as highlighting good practices proposed at European and international level.

Jaana Hintikka (Suomi)

KT, erityisluokanopettaja, Mikaelin koulu, Turku, jaana.hintikka@turku.fi

Oppilaiden tunnetaitojen tukeminen Aggression portaat -opetusohjelman avulla

Esityksessäni kerron, mitä tunnetaidoilla tarkoitetaan ja miten perusopetuksen opetussuunnitelman perusteissa näkyy koulujen velvoite opettaa oppilaille tunne- ja vuorovaikutustaitoja. Tuon myös esille kansainvälistä tutkimustietoa tunnetaitojen opettamisen merkityksestä ja tärkeydestä oppilaan sosioemotionaalisen kehityksen kannalta.

Esittelen lastenpsykiatri Raisa Cacciatoren kehittämän Aggression portaat -mallin ja opetusmateriaalin (2007), jonka avulla tuetaan oppilaiden tunnetaitojen kehittymistä sekä väkivallan vastaista asennekasvatusta. Väitöstutkimukseeni (2016) ja pitkään opetuskokemukseeni perustuen esitän tiivistetysti, havainnollisesti ja konkreettisesti, miten tutkimusperustaisen Aggression portaat -intervention avulla opetetaan oppilaille tunne- ja itsesääätelytaitoja ja pyritään siten tukemaan oppilaiden sosioemotionaalista kompetenssia ja sen kehittymistä. Esittelen intervention tavoitteet, keskeiset opetettavat aihesisällöt, opetukseen sopivia metodeja sekä mallin, miten oppilaan oppimisen arviointiin osallistuvat oppilas itse, luokkatoverit ja opettaja. Tavoitteenani on siis tarjota opettajien ja kasvatusalan henkilöstön käyttöön konkreettinen, opetussuunnitelman toteuttamista tukeva, tunnetaitojen opetusohjelma.

Aggression portaat -opetusohjelman esittelyn yhteydessä kerron saamistani väitöstutkimukseni tuloksista, jotka osoittavat tunne-elämän ja käyttäytymisen haasteita omaavien 8–13-vuotiaiden oppilaiden hyötynneen kolmen lukuvuoden aikana säännöllisesti ja johdonmukaisesti pidetyistä tunnetaito-oppitunneista. Tutkimuksessa interventioryhmän (N=36) oppilaat saivat Aggression portaat -opetusohjelman mukaista opetusta, mutta kontrolliryhmän (N=26) oppilaat eivät.

Tutkimustulosten mukaan interventio- ja kontrolliryhmän oppilaiden kehitys oli pääosin samansuuntaista, mutta interventioryhmän oppilaiden myönteiset tunnekokemukset lisääntyivät ja toisiinsa kohdistunut fyysinen väkivalta väheni tutkimusjakson aikana merkittävästi. Lisäksi interventioryhmän oppilailla oli keinoja itsensä rentouttamiseksi, päinvastoin kuin kontrolliryhmän oppilailla, joilla keinottomuuden kokemus jopa lisääntyi. Interventioryhmän oppilaat suhtautuivat kielteisesti toisen yllyttämiseen väkivaltaiseen tekoon ja kirjoittivat kontrolliryhmän oppilaita enemmän ajatuksiaan väkivallasta tuoden esille runsaasti ehdotuksia keinoista väkivallan vähentämiseksi. Oppilaat ja opettajat kokivat interventio-ohjelman hyödylliseksi ja opettajat opetusmateriaalin käyttökelpoiseksi.

Jeanette Hoffmann (Germany)

Technische Universität Dresden,
Chair of Primary Education/German Education
Prof. Dr. Jeanette.Hoffmann@tu-dresden.de

Graphic Novels as Conversation and Writing in Grade School

Stories told through images, like those in comics or graphic novels, awaken a great fascination (particularly) in young readers, boys and girls alike. They are invited to dive in in a story told between pictures and text. Reading, seeing, and imagining are the central actions during the reception-process (Dehn 2014). Contrary to perspectives of a pragmatically oriented approach of *reading literacy*, which emanates from the ‘competent reader’, this paper will take into account the reception-processes and social practices from the perspective of an *emergent literacy*. The following, therefore, will speak to (or show) the children and their individual appropriations of graphically related stories in an open, educational context. The processes of (appreciative, intensive, and sociable) reading, seeing, and imagining thereby shift into focus.

Through our current study “Narrative in Images und Texts – Graphic Novels in German Lessons” the graphic novel *My Mommy is in America and she met Buffalo Bill* by Jean Regnaud and Émile Bravo (2010) was read in an elementary school class at the end of the second grade. We created video records and transcripts of the discussions and documented the texts and pictures from the students. *Key incidents* (Kroon/Sturm 2007) were chosen from the various perception data, analyzed and compiled. Through our observations of the interactions during the lessons, the students’ conversations, writings, and pictures uncovered the literary and aesthetic experiences of the children.

Dehn, M. (2014): Visual literacy, Imagination und Sprachbildung. In: Knopf, J.; Abraham, U. (ed.) (2014): BilderBücher. Theorie. Volume 1. Baltmannsweiler, pp. 125-134.

Kroon, S.; Sturm, J. (2007): International comparative case study research in education: Key incident analysis and international triangulation. In: Herrlitz, W.; Ongstad, S.; van de Ven, P.-H. (2007): Research on mother tongue education in a comparative international perspective. Theoretical and methodological issues. Amsterdam/New York, pp. 99-118.

Regnaud, J.; Bravo, É. (2010): *My Mommy is in America and she met Buffalo Bill*. Doddington.

Aino Holmén¹, Anne Hakanen², Annina Stenvall³ & Inka Rautiainen⁴ (Suomi)

¹apulaisrehtori, Vasaramäen koulu aino.holmen@turku.fi

²erityisopettaja, Nummenpakan koulu anne.hakanen@turku.fi

³luokanopettaja, Vasaramäen koulu annina.stenvall@turku.fi

⁴äidinkielen ja kirjallisuuden opettaja, Luostarivuoren koulu inka.rautiainen@turku.fi
sekä

Panu Saarnivaara, äidinkielen ja kirjallisuuden opettaja, Puropellon koulu

Eija Tammisto, äidinkielen ja kirjallisuuden opettaja, Puolalan koulu

työryhmän kuusi jäsentä

Lukudiplomi verkossa

Lukupolku on verkossa toimiva lukudiplomi perusopetuksen 1.–9.luokkalaisille.

Sen tavoitteina on muun muassa.

- Kirjallisuuden opetuksen monipuolistaminen ja eriyttäminen
- Lasten ja nuorten lukumotivaation lisääminen
- Saumaton yhteistyö koulun ja kirjaston välillä

Lukudiplomia on suunniteltu ja sitä toteutetaan yhteistyössä kirjaston kanssa: kirjatarjonta ja kirjojen luokittelu on kaupunginkirjaston laatimaa. Tehtäväpankki, ohjeet oppilaille ja opettajille sekä muu verkossa oleva materiaali on työryhmän valmistelemaa. Verkkomateriaalin graafisen ulkoasun suunnittelussa on ollut apuna sivistystoimialan viestintäosasto.

Lukudiplomi löytyy osoitteesta <https://blog.edu.turku.fi/lukupolku/>

Chi-Jen Huang (Taiwan)

Associate Professor, Teacher Education Center, National Chiayi University, Taiwan
hchiren@mail.ncyu.edu.tw

A study on the innovative remedial program of Chinese language and literature for junior high students: differentiated instruction of thematic reading using multiple texts with media

3

The policy of 12-year basic education was put into effect in 2014 in Taiwan. This study is to investigate the practice of Chinese language and literature for struggling readers in the junior high schools, and then proposes an innovative program to improve the practice in the context of the policy. The innovative program was developed based on theories of differentiated instruction and thematic reading of multiple texts with media. The materials of the remedial instruction, including multiple texts and media, were organized around the themes selected by the teachers and their students. It aims to promote learning interests and reading literacy of struggling readers.

The main procedures of this study included two parts. First, we investigated the status quo of Chinese language and literature's remedial instruction in the junior high schools. Second, we organized two learning communities to develop the innovative remedial programs for the seventh struggling readers in the two of selected case junior high schools. The effects of the innovative remedial programs were evaluated using the method of co-operative action research. In the processes, members (teachers) of two learning communities were observed in the classrooms, personally interviewed and provided with suggestions for developing the innovative remedial program. The effects of the innovative program (i.e., the change processes of teachers' teaching) were assessed on the basis of the observations and in-depth interviews. Finally, with the synthesis of the study results, this study provided some significant suggestions for improving teacher training and for reforming the remedial instruction programs of Chinese language and literature at the junior high schools in Taiwan.

Keywords: differentiated instruction, thematic reading of multiple texts with media, learning community of teacher development, remedial program of Chinese language and literature

Nicholas E. Husbye (USA)

Ph.D. Assistant Professor of Elementary Literacy Education, University of Missouri, St. Louis, Missouri
husbyen@umsl.edu

Of Light Sabers and Legos: Stop Motion, Digital Filmmaking, and Literacy Learning

Over the course of a four-week elective class on filmmaking, a trio of second grade boys engaged in the creation of a stop motion animation film featuring *Star Wars* characters engaged in an intergalactic battle of good and evil. Drawing upon popular culture narratives allowed the filmmakers to concentrate on production processes, particularly the manipulation of technological affordances and material props to create movement.

This presentation examines the practices of these three students as they attend to the kineikonic mode (Burn & Parker, 2003) examining the complex processes the students engaged in to marginalize their own presence within the film and give life to inanimate objects. Data sources include the final film, classroom footage of production, as well as field notes taken by the researcher. Data Analysis culminated in moments of crystallization around filmmaking practices, expanding existing developmental frameworks for understanding animation production by elementary-aged children (Marsh, 2006). Analysis of the complex set of data points surrounding the production of the film highlight three filmmaking practices: (1) a heightened concern for “invisibility” on behalf of the filmmakers, (2) a sophisticated sense of the affordances of technology, and (3) concern for the spatiotemporal elements of animation as manifest in object manipulation and image sequencing.

This presentation furthers our understandings of how multimodal texts are created by elementary students. By examining these texts within their histories of production, new insights into the practices implicit in the creation multimodal texts, particularly those utilizing animation, are possible. These three young filmmakers move beyond existing conceptions (Sefton-Green & Parker, 2000; Marsh, 2006) to complicate and expand the possibilities of technology, multimodality, and literacy learning.

References

- Burn, A., & Parker, D. (2003). Tiger's big plan: Multimodality and the moving image. In C. Jewitt & G. Kress (Eds.), *Multimodal literacy* (pp. 56–72). New York, NY: Peter Lang.
- Marsh, J. (2006). Emergent media literacy: Digital animation in Early Childhood. *Language and Education*, 20(6), 493-506. doi: 10.2167/le660.0
- Sefton-Green, J., & Parker, D. (2000). *Edit-play: How children use edutainment software to tell stories*. London, UK: British Film Institute.

Gunilla Högnäs¹ & Monika Broman² (Finland)

Förskolelärare, PeK. och barnträdgårdslärare. Förskolan på Cygnaeus, Åbo

¹gunilla.hognas@turku.fi, ²monika.broman@turku.fi

Programmering i förskolan

2

Programmering kommer in i läroplanen även i förskolan fr.o.m. 2016. Utgångspunkten i PROFFS -projektet har varit att ge idéer och förslag som kunde passa in i förskolan. Kursen har finansierats av utbildningsstyrelsen och är ett pilotprojekt. Med enkla medel kan vi i förskolan introducera programmering för förskolebarnen.

Presentationen är en beskrivning av hur Cygnaeus förskola har arbetat i sina förskolegrupper. Förskolan har i år tre förskolegrupper med 20 barn födda 2009. I personalen finns en förskolelärare och två barnskötare i varje förskolegrupp.

Det går att programmera på olika sätt och integrera programmeringen i olika ämnen. Genom att införa programmering i förskolan förebygger man att inget barn blir utan undervisning i ämnet. Vår uppgift blir att lära ut programmering vidare åt barnen, kolleger, föräldrar och övriga svenska förskolor i Åbo. Via kursen har vi fått möjlighet att sprida informationen vidare. Genom kursen har vi också fått möjlighet att köpa Ipads och Beebotar som vi kommer att presentera under föreläsningen.

Förskolearbetet med programmering är ännu ganska nytt så vi håller på att utveckla våra arbetssätt och metoder.

PROFFS-kursen som vi deltar i heter, Programmering F–6 och vår lärare är Fil. dr Linda Mannila, informationsteknologi, datavetenskap vid Åbo Akademi.

Hellen Inyega¹, John Mugo², Evangeline Nderu³ & Benjamin Piper⁴ (Kenya)

¹PhD, The University of Nairobi hinyega@yahoo.com;
hellen.nasimiyuh@uonbi.ac.ke

²PhD, Twaweza East Africa jmugo@twaweza.org

³PhD, RTI International enderu@tayari.rti.org

⁴PhD, RTI International bpiper@tusome.rti.org

SESSION 60 minutes

Literacy in Action in East Africa: Working Knee to Knee with Schools and Communities to Make Meaning

In this colloquium, four discussants from three organizations showcase literacy innovations they implement within schools and communities across the country. Specifically, the discussants demonstrate how they uniquely complement each other to make meaning and improve children's literacy skills in Kenya. The discussants share tried and proven strategies for large-scale assessment of literacy outcomes on the one hand, and working knee to knee with pre-and in-service teachers to augment their reading instructional skills through professional development, coaching, peer support and use of ICTs. Discussants share also on school-community connections and how, through questions such as "**are our children learning**," they catalyze communities and rally them to action to demand better quality of education for their children. Recommendations on four essential **Ts** (**T**ime spent on task, quality of **T**eachers, reading instructional **T**exts, and instructional **T**ongue (language of instruction) for successful classrooms are made. Implications on relevance, effectiveness, efficiency and sustainability of literacy innovations, on policy reform and on education for all for sustainable development are made.

Dieter Isler¹ & Katharina Kirchhofer² (Switzerland)

Pädagogische Hochschule Thurgau, (university of teacher education)

¹dieter.isler@phtg.ch

²katharina.kirchhofer@phtg.ch

**Promoting oral texts in kindergarten classrooms
– insights into the development of measurement
tools for a new intervention study**

Challenging communicative tasks such as reporting experiences, inventing stories, explaining facts or negotiating points of view are essential in classroom communication and crucial for successful academic learning. However, the children's familiarity with these „oral texts“ varies depending on the linguistic and educational practices of their families.

Research has shown that adults' interactive support clearly facilitates the acquisition of language abilities on the text or discourse level. But recent studies on language practices in playgroups, day-care institutions and kindergarten classrooms reveal that educators and teachers do not yet focus enough on promoting these abilities.

The intervention study «Promoting oral texts in kindergarten» aims at supporting teachers to purposefully and effectively promote the production of oral texts in everyday kindergarten communication. In a pre-post-follow-up-design with two intervention groups and one control group we will measure the quality of teacher interaction and the abilities of the children to produce oral texts. The tasks and tools needed for the measurement of these variables will be developed and piloted from January to September 2016. In our paper we will present the theoretical foundations and the operationalization of these tools, document their implementation using video data of teacher talk and children's text productions and discuss the preliminary results of this pilot study.

Andrej Jalen (Slovenia)

Librarian, Library A.T. Linhart Radovljica, Radovljica
 andrej.jalen@rad.sik.si , andrejjalen@gmail.com

We Can! Overcome Barriers to Reach the Disabled—Raising Children’s Awareness on the Needs of the Blind and Visually Impaired

We Can! – Overcome Barriers to Reach the Disabled is a series of workshops that teach children about the barriers faced by the blind and visually impaired – both in literacy and in other aspects of their lives. The project was developed to stimulate greater inclusion of socially marginalized/disadvantaged groups in the framework of our “Library for All” programme. The idea for the project also stemmed from some of the users who visit our library (particularly senior citizens) – we assist those who are visually impaired by providing reading and magnifying glasses, larger print books, audio books, etc.

The project is targeted at school children aged 4–12 in order to educate them on blindness and visual impairment, to teach them acceptance of those who are different, to promote inclusion, sensitivity and assistance to others. We carefully prepared for this project by attending seminars on the subject of blindness and visual impairment and by cooperating with Aksenija Kermauner, Ph.D., who has worked with the blind and visually impaired for a number of years.

We then acquired and developed a series of didactical materials that we interactively use with students at primary schools. Didactical materials include: a white cane, a memory game for the blind, books written in Braille and a Braille embosser. Thus far, we have presented this workshop at several local schools and have had a very positive reaction from students, who are attentive and interested in the workshops. They learn about the needs of the blind and visually impaired by trying to find their way around a classroom blindfolded, by playing an ‘object memory game’, by touching books written in Braille and through discussions. Children are encouraged to write about what they have learned and to comment on what was most memorable for them.

We Can! – Overcome Barriers to Reach the Disabled – raising children’s awareness on the needs of the blind and visually impaired is aimed at teaching ‘fully able’ children about visual impairment as well as about inclusion and sensitivity towards the disadvantaged. We believe this workshop is an excellent example of good practice that can successfully be implemented by other institutions across Europe and we hope to continue this programme with other similar projects in future, including workshops that teach children about hearing impairment.

Anne Jyrkiäinen¹ & Kirsi-Liisa Koskinen-Sinisalo² (Suomi)

Tampereen yliopisto

¹ KT, yliopistonlehtori, KT, Kasvatustieteiden yksikkö anne.jyrkiainen@uta.fi

² KT, apulaisrehtori, erityisopettaja kirsi-liisa.koskinen-sinisalo@uta.fi

Opettajien pedagoginen yhteistyö

Yhteisöllisen kirjoittamisen työtapaa tarjoaa yhden mahdollisuuden harjoitella Perusopetuksen opetussuunnitelman perusteissa (POPS 2014) mainittuja yhdessä tekemisen ja yhteisöllisen tiedon tuottamisen taitoja. Työtapaa perustuu sekä oppilaiden että opettajien yhteistyöhön ja se rakentuu kahdeksasta toisiinsa limittyvästä vaiheesta. Yhteisöllisen kirjoittamisen yhteydessä olemme opettajien yhteistyöstä päätyneet käyttämään käsitettä yhdessä opettaminen, jonka katsomme kattavan yhteisen vastuun koko opetusprosessista.

Yhdessä opettamiseen liittyy mahdollisuuksia ja haasteita. Yhteistyön on todettu vahvistavan ammatillista oppimista ja kasvua (Opfer ja Pedder 2011; Ruohotie 2002) sekä mahdollistavan kollegiaalisen tuen, jota Soini, Pietarinen ja Pyhältö (2008) pitävät yhtenä opettajien pedagogista hyvinvointia ja työssä jaksamista edistävänä tekijänä. Toisaalta liiallinen yhteistyö voi rajoittaa yksittäisen opettajan toimintavapautta (Opfer ja Pedder 2011; Repo 2010). Yhteistyön onnistumisen kannalta on tärkeää, miten käytännön järjestelyt kuten esimerkiksi työskentelyajat ja tilaratkaisut joustavat yhteistyön tarpeisiin (Poulos, Culbertson, Piazza & d'Entremont 2014).

Tutkimuskysymyksenä esitämme:

Miten opettajat kokevat yhteistyön yhteisöllisen kirjoittamisen työtavassa?

Tutkimus- ja kehittämistyömme on rakentunut koulutuksellisen design-tutkimuksen (EDR) periaatteiden varaan (Design-Based Research Collective 2003; Edelson 2002; Nieveen 2007; Plomp 2013; Van den Akker 2007). Tutkimus on edennyt design-sykleissä noudattaen Van den Akkerin (2007) jaottelua: alustava tutkimus, teoreettinen tarkastelu, empiirinen testaaminen sekä dokumentointi, analysointi ja reflektointi. Aluksi olemme keskittyneet yhteisöllisen kirjoittamisen työtavan kehittämiseen ja olemme tutkineet työtappaa oppilaiden näkökulmasta. Myöhemmin olemme keränneet aineistoa myös opettajien toiminnasta ja kokemuksista.

Opettajien kokemuksia käsittelevä aineisto koostuu kymmenen opettajan teemahaastattelusta. Haastattelusta oli erityisopettajia kaksi ja luokanopettajia kahdeksan. Haastattelut tapahtuivat lukuvuoden 2013–2014 aikana. Litteroidut haastattelut on analysoitu aineistolähtöistä sisällönanalyysejä soveltamalla (Miles & Huberman 1994; Tuomi & Sarajärvi 2009).

Opettajat kokivat keskinäisen yhteistyön pääosin myönteisenä, joskin kriittisiä ja epävarmuutta kuvaavia kokemuksia myös ilmeni. Opettajien kokemukset yhdessä toimimisesta on jaoteltavissa myös neljään ryhmään: 1) ilo ja helppous, 2) hyöty, 3) ammatillinen kasvu ja 4) kriittisyys ja epävarmuus.

Opettajien myönteiset kokemukset yhteistyön hyödyllisyydestä sekä oppilaiden tukemisen että oman ammatillisen kehittymisen kannalta rohkaisevat yhdessä oppimisen ja opettamisen mahdollisuuksien pohtimiseen koulun arjessa.

Avainsanat: yhteisöllinen kirjoittaminen, yhdessä opettaminen

Meri-Tuulia Kaarakainen¹ & Loretta Saikkonen² (Suomi)

Turun yliopisto/ Koulutussosiologian tutkimuskeskus RUSE

¹merluo@utu.fi²lorgal@utu.fi**Suomalaisnuorten informaatiolukutaito**

Tietovarantojen siirtyminen Internetiin on lisännyt informaatiolukutaidon merkitystä niin opiskelussa kuin elämässä yleisestikin. Uusissa peruskoulun opetussuunnitelman perusteissa läpileikkaavina osaamistavoitteina mainitaan sekä monilukutaito että tieto- ja viestintätekniikan osaaminen (OPH 2014). Tutkimuksessa analysoidaan 12–22-vuotiaiden nuorten (N=3168) tietoteknologioiden käyttötottumuksia ja informaatiolukutaitoa. Aineisto on kerätty 2014–2015 Varsinais-Suomen yläkouluissa, lukioissa ja ammattioppilaitoksissa.

Nuorten informaatiolukutaito todettiin heikoksi etenkin siihen nähden, miten varhain suomalaisnuoret aloittavat Internetin käytön ja miten usein he sitä vapaa-ajallaan käyttävät. Tiedonhakutehtävissä onnistuminen lisääntyy toiselle asteelle siirryttäessä lukiolaisten ollessa vertailun taitavimpia. Tiedonhaun yhteispistemäärä on tyttöillä ja pojilla kutakuinkin sama, mutta tytöt ovat poikia taitavampia arvioimaan hakutuloksia, pojat taas tyttöjä parempia valitsemaan oikean hakukanavan. Nuoret eivät hallitse tiedonhaun osa-alueista enenkään hakulausekkeen muodostamista, jota voidaan pitää tiedonhaun perusedellytyksenä. Kattavan, syntaksiltaan oikean hakulausekkeen muodosti vain noin prosentti nuorista. Tiedonhaun hyvin hallitsevat nuoret käyttävät teknologiaa muita nuoria ahkerammin, kun taas heikot tiedonhakijat ovat teknologioiden käyttäjinä selvästi muita nuoria passiivisempia. Hyvien tiedonhakijoiden käyttötottumuksissa korostuvat uusmedioiden monipuolinen hyödyntäminen sekä teknologioiden välineellinen ja tiedonhakupainotteinen käyttö.

Saatujen tulosten valossa vaikuttaa siltä, että oppilaiden oletetaan osaavan asioita, joita he eivät todellisuudessa hallitse. Taustalla ovat katteettomat kuvitelmat nuorista osaavina 'diginatiiveina', vaikka nuorilla ei ole todettu olevan vanhempia sukupolvia parempia tietoteknologiataitoja. Tiedonhakua kyllä hyödynnetään oppilaitoksissa esimerkiksi etsittäessä tietoa, mutta itse tiedonhaun opetus on usein unohdettu. Informaatiolukutaidon edellyttämä osaaminen on luonteeltaan monimutkaisia, eikä tarvittavia taitoja hankita opettelematta.

Anatoli A. Kachalkin (Russia)

senior lecturer, Department of foreign languages, Faculty of Philology,
People's Friendship University of Russia, Moscow
tavrysha@yandex.ru

2

Knowledge of medical terminology as an indicator of professional literacy of the modern medical student

Knowledge of professional lexicon is one of the indicators of development of professional competence among medical students. In turn, professional competence is closely connected with the professional literacy. Therefore, in the curriculum there is a special subject «Fundamentals of medical terminology» in which students learn medical terms in Latin, the components of the lexical minimum of this discipline. We understand the concept of Lexical minimum as the whole system of terms, which, along with frequently used terms (with a broad combinability) there are singular terms denoting important and necessary concepts. In addition, it can be represented in different ways (the basic and advanced (optional) version), which requires access to a wide terminological context.

Students may have certain difficulties in the traditional system of teaching medical terminology. The first group of difficulties associated with applying grammar rules in nomination. Most students can't understand how to use Latin grammar in medical terminology.

The second group of difficulties includes the student's problems in the translation of the terms presented by exact phrases. The translation can be literal, because students don't perceive the exact phrase as a whole.

The third group of difficulties associated with the problem of the bilingualism in the all three sections of medical terminology. In anatomical terminology Latin terms are prevalent (the Greek terms less). On the contrary, the basis of clinical terminology is Greek roots of words. The pharmaceutical terminology is the bilingual mix.

Finally, the fourth group of problems arises due to the different approaches to interpretation of the accent principles in terminology. Students can't distinguish these principles, therefore, confuse accents in terms.

In this regard, the teacher requires not only knowledge of the Latin, but also the ability to adapt the Latin grammar to terminology to explain the details of the formation and the usage medical terms to the students.

The author method of teaching medical terminology will be presented in the report at the session. The method reflects modern trends in the development of terminology. Also, the method takes into account the level of knowledge of students of the Latin.

The main principle of this method is the usage grammar structures of Latin for ordering and systematization Latin terms based on the current practice of their professional use.

Sandra Kalniņa¹ & Aija Kalve² (Latvia)

¹University of Latvia, sandra.kalnina@lu.lv

²Riga Teacher Training and Education of Management Academy,
aija.kalve@way.lv

The positive experience of implementing the program “Peer learning for literacy development” in Latvia.

The presentation will emphasize the possibilities of developing literacy and the joy of reading in the context of peer learning. The authors will reflect on the theoretical aspects and methodology of the program “Peer learning for literacy development” and will analyze the experience gained during the approbation of the program.

The presentation will pay special attention to the possibilities of developing the reading skills (fluency, correctness, comprehension) applying purposefully four reading strategies- *pair reading*, *retelling*, *summarizing* and *prediction*, while performing them the learners support and assess each other and participate in an active reading process.

The study carried out during the approbation process and its context (interview, pedagogical observation, measurements of the literacy dynamics) promotes the understanding about the importance of peer learning in the development of literacy and the popularization of reading in the formation of learners' reading motivation.

Keywords: peer learning, cooperation, responsibility, motivation, literacy

Mika Kanerva¹ & Anne Alho² (Finland)

Puopelto upper comprehensive school, grades 7–9, City of Turku

¹ PM, mika.kanerva@turku.fi

² Principle, anne.alho@turku.fi

The “Puris” project – Improving school results by breaking subject barriers

Finnish schooling system is traditionally based on subjects (i.e. mathematics, history and home economics). After seventh grade the grading in all subjects is done mainly in numeral form. For a long time this system has created results that have been on top of many international surveys. In recent years both the results and student satisfaction in the nation’s schools have been on the decline. The Puris project tries to change this direction by experimenting with new educational methods.

Last spring Puopelto upper comprehensive school in Turku was busy trying out new ways of learning, teaching and evaluation. The experiment was all about breaking barriers between traditional school subjects. This means, that pupils got a new weekly project each week of their eight-week-long experiment. All of the weekly projects combined contents from multiple school subjects and emphasized the role of the student in taking responsibility of the learning process.

Because of the changed ways of teaching and learning it was necessary to shake up the evaluation methods. The focus point of the evaluation process was switched from student obtaining numeral grading to the student being the active evaluator of himself or herself and others in his or her team.

The other main focus of the experiment was promoting social learning by adopting a concept of “team learning”. In this concept students conducted practically every given task in four-member teams. Because of the importance of team learning in this experiment, much of the time and effort was put in welding up the teams and creating patterns to get the normally individually working students to see that they benefit from knowledge and skills of other peers.

The results of the experiment have been encouraging and the next goal is to get the best bits of it work in a larger scale.

Андрей Петрович Кашкаров–Andrei Kashkarov (Россия)

Аспирант кафедры коррекционной психологии Института специальной педагогики и психологии им. Рауля Валленберга, Санкт-Петербург; ak35@yandex.ru – Postgraduate Department of Correctional psychology (RWIUF), Institute of special pedagogy and psychology, St.Petersburg

Методические аспекты использования метода библиотерапии для детей с особыми потребностями

В коррекционной психологии устойчивый интерес к использованию метода библиотерапии основан на психологической диагностике. В России дети с ограниченными возможностями здоровья считаются предметом заботы узкопрофильных специалистов; на них обращают внимание по остаточному принципу. В нашем исследовании речь идет о детях 6-14 лет, имеющих вторичные дефекты и парциально сохраненный интеллект.

Практика библиотерапевтов в разных странах мира, результаты их исследований подтвердили диагностическую ценность, многоаспектность и перспективу содержащиеся в проективном методе библиотерапии, обращенном именно к детям с ОВЗ. Однако исследования выявили и проблемные поля в области практики библиотерапии. В качестве основных можно выделить следующие:

- теоретическое обоснование библиотерапии зависит от подхода к интерпретации метода на практике;
- связи между психологическими феноменами и их формами предполагают многозначность фиксируемых признаков мотивационного инструмента для чтения, что предопределяет проблему выбора текстов при интерпретации;
- интегративность проявления потребности к чтению ребенка с сохранным интеллектом зависит от характеристик ситуации и качественных преобразований разного уровня: физических, физиологических, психологических;
- проблема выбора текста, применяемого в библиотерапии, для адекватного восприятия ребенком в сензитивном возрасте осложняется рядом обстоятельств: наличие коллективного бессознательного и привычной, общепринятой символики, связанной с этическими оценками воспринимаемых героев, проявление индивидуальных потребностей читателя с особыми нуждами, влияние социокультурных и этнических особенностей и т. д.;
- надежность, как устойчивость результатов во времени – один из психометрических критериев оценки психолого-педагогических методов исследования, использование которых по отношению к проективным методам проблематично.

Приобщение к чтению предполагается как результат библиотерапии, достигаемый в зависимости от характеристик субъекта с особыми нуждами, его восприятия через смысловое содержание текста, вызывающего невербальные личностные переживания. Анализ результатов исследований показывает, что проективный метод библиотерапии может использоваться даже для коррекции вторичных дефектов детей с ДЦП с парциальным интеллектом, динамичного влияния на их психологическое состояние посредством переживаний, анализа ситуаций. Дискуссионный вопрос – можно ли на основании анализа прочитанного дифференцировать устойчивые и динамичные(ситуативные) особенности развивающейся личности, в настоящее время является актуальным в научном сообществе.

PRESENTATION IN RUSSIAN

Methodological aspects of the method of bibliotherapy for children with special needs

There is the strong interest in the use of bibliotherapy method which is based on a psychological diagnostics in correctional psychology. In Russia, children with disabilities are considered to be taken care of narrow specialists; the attention to them is as a residual principle. In our study, we are talking about children 6-14 years old, with secondary defects and partial safe intellect.

The practice of bibliotherapists around the world, the results of their studies have confirmed the diagnostic value, multifaceted and the perspective, which contained in the projective method of bibliotherapy, addressed specifically to children with disabilities. However, studies have revealed the problematic field in the practice of bibliotherapy. The main of them are the following:

- the theoretical justification of bibliotherapy depends on the approach to the interpretation of the method in practice;
- the relationship between psychological phenomenon and their forms suggest multiple meanings of recorded signs of a motivational tool for reading, which determines the problem in the choice of texts during the interpretation;
- the integrative manifestation of the child's need to read with a partial safe intellect depends on the characteristics of the situation and qualitative changes of different levels: physical, physiological, psychological;
- the problem of choosing the text used in bibliotherapy for adequate perception of the child in the sensitive age is complicated by several factors: the existence of the collective unconscious and habitual, common symbols associated with the ethical evaluation of perceived heroes manifestation of the individual needs of the reader with special needs, the influence of socio-cultural and ethnic characteristics, etc.;
- the reliability as the sustainability of results over time is one of the psychometric assessment criteria of psychological and pedagogical research methods, the use of which in relation to the projective techniques is problematic.

An introduction to reading is expected as a result of bibliotherapy that can be achieved depending on the characteristics of the subject with special needs, its perception by the semantic content of the text calling nonverbal personal experiences. The analysis of results show that the projective technique of bibliotherapy can even be used for correct the secondary defects of children with cerebral palsy with partial intellect, for dynamic effect on their psychological state through the experiences, the analysis of situations. The discussion question – is there a possibility on the basis of the analysis reading differentiate stable and dynamic (situational) especially of developing personality? – is currently relevant in the scientific community.

Merja Kauppinen (Finland)

University of Jyväskylä
merja.a.kauppinen@jyu.fi

Promoting language awareness of the 6th grade pupils in the problem-based learning about proverbs

In order to give children skills and tools for escaping in the multimediating, complex text world, one of the most integral goals in the contemporary language education is to enhance students' linguistic knowledge and language awareness. This kind of metalinguistic sensitivity consists of conscious perception and sensitivity in language use, and besides that explicit knowledge about language (cf. Hawkins 1999). Language awareness is a board concept for seeing languages in different aspects (Svalberg 2007). One way to promote students to use their language repertoire as a resource for learning is to use authentic texts and inspiring learning methods.

This paper concerns literacy instruction with proverbs and their meanings by problem-based learning methods. The aim was to develop the language awareness of primary school students. Language awareness covers in this case both knowledge about language using (how proverbs are understood) and the concept of language (the cultural dimensions of meaning making of proverbs). The focus of the paper is on the 6th graders' competencies to understand proverbs and produce the explanations for them under the visual material and the interviews. The research questions are next: What kind of meanings do pupils give to the proverbs? How do they treat the variation of the meanings by different interviewees? What kind of view about language awareness of them can be formulated under their descriptions and explanations?

The data consists of 40 reports the pupils have made as a part of the learning activities. The reports have been analysed by data-based qualitative content analysis. The preliminary results show, that the meaning making of proverbs seemed to be either a complex interpretation process with cultural and experiential dimensions, or strict reaction by language user in a communication situation. These binary dimensions of interpretation are equivalent to Mills's (2005) mind-sets of plurality versus monolithic in literacy.

Aksinja Kermauner (Slovenia)

PhD, assistant professor at Faculty of Education, University of Primorska, Koper
 aksinja.kermauner@gmail.com

Spaghetti Joe Goes to the Wide World – a Multimodal Inclusive Picture Book for all Children

In my presentation I am going to introduce a special picture book that is intended for inclusive reading. A lot of children have difficulties in reading (print disabled children). This is why we have produced a picture book, which is both suitable for normal children and for children with various types of disorder: deaf, blind and partially sighted, children with dyslexia, children with disorders in mental development, children with attention deficit hyperactivity disorder (ADHD) and struggling and hesitant readers. For the deaf the text is simplified, with illustrations of gestures in the Slovenian sign language drawn at the side of the usual text. A CD is attached with a video-record of interpretation. For the partially sighted, the text is enlarged in sans-serif typeface; for the blind there is the text in Braille. For dyslectic children an adequate sans-serif typeface, the appropriate font colour, and cream colour of background have been selected. For children with disorders in mental development, the book in the box (BOOX) is intended. The objects that appear in the picture book and both protagonists in the form of silicone puppets have been stored in a handy box for them. The child plays with the objects and puppets in the box while being read the fairy tale by adults. For children with attention disorder the picture book has been adapted to radio play, which we have recorded as well. At the same time the child can also use the BOOX. Hesitant readers will be able to use one of the ways, such as the simplified text, the radio play or the BOOX, or all at a time. The aim of the project has been to extend reading to all groups of children with special needs and with this to allow them the pleasure of reading. Inclusive reading means reading accessible to all children.

Heli Ketovuori¹, Päivi Pihlaja² & Anne Laiho³ (Suomi)

Turun yliopisto

¹heketo@utu.fi; ²ppihlaja@utu.fi; ³anne.laiho@utu.fi**Tasa-arvo erityisopetuksen näkökulmasta**

Tutkimuksen tavoitteena on selvittää miten inklusion keskeisiin arvoihin kuuluva tasa-arvo toteutuu suomalaisissa koulutuspoliittisissa dokumenteissa. Koulutuspolitiikassamme vaikuttavat kansainvälisesti hyväksytyt sopimukset, jotka korostavat tasa-arvoa, osallisuutta ja oikeutta yhteisiin palveluihin (YK, 1993; Salamancan julistus UNESCO, 1994; Dacar 2000). Kyseisten arvojen tulisi näkyä kansallisissa koulutuspoliittisissa dokumenteissa. Tutkimuksessa tarkastellaan tasa-arvon käsitteen muutosta valtioneuvoston hyväksymissä Koulutus ja tutkimus- kehittämissuunnitelmissa (jatkossa KESU) vuosille 1999–2004 ja 2011–2016.

Hallitus on käyttänyt neljän vuoden välein julkaistavaa KESUa opetuksen ja tutkimuksen toteutusta ja kehittämistyötä ohjaavana dokumenttina (Opetus- ja kulttuuriministeriö, 2014). Koulutusjärjestelmässämme on meneillään inklusiivinen reformi. Vuosisadan mittaista erityisopetuksen kehityskulkua on kuvattu siirtymänä eksklusiosta inklusioon, eli siirtymistä erillisistä erityiskouluista kaikille lapsille avoimiin oppimisympäristöihin (Borider 1991, 1219–21).

Tutkimuksemme KESUt toimivat institutionaalisina jälkinä joiden pohjalta on mahdollista tehdä johtopäätöksiä niiden edustaman organisaation tavoitteista ja ideoista (Wolff 2004, 288; Hodder 2000, 704–705.) Dokumentit analysoitiin huolellisesti lukien sisällönanalyysiä hyväksikäyttäen ja etsien niistä sekä eroja että yhtäläisyyksiä.

Suomalaisen koulutuspolitiikan painopisteenä näyttää olevan mahdollisuuksien tasa-arvo (katso Kalalahti & Varjo 2012). Tänäpä, vahvemmin kuin aiemmin, tasa-arvo tarkoittaa odotusta kaikkien oppilaiden korkeatasoisesta suoriutumisesta opinnoissa. Vammaisuuden ja erityisopetuksellisten tarpeiden maininnat ovat vähentyneet teksteistä. Koulutuspolitiikka oikeuttaa ja edellyttää yhä nopeampaa edistymistä samalla kun erittäin hyvin menestyvien oppilaiden menestystä arvostetaan. Erityistä tukea tarvitsevien lasten ja nuorten näkökulmasta koulutuksen arvot ovat koventuneet.

Mikko Ketovuori (Finland)

University of Turku
mikket@utu.fi

Rethinking the concept of literacy in the age of Google generation

In the age of digitalization, the ways of reading texts have multiplied. Nowadays, so-called Google generation uses different media in much more versatile ways than the generations before them. Whether this development is good or bad remains to be seen. However, to understand how Social Media is used in reading and learning is a necessity for all educators. Only by understanding these issues gives us tools to participate in these ongoing processes.

To give an all-inclusive definition for Social Media is, of course, not easy. One of the ways to do it is to categorize the social network sites that vary in relation to how much they allow individuals to shape their virtual environment. This category of social networking allows constructing a public or semi-public profile within a bounded system. In the second category, individuals may articulate a list of other users with whom they share a connection. In the third category their list of connections can be viewed and traversed (Boyd, Ellison 2008). By using these aforementioned categories added with “traditional” pedagogical thinking we are able to create a new kind of social learning that is not technology-driven, but community based shared learning that is tailored for the needs and the habits of new generation.

References

- Boyd, D. M. & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated communication* 13:210–230
- Rowlands, I., Nicholas, D., Williams, P., Huntington, P., Fieldhouse, M., Gunter, B. Withey, R., Jamali, H. R., Dobrowolski, T., & Tenopir, T. C. (2008). The Google generation: the information behaviour of the researcher of the future. *Aslib Proceedings* 60:290–310

Дамир Михайлович Хафизов–Damir Mikhailovich Khafizov (Россия)

библиотекарь зала электронных ресурсов Научной библиотеки Южно-Уральского государственного университета, аспирант кафедры библиотечно-информационной деятельности Челябинской государственной академии культуры и искусств; конт. инф.: damir2903@yandex.ru Librarian, Electronic Resources department of Scientific Library of the Southern Ural State University, post-graduate of Library and information activity chair of Chelyabinsk State Academy of Culture and Arts

2

Стимулирование читательской деятельности молодежи в условиях вузовской библиотеки на основе сетевых ресурсов и технологий (по материалам исследования «Чтение, которое нас объединяет»)

«Чтение, которое нас объединяет» – онлайн-исследование, разработанное Русской Ассоциацией Чтения (РАЧ) и запущенное Научной библиотекой Южно-Уральского государственного университета (НБ ЮУрГУ); были внесены некоторые дополнения, связанные с использованием различных носителей информации, посещаемостью сетевых читательских ресурсов. Полученные результаты (390 анкет) были проанализированы в контексте молодежных субкультур.

Результаты исследования обозначили такие тенденции, как гендерный перевес в пользу читающих девушек (74%); большая частота чтения (87% студентов читают ежедневно, подразумевая чтение не только бумажные и/или электронные тексты, а также «серфинг» в Интернете); рост числа студентов, отождествляющих себя с различными молодежными субкультурами (32%).

Отметим, что во многих молодежных субкультурах чтение не является ценностью и даже воспринимается негативно, однако в вузах они представлены минимально, тогда как представители социально-активных субкультур с позитивным отношением к читательской деятельности явно преобладают (например, ролевики/косплееры, толкиенисты, киберпанки, хикимори, рэперы, ванильки, нью-эйдж и др.).

На основе результатов опроса в НБ ЮУрГУ была усилена работа по повышению информационной грамотности учащихся и их читательской активности; в качестве инструментов используются сайт библиотеки, популярные социальные сети сервисы (ВКонтакте, Facebook, Twitter, Instagram). В электронной библиотеке ЮУрГУ размещаются полнотекстовые коллекции учебных и учебно-методических изданий, художественных текстов; в целях содействия учебному процессу, культурно-просветительской деятельности и самообразованию библиотека предоставляет доступ к отечественным и зарубежным лицензионным базам данных, ориентирует студентов в литературном процессе, стимулируют общение по поводу книги и чтения. –Постоянная исследовательская деятельность, отражающая реальную картину чтения, должна быть нормой для любой вузовской библиотеки как основа для принятия решений и совершенствования деятельности по использованию сетевых технологий, что в перспективе должно стимулировать развитие чтения в университетской среде, сделать его привлекательным и престижным занятием.

PRESENTATION IN RUSSIAN

Usage of network technologies as an instrument of stimulation for readers' activity among youth in university library (adapted from "Reading that unites us" research)

«Reading that unites us» – is on-line research, elaborated by Reading Association of Russia (RAR) and launched by Southern Ural State University Scientific Library (SUSU SL); some additions were made, concerned with the usage of different data storage devices, traffic of reading network resources. The results (390 questionnaires) were analyzed in the context of youth subcultures. –Questionnaires' analysis reveals some tendencies: gender preponderance of girls (74%), who show activity not only in reading, but also in using social networks; higher frequency of reading (87% of students read daily, not only fiction, but also nonfiction and academic texts on curriculum subjects, print and electronic texts, and the Internet «surfing»); growth in quantity of students, identifying themselves with different youth subcultures (32%), in comparison with the data of the poll in 2012. –It is important to note, that in the majority of sub-cultural groups, reading is not a value and can be treated negatively, but the poll has shown, that those groups are represented among University students minimally, whereas the representatives of socially-active subcultures with positive attitude to reading prevail (for example, roleplayer/cosplayers, Tolkienists, cyberpunks, neets (hikikomori), rappers, vanillas, new-age, etc.). –Making use of the research results, SL SUSU enhanced its job to raise information literacy of the students and their readers' activity, to use library site and popular networks and services as a tool (Vkontakte, Facebook, Twitter, Instagram). SUSU electronic library contains full-text collections of educational, academic literature and literary texts; for the purpose of assistance in academic process and self-education, library provide an access to Russian and foreign licensed databases, orientates students in literature environment, stimulates communication on the topics of books and reading. –Continuous research activity reflecting actual aspects of reading should be a standard for every university library. They help to make right decisions, develop professional activity, use network technologies, which, in perspective, should stimulate reading development in university environment, make it attractive and prestigious.

Noona Kiuru¹, Marja-Kristiina Lerkkanen², Anna-Maija Poikkeus³, Pekka Niemi⁴ & Jari-Erik Nurmi⁵ (Suomi)

¹Psykologian laitos, Jyväskylän yliopisto, noona.h.kiuru@jyu.fi

²Opettajankoulutuslaitos, Jyväskylän yliopisto, marja-kristiina.lerkkanen@jyu.fi

³Opettajankoulutuslaitos, Jyväskylän yliopisto, anna-maija.poikkeus@jyu.fi

⁴Psykologian oppiaine, Turun yliopisto, peknie@utu.fi

⁵Psykologian laitos, Jyväskylän yliopisto, jari-erik.nurmi@jyu.fi

Lukivaikeusriski ja lukivaikeudet: Sosiaalisiin suhteisiin liittyvät suojaavat tekijät

Tässä esityksessä kerrotaan Alkuportaatt-tutkimusryhmän tuloksista koskien sitä, missä määrin ja millaiset koulun sosiaaliset suhteet toimivat suojaavina tekijöinä lukivaikeusriskissä olevien oppilaiden kohdalla. Alkuportaatt-tutkimukseen osallistui noin 2000 lasta neljästä kunnasta vanhempineen ja opettajineen. Viisivuotisessa seurannassa kartoitettiin lasten varhaisia oppimispolkuja, erityisesti luku- ja kirjoitustaidon ja motivaation kehittymistä kouluun tultaessa ja ensimmäisten kouluvuosien aikana sekä vanhempien ja opettajien ohjauskäytäntöjä ja yhteistyön muotoja. Tulokset antavat viitteitä siitä, että lapsilla, joilla on lukivaikeusriski tai ulospäin suuntautuvaa ongelmakäyttäytymistä, on muita lapsia enemmän pulmia sekä vertaissuhteissa että opettaja-oppilassuhteessa luokassa. Toisaalta oppilaan myönteinen suhde opettajaan tai vanhempiin voi vähentää lukivaikeusriskin kielteisiä vaikutuksia oppimiseen ja vertaissuhteisiin. Edelleenkin mitä enemmän ympäristöön liittyviä suojaavia tekijöitä lapsella on, sitä parempi on hänen lukutaitonsa ja koulusuoriutumisensa myöhemmin koulupolulla. Myönteiset sosiaaliset suhteet edistävät oppimista erityisesti oppilaan tehtäväsuuntautuneen käyttäytymisen kautta. Tulokset korostavat ensimmäisten kouluvuosien merkitystä myös myöhemmille kouluvuosille. Tästä syystä lämmin opettajan ja oppilaan vuorovaikutussuhde sekä vertaissuhteet ovat erityisen tärkeitä koulun ensimmäisinä vuosina.

Ann-Christina Kjeldsen¹, Silja Saarento² & Pekka Niemi (Finland)¹Åbo Akademi, logopedi; akjeldse@abo.fi^{2,3} Åbo universitet, psykologi² silsaar@utu.fi³ peknie@utu.fi**Metafonologisk träning i förskolan gynnar i synnerhet barn med risk för lässvårigheter:
En analys fram till åk 6 och åk 9**

Knäckandet av den alfabetiska koden sker inte på samma sätt för alla barn, men ju tidigare insatserna görs desto bättre. Omfattande internationell forskning utgående från Ingvar Lundbergs och hans kollegers banbrytande studie på den danska ön Bornholm har påvisat detta (Lundberg, Frost, & Petersen, 1988). Effekterna av Lundbergs metafonologiska intervention i förskolan gav barnen ett utgångsläge som från starten minskade det glapp som eventuella bakomliggande dyslektiska svårigheter kan skapa.

Motsvarande svenska språkleksprogram, den s.k. Bornholms-modellen, genomfördes i åländska daghem och skolor. 2/3 delar av hela årskullen (N=209) deltog. Studien påvisade att även en något mindre dos än den dagliga gav effekt (Kjeldsen, Niemi, & Olofsson, 2003).

Den åländska studien är en av få i världen som följt upp eleverna genom hela grundskolan. Resultaten påvisade omedelbara vinster i ordavkodning vilka bestod upp till åk 6 i form av bättre läsflyt. En fördel i läsförståelse kunde noteras ännu i åk 9. (Kjeldsen, m.fl., 2014).

Denna presentation undersöker frågan om barn med i förskolan uppskattad risk för lässvårigheter drar mer nytta av träningsprogrammet än kamraterna. Preliminära analyser tyder på att omedelbara framsteg i metaspråkliga (fonologiska) färdigheter är dubbelt större för denna grupp än för de andra barnen. Fördelen återspeglades i en gynnsam utveckling av ordavkodning genom lågstadiet. 71% av riskbarnen i kontrollgruppen hörde till riskgruppen ännu i åk 6. Motsvarande andel för de tränade barnen var 29%. Träningsresultaten märktes också i form av bättre läsförståelse i åk 6, där 62% av riskbarnen i kontrollgruppen hörde till riskgruppen ännu i åk 6, medan de tränade barnens andel utgjorde 28%. Vid läsförståelsen i åk 9 hörde hälften av riskbarnen i kontrollgruppen till riskgruppen, medan motsvarande andel för de tränade riskbarnen var 25%.

Sannolikheten att tillhöra riskgruppen ännu i åk 6 var för kontrollgruppen minst eller mer än dubbelt större jämfört med experimentgruppen. Sannolikheten att tillhöra riskgruppen ännu i åk 9 var dubbelt större för kontrollgruppen än för experimentgruppen. För övriga variabler var skillnaderna mellan riskbarnen i åk 9 små.

Disa Kneck-Möller (Finland)

Musikterapeut FMT
Nilsdorffgatan 10, FIN-21600 Pargas
disapost@gmail.com

Funktionsinriktad musikterapi som stöd vid skolsvårigheter

Funktionsinriktad musikterapi, FMT-metoden, är en musikterapiform som används inom medicinsk rehabilitering. Den används också som en stödmétod för barn med skolsvårigheter. Arbetssättet har fördjupats och metoden har visat sig ge synnerligen goda resultat inom ett brett register av funktionsnedsättningar och hjärnskador.

FMT-metoden är rörelseterpi. Metoden är neuromuskulär, dvs hjärnan påverkas och utvecklas genom att nya rörelser görs. Om individens rörelserepertoar är otillräcklig, så är också hjärnans kapacitet otillräckligt utnyttjad. Behandlingen är icke-verbal. Terapeuten erbjuder möjligheter för adepten att göra nya rörelser och adepten bör få göra sina egna erfarenheter.

Musiken används för att skapa förutsättningar och aktivera individen att bearbeta de egna resurserna. Musiken består av specialkomponerade melodier, musikkoder, som vägleder adepten i dennes spelande. Koderna stärker önskade rörelsemönster, som en bild i akustisk form.

I terapisessionen använder terapeuten akustiskt piano. Adepten erbjuds trummor, cymbaler, lättare blåsinstrument samt ett flertal effektinstrument. Terapeuten utgår från adeptens utvecklingsnivå och anpassar instrumentuppställningarna. Adeptens spontana reaktioner i form av rörelser ger direkta förbindelser till sensomotoriska områden i hjärnan utan omvägar via språkliga och intellektuella bearbetningar. Terapeuten kan då observera avvikelser eller otillräckliga rörelsemönster gällande grundfunktioner såsom perception – sinnesintegrering – andning – kroppskontroll.

Metoden speglas i FMT-kriterier. De indelas på följande sätt och anger metodens funktionsinriktade arbetssätt: stabilitet, sidoskillnad, separata sidoskillnader, bålrotation, korsrörelser, hand- och handledsfunktion, modell/logik, perception, koordination hand-fot- och helhetskoordination. Dessa påverkar den enskilda individens förmåga att fungera i olika situationer såsom i praktiska situationer, i social interaktion, inläring samt i skolan.

I Finland är metoden inriktad på omsorg och medicinsk rehabilitering av handikappade samt även inom skolvärlden. Barn med koncentrations-, läs-, skriv- och matematiksvårigheter är en starkt växande målgrupp. Barnomsorgen och skolhälsovården har en viktig uppgift i att slussa barn med olika svårigheter vidare så att de i tid kan få den hjälp de behöver.

Елена Колосова – Elena Kolosova (Россия)

Российская государственная детская библиотека, kolosova@rgdb.ru PhD in sociology, Head of department of sociology, psychology and pedagogy of children's reading Russian State Children's Library

Чтение детей и подростков в России: книги, библиотеки, интернет

2

За последние 20 лет в жизни российского общества произошли серьезные изменения, которые оказали влияние на статус чтения, его роль, отношение к чтению. Современные дети читают иначе (и по количеству, и по способам чтения).

Сравнительное исследование Российской государственной детской библиотеки показало, как постоянно меняется облик самого читателя-ребенка и читателя-подростка. Благодаря развитию информационно-коммуникационных технологий новые читатели оказываются более самостоятельными, информированными, избирательными и требовательными в чтении, но их чтение становится скорее отрывочным, фрагментарным и клиповым.

Участие родителей и других членов семьи в процессе чтения является важным фактором развития ребенка. Родители сегодня уделяют больше внимания детскому чтению и активно участвуют в совместном чтении с ребенком.

Серьезных изменений в жанрово-тематических предпочтениях детей и подростков не наблюдается. В младшем школьном возрасте все больше и больше популярны народные сказки наряду с классическими произведениями зарубежных и отечественных авторов. Наиболее популярны у подростков фантастические книги (56%), приключенческая литература (55%), юмористические книги (37%), развивающая, справочная литература (30%), страшные, таинственные книги (25%).

Основные источники получения книг – книжные магазины (78%), библиотеки (42%), интернет (29%).

Возраст вхождения в интернет ежегодно снижается. Треть младших школьников и две трети подростков активно читают книги в интернете. Помимо чтения электронных книг, они интересуются информацией на различные темы, связанные с школой, досугом, развлечения и хобби.

Подростки активно осваивают новые электронные средства для чтения и ищут в интернете информацию о книгах.

Круг чтения детей и подростков сегодня состоит из двух основных частей: из чтения печатных (бумажных) книг и периодики и чтения книг и периодики в Интернете. Пропорции понемногу меняются в сторону предпочтения «экранного» чтения, но в то же время у обеих возрастных групп «бумажные» книги пока все еще доминируют.

PRESENTATION IN RUSSIAN

Reading of Russian children and adolescents: Books, Libraries, the Internet

Fundamental changes that influenced the status of reading, its role and attitude to it have taken place in social life for twenty years. Modern children's reading is different in both the amount and types.

A comparative study carried out by the Russian State Children's Library gave evidence that a profile of both a child reader and an adolescent reader has been constantly changing. Thanks to the development of information and communication technologies, new readers are becoming more independent, informed, and selective and demanding in reading but their reading becomes rather sketchy, fragmented and clipping.

Participation of parents and other family members in the process of reading is an important factor of child development. Parents start to pay more attention to children's reading and actively participate in joint reading with a child.

There are no serious changes in the genre and thematic preferences of children and adolescents. Folk tales along with other traditional books of foreign and national classical writers are becoming increasingly popular in reading of primary school pupils. The most popular among teens are science fiction books (56%), adventure stories (55%), and fun books (37%). Entertaining books, information stories (30%), scary, mysterious books (25%) follow.

The main sources of books are bookstores (78%), libraries (42%), the Internet (29%). The age of children who join the Internet each year decreases. One third of primary school children and two-thirds of teens actively read books on the Internet. Besides reading e-books, they are interested in information on various topics related to school, leisure, entertainment, hobbies. Teenagers have been actively developing new electronic tools for reading and searching information about books on the Internet.

The reading circle of children and teenagers today consists of two main parts: reading of books and magazines in print and on screen of e-books and e-periodicals. The proportion has been gradually changing toward preferences of reading on screen, but at the same time so far reading in print still prevail.

Chinara Kozhalieva (Russia)

PhD, associate professor, Moscow City Teacher's Training University
kozhalieva.chinara@gmail.com

Understanding and interpreting the sense of the diagnostic instructions in children with mental disabilities

When choosing a diagnostic material, a special attention is paid to its content. Thus, the analysis focuses on language constructions of diagnostic tests, especially as they include vocabulary and grammatically properly constructed. The problem is of lack of adaptation of the content and design of diagnostic tests to the capabilities of children with mental disabilities. The same applies to instructions of diagnostic methods.

Children with mental disorders have features of brain activity. Their thinking is concrete and dependent, and the cognitive process is of unfocused. It is difficult for them to perform intelligence tests without the help of an adult. In this regard when developing the instructions of the diagnostic methods should take into account the following conditions:

- a) verbal instruction should be simple and easy to understand;
- b) verbal instruction must be a fraction, «step by step»;
- c) in verbal instruction must be designated no more than two actions.

The important stage of diagnosis is the analysis of the awareness of child in instruction. We list special tactics support of children with mental disorders in diagnostic situation (on the example of the questionnaire).

Step 1. The child is given verbal instruction. If he does not understand the instruction the first time, a psychologist with the child performs the first task of the questionnaire. Thus, the psychologist shows the child a sample of the task and appreciates his willingness to continue diagnosis.

Step 2. When it is clear that the child understood the instructions, proceed to perform tasks independent.

Step 3. If after helping a child again can't do the task himself, the psychologist fills in the remaining paragraphs of the questionnaire together with him.

The report contains a detailed analysis of the results of examination of children with mental disabilities and the evaluation and interpretation of the semantics of the diagnostic instructions.

Guðmundur B. Kristmundsson (Iceland)

Dosent, University of Iceland, School of Education
gudkrist@hi.is

**How can literacy education prepare young people
for becoming an active independent citizen?**

Examples of common concepts in discussion of literacy instruction are “reading”, “methods of teaching”, “best practise”, “reading comprehension”, “reading for pleasure”, “family literacy”, “gender” etc. It seems to be less popular to discuss “writing and writing instruction”, “becoming critical reader”, “becoming an independent reader”, etc. Drastic changes in the “literacy environment” put new demands on the reader/writer.

What main literacy competences does a student need to master when leaving the compulsory school so he or she will be able to take part in society to come? Do we develop independent, critical readers/writers who are able to choose material needed for learning or for pleasure, read it and share the knowledge or feeling gained by writing or discussing?

These questions will be discussed and some suggestions made for possible Improvement.

Lise Iversen Kulbrandstad (Norway)

Hedmark University of Applied Sciences
lise.kulbrandstad@hihm.no

‘They fall behind in the content areas’ – language minority students reading to learn in their second language

The transition from the 4th to the 5th grade in Norwegian schools is traditionally considered to be especially demanding. The school subjects get more specialized and the textbooks have more subject-specific information and more difficult vocabulary. National tests in reading, English and mathematics are introduced early in the school year. They are partly supposed to assist teachers in facilitating students' transition between grades and partly to measure school achievements. On these tests, as well as on results from PIRLS and PISA, an achievement gap between students with immigrant family background and students with majority language background is documented. In the project *Encounter with texts in the fifth grade* this achievement gap is used as a point of departure. We explore what kind of texts and literacy practices the students encounter in class, how students respond to the challenges of meaning making in the context of the mainstream classroom, and how teachers work on facilitating learning in different subjects. In this presentation, I will report from a pilot study with a focus on six students' encounter with a science text book. The data which are analyzed are text book chapters, qualitative interviews with teachers and students, classroom observations and students' oral and written responses. Vocabulary knowledge is considered to be an especially important factor in explaining second language students' reading problems (e.g. Sweet & Snow 2002, Duke & Martin 2015). Thus, vocabulary is of special interest to this study.

6.2

References

- Duke, N.K. & N.M. Martin (2015). Best Practices for Comprehension Instruction in the Elementary Classroom. In Parris S.P. & K. Headley (eds.). *Comprehension Instruction. Research-Based Practices*. Third Edition. New York: the Guilford Press
- Sweet, A.P. & C. Snow C. (2002). Reconceptualizing Reading Comprehension. In Block C.C. et al (eds.). *Improving Comprehension Instruction*. San Francisco: Jossey-Bass

Nataliya Kurikalova¹ & Sergei Sharikov² (Russia)

Reading Association of Russia, Innovative Platform “Creation and Implementation of Educational Environment for Schoolchildren who Undergo Long-term Treatment in Hospitals”

¹morningglory@mail.ru

²sergsharikov@gmail.com

Educational Environment for Hospitalized Children Undergoing Long-term Medical Treatment

3

The problem of educational services for Russian children (aged 0–18years old) undergoing long-term treatment in medical institutions is of exceptional significance today. The annual number of young in-patients who stay in hospitals 21 days and longer has grown to more than 120.000–140.000 per year. The Russian legislation provides the following three educational options for them: local schools, home-schooling education and hospital-based education. All three options are difficult to implement to the level required by the Federal State Educational Standards not only due to in-patients health conditions but mostly because the problem of educational services for long-stay patients has been underestimated.

Interrupted schooling and reduced contact with social network of peers caused by long absence from school result in decline in academic achievements and unstable emotional status.

The launch of the innovative platform “Creation and implementation of educational environment for schoolchildren who undergo long-term treatment in hospitals” is aimed at changing the situation to improve children’s life style.

A new type of school was opened in two medical institutions located in Moscow: Federal Research Center of Pediatric Hematology, Oncology and Immunology named after Dima Rogachev and Russian Children’s Clinical Hospital.

The “hospital school” presents an innovative model in its organization, administration and methodology. It broadens the target audience: all hospitalized pupils who are able to attend hospital school and those who cannot leave wards and pupils’ siblings have access to a broad and balanced curriculum at a level appropriate to them. A group of teachers and medical staff work with pupils. The school offers personalized approach to learning and individualized timetabling of the lessons. To achieve positive educational outcomes and improve literacy-reading skills reading and writing programmes are integrated into classroom activities across school curriculum and into extra curriculum activities. First achievements and future plans will be reported at the Conference.

Annele Laaksonen¹ & Daut Gerxhalija² (Suomi)

Turun yliopisto, Turun normaalikoulu

¹annele.laaksonen@utu.fi, ²daut.gerxhalija@utu.fi

Oma kieli – opiskelukieli

Opetussuunnitelman perusteissa (OPS 2016) monilukutaito sisältyy kaikkiin oppiaineisiin. Tekstien monikielisyys, monimuotoisuus ja monimediaisuus ovat nykypäivää. Teknisen lukutaidon lisäksi koululaisen on tärkeää oppia ymmärtämään lukemaansa. Hyvä luetun ymmärtäminen perustuu sujuvaan ja tarkkaan tekniseen lukutaitoon sekä kuullun ymmärtämisen taitoihin (Kendeou, Papadopoulos & Kotzapoulou, 2013). Koululaisen on hyvä oppia kahdenlaista lukutaitoa: verkkolukutaitoa ja syventävää, perinteistä lukemista.

Turun normaalikoulussa lukuvuosina 2014–2016 oli 100 albaniankielistä oppilasta, joiden taitotasot vaihtelivat; yli puolella oli tyydyttävä suomen kielen taito kielen eri osa-alueilla. Suurin osa heistä opiskeli perusopetuksessa. Yhteistyössä eri opettajat tukevat oppilaiden monikielisyyttä ja monilukutaitoa. Omakielinen opettaja ja erityisopettaja kokeilivat, miten oppilas selviytyy ja miten hän oppii standardoiduista testeistä, perinteisistä ja digitaalisista tehtävistä sekä omalla kielellään että suomen kielellä. Tavoitteena oli arvioida erityisesti teknistä lukemista, luetun ja kuullun ymmärtämistä. Mikäli oppilaalla oli heikko oman kielen osaaminen, se näkyi myös heikkoutena suomenkielisyssä tehtävissä. Sen sijaan vahva oman äidinkielen osaaminen näkyi myös vahvana suomen kielen osaamisena. Tyydyttävä oman kielen osaaminen näyttäytyi vahvempana suomen kielen osaamisena heti, kun oppilaan suomen kielen taito parani. Useimmilla oppilailla olikin akateeminen kielitaito vahvempi suomen kielellä kuin omalla kielellään. Digitaaliset tehtävät ja erilaiset oppimisympäristöt motivoivat oppilaita parhaiten molemmilla kielillä.

Uusien teknologioiden käyttö muuttaa lukutaitojen pedagogiikkaa, sillä se tekee mahdolliseksi valintojen tekemisen ja oppimisympäristön laajentumisen. Tämä ei kuitenkaan tarkoita sitä, että perinteiset teknologiat, kuten kynät, paperit ja oppikirjat, olisivat muuttuneet tarpeettomiksi. Sen sijaan on tärkeää oppia aktiivisesti toimimaan monenlaisissa erilaisissa tekstiympäristöissä ja kasvaa kriittiseksi ja luovaksi tekstien parissa toimijaksi. Toisen kielen oppiminen on monitahoinen ja nuori tieteenala, joka tutkii ihmisten kykyä oppia ja prosessoida toista kieltä ensikielen omaksumisen jälkeen.

Teija Laine (Suomi)

luokanopettaja, Turun Matikkamaan kouluttaja, Pansion koulu teija.laine@turku.fi

”Matematiikan sanalliset tehtävät – TEHTÄVÄN YMMÄRRYS” – kooste verkossa

”Sanalliset tehtävät eivät olekaan oppilaita motivoivia ja koulumatematiikkaa käytäntöön kytkeviä, vaan jopa pelättyjä ja inhottuja tehtäviä, joita on pakko suorittaa. Valtaosa oppikirjoissa käytetyistä tehtävistä on sellaisia, että niiden tavoitteena on vain juuri opiskelijan matemaattisten operaatioiden mekaaninen hajaannuttaminen. Tämä puolestaan on totuttanut oppilaat (ja mahdollisesti vähän opettajatkin) suhtautumaan sanallisiin tehtäviin siten, ettei niissä ole mitään ymmärtämistä vaativaa ongelmaa. Tärkeintä on poimia tehtävästä luvut ja suorittaa niillä se operaatio, jota juuri harjoitellaan.”

”Tutkimus on kuitenkin tuonut voimakkaasti esille sen, että ennen minkään matemaattisen operaation tai lausekkeen muotoilemista on olennaista muodostaa selkeä kuva siitä, mitä tehtävän kuvaamassa tilanteessa konkreettisesti tapahtuu.”

”Tehtävän matemaattisen suorituksen jälkeen pitäisi palata tilannemalliin ja miettiä onko saatu ratkaisu järkevä. Jos laskutehtävien toteutuksen jälkeen saa tulokseksi, että pullataikinaan tarvitaan 3 grammaa jauhoja...”

”On kuitenkin vaikea opettaa oppilaille syvällisempää ongelmanratkaisua ja tilannemallin luomisen tärkeyttä, jos tarjolla on vain yksinkertaisia mekaanisten tehtävien harjoitteluun tarkoitettuja sanallisia tehtäviä.”

Tässä oli otteita akatemiaprofessori Erno Lehtisen kirjoittamasta alkupuheesta verkkojulkaisuumme.

Turun Matikkamaa järjesti opettajille keväällä 2013 yhdessä akatemiaprofessori, Erno Lehtisen kanssa, Sanallisten ongelmatehtävien koulutus sarjan. Tuotoksena tästä kursista on tämä, opetushallituksen sivuilta löytyvä, vapaasti kopioitava, ”Matematiikan sanalliset tehtävät – TEHTÄVÄN YMMÄRRYS” – kooste. Mainitun kurssin tavoitteena oli tukea opettajia pohtimaan ja ohjaamaan, miten oppilas voisi esittää oman ratkaisuprosessinsa laskemalla osissa, mallittaen sekä ohjata opettajia arvioimaan sanallisen ongelmatehtävän prosessia pelkän laskulausekkeen sijasta.”

Arkiajattelun käyttämisestä koetaan nykyään usein olevan enemmänkin haittaa kuin hyötyä, kun suoritetaan matematiikan tehtäviä. Useissa tutkimuksissa on todettu, että matematiikan oppikirjojen stereotyyppiset sanalliset ns. ongelmatehtävät eivät aktivoi oppilaita syventymään ongelmanratkaisuprosessiinsa. Niiden seurauksena oppilaat oppivat käyttämään pinnallisia strategioita ja sulkemaan arkiajattelunsa pois silloin, kun aletaan ratkaista matematiikan tehtäviä.

Tämän kokoelman tarkoituksena on siis antaa opettajille keinoja ohjata oppilaita systemaattiseen matematiikan sanallisten tehtävien tekemiseen. Mukana on myös haasteellisia ongelmatehtäviä, joita voidaan ratkaista opettajan johdattelulla tai parityönä. Suurin osa tehtävistä on tarinamuodossa. Tällaisia tehtäviä ei löydy matematiikan oppikirjoista. On tarpeellista tuoda tämä tehtävätyyppi opetukseen mukaan. Tällä tavalla pyritään myös kehittämään oppilaan matemaattista ajattelua.

Sanallisten tehtävien paketti löytyy osoitteesta http://www.edu.fi/download/150520_matematiikan_sanalliset_tehtavat_tehtavan_ymmarrys.pdf

Tasha Tropp Laman¹ & Tammi Davis² (USA)

University of Louisville, Louisville, Kentucky

¹Associate Professor tasha.laman@louisville.ed

²Clinical Professor tammi.davis@louisville.edu

“I Wait and Wait at the Barbershop”: The Role of Culturally Sustaining Writing Pedagogies in Young Children’s Experience”

The purpose of this presentation is to focus on the pairing of 2nd grade students in a high-poverty, urban U.S school with predominately white pre-service teachers who worked together to create *culturally sustaining writing pedagogy* through digital stories and a curricular inquiry into hair. A complexity of this process was that the majority of the pre-service teachers were products of writing curriculum dominated by prescriptive programs and many had just experienced an authentic writing experience themselves for the first time in their university level methods course assignments. This experience challenged preservice teachers’ deficit discourses surrounding students and their notions of what constitutes an elementary writing curriculum. Highly contextualized field experiences wherein beginning teachers learn alongside children help them become teachers who do not “allow the school culture to dictate the norms of their pedagogical practice, [and] end up conforming to the standards of practice that exist within the schools they enter” (Hoffman et al., 2005, p. 270). Engagement in this project provided opportunities for the preservice teachers to “substantiate their stances” (Mallette et al., 2000, p. 611), even emergent understandings regarding culturally sustaining writing pedagogies. Moreover, this supportive environment began to prepare preservice teachers to thoughtfully negotiate deficit discourses and to recognize and realize the power in creating curriculum rooted in the lives of children.

References

- Hoffman, J.V., Roller, C., Maloch, B., Sailors, M, Duffy, G., & Beretvas, S.N. (2005). Teachers’ preparation to teach reading and their experiences and practices in the first three years of teaching. *The Elementary School Journal*, 105(3), 267–287.
- Mallette, M.H., Kile, R.S., Smith, M.M., McKinney, M., & Readence, J.E. (2000). Constructing meaning about literacy difficulties: Preservice teachers beginning to think about pedagogy. *Teaching and Teacher Education*, 16, 593–612.

Ina Laurila¹ & Miina Orell² (Suomi)^{1,2}Paimion kaupunki, Vistan koulu; ²Turun yliopisto¹KM, ELO, ina.laurila@paimio.fi²KM, LO, EO miina.orell@gmail.com**Toimintakulttuurina tiimiopettajuus**

Luku- ja kirjoitustaidon kehittäminen heterogeenisissä oppilasryhmissä on haaste, joka jaetaan lähes kaikissa koululuokissa. Omassa työyhteisössämme perinteet nojasivat vahvasti yksintekemisessä. Lähdimme 2010 rakentamaan toimintakulttuuria, jossa yksilöllisiin haasteisiin voitaisiin mahdollisimman tehokkaasti vastata ryhmäopetuksen keinoin. Tausta-ajatuksena toiminnassamme on ymmärrys luku- ja kirjoitustaidosta osana laaja-alaisia kielellisiä taitoja. Tiimiopettajuuden mallilla olemme pyrkineet räätälöimään yksilöllisiä ratkaisuja ryhmäopetuksen keinoin. Yksi merkittävä tavoite toiminnalle on varmistaa, etteivät yksittäiset puutteet kielellisissä taidoissa muodostuisi laaja-alaisemman oppimisen esteiksi.

Toimintamallissamme oppilaita on ryhmitelty joustavasti kokonaisvaltaisen arvioinnin pohjalta. Ensimmäisessä vaiheessa ryhmittely pohjasi lukutaidon tasoon huomioiden kuitenkin oppilaan oppimisedellytyksiä ja -tarpeita kokonaisvaltaisesti. Soveltavan tason vaiheessa ryhmitykset muodostettiin edelleen huomioiden niin oppimiseen liittyvät tarpeet kuin lapsen kokonaiskehitys. Soveltavan tason opiskeluryhmissä joustavuus on entisestään korostunut ja ryhmäopetuksen rinnalla yksilöllisiin tarpeisiin on vastattu toteuttamalla interventiojaksoja koulupäivän sisällä. Yhtenä merkittävänä tekijänä on toiminnassa arvioitu oppilaiden motivaation ja yleisen kouluviihtyvyyden näkökulmaa sekä inklusiivisten periaatteiden toteutumista kouluarjessa.

Käytännössä tiimiopettajuuden malli on koulussa kehittynyt muotoon, jossa neljän opettajan ja kahden avustajan muodostama tiimi vastaa yhteistyön eri muotoja toteuttaen kolmen yleisopetusryhmän ja yhden pienluokan opetuksesta. Toiminnassa vuorottelevat yhteissuunnittelun ja -toteutuksen syvyydeltä taroituksenmukaisesti vaihtelevat opetustunnit, jotka mahdollistavat ryhmäopetuksen tuottamien etujen hyödyntämisen ja tarjoavat mahdollisuuksia irrottaa opettajia yksilölliseen ohjaukseen.

Janne Lepola¹, Julie Lynch², Noona Kiuru³, Eero Laakkonen⁴ & Pekka Niemi⁴ (Finland & USA)

^{1,4}University of Turku, Finland; ²Saginaw Valley State University, **Michigan**; ³University of Jyväskylä, Finland

¹correspondence: janlep@utu.fi

Early oral language comprehension, task orientation and pre-reading skills as predictors of Grade 3 reading comprehension

The present five-year longitudinal study from preschool to Grade 3 examined the developmental associations among oral language comprehension, task orientation, reading precursors and reading fluency, and their role in predicting Grade 3 reading comprehension. Ninety Finnish-speaking children participated in the study. The children's oral language comprehension (vocabulary knowledge, listening comprehension and inference-making), and task orientation were assessed in preschool, kindergarten and Grade 3. Reading precursors (letter knowledge and phonological awareness) were assessed at the first two time points and reading fluency at the third point. Structural equation modeling showed that oral language comprehension, reading fluency and task orientation each contributed uniquely to concurrent reading comprehension, and together they accounted for 76% of variance in reading comprehension. A reciprocal relationship was found between oral language comprehension and task orientation from preschool through kindergarten to Grade 3, a finding which extends our knowledge of the longitudinal determinants of reading comprehension.

Jennifer Lindenauer (USA)

Ph.D. student and elementary school teacher ESOL/HILT Teacher
George Mason University, Fairfax, Virginia
Hoffman Boston Elementary, Arlington Public Schools
jlindena@masonlive.gmu.edu; Jennifer.Lindenauer@apsva.us

Drama and role play as contexts for engaging young children in interactions to support oral language, vocabulary, and literacy development

The presentation is based on a literature review and instructional classroom practices. The literature review focuses on the practice of using teacher facilitated and non-teacher facilitated drama methods in early elementary classrooms to support literacy development. Instructional classroom practices will be based on the review along with several years of exploratory action research focused on language and literacy development of multi-lingual learners. I am hoping to widen the scope of prescribed components of literacy frameworks for young children ages 5–7 used in many U.S. schools. I believe the literacy framework used in some U.S. schools based on the National Reading Panel findings in 2000 is incomplete. Moreover, it is particularly incomplete for children from multilingual and diverse backgrounds. The early reading approach recommended by the panel focuses on phonics, phonemic awareness, fluency, vocabulary and comprehension and has been translated into practice that is often decontextualized and may lack an emphasis on oral language development, identity development and meaning construction in transaction with texts and writing.

The two areas of focus for the students I worked with involve both during school and after school learning. After school, children participate in a drama group facilitated by a specialized drama teacher to support children in developing academic language, vocabulary and drama techniques. During school, children work in a small teacher facilitated group using experiential learning, drama, role play and student written texts to foster literacy development. Currently, these types of techniques are not fully supported in the U.S. schools, and it is my goal to observe and determine if such techniques complement current methodologies and practices to support literacy. Additionally, these techniques for multilingual and diverse learners may represent essential learning that could be integrated into mainstream practices related to literacy. Learning techniques and outcomes will be presented and discussed during the presentation.

Signe-Anita Lindgrén (Finland)

FD, Engelska språket och litteraturen, Åbo Akademi
signe-anita.lindgren@abo.fi

Dyslexiscreening i Svenskfinland: Nya FS-DUVAN

Specifika läs- och skrivsvårigheter, dyslexi, anses vara en av de vanligaste orsakerna till problem med flytande läsning och skrivning. Det är känt att problem som tyder på bristande fonologisk processering ofta finns kvar ännu i vuxen ålder. För specialarrangemang och träningsprogram förutsätts ofta en gedigen utredning. En sådan kan med fördel börja med en kartläggning av den fonologiska förmågan.

Här presenterar jag testfamiljen FS-DUVAN, finlandssvenska DUVAN, som bygger på rikssvenska screeningtest för dyslexi av professor Ingvar Lundberg och Ulrika Wolff (DUVAN™, Lilla DUVAN™, MiniDUVAN™). Den finlandssvenska versionen har test för tre målgrupper: *FS-DUVAN™* dyslexiscreening för finlandssvenska ungdomar och vuxna normerat för elever i årskurs 1 i yrkesskolan, årskurs 1 i gymnasiet och studenter under första studieåret på universitetsnivå, *Lilla FS-DUVAN* för skolelever normerat för årskurs 3, 5, 7, och *FSMiniDUVAN* för 5-åringar.

FS-DUVAN och *Lilla FS-DUVAN* kan utföras i grupp eller individuellt och är avsett att identifiera individer i riskzonen för dyslexi. Med delprov mäts olika fonologiska funktioner som är centrala för automatisk och flytande läsning och skrivning. En självrapport ingår också. Med *FSMiniDUVAN* kan man på liknande sätt kartlägga fonologisk medvetenhet, som är viktig för den tidiga läsinläringen.

I presentationen beskriver jag testen, testuppgifterna och en del skillnader mellan de rikssvenska och de finlandssvenska versionerna.

Nyckelord: dyslexi, fonologisk hypotes, grupptestning, screening, finlands-svensk

Lindgrén, S-A. 2012. *Mild Developmental Dyslexia in University Students: Diagnosis and Performance Features in L1, L2, and L3*. Turku, Åbo Akademi University (English Department Publications 6). www.doria.fi/handle/10024/73898

Lindgrén, S-A. & Laine, M. 2015. *FS-DUVAN™ Dyslexiscreening för finlandssvenska ungdomar och vuxna*. Stockholm, Hogrefe Psykologiförlaget.

Lindgrén, S-A. & Laine, M. 2007. The adaptation of an adult group screening test for dyslexia into Finland-Swedish: Normative data for university students and the effects of language background on test performance. *SJoP*, 48, 419-432.

Signe-Anita Lindgrén¹ & Elke Schneider² (Finland, USA)

¹ English Department, applied linguistics, Åbo Akademi University
signe-anita.lindgren@abo.fi Symposium Chair

² College of Education, Winthrop University, Rock Hill, South Carolina
schneidere@winthrop.edu

SYMPOSIUM 60 minutes

How to Support Dyslexics in Foreign Language Learning (FLL)

This symposium gives you (i) a brief theoretical introduction to dyslexia and foreign language learning and (ii) presents tools to support dyslexics in the use of foreign languages in an interactive way, especially regarding spelling in English. We acknowledge phonological weaknesses as a core deficit in dyslexia (e.g., Lundberg; Lyon et al; Ramus). Questions can be asked in English, Swedish, German, or Finnish and participants will also receive a list of references and other materials.

Dyslexia and FLL – Behind the Scenes, Signe-Anita Lindgrén

In a brief introduction, I present the Linguistic Coding Differences Hypothesis (Ganschow & Sparks) and the principles of Multisensory Structured Metacognitive Language (MSML) instruction (Schneider), discuss cross-linguistic differences between languages in relation to dyslexia (e.g., Seymour et al; Ziegler & Goswami), and highlight what aspects of language are troublesome for dyslexics (e.g. Schneider; Simon), for instance, letter-sound aspects and figurative language.

Signe-Anita Lindgrén is a certified FL teacher with extensive experience in teaching English and German on all levels. Currently she is a researcher and lecturer in applied linguistics in the English Department at Åbo Akademi University, Finland. Her main research interests include the linguistics of learning and teaching FLs, assessing language skills, corpus studies, and contrastive grammar, with a special interest in learner language and dyslexia. She has a PhD on dyslexia in university students focusing on assessment and performances in the L1 and FLs. Signe-Anita is the director of NorDys Nordic Network for Reading and Writing Disabilities in Finland and has adopted the DUVAN-family dyslexia screening tests (Lundberg & Wolff; Wolff) into Finland-Swedish (Lindgrén; Lindgrén & Laine).

Let's make sense of the English spelling mess to help all learners, including dyslexics, Elke Schneider

In short simulations, participants will learn how to help students address English spelling with research-evidenced practices of over 70 years in the field of special education. The audience will practice how to use multisensory structured strategies and stories to help students learn to cope with the confusing challenges of English.

Elke Schneider is a professor of literacy, second language learning (SLL) and Special Education with a PhD in FLL/SLL and learning disabilities. She has taught DaF and EFL in Europe and worked as a Dyslexia specialist in a clinical setting. She has extensive experience in working with struggling readers and writers in first and second languages and frequently runs special literacy clinics as part of teacher training responsibilities.

Елена Лукьянович¹ & Ольга Коняшкина – Elena Lukiyanovich¹ & Olga Konyashkina (Россия)

Русская ассоциация чтения, частное образовательное учреждение средняя школа «Альтернатива» г.Краснодар – Reading Association of Russia, Private Educational Establishment, Secondary School “Alternative”, Krasnodar

¹elena.lukjanovich@yandex.ru

1

Программа урочной в внеурочной деятельности по развитию, читательской компетентности учащихся

Школа «Альтернатива» (г. Краснодар), являясь Краснодарским региональным отделением Русской ассоциации чтения, аккумулирует в своей Программе по продвижению чтения отечественный и зарубежный опыт, который позволяют организовать образовательное пространство школы вокруг книги.

Одним из направлений программы является формирование информационной грамотности школьников, а ее формами **являются** оформление библиографических пособий и **рекомендательных** тематических указателей, таких как: «Книги-юбилея», «Мой Лермонтов», буклет «Читаем о войне».

Рекомендательный указатель «Книги-юбилея года» включает в себя: исходные данные по книге, сведения об истории издания, самостоятельно написанную учащимся аннотацию, годы жизни автора. Работа учащегося по составлению указателя включает чтение литературы по теме, сбор и систематизацию необходимой информации, форматирование материалов и создание макета итогового продукта- пособия. В дополнение к этому вырабатываются критерии оценивания пособия.

Всероссийский образовательный проект «Читаем с детьми о войне, гордимся Победой, учимся миру» ценен совместной работой с другими участниками и организациями. Участники формировали «список-алфавит» чтения книг о войне, используя одну из стратегий смыслового чтения – «Алфавит за круглым столом». Работа проводилась в 3 этапа:

- 1) школьный этап включал самостоятельную работу учащегося по заполнению списка-алфавита, его обсуждение в семье, с последующим обсуждением в классе и рекомендациями по чтению отдельных произведений. Затем формировался список-алфавит класса, школы;
- 2) дистанционный этап проходил одновременно во всех учреждениях-участниках разных городов, областей России накануне дня Победы. Была организована презентация «списка-алфавита», сформированная участниками проекта, прочитаны вслух фрагменты лучших литературных художественных произведений о Великой Отечественной войне;
- 3) оценивание и поощрение с использованием отчетов, фотографий и «списков-алфавитов».

В ходе работы сессии будут представлены еще два популярных у школьников и учителей проек-

PRESENTATION IN RUSSIAN

Curriculum and extra-curriculum activities to develop readers' competency

School “Alternative” (Krasnodar), being a local council of Reading Association of Russia accumulates in its Program of promoting reading and literacy national and international experience which makes it possible to concentrate education environment around books.

One line of Program is to form and develop informational literacy of students which result in writing bibliographic manuals and recommendatory thematic pointers, such as “Jubilee books”, “My Lermontov”, a booklet “We read about a war”.

The recommendatory thematic pointer “Jubilee books of the year” includes initial data about the book, data on history of the edition, annotation written independently by the students, living years of the author. This work needs that the students read on the topic, collect and sort out information, format and create a layout of the final product - the booklet. Moreover, criteria of the booklet assessment are worked out.

National educational project “We read about a war, are proud of the victory and learn to keep peace” is important by its cooperative work with other actors and organizations. The participants made “Alphabet-list” of books devoted to a war using a strategy “Alphabet around the Table”.

- 1) school stage included autonomous work of the student of filling in the form of the Alphabet with book titles, its discussion with the family at home, presentation in the classroom with the recommendations concerning reading of certain books.
- 2) on-line presentation was organized on the eve of the Victory Day at all the participating schools of Russia. The joint variant of “Alphabet -List” was presented, some passages from the most popular fiction books about the Great Patriotic War were read aloud.
- 3) assessment and reward of the participants on the basis of photos, reports and Alphabet-lists.

During the session two other popular projects among the students and teachers will be presented.

Minna-Riitta Luukka¹, Hilikka Paldanius², Johanna Saario³, Sari Sulkunen⁴ & Anna Veijola⁵ (Suomi)

¹⁻⁴Jyväskylän yliopisto, kielten laitos

¹minna-riitta.luukka@jyu.fi

²hilikka.a.paldanius@jyu.fi

³johanna.saario@jyu.fi

⁴sari.sulkunen@jyu.fi

⁵Jyväskylän yliopisto, opettajankoulutuslaitos; anna.l.veijola@jyu.fi

SYMPOSIO 90 minuuttia

Historian monilukutaito ja tiedonalakohtaiset tekstitaidot

Eri tiedonaloilla on omat tyypilliset tekstilajinsa sekä tapansa käyttää tekstejä ja tuottaa niitä. Tähän viitataan käsitteellä tiedonalakohtaiset tekstitaidot (disciplinary literacy). Teksteillä ja niiden kielellis-rakenteellisilla piirteillä on keskeinen rooli tiedonaloilla tiedon tuottamisessa, esittämisessä ja viestimisessä sekä arvioinnissa. Myös ajattelun ja argumentoinnin taidot niveltyvät tiedonalakohtaisiin tekstitaitoihin. Erityisen selkeästi tekstien ja niiden kanssa toimimisen merkitys tulee esiin historian tiedonalalla, joka on useita muita tiedonaloja enemmän sidoksissa kieleen ja teksteihin. Historiallisen tiedon tuottaminen ensinnäkin pohjautuu erilaisten tekstimuotoisten lähdeaineistojen analysointiin, kriittiseen arviointiin ja vertailuun sekä tulkintojen tekemiseen niiden perusteella. Teksteillä ja tekstien kanssa toimimisella on merkittävä rooli myös historiallisen tiedon viestimisessä, kun historian tutkijat esittävät tulkintojaan eli kielellisesti tuotettuja representaatioita teksteinä. Tekstien ja kielen vahva rooli historian tiedonalalla asettaa vaatimuksia sekä tekstien tuottajien että lukijoiden tekstitaidoille. Koska sekä historiallisen tiedon lähteinä toimivat tekstit että tulkintoja esittelevät tekstit ovat yhä monimuotoisempia ja -mediaisempia, niiden kanssa toimiminen edellyttää monilukutaitoa.

Tässä symposiumissa tarkastelemme historian tekstitaitoja lukion kontekstissa. Esittelemme aluksi monitieteistä Menneisyyden tulkintojen äärellä -tutkimushankettamme, jossa pureudutaan historian teksteihin ja tekstikäytänteisiin lukiossa. Hankkeen tavoitteena on tuottaa tietoa historian kielestä, teksteistä ja tekstien kanssa toimimisen tavoista sekä tarkastella suomalaisten lukiolaisten tapoja tulkita ja rakentaa historiallista tietoa. Avaamme myös tiedonalakohtaisen tekstitaidon, historian tekstitaitojen ja monilukutaidon käsitteitä sekä pohdimme niiden suhdetta opetussuunnitelmaan ja lukion pedagogisiin käytänteisiin. Symposiumissa myös havainnollistetaan historian tekstitaitoja ja niiden opetuksen käytänteitä konkreettisilla aineistoesimerkeillä. Tämän pohjalta keskustellaan lukiolaisten historiallisen ajattelun, lukutaitojen ja tekstien tuottamistaitojen ilmenemismuodoista sekä niihin liittyvistä haasteista. Lopuksi pohditaan yleisemmin tiedonalakohtaisten tekstitaitojen opettamista ja arviointia sekä niihin liittyviä haasteita.

Peter Heller Lützen (Denmark)

PhD, consultant, National Centre for Reading
petl@ucc.dk

Education without homework: Disciplinary literacy under new conditions

During the academic year 2015–16 the National Centre for Reading in Denmark works with hf (“Højere Forberedelseksamen”) high school teachers in order to develop students’ reading strategies in a transformed educational environment. Groups of teachers in the subject areas of Science, Social Studies and Danish Language and Literature experiment with scaffolded reading strategies in adult education at high school level.

The project takes place at three different centers for adult education (“VUC: Voksen Uddannelses Center”) in the cities of Copenhagen, Hvidovre and Holbæk. The hf-education is a success in giving adults and young people from very diverse backgrounds ‘a second chance’ but is also facing new challenges with a student population under radical change (Evalueringsinstituttet; 2015, Undervisningsministeriet; 2015).

Many students in hf-courses are struggling readers and suffer from different social, mental, academic and linguistic difficulties. As a consequence hf-students practically do not read at home or prepare sufficiently for classroom teaching. This new ‘home work free condition of education’ challenges teachers and calls for development of extended reading strategies in all subjects areas (Olesen; 2014).

An early finding in the project is that teachers often read texts aloud to students or ask them to read silently before discussing the content. These teaching strategies compensate for the students’ lack of basic reading skills but detach decoding from comprehension and do not necessarily develop their functional reading abilities, comprehension and text use.

The project provides empowering methods of reading inspired by the Australian concept “Reading to Learn” (Rose and Martin; 2012) and theory about disciplinary literacies (Shanahan and Shanahan; 2008) where the students’ conditions are not only seen as a challenge but mostly as a new possibility to develop sufficient studying strategies.

References:

- Evalueringsinstituttet (2015): Hf- profil og funktion. En undersøgelse af hf-kursister på toårig hf, 2015
Olesen, Flemming B. (2014): Rapport for næsten lektiefri læringsrum, Region Midtjylland
Rose, David and J.R. Martin (2012): Learning to Write, Reading to Learn – Genre, Knowledge and Pedagogy in the Sydney School, Equinox Publishing
Shanahan, Timothy and C. Shanahan (2008): Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy, in: Harvard Educational Review Vol. 78 No. 1 Spring 2008
Undervisningsministeriet (2015): Afrapportering fra hf-udvalget

Heikki Lyytinen (Finland)

UNESCO Chair on Inclusive Literacy Learning for All
 University of Jyväskylä & Niilo Mäki Institute
heikki.lyytinen.info

Early identification and prevention of difficulties in learning to read – a global perspective

Highlights of the Jyväskylä Longitudinal study of Dyslexia (JLD) will be summarized. In the JLD we collected developmental data from early age to puberty. The JLD-results reveal that the earliest statistically significant predictions of difficulties associated with reading acquisition can be made already at 3-5 days of age on the basis of brain responses to speech sounds. Very accurate identification of children who will face difficulties in learning to read is possible with simple means, years before reading age. A most accurate and helpful identification of the need for support can be made via dynamic assessment of those first training steps that are necessary for the learning of basic reading skill - learning the connections between spoken and written items. Dynamic assessment can be run by using our Graphogame (GG) technology which is mainly meant to help children at risk to learn the basic reading skill before they can encounter and experience failure. GG training entails repeated exposure to storing connections between spoken and written language in a game like digital environment (see graphogame.info). GG has been implemented to help children in more than 20 languages today. Efficacy studies of e.g. English GraphoGame versions in the UK have recently been published in collaboration with our British colleagues. Also versions of African Bantu languages meant to support children who fail to acquire reading skill due to inappropriate teaching. Today GG is introduced also to African teachers because only when both teachers and children use the game the results are good. In rural Zambia children who have learned to read with the game have been able to motivate their parents to learn as well.

The author, professor Heikki Lyytinen is UNESCO professor/UNITWIN chair on Inclusive Literacy Learning for All working in University of Jyväskylä and Niilo Mäki Institute, Jyväskylä, Finland

Please, consult his pages heikki.lyytinen.info and Graphogame-related info from graphogame.info

Heikki Lyytinen (Suomi)

UNESCO Chair on Inclusive Literacy Learning for All

Jyväskylän yliopisto & Niilo Mäki Instituutti; heikki.lyytinen.info

Lukemaan oppimisen vaikeuksien ennakointi ja ennaltaehkäisy maailman mittaisena tavoitteena

Jyväskylän yliopistossa on viety läpi sukutaustassa esiintyvään lukivaikeuteen perustuva pitkittäisseuranta. Siinä 200 lapsen (puolet riskinalaisia) kehitystä on tähän mennessä tutkittu tiiviisti toistuvien välein syntymästä murrosikään. Tuloksena on lukuisia kiintoisia havaintoja, joista tiivistän olennaisimmat. Riskiryhmän lapsista puolet kohtasi vaikeuksia lukemaan oppimisessaan. Varhaisimmat enusmerkit tuosta puolikkaasta saatiin aivotoiminnan herätevastemittauksilla jo muutaman päivän iässä. Käytännön kannalta olennainen varmistus saadaan paljon helpomminkin viimeistään siinä iässä, jossa lukutaidon ennaltaehkäisy on viisasta aloittaa, pientä poikkeusta lukuun ottamatta. Tuo poikkeus tulee lapsista joiden puheen ymmärrystä koskeva kehitys dramaattisesti viivästyy. Näiden lasten tuki on hyvä aloittaa heti kun siitä saadaan varmoja merkkejä n. 3 vuoden iässä. Ilmiö on kuitenkin hyvin harvinainen (esiintyi vain parilla tutkimuksemme 100 riskilapsesta). Muiden ennaltaehkäisevän tuen tarpeessa olevien lasten tunnistus onnistuu seuraamalla miten helposti lapsi pystyy tallentamaan kirjaimen nimiä. Käytännössä lähes kaikilla hankkeemme lapsista, joilla ilmeni lukivaikeuksia oli vastaavia vaikeuksia jo kirjainten nimien tallennuksessa. Luotettavin tapa saada asiasta varmuus, jos epäilyä herää siitä, että lapsi nimeää näytettäessä aakkosista vain alle 10 kirjainta kouluun mennessään, on motivoida lapsi käyttämään Ekapeliiä (ks. www.lukimat.fi). Sillä asia tulee arvioitua, mutta samalla lapsi autettua ns. dynaamisen arvioinnin menetelmällä. Ekapelillä voi oppia sen mitä tarvitaan lukutaidon perusteiden oppimiseen. Samalla nähdään miten lapsi pystyy tallentamaan kirjainten äännevasteet. Lapsilla joilla on ollut kirjainten nimien tallennuksessa vaikeuksia, on hyvä aloittaa peruslukutaidon harjoittelu Ekapelillä kouluun mennessään. Jos oppija saadaan seuraamaan tarkasti ohjetta jolla peliä tulisi käyttää, suuri enemmistön, ellei lähes kaikki päätyvät sen avulla välttymään siltä havainnolta että olisivat luokkatovereitaan huonompia lukemaan oppijoita.

Nyt samaa menettelyä ollaan Graphogame nimellä viemässä maailmalle. Ehtona käyttöön jakelulle on kieli- ja kirjoitusjärjestelmäkohtaisen opettelumateriaalin virheettömyyden takaava empiirinen näyttö vaikuttavuudesta. Sitä ollaan kokoaamassa yli 30 maassa. Ensimmäisenä tämän kynnyksen ylitykseen on ulotuttu Afrikan maissa, joissa siihen on eniten tarvetta. Näissä maissa suurin osa lapsista ei saa riittävää lukemaan oppimisen mahdollisuutta. Sen vuoksi harjoittelutarve kohdistuu myös opettajiin. Graphogamelle (GG) opettajat voivat oppia hyvään tulokseen johtavan harjoittelumenettelyn Afrikan, suomen tapaan johdonmukaisesti käyttäytyvien kirjoitusten lukemisen opettamiseksi. Tuo varma menetelmä on ns. "fooniks", jolla GG toimii. Hyvä tulos voidaan varmistaa jos sekä opettaja että lapsi ovat harjoitelleet yksilöllisesti vaihtelevan tarpeen mukaisen ajan GG:tä.

Sanna Markkanen¹ & Kristiina Spolander² (Suomi)

Axxell Monikulttuurisuuskeskus, Luku- ja kirjoitustaidon koulutus

¹sanna.markkanen@axxell.fi, ²kristiina.spolander@axxell.fi**Aikuisten maahanmuuttajien luku- ja kirjoitustaidon koulutus**

Esityksemme lähtökohtana ovat kokemuksemme luku- ja kirjoitustaidon opettajina ja koulutuksen järjestäjinä. Tavoitteenamme on nostaa esille aikuisten lukutaito-opetuksen peruseriaatteita käytännön opetustyön kannalta. Kerromme myös esimerkkien kautta, miten erilaisia opiskelijoita aikuisten lukutaitokoulutuksessa opiskelee.

Maahanmuuttajille järjestettävä lukutaidon koulutus on osa kotoutumiskoulutusta, joka järjestetään työvoimakoulutuksena. Opiskelijat osallistuvat lähiopeutukseen viitenä päivänä viikossa, 5 tuntia päivässä. Koulutusjakson kesto on noin 50–200 päivää opiskelijan tarpeen mukaan. Koulutus on hyvin intensiivistä ja vaatii opiskelijalta paljon motivaatiota. Osalla opiskelijoista ei ole kokemusta formaalista opiskelusta, joten kaikki on uutta. Osalla taas on paljonkin koulustausta toisenlaisessa kirjallisessa ympäristössä, eri kirjoitusjärjestelmällä. Ryhmien heterogeenisyys on myös lukutaidon koulutuksissa arkea.

Lukutaitoa opiskelevat aikuiset ovat aikuisoppijoita, joilla on monenlaisia taitoja ja kokemuksia lukutaidon puutteista huolimatta. Kunnioitus ja opiskelijalähtöisyys ovat itsestään selviä lähtökohtia koulutuksessa. Osaamisen esille nostaminen puutteiden korostamisen sijaan on tärkeää. Aikuisopiskelu ei ole kaikille tuttu asia kotimaastaan.

Ensisijaisesti opiskelijat ovat oppimassa uuden kotimaan kieltä. Opiskelussa lähdetäänkin liikkeelle suullisesta taidosta. Kirjalliset taidot karttuvat suullisten taitojen rinnalla. Luku- ja kirjoitustaidon harjoittelu ei lopu lukutaidon koulutuksen jälkeen. Koko koulutusputken täytyy tukea aikuisen kehittyvää kielitaitoa sekä luku- ja kirjoitustaitoa.

Janet E. McIntosh¹ & Terry A. Campbell² (Canada)

Schulich School of Education, Nipissing University, North Bay, Ontario

¹ EdD Associate Professor, janetm@nipissingu.ca

² PhD Professor, terryc@nipissingu.ca

Making Writing Irresistible: Inspiring Young Adolescent Writers

Focus: exploration of inspirational ideas and strategies for engagement in real writing by writers from ages eleven through thirteen

Young adolescent writers in the age range (11–13 years) frequently lose the motivation to write. Why is it that many students in this age group seem to lose their enthusiasm for the act of writing? The reasons may include the assignment of writing tasks used for assessment purposes, where little choice is provided, and where mechanics are emphasized over communication. Sometimes students lose interest when the “purpose for writing changed from sharing information about your life to proving you read something” and when a heavy focus on mechanics prevented them from expressing themselves (Behizadeh, 2014, pp. 35-36).

How can we as teachers remedy this? We can begin by guiding them to “act as real writers who write because they have something they want to say” (Booth, 2001, p. 17). We can create the conditions where young writers feel a genuine desire to write. At the same time, we can provide strategic instruction that emphasizes clear communication. This paper explores how teachers can generate the conditions whereby writing about *this, right now*, becomes irresistible for young adolescents. It also investigates specific strategies for supporting writers so that they can write for maximum impact.

One essential condition is that students must have something meaningful to write about – *the topic should be significant to them*. In the context of a writers’ workshop, students can be provided with guided choice through the teacher’s modeling as a real writer, through stimulating mentor texts, and above all, by encouraging writing that connects to the students’ life experiences.

Specific strategies explored include using *Quick Writes* (Graves, 2005); engaging in *rant writing*; reader responses based on a range of text types (print, visual); and strategies for creating a range of media, from digital stories to inquiry-based project writing exploring topics of personal significance.

Behizadeh, N. (2014). Adolescent perspectives on authentic writing instruction. *Journal of Language and Literacy Education* [Online], 10(1), 27-44. Retrieved from <http://jolle.coe.uga.edu>.

Booth, D. (2001). *Reading & Writing in the Middle Years*. Markham, ON: Pembroke Publishers.

Graves, D. (2005). *My Quick Writes: For Inside Writing*. Portsmouth, NH: Heinemann

Margaret K. Merga (Australia)

Dr, School of Education, Murdoch University, Murdoch WA
M.Merga@murdoch.edu.au

**Teachers as readers: Do teachers model
keen recreational book reading?**

The benefits of regular recreational book reading for literacy development have been widely acknowledged, and as such, encouraging children to be life-long readers is an educational imperative. Research suggests that influential social agents such as teachers, parents and friends can play an important role in fostering a keen love of reading in children, so that they regularly engage in the practice. Teachers who are models of keen recreational book reading may be particularly important for children who lack such a model at home or in their friendship groups.

However, many contemporary school contexts struggle with an overburdened curriculum, encompassing numerous competing interests, and a need to undertake rigorous preparation for high-stakes testing. Classroom teaching may be so preoccupied with literacy skill acquisition that fostering of the will to read may receive limited consideration. As such, it is not known if all teachers have the time, inclination and awareness to actively promote a love of reading in their classrooms.

This paper seeks to explore whether teachers are perceived by their students to be readers, and as such, it will examine if teachers are actively providing a valuable model for students. Recent findings from the 2016 *Western Australian Study in Children's Book Reading*, which collected data from children in Years 4 and 6 at more than 20 Western Australian primary schools, will be analysed to explore children's perceptions of their teachers as readers. These data will also provide insight into children's perspectives about what behaviours and characteristics teachers can display that indicate keen recreational book reading. As such, the children's insights can inform best practice for teachers wishing to enhance their capacity to foster life-long reading in their classrooms.

Dominika Michalak (Poland)

Book and Reading Institute, National Library of Poland
dominika.michalak@wp.pl

**Social structure and interpretation or
how Polish adults speak of books**

People differ in how they make sense of works of art, literature or abstract formulas. Pierre Bourdieu and Basil Bernstein considered one of such differences especially important: a disposition for abstract thinking, decontextualization and recontextualization. They linked this disposition to social structure, showing that it is more commonly cultivated by the middle and upper social strata. In my presentation, I would like to show how their ideas come in handy when studying the ways in which Polish adult non-readers of various social backgrounds speak of books. I will try to show that they differ significantly in matters such as the value of books and reading, limits of interpretation, self-confidence as interpreters. Moreover, these dissimilarities can be linked to their social standing and school experiences. I will try to describe mechanisms that make schools reproduce or deepen social differences rather than help level them. The presentation is based on research conducted for the Polish National Library in the years 2014–2015, including two representative country-wide survey polls and ten focus group interviews.

Viviana N. Miglino (Argentina)

Lic, I.S.P (Instituto Superior del Profesorado) J.V.González, B.A.
vivimiglino@gmail.com

POSTER SESSION

Reading Comprehension Strategies: The Neglected Tools –An experience with EFL students in a South American country

3

Contemporary approaches to reading hold that meaning is created through the interaction of reader and text in which readers make use of certain cognitive and metacognitive strategies to understand what they read. This study purported to find out to what extent reading comprehension strategies were explicitly taught in class in 3rd year *polimodal* state-run schools in Florida, Vicente Lopez. The study also explored whether teachers were acquainted with such reading tools and whether the tasks used to check reading comprehension required the use of the strategies in question. Findings showed that reading comprehension strategies appeared as neglected tools in the reading lessons observed. This may have been significantly related to teachers' ignorance about the point in question as well as some kind of incongruity between what they thought they knew about it and what they actually did in class. This study highlights the need for teachers to better understand the critical role of reading comprehension strategies in the construction of meaning in the reading process, as well as the importance of explicitly teaching such tools to their students in class. As derived from the research work, a didactic tool was designed to help teachers explicitly teach ten reading comprehension strategies that tackle the text in its three constituent levels of meaning-Syntactic, semantic and pragmatic level –The tool consists of a pair of gloves with the acronym “strategies” stamped on it. Each letter in the acronym triggers off a different strategy, thus working as a visual anchor to students.

Ana Marcela Montenegro¹ & Nancy K. Votteler² (USA)

Department, Language, Literacy & Special Populations, Sam Houston State University, Huntsville, Texas

¹MEd Doctoral Research Assistant, amm179@shsu.edu

²SHSU Associate Professor, nkvteller@shsu.edu

ROUND TABLE DISCUSSION

Readers' Voices and Free Reading: Let's Gather and Talk.

Engaging youth in reading can be a challenging task for teachers. Most teachers want to help students to become competent and independent readers; however, when students are not motivated to read, teachers are often frustrated. The use of book clubs is one way to encourage reluctant or struggling readers to read and talk about their readings (Bowers-Campbell, 2011). In addition, book clubs can connect students who are less proficient readers with more proficient readers, provide them with stress-free reading, and allow readers to unleash their voices and articulate their thoughts. Sharber (2009) states, online book clubs enhance students' motivation to engage in new literacy practices while complementing them with traditional reading practices. In today's world, the Internet is commonly used across different ages; hence, moving traditional discussions online may meet today's students' needs (Thomas, 2015).

This roundtable session will present the relevancy of implementing online book clubs with reluctant Hispanic readers to encourage them to express their ideas, analyze their readings, read for pleasure, and question the book's insights in a non-threatening environment. Online book clubs may provide key strategies for educators and teachers at different age levels to help reluctant readers become successful readers.

References

- Bowers-Campbell, J. (2011). Take it out of class: Exploring virtual literature circles. *Journal of Adolescent & Adult Literacy*, 54 (8), 557–567.
- Scharber, C. (2009). Online book clubs: Bridges between old and new literacies practices. *Journal of Adolescent & Adult Literacy*, 52, 433–437.
- Thomas, A. A. (2015). Enhancing Nonfiction reading comprehension through online book discussions. *Reading Horizons*, 54(2), 66–90.

Fiona Moreno (USA)

Ph.D. student, French and Francophone Studies
 University of Pennsylvania
 fionamor@sas.upenn.edu

Coding Meaning: Francophone Stories of Classroom Engagement with Literary, Narrative, Fictional Text Material

3

What do we talk about when we talk about reading? Most often, within literary studies, a process, rather than a skill to be acquired. There is very little critical work done on the assumptions underlying representations of reading development, on one hand, the teaching of reading, on the other hand, and the extent to which such assumptions match, expand, limit theoretical understanding of reading experiences. Yet, models of emergent and proficient reading can be found all over the disciplinary spectrum. Developmental psychology, educational linguistics, literary studies more or less explicitly feature practical approaches to text decoding and comprehension whose combination is likely to illuminate some shadowy elephants in and beyond the classroom. Whether reading education enacts a conception of the text as valuable primarily for its literary, narrative, or fictional nature, is indeed likely to powerfully affect the dynamics of reader engagement. Whether and how such terms as “narrative”, “literature”, “comprehension”, “interpretation” are defined, in research on early literacy development as well as in educational approaches to literary reading, has serious pedagogical implications. Such are the main arguments driving my current research project that couples an exploration of conceptual biases as they translate into instructional practices, and a systematic analysis of literary representations of the child reader, potentially laying the ground for particularly meaningful interventions in educational contexts. My presentation will expose some of the critical preliminary findings generated by this highly interdisciplinary project, focusing on reader vulnerability reproduction in two geographically and culturally distinct French-speaking contexts. Most importantly, and uniquely, it will build on my multifaceted experience as a language instructor, literary scholar-to-be, assistant in a large-scale early literacy advancement program currently involving three West African countries, and the founder of a bilingual organization serving African-born, U.S.-based young readers.

Keywords: Critical literacy; imaginative development; narrative development; literary reading; teaching literature; postcolonial studies; raciolinguistics.

Gerda E. Moser (Austria)

University of Klagenfurt; Institute of German Studies, Applied German Studies Section;
www.uni-klu.ac.at/germ/inhalt/430.htm
gerda.moser@aau.at

What are the pleasures of reading and talking about books? Findings of a study on face- to-face reading groups in Austria

Reading communities meeting face-to-face (reading groups) or online (reading forums) agree to read a book (mostly fiction) within a given period of time and then come together to discuss it. During these avid talks and debates processes of understanding, interpreting and evaluating of literature come to life.

The writer of this proposal was co-author of the project application and is a collaborator in a study financed by FWF, Austria's central funding organization for basic research ("Negotiating Literary Meaning. Communication in Face-to-Face and Online Reading Communities", December 2015 to November 2016). The objective is to examine reading groups in depth, i.e. their notions and penchants, forms of organization as well as communication patterns and processes. Eighteen group discussions in three face-to-face reading groups, and standardized interviews of reading group-participants form the basic data.

My analysis provides initial information about the specific focuses of the meetings and discussions. Pleasure was a central aspect for the participants in the study to engage in a reading group / forum. Due to the preliminary findings of the study the aim of my presentation is to show how the participation in a reading group can fulfil diverse individual as well as group-related functions both rather emotionalizing-entertaining and affirmative than the reflective-critical functions prevalent in professional literary criticism. The divergence in these two ("amateur" / "professional") settings should not be interpreted as being mutually exclusive. Participants of the researched groups tried to bring together 'high-brow' and entertainment by discussing canonical literature under the aspect of seeking entertainment.

Joy Mower (United Kingdom)

School of Teacher Education

Canterbury Christ Church University joy.mower@canterbury.ac.uk

joy.mower@canterbury.ac.uk

Constructing a common language for children with 'literacy difficulties' to explore the purpose of literacy in and outside the classroom.

In the post World War 2 Western world universal literacy is considered essential for personal, social and economic development (Winchester, 1990). High stakes performativity cultures are prevalent in developed countries globally and there is sustained pressure on teachers to ensure children meet externally dictated targets in literacy. Yet definitions of the nature and purpose of literacy is a contested area. Much current education policy conceptualises literacy as learning extrinsic skills, whereas socio-cultural perspectives recognise multimodal practices facilitating an intrinsic need to make meaning inter and intra personally. (Heath, 1982; Jewitt and Kress, 2003; Pahl and Rowsell, 2005). Criterion based assessment of a skillset curriculum creates a deficit model, ensuring some children will 'fail', disregarding children's wider knowledge and understanding, whilst the accompanying pedagogy fails to utilise the meaning making strategies that children have developed themselves.

This study seeks to give a voice to children who have 'failed' in their first encounter with standardised testing: 7 year olds in England who have not reached the required age-related expectations in national tests. They will be co-researchers in the data collection using a methodology that draws on and adapts the Mosaic approach (Clarke and Moss, 2001) to investigate the purpose literacy as experienced and as taught, through their descriptions of their literacy practices at home and by their own commentary on their participation in literacy lessons at school. The children will collect their data and create texts through a multi-modal collage approach to record and present their literacy both in the content and in the creation.

This represents part of an early stage, novice-researcher, doctoral study. Peer support would be welcomed. A second part to the study is planned in which the children's teachers will respond to their texts considering their contribution to developing 'culturally responsive classrooms' (Binder and Kotsopoulos, 2011).

Binder, M. and Kotsopoulos, S. (2011) Multimodal Literacy Narratives: Weaving the Threads of Young Children's Identity Through the Arts, *Journal of Research in Childhood Education*, 25 (4)

Clarke, A and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd edition), London: National Children's Bureau

Heath, S. B (1982) What no Bedtime Story Means: Narrative Skills at Home and School, *Language in Society* 11(1)

Jewitt, C. and Kress, G. (2003) *Multimodal literacy*, New York, NY: Peter Lang

Pahl, K. and Rowsell, J. (2005) *Travel Notes for the New Literacy Studies*, Clevedon, England: Multilingual Matters

Winchester, I. (1990) The Standard Picture of Literacy and Its Critics, *Comparative Education Review*, 34 (1)

Annette Kiberu Mpuga (Uganda)

Reading Association of Uganda
annettempuga@yahoo.com

The untold story of a timetabled library lesson: Primary schools in Uganda as a case study

Does reading for pleasure make meaning as per literacy in action! I believe everybody who reads the above question has a different answer depending on their community. In Uganda, it is believed that a primary 6 pupil cannot read a text for a primary 2 pupil. (UWEZO report 2014) This is highly attributed to the fact that we lack the idea of reading for pleasure – non existence of the reading culture. Our children read for examination and that is mostly text books. This has affected their performance greatly and the country's development as well.

The few adults that read have no obligation to, therefore only read when they must.

Literacy is a bone marrow in the development of a nation. Teachers, parents and especially the school librarians should spearhead the promotion of reading for pleasure. Reading for pleasure puts literacy in action through various ways; reading a story about mangoes which is one of the favourite fruits in Uganda, boosts the children's understanding of a science lesson about plants.

This paper will tackle the hindrances of reading for pleasure in primary school libraries in Uganda and how we are progressively tackling them. A big percentage of parents are illiterate and therefore cannot help the children well as those that would, lack resources hence the inability to support this noble cause.

We envisage a bright future through literacy in action.

Annukka Muuri (Suomi)

KT, luokanopettaja Lausteen koulu, Turku
 annukka.muuri@turku.fi

Kielestä kiinni – maahanmuuttajaoppilaiden suomen kielen taito alakoulun päättövaiheessa

Tutkin väitöskirjassani, minkälaista vaihtelua esiintyy maahanmuuttajaoppilaiden suomen kielen taidoissa peruskoulun kuudennella luokalla ja, minkälainen yhteys taustamuuttujilla (sukupuoli, äidinkieli, maahantuloikä, maahantulon syy, maassaoloaika ja vanhempien koulutusta) ja opetusjärjestelyillä, kuten perusopetukseen valmistavalla opetuksella, suomi toisena kielenä -opetuksella ja oman äidinkielen opetuksella, on suomen kielen taidon tasoon. Lisäksi tarkastelin oppilaan käyttämän kielen (suomen kieli ja äidinkieli) yhteyttä suomen kielen taidon tasoon.

Tutkimukseen osallistui 219 maahanmuuttajaoppilasta 20:stä Turun koulusta. Tutkimusaineisto kerättiin Turun erityisopettajien ja suomi toisena kielenä -opettajien laatiman kielitestipaketin avulla. Oppilaan suullista ja kirjallista tuottamista arvioivat lasta opettavat opettajat eurooppalaisen viitekehysten kielitaitotasojen kriteereitä käyttäen. Oppilaat arvioivat omaa äidinkielen ja suomen kielen taitoaan.

Oppilaista yli puolella oli tyydyttävä suomen kielen taito alakoulun päättövaiheessa. Kielitesteistä he menestyivät parhaiten rakennekokeessa ja sanelussa, kun taas kuullun ja luetun ymmärtämisen tulokset olivat heikompia. Opettajien arviointien perusteella oppilaiden suulliset taidot vastasivat osaaajan tasoa (B2) ja kirjoittamistaidot kynnystasoa (B1). Osaamista selittivät pitkä maassaoloaika ja äidin korkea koulutustaso. Paluumuuttajat menestyivät kielitaitotehtävissä kaikkein parhaiten ja pakolaiset heikoiten. Somalinkieliset erottuivat muista kieliryhmän edustajista heikoimpina suomen kielen taidon tasoltaan. Venäjänkieliset ja vietnaminkieliset saavuttivat parhaat tulokset kaikissa mittareissa.

Oppilaat arvioivat suomen kielen taitonsa omaa äidinkieltään paremmaksi puhumisessa, lukemisessa ja kirjoittamisessa. Oppilaat, jotka käyttivät kaveriensa kanssa sekä omaa äidinkieltään että suomen kieltä, osoittautuivat kielitaidon tasoltaan paremmiksi kielitesteissä ja opettajien arvioinneissa. Parhaiten eri mittareissa menestyivät oppilaat, jotka eivät olleet osallistuneet perusopetukseen valmistavaan opetukseen eivätkä erilliseen suomi toisena kielenä -opetukseen.

Avainsanat: Maahanmuuttajaoppilaat, kaksikielisyys, toisen kielen oppiminen, kielitaito ja sen arviointi

Juha Mäenpää¹, Timo Laitakari², Sanna Illi, Mikko Hirvonen, Katariina Ruusunen-Nurmio ja Alisa Vehviläinen (Suomi)

Luolavuoren koulu, "Must!"-työryhmä, Turku

¹juha.maenpaa@turku.fi; ²timo.laitakari@turku.fi

"Must!" -osallistava, useamman vuoden mittainen vahvuusorientoitunut toimintamalli oppilaan kasvun & kehityksen ohjaamiseen



"Must!" on useamman vuoden **mittainen kasvu- ja oppimisprosessi**. Siinä oppilas vastaa ohjaajan työalustalle laatimiin avoimiin kysymyksiin (vain yksi aihe / dia).

Kysymykset käsittelevät oppilaan koulunkäynnin, oppimisen, hyvinvoinnin, sosiaalisen kanssakäymisen sekä opintojen suunnittelun kannalta keskeisimpiä teemoja. **"Must!" -toimintamallin kokonaistavoitteena on tukea ihmisenä ja kansalaisena kasvamista ohjaamalla ja tukemalla oppilasta osaamaan, osallistumaan, ymmärtämään ja yrittämään.**

Nimi "Must!" on selkeää suomen kieltä varsinais-suomalaisittain murrettuna: **minusta!** Samalla se kertoo englannin kielen kautta: (must!) osallistavan toimintamallin olevan nykypedagogiikassa välttämätön! Pienille lapsille nimi "Must!" saattaa avautua koiran nimenä: "Musti" – ja koirahan on se, jolle ilot ja surut ensimmäisenä jaetaan!

"Must!" -toimintamallin tarkoitus on vuorovaikutuksen ja monilukutaidon lähestymistapaa hyödyntäen **tehdä oppilaiden ajattelua näkyväksi**. Yhtä lailla tärkeää on dokumentoida oppilaan kokemuksia, tunteita sekä hänen niille antamia yksilöllisiä merkityksiä. Näistä lähtökohdista käsin työskentelyä ja tavoitteenasettelua on mahdollista ja hedelmällistä ohjata kohti ops 2016 -laaja-alaisen osaamisen tavoitteita ja oppiainekohtaisia sisältöjä. "Must!" -toimintamalli **auttaa oppilasta muodostamaan oman suhteen L1–L7 tavoitteisiin ja tarjoaa yhden keinon "ottaa L1–L7 tavoitteet haltuun"**. Ajatuksena on ohjata oppilaat työstimään ja jakamaan tavoitteiden sisältöjä ja merkityksiä sekä niitä koskevia koulussa taikka vapaa-ajalla muodostuneita oppimiskokemuksia.

"Must!"-työskentelyssä opettajat tuottavat yhteistyössä oppilaille ns. vakiomallisen työskentelyalustan, jossa on alkutilanteessa yhteiset perusteemat ja kysymykset kaikille oppilaille. Oppilaat kirjoittavat niihin osaamisensa ja ymmärryksensä mukaisesti mahdollisimman hyvät, kunkin oppilaan yksilöllistä kokemusmaailmaa avaavat ja avartavat vastaukset. Oikea vastaus ei löydy opettajanoppaasta, vaan oppilaan kokemus- ja käsittemaailmasta.

Oikeanlaisten kysymysten kautta ja tasa-arvoisen ohjauksellisen vuorovaikutuksen myötä oppilas voi oppia kiinnittämään tietoisesti ja pitkäjänteisesti huomiota omien oppimistapojensa oivaltamisen sekä omien valmiuksiensa hyödyntämisen ja kehittämisen kannalta keskeisiin teemoihin. Pyrkimyksenä on **oppia ajattelua, oppia oppimaan sekä edistää kunkin oppilaan oman yksilöllisen potentiaalinsa mukaiseksi yhteisölliseksi toimijaksi kasvamista**. "Must!"-tuotos muodostuu aina yksilölliseksi, oppilaskohtaiseksi kuvakseksi hänen suhteestaan itseensä, toisiin sekä ympäristön ilmiöihin.

James Nageldinger (USA)

Dr. Elmira College, One Park Place, Elmira, New York
jnageldinger@elmira.edu

**Covert Support: Unexpected Literacy in
Action for Struggling Readers Through
Incidental Theatre Encounters**

This free paper proposes that Literacy in Action may be unintended, unexpectedly powerful, and found in the unexpected arena of incidental theatre activities. The paper concerns itself primarily with the topic: Struggling Readers and Support Schemes, but will also touch upon several other themes including Fostering Interaction and Participation in the Classroom, and Early Literacy.

There is a connection between theatre activities such as play production that involve reading scripts and reading comprehension. Additionally thinking skills associated with reading comprehension such as generating, clarifying, sequencing, deducing, and analyzing are called into practice during theatre activity. However little research has been done that explores the incidental impact of theatre activities from the first person perspective. Have students who struggled with reading perceived that they benefitted from exposure to theatre activities? If so, specifically which activities, and how was their ability to make sense of text overall impacted?

A mixed methods study was designed to investigate these questions. One hundred and eighty four theatre majors from seven universities completed a survey that investigated experiences with theatre and reading. Five in-depth interviews explained and expanded the survey findings.

Results indicated that theatre activities are indeed an example of literacy in action, and have a definite perceived impact on struggling readers. Repeated reading and its impact on fluency and prosody were cited. Furthermore, increased engagement, the use of visualization, and the predominance of close reading also emerged as dominant themes. In addition, students reported that the social environment of theatre provided safe conditions for the creation of meaning from text. Implications include reassessing curricular priorities by curriculum stakeholders, and the potential for teachers to offer alternative theatre-based approaches to students who struggle with reading.

James Nageldinger (USA)

Dr. Elmira College, One Park Place, Elmira, New York
 jnageldinger@elmira.edu

POSTER SESSION

The Camouflage Dojo Piranha Tornado – Literacy in Action: Improving the Fluency and Comprehension of Struggling 1st Grade Boys at the Intersection of Key Vocabularies and Readers Theater

This session will present the results of a recent project that set out to explore what impact a combination of student-chosen vocabulary and student-created readers' theatre would have on boys who struggled with reading.

Besides being able to read accurately at the appropriate rate, fluent readers read with proper expression, or prosody which has been linked with silent reading comprehension. Many struggling readers, particularly boys, become disenfranchised from the reading process, contributing to dysfluent reading and poor comprehension.

In this intervention, the author (a reading scholar) and a school intervention reading specialist met with six 1st graders for 30 minutes 4 days a week over a 7-week period. During this time each student presented the researchers daily with a word that held personal significance. This word was transcribed onto card-stock for after-school rehearsal. As an individual key vocabularies were being created, expressive and non-expressive reading was modeled with an emphasis on explicit prosody instruction using Readers Theatre scripts.

After each student had six or seven key words, they were guided to use this personal key vocabulary to create their own stories in one or two sentences. The stories were transcribed and the students practiced reading their stories aloud with an emphasis on prosody. The next step was to combine all students' words and create a collective story. From this longer story a Readers Theater script was created, rehearsed, and performed for their classmates and parents. Differences in pre and posttest scores showed significant increases in both fluency and comprehension relative to comparable peers receiving standard intervention (phonics, word attack, and vocabulary). Instructional implications include new possibilities for early fluency and comprehension instruction.

Karina Narymbetova¹ & Yulia Kulichenko² (Kazakhstan)

KIMEP University, Almaty

¹nkarina@kimep.kz & ²kulichenko@kimep.kz

Teachers' Perspectives of Early Grade Literacy Assessment and Evaluation Practices in Kazakhstan

Teachers have different beliefs about teaching literacy. The purpose of this study was to investigate Kazakhstani teachers' existing beliefs about assessment and their connection to instruction in teaching literacy.

This particular paper reports on teachers' understanding of literacy, purposes of reading literacy, their current classroom literacy evaluation practices, uses of assessment results, and attitude to the proposed rapid formative literacy assessment for classroom use. The study of literacy teaching practices in early-grade brings together current research findings and program outcomes in the area of early-grade literacy in Kazakhstan to highlight lessons learned and suggest possible in class strategies for improving early-grade achievement in reading and writing. Results from the study indicate that assessment practices are often limited to measurement of speed of reading and retelling. Also, it appears that the results of reading assessment rarely inform teaching. The implications of these findings are considered within the context of providing training for in service primary school teachers.

Yaroslava Nazarovskaya¹ & Olga Badalova² (Russia)

¹Chief of Center of reading, Central children's library, St. Petersburg

²Teacher of primary school № 667 Nevsky district, St. Petersburg

«In search of a ReadMan»: The project for the introduction to the reading of teenage boys

The read issue is now in the zone of special attention. The range of opinions varies from the statement of the profound crisis of reader's culture prior to the approval of a new model of reading in modern conditions of information society.

Currently it is generally recognized that the decrease of young generation interest in reading has a scale with the global trend. Most developed countries, including Russia, is actively taking measures to counteract this phenomenon, based on its understanding of the role of reading in social development. The relevance of this project is due to the problems of adolescent reading.

Data from the international educational research PIRLS and PISA indicate the gap in reading skills of Russian elementary and secondary school.

Socio-pedagogical interaction of school and public libraries was reflected in the Federal educational standards of the second generation.

Thesis project: Reading boys: study, development of reading interests, developing reading culture.

Aim: to develop the reading interests of teenage boys, motivation to read and gender sensitive.

Goals:

1. To conduct a theoretical analysis of the literature on the research problem, using an interdisciplinary approach.
2. Develop a methodology to study the reading interests of boys.
3. To develop the research tools.
4. To carry out ascertaining experiment.
5. To develop and carry out activities in the school and the library to expand the circle reading of the boys in the framework of a transformative experiment.
6. Conduct a benchmarking survey.
7. To analyse the results.
8. To develop methodological recommendations on the introduction to reading for boys of schools and libraries.

A project is considered fully implemented if in the children's libraries of the district as a result of research and a series of events for the teenage audience will change the quantitative and qualitative performance indicators, attached to the reading for this category of users.

Sara Nilsson (Tyskland)

Nilsson Consulting
info@nilsson-consulting.de

Det hänger på språket – *Lesestart für Flüchtlingskinder*

Tiotusentals flyktningsbarn som kommit till Tyskland bor i mottagningscentraler, men har rätt att snabbt börja på dagis eller i skolan. Därutöver finns det redan tusentals elever med invandrarbakgrund, barn och ungdomar som har behov av men inte alltid tillgång till det nödvändiga stödet i tyska som andraspråk. Hur kan man då erbjuda tillräckligt mycket hjälp till de nyanlända?

Stiftung Lesen, en stiftelse som bl.a. utvecklar och stödjer olika läsprojekt, har fått i uppdrag att genomföra ett treårigt projekt, finansierad av migrationsverket (Bundesamt für Migration und Flüchtlinge, BAMF). Målet är att snabbare förmedla grundkunskaper i tyska till nyanlända barn och ungdomar upp till 12 år under den tid som de bor i mottagningscentraler. Ett paket med bilderböcker och spel distribueras till alla centraler där medarbetare och frivilliga läs- och språkhjälpare får tillgång till materialet. Dessutom har stiftelsen ett tjugotal multiplikatorer som reser runt i landet och utbildar både anställda och, framför allt, volontärer utan vilka det inte skulle vara möjligt att genomföra uppdraget.

Som en av multiplikatorer kommer jag att berätta om projektets utveckling och det praktiska arbetet på fältet.

Sara Nilsson (Saksa)

Nilsson Consulting
info@nilsson-consulting.de

Kielestä kiinni kuvakirjojen avulla – *Lesestart für Flüchtlinge*

Saksassa kymmenet tuhannet pakolaislapset odottavat pääsyä kouluihin ja päiväkoteihin, joissa jo aikaisemmin tulleet maahanmuuttajat kilpailevat riittämättömistä tukitoimista. *Stiftung Lesen*, säätiö joka tukee, kehittää ja tutkii lukutaitoon liittyviä projekteja, on saanut tehtäväkseen suunnitella Saksan maahanmuuttaja- ja pakolaisviraston (Bundesamt für Migration und Flüchtlinge, BAMF) rahoittaman projektin *Lesestart für Flüchtlinge*. Hanke tähtää mahdollisimman nopeaan kielen alkeiden oppimisen aloittamiseen kuvakertomusten ja pelien avulla. *Stiftung Lesen* lähettää 20 kouluttamaansa lukemisen ammattilaista ympäri Saksa kouluttamaan vapaaehtoisia avustajia jotka puolestaan toimivat pakolaisten vastaanottokeskuksissa. BAMF kustantaa myös säätiön projektia varten kokoaman kirja- ja pelipaketin, joka lähetetään jokaiseen vastaanottokeskukseen. Kolmivuotinen projekti lähtee käyntiin vuoden 2016 alussa.

Toimin itse yhtenä kouluttajista ja esityksessäni tulen kertomaan sekä projektin kehittämisestä ja etenemisestä että tilanteeseen liittyvistä haasteista.

Anna-Maija Norberg (Sverige)

Fililosofie licentiat i språkdidaktik, lektor i Stockholms stad, Enheten för forskning och utveckling, Utbildningsförvaltningen, Stockholm
anna-maija.norberg@stockholm.se

Vad blir möjligt för elever att urskilja i textsamtal i skolan?

Genom undervisningen i ämnet svenska ska eleverna ges förutsättningar att utveckla sin förmåga att läsa och analysera skönlitteratur för olika syften (Lgr11). Den här presentationen handlar om vilken läsning som efterfrågas i helklassundervisning i en klass 7 och vad som därmed blir möjligt för eleverna att urskilja/lära sig. I studien undersöks vilka läsararter som efterfrågas och realiseras i klassrumssamtalen. Med begreppet läsart menas de tolkningskonventioner och förhållningssätt som möjliggör och begränsar själva urskiljandet av texten (jfr Tengberg, 2011). Utgångspunkten i läsartsanalysen är att såväl lärarens fråga, elevens svar som lärarens uppföljning av svaret påverkar orienteringen mot särskilda förhållningssätt till texten (a.a.).

I studien följdes en klass i årskurs 7 genom två undervisningsavsnitt, en saga och en recension. Sammanlagt tjugo lektioner dokumenterades genom video- och ljudinspelning. Den lärarledda klassrumskommunikationen kring de lästa texterna analyserades med avseende på vilka läsararter som efterfrågades och realiserades.

Resultaten visar att ett flertal läsararter efterfrågas av läraren i samband med både sago- och recensionsarbetet. Under sagoarbetet är texttypsorienterade läsararter de vanligast förekommande. Även intentionsorienterade, betydelseorienterade och handlingsorienterade läsararter efterfrågas. Elever realiserar de efterfrågade läsarterna men även sådana som inte efterfrågas. Under recensionsarbetet efterfrågas och realiseras nästan alla de läsararter som Tengberg (2011) identifierar i litteratursamtal: handlings-, intentions-, subjeks- och värderingsorienterade samt metakognitiva läsararter. De sistnämnda verkar svårast för eleverna att realisera. Däremot realiserar eleverna ibland betydelseorienterade läsararter, trots att läraren efterfrågar handlingsorienterad läsning.

En slutsats man kan dra av resultaten är att elevers läsning begränsas respektive utvidgas utifrån lärarens val av efterfrågad läsart. Eleverna har dock ett visst inflytande, då deras svar och lärarens uppföljning av svaret påverkar samtalet och därmed vilka läsararter som realiseras. Lärare måste bli medvetna om sina praktiker och också lyhörda för den didaktiska situationen här och nu.

Litteratur:

Skolverket (2011). Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011. Stockholm: Skolverket.

Tengberg (2011). Samtalets möjligheter. Om litteratursamtal och litteraturreception i skolan. (Doktorsavhandling). Brutus Östlings Bokförlag Symposion. Stockholm & Stehag 2011.

Anna-Maija Norberg¹, Kristina Ansaldo², Birgitta Thorander³ & Anna-Lena Ebenstål⁴ (Sverige)

Enheten för forskning och utveckling, Utbildningsförvaltningen, Stockholm

¹anna-maija.norberg@stockholm.se, Filosofie licentiat i språkdidaktik, lektor

²kristina.ansaldo@stockholm.se, utvecklingslärare, ³birgitta.thorander@stockholm.se, utvecklingslärare

⁴anna-lena.ebenstal@stockholm.se, lärarcoach

1

Stöttande litteracitetsarbete i Stockholms stad

Statistik från internationella studier (PIRLS 2011, PISA 2012) visar att svenska elevers läsförmåga kontinuerligt försämrats. På uppdrag av regeringen genomför Skolverket en satsning benämnd Läslyftet, en fortbildning av lärare i alla ämnen och på alla stadier i läs-, skriv- och språkutveckling (litteracitetsutveckling). Satsningen fokuserar på undervisningens betydelse och på lärares ämnesdidaktiska kunskaper, och målsättningen är att förbättra undervisningen genom att utveckla det kollegiala lärandet. Särskilda handledare utbildas och rektorer får stöd att utvecklas i sin roll som pedagogiska ledare. Huvudmän kan ansöka om statsbidrag för deltagande i Läslyftet.

Läslyftet utgör en forskningsbaserad och väl genomtänkt modell för hur professionell lärarutveckling kan bedrivas. Målet för insatserna är att ge lärare vetenskapligt väl underbyggda metoder och beprövade arbetssätt för att utveckla elevernas läsförståelse och skrivförmåga. En handledare får en niodagarsutbildning i att leda kollegiala samtal och om forskning om litteracitetsutvecklande arbetssätt. Skolverket tillhandahåller material i form av s.k. moduler som innehåller texter för lärare och elevuppgifter vilka bygger på texterna.

Stockholms stad stöder skolornas litteracitetsarbete på olika sätt, dels genom att förstärka satsningen med Läslyftet, dels med insatser utanför Läslyftet. Enheten för forskning och utveckling inom utbildningsförvaltningen samordnar litteracitetsutvecklande insatser i staden. En grupp med tre utvecklingslärare och två lärarcoacher har bildats med ett ansvar att implementera Läslyftet i Stockholms skolor och att särskilt stötta skolor utan statsbidrag. Bland stödinsatserna kan nämnas informationsmöten, handledarträffar, utbildningsdagar om samtalsmodeller och föreläsningar om litteracitetsutvecklande arbetssätt. Ett eget stödpaket har skapats för lärare i de flerspråkiga elevernas olika språk.

Insatser utanför Läslyftet handlar till stor del om insatser för flerspråkiga elever. Insatserna består bl.a. av nätverk för lärare i svenska som andraspråk och studiecirkel i genrepedagogik. På skolorna i Stockholm finns ett växande behov av att lära sig mer om litteracitetsutvecklande arbetssätt i alla ämnen, vilket utbildningsförvaltningen bemöter med stödinsatser.

Katarina von Numers-Ekman¹ & Agneta Möller-Salmela² (Finland)

¹Sydkustens landskapsförbund, lasambassadoren@sydkusten.fi

²Hangö stadsbibliotek, agnetamollersalmela@hotmail.com

PANELDISKUSSION

Vägen till ett läsande liv

Agneta Möller-Salmela och Katarina von Numers-Ekman samtalar om läsglädje utgående från sina erfarenheter av läsfrämjande verksamhet i Finland, särskilt med finlandssvenska barn och unga som målgrupp. Diskussionen utgår från själva begreppet läsglädje och vad som kan avses med det. Deltagarna utbyter tankar om hur läsglädjen skapas och hur man ska bemöta den nybörjarläsare som får kämpa för att uppnå läsflyt och läsförståelse. Begreppet upplevelse står i centrum för samtalet och relationen mellan s.k. lustläsning och metodiskt arbete med texter, exempelvis läsförståelsestrategier, diskuteras. Agneta Möller-Salmela och Katarina von Numers-Ekman ger konkreta exempel från sina möten med barn, ungdomar, pedagoger och föräldrar.

Agneta Möller Salmela är specialbiblioteksfunktionär vid stadsbiblioteket i Hangö och fungerade som läsambassadör i projektet Läslust 2012–2015. Katarina von Numers-Ekman är lektor i modersmål och litteratur, barnboksförfattare och finlandssvensk läsambassadör 2014–2017.

Crister Nyberg¹ & Amanda Ptolomey² (Finland, United Kingdom)

¹Ph.D student in philosophy, University of Helsinki & Head of Support Services in The Department of Education, Youth and Adult Education Division, City of Helsinki. crister.nyberg@helsinki.fi

²MSc Citizenship and Human Rights student, Glasgow Caledonian University. Member of the worldwide IC Thinking Team (Cambridge) Ltd. amanda.ptolomey@the-trust.org.uk

Minimalist theory of fiction and IC-Thinking as a background for new insights to autism

2

The Minimalist Theory of Fiction (Nyberg 2015) rejects pretense as a necessary part of understanding fiction. In addition it shows that understanding words, sentences, stories, mathematics etc. consist in the right use of the terms involved. This view offers some new insights to the ways people with Autism Spectrum Disorder (ASD) use and learn language. For example it is often claimed that people with autism lack the capacity to pretend. In philosophy of mathematics Mathematical fictionalism claims that our mathematical sentences are about fictional entities. This view also states that our mathematical theories are not true but only useful fictions because the abstract entities they are about do not exist. The autism objection to mathematical fictionalism claims that engagement to fictional objects involves pretending and this is incompatible with the fact that people with autism are capable of engaging in mathematics. The argument thus relies on the assumption that people with autism lack the capacity to pretend. Minimalist theory of fiction suggests that people with autism are capable of engaging in mathematics because mathematics is more about reasoning and does not require using the words differently in different contexts. Reasoning is one feature of understanding but so is recognizing alternative meanings. This in turn implies that certain kind of pedagogical practices might offer new effective ways to support people with ASD in their thinking and use of language. Based on over forty years of research, the concept of 'integrative complexity' (IC) focuses on the less than conscious structure of thinking (Suedfeld & Tetlock, 2014) and features a measurement frame (Baker-Brown et al., 1992) of increasing complexity in thinking structure. The ICthinking(TM) Method (developed by the IC Thinking Research Team, Dept of Psychology, University of Cambridge, refs) has been used to develop and assess a range of IC Thinking interventions. Each IC Thinking intervention invites participants to enter into diverse contexts characterised by current debates in their communities, where they encounter a trajectory of meta-cognitive challenges involving pretend 'play' and multiple interpretations at increasing levels of complexity. We suggest how the Minimalist Theory of Fiction and the ICthinking(TM) method might be used to advance our understanding of autism.

Roger Nylund (Finland)

FK, Medfostrare Cygnaeus skola, Åbo; roger.nylund@gmail.com

POSTER SESSION**Medfostrare/Farfar i skolan – Kouluvaari
– Grandpa at School**

Cygnaeus skola var den första skolan i Finland med skolfarfar- eller medfost-rarverksamhet som vi brukade kalla den. Skolans dåvarande rektor hade i en tidningsartikel i december 1999 riktat ett upprop till pensionärer om att komma med och delta i skolans verksamhet. Det tog inte många år förrän skolans första medfostrare Börje Gorschnik hade lyckats introducera verksamheten även i andra svenskspråkiga skolor i Åbo med omnejd. Parallellt arbetade han mycket för att väcka intresse för motsvarande verksamhet i stadens finskspråkiga skolor. Verksamheten har idag spritt sig till de flesta skolorna med åk 1–6 i Åbo.

De första åren sökte verksamheten sina former och beroende på behov och förut-sättningar kan den se ganska olika ut i olika skolor. På Cygnaeus skola och dess filial Braheskolan (från i höst med 5 förstaklasser och 4 andraklasser kommer sammanlagt 7 frivilliga medfostrare att medverka så att alla dessa klasser kommer att ha en egen medfostrare en dag i veckan. Sedan flera år följer vi med samma klass i två år och kan på det sättet bättre lära känna varandra och bygga upp ett förtroende. Under första året används kanske mest tid för att barnen enskilt får läsa för oss och vi kan vid behov t.ex. förklara svåra ord och kontrollera förståel-sen av det lästa. All vår verksamhet sker helt i samråd med och under ledning av respektive klasslärare. Ingen av oss har varit yrkesverksamma inom skolvärlden.

Summary in English. We are generally elderly people aged 60+ who have retired from our previous professional lives. Most of us have never worked in a school. This is actually no problem because our most important contribution is the time we can give the children during their first two years of the primary school. From this autumn on we will be in all seven volunteers in our Cygnaeus school enabling each of the first and second grade classes to have their own grandpa for one day of the week. Most of the time the children read with us, but we can contribute according to the wishes and governance of the teacher. We work with the same group of children for their first two years to promote confidence.

Suomeksi. Cygnaeuksen alakoulussa Turussa ja sen alaisuudessa olevassa Braheskolanissa vaikuttavat tästä syksystä lähtien jo 7 vapaaehtoista kouluvaareja siten, että jokaisella ykkös- ja kakkosluokalla on oma kouluvaarinsa yhtenä päivänä viikossa. Olemme jo useamman vuoden m.m. luottamuksen rakentamiseksi työskennelleet kaksi vuotta saman luokkayhteisön kanssa. Varsinkin ykkösluokkalaisten kanssa eniten aikaa käytetään siihen, että lapset lukevat meille ääneen lukuläksynsä. Voimme esimerkiksi keskustella vaikeista sanoista tai varmistaa että luettu teksti on ymmärretty. Kaikki toimintamme tapahtuu luokanopettajan johdolla ja valvonnassa. Omassa työelämässämme olemme harvemmin jos koskaan vaikuttaneet koulumaailmassa.

Anna-Maija Ohlsson¹ & Merja Nousiainen² (Finland)

Mannerheim League for Child Welfare Southwest Finland district, Turku

¹Coordinator, anna-maija.ohlsson@mll.fi

²Volunteer, merjakristiinainousiainen@gmail.com

POSTER SESSION

Volunteer grandmas and grandpas motivating kids to read

'Reading grandmas & grandpas' – volunteer activity was developed in Niilo Mäki Institute in a project, which aimed at developing new information on and methods for practicing fluent reading. In Finland, almost all children learn technical reading skills, but some children don't acquire fluent reading. If reading is slow and cumbersome, child easily starts to avoid it. This leads to difficulties in comprehension and challenges studying in general. This also affects motivation and self-esteem. Reading difficulties can increase the risk of marginalization in later life.

The aim of the 'Reading grandmas & grandpas' – volunteer activity is to offer children enjoyable reading experiences and to motivate them to read. In the center of this activity are reading sessions lead by volunteer grandmas and grandpas. These sessions offer children a possibility to spend time with an adult by reading together. The reading sessions lead by the volunteers don't replace school lessons or special education. Reading sessions create natural interaction between generations as volunteer grandmas and grandpas participate in the everyday school life of children. The volunteers have become important figures in the schools being present and participating in different school trips and festivals. For some children, especially with immigrant background, volunteer grandmas and grandpas are an important contact to their grandparents' generation. This volunteer activity also increases interaction between the school and the local community.

Volunteer "Reading grandmas & grandpas" go to school once a week and meet approximately with four children. The reading sessions are organized for every child individually to avoid any competition or other social pressure. The children to participate in the activity are chosen by the teacher based on their need to get extra support for reading. The children vary in age, but they are typically 3rd graders of the age of nine to ten. The participating children are both native Finnish speakers and children with Finnish as a second language. The reading sessions are organized as a part of the school day and they typically last about twenty minutes. This has proven to be a good duration to keep up the motivation and still offer enough time for reading and discussion. The books read in the sessions are picked based on every child's interests and motivation and they of course need to be easy-to-read. The reading session is started by exchanging feelings of the day and reading is practiced by different read-aloud methods. Important part of the reading exercises is discussion of the text read. The reading sessions are followed by book marks and stickers and in the last reading session children get a diploma.

The volunteers get training for the reading activity. The volunteers are offered peer meetings and additional training, such as media literacy, regularly.

More information (in Finnish): <http://lukumummitjavaarit.fi>;
<http://varsinaissuomenpiiri.mll.fi/vapaaehtoistyö/lukumumiksi-tai-vaariksi>

Miina Orell (Suomi)

Turun yliopisto; Vistan koulu, Paimio
miina.orell@gmail.com

Kodin ja koulun yhteistyö osana toimintakulttuuria

Tekemällä yhteistyötä koti ja koulu tuottavat näkyviksi systeemisiä malleja, joissa lapsi toimii, ja joiden väliset siirtymät ovat lapsen kehitykselle merkittäviä (Brofenbrenner 1986, 723; Christenson 2004, 87). Yhteistyötä perustellaan tutkimustuloksilla, joissa yhteistyö kodin ja koulun välillä tulee esiin koulumenestystä, ja jopa laajemmin elämän laatua kokonaisuudessaan parantavana (Soininen 1986; Henderson 1988; Epstein 1995; Fan & Chen 2001; Siniharju 2003). Yhteistyö kodin ja koulun välillä voi ottaa monenlaisia muotoja ja sitä voidaan toteuttaa niin yksilö- kuin ryhmätasolla.

Suomessa opetussuunnitelma on ymmärretty opetuksen ja koulutuksen keskeiseksi kehittämisen välineeksi (Vitikka & Hurmerinta 2011, 5), joten on perusteltua olettaa sen heijastavan myös yhteistyön osalta niitä suuntia, joita pidetään toivottavina. Opetussuunnitelmatyötä kuvataan mahdollisuudeksi määritellä koulun arvopohjaa ja tehtävää yhteiskunnassa (Halinen, Holappa & Jääskeläinen 2013, 187). Kodin ja koulun yhteistyön kannalta olennaista on pohtia miten opetussuunnitelma, ja siinä kuvattava toimintakulttuuri, muodostuu ja millaiseksi opetussuunnitelman ja käytänteiden suhde ymmärretään.

Tutkin osana väitöskirjatyötäni kodin ja koulun yhteistyöohjauksen muutoksia 2004 ja 2014 opetussuunnitelmien perusteissa. Tutkimuksen pääteemat ovat: Miten yhteistyölle asetetut tavoitteet muuttuvat? Mikä on kodin ja koulun yhteistyön merkitys toiminnan tasolla? Tutkimuksen tavoitteena on tuottaa näkyväksi niitä haasteita, joita muutokset tuovat tullessaan ja tuottaa opetuslalle tietoa yhteistyön kehittämiseksi osana toimintakulttuurin muutoksia.

Miina Orell¹ & Suvi Sankinen² (Suomi)

¹Paimion kaupunki, Vistan koulu; Turun yliopisto
miina.orell@gmail.com

²Turun kaupunki, Hannunniityn koulu, Kohmon yksikkö/(1.8. alk) Ilpoisten koulu
suvi.sankinen@turku.fi

POSTER SESSION

Oppilaan päiväkirja

Kodin ja koulun yhteistyövälineistä Wilma on herättänyt runsaasti keskusteluja. Wilman haittapuoloina on nähty mm. viestinnän keskittymisen negatiivisiin teki-
jöihin ja muodostumisen niin sanotuksi rikosrekisteriksi. Toisena merkittävänä
haittapuolena on viestinnän tapahtuminen pääsääntöisesti oppilaan ohi ja oppi-
laan rooli kohtaamisen keskiössä hämärtyy. Vaikka reissuvihkosta onkin jo aika
luopua, on perillä ja kynällä on edelleen paikkansa kodin ja koulun yhteistyövä-
lineinä. Oppilaan päiväkirja on pedagoginen kalenteri, joka paperi-formaattinsa
vanhanaikaisuudesta huolimatta puolustaa olemassaoloaan digi-ajassa oppilas-
keskeisyydellä ja muunneltavuudella.

Oppilaan päiväkirja on väline, jolla yhdistetään oppilastasoista viestintää kodin
ja koulun välillä ja tuetaan oppilaan opiskelutaitojen kehittämistä. Päiväkirjassa
jokaiselle kouluviikolle on varattu oma sivunsa, jolle on koottu esimerkiksi koulu-
päivän vaihteita, läksymerkintöjä ja viikoittainen itsearviointi. Oppilaan päiväkir-
jan erilaiset käyttötavat tarjoavat oppilaalle mahdollisuuksia jäsentää koulupäi-
vää, tarjota opettajille ymmärrystä opetusryhmän koulupäivästä kokonaisuutena
ja hallita oppilaan koulupäivän ulkoisia läksyvelvoitteita. Vanhempien näkökul-
masta oppilaan päiväkirjasta muodostuu parhaimmillaan keskusteluväline niin
keskusteluihin lapsen kanssa kuin suhteessa opettajaan.

Svetlana Pavlikova (Russia)

PhD MGIMO-University, Moscow

s_pavlus@mail.ru

4

Teaching reading methods and strategies as part of a communicative and cognitive translation pedagogy

Studying translation from the point of view of the communicative and cognitive approaches (Kiraly 1995) gave rise to a translation pedagogy which models real-life communication situations relevant to translation practice and aims to increase translator trainees' awareness of their cognitive processes. Seen in this light, teaching reading methods and strategies is an important part of translator training. A variety of reading methods are employed in different professional translation tasks. And reading strategies seem to be part of the strategic sub-competence: they are one of the possible kinds of strategies a translator may utilize in a translation task when faced with a difficulty.

A communicative translation pedagogy would take into account how reading methods are applied in translation practice. It is taken to be common practice for a translator to *read* the source text *closely* and most often to employ *reading for detailed comprehension*. However, a translator uses a number of other reading methods such as *scanning*, *skimming*, *a combination of scanning and skimming*, *exploratory reading* (between *skimming* and *close reading*) etc.

A cognitive aspect of translator training would involve inter alia teaching reading strategies. This may be thought of as part of a preparatory course for translator trainees, which does not include any translation training *per se* and is best seen within a broader paradigm of translation-oriented language teaching. Such a course would be found useful by instructors who think their students would benefit from improved reading literacy as a preliminary step.

Reading strategies may be taught throughout translation training. The following reading strategies are common to *reading for comprehension* and *reading for translation*: activating prior knowledge, predicting, reading logs, employing graphic organizers, a multi-component strategy of prediction, summarisation, questioning, and clarification. Translation-specific reading strategies may involve a reading task with a focus on the text type or TT readership.

Anna-Lind Pétursdóttir¹ & Kristín Helga Gudjonsdóttir² (Iceland)

¹Associate professor at the School of Education, University of Iceland;
annalind@hi.is

²Elementary teacher at Grunnskóli Snæfellsbæjar, Olafsvík;
kristinhg@simnet.is

„I think this has been a success and no one loses out“ Preschool staffs’ perception of using Kindergarten Peer-Assisted Learning Strategies

Kindergarten Peer-Assisted Learning Strategies (K-PALS) is a peer tutoring program designed to teach phonological awareness, beginning decoding, and word recognition to students aged 5-6 years. The aim of this study was to research how preschool staff in Iceland perceive the use of K-PALS. Participants were twelve teachers and one paraprofessional in five preschools in the capital region of Iceland. The majority of participants had been teaching in preschool for 12 or more years and had 2 or more years of experience using K-PALS. The second author conducted semi-standardized interviews separately for each participant in their workplace. Interview responses revealed that participants had a generally positive perception of using K-PALS. A few participants described initial difficulties implementing K-PALS. Two participants reported that their view on K-PALS had been negative in the beginning because the program seemed complicated and too structured for use in preschools where they felt that the main emphasis should be on play. However, these teachers also described how their attitude towards K-PALS became gradually more positive upon seeing that the children liked it and made progress in beginning reading skills. All participants were unanimous on the positive effects of K-PALS and described significant improvements, not only on the preschoolers’ beginning reading skills, but also their self-esteem, social skills and interactions with others. Despite some participants’ predictions to the contrary, nearly all preschool children reportedly enjoyed K-PALS. All participants planned to continue using K-PALS in some way, the majority in its original form. Some mentioned that K-PALS wasn’t sufficient as the only reading program, seemingly unaware of the fact that K-PALS is designed as a supplement to conventional teaching methods (McMaster, Fuchs, & Fuchs, 2007). It is concluded that K-PALS can be a beneficial addition to current preschool practices in Iceland.

Anna-Lind Pétursdóttir¹ & Kristín Svanhildur Ólafsdóttir² (Iceland)

¹Associate professor at the School of Education, University of Iceland;
annalind@hi.is

²Teacher at Varmárskóli School in Mosfellsbaer; kristinso@gmail.com

**Kindergarten-Peer-Assisted Learning Strategies:
Effects on phonological awareness, letter
sound knowledge and fluency, and decoding
skills of preschool children in Iceland**

This study examined the effects of K-PALS (Kindergarten Peer-Assisted Learning Strategies, Fuchs et al., 2001) on phonological awareness and other foundational reading skills of 5–6 year-old preschool children in Iceland. K-PALS is a peer-mediated program that involves pairing higher- and lower performing children to practice foundational reading skills. Participants were 57 children in the oldest cohort of four public preschools in the greater capital region of Iceland. The experimental group (20 girls and 10 boys) was instructed with K-PALS two to four times per week, for a total of 30–45 sessions, which each lasted around 30 minutes. The comparison group (15 girls and 12 boys) was instructed with other methods in supporting emerging literacy, including formal sessions aimed at increasing phonological awareness and letter (sound) knowledge. The two experimental preschools spent about 35–40 minutes on average per week on foundational skills reading skills and the two comparison preschools about 50–180 minutes per week on average. Pre-tests in October showed no significant difference between the experimental and comparison groups on any of the dependent variables. Post-tests in May revealed that the experimental group had made more progress in phonological awareness, letter knowledge, letter sound knowledge, letter sound fluency and word-decoding skills than the comparison group. ANCOVA tests with pre-test scores as covariates confirmed that the experimental group outperformed the comparison group on all measures except letter naming fluency. Effect sizes ranged from $\eta^2 = 0,14$ to $0,36$ on significantly affected dependent variables, reflecting that K-PALS had large effects on the skills of the experimental group. Results indicate that the Icelandic version of K-PALS can be adequately implemented by preschool teachers, and thereby significantly improve important foundational reading skills of 5–6 year old children in Iceland.

Maarit Pihlava¹ & Auli Pettersson² (Suomi)

Valmistava opetus VALMO

¹maarit.pihlava@turku.fi Erityisluokanopettaja, Luostarivuoren koulu, Turku

²auli.pettersson@turku.fi Luokanopettaja, Varissuon koulu, Turku

Olemisen monet tarinat valmistavassa luokassa – maahanmuuttajaoppilaiden kotoutumisen tukeminen Suomessaolon alkuvaiheessa.

Esityksessä kerrotaan miten valmistavan luokan projektitunneista, joiden tavoitteena on tukea oppilaiden identiteettiä ja kotoutumista uuteen maahan. Projektitunneilla oppilaat saavat kertoa itsestään ja taustastaan. Tavoitteena on myös voimaantumisen prosessin aikaansaaminen oppilaissa. Oppituntien apuna on ollut omankielisiä opettajia ja tulkkeja. Oppituntien aiheina ovat mm. minä, suomalainen koulu, erilaisia taloja ja kulttuurieroja, hyviä asioita omassa maassa ja hyviä asioita Suomessa, minun elämäntarinani ja lasten oikeudet.

Olen aloittanut valmistavan opetuksen työn v. 1996 Turussa. Aluksi kehitin erilaisia S2 kielenopetusmenetelmiä. Sitten huomasin, että oppimisen hidastajan tai esteenä saattoi olla väärinymmärryksiä, pelkoja ja kulttuurieroja. Psykologian opintojen, Olemisen monet tarinat -koulutuksen ja valokuvaterapian peruskurs- sin ideoiden pohjalta sekä mielenterveysseuran psykologin kanssa tekemäni yhteistyön pohjalta kehitin Olemisen monet tarinat projektitunteja valmistavan luokan oppilaille.

Tässä esityksessä kerron oppilaiden ja opettajan kokemuksia näistä projektitun- neista. PP + i-movie.

6.2

Ekaterina S. Popova (Russia)

Institute of Sociology of RAS; Reading Association of Russia
katerinas.po@gmail.com

“Literacy in Action”: Lifelong Learning Engagement of Adults and PIAAC Results in Russia

Higher professional education and vocational training are of a big importance for national economy today because it provides reproduction and application of human capital in the forms of competences, qualifications, required knowledge and skills.

In accordance with the governmental statistics almost one third of population in Russia aged between 25 – 64 years old are engaged in lifelong learning in different forms: formal, informal and self-education. Unfortunately, it is one of the lowest percentages of such adults among European countries.

Despite these facts, we can observe several tendencies in that sphere. Data analysis makes one understand that participation in formal forms of lifelong learning is declining in the last decade. At the same time the number of adults taking part in self-educational activities is rapidly increasing. That is why the evaluation of different forms of human capital is becoming more important than ever.

Preliminary results of PIAAC survey show that adults from Russia are approximately at the mean OECD level in literacy and numeracy scores, but in comparison with the European countries there are much more adults in Russia who are below the 1st level in problem solving in technology-rich environments.

What is the correlation between achieved level of education and the results in competencies and skills assessment? What forms of formal and informal education appeared to be the most effective in the development of skills and competencies in modern competitive educational sphere in Russia? What are the perspectives for “literacy in action”?

Enrique A. Puig¹, Laurie O. Campbell², Sandra L. Robinson³ & Edward H. Robinson⁴ (USA)

University of Central Florida, Orlando

¹Ed.D, enrique.puig@ucf.edu

²Ed.D, locampbell@ucf.edu

³Ph.D, sandra.robinson@ucf.edu

⁴Ph.D, edward.robinson@ucf.edu

1

SESSION 60 minutes

Redefining Text in Making Meaning

This interactive multimedia presentation will focus on redefining text in making meaning and introduce the Morgridge International Reading Center as an international resource to support the professional learning and leadership necessary to sustain and expand transdisciplinary literacies in schools. During the session, participants will physically engage thru specific Dialogic Discussion Webs, Professional Think, Pair, Share, and Inside/Outside Circle activities to create a foundation to sustain success and assemble an international working system to promote forward shifts in transdisciplinary literacy and instruction. Video and audio recordings will be used to extend our definition of text and its impact on transdisciplinary literacies learning. The presentation is intended to promote the concept of socially constructed knowledge and distributed cognition to support multiple literacies learning of everyone in school. Gratis online resources will be shared to promote intentional and coherent instruction on transdisciplinary literacies. Throughout the presentation, each presenter will guide the aforementioned activities/instructional practices to assist participants in acknowledging and utilizing resources to develop plans that promote forward shifts in lifelong transdisciplinary learning, engagement, holistic pedagogy, and practice. The concept of holistic pedagogical content knowledge takes into account students' physical, socio-emotional, and cognitive strengths to guide instruction. Pivotal to the session is the role of the Morgridge International Reading Center as a global resource for research scholars, policy makers, and practitioner scholars to promote holistic pedagogical content knowledge on transdisciplinary literacies learning.

Helin Puksand (Estonia)

Tallinn University
helin.puksand@tlu.ee

Which is better – paper or electronic exam?

Estonian students must do three obligatory national examinations for graduating upper secondary school. These exams are in Estonian language or Estonian as a second language, mathematics and foreign language. **The Estonian language exam** is a written one and it consists of two parts – reading and writing. Students use pen and paper for writing the exam. The world is changing every day. All people use computers more and more for writing. Therefore, it seems that the exams with papers and writing by hand are outdated.

Estonian Ministry of education wants the students will do electronic exam in Estonian language in 2020/2021. The working group of the exam development began work in autumn 2015. The aim of this group is to work up new exam and find out the advantages and disadvantages of the new examination form. The first test of e-exam will be done in spring 2016. Students will fill questionnaire after writing the test. This presentation will analyse the students' answers that they think about doing the electronic examination, is writing the exam on the computer better or worse than writing to the paper.

Lis Pøhler (Danmark)

projektleder, MA i specialpædagogik, Nationalt Videncenter for Læsning,
Professionshøjskolerne
lis.pohler@gmail.com / www.laesning.dk

Strukturerede tekstsamtaler

Forsøget *Strukturerede tekstsamtaler* fandt sted i perioden 2013–2015 i Danmark, Finland og Sverige. Ideen bag projektet er, at eleverne kan lære at blive bedre til at forstå de tekster, de læser, hvis de undervises i og får lejlighed til at træne hensigtsmæssige strategier til dette. Forsøget havde til formål at afprøve effekten af to metoder til styrkelse af elevers tekstforståelse, og målgruppen for forsøget var 13-17 årige elever med generelle indlæringsvanskeligheder eller autisme. I alt 70 elever fra de tre lande deltog i afprøvningen af de to metoder.

Undervisningen tog udgangspunkt i 16 korte tekster, som var hentet fra aviser, internet og brochurer. De to metoder viste sig lige effektive for de to målgrupper, og metoderne har i andre sammenhænge vist sig anvendelige overfor andre elevgrupper – både yngre og ældre elever. Metoderne kan også anvendes i forhold til fiktive tekster.

Oplægget formidler information og viden fra projektet. Lærere, som er interesserede i at afprøve en af metoderne med egne elever, kan umiddelbart gå i gang med dette, idet projektrapport, lærervejledninger, tekster mm. ligger frit tilgængeligt her: <http://www.videnomlaesning.dk/projekter/strukturerede-tekstsamtaler/> .

Alle materialer foreligger i både en dansk og en svensk version.

Shamala Ramakresinin (Singapore)

National Institute of Education, Nanyang Technological University in Singapore.
ramakresinin2010@gmail.com

“I’m addicted to that book!” An exploration on children’s attitude towards leisure reading materials.

About 567 Singaporean students from five primary schools in the age range of 10 to 12 participated in the study which investigated on the following questions: what makes children become absorbed in a book during leisure, and do gender interest in material selection exist. The study also explored the role of social agents (e.g., family, school, and peers) in influencing participants’ choice of reading materials. A mixed-method design was used to analyse questionnaires as well as focused group discussions. Additionally, as part of the focused group discussions, a set of four picture books was used to delve into participants’ views attached to reading materials. The close-ended questionnaire was quantitatively analysed using SPSS 21.0, while open-ended questionnaire and focused group discussions were qualitatively analysed using NVIVO 10.1 software.

Results reveal statistically significant differences between males’ and females’ interest in different genres. Further, some male and female participants articulated that they would not traverse ‘gender boundaries’ in reading and select materials belonging to one gender; they claimed that their interest in books is gender-based. Contrastingly, other male as well as female participants opined that they would wittingly cross these peripheries and enjoy a diversity of genres. Additional investigation on social agents led to interesting insights: participants who are socialized in a traditional manner, espouse a traditional approach to selection of reading materials. This view varies with those who have been socialized in an egalitarian way; they have been encouraged to read a variety of materials. The study acts as a platform to inform parents and teachers the importance of socializing children in an egalitarian manner; as this imbues them with similar attitudes from young. Social agents’ influence, either overt or covert, is instrumental in shaping children’s attitudes towards materials selection for leisure.

Maria Rasmusson (Sweden)

PhD, Senior Lecturer Department of Education, Mid Sweden University,
Härnösand
maria.rasmusson@miun.se_

What happens to the adult men's reading performance?

Girls outperform boys in large-scale assessments in reading literacy up to the age of 15 years (Mullis, Martin, Foy, and Drucker, 2012; OECD, 2014). However, in the survey of adult skills, Programme for the International Assessment of Adult Competencies (PIAAC), the gender difference seems to disappear. It is not yet fully revealed why the gender pattern changes in the adult survey. The present study aims at exploring aspects that may have different influence on the Swedish men and women's reading performance in the PIAAC-survey. The PIAAC assessment in 2012 was administered on a computer and some of the items were traditional texts presented on a screen. Digital texts were also included, that is items that are similar to texts on the Internet. As shown in previous studies digital reading demands somewhat different skills than traditional reading (see e.g. Rasmusson & Eklund, 2013).

The study draws on a previous study using structural equation modelling with Swedish PISA data (Rasmusson & Åberg-Bengtsson, 2015) showing that the boy's computer-game playing explained a gender difference in the unique aspects of the digital reading test when the overall reading was accounted for. Thus, the analysis in the present study will explore the influence of factors such as type of job, grades from compulsory school as well as upper secondary school in different age cohorts' reading performance. The study will take advantage from register data from Statistics Sweden that is added to the Swedish PIAAC results. Further, an analysis on item level may be performed on items classified as traditional as well as digital.

The expected findings will hopefully cast light on the changed gender patterns in the Swedish performance on the PIAAC reading literacy test.

Katarina Rejman (Sverige)

FD, Institutionen för språkens didaktik
Stockholms universitet
katarina.rejman@isd.su.se

Litteratur i skolan och sex steg på en litteraturdidaktisk trappa

4

Modersmåslärares (svensklärares) berättelser om lyckade litteraturlektioner och misslyckade litteraturlektioner avslöjar hur komplext det är att använda litteratur i undervisningen. I min avhandling (Rejman 2014) undersöker jag hur högstadielärare resonerar kring läroplanens mål, modersmålsämnets fokus på litteratur och lärarnas egna ambitioner att i klassrummet skapa mening kring de lästa texterna. Resultaten av min undersökning visar att lärare har höga ambitioner, men ofta saknar en klart formulerad riktning. Det leder till några didaktiska frågor om *vad* lärare vill uppnå, *vad* som är lärandeobjektet i litteraturundervisningen och *hur* litteraturundervisningen ska bedrivas. Mitt svar på de här frågorna är en litteraturdidaktisk trappa. Trappan beskriver en fördjupning av litteraturdidaktiken och är ägnad att fungera som ett arbetsverktyg för läraren.

I min presentation diskuterar jag några av avhandlingens viktiga resultat. Utifrån dem visar jag på behovet av en explicitare litteraturdidaktik och konkretiserar den i sex litteraturdidaktiska steg.

Referens:

Rejman, K. (2014). *Litteratur och livskunskap – modersmåslärares berättelse om undervisningen i årskurs 7–9*. Åbo: Åbo Akademis förlag.

Charlotte F. Reusch (Denmark)

Consultant, National Centre for Reading,
chre@ucc.dk

Observing Literacy Practices in Neighbor Institutions – Testing an Educational Program for Preschool Teachers in a Danish Municipality

The Danish National Centre for Reading and a municipality in southern Denmark co-operate to develop a program to improve preschool children's early literacy skills. The project aims to support preschool teachers' ability to create a rich literacy environment for children age 3–6.

Recent research projects have shown, that Danish preschool teachers are very good at stimulating children's social and emotional development, but not sufficiently capable of supporting children's language and literacy development (Bleses et al. 2015, Markusen-Brown, 2015). Considering the importance of early efforts (The Early Literacy Panel, 2008, the British EPPE project, 2004), preschools need new approaches to develop teachers' practices.

The National Centre for Reading conducted observations and interviews in two local preschools in order to establish knowledge on daily routines and preschool teachers' procedures on language and literacy. Based on this material, we developed an observation scheme and a guide for preschool teachers to follow, inspired by an action learning concept.

During fall 2015, a pilot project is carried out. Preschool teachers from one institution visit a neighbor institution one by one during work hours, in order to observe and register how language and literacy events look like there. Afterwards, they share their registrations at a team meeting, and discuss and decide which procedures to test in their own institution. Thus, they form a professional learning network. In the pilot project, observation scheme and guide are tested.

This paper presentation focusses on observations from daily life in a Danish preschool and discusses findings from the pilot project: Where and when do literacy events occur? How is the literacy environment organized? How do preschool teachers consider literacy events observed in neighbor institutions? What – if relevant – prevents them from testing new efforts?

Bleses, D., Højen, A., Andersen, M.K., Dybdal, L., Sehested, K. (2015): Rapport om SPELL og Fart på sproget. Undersøgelser af effekten af to sprogindsatser

Markussen-Brown, J. (2015): Danske børnehaver er ikke gode nok til at udvikle børnenes sprog, Videnskab.dk

National Early Literacy Panel (2008): Developing Early Literacy - REPORT OF THE NATIONAL EARLY LITERACY PANEL. A Scientific Synthesis of Early Literacy Development and Implications for Intervention.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2004): The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage 1.

Ann-Katrine Risberg¹, Pia Vataja², Laura Tepponen³ & Paula Salmi⁴ (Finland)

Niilo Mäki Institutet, Jyväskylä

¹arisberg@nmi.fi

²pia.vataja@nmi.fi

³laura.tepponen@nmi.fi

⁴paula.salmi@nmi.fi

Utvärdering av och åtgärder vid inlärningsvärigheter i finlandssvenska skolor och förskolor

3

Syftet med projektet "Utvärdering av och åtgärder vid inlärningsvärigheter i finlandssvenska skolor och förskolor" är att utveckla och stärka forskningsbaserad kunskap om inlärningsvärigheter i finlandssvenska skolor och daghem. Projektets målsättning är också att utarbeta effektiva verktyg och metoder för att både utvärdera och stöda läsning, språk och uppmärksamhetsrelaterade förmågor hos elever.

Målgruppen i projektet är finlandssvenska barn och ungdomar. Projektet är tudelat. Den första delen fokuserar på läs- och skrivvärigheter och/eller språkligt relaterade problem hos elever i skolåldern och den andra delen av projektet fokuserar på värigheter hos elever med självreglering, uppmärksamhet och beteende. Den här presentationen fokuserar på den läsrelaterade delen av projektet.

Datainsamlingen sker bland finlandssvenska 6-15 åringar. Målet är att få mera information om utvecklingen av benämnings-, läs- och skrivförmåga samt läsmotivation och upplevd självförmåga hos finlandssvenska barn. Verktygen för kartläggning av benämnings-, läs- och skrivförmåga normeras på basis av insamlad information.

Datainsamlingen har skett enligt slumpvist urval av skolor från fyra områden i Svenskfinland: Österbotten, Åland, huvudstadsregionen och övriga Finland.

Övergripande forskningsfrågor är bl.a: Hur utvecklas benämnings-, läs- och skrivförmågan hos finlandssvenska barn? Vilka bakgrundsfaktorer kan förklara läs- och skrivutvecklingen samt eventuella värigheter i den? Vilket samband har läsmotivation och upplevd självförmåga för läsutvecklingen? Finns det skillnader i läsutvecklingen beroende på elevernas språkbakgrund och region? Hur påverkas läsutvecklingen av elevens språkbakgrund och region i Svenskfinland?

Under konferensen presenteras testmaterial och preliminära resultat från insamlingen av data hos elever i åk 1 under hösten 2015 och våren 2016. Sammanlagt är dessa elever ca 560 st.

Елена Станиславовна Романичева– Elena S. Romanicheva (Россия)

кандидат педагогических наук, доцент, главный научный сотрудник лаборатории социокультурных образовательных практик Института системных проектов ГАОУ ВО «Московский городской педагогический университет», Заслуженный учитель РФ; els-62@mail.ru; PhD in Education, Associate professor at the Moscow City Teacher Training University Russian Association of Reading, head of the Moscow branch

Чтение обязательное и чтение для удовольствия: как сочетать в рамках школьного обучения?

В настоящее время в российском образовании четко обозначились два подхода к проблеме, вынесенной на обсуждение. Приверженцы первого считают, что литературное чтение в процессе обучения должно быть обязательным, жестко регламентируемым и контролируемым со стороны школы и государства. Сторонники второго полагают, что жесткие регламентации в области репертуара чтения своим «отсроченным результатом» будут иметь обезличивание, девальвацию ценности человеческой личности. Именно поэтому необходимо определить пути, которые позволят найти разумное сочетание обязательного и свободного чтения в рамках школьного обучения, перейти от обучения в рамках культуры полезности к культуре достоинства. К числу таких путей относится сокращение обязательного «школьного» канона текстов, включение в программу современной литературы, создание программ приобщения к чтению для разных читательских групп, сочетание в процессе обучения работы с текстом на бумажном и электронном носителе. Методически грамотно выстроенный путь «от текста прочитанного к тексту написанному» позволит ученику освоить практики создания собственных текстов в разных жанрах.

Учет того факта, что современный ученик по-другому воспринимает текст, испытывает трудности в понимании (на уровне лексики в первую очередь) классического текста, имеет небольшой объем фоновых знаний, он большую часть времени проводит в сети Интернет, именно поэтому у него по-другому работает память, позволит разработать «мягкие» технологии приобщения к чтению, а также отбирать для обучения эффективные стратегии чтения и письма.

Выход «за границы классной комнаты» в пространство «открытого образования», осуществляемый в рамках школьного обучения и выстроенный на основе принципа вариативности, позволит ученику осознать себя участником живого литературного процесса, освоить новые практики чтения, научиться самостоятельно формировать круг своего собственного чтения.

В такой ситуации меняется и роль учителя: он становится тьютором, фасилитатором, выстраивающим процесс обучения на основе диалога.

Все сказанное позволяет существенно менять подход к обучению литературному чтению и его продвижению в среде современных школьников.

PRESENTATION IN RUSSIAN

Compulsory reading and reading for pleasure: how to combine in school education?

There are two approaches to the problem under discussion in the Russian education these days. Proponents of the first one strongly believe that literary reading in the learning process should be mandatory, strictly regulated and controlled by schools and the state. Advocates of the latter believe that strict regulation of repertoire of reading will depersonalize and thus devalue the personality of a reader as a “deferred effect”. It is therefore necessary to identify the ways which will enable to find a reasonable combination of mandatory and free reading in schools, to move from teaching within a culture of usefulness to the culture of dignity. To achieve this it is necessary to reduce the number of compulsory texts children must read in schools, make contemporary books part of the curriculum, think of different ways to involve young learners into the reading process, combine working with text on paper and electronic media. A well structured path “from the text read to the text written” will enable the student to learn the practice of creating their own texts in different genres.

We have to face the fact that students today interpret text differently, have difficulty in understanding classic texts (partly because they are not familiar with obsolete vocabulary), have insufficient background knowledge and spend much of their time surfing the Internet, which is why their memory works differently. Taking that into consideration will help educators develop “soft” techniques of involving learners into the process of reading and select effective reading and writing strategies.

Going “beyond the classroom” into the space “open education”, implemented within the framework of schooling and built on the principle of variability will enable the student to realize him / herself as a participant of the real literary process, develop new reading practices, learn to choose books to read for pleasure.

In view of what has been said above, the role of teachers is changing as well: they are becoming tutors, facilitators who base the process of teaching on dialogue.

All this allows changing the approach to teaching literary reading and its promotion among contemporary schoolchildren.

Susanne Roos¹, Marja Hannula², Elina Törmä³ & Marja-Kristiina Lerkkanen⁴

¹ KM, luokanlehtori, Jyväskylän yliopisto; Normaalikoulu, susanne.roos@jyu.fi

² KM, luokanlehtori, Jyväskylän yliopisto; Normaalikoulu, marja.a.hannula@jyu.fi

³ KT, luokanopettaja, Kuopion kaupunki; elina.torma@kuopio.fi

⁴ Professori, Jyväskylän yliopisto, Kasvatustieteiden tiedekunta,

Opettajankoulutuslaitos; marja-kristiina.lerkkanen@jyu.fi

KT Sirpa Eskelä-Haapanen, pj. sessio 2(3)

Tekstin koherenssi ja yhteistoiminnallinen kirjoittaminen TVT-välineillä

Uudessa opetussuunnitelmassa äidinkielen ja kirjallisuuden opetus perustuu laajaan tekstikäsitteeseen sekä yhteisölliseen ja funktionaaliseen näkemykseen kielestä. Lisäksi laaja-alaisessa osaamisessa painotetaan monilukutaitoa ja TVT-välineiden käyttötaitoa. Yhteistoiminnallinen kirjoittaminen korostaa tekstin tuottamisen sosiaalista luonnetta. Tässä tutkimuksessa tarkastellaan kielellisesti samantasoisten parien yhdessä kirjoittamien kertomusten koherenssia, tekstin kokonaisvaltaista loogista rakennetta, silloin, kun tekstiä tuotetaan iPadeilla, teitokoneella tai perinteisesti käsin kirjoittaen 1.–2. luokilla.

Tutkimukseen osallistui oppilaita (n = 101) kolmesta koulusta viideltä eri luokalta. Oppilaiden luku- ja kirjoitustaito sekä motivaatio tekstitaitoja kohtaan mitattiin molempien lukuvuosien alussa ja lopussa. Oppilaat jaettiin samantasoisiksi kirjoituspareiksi tekstitaitojensa perusteella. Parit pysyivät samoina koko tutkimuksen ajan. Kirjoitusvälineinä käytettiin iPad/PC-koneita (koeryhmä) tai kynää ja paperia (kontrolliryhmä). Ensimmäisellä luokalla kirjoitettiin kuusi kirjoituskertaa kuvista ja toisella luokalla neljä kertaa strukturoitujen ohjeiden mukaan. Tutkimuksen aineisto muodostui parien kirjoittamista kertomuksista. Tekstit analysoitiin sisällönanalyysillä, jossa käytettiin Alkuportaatt-seurantatutkimuksen koherenssin luokittelukriteerejä.

Tässä esityksessä tarkastellaan (1) Miten tekstin koherenssi kehittyi yhteistoiminnallisen kirjoittamisen aikana? (2) Millainen ero oli kirjoitustaitoisten ja kirjoittamista harjoittelevien parien tekstin koherenssin kehitymisessä? ja (3) Miten strukturoidut kysymykset olivat yhteydessä tekstin koherenssiin? Alustavat tulokset osoittivat, että tekstin koherenssi kehittyi kirjoitustaidon kehittymisen myötä kaikissa luokissa huolimatta kirjoitusvälineestä. Esityksessä kuvataan myös yhteistoiminnallisen kirjoittamisen interventiota, annettuja tehtäviä ja lasten tuoksia.

Avainsanat: yhteistoiminnallinen kirjoittaminen, kirjoitustaidon kehittyminen, koherenssi, tieto- ja viestintätekniikka

Е.Л. Рудик, Ю. С. Локоть & С. А., Сторожева – Elena Rudik, Yulia Lokot & Svetlana Storozheva (Россия)

Новороссийск, частное общеобразовательное учреждение « Средняя общеобразовательная школа « Личность», член Русской Ассоциации чтения. lichnost98@mail.ru Novorossiysk, "Lichnost" private secondary school. Russian Association of Reading

Продвижение чтения: Межпредметные связи как основа формирования читательской грамотности.

Участница международного проекта « Школа, где процветает грамотность», проект школы

« Личность» (г. Новороссийск) продвигает чтение и грамотность в образовательной среде, используя современные новые технологии. Новые подходы к организации классных и внеклассных мероприятий внедряются в школе. Например, используются авторские разработки внеурочных и урочных мероприятий, посвященных Международному дню чтения и грамотности.

В 2013 году нами запущен инновационный веб-проект « Страна чтения», который состоит из нескольких модулей.

Сайт www.web-kvest.ru позволяет взаимодействовать всем участникам, вовлеченным в проект « Школа, где процветает грамотность».

Технология веб-квест и межпредметные связи позволяют читателям выходить на более глубокий уровень понимания произведения, и помогают учащимся делать исследовательские работы, основанные на прочитанном.

Мы также вовлекаем родителей в читательскую деятельность через совместное обсуждение в клубе « Семейное чтение», и используем технологий « Французская мастерская», « Дебаты». Мы основываем нашу работу на принципе « каждый учитель- учитель чтения». Наши учителя разработали методические рекомендации для учителей, учеников и их родителей, нацеленных на приобретение академических навыков через чтение и письмо. Разработанные нашими учителями стратегии используются педагогами других образовательных учреждений.

Мы также подготовили ряд викторин, основанных на художественной и учебной литературе и проводим их на нашем веб-сайте "Солнечный", а также других персональных учительских сайтах. Учителя, родители и учащиеся регулярно взаимодействуют друг с другом через наш сайт. Они также направлены на развитие интереса читателя.

В продвижении чтения на региональном уровне активно используются возможности СМИ: учащиеся и учителя школы являются участниками ТВ-передачи по обсуждению литературных новостей.

В результате мы можем видеть, что выросло количество читающих учеников, а также значительно повысилось качество книг, выбранных учащимися и их навыки чтения.

PRESENTATION IN RUSSIAN

Promotion of reading: interdisciplinary ties as a basis for developing literacy

As a certified participant of the "School where Literacy Thrives" Project "Lichnost" School (Novorossiysk) promote reading and literacy in the educational environment using modern ICT. New approaches to extra-curricular and curricular reading activities are being implemented. For example, teachers' lesson plans, dedicated to the International Literacy Day, Reading Days are being used here.

In 2013 we launched the "Land of Reading" web project which consists of several modules. The website (www.web-kvest.ru) allows all those involved in "School where Literacy Thrives" Project to interact with each other on-line. Web-quest technology and interdisciplinary ties assist readers in acquiring more profound understanding of a book than traditional reading technologies, help students to do research work based on what they have read.

We also involve parents into family reading activities through collaborative discussions in the "Family Reading Club" and use such techniques as "French workshop" and "Debate".

We base our work on the assumption that every teacher is a teacher of literacy. Our teachers use a number of relevant reading strategies depending on the frame of a given text. We have developed guidelines for teachers, students and parents aimed at acquiring universal academic skills through reading and writing. Other educational institutions make considerable use of the strategies developed by our teachers.

We have also compiled a number of quizzes on fiction and educational books and hold them through our web site "Sunny" and other personal teachers' sites. Teachers, parents and students interact with each other on the regular bases through our web site. They are also aimed at kindling reader's interest.

Mass media is actively involved in promoting reading as students and teachers take part in TV programs where they discuss newly published books.

As a result we can see that not only more students have become active readers but the quality of books they choose and their reading skills have improved as well.

Timo Salminen¹, Carita Kiili² & Miika Marttunen³ (Finland)

University of Jyväskylä, Department of Education, Jyväskylä

¹timo.salminen@jyu.fi

²carita.kiili@jyu.fi

³miika.marttunen@jyu.fi

Assessing students' argumentative online inquiry competences

2

Argumentative online inquiry competences, such as searching for information from multiple perspectives and identifying arguments from online sources, are needed in solving complex problems and creating new knowledge. However, previous studies have shown that students' skills are quite limited in planning and reformulating queries, assessing the credibility of information, reading analytically and critically, and synthesizing information across sources. In addition, teachers struggle how to facilitate and assess students' online reading and learning processes.

This presentation focuses on introducing a newly developed instrument to assess upper secondary school students' argumentative online inquiry competences. The instrument measures the following aspects of argumentative online inquiry: 1) formulating one's information needs and searching for information from multiple perspectives, 2) argumentative analysis of various web sources including digital videos, 3) credibility evaluation of information, and 4) synthesizing information for communicating multifaceted understanding of the issue. In the presentation, initial results of a pilot study will be presented.

The study is a part of a research project funded by the Academy of Finland (years 2015–2019) aiming at developing assessment instruments and pedagogical methods for teaching online inquiry competences in upper secondary schools.

Hanna Sauerborn (Germany)

Dr. hanna.sauerborn@ph-freiburg.de
University of Education Freiburg, Germany

POSTER SESSION**Teaching struggling learners in Literacy across Europe**

This poster session is about a project which deals with teaching struggling students in Literacy across Europe. The aim of the project is to develop and provide expert knowledge from different countries across Europe on learning and teaching literacy in relation to struggling learners whether from learning disabilities, language barriers (foreign language learners, including refugees) or as a result of disadvantaged backgrounds. The expert knowledge will be offered from different perspectives: On the one hand, theory-based explanations, on the other hand, “how-to-do” examples by teachers which will be mainly presented in videos. Both will be made accessible on the internet, particularly to teachers all over Europe as well as to a variety of people involved in supporting children with literacy learning (e.g. learning/ teaching assistants or voluntary workers).

In the poster session, core elements, as well as the actual status of the project, will be described. Further ideas about successful examples of teaching struggling learners are welcome.

Linda Saunders (United Kingdom)

St Mary's University Twickenham, London UK.

linda.saunders@stmarys.ac.uk

POSTER SESSION**A cross-phase investigation into the construct validity of tools for the measurement of reading motivation and engagement in 11–14 year old pupils**

This mixed methods study is a comparative analysis of the construct validity of the Motivations for Reading Questionnaire (Wigfield, Guthrie, & McGough, 1996) [MRQ]. The Reading Engagement Index (Wigfield et al., 2008) [REI] and the Motivation to Read Profile (Malloy, Marinak, Gambrell, & Mazzoni, 2014) [MRP] as measures of reading motivation and reading engagement. In school, while reading accuracy and comprehension are routinely assessed within an accepted pedagogical and conceptual framework, the measurement of reading engagement and motivation, when it is recorded, is far less standardised. It appears to have less professional currency. Its value for adolescents in particular also seems underdeveloped. Some of this discrepancy is due to a failure to separate the factors of reading motivation from reading engagement. Effective diagnostic tools may also support the identification of particular groups, such as pupils who can read but who choose not to develop personal reading habits.

A total of 300 pupils aged from 11–14 years undertook to complete one of the pupil measures of reading motivation or engagement. Five of their regular teachers undertook to complete the Reading Engagement Index. Data analysis procedures included exploratory and confirmatory factor analysis plus the thematic analysis of reading interviews with pupils and their teachers. The study suggests both common and unique factors within and across each tool and age group. An emerging typography is presented, resulting from the construct analysis. Implications for further research and classroom pedagogy are explored.

Questions

Is developing knowledge of the value of recreational reading pedagogically valid?

Can the measurement of reading motivation and engagement empower pupils to address it for themselves?

Can an understanding of reading stance develop understanding of reading interest?

References

- Malloy, J., A., Marinak, B. A., Gambrell, L. B., & Mazzoni, S. A. (2014). Assessing motivations to read: The Motivations to Read Profile revised. *The Reading Teacher*, 67, 273–282.
- Wigfield, A., Guthrie, J. T., & McGough, K. (1996). A questionnaire measure of children's motivations for reading: Instructional resource number 22. Washington: National Reading Research Centre.
- Wigfield, A., Guthrie, J. T., Perencevich, K., Taboada, A., Lutz-Klauda, S., McRae, A., & Barbosa, P. (2008). The role of reading engagement in mediating the effects of reading comprehension instruction on reading outcomes. *Psychology in Schools*, 45, 432–455.

Maria Sendova (Bulgaria)

Impact Assessment and Knowledge Development Specialist in Teach For Bulgaria, Sofia; m.sendova@zaednovchas.bg

Every 'Teach For Bulgaria' -teacher needs to be a reading teacher –our first steps towards the goal 0% functional illiteracy in our classrooms

1

This paper shares learnings of TFB training team on how to prepare novice teachers to systematically develop functional literacy in underperforming classrooms in the poorest regions in Bulgaria.

The problem

The PISA 2012 results show that around 39 % of 15-year-old students in Bulgaria are functionally illiterate. Moreover, PISA results suggest that the opportunities for obtaining a good education are highly unequal in Bulgaria, and mostly depend on students' background.

Our context

TFB is focusing on the socio-economically underprivileged students, thus we place our teachers in traditionally low performing schools in the poorest regions of Bulgaria. In this context, the correlation between functional literacy and student outcomes is even more visible. Therefore, one of the key elements in the TFB vision for success is 0% functional illiteracy in every TFB classroom.

Our approach

Over the course of the first years of TFB, we trained our teachers to use a set of strategies to develop student literacy. However, the results did not show progress in terms of improved literacy. The analysis we conducted revealed that our training was focused on the importance of literacy and various classroom activities related to literacy. What it was lacking was a deep understanding of what literacy really means and how to develop it systematically.

In 2013 we started with gathering teachers from different subject areas in working groups with the main goal to break down the reading literacy skill into clear learning goals. The next step was to translate the learning goals into concrete 'Can DOs' for the various subject areas and then to look for strategies of achieving these goals in the classroom.

This approach was reflected in our teacher training. As a result, in 2014/2015 school year our students showed significant improvement in literacy.

Julia Shulekina (Russia)

PhD, associate professor, Moscow City Teacher's Training University,
rameja@rambler.ru

Understanding textbook texts by first graders with special educational needs in modern inclusive educational space

Modern students face problems when working with textbook texts (informational, expository, narrative, argumentative texts, etc.), that reveals low levels of reading competence. Specific difficulties are observed with students of special educational needs. Students with special educational needs constitute a polymorphic group which includes children with disorders in analyzers, mental disabilities, difficulties in speech development, behavioral problems, movement disorders, along with problems of socialization. Each group has a peculiar development of speech and cognitive functions.

Inclusive education in Russia has not yet developed a differentiated approach that takes into account special educational needs of younger students (7–8 years age) when they work with the texts in Russian. Such students learn according to standard curriculum for ordinary children.

Most textbooks for students of 7–8 years age of the Russian language are bright, colorful, with long texts and icons; they contain various modifications of texts – linear and non-linear. Competence-based learning model requires more than teaching students to find and get text information. It is aimed to result in student autonomy in educational process.

It is quite natural that students with special educational needs have difficulties independent work with the textbook. Due to system difficulties in learning activities, they are not able to independently read the textbook. Even in the learning these children does not acquire search and information skills necessary for textbook reading.

How they overcome difficulties?

The presentation addresses the problem of adaptive opportunities of first graders with special educational needs in working with the textbook of the Russian language.

Diana Sisson¹ & Betsy Sisson² (USA)

Central Connecticut State University, New Britain, Connecticut

¹Dr. dsisson@ccsu.edu

²Dr. bsisson@ccsu.edu

Literacy Coaching That Makes a Difference: Elevating Teacher Practice and Increasing Student Achievement

Teacher quality is the single largest factor affecting student achievement (Car-ey, 2004; Clotfelter, Ladd, & Vigdor, 2007; Darling-Hammond, 1999; Jordan, Mendro, & Weerasinghe, 1997; Nye, Konstantopoulos, & Hedges, 2004; Perry, 2011). Some studies suggest it is also the most important (Sanders, 2000).

Barber and Mourshed (2007) have made the case that “all top systems, including the rapidly improving ones, recognize that if you want good teachers, you need to have good teachers train them, and this requires focused one-on-one coaching in the classroom” (p. 38). While coaching as a professional development model is ubiquitous in schools across the United States and is becoming a focal point for change in nations around the world, it is still a relatively new innovation in school improvement.

The question is – How can literacy coaching really make a difference in the lives of teachers and students? This session will focus on frameworks to guide literacy coaches in their work as teachers strive to improve their practice and offer the instruction necessary to improve student achievement.

Наталья Николаевна Сметанникова¹ & Мария Владимировна Белоколенко² – Nataly N. Smetannikova¹ & Maria V. Belokolenko² (Россия)

¹Русская ассоциация чтения, Президент; nataly.smetannikova@yandex.ru, Reading Association of Russia, President & ²Русская ассоциация чтения, Вице-президент; sistemology@mail.ru, Reading Association of Russia, Vice-president

2

В интересах человека читающего; трансформация приоритетов педагогической и библиотечной деятельности в свете теории инноваций

Основная проблема читающего человека любого возраста и пола сегодня связана с переходом на чтение с экрана и чтение с экрана онлайн.

Опасение потерять при этом переходе имеющиеся умения чтения и понимания текстов существует как в отношении девушек и женщин, так и юношей и мужчин. Отметим, что по результатам исследований Русской ассоциации чтения 2013-2014 гг. девушки и женщины с полным средним и/или высшим образованием, любящая чтение с детского возраста (7–10 лет), являются самым читающим человеком, а современные мальчики-юноши-мужчины обращаются к чтению по необходимости.

Как освоить новые механизмы и стратегии чтения? Как остаться субъектом процесса чтения, самостоятельно определяя надобность и объем фоновой информации, окружающей читающего онлайн? Часть ответов дают факторная (John McEneaney, 2006) и дейктическая (Donald Leu, 2012) теории чтения, нашедшие практическую реализацию в педагогике и библиотечном деле.

Преобразования в сферах образования и культуры говорят о том, что пришло время осваивать позиции теории «подрывных-прорывных инноваций» (Clayton M. Christensen, 2008). «Трансплантация» в гуманитарную сферу бизнес-моделей вынуждает организации образования и культуры искать приемлемые форматы деятельности в целях сохранения и приумножения читающих людей. Роль лидера «подрывных» преобразований требует понимания не только значимости технологических нововведений, но и ценностно-смысловых составляющих обучения чтению и его продвижения.

В докладе будут рассмотрены возможности нахождения новых целевых аудиторий, не вовлеченных в чтение, и построения системной работы с ними в школах, университетах, библиотеках (Применительно к публичным библиотекам численность новых целевых аудиторий может составлять от 10-20% (в сельской местности) до 80% населения (в городах). Покажем способы вовлечения в круг чтения материалов на новых носителях, непечатных форматов и новых жанров. Обоснуем необходимость изменения критериев отбора и соотношения объемов обязательного и свободного чтения для становления человека читающего и развития его личностного потенциала.

PRESENTATION IN RUSSIAN

In the Interests of Homo Legens: Transformations of Priorities in Education and Library Work in the Context of Disruptive Innovations Theory

The challenge of present day situation in reading is connected with a switch from reading from print to reading from screen and on-line.

Apprehension exists about a decrease in reading skills of both female and male readers. Female readers, in accordance with the study of Reading Association of Russia, of 20-29 years old who have higher education and have developed love for reading since 7–10, are the best readers today. Male readers turn to books in cases of necessity.

How to master new mechanisms and strategies of reading? How to remain the subject of the process of reading on-line capable of defining the necessity and amount of background information? Partially the answers are provided by agent (John McEneaney, 2006) and deictic (Donald Leu, 2012) theories, which are now being implemented in both education and library work.

Changes that are taking place in the spheres of education and culture make us think about the theory of Disruptive Innovations (Clayton M. Christensen, 2008).

“Transplantation” of business models into a humanitarian sphere make education and culture seek adequate formats of activities to preserve and enlarge the number of readers. The role of a leader of disruptive innovations demands commitment not only to important technological tools but also to the values, senses and meanings in teaching and promoting reading.

The presentation will address the possibilities to find new target audience, which is not yet involved in reading, systematic work with it in schools, universities, libraries. The examples of public libraries give evidence of attracting 10-20% of new readers in rural areas and 80% in cities.

The methods of including new media, platforms and bases of continuous and non-continuous texts of different genres into reading materials will be presented.

The necessity to change criteria of selecting reading materials and the balance in mandatory reading and reading for pleasure in free time to develop a reader (Homo legens) will be supported with data.

Tove Sommervold (Norge)

PhD-stipendiat, Høgskolen i Hedmark, Avdeling for lærerutdanning og naturvitenskap
tove.sommervold@hihm.no

Skjønnlitterær lesekompetanse hos norske tenåringar – resultater fra en pilotstudie

Lesing av skjønnlitteratur fyller en vesentlig del av norsktimene i grunnskolen, og elevene møter en rekke tekster i ulike litterære sjangre gjennom skoleårene. Hvordan står det så til med den skjønnlitterære lesekompetansen når elevene er kommet til ungdomstrinnet (8.–10. årstrinn)? Å bli i stand til å lese litteratur *som* litteratur, som fiksjon, er en kompetanse som delvis utvikles gjennom den enkelte lesers møte med mange og varierte tekster, men som også tilegnes gjennom sosialisering inn i den tekstkulturen og de lesefellesskapene elevene tar del i.

I presentasjonen vil jeg legge fram empirisk materiale fra mitt pågående doktorgradsprosjekt «Skjønnlitterær tekstforståelse hos unge lesere», der jeg blant annet undersøker hvordan elever samtaler om skjønnlitterære tekster. Hvordan går elevene fram for å skape mening i tekstene i fellesskap, og hvordan bruker de språket for å dele sine litterære lesninger med hverandre? I prosjektet utforsker jeg begrepet «litterær kompetanse», et begrep som kan operasjonaliseres på ulike måter, og som må drøftes på nytt i hver sammenheng det blir brukt. For mitt formål må begrepet særlig tilpasses den sosiale situasjonen og den aldersgruppa det skal si noe om. I presentasjonen vil jeg vise eksempler på former for skjønnlitterær leseerfaring og meningsskaping som blir synlige i samtalematerialet fra mitt eget forskningsprosjekt, og med utgangspunkt i dette materialet vil jeg diskutere hva «litterær lesekompetanse» kan innebære for 13–15-åringer. Både de subjektive, erfaringsbaserte responsene og de kognitive, begrepsorienterte sidene av elevenes litterære leseforståelse vil bli gitt oppmerksomhet i presentasjonen.

Jonas Sonntag (Finland)

Ped.mag, klasslärare och dramapedagog, Cygnaeus skola, Åbo
jonas.sonntag@turku.fi

Läraren som dramaturg

Arbetet med det breda textbegreppet är en utmaning inte bara för eleverna utan i högsta grad också för deras lärare. Konventionella undervisningsmetoder rimmar illa med en breddad förståelse av text och det kan ibland kännas som om det finns en beställning men att man glömde att dela ut verktygen.

I presentationen strävar jag efter att peka på arbetsredskap och dramaturgiska modeller hämtade ur dramapedagogiken och teatertraditionen som kan hjälpa och stöda det pedagogiska hantverket. Verktygen är ämnade att ge läraren medvetenhet om möjligheterna att styra arbetet inifrån arbetsprocessen i stället för vid sidan om. Jag försöker visa att didaktiska och konstnärliga beslut inte är så långt från varandra man först kunde tro utan kunde utgöra en elegant väg till produktiv korsbefruktnings. Överraskning, valbarhet, humor och ägarskap diskuteras i presentationen och hur detta kan erbjuda läraren didaktisk precision.

I min presentation utmanar jag åhörarna att tänka till kring didaktiska lösningar som går utanför de uppenbara och/eller invanda. Vi ställer oss frågan om det går att planera hur en lektion skall upplevas.

Анастасия Сверчкова¹ & Ирина Гладкая² & – Anastasia Sverchkova¹ & Irina Gladkaya² (Россия)

Санкт-Петербург–St Petersburg; ¹Школа №327; nastyksver@gmail.com; 327 School;
²РГПУ им. А.И.Герцена; irishav@bk.ru; Herzen University

Развитие умения аналитического чтения иностранной литературы у подростков

В рамках секционного заседания будет представлен проект по развитию умения аналитического чтения иностранной литературы у подростков. Известно, что аналитическое чтение имеет широкое применение в программе по лингвострановедению на факультетах иностранных языков высших учебных заведений. Вопрос включения аналитического чтения в образовательный процесс русской школы является новым и недостаточно изученным.

Владение учителем технологией работы с данным видом анализа позволит сделать процесс развития грамотного анализа текста и его понимания, позволит самому ученику не только применять данный вид анализа текста для иностранной литературы, но и для литературы родного языка, и повысит читательскую компетентность учителя и ученика.

В нашей работе мы рассматриваем понятие аналитическое чтение, как вид критического чтения, предполагающий умение полно и точно понимать текст произведения, давать обоснованную оценку прочитанного путем сопоставления содержания текста с личной точкой зрения, знаниями и собственным жизненным опытом на основе уяснения замысла и позиции автора, авторского стиля и композиции произведения.

Опираясь на пособие «Хрестоматия. Аналитическое чтение», мы выбрали основные пункты анализа художественного текста для подростков:

1. Введение (исторический и культурный контекст произведения, биография автора, заглавие; предсказание того, что будет в рассказе – на основе заглавия);
2. Функциональный стиль (научный текст, официальный документ, статья, беллетристика);
3. Жанр;
4. Тип повествования (от 1 или 3 лица; от главного или второстепенного героя; от самого автора или постороннего рассказчика, который знает о истории все);
5. Окружающая обстановка – время, место когда история происходит. Время и место могут быть явными и скрытыми (если скрыты, то нужно отыскать слова, которые дадут подсказку). Например, в рассказе «Последний лист» О. Генри дает подсказку о времени, упоминая о стиле музыки регтайм, который был особо популярен с 1900 по 1918 годы.
6. Сюжет (пролог, экспозиция, кульминация, завязка и т. д.);
7. Характеристика героев;
8. Виды конфликтов;
9. Общая атмосфера произведения;
10. Собственное отношение к произведению.

Аналитическое чтение, точнее приемы, с помощью которых разбирается текст, помогут учащимся ранжировать информацию, критически ее осмысливать и соотносить с собственным жизненным опытом. Соприкосновение с жизненным опытом позволит повысить мотивацию к чтению на иностранном языке и, впоследствии, на родном языке.

PRESENTATION IN RUSSIAN

Development of Analytical Reading Competence of Foreign Literature in Adolescents

In the frames of Session we present the project of the development of analytical reading competence of foreign literature in adolescents. In Russia analytical reading is studied as one of the courses at linguistic department in University. The course of analytical reading is new for Russian schools so there could be difficulties with studying and teaching it.

If teacher and student know how to work with analytical reading, it will help: * the teacher – to teach how to work with the text literary and deep; *the student – to use this type of analysis not only with English texts, but also with mother-tongue texts.

It will increase the reading competence of the student and the teacher too. Analytical reading – a type of critical reading that is supposed to provide an ability of understanding texts fully and precisely, to evaluate texts from personal point of view, knowledge and experience.

Our project modifies the plan of analysis created by Russian lecturers of the State Polytechnic University O. Kolonitskaya and M. Khrunenkov (Chrestomathy for student of senior courses. Analytical Reading):

1. Introduction (Historical and cultural context of a period; author's biography; if the title of the story is clear and obscure);
2. Functional style;
3. Genre;
4. Type of narration;
5. The setting of the story (time, location, when and where the story takes place, and initiates the main backdrop and mood for the story);
6. Plot pyramid;
7. Characterization;
8. Conflict;
9. General atmosphere;
10. Personal evaluation of the story under analysis.

Analytical reading will help the student to range the information, analyse it critically and correlate it with their experience. Studying and teaching analytical reading will increase students' motivation to read foreign books and mother-tongue books.

Liisa Suopanki (Finland)

Ped.Mag., språkbadslärare, Luostarivuoren koulu, Åbo
liisa.suopanki@turku.fi

En språkbadslärares vardag

Presentationen siktar på att beskriva målen för undervisningen och de förändringar som skett.

Jag beskriver hur man arbetar i en språkbadsskola. Jag beskriver de mål jag har för min undervisning och hur jag kommit fram till målen.

Vilka föräldrar väljer språkbad som skolform för sina barn? Hur kan föräldrarna ha en aktiv roll i att hjälpa barnen i deras skolgång? Vilka framtidsutsikter har eleverna som går i en språkbadsskola.

Nyckelord: språkbad, language immersion

Ildikó Szabó¹ & Veronika Szinger² (Hungary)

Senior lecturers, Kecskemét College Teacher Training Faculty

¹Dr. balazsne.ildiko@tfk.kefo.hu

²Dr. szinger.veronika@tfk.kefo.hu

Reading and learning support pilot programme at Kecskemét College

Reading competence has been measured among students at Kecskemét College since 2010. Based on the results of these and other surveys it has turned out that a significant proportion of our students are at risk regarding their reading skills and competences (they come from low income families, rural areas, not very prestigious high schools). In order to make them able to graduate successfully from our college, they need a complex skill development programme. The first step to meet this goal was to identify the gaps between their knowledge and the requirements of college courses. More generally speaking, it is necessary to harmonize the output of high schools and the input of tertiary education.

The project titled 'Talent' at Kecskemét College aims to promote the effectiveness of education, reduce the number of early school leavers among our college students and make students more successful in their chosen career. In our project two subject-specific areas are put into focus: mathematics- physics and reading comprehension.

The authors of this article have developed a two-term course (12 lessons in each term) for students at the three faculties (Engineering, Horticultural and Teacher Training) of Kecskemét College. Different kinds of continuous and non-continuous texts were chosen to teach cognitive and metacognitive pre, during and after reading strategies for the three groups of the students. The authors acted not only as the developers of the learning resources, but also as trainers of the courses, where they followed BaCuLit and ISIT guidelines.

This presentation is about the content and outcome of this project.

Catharina Tjernberg (Sverige)

Fil.dr och lektor i läs- och skrivutveckling, Karlstads universitet,
Institutionen för pedagogiska studier;
catharina.tjernberg@kau.se

Inkludering i praktiken: en fråga om skolkultur

Huvudsyftet med denna studie har varit att ta reda på hur läs- och skrivundervisning kan fungera framgångsrikt i praktiken utan att vara exkluderande. Hur kan mångfalden av elever mötas med framgångsrik undervisning?

Studiens placerar sig inom 'Studies in excellent'-traditionen med föreläsare som Judith Langer och Michael Pressley. Den praxisorienterade ansatsen har kommit till uttryck i deltagande observationer i klassrummen och i reflekterande samtal med lärarna. Studien genomfördes med hjälp av ett strategiskt urval av såväl skola som lärare. Här beaktades tidigare kvantitativa och kvalitativa data, vilka indikerade att skolan hade särskilda kvalifikationer. Lärarna i studien valdes ut på grund av sitt framgångsrika arbete med elevers läs- och skrivlärande, ett arbete som även inbegriper de elever som har verifierade läs- och skrivproblem.

Studien visar att lärarna föredrog heterogena grupper och att de underströk vikten av olika undervisningsmetoder och strategier för att möta mångfalden av elever i klassrummet. De hade en god teoretisk grund och kunde koppla ihop sina teoretiska kunskaper med de erfarenhetsbaserade till en i undervisningen omsatt handlingsinriktad kunskap. Studien visar också på vikten av att varje elev utmanas i sin närmaste utvecklingszon. Lärarnas positiva tro på elevens förmåga och deras engagemang i den pedagogiska processen var andra centrala faktorer.

Lärarprofessionalitet, vilket innebär att läraren förstår och utvärderar effekterna av sin undervisning, framstår som en central faktor. De framgångsrika resultaten av lärarnas arbete visade på betydelsen av mentorskap, samarbete och kontinuerliga pedagogiska diskussioner med kollegor, och inte minst samtal med forskande lärare. De senare i syfte att koppla teori till praktik och därmed främja lärarens egen reflekterande förmåga, samt stimulera forskarna till innovativa ansatser till gagn för elevernas lärande och skolans utveckling. Detta sammantaget visar sig skapa en inkluderande skolkultur där eleverna får vara kompetenta, värdefulla, och inneslutna i en kollektiv gemenskap.

Nyckelord: inkludering, läsa och skriva, elev, mångfald, lärarkompetens, professionell utveckling.

Arne Trageton (Norway)

Professor retired, Høgskolen Stord/Haugesund
arnetrageton.no@gmail.com; www.arnetrageton.no

Creative digital writing 6–10 year olds. Writing to Read 1999–2015

The pioneer project 1999–2002 was presented at the 13th ECR in Tallinn 2003 and published in Pandis, Ward, Mathews (2005) Reading, Writing, Thinking

Background. Expressing yourself orally and written and ICT production is key competences in Norway and EU. Writing is easier than reading 4–7 years (Clay 1975, Hagtvet 1988) but reading research dominate. Computer writing is easier than hand writing. There are surprisingly few studies about computer writing 4–11 year olds.

Problem. Will playful computer writing and delayed handwriting to grade 3 give better writing results and easier way to reading?

Methods. Action development/research, sociocultural learning. 14 classes followed in 4 Nordic countries 1999–2002. Development documented by 7500 multimodal texts, 60 edited videos, writing tests, teacher reports, questionnaires parents/children.

Results. The 6 year olds learned writing/reading through playful computer writing in pairs. Traditional textbooks became unnecessary – library important. Grade 2 produced own textbooks by playing “Authors”, “Publishing house”, “Newspaper office”. In Grade 3 (8 year olds) they composed complicated books, different genres, advanced newspapers. Writing tests after 3 years showed significant higher quality in computer classes than handwriting classes. Handwriting tests showed also significant higher quality in computer classes.

Further implementations and research 2002-2014. This presentation will mainly concentrate on the further development and research the last 12 years. This strategy has spread to thousands of teachers in the Nordic countries, also for 4-6 year olds. A textbook for teacher education (Trageton 2003) is translated to Danish, Swedish, Finnish. The website www.arnetrageton.no shows English articles, over 70 videos from different Nordic classes practicing Writing to Read, a text corpus of approximate 1000 computer texts. The content of 40–50 master degrees, two doctoral studies and several post doctor studies in the area is reviewed, discussed and give ideas for future research on this vast area.

Keywords: preschool, lower primary, literacy, Writing to Read, play, creativity, computer writing, ICT

Arne Trageton (Norway)

Professor retired, Høgskolen Stord/Haugesund
 arnetrageton.no@gmail.com ; www.arnetrageton.no

POSTER SESSION

Playful digital writing 1–6 years in Nordic daycare/preschool (2010–2015)

Background. All Nordic National Curriculumms for daycare/preschool are based on play, and stress the importance of communication and literacy. Finland get a new National Curriculum 2017. Play-learning is more effective for early emergent literacy than formal teaching (Christie/Roskos 2001, Christie 2010). Hand-writing development 1–6 year olds is well documented (Clay 1975, Sulzby 1982, Lorentzen 1999, Hagtvet 1988, 2004). However, *digital* writing in preschool is almost none-existent in international research (Schrader 1990, Cohen 2005). Digital research in preschool are dominated of consumerism and games.

Research problems. Based on my earlier research and innovations *Writing to Read. Playful computer writing 6–10 year olds* (Trageton 2003, 2005, 2014) the new innovation task is:

Create stimulating milieu in daycare/preschool for playful digital writing

Describe the development in playful digital writing 1–6 year olds

Develop teacher role in literacy play

Study cultural differences in the Nordic countries

Pilot study. Methodology. Informal innovations in Nordic preschools 2010–2015 experimenting with play organisation, computer corners, documenting children's oral discussions and multimodal texts, (drawing/writing), exchanging experiences at teacher courses. Action research in naturalistic environment. Observations, video documentations, text analysis, teacher reports, questionnaires.

Preliminary results. A first sketch of the qualitative development in digital writing 1–6 years are documented by multimodal texts and videos. Description of space organizing, play corners, teacher as play stimulator and communication partner. Preliminary results published in articles and chapters in practical books about computer writing in preschool and school (Trageton 2009, 2014). The website www.arnetrageton.no show several videos from preschool. Cultural differences are rather small in the Nordic countries. 4–5 year olds are writing themselves to read in a playful way.

Nordic project? Innovation results might give background for formal Nordic research at a central, but undeveloped research area for playful emergent literacy in preschool.

Key words: Emergent literacy, ICT, digital writing, play, creativity, daycare, preschool

Елена Трифонова – Elena Trifonova (Россия)

Русская ассоциация чтения, Школа 109, структурное подразделение, реализующее образование для детей, находящихся на длительном лечении в больницах, г. Москва – Reading Association of Russia, School 109, School subdivision providing education for children undergoing long-time treatment in hospitals, Moscow; evtri1970@gmail.com

«Скажи по-другому» литературная игра по роману Л.Н.Толстого «Война и мир»

Школьная программа по литературе включает значительное число произведений, представляющих трудности для прочтения и понимания, одним из которых является величайшее произведение русской классики – роман-эпопея Л.Н.Толстого «Война и мир». Как показывает опрос, в котором приняли участие 200 человек разного возраста, у 92% респондентов роман вызвал затруднения, причины которых следующие: 1) Роман описывает исторические события в течение длительного времени, с 1805 по 1821 г.; 2) В нем насчитывается 800 персонажей, включая главных, второстепенных и эпизодических героев; 3) В романе имеется множество сюжетных линий, параллельно развивающихся действий, усложняющих восприятие, запоминание и понимание; 4) Роман насыщен детальными описаниями мест сражений, расположением армий и орудий, ходом боевых действий; 5) В романе детально представлен образ каждого героя, что позволяет полно представить образ человека, но в то же время усложняет процесс запоминания действующих лиц; 6) Роман изобилует фрагментами, написанными на французском языке, особенно в начале романа. Постоянное обращение к сноскам прерывает плавное чтение текста и вызывает негативную реакцию юного читателя.

Отсутствие у большинства современных подростков необходимых навыков и умений работы с объемными текстами приводит к тому, что роман ими либо не читается, либо читается в сокращенной версии, либо чтение заменяется просмотром киноверсий романа. Традиционные формы работы с текстом с детьми, находящимися на длительном лечении в стационаре больниц, либо невозможны, либо представляют значительные трудности в связи с условиями лечения болезни.

Одной из технологий, позволяющих облегчить восприятие романа, превратив его в увлекательную деятельность, является игровая стратегия «Скажи иначе», разработанная нами в ходе совместного проекта с учениками, находящимися на длительном лечении в больничном стационаре.

Идею создания игры на материале романа Л.Н.Толстого подсказала литературная игра «Элиас», созданная в Финляндии в 1989 г. Она основана на принципе ассоциативных связей между 10 понятиями: главный герой, второстепенный герой и исторический персонаж, место действия, художественная деталь, человеческое качество, философское или нравственное

понятие, устаревшее слово, литературный термин, событие романа. В ходе игры используются стратегии чтения, связанные с определением и характеристикой указанных понятий. В настоящее время игра проходит апробацию, определены показатели ее эффективности.

Результаты использования игры в среде учеников-пациентов больниц будут представлены на конференции.

PRESENTATION IN RUSSIAN

“Say it otherwise” literary game based on Leo Tolstoy’s novel “War and Peace”

School curriculum on literature includes a considerable number of works which are difficult for reading and comprehending. One of them is the Russian classics – Leo Tolstoy’s novel-epopee “War and Peace”. The survey conducted among 200 people of different ages showed that for 92% of respondents the novel was difficult to read due to: 1) the novel describes historical events which took place within a long period of time, from 1805 till 1821; 2) there are main, supporting, episodic 800 characters in the novel; 3) the plot is complex with subplots, that make perception, memorization and comprehension difficult; 4) the novel abounds with detailed descriptions of battlefields, locations of armies and guns; 5) each character is represented in many details to characterize a man, but they fail to be stored in reader’s memory; 6) the novel is overfilled with French words and expressions.

Lacking necessary skills to read and comprehend long and complex texts most modern adolescents struggle with the novel or substitute reading it with watching film versions.

Traditional forms of engagement into text reading for adolescents undergoing long-term treatment in hospitals are impossible or difficult to use due to young patients’ health conditions. A technology to facilitate reading comprehension turning it into an exciting activity is a game strategy “Say it otherwise” which is a joint project with the students- patients. The idea of creating a game was borrowed from 1989 game “Elias”, produced in Finland, which is based on the principle of associative links of 10 concepts of the novel: main, supporting and historic characters, setting, artistic details, personal qualities, philosophical or moral concepts, old-fashioned words, literary terms, historic events. Reading strategies to define and characterize the concepts are used in the game. Application results will be presented.

Tiina Turunen¹, Elisa Poskiparta², Noona Kiuru³, Pekka Niemi⁴ & Jari-Erik Nurmi⁵ (Suomi)

¹Oppimistutkimuksen keskus ja psykologian oppiaine, Turun yliopisto, tmturu@utu.fi

²Oppimistutkimuksen keskus ja psykologian oppiaine, Turun yliopisto, elipos@utu.fi

³Psykologian laitos, Jyväskylän yliopisto, noona.h.kiuru@jyu.fi

⁴Psykologian oppiaine, Turun yliopisto, peknie@utu.fi

⁵Psykologian laitos, Jyväskylän yliopisto, jari-erik.nurmi@jyu.fi

Lukutaidon sekä opettajan arvioiman ongelmakäyttäytymisen kehitys peruskoulun alussa – yhteydet koulukiusaamiseen

Lapset, joilla on oppimisvaikeuksia, ovat koulukiusaamistilanteissa sekä kiusaajina että kiusattuina useammin kuin muut oppilaat (Rose, Monda-Amaya, & Espelage, 2011). Oppimisvaikeuksista yleisin on lukemisvaikeus. Kiusaamista niiden oppilaiden keskuudessa, joilla on lukemisvaikeuksia, on tutkittu hyvin vähän ja tulokset ovat ristiriitaisia.

Tämän tutkimuksen tarkoituksena oli selvittää, miten lukutaidon sekä opettajan arvioiman sisäänpäin ja ulospäin suuntautuvan ongelmakäyttäytymisen kehitys peruskoulun alussa ovat yhteydessä koulukiusaamiseen osallistumiseen kolmannella luokalla. Tutkimukseen osallistui 480 oppilasta, joista noin puolella oli esikoulun aikana todettu riski lukivaikeuksille. Aluksi lukutaidon kehitystä sekä ulospäin tai sisäänpäin suuntautuvaa ongelmakäyttäytymistä tarkasteltiin erikseen suhteessa koulukiusaamiseen. Niillä lapsilla, jotka kolmannella luokalla olivat kiusaajan roolissa, oli ollut muita lapsia heikompi lukutaito ensimmäisen ja toisen luokan keväällä, muttei vielä koulun alkaessa. Opettajien arvion mukaan sekä kiusaajilla että kiusaaja-uhreilla oli ollut muita enemmän ulospäin suuntautuvaa oireilua sekä ensimmäisellä että toisella luokalla, ja kiusatuilla oppilailla muita enemmän sisäänpäin suuntautuvaa oireilua toisella luokalla. Seuraavaksi oppilaat ryhmiteltiin lukutaidon sekä opettajan arvioiman sisäänpäin tai ulospäin suuntautuvan ongelmakäyttäytymisen kehityksen perusteella. Niillä lapsilla, joiden lukutaito oli ollut selvästi keskitasoa parempaa, ei juurikaan ollut ollut ongelmakäyttäytymistä, eivätkä he myöskään osallistuneet kiusaamiseen kolmannella luokalla. Kiusaamiseen osallistuivat erityisesti sellaiset lapset, joilla oli ollut paljon ulospäin suuntautuvaa oireilua, lukutaidon tasosta riippumatta.

Elina Törmä¹, Marja Hannula², Susanne Roos³ & Marja-Kristiina Lerkkanen⁴ (Suomi)

¹KT, luokanopettaja, Kuopion kaupunki; elina.torma@kuopio.fi

²KT, luokanlehtori, Jyväskylän yliopisto, Normaalikoulu; marja.a.hannula@jyu.fi

³KM, luokanlehtori, Jyväskylän yliopisto, Normaalikoulu; susanne.roos@jyu.fi

⁴Professori, Jyväskylän yliopisto, Kasvatustieteiden tiedekunta,

Opettajankoulutuslaitos; marja-kristiina.lerkkanen@jyu.fi

KT Sirpa Eskelä-Haapanen, pj. sessio 3(3)

Kertomusten yhteistoiminnallinen kirjoittaminen TVT-välineillä

Yhteistoiminnallinen kirjoittaminen voidaan liittää sosiokulttuuriseen lähestymistapaan. Siinä kirjoittaminen on sosiaalisen vuorovaikutuksen tulosta, jossa puheen ja tekstin tuottamisen yhteys on keskeistä. Tässä tutkimuksessa yhteistoiminnallinen kirjoittaminen tarkoittaa tekstin suunnittelua, ehdotusten tekemistä, niistä neuvottelua ja yhteisiä päätöksiä siitä, mitä kirjoitetaan. Kirjoittaessaan oppilaat käyttävät monenlaista puhetta tutkiessaan sanojen oikeinkirjoittamista, rakentaessaan tekstiä ja arvioidessaan tuotosta. On myös todettu, että oppilaat tuottavat yhdessä tekstiä runsaammin ollessaan kielellisiltä taidoiltaan samantasoisia.

Yhteistoiminnallisen kirjoittamisen kokeilussa parit kirjoittivat keskustellen yhteisen tekstin. Tutkimukseen osallistui kolmesta koulusta viiden luokan oppilaat (N=101) kahden ensimmäisen kouluvuotensa aikana. Oppilaiden luku- ja kirjoitustaito sekä motivaatio tekstitaitoja kohtaan mitattiin tutkimuksen alussa ja lopussa. Oppilaat jaettiin tekstitaitojensa perusteella samantasoisii kirjoituspareihin, jotka pysyivät samoina koko kokeilun ajan. Sekä ensimmäisellä että toisella luokalla oli kuusi yhteistoiminnallista kirjoituskertaa. Osa luokista kirjoitti iPad:illä/PC:llä ja osa kynällä paperille. Aineisto muodostui parien kirjoittamista teksteistä ja niihin liittyvistä keskusteluista. Keskustelut analysoitiin käyttäen sisällönanalyysiä. Analyysiluokat muodostuivat tavasta, jolla oppilaat tukivat toisiaan kirjoittamisessa.

Tässä esiteltävän tapaustutkimuksen tarkoituksena on kuvata yhteistoiminnallista kirjoittamista luokassa ja vertailla kahden kirjoitusparin kirjoitusprosessia ja tuotoksia alkuopetuksen aikana. Pareista toinen kirjoitti iPad:illa ja toinen kynällä paperille. Parien vertailun kautta tarkastellaan: (1) Millaista keskustelua parit kävivät kirjoittamisprosessin aikana? (2) Miten yhteistoiminnallinen kirjoittaminen motivoi pareja? (3) Millainen yhteys kirjoitusvälineellä (iPad/kynä) oli parien kirjoittamiseen? ja (4) Miten parien kirjoitustaito ja kertomukset kehittyivät tutkimuksen aikana?

Alustavat tulokset osoittivat, että parit rakensivat tekstiä keskustellen, yhteistoiminnallinen kirjoittaminen motivoi heitä ja se kehitti oppilaiden kirjoitustaitoa. Esityksessä kerrotaan esimerkkejä yhteistoiminnallisen kirjoittamisen tehtävistä ja oppilaiden tuotoksista.

Avainsanat: yhteistoiminnallinen kirjoittaminen, kirjoitustaidon kehittyminen, motivaatio, keskustelu, tieto- ja viestintätekniikka

Annette Ukkola¹, Siinamari Tikkinen², Mariam Jean Dreher³ & Riitta-Liisa Korkeamäki⁴ (Finland & USA)

^{1, 2, 4}University of Oulu; ³ University of Maryland

¹annette.ukkola@oulu.fi

²siinamari.tikkinen@gmail.com

³mjdreher@umd.edu

⁴riitta-liisa.korkeamaki@oulu.fi

SESSION 60 min

Immersive activities in the Joy of Reading literacy program

Studies such as PISA (Programme for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study) indicate that Finnish students are among the top readers in international comparisons, but students' motivation, commitment to reading, and attitude towards reading are not on the same high level as their skills. Therefore, the Finnish Ministry of Education and Culture funded the Joy of Reading (Lukuinto) literacy program during the years 2012 to 2015. The program targeted students from pre-primary to secondary school (6–16 years) and their teachers, as well as public libraries and students' parents. It contained a pilot phase in two waves for 30 pilot communities, including a school and a library, and a theme year for all schools and libraries in Finland.

The program was designed to increase students' desire to read and produce various types of print and digital texts, in accordance with the new Finnish core curriculum that will soon be implemented. The program recognized that schools and libraries share a common goal of developing and sustaining children's habit and enjoyment of reading and learning. Consequently, resources and services were combined in the pilot communities. The purpose of this presentation is to discuss the methods of improving reading motivation and promoting collaboration between schools and public libraries in the Joy of Reading program. We also introduce The Joy of Reading Handbook, which was developed for schools, libraries, and parents for further development of activities. In addition to practices, we also present research results from the pilot. Qualitative and quantitative data was collected from the pilot communities in the program to determine the effectiveness of the motivational methods and the partnership between schools and libraries.

The first half of the session will present the practices of Joy of Reading, and the second half will present the research.

Pirjo Vaittinen (Finland)

PhD, University Lecturer, School of Education, University of Tampere
 Pirjo.Vaittinen@staff.uta.fi

Developing literacy practices in the mother tongue and literature instruction

The mother tongue and literature instruction is multidisciplinary and based on a broad text concept. It is language education and helps the pupils in the basic education to construct their linguistic and cultural identity. The Finnish National core curriculum for basic education 2014 contains the phrase of teaching in a multicultural and mediated society. Emphasis on skills is expressed saying that the students are encouraged to interaction in varying communication environments.

In this presentation, I will focus on developing the mother tongue and literature instruction (Finnish), guiding students in comprehension and production of texts. The textual skills, partly new kind of literacies. I will use examples from the small developmental and research projects that are included in student teachers' pedagogical studies.

The heuristic model for research has been design-based educational research, known from the students' other courses in the subject didactics and pedagogical subject knowledge during the year of the student teacher's pedagogical studies. Developing the writing instruction is based on the models of collaborative writing and the theories of the writer's competencies, known from the didactic studies.

In these cases, the secondary school students have computers or iPads to use, and a number of research problems have been formed around the uses of new technology in the school environment. The problems, however, are focused on creative writing according to the broad text concept, including pictures and images, video and live performances, writing an informative article, and composing a poetry analysis, definitions of literary terms using the wiki, or a theatre blog.

Writing fantasy, fiction, has been popular, but there have been experiments of planning and writing collaboratively a piece of news or an editorial, and writing a literary analysis in small groups.

Producing texts today, writing a composition at school, is a cognitively demanding task, and the mother tongue and literary teachers have to deal with instruction of strategic and metacognitive skills, as well as experimenting with new ways of giving support, to help the students find the best personal and collaborative ways of working in producing multiple texts.

**Renate Valtin¹, Greg Brooks², Marie K. Fredriksson³, Mare Mürsepp⁴, Ulla-Britt Persson⁵, Monika Sandberg⁶ & Suvi Sankinen⁷
(Germany, Estonia, Finland, Sweden & United Kingdom)**

¹ Dr, Professor Emerita, Humboldt Universität, IDEC International Development in Europe Committee of ILA, Chairp, Professor Emeritus, Sheffield University FELA Chair
erson reate.valtin@gmail.com

² Dr, Professor Emeritus, Sheffield University FELA Federation of European Literacy Associations, Chairperson g.brooks@sheffield.ac.uk

³ Special needs teacher, Stockholm marie.k.fredriksson@gmail.com

⁴ Dr, Tallinna Ülikool, marem@tlu.ee

⁵ Dr, Linköpings universitet, ulla-britt.persson@liu.se

⁶ MEd class teacher, Cygnaeus school, Åbo monika.sandberg@turku.fi

⁷ MEd class teacher, Hannunniittu school, Turku suvi.sankinen@turku.fi

SYMPOSIUM 1,5h

**Initial literacy teaching: How children are taught
the alphabetic code in different orthographies**

No comparative studies exist about the initial phases of reading and writing instruction in the first weeks and months of school when children are taught the alphabetic code. Especially little is known about the initial phases of reading instruction in the first weeks and months of school. Do children start with letters, words, or texts? How are grapheme-phoneme correspondences taught (if at all)? Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that they are decodable? Are there differences between countries whose languages have deep and shallow orthographies? How are the first pages of reading primers (reading scheme books/basal readers) organized? What is the relationship between the teaching of reading and writing?

This symposium is being organised by the International Development in Europe Committee (IDEC) of the International Literacy Association (ILA) and the Federation of European Literacy Associations (FELA). Researchers and practitioners will present early literacy methods/materials in Sweden, in Estonia, and in Swedish and Finnish in Finland. After these presentations the conceptual and pedagogical models underlying various instructional methods and the questions which arise from them will be discussed.

Xiao-lei Wang¹ & Raquel Plotka² (USA)

Pace University, Pleasantville, New York

¹xwang@pace.edu²rplotka@pace.edu**Landing a Helping Hand in Idiom
Comprehension of Bilingual Children**

Figurative language development is closely related to reading comprehension. Moreover, figurative language use in both oral and written communication reflects a child's language competency. Figurative language comprehension and usage, such as idioms, are challenging for all children. They are perhaps even more so for children who are developing two languages with limited input from one or both of their languages. This study examines whether deliberate adult use of hand gestures can facilitate bilingual children's comprehension of idiomatic expressions in their ambient languages. Twenty-three 5-year-old English-Chinese bilingual children (13 girls and 10 boys) participated in the study ($SD = 4$ months). The study was conducted in two experiments, with a 10-minute interval between the English and Chinese idiom teaching. In Experiment 1, a bilingual English-Chinese adult taught the participating children a set of English and Chinese idioms via verbal explanation alone. In Experiment 2, the participants were taught a different set of English and Chinese idioms with both verbal explanations and iconic gestures. To avoid the possible interference in the two experimental conditions, there was a 2-week interval between Experiments 1 and 2. Children were tested with the idioms one week later after each experiment. The results suggest that children could remember and explain 83% of the idioms that were taught with verbal-gesture modality correctly and they could remember and explain 19% of idioms that were taught with verbal-only modality correctly. Most interestingly, those children who scored high in their idiom retention also scored high in their recast of the gestures used by the adult. This study demonstrates that gestures can help children's idiom comprehension and facilitate their theory of mind development. Pedagogical implications are discussed.

6.2

Linda Wason-Ellam (Canada)

Dr Professor, University of Saskatchewan,
 Department of Curriculum Studies, College of Education
 linda.wason-ellam@usask.ca

Making Space for Us: Struggling Readers with FASD

Literacy is critical to positive development and life adjustments for children with Fetal Alcohol Spectrum Disorder, many of whom are of Aboriginal ancestry. These skills and strategies are necessary for facilitating academic, vocational, and personal adjustments across the life cycle. Multimodal literacies are a response to the sweeping changes in this school population, providing a framework that embraces cultural, linguistic, experiential, multimodal and technological diversity while at the same time advocating a social justice standpoint for all learners with FASD to have fair access to success. Drawing upon multimodal literacies, means that texts will take on multiple variations for each reader when it comes to constructing meaning during any literary transaction. The presentation will discuss on-going classroom research integrating drawing with reading to create multimodal (Jewitt 2011) visuals for these struggling readers experiencing difficulty comprehending before, during and after reading. Draw-talk-write-read stories are integrated visual, writing and reading strategies that foster multiple opportunities for struggling readers to move fluidly between visual and textual languages. Readers transmediate when recasting meaning from images to texts or one symbol system to another. Consequently, these readers visually represent or map comprehension before reading, during reading, and after reading through modes such as drawing, storyboards, story maps, concept maps, or digital pictures in both real and virtual worlds. Multimodal texts are a critical support encoding ideas and images from texts into memory, making implicit comprehension more explicit. When struggling readers embrace visual literacies, they are able to elaborate on their self-created images through oral or textual modes (Marsh, 2005) and the more concrete the story becomes for them, the greater their comprehension and engagement in learning.

References:

- Jewitt, C. (2011). *Routledge Handbook of Multimodal Analysis*. London: Routledge
- Marsh, J. (2005). *Popular Culture, New Media and Digital Literacy in Early Childhood*. London: Routledge

Kathryn F. Whitmore¹ & James S. Chisholm² (USA)

¹Ashland Inc./Nystrand Chair, Department of Early Childhood & Elementary Education

²Assistant Professor, Department of Middle & Secondary Education
College of Education & Human Development, University of Louisville

¹kathryn.whitmore@louisville.edu

²james.chisholm@louisville.edu

Engaged, embodied, and empathetic literacies learning: Drama-infused instruction about the Anne Frank narrative

The Anne Frank narrative is part of the literary canon in U.S. middle schools and is for many students their first and perhaps only encounter with the Holocaust (Magilow & Silverman, 2015). Yet, innovative and powerful approaches to the study of Anne Frank and the Holocaust remain too infrequently realized in middle grades classrooms in the U.S. (Abramovich, 2012). In this presentation, we illustrate how the roles of engagement, embodiment, and empathy promoted meaning making and active literacy learning about the Anne Frank narrative in four middle schools in Louisville, Kentucky (USA).

Our research foci necessitate a qualitative, arts-based research design and methodology (Leavy, 2015; Narey, 2009). Traditional qualitative methods include individual interviews and open-ended surveys, classroom observations, and the collection of classroom artifacts. Given that arts-based research recognizes that “matters of meaning are shaped –that is, enhanced and constrained –by the tools we use” (Barone & Eisner, 2011, p. 1), we also developed a multimodal research method we call the Semiotic Photo Response Protocol (SPRP; Author, 2015). The SPRP accomplishes Leavy’s (2015) call, to “adapt the tenets of the creative arts in order to address social research questions in holistic and engaged ways in which theory and practice are intertwined” (p. ix).

Through rich descriptions of drama-, visual arts-, and movement-infused instruction, we show students and teachers approaching Anne Frank and the Holocaust in innovative and authentic ways. We situate these descriptions of engaged, embodied, and empathetic literacy learning within an instructional model that guides planning, delivery, and assessment around the Anne Frank narrative. Further, our research suggests accessible strategies for teachers to draw on as they design instruction for their students’ learning with the Anne Frank narrative and other challenging texts, particularly in relation to their contemporary lives.

Louise C. Wilkinson¹ & Stella M. Rwanda² (USA)

Syracuse University, New York

¹lwilkin@syr.edu, louisewilkin@gmail.com²smrwanda@syr.edu**Adolescent Bilinguals Mobilize Linguistic and Cultural Resources for Expository Writing**

The goal of this paper is to enrich our conceptualization of academic language (the language of schooling) through the perspective of *translanguaging*: bilingual students' mobilization of all language resources for their learning. The qualitative study presented was framed by the understanding that bilingual students should be encouraged and supported to utilize all of their linguistic and cultural resources as tools to support their academic language, cognitive, and social development. Students' use of translanguaging within an academic task of expository text formulation, composition, revision, and publication was examined. The focus was on how bilingual, adolescent students in Syracuse, NY, (U.S.) mobilized their linguistic and cultural resources to collaborate with each other in their production of authentic, multilingual, expository texts. The three students emigrated from Africa and/or were the children of African immigrants; their first language was May-May, Zigua, or Arabic. The data were collected in an after-school academic program sponsored by the Somali-Bantu Refugee Community Association. The data set included students' essays, responses to a language usage questionnaire, and researchers' field notes. Examination of the essays included a thematic analysis and an inventory of the quality and quantity of academic language features (lexical, grammatical, and discourse).

The results revealed that the students: (1) Expressed their identities as successful students; (2) engaged in translanguaging; (3) buttressed their production and communication of expository texts; and (4) adopted some features of academic English. The results illuminate the role of translanguaging for bilingual students' expository text production in an academic task. The work contributes to theories at the intersection of bilingual language/literacy learning and identity. The educational implications of engaging students in hybrid learning spaces such as *translanguaging* are considered; specifically, those that function as safe spaces, where students can deploy all of their cultural and linguistic resources to the academic tasks at hand.

**Angela Wiseman¹, Anne Jyrkiäinen², Kirsi-Liisa Koskinen-Sinisalo³,
Pirjo Kulju⁴, Reijo Kupiainen⁵ & Marita Mäkinen⁶ (USA, Finland)**

¹North Carolina State University; amwisema@ncsu.edu

²⁻⁶University of Tampere

²anne.jyrkiainen@uta.fi; ³kirsi-liisa.koskinen-sinisalo@uta.fi; ⁴pirjo.kulju@uta.fi;

⁵reijo.kupiainen@uta.fi; ⁶marita.makinen@uta.fi

The Review of the Pedagogy of Multiliteracies

2

In 21st century classrooms, the idea of “texts” has changed to include multiple modes of text, visual images, and design. As our classrooms become more diverse and our learning is affected by advances in technology, our views of reading, writing, and literacy are changing profoundly. The aim of our study is to explore this change and its’ effects in classroom pedagogy by presenting a synthesis of research on research articles about multiliteracies that have been published prior to 2014 in primary classrooms.

The data for our systematic review were retrieved using mainly the ERIC search engine. We limited the articles to refereed research articles that focused on the learning and teaching in primary (elementary) classrooms. The final data consists of 73 articles. These articles were coded for the following themes: how multiliteracies were defined, the identified theoretical approach, main research questions, data and pedagogical recommendations.

The results show that majority of the studies concentrate on multimodality of texts while social diversity is less studied. On the other hand, some studies take both aspects into account. Theoretically the studies are based on sociocultural approach for learning, reading and writing. In our presentation we will discuss these and other significant themes about how literacy research has evolved and changed based on the review. We will also report important future directions for multiliteracy research in the classroom.

Alexander Voropaev (Russia)

Vice-President Reading Association of Russia
av24@yandex.ru

Creating “reading promoting” policy in digital age: how it should be in Russia?

2

In recent decades, Russia has faced a problem of a systemic crisis of reading. According to sociological research, about 45% of Russian citizens do not read books, about 40% do not read newspapers, and about 55% do not read magazines. This situation is considered to be the result of the development of digital technologies and the loss of the book its status as the leading media, information and knowledge. However, reading in the Internet is also substantially lower than the consumption of audiovisual content. Every year the number of the reading public in Russia is reducing, and the quality of reading materials is decreasing. This may lead to the falling of the level of general cultural and professional competence of people in digital age.

Reduced interest in reading is a global trend, and many countries are taking efforts to counteract this. The experience of these countries shows that maintaining a high level of written and oral culture requires constant, untiring efforts, and the availability of effective institutions for the development of the reader's culture. In this regard, the main directions of the “reading promoting” policy of the state in digital age should be:

1. Regular monitoring of a reader's competence (both, on paper and on the screen), especially in children and youth environment.
2. The development of the National Program and National Action Plan of Reading Support and Promotion for the long period (for example, up to 2030) with the appropriate funding.
3. Providing a systematic support for all institutions of the “reading infrastructure” - publishers, bookstores, libraries, educational institutions, centers of reading and books, electronic book platforms, etc.
4. Providing a support to projects, focused on activating of young people's reading habits, developing their media and information culture.
5. Development of new strategies for reading promoting in the digital environment.
6. Development of the National policy in media and information literacy of students.
7. Personnel training in reading promotion, especially for primary and secondary education.

Елена Вострикова¹, Татьяна Тазиева² & Ирина Тюгаева³ – Elena Vostrikova, Tatiana Tazieva & Irina Tyugaeva (Россия)

Русская ассоциация чтения, школа № 1935, г. Москва – Reading Association of Russia, Moscow School 1935, Primary School Teachers

¹vostrikova_elena@mail.ru, ²tt935@yandex.ru, ³loonlikay@mail.ru

Как развить умение творческого письма у учащихся начальных классов

Проект «Школа, где процветает грамотность» включает несколько московских школ, среди них - школа № 1935, которая с 2009 года прошла путь от школы, апробирующей отдельные программы чтения до школы - участницы

Новым направлением для школы является параллельное развитие навыков чтения и письма, при этом с первых шагов внимание уделяется не только технике письма, учебному, но и творческому письму, которые неразрывно связаны с чтением. Такой подход, известный как обучение грамотности, воплощает известный тезис: «чтобы стать хорошим «писателем», нужно стать хорошим читателем».

Позиция «автора» текста, в которой находится ученик, дает ему возможность с помощью «слова» выразить свое отношение к прочитанному, изложить свои мысли в предложении, абзаце, мини-тексте, создать свои выразительные тексты разной жанровой принадлежности.

Для этого на уроках используются разнообразные коммуникативные задания - задачи, направленные на поэтапное развитие умений творческого письма: (1) от слова («Рассказ о слове», «Придумай «звучащую» фамилию для персонажей»; «Заполни пропуски в художественном описании предмета/явления, сравни свои варианты слов с авторскими» и др.; «Подбери слово/слова с таким же или противоположным значением»); (2) к предложению («Найди красивое предложение в тексте и объясни, почему оно красивое»; «Словесное рисование»); (3) к абзацу («Придумай другие начало/финал сказки/рассказа» и (4) мини-тексту (Игра «Перевоплощение» - сочинение различных историй о предметах и явлениях - рассказ записывается от их имени («я – снежинка...»), «Изменение сюжета рассказа/сказки»). Подобные задания позволяют подготовить учащихся к написанию более сложных творческих работ, улучшить качество письма, развить умение самооценки, наряду с развитием творческого потенциала детей.

Наблюдается положительный эффект обучения на всех учащихся, однако его степень различна. Так, все ученики воспринимают обучение либо как игру, либо как внеклассное мероприятие, что располагает их и предоставляет возможность само выражаться, а не следовать строгим правилам обучения. Ученики не боятся читать вслух и свободно писать. Слабые учащиеся наблюдают за хорошими и следуют их модели поведения. Они еще не могут писать свободно, но не боятся и не устают от таких заданий.

Ребенок, у которого сформированы умения творческого письма на уроках, примеряет новые роли вне урока, например, в кружке юных журналистов «Волшебное перышко», занятия которого проходят в игровой форме. Учащиеся знакомятся с азами журналистики, учатся брать интервью, знакомятся со стилистикой, жанровыми особенностями различных

текстов, учатся писать стихи и произведения в прозе.

Как использование iPad способствует развитию навыков и умений творческого письма – еще один важный аспект настоящей презентации.

Подробно результаты обучения будут представлены на заседании секции.

PRESENTATION IN RUSSIAN

Strategies to develop creative writing skills in primary schools

The project "School where literacy thrives" (SWLT) includes several Moscow schools. School 1935 is one of them. Its path from a school engaged only in some of the SWLT programmes has led to a certified project member.

At present the school is implementing a new approach which centers on parallel development of writing and reading skills. A lot of attention is paid not only to the writing basics but also to guided and free writing which are inseparably connected with reading. Such an approach reflects assumption that good writers must first become good readers.

The role of "the author" gives them an opportunity to express their attitude to what they read in a written form. First they manage to write a sentence, then a paragraph and a mini-text in some genres.

For this purpose, the variety of communicative tasks are used to develop creative writing skills step by step starting with (1) a word "Invent a story about a word"; "Fill in the blanks e.g. nature description with appropriate word and compare your variant with that of the writer's", "Think of "talking" (eloquent) name for a character", "Draw a picture without a pencil but with words", proceeding to (2) a sentence "Find the most beautiful sentence in the text and explain your choice", then (3) a paragraph "Think of a new beginning/ending of the story/fairy-tale", (4) a mini-text "Pretend you are ...Invent your story", for example "You are a flower/snowflake/raindrop...", "Change the plot of the story".

Such tasks help students get ready for more complicated writing tasks. They improve writing quality, increase engagement with writing and creativity, and enhance students' ability to self-evaluate.

We have evidence of positive effect of such teaching on all the pupils but the benefits are different. They all take it either as a game or an extracurricular activity which allows them to create rather than to follow detailed instruction. The pupils feel free to read aloud and to write freely. Poor readers watch and follow the mode of behavior of the leaders. They are not yet enthusiastic about free writing, but are no longer afraid and tired of it.

Children who have formed basic skills of creative writing are ready to perform other roles in the literary circle of young journalists "Magic Feather". Lessons in the circle are held in the form of a game. Students learn the ABC of journalism; learn to interview, to write poetry and prose.

How the use of iPads can contribute to the development of creative writing skills and help with students' free writing is another important aspect of the presentation.

Detailed results of the study will be presented at the Conference

Nancy K. Votteler¹, Benita R. Brooks², Debra P. Price³ & Myrtle Erasmus⁴ (USA, South Africa)

Sam Houston State University, Huntsville, Texas, USA

¹nkvotteler@shsu.edu; ²bx019@shsu.edu; ³dprice@shsu.edu;

⁴North West University in Mafikeng, South Africa

Myrtle.Erasmus@nwu.ac.za

South African Preservice Teachers Discovering Voice and Passion through a Multigenre and Multimodal Writing Workshop

Theoretical Significance From the sociocultural perspective, all knowledge is socially and culturally constructed. Teaching through a sociocultural lens attend to students' home culture, ethnic background, and community. Vygotsky (as cited in Wertsch, 1985) stated that the child acquired knowledge through contacts and interactions with people as the first step (interpsychological plane), then later assimilated and internalized this knowledge adding her personal value to it (intrapsychological plane). For this research project, the preservice teachers will create a sociocultural perspective by bringing their funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 2001) about their home culture into social interactions with others.

Practical Importance In 2000, Romano defined multigenre as "a paper that is composed of many genres and subgenres. Each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images, and content" (pp. x-xi). Allen (2001) described multigenre as cross-curricular. Multigenre writing includes poetry, narrative, persuasive essay writing and digital writing as well as photographs and music to convey meaning about a particular topic or theme.

This study will allow preservice teachers to learn about other cultures and see themselves as members of cultures through children's literature. We are interested in creating a multigenre writing workshop using multimedia writing tools to expand the options for expressing content in different modes.

Project plan and methods including roles of participants This study will document the effects of preservice teachers' participation in a multigenre writing workshop at North West University in Mafikeng, South Africa. The researchers will engage preservice teachers in writing activities, discussions, publishing, and presenting to the class and university affiliates. Through these activities, the multigenre writing workshops aim to influence preservice teachers' writings and attitudes toward teaching writing.

Charlene Jia-ling Yau (Taiwan)

PhD, Tamkang University, Taiwan
 International Literacy Association
 jyau2001@yahoo.com; 141784@mail.tku.edu.tw

Motivational Role of Self-Efficacy Beliefs in Reading a Foreign Language: Its relation to English Reading Skills in Taiwanese Adolescents

This study investigates the extent to which self-efficacy, intrinsic motivation, extrinsic motivation, social motivation, and four causal attributions are related to English-as-a-Foreign-Language (EFL) reading performance as well as the roles that one's sense of efficacy play in self-regulatory processes for learning to read a foreign language. A total of 397 high-school seniors, including 209 boys and 188 girls, participated in the study. The instruments used included nationwide EFL and Chinese literacy tests, along with surveys of reading motivation and metacognitive strategy use. The results show that the eight motivational factors examined in this study were positively correlated with EFL reading performance. More importantly, an EFL learner's sense of efficacy can serve as a predictor for EFL reading comprehension, but it also function as a mediator for self-regulated learning, which was measured by metacognitive knowledge and use of strategies for planning and monitoring EFL reading activities. That is, the ways in which L2 readers feel, think, and behave can impact self-efficacy beliefs, which, in turn, influence their reading performance and perception regarding their reading proficiency.

Aliya Zhakupova¹ & Shirin Mussayeva² (Kazakhstan)

MA in TESOL, KIMEP University, Almaty

¹a.zhakupova@kimep.kz & ²shirin@kimep.kz**Unlocking Kazakhstan's Reading Potential**

In most OECD countries reading assessments in schools are rather complex and include many elements such as comprehension questions, analysis of mis-cues, summary writing, identifying a reading level. Situation in Kazakhstan is different. In Kazakhstan teachers ask their students to read out loud and set the time to count the number of words read by students in one minute. This is an official reading assessment practiced in all schools. However, comprehension is omitted from the assessment. By stressing the importance of fluency, reading is constructed as a technical skill, and not a meaning-making process.

This paper presents a preliminary results of the project aimed at diagnosing the problems which primary school student experience with literacy and to prepare recommendations to educators regarding the developing of early literacy. The data for the actual study will include 1000 samples from students and will take place in December 2015 and January 2016. A starting point for this project was a pilot study conducted at two urban schools in Almaty, Kazakhstan with Kazakh and Russian as a medium of instruction. The results of pilot test question current reading assessment practice in Kazakhstan. The pilot tests show that reading with focus on fluency and accuracy does not ensure development of reading comprehension skills.

The findings of our study help to understand the results of low PISA scores better. Kazakhstani students performed 62nd out of 64 countries in 2012 (OECD, 2014). Clearly, students are experiencing problems with reading. The current reading tests treat reading as an end result and focus on a form. We suggest that reading should be treated as a meaning making process. Reading tests need to be treated as a tool to develop students' reading and be used as a formative assessment in order to diagnose and address problems of struggling readers.

References

OECD. (2014), PISA 2012 Results: What Students Know and Can Do - Student

Performance in Mathematics, Reading and Science (Volume I, Revised edition, February 2014), PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264201118-en>

О.Л. Знаменская – Olga Znamenskaya (Россия)

ЧОУ «СОШ «Личность», учитель русского языка и литературы, г. Новороссийск, Частное общеобразовательное учреждение « Средняя общеобразовательная школа « Личность», член Русской Ассоциации чтения. lichnost98@mail.ru
Teacher of Russian language and Russian literature. Novorossiysk, "Lichnost" private secondary school. Member of the Russian Association of Reading.

Развитие читательского интереса учащихся через реализацию инновационного проекта «Книга года - выбирают дети»

Инновационный проект «Книга года – выбирают дети» - один из успешных инновационных проектов школы «Личность» (сертифицированного члена проекта «Школа, где процветает грамотность»), направленного на развитие читательской компетентности учащихся. Цель проекта – привлечь школьников различного возраста к чтению книжных новинок, их обсуждению и выбору «книги года». Все участники проекта становятся независимыми экспертами и членами Детского жюри конкурса. Экспертиза включает несколько этапов. На 1 этапе формируются читательские группы в зависимости от возраста читателей, их читательских предпочтений, читательского опыта. В каждую возрастную группу входят как лидеры чтения, так и слабые читатели. На II этапе под руководством учителя учащиеся определяют критерии выбора книг, критерии отсылаются в Оргкомитет конкурса. На III этапе каждая группа получает от 13 до 20 книг. Члены каждой группы составляют график «книгооборота» и приступают к чтению книг. Учащиеся самостоятельно выбирают книгу для экспертной оценки. Завершает экспертизу заполнение листа экспертного заключения, который затем направляется в Оргкомитет. Проходит конкурс на лучший отзыв о прочитанной книге.

В результате участия в данном проекте дети формируют навыки организации процесса экспертизы книги-новинки. Помимо этого, ученики пропагандируют чтение среди одноклассников, вовлекают в процесс экспертизы книг-новинок родителей, учителей.

Результативность участия в данном проекте подтверждена динамикой увеличения количества читающих в среде слабо читающих.

PRESENTATION IN RUSSIAN

Developing readers' competence: "Book of the year – children choose" project_RUSSIA

"Book of the year – children choose" is one of the most successful innovative projects of the "Lichnost" school. The school is a certified member of the Russian Association of Reading project "School where literacy thrives" aimed at developing students' reading competency. The objective of the project is to involve pupils of different age groups in reading new books, discussing them and choosing the "books of the year". All participants of the project are independent experts and members of the children's jury. The examination is divided into several stages. At first stage, reading groups based on the age of the readers, their readers' preferences, the readers' experience are created. Each age group includes reading leaders and struggling readers. At the second stage, students define the selection criteria, which are sent to the organizing committee. This work is done under teachers' guidance. At the third stage, each group is given a collection of books from 13 to 20. The members of each group schedule "book crossing" and start reading. Students select a book for expert evaluation independently. The examination is over when an Evaluation form is filled and sent to the organizing committee. A competition for the best review of the book is announced and the winners are selected.

As a result of participation in this project, children learn to select, examine and evaluate newly published books. In addition, students promote reading among schoolmates; involve their parents and teachers in the process of examination and family discussions.

As a result even struggling readers get involved in the process and manage to improve their reading skills.

Conference theme & sub-themes

Making meaning – literacy in action

Sub-themes:

1	Content area literacies and learning Fokus på läsförståelse i alla ämnen Tekstitaidot eri oppiaineissa Чтение на разных предметах и обучение
2	Challenges to reading and writing competence in the digital age Utmaningar för läs- och skrivkompetensen i den digitala eran Digitaalset tekstitaidot Вызовы цифрового века компетенциям чтения и письма
3	Struggling readers and support schemes Stöd för elever med inlärningssvårigheter Lukemisen ja kirjoittamisen vaikeudet ja oppilaiden tukeminen Слабо читающие читатели и помощь им
4	Adolescent and adult literacies Tonåringars och vuxnas läsande Nuorten ja aikuisten tekstitaidot Различные виды чтения и грамотности для подростков и взрослых
5	PISA reading literacy – trends and issues Läsförståelsen i PISA - tendenser och möjligheter PISA – lukutaidon trendejä ja haasteita Читательская грамотность PISA – тенденции и проблемы
6	Emergent and early literacy Tidiga insatser för att förebygga läs- och skrivsvårigheter Aloittavat lukijat ja kirjoittajat Начальная грамотность детей и взрослых
6.2	Second language learning Att lära sig på annat språk Oppiminen toisella kielellä
7	Writing on paper and screen Skrivning på papper och tangent Näppäillen ja kynällä Письмо на экране и листе
8	Reading for pleasure Läsglädje Lukemisen ilo Чтение для удовольствия
9	Fostering interaction and participation in the classroom Deltagande och samverkan i skolans vardag Osallisuus ja vuorovaikutus koulun arjessa. Содействие активным и интерактивным формам обучения
10	Free papers Fritt val av ämne Muita aiheita Свободные темы
11	Multiliteracy Multilitteracitet som ett verktyg för lärande inom ämnesintegrerade helheter Monilukutaito osana laaja-alaisia osaamiskokonaisuuksia

Presentations are in English, Russian, Scandinavian languages and Finnish. The abstract is in the language of the presentation.

INDEX – PRESENTERS & CHAIRPERSONS

Aerila, Juli-Anna (Finland) Sessions 1.6; 3.7; 8.5
 Alatalo, Tarja (Sweden) Session 4.3
 Alho, Anne (Finland) Session 1.7
 Alisaari, Jenni (Finland) Session 5.2
 Alon, Shlomo (Israel) Sessions 1.5; 6.7
 Ananyeva, Maria (Russia) Session 3.6
 Ansaldo, Kristina (Sweden) Session 6.3
 Antipova, Alla (Russia) Session 9.8
 Antonova, Elena N. (Russia) Session 4.5
 Árnadóttir, Erna (Iceland) Session 3.7
 Arnbak, Elisabeth (Denmark) Session 5.7
 Arvaja, Kukka-Lotta (Finland) Session 4.8
 Asano, Keizo (Japan) Session 3.4
 Baron, Heather-Lee M. (USA) Session 9.3
 Belokolenko, Maria V. (Russia) Sessions 6.8; 7.8
 Biancucci, Lisa (Italy) Session 6.4
 Bintz, William P. (USA) Sessions 8.7; 9.3
 Björk, Annika (Finland) Session 7.3
 Blanchard, Jay (USA) Sessions 1.3; 5.6; 6.5
 Blazsani-Batto, Iosefina (Romania) Sessions 4.6; 6.7
 Borisenko, Natalia (Russia) Session 8.7
 Broman, Monika (Finland) Session 3.3
 Brooks, Greg (United Kingdom) Sessions 1.1; 2; 6.6
 Brozo, William G. (USA) Session 3.8 & 2nd Plenary session
 Bulavina, Tatiana (Russia) Session 1.8
 Butler-Ngugi, Anitra (USA) Session 6.4
 Cambourne, Brian (Australia) Session 7.6
 Campbell, Laurie O. (USA) Session 7.7
 Campbell, Terry A. (Canada) Session 9.6
 Cheung, Wai Ming (Hong Kong) Sessions 1.6; 4.6
 Chirkova, Irene (Russia) Session 5.7
 Chisholm, James (USA) Session 3.4
 Chodkiewicz, Halina (Poland) Session 6.7
 Ciecierski, Lisa (USA) Session 9.3
 Clemens, Jeroen (the Netherlands) Sessions 3.4; 8.5
 Crawford, Alan (USA) Sessions 3.6
 Dahlström, Helene (Sweden) Session 9.4
 Damber, Ulla (Sweden) Session 8.4
 Davis, Tammi (USA) Session 4.7
 Ebenstål, Anna-Lena (Sweden) Session 6.3
 Edtstadler, Konstanze (Austria) Session 1.2
 Ehmig, Simone C. (Germany) Session 1.2
 Elijošaitytė, Rūta (Lithuania) Session 9.7
 Ernestová, Marie (Czech Republic) Session 8.7

Eskelä-Haapanen, Sirpa (Finland) Session 3.1
 Flint, Amy Seely (USA) Session 7.4
 Fredriksson, Marie K. (Sweden) Sessions 1.1; 4.3
 Galaktionova, Tatiana (Russia) Session 1.8
 Gerxhalija, Daut (Finland) Session 8.2
 Gustafsson, Hanna (Finland) Session 5.1
 Hakanen, Anne (Finland) Session 5.1
 Hallesson, Yvonne (Sweden) Session 6.7
 Hannus-Gullmets, Britta (Finland) Session 3.3
 Hannus-Suksi, Lena (Finland) Session 5.3
 Hanuš, Barbara (Slovenia) Session 7.4
 Hautala, Jarkko (Finland) Session 6.2
 Hihi, Mehdi (Switzerland) Sessions 4.5; 5.6; 8.6
 Hintikka, Jaana (Finland) Session 7.1
 Hoffmann, Jeanette (Germany) Session 1.4
 Holmén, Aino (Finland) Session 5.1
 Huang, Chi-Jen (Taiwan) Session 8.1
 Husbye, Nicholas E. (USA) Session 1.4
 Högnäs, Gunilla (Finland) Session 3.3
 Isler, Dieter (Switzerland) Session 5.5
 Jalen, Andrej (Slovenia) Session 4.4
 Jalo, Maarit (Finland) Session 5.1
 Jyrkiäinen, Anne (Finland) Sessions 4.2; 6.2
 Kaarakainen, Meri-Tuulia (Finland) Session 5.2
 Kaartinen, Vuokko (Finland) Sessions 1.6; 4.7; 5.7; 9.6
 Kachalkin, Anatoli A. (Russia) Session 4.5
 Kačkutė, Rūta (Lithuania) Session 8.4
 Kalniņa, Sandra (Latvia) Sessions 1.7; 4.4
 Kalve, Aija (Latvia) Session 1.7
 Kanerva, Mika (Finland) Session 1.7
 Kapusova, Dajana (Switzerland) Session 5.6
 Kashkarov, Andreij Petrovits (Russia) Session 4.8
 Kauppinen, Merja (Finland) Session 1.2
 Kermauner, Aksinja (Slovenia) Session 5.5
 Ketovuori, Heli (Finland) Sessions 4.2; 8.2
 Ketovuori, Mikko (Finland) Sessions 1.2; 5.6
 Khafizov, Damir Mikhailovich (Russia) Session 6.8
 Kiili, Carita (Finland) Sessions 3.1; 6.2
 Kilarr, Gary (Australia) Session 7.6
 Kirchhofer, Katharina (Switzerland) Session 5.5
 Kiuru, Noona (Finland) Session 3.2
 Kjeldsen, Ann-Christina (Finland) Session 4.3
 Kneck-Möller, Disa (Finland) Session 3.3
 Kolosova, Elena (Russia) Session 6.8
 Konyashkina, Olga (Russia) Session 8.8
 Korkeamäki, Riitta-Liisa (Finland) Session 6.5

Koskinen-Sinisalo, Kirsi-Liisa (Finland) Session 4.2; 6.2
 Kozhalieva, Chinara (Russia) Session 3.5
 Kristmundsson, Guðmundur (Iceland) Sessions 4.5; 6.2
 Kristola-Backlund, Carina (Finland) Session 8.8
 Kulbrandstad, Lise Iversen (Norway) Session 1.5
 Kulju, Pirjo (Finland) Sessions 4.2; 6.2
 Kupiainen, Reijo (Finland) Session 6.2
 Kurikalova, Nataliya (Russia) Sessions 4.4; 5.4
 Laakso, Mikko-Jussi (Finland) Session 6.1
 Laaksonen, Annele (Finland) Sessions 8.2; 9.2
 Laine, Teija (Finland) Session 6.1
 Laitakari, Timo (Finland) Session 7.1
 Laman, Tasha Tropp (USA) Session 4.7
 Laurila, Ina (Finland) Session 3.2
 Lepola, Janne (Finland) Sessions 4.7; 6.1
 Lindenauer, Jennifer (USA) Session 1.4
 Lindgrén, Signe-Anita (Finland) Sessions 5.8; 6.3
 Lokot, Yulia (Russia) Session 4.8
 Lukyanovich, Elena (Russia) Session 8.8
 Luukka, Minna-Riitta (Finland) Session 4.1
 Lyssand, Eldbjørg Tøsdal (Norway) Sessions 3.5; 7.5
 Lützen, Peter Heller (Denmark) Session 9.6
 Lytko, Tatiana (Russia) Session 1.8
 Lyytinen, Heikki (Finland) Sessions 6.1; 8.1
 Markkanen, Sanna (Finland) Session 9.2
 McIntosh, Janet E. (Canada) Session 9.6
 Merga, Margaret K. (Australia) Session 9.7
 Michalak, Dominika (Poland) Session 8.6
 Miglino, Viviana N. (Argentina) Session 4.6
 Mikeln, Petra (Slovenia) Session 6.4
 Mishkina, Lily (Russia) Session 1.8
 Montenegro, Ana Marcela (USA) Session 9.7
 Moore, Sara D. (USA) Sessions 8.7; 9.3
 Moreno, Fiona (USA) Session 1.5
 Moser, Gerda E. (Austria) Session 7.2
 Mower, Joy (United Kingdom) Session 1.7
 Muuri, Annukka (Finland) Session 9.2
 Mürsepp, Mare (Estonia) Sessions 1.1; 7.2
 Mäenpää, Juha (Finland) Session 7.1
 Möller-Salmela, Agneta (Finland) Session 9.1
 Nageldinger, James (USA) Sessions 4.6; 6.6; 9.3
 Narymbetova, Karina (Kazakhstan) Session 3.7
 Nazarovskaya, Yaroslava (Russia) Sessions 1.8; 7.5
 Niemi, Pekka (Finland) Session 8.1
 Niinistö, Eeva-Maija (Finland) Sessions 1.6; 3.2
 Nilsson, Sara (Finland, Germany) Sessions 7.3; 8.2

Norberg, Anna-Maija (Sweden) Sessions 6.3; 8.3
 Nousiainen, Merja (Finland) Session 4.6
 von Numers-Ekman, Katarina (Finland) Session 9.1
 Nyberg, Crister (Finland) Session 8.5
 Nylund, Roger (Finland) Session 4.6
 Ohlsson, Anna-Maija (Finland) Session 4.6
 Ólafsdóttir, Kristín Svanhildur (Iceland) Session 4.7
 Orell, Miina (Finland) Sessions 3.2; 4.2; 4.6
 Paldanius, Hilkkka (Finland) Session 4.1
 Pavlikova, Svetlana (Russia) Session 3.6
 Persson, Ulla-Britt (Sweden) Sessions 1.1; 4.6; 5.5; 7.6
 Pétursdóttir, Anna-Lind (Iceland) Sessions 3.7; 4.7
 Pihlava, Maarit (Finland) Session 8.2
 Popkova, Yana (Russia) Session 1.8
 Popova, Ekaterina S. (Russia) Sessions 6.8; 8.6
 Puig, Enrique A. (USA) Session 7.7
 Puksand, Helin (Estonia) Session 9.4
 Pøhler, Lis (Denmark) Session 4.3
 Rae, Annika (Finland) Session 7.1
 Ramakresinin, Shamala (Singapore) Session 1.6
 Rasmusson, Maria (Sweden) Session 7.5
 Rautiainen, Inka (Finland) Session 5.1
 Rejman, Katarina (Sweden) Sessions 6.6; 8.3
 Reusch, Charlotte F. (Denmark) Session 3.5
 Risberg, Ann-Katrine (Finland) Session 6.3
 Robinson, Edward H. (USA) Session 7.7
 Robinson, Sandra L. (USA) Session 7.7
 Romanicheva, Elena S. (Russia) Session 8.8
 Romanova, Irina (Russia) Session 1.8
 Roos, Susanne (Finland) Session 3.1
 Rozov, Ivan (Russia) Session 1.8
 Rudik, Elena (Russia) Session 4.8
 Saarento, Silja (Finland) Session 4.3
 Saario, Johanna (Finland) Session 4.1
 Saikkonen, Loretta (Finland) Session 5.2
 Salminen, Timo (Finland) Session 6.2
 Salonen-Nikolajev, Marja (Finland) Session 4.8
 Sandberg, Monika (Finland) Session 1.1
 Sankinen, Suvi (Finland) Sessions 1.1; 4.6
 Sastre, Laura Benítez (Spain) Session 8.7
 Sauerborn, Hanna (Germany) Session 4.6
 Saunders, Linda (United Kingdom) Session 4.6
 Schneider, Elke (Finland) Session 5.8
 Scullin, Bethany L. (USA) Session 9.3
 Selin, Ann-Sofie (Finland) Sessions 2; 4.6; 10
 Sendova, Maria (Bulgaria) Session 8.4

Sharikov, Sergei (Russia) Session 4.4
 Shulekina, Julia (Russia) Session 8.1
 Sisson, Betsy (USA) Session 6.4
 Sisson, Diana (USA) Session 6.4
 Smetannikova, Nataly N. (Russia) Session 6.8
 Sommervold, Tove (Norway) Session 8.3
 Sonntag, Jonas (Finland) Sessions 3.3; 5.3; 7.4
 Spolander, Kristiina (Finland) Session 9.2
 Stenvall, Annina (Finland) Session 5.1
 Storozheva, Svetlana (Russia) Session 4.8
 Sulkunen, Sari (Finland) Sessions 3.8; 4.1 & 1st Plenary session
 Suopanki, Liisa (Finland) Session 7.3
 Szabó, Ildikó (Hungary) Session 6.6
 Tazieva, Tatiana (Russia) Session 7.8
 Thorander, Birgitta (Sweden) Session 6.3
 Tikkinen, Siinamari (Finland) Session 6.5
 Tiuraniemi, Pirkko (Finland) Sessions 1.4; 5.2; 9.4
 Tjernberg, Catharina (Sweden) Session 5.3
 Trageton, Arne (Norway) Sessions 4.6; 8.5
 Trifonova, Elena (Russia) Session 7.8
 Turunen, Tiina (Finland) Sessions 3.2; 5.2
 Tyugaeva, Irina (Russia) Session 7.8
 Törmä, Elina (Finland) Session 3.1
 Ukkola, Annette (Finland) Session 6.5
 Vaittinen, Pirjo (Finland) Session 1.2
 Valtin, Renate (Germany) Sessions 1.1; 3.8; 10
 Wang, Xiao-lei (USA) Session 1.5
 Wason-Ellam, Linda (Canada) Session 3.5
 Vataja, Pia (Finland) Sessions 5.1; 6.3
 Whitmore, Kathryn F. (USA) Session 3.4
 Wilkinson, Louise C. (USA) Session 5.4
 Volkova, Marina (Russia) Session 1.8
 Voropaev, Alexander (Russia) Sessions 1.2; 9.8
 Vostrikova, Elena (Russia) Session 7.8
 Votteler, Nancy K. (USA) Session 3.4; 9.7
 Yau, Jia-ling Charlene (Taiwan) Session 5.4
 Zakharova, Nina (Russia) Session 1.8
 Zhakupova, Aliya (Kazakhstan) Session 8.6
 Znamenskaja, Olga L. (Russia) Session 8.8

NOTES

NOTES

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

FinRA “Call for papers” Seminars and Conferences

2003 Tampere/Tammerfors

”Luovuus ja taito opetuksessa | Kreativitet och färdighet i undervisningen”
FinRA seminar hosted by Tammerfors svenska samskola

2007 Hämeenlinna/Tavastehus

”Literacy curriculum and Individualised teaching”
FinRA–EstRA seminar hosted by Teacher Training School,
University of Tampere, Hämeenlinna Campus

2008 Tampere/Tammerfors

”Huomisen tekstitaidot | Literacy för i morgon | For the Learner”
FinRA 40th Anniversary Seminar in collaboration with
University of Tampere, Department of Teacher Education

2009 Jyväskylä

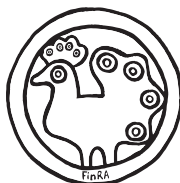
”Tekstitaidot ja uudet teknologiat | New literacies | Reading and writing with new technologies”
FinRA seminar in collaboration with the University of Jyväskylä, Faculty of Education

2010 Turku/Åbo

”Läsfärdighet – för lärande | Tekstitaidot – oppimista varten |
Чтение в обучении | Literacy Skills – for Learning”
FinRA Conference

2016 Turku/Åbo

Making meaning – literacy in action
3rd Baltic Sea – 17th Nordic Literacy Conference
FinRA Conference



FinRA

finrainfo@gmail.com; <http://finnishreadingassociationenglish.blogspot.fi/>

© 2016

Published by FinRA

ISBN 978-951-97486-7-2

Painosalama Oy – Turku, Finland 2016