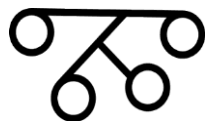


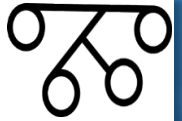


TEAM DEVELOPMENT OF A READER/WRITER
Combinatorial capabilities of a skilled reader
(to be developed)



Anita Peti-Stantić, COST1401 WG2 LEADER
University of Zagreb, Croatia

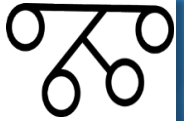
DEVELOPMENT OF A READER/WRITER



- + work in progress
- + general aim: to organize a team working on **scientific tasks** (linguistic, psycholinguistic, literary, cultural etc.), as well as relevant and innovative **interventions** in our societies
- + team leader: Anita Peti-Stantić (new project “The Building Blocks of Croatian Mental Grammar: Constraints of Information Structure”, Croatian NSF 2017-2021, collaborator Gordana Keresteš)
- + collaborative research between interested members, as well as members of WG1 and WG2, working on societal impact of the scientific findings in **formal and non-formal settings**



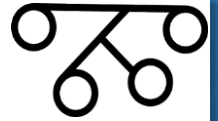
DEVELOPMENT OF A READER/WRITER



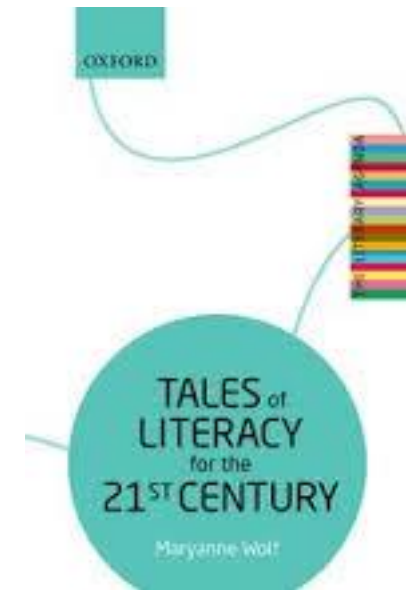
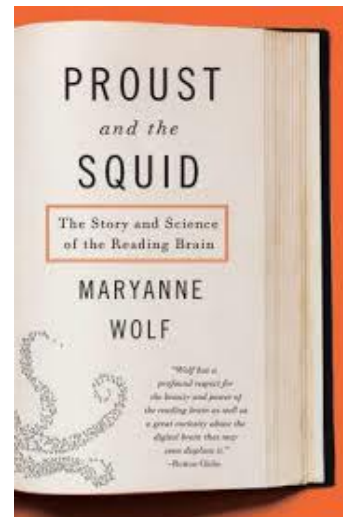
- + WG2 organized around developmental aspects of literacy and education in a digital world, promoting **lifelong development of the literate mind/brain** and investigating how it can be further promoted by **formal and informal education**

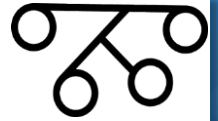


COMBINATORIAL CAPABILITIES OF A SKILLED READER



- + **SPECIFIC AIM:**
 - + collaborative (bi- and multilateral) research with an aim to identify crucial, language specific markers of critical reading and writing as an interconnected system
 - + core concept – **deep reading** (Marianne Wolf)

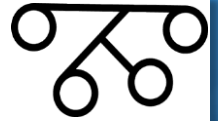




DEEP READING, Maryanne Wolf

- + Deep reading is a complex process that builds on the efficiency of lower level linguistic skills, such as orthographic, phonological, semantic, morphological and syntactic knowledge, to decode and comprehend text (Wolf, 2007; Wolf et al, 2009), as well as on higher level skills such as inference and analysis, allowing readers to fuse their own knowledge with the text to think thoughts that go beyond the author's words.

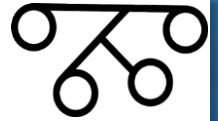
COMBINATORIAL CAPABILITIES OF A SKILLED READER



- + DEEP READING
 - + set of cognitive and metacognitive processes
- + forming the KNOWLEDGE BASE
- + enabling GENERATIVITY (and critical thinking) of our mind and our language
- + Maryanne Wolf – the full sum of the **cognitive**, **perceptual**, and **affective processes** that prepare readers to **apprehend**, **grasp**, and **assimilate** the essence of what is read – beyond decoded information, beyond basic comprehension, and sometimes beyond what the author writes or even intends



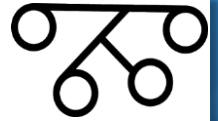
COMBINATORIAL CAPABILITIES OF A SKILLED READER (following Wolf)



- + 1. **Entry processes** like *imagery, perspective taking, background knowledge*
- + 2. **Metacognitive (“Scientific Method”) processes** such as *analogical thought* functions as the bridge between *background knowledge* and *inferential abilities (observation, deduction, and induction)* and critical analysis
- + 3. **Generativity processes** with *insight* and *contemplation* as vehicles to *novel thought*



GOALS - in line with combinatorial capabilities



+ 1. SCIENTIFIC

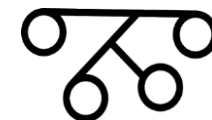
- + psycholinguistic analysis of language-specific **metacognitive processes** necessary to enhance reading (and writing)
 - + interplay of grammar and lexicon (Ray Jackendoff's *A User's Guide to Thought and Meaning* and *Foundations of Language: Brain, Meaning, Grammar, Evolution*)

+ 2. SOCIETAL

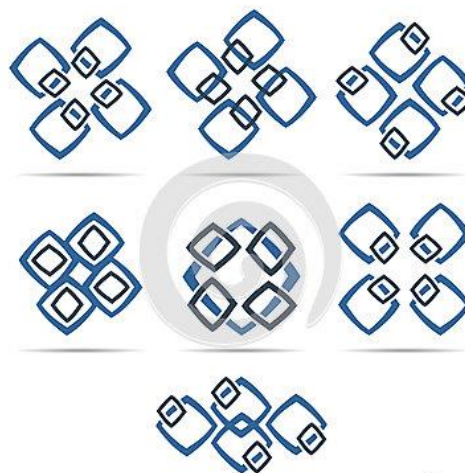
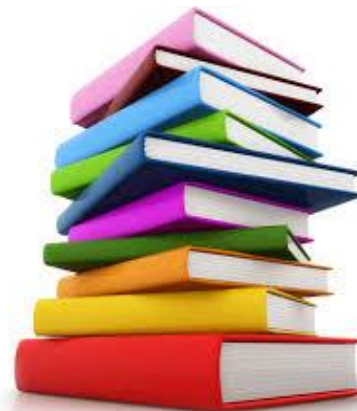
- + **societal intervention** – under the motto “Good reader has to be ahead with her knowledge”
- + **fluent comprehension** - unfolding information, using words and grammatical frames as models
 - + linguistic
 - + knowledge-oriented
- + **academic literacy for children**



GOALS - in line with combinatorial capabilities



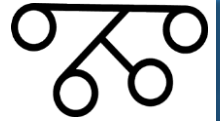
- + development of *linguistic inferential abilities* (*observation, deduction, and induction*)
 - + universal and language-specific
 - + age-appropriate
- + linguistic prerequisites
 - + category of concreteness/imageability
 - + generativity of all levels of grammatical analysis



dreamstime



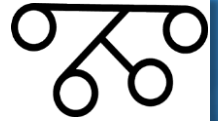
METHODS - in line with combinatorial capabilities



- + starting age group 9-10
 - + points in education for research: 3-4 grade ES, 7-8 grade ES, 3 grade HS
- + textbooks – words assumed not to be understood immediately, without specific instruction (students, teachers, researchers)
 - + range: Croatian language and literature, History, Natural Sciences/Biology, Math
 - + avoid technical terms
 - + general intellectual terminology (in old-fashioned philology – civilizational terminology) needed for participating in an intellectual life



METHODS - in line with combinatorial capabilities



+ psycholinguistic research

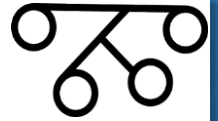
- + testing words from textbooks on the scale for abstractness/imageability
- + testing students on understanding (with and without context; method – multiple choice, completing sentences, forming sentences)

+ intervention

- + targeted strategies for enhancing syntactic and semantic understanding (similar to RAVE-O method)
- + main point – **correlations**
 - + **semantic and syntactic connections** (synonyms, antonyms, specific word-formation rules, non-words, semantically based syntactic constraints etc.)
 - + word formation from the same roots (identity of meaning and changes in meaning)
 - + build awareness and perfection of grammatical frames such as gender and number agreement, null subject, word order and relatively complex and opaque sequence of tenses



DEVELOPMENT OF A READER/WRITER →

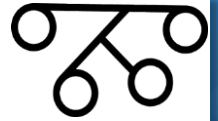


COMBINATORIAL CAPABILITIES OF A SKILLED READER

+ WHY?

- + because reading/writing is interconnected system that is part of our cognitive system
- + to automatize certain processes and liberate the mind for more complex ones (build awareness of polisemy, wordwebs, grammatical frames)
- + to enhance gradual rise in depth and extent of reading/writing skills (an opposite to “An inch deep and a mile wide”)
- + **democratization of reading and writing, irrespective of wealth and/or race, language etc.**
- + **to develop a critical reader/writer for critical citizenship in a changing world**

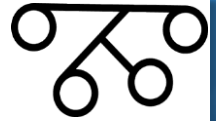




BRAINSTORMING FEBRUARY 1, 2017

- + general agreement over the importance of bridging the gap between underprivileged students and the others via schooling system (importance of expository, informational texts, language-specific syntax-semantic research)
- + striving to find methodological common ground
- + triplets of researchers rather than everyone doing the same
- + ALONGSIDE WITH MY INTEREST IN DEEP READING, THREE TEMES OF INTEREST: text quality, use of figurative language (comprehension and production), early literacy as a predictor of later achievements

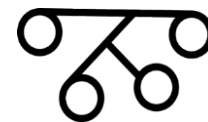
DEVELOPMENT OF A READER/WRITER



+ DELIVERABLES:

- + 1. Construction of **language-specific literacy diagnostic tools** based on prototypical pivots of the vocabulary and syntax integration.
- + 2. **Societal actions** (interventions, strategy focused instructions, coordination of efforts with libraries and independent reading groups etc.)
- + 3. **Database** of projects that should be advertised as examples of **good practices**, both on national and small scale level.
- + 4. **Chapter in an European handbook of reading/writing comprehension skills** for fluent reading, writing and comprehension with an emphasis on deep reading (inference, deduction, comparison, critical analysis) and building of a world-web grounded in semantic relations such as polysemy and homonymy.
- + Or a paper on reading/writing comprehension skills in different languages





THANK YOU

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