

Project No 2019-1-PL01-KA201-065421 ” Effective strategies in students' reading education”

The influence of reading on the social and material development of the inhabitants and on the economic development of the country

Author: Kazimierz Ambroziak
District Education Development Center in Giżycko.
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MOTTO



A nation that reads little, knows little

A nation that knows little makes bad decisions: at home, in the market, in court, at the ballot box. An uneducated majority can get more votes than an educated minority - a very dangerous aspect of democracy".

Jim Trelease, author of „Read-Aloud Handbook”

THE READERSHIP

The readership - human activity related to reading books. The readership is a social process, which consists in meeting people's aesthetic, intellectual, scientific, informational and entertainment needs by assimilating the written output of human thoughts, feelings or knowledge.



**THE INFLUENCE OF READING
ON PEOPLE'S PERSONAL,
SOCIAL AND MATERIAL
DEVELOPMENT BASED ON
SCIENTIFIC RESEARCH**

Source of information

Zasacka Z. (2014). *Czytelnictwo dzieci i młodzieży*, Warszawa: Instytut Badań Edukacyjnych (Zasacka Z. (2014). Readership of children and youth, Warsaw: Institute of Educational Research)



Zofia Zasacka

**Czytelnictwo
dzieci i młodzieży**



Socio-demographic characteristics of elementary school students and types of book readers		Students who do not read books (both arbitrary books and books that are obligatory to read)	school readers (students who read only compulsory books)	Spontaneous readers (they read the books they like, they do not read the books they are required to read)	active readers (read books that they choose themselves as well as obligatory books))
Polish language assessment at the end of the fifth grade (12 years)	assessment - inadequate (1)	31%	0%	0%	69%
	assessment - admissible (2)	10%	22%	15%	53%
	assessment - sufficient (3)	6%	23%	9%	62%
	assessment - good (4)	6%	18%	6%	70%
	assessment - very good (5)	1%	13%	5%	81%
	assessment - highest (6)	4%	2%	7%	86%

The above test results should be read as follows:

Eg. the "assessment - admissible - 2" receives 10% of "students not reading books" 22% of "school readers", 15% of "spontaneous readers" and 53% of active readers and a "assessment very good 5" receives 1% of students "non-reading" books(!!!), 13% of "school readers", 5% of "spontaneous readers" and 81% of „active readers”

Leaving aside results below 10%, it is very clear that:

1. Only the active reader has a chance to get a assessment highest (6).
2. Active readers and school readers have a chance to receive a very good (5), good (4) and sufficient assessment (3).

A worrying phenomenon is the "good chances" of active readers to get the lowest marks: the inadequate assessment (1) (69% and admissible assessment (2) (53%).

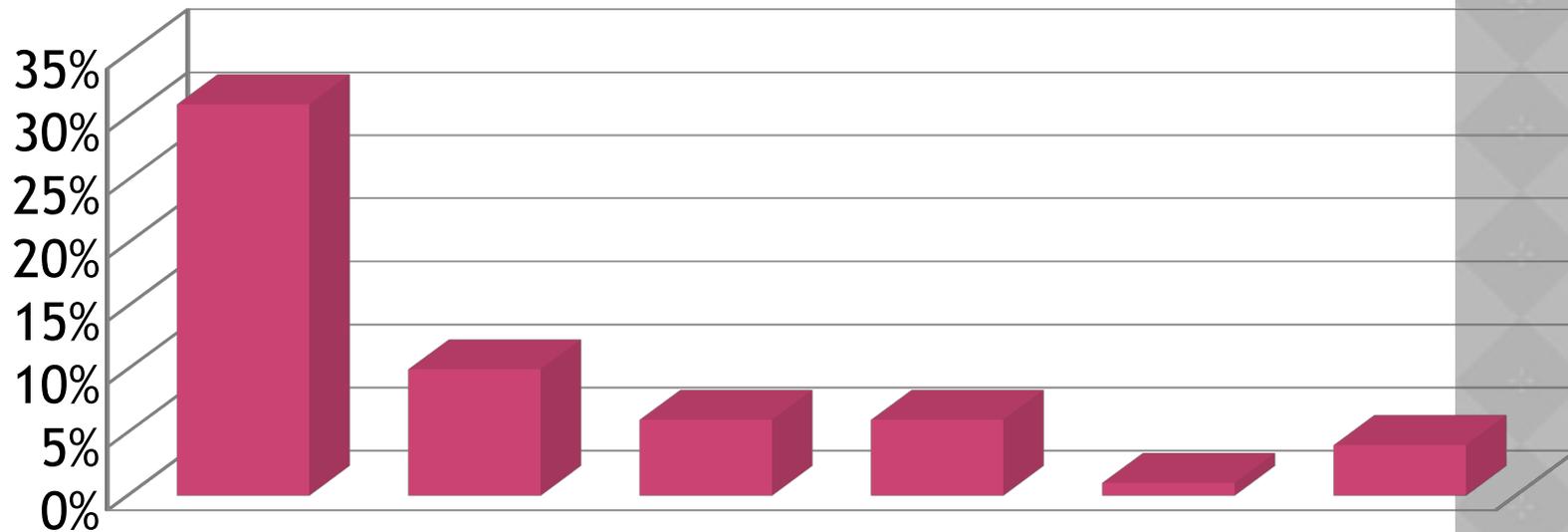
Teachers in Poland do not give a positive assessment of "spontaneous readers".

In the Polish school, reading of the obligatory books is valued above all

Nevertheless,

Active readers have a much better chance of success at school (Polish language assessment)

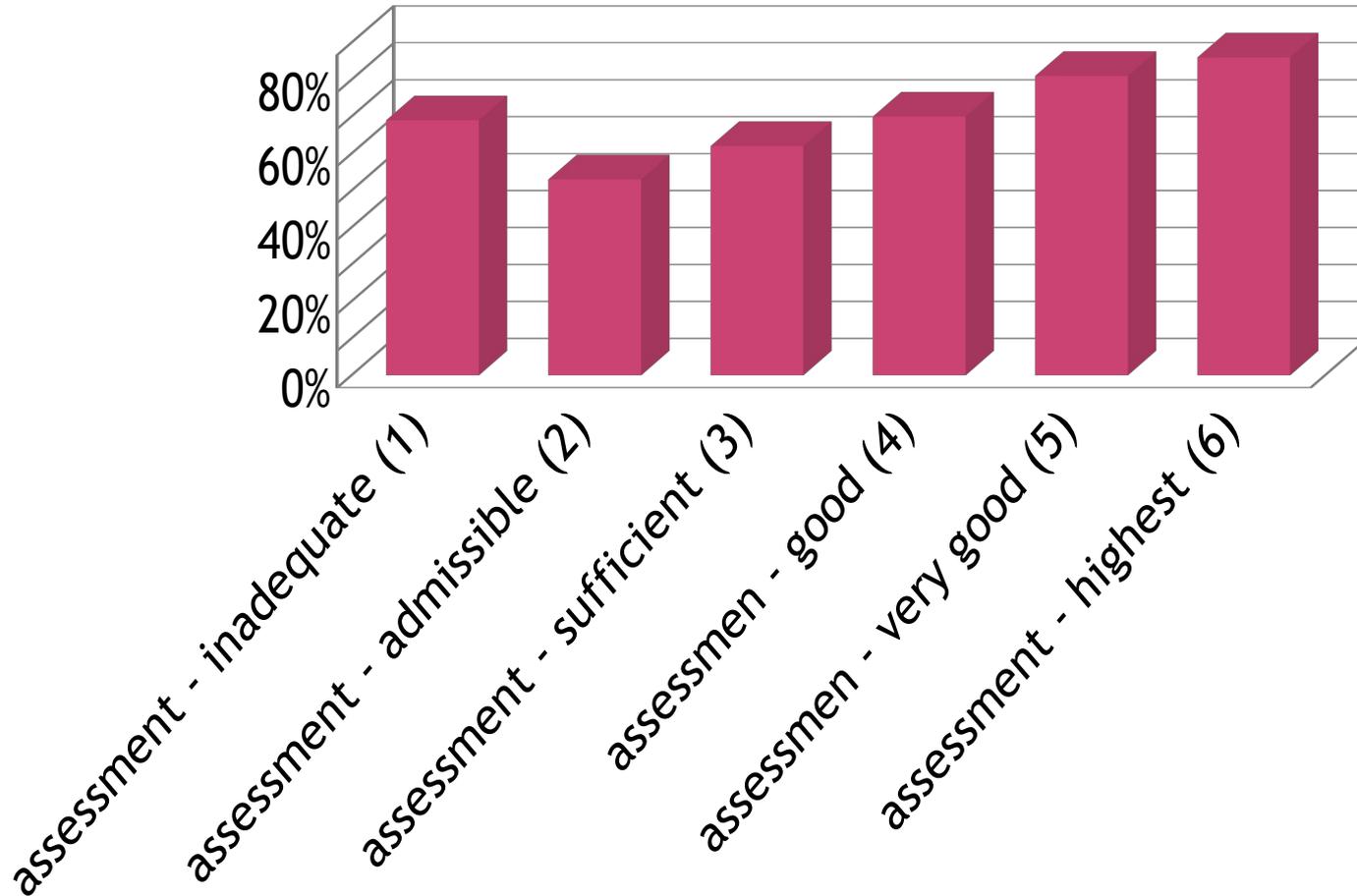
% of students receiving the indicated grades - who do not read books (both arbitrary books and books that are obligatory to read)



assessment - inadequate (1)
assessment - admissible (2)
assessment - sufficient (3)
assessment - good (4)
assessment - very good (5)
assessment - highest (6)

■ Polish language assessment at the end of the fifth grade (12 years)

**% of students receiving the indicated grades - active readers
(read books that they choose themselves as well as obligatory
books)**



■ Polish language assessment at the end of the fifth grade (12 years)

Socio-demographic characteristics of elementary school students and types of book readers		Students who do not read books (both arbitrary books and books that are obligatory to read)	school readers (students who read only compulsory books)	Spontaneous readers (they read the books they like, they do not read the books they are required to read)	active readers (read books that they choose themselves as well as obligatory books)
Polish language assessment at the end of grade VIII (15 years)	assessment - inadequate (1)	33%	23%	10%	34%
	assessment - admissible (2)	29%	31%	12%	28%
	assessment - sufficient (3)	19%	27%	12%	43%
	assessment - good (4)	5%	20%	8%	67%
	assessment - very good (5)	2%	16%	7%	75%
	assessment - highest (6)	6%	3%	8%	83%

Conclusions from the results of the study of grade VIII students are similar to those of grade V, especially if we omit results below 10%.

1. The students "unreaders of books" have a chance to get a sufficient assessment (3) at most.

2. The students "School Readers" (who read only required books) are likely to earn a very good grade (16%).

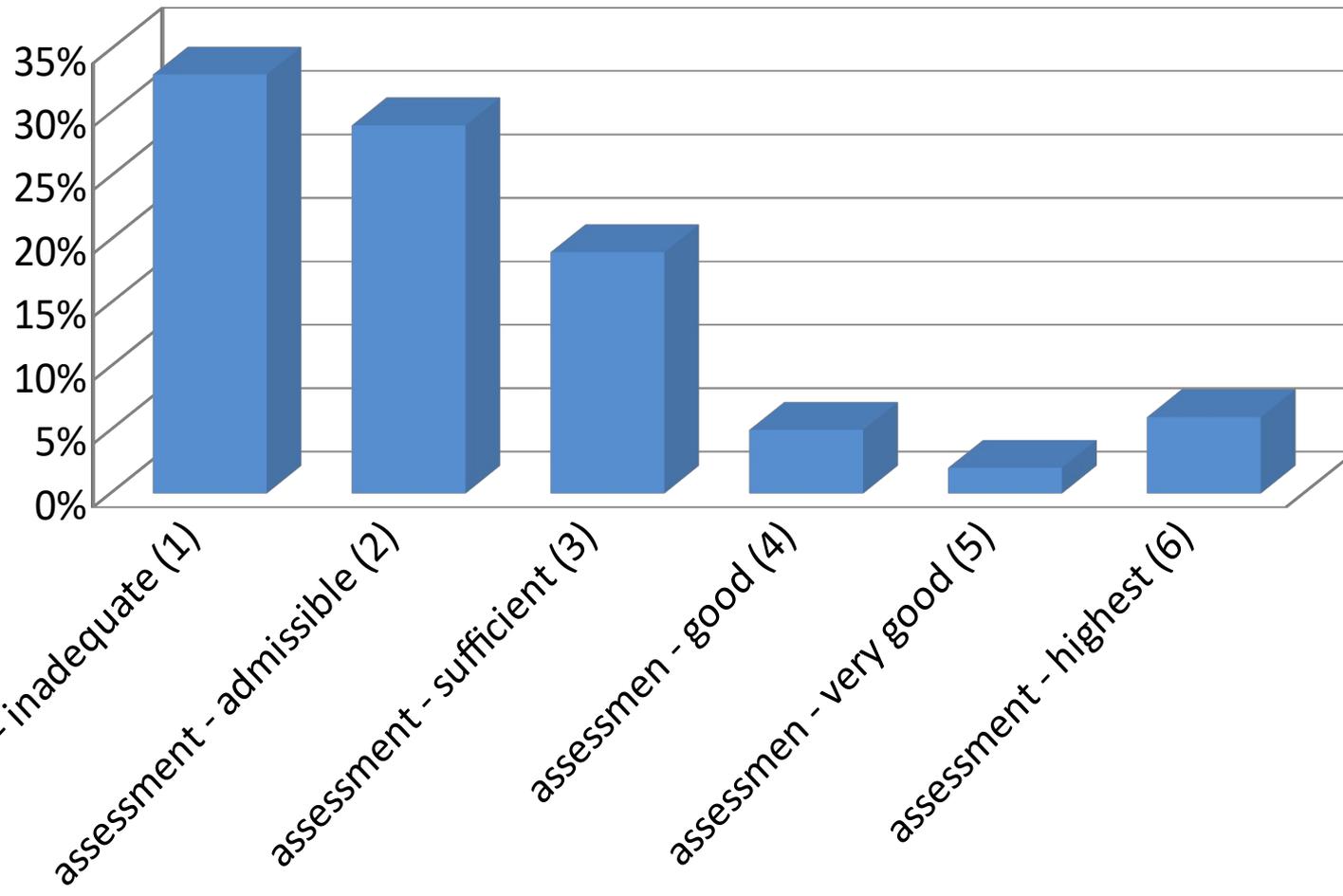
3. "Spontaneous readers" are less likely to get good grade than students who do not read books at all . Only 12% of "spontaneous readers" can get a "sufficient assessment", while 19% of students who do not read books at all can get the same assessment.

This is a paradox.

4. „Active readers" have a chance to get all grades, with the probability of getting the lowest grades being 28% and 34% respectively. This is much less than at the age of 12 (class V).

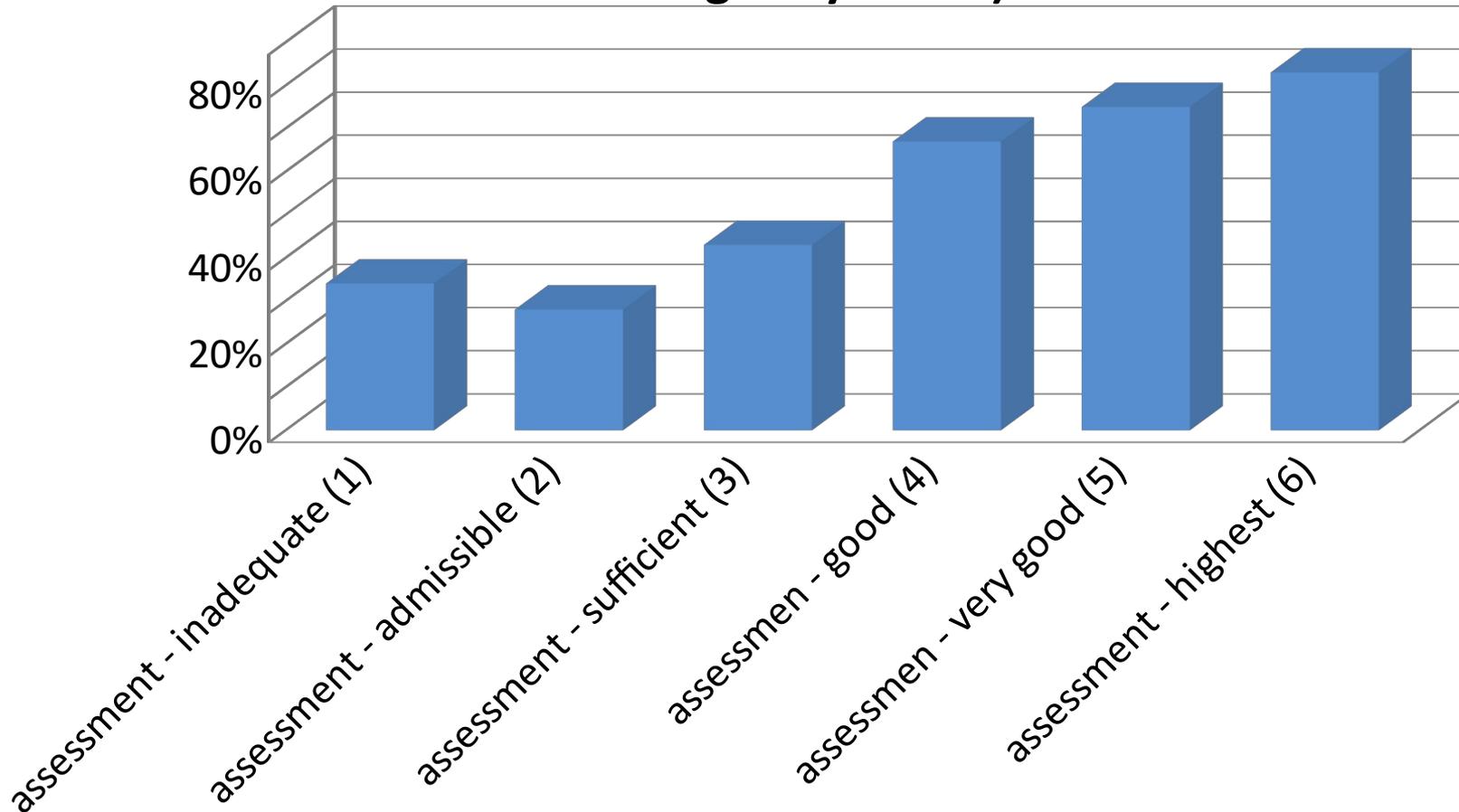
As with the students at age 12, it can be said that "Active Readers" are significantly more likely than other students to be successful in school (Polish language grades).

% of students receiving the indicated grades - who do not read books (both arbitrary books and books that are obligatory to read)



■ Polish language assessment at the end of grade VIII (15 years)

% of students receiving the indicated grades - active readers (read books that they choose themselves as well as obligatory books)



■ Polish language assessment at the end of grade VIII (15 years)

The information contained in this presentation
is presented on the basis of the National
Library's survey entitled:



"The state of readership in Poland in 2017".

Authors: Izabela Koryś, in Kopeć, Zofia Zasacka,
Roman Chymkowski

Reading Research Laboratory of the National
Library

Professional category	Reads the paper press	Reads news and press on the Internet	Has read text of 3 pages or more in the last month	Has read at least 1 book per year	Has read 3 or more books during the year	Has read 7 or more books during the year
Entrepreneurs and self-employed	58%	78%	60%	51%	25%	14%
Managers	64%	79%	60%	64%	36%	17%
Specialists	61%	87%	67%	71%	49%	23%
Non-worker's professions	57%	75%	53%	50%	28%	14%
Worker's professions	46%	50%	28%	28%	12%	5%
Farmers	66%	42%	44%	44%	16%	5%

Education	Reads the paper press	Reads news and press on the Internet	Has read text of 3 pages or more in the last month	Has read at least 1 book per year	Has read 3 or more books during the year	Has read 7 or more books during the year
Primary School or Gymnasium	42%	20%	19%	14%	5%	2%
Basic vocational school	52%	36%	27%	19%	8%	3%
Secondary and post-secondary school	57%	61%	46%	43%	22%	10%
Higher education - Bachelor's and Master's degree	64%	82%	69%	68%	45%	23%

CONCLUSION

Based on research carried out by the National Library, it appears that people with higher education, specialists and managers read the most.

We believe that the following statement is justified

Children and adolescents, who are active readers, have the best chances to graduate from university and become specialists and managers.

**JIM TRELEASE –
QUOTES FROM THE BROCHURE "WHY READ
ALoud TO CHILDREN? "**

The last 30 years of reading research confirm a simple formula - regardless of gender, race, nationality or socio-economic background, those who read the most, read the best, achieve the most and stay in school the longest. On the contrary, those who read little can't achieve more

Source: <http://www.trelease-on-reading.com/read-aloud-brochure.pdf>

JIM TRELEASE - QUOTES FROM THE BROCHURE "WHY READ ALOUD TO CHILDREN? "

Seventy-five years of S.A.T. statistics reveal that wealthy students consistently score higher than poverty students (this is true internationally as well).

Looming large among the causes is that affluent families read to their children more often, their homes have a richer print climate (books, magazines, and newspapers), and more words are heard in conversation by affluent children.

Hart and Risley's landmark study *Meaningful Differences* showed affluent children heard 45 million words by age four, working class heard 26 million, and the poverty child heard just 13 million—that's a 32-million word gap between rich and poor kindergartners.

<http://www.trelease-on-reading.com/read-aloud-brochure.pdf>

JIM TRELEASE - QUOTES FROM THE BROCHURE "WHY READ ALOUD TO CHILDREN? "



Source : *Meaningful Differences* by Betty Hart & Todd Risley

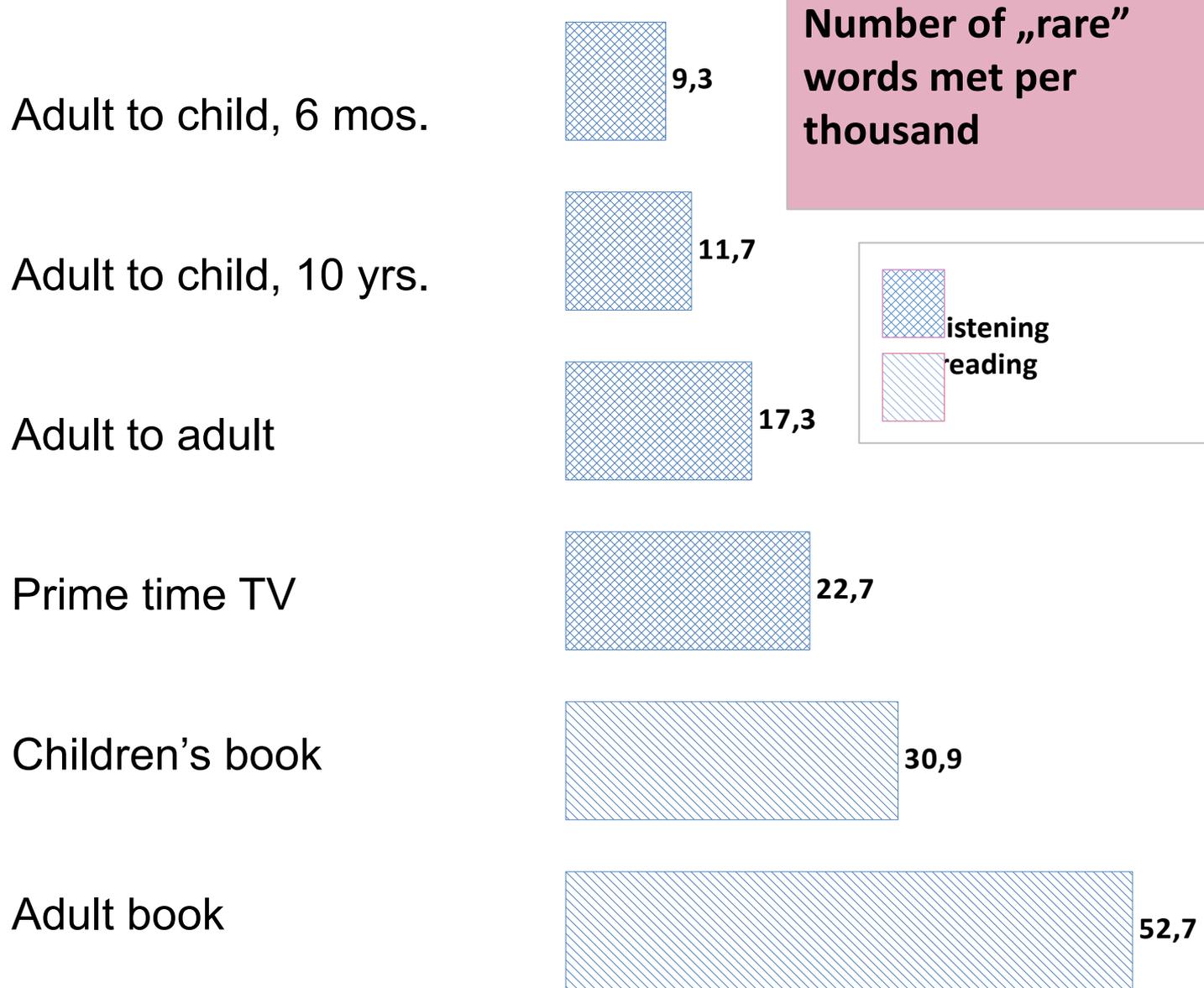
<http://www.trelease-on-reading.com/read-aloud-brochure.pdf>

JIM TRELEASE – QUOTES FROM THE BROCHURE "WHY READ ALOUD TO CHILDREN? "

But when it comes to building rich vocabulary, nothing does it like words that come from “print.” When researchers counted the words we use most often, the total came to 10,000 different words (the most common word is “the”). Beyond the 10,000 mark, you meet what are called the “rare” words. Though we use these words less frequently in conversation, they make up more and more of what you must know in order to understand complicated ideas and feelings in print, be it The New York Times, a textbook, or a novel. Thus the more rare (book) words a child knows, the more easily he or she will be able to read complex ideas.

<http://www.trelease-on-reading.com/read-aloud-brochure.pdf>

JIM TRELEASE - QUOTES FROM THE BROCHURE "WHY READ ALOUD TO CHILDREN?"



THE SUCCESSFUL PEOPLE AND THEIR READING HABITS

These are excerpts from the article from WORD ECONOMIC FORUM - Reading habits of 9 most successful people,

<https://www.weforum.org/agenda/2017/07/9-of-the-most-successful-people-share-their-reading-habits>

author Chris Weller , Ideas Reporter, Business Insider

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Warren Buffett (assets: USD 84.4 billion)

Magnate Berkshire Hathaway spends five to six hours a day reading five different newspapers.

He also analyses 500 pages of financial documents and recommends future investors to do the same.

"This is how knowledge works," he said recently at the investment department of Columbia University. - It grows like a folding percentage. You can all do it, but I guarantee that few of you will do it.



Bill Gates (Assets 113.7 billion USD)

A former Microsoft CEO has confirmed that he reads 50 books per year or about one book per week. Most of the books are factual literature that deals with public health, disease, engineering, business and science. He reads a novel from time to time, sitting up late at night. But most of all, the books serve to learn more about the world he lives in.

Photography - Bill Gates (public domain)

Mark Zuckerberg



In 2015, the Facebook CEO promised to read one book every two weeks in order to learn about different cultures, beliefs, history and technologies. - wrote in a post on Facebook.

"Books allow you to fully explore the subject and immerse yourself in a deeper way than most of today's media. - wrote. "I can't wait to change the media diet towards reading books.

Photography : [Mark Zuckerberg](#) , founder and CEO of Facebook, at a press conference on the e-G8 forum at the 37th G8 summit in Deauville, France. Author Guillaume Paumier,

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Utterance - Saint John Paul II

Source

<http://franciszanska3.pl/aktualnosci/dom-pamieci-karola-wojtyly-przy-tynieckiej-10>

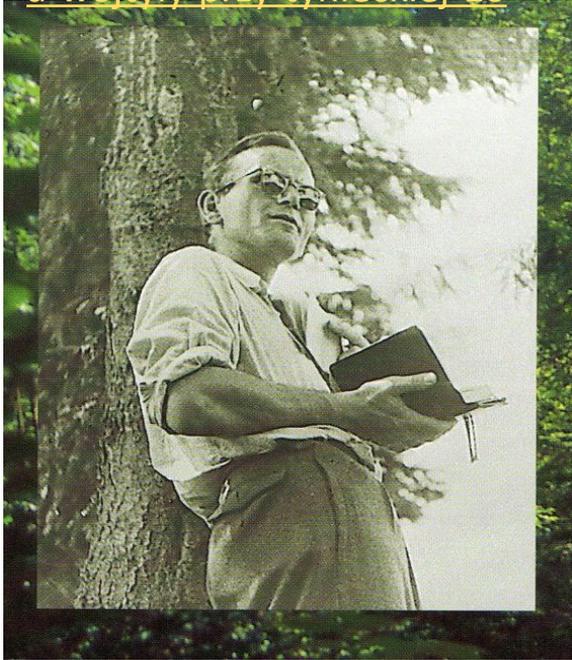


Photo – **CENTRUM MYŚLI JANA PAWŁA** <https://www.centrumjp2.pl/nieodplatne-plakaty/>

Since childhood I liked books. My father introduced me to the tradition of reading books. He would sit next to me and read to me all Sienkiewicz and other Polish writers. (...) And he would not stop encouraging me to learn the most valuable literature. He never stood in the way of my interest in theater. If the war hadn't broken out and the situation hadn't changed radically, maybe the prospects that the university studies of Polish literature opened for me would have attracted me completely. (...)

SUMMARY



These are the statements formulated by Dorota Grabowska, a doctor of humanities in the field of bibliology from the Institute of Library Science and Scientific Information of the University of Warsaw.

Research interests of Dorota Grabowska

- 1) Organization and activities of public and school libraries with particular attention to methods and forms of work;
- 2) Reading of children and youth;
- 3) Standardization in libraries.

Photography and description based on

<https://>

www.wdib.uw.edu.pl/studia/89-pracownicy/niesamodzielni-pracownicy-wdiib-uw/436-dr-dorota-grabowska

17 ADVANTAGES OF THE BOOK

1. The book helps us develop language and vocabulary. It teaches us to express thoughts and understand others.
2. The book develops thinking. It provides us with thought concepts and new ideas, expands our awareness and our world.
3. The book stimulates fantasy, teaches us to build images in our imagination.
4. The book provides us with knowledge about other countries and cultures, about nature, technology, history, everything we would like to learn more about.
5. The book develops our feelings and ability to empathize. It develops our ability to feel in someone's situation.

6. The book adds strength and enthusiasm. It provides us with entertainment and emotions. It can make us laugh or upset. It can comfort and indicate new possibilities.
7. The book can pose questions that engage and stimulate further reflection.
8. The book teaches us ethics. It makes us think about what is right and wrong, what is good and what is bad.
9. The book can explain reality and help in understanding relationships.
10. The book can prove that often a question has more than one answer, that the problem can be looked at from different sides. It can suggest other ways of conflict resolution than violence.
11. The book helps us understand ourselves. Discovering that there are others who think like us, that we are entitled to our feelings and reactions, strengthens our self-esteem.

12. The book helps us understand others. Reading books by writers from another era, another world, and discovering that their thoughts and feelings are not different from ours, builds tolerance for other cultures and prevents prejudice.
13. The book is our companion in solitude. It is easy to take it with you and read anywhere. From the library you can borrow it for free and you do not have to plug it in.
14. The book is part of our cultural heritage. Thanks to it we have common experiences and points of reference.
15. A good book for children, which can be read aloud, brings joy to children and adults. It builds a bridge between generations.

16. A children's book is the first encounter with literature - the unlimited world from which we draw our whole life. It is a very important meeting, because if it is not wasted, it will show how much good literature can give.
17. Children's literature enriches the culture of the country. It gives work to many people: writers, illustrators, publishers, editors, printers, reviewers, booksellers, librarians... Children's literature can also be exported, bringing the country income and recognition abroad.

17 advantages of the book - this is an excerpt from Dorota Grabowska's presentation - THE IMPACT OF READING ON CHILD DEVELOPMENT AND YOUTH http://www.budowlankakrosno.pl/download/inne/wp_czytania.pdf

Trainees' work

Dear participants of the training

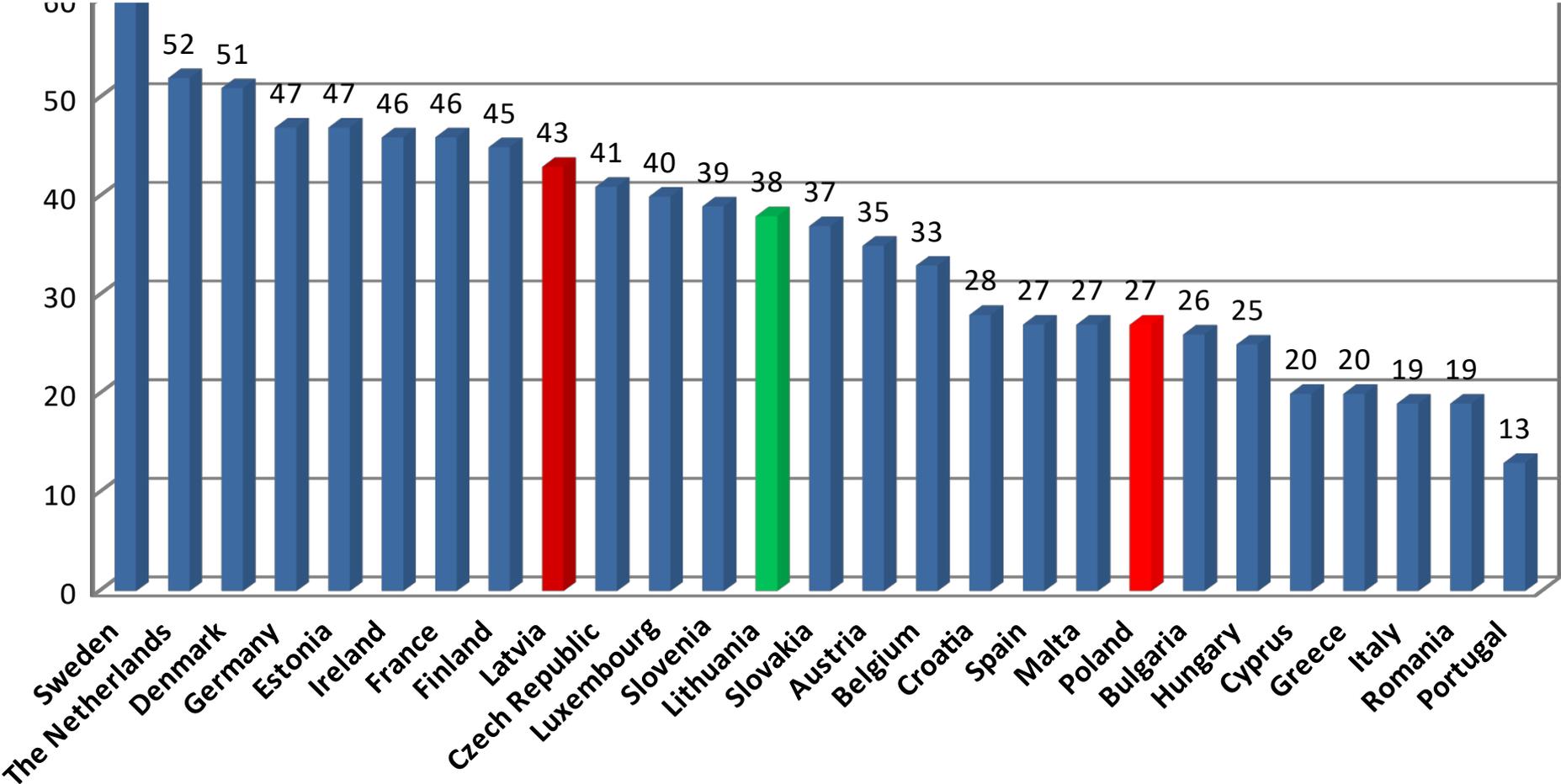
Please indicate a positive relationship between readership and the personal development of a person you know (friend, family member, pupil) by marking him/her with a pseudonym you invented. Please write a description of this person in *.doc or *.docx or *.odt, in your national language. After filling in the description, please send it by e-mail to the address of the training provider



THE IMPACT OF BOOK OR/AND PRESS READING ON NATIONAL DEVELOPMENT

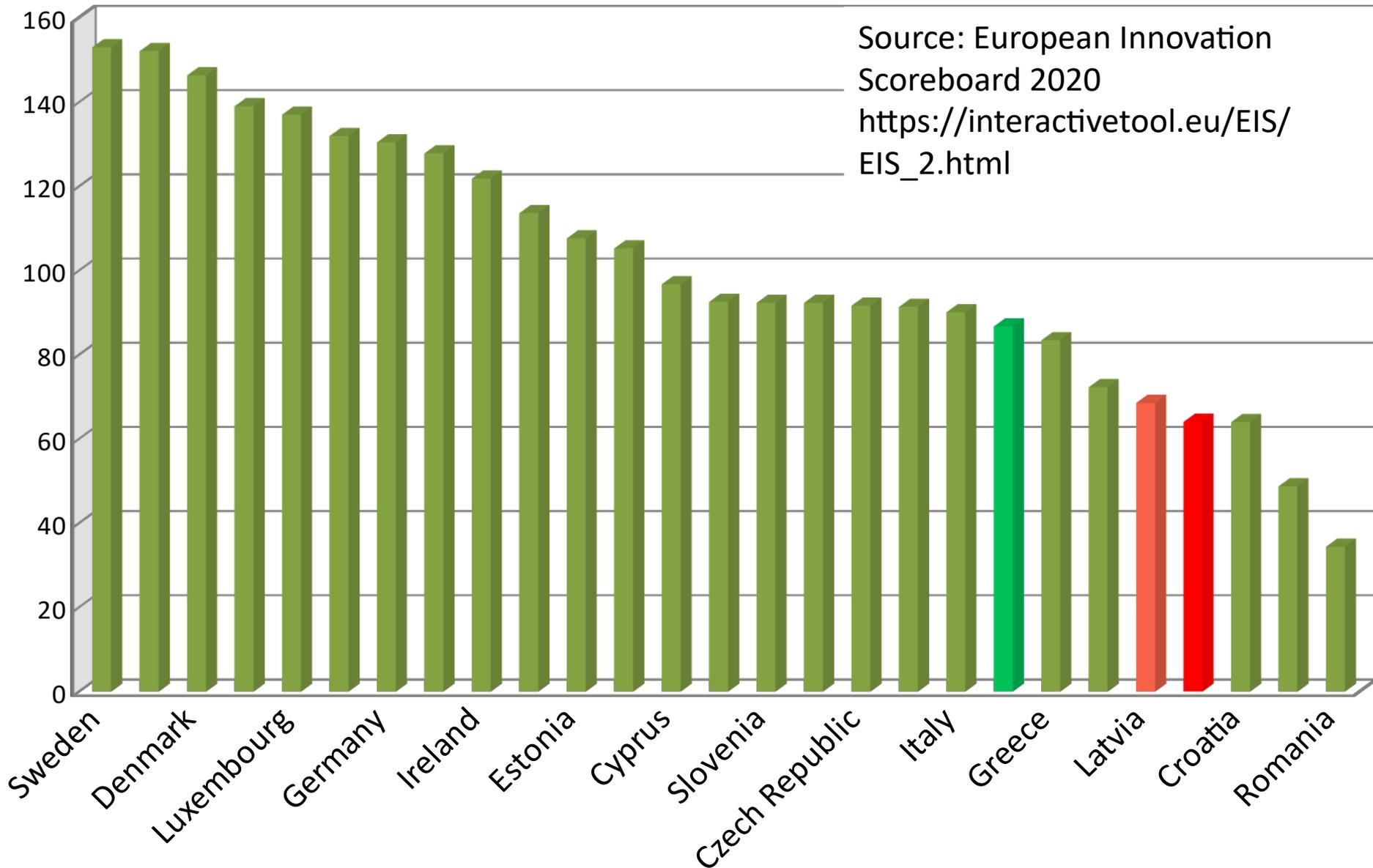
Let's analyze the following data

Reading books in the European Union (% of people reading more than 5 books per year)

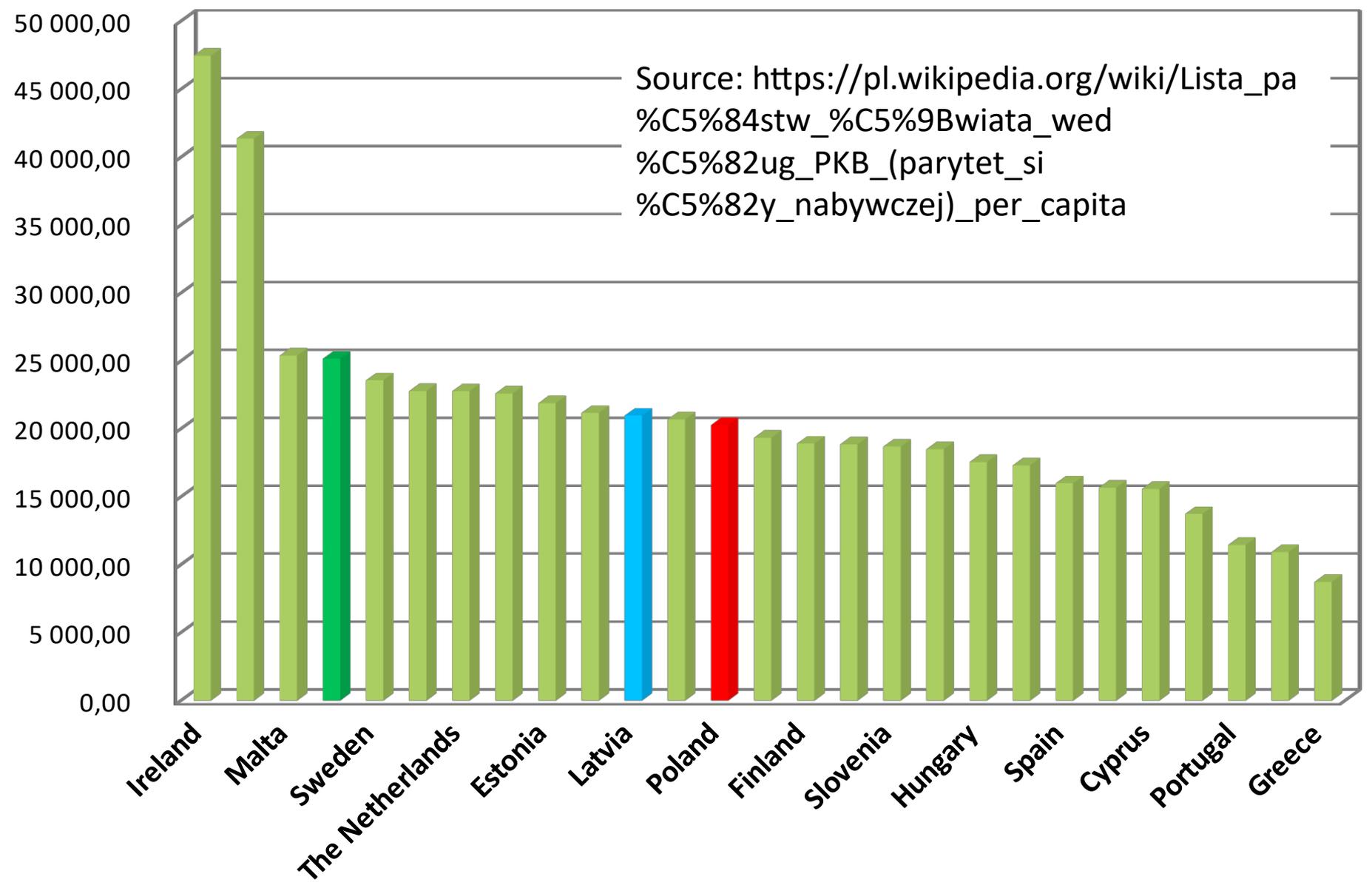


Source: *Cultural access and participation – Report*, Special Eurobarometer 399, Survey coordinated by the European Commission, http://ec.europa.eu/public_opinion/archives/eb_special_399_380_en.htm#399

Country's total innovation indicator



Increase in the inhabitants' wealth (GDP per capita), purchasing power parity, between 2000 - 2018, in international dollars



Readership	Innovation	Increase in wealth
Sweden	Sweden	Ireland
The Netherlands	Finland	Luxembourg
Denmark	Denmark	Malta
Germany	The Netherlands	Lithuania
Estonia	Luxembourg	Sweden
Ireland	Belgium	Slovakia
France	Germany	The Netherlands
Finland	Austria	Germany
Latvia	Ireland	Estonia
Czech Republic	France	Austria
Luxembourg	Estonia	Latvia
Slovenia	Portugal	Czech Republic
Lithuania	Cyprus	Poland
Slovakia	Spain	Denmark
Austria	Slovenia	Finland
Belgium	Slovakia	Belgium
Croatia	Czech Republic	Slovenia
Spain	Malta	Romania
Malta	Italy	Hungary
Poland	Lithuania	France
Bulgaria	Greece	Spain
Hungary	Hungary	Bulgaria
Cyprus	Latvia	Cyprus
Greece	Poland	Croatia

List of selected parameters characterizing European Union countries

The analysis of these data/information shows a significant correlation between the intensity of readership, the level of innovation and the increase in wealth in a given country.

This does not mean that there is no influence of other factors on which depends, for example, the level of innovation, i.e. free movement of technologies, conditions of economic activity and level of prosperity in the "old and new" EU countries before 2000, as well as financial transfers from the "old" to the "new EU members" related to the implementation of EU programs and made by citizens the "new EU" countries working in the "old EU" countries causing a faster increase in their wealth (e.g. Lithuania).

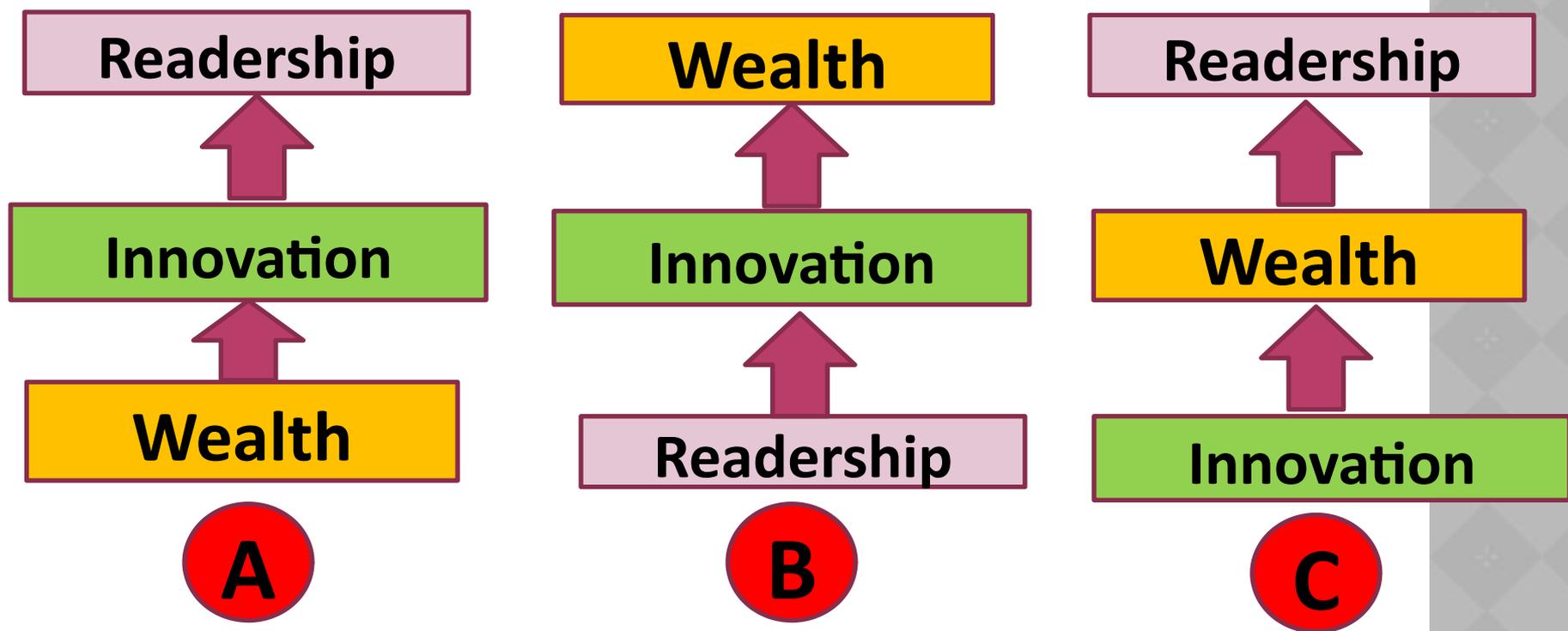
There is also the phenomenon of Luxembourg, whose wealth is influenced by the financial sector and about 150 thousand (25% of the country's population) workers coming to work from neighboring countries. The position of Ireland, which owes a very large increase in GDP to, among other things, economic transfers from the USA (as a result of low taxes, which were decided by someone), is also interesting. The effects of the economic crisis of southern European countries are visible (but someone caused it).

It is difficult to decide which parameter is the cause and which is the effect. The following situations may occur:

A. A prosperous country, can afford to invest in innovation, which makes it necessary to read books, i.e. reading is developing.

B. A high level of reading (including technical books) causes the intellectual development of the inhabitants, which is the basis for innovation, and it in turn is the source of wealth of the country's inhabitants.

C. A high level of innovation causes an increase in the wealth of the country and its inhabitants, which results in great investment opportunities in reading (investments in libraries and purchase of books).



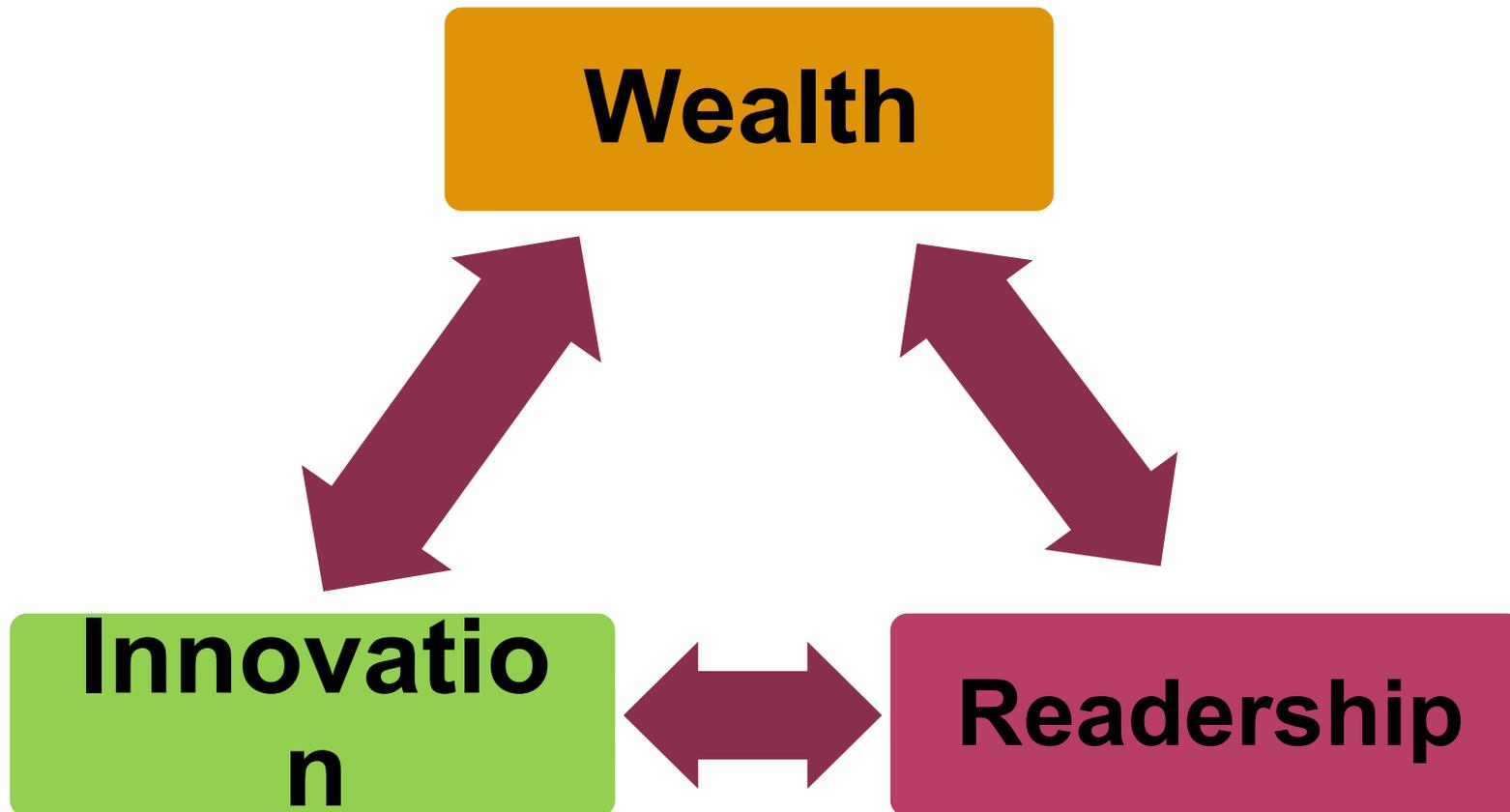
Individual task

Please make a description in the language of your country in *.doc or *.docx or *.odt format . After you have made your description, please send it by e-mail to the address of the training organizer.



Author's opinion

There is a two-way cycle



The level of readership is a very important determinant of the country's development.

In a country which is characterized by a high level of readership, the intellectual and cultural development of its inhabitants is a very important direction of action of the state authorities, non-governmental organizations, local government (all).

The authorities (chosen by conscious citizens) conduct tax and investment policy aimed at achieving this goal.

It pays off for authors to write valuable books (this applies to both fiction and scientific items).

Education is aimed at shaping lifelong learning skills (schools teach "learning" skills).

Employees, especially managers and professionals, are paid higher salaries as they continuously improve and update their competences.

They can use their high qualifications in their professional work.

A country with a high level of readership has created a basis for systematic development, including prosperity (e.g. Sweden, the Netherlands, Denmark, Germany, Estonia).

MAYBE IT IS WORTH JOINING THESE COUNTRIES ?



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