



# Erasmus+

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## **EFFECTIVE STRATEGIES TO PROMOTE LITERACY**

**Dr.paed., Mg.psych. Anda Kauliņa**



# TODAY:

- Reading as a speech action;
- Reading strategies;
- Indicators of specific reading disorders.





# READING

- is both learning to read and reading to learn,
- is reception, understanding and expression of characters, text, symbols with sounds, words, sentences (speaking),
- process related to the need to understand what is read.





A child lives in a social environment, where their language skills, later also literacy, are influenced by various environmental factors:

- teacher's personality,
- family,
- mass media,
- friends,

which, by mutual influence, forms a personality of the child – a new, thinking reader.



# READING

- is reception, understanding and expression of characters, text, symbols with sounds, words, sentences (speaking).
- is one of the basic language skills, a complex, sensory thinking skill to capture signs and articulation of the concepts that are pronounced loudly or silently – internally.
- the process of perceiving, understanding and evaluating the information contained in a printed or written word or text.



- Working with a text is a complex task that requires both the ability to find information, memorize and summarize it.
- An essential condition for literacy acquisition is an educated environment, a good, correct colloquial language, which in general forms a language experience and later becomes a determining aspect for understanding the text when it has been perceived by reading.





# READING ACTIVITY

- includes speech communicatively cognitive activity directed towards reception and understanding of the information,
- it is influenced by the life experiences related to belonging to a particular class, gender, ethnic group, sexual orientation and physical health.



# READING

is one of the four types of speech activity related to:

- an ability to perceive a certain image of vision,
- understand the meaning of the information,
- reproduce the sound of this complex.

Reading – it is a speech reaction, which is determined by the forms of communication of society and direction "from word to thought" or "from thought to word".



# DURING THE LANGUAGE LEARNING PROCESS

- it is necessary to acquire an ability to perceive, understand and use the written text according to the purpose.



# CORRECT THE MISTAKES!

Goal: to practice attention and memory.

Group size: at least 2 people.

Required materials: two similar texts, a piece of paper, a pen for each participant.

Description: The players sit in their own places. The leader prepares two versions of texts in advance, making some changes in the second version. The leader reads both versions of the text for 2 times. After listening to both versions or reading the second version, participants should write on the page what changes they noticed in the second version. The participant who has correctly recorded all the changes has won the game.



# LEARNING LITERACY

- is a targeted process of action that requires effort and motivation. It is an ability to understand and use the forms of written language that are necessary for society and/or are important for the individual.



# THE QUALITY INDICATORS FOR LITERACY ARE:

- accuracy,
- awareness
- fluency (speed) and
- expressiveness in their mutual relation, including two aspects: in a narrower sense – learning the technique of reading, in the broadest sense – motivation for reading or interest in reading.



In order to understand the new information, previous knowledge is often as important as the new information itself.

Understanding is influenced by three types of knowledge stored in memory:

- language skills,
- general knowledge of the world around us,
- knowledge of the subject to which the text relates.

Thus, human behavior is largely determined by the relationship between memory, language and thinking.



## THERE ARE TWO WAYS TO PERCEIVE THE TEXT:

- primarily capturing the image or graphic image of the word,
- secondary – recognizing an already formed image.

Therefore, in order to learn to read, first we need to summarize wholeness of the image or the graphic image of the whole word, and then learn to recognize it in the text by various characteristics. The process of reading is not just reading (naming words), but is much deeper, since it relates to the need to understand what you read.

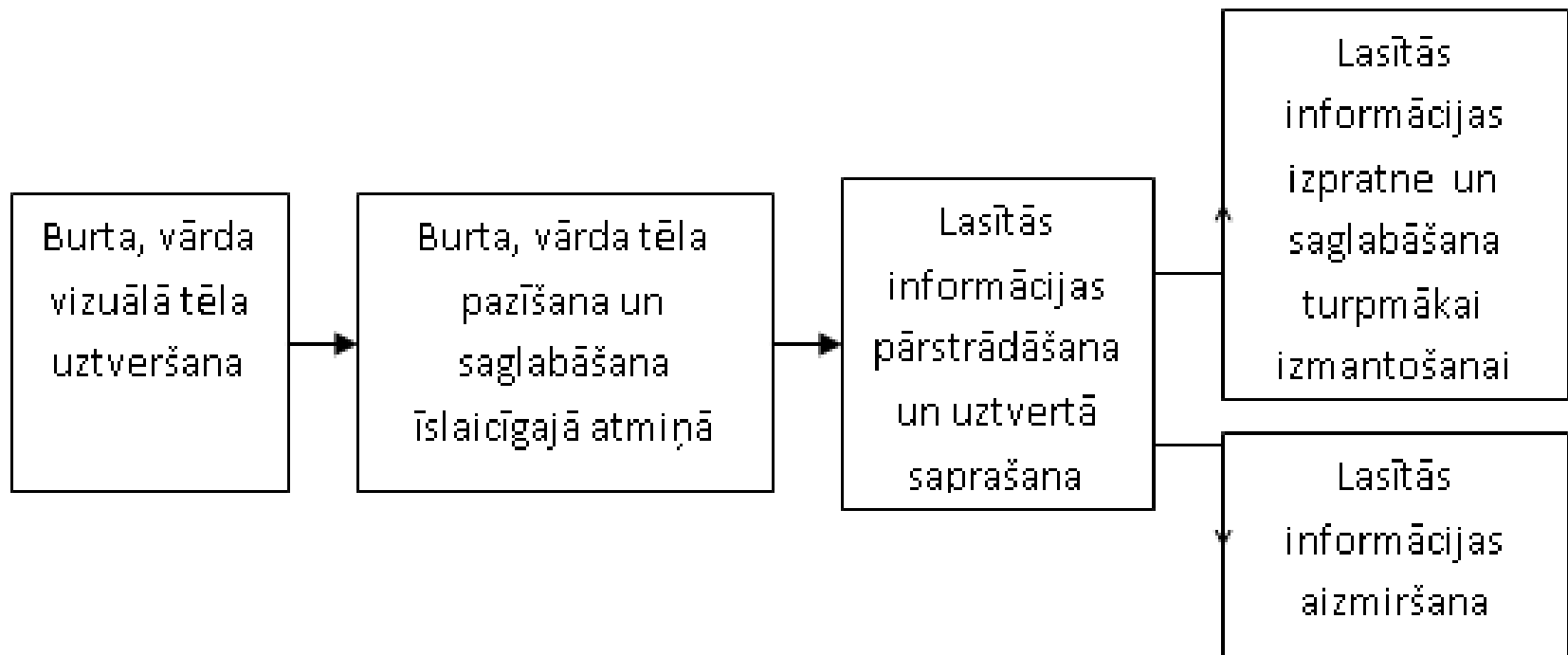




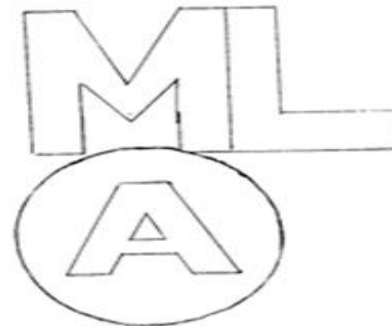
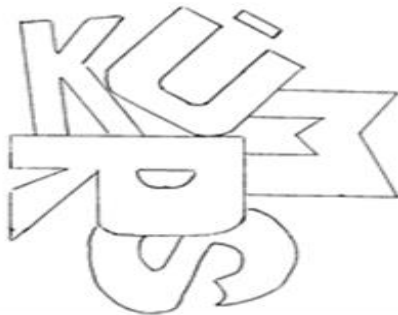
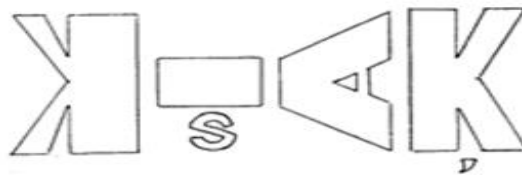
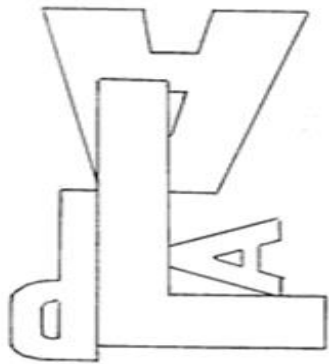
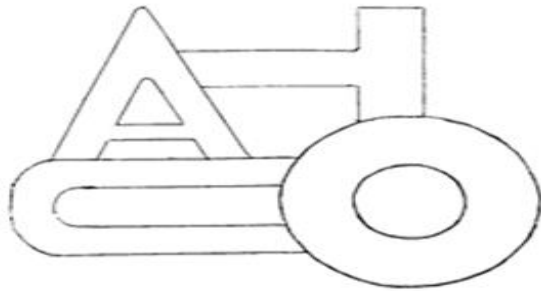
- The perception and understanding of the written text requires both attentiveness and ability to divide attention and purposefully manage the reading process, as well as to memorize and remember what you read.



# INFORMATION STORING WHILE READING



# HIDDEN WORDS



A    Ā    B    C    Č    D    E    Ē    F

K    L    L    A    K    A    K    L    A

G    Ğ    H    I    Ī    J    K    Ķ    L

L    K    K    L    A    L    K    L    A

Ļ    K    Ķ    O    P    R    S    Š    T

A    L    K    A    L    L    K    A    L

U    Ū    V    Z    Ž

K    L    L    A    A



## IN THE EARLY STAGES OF LITERACY

- an important task is to learn to distinguish verbally coded information from visual material.
- at this stage, the most important features of the word are letters that need to be selectively evaluated by finding the appropriate graphical and phonological features – two classes of information that need to be processed at the same time, for example, a certain graphic sign "b"/ "B" is assigned a certain phoneme /b/.



dD Bb

d	d	d	d	b	d	d	d	d	b	d	b	d	b	d
d	d	d	b	b	b	d	d	d	b	d	b	d	b	d
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b	d	d	d	d	d	b	d	d	d	b	d	d	d	b
b	d	d	d	d	b	b	d	d	b	b	d	d	d	b
b	b	d	d	b	d	b	d	b	d	b	d	d	b	b



# THE PROCESS OF READING A WORD INVOLVES

- combination of audible and visual components.



## AUDIBLE COMPONENTS:

- sound differentiation (e.g. sound-like letters as "k" and "g"),
- association of sound with a specific letter,
- sound connection,
- identification of individual sounds within a single word,
- acoustic memory activity,
- arrangement of the units read in spontaneous language words.





## VISUAL COMPONENTS:

- identification and distinguishing of characteristics,
- familiarity of orientation - right/left,
- differentiation of letters by similar graphemes (e.g. "m" and "n"),
- letter memory,
- identification of individual letters in one word.



# FIND DIFFERENCES



# READING AS A RESULT OF SPEECH ACTIVITY:

- early life experience of the individual,
- early language and speech development,
- duration and quality of reading training.

Problems in one of these areas can lead to specific reading disorders and make it difficult to understand the information you read as a whole.



## PURPOSE OF TEACHING READING

- is not only to teach reading, but also to be able to apply reading skills on a daily basis and to use the acquired knowledge.
- literacy is a continuous learning process based on the development of cognitive, language and social skills.



# ITEMS

Goal: to train memory.

Group size: at least 8 people

Necessary materials: an object for each player.

Description: Players divide into 2 teams. Each team selects one player. Members of both teams put one item on the table each after another. The selected players watch carefully and try to remember what object was put down by whom. After that, the selected players from each team answer the question: who, in what order and what item was placed on the table. The game leader evaluates the results. Each player must play the role of the selected player.



# LEARNING LITERACY

- does not begin with the acquisition of sound-letter relationships, recognition of written letters. It is closely related to the improvement of cognitive processes and the formation of the child as a personality. In order for reading to become a meaningful activity, the first step must learn to control and guide behavior, follow the rules, be able to listen, perceive the content of what you hear, finish what you have started, ask and answer, etc.c.



# LEARNING LITERACY

- is a gradual, targeted process.



## THEORIES OF LEARNING READING SKILLS:

- Decoding theory – learning begins with individual letters, sounds of language and moves towards decoding words and sentences.
- Linguistic theory – the understanding is important in order to understand what you read, prior knowledge of language and text content is important.
- The wholeness theory for personal development – teaching to read and write is based on the student's previous knowledge of the world around them, simultaneously also learning decoding skills, expanding vocabulary, perceptual experience and understanding the text.





## THE BEST-KNOWN LITERACY APPROACHES:

- The lingudidactic approach determines choice of language curriculum, teaching methods and teaching aids, as well as choice of learning organisation and forms of assessment of achievements depending on the purpose, tasks and needs of the language learner.
- an analytical synthetic approach determines the arrangement of the language curriculum in an interconnected system in order to initially learn separately the content of different levels of language and learn to use the experience gained in speech.



- The integrated approach determines the learning of listening, speaking, reading and writing as speech activities in relation to each other.
- the wholeness approach determines the choice and use of the curriculum, teaching methods, methodical techniques, forms of learning organisation for the acquisition of speech activities in relation to their mutual relation to personal development and taking into account needs, motives, interests of the language learner, as well as the way of thinking and other peculiarities

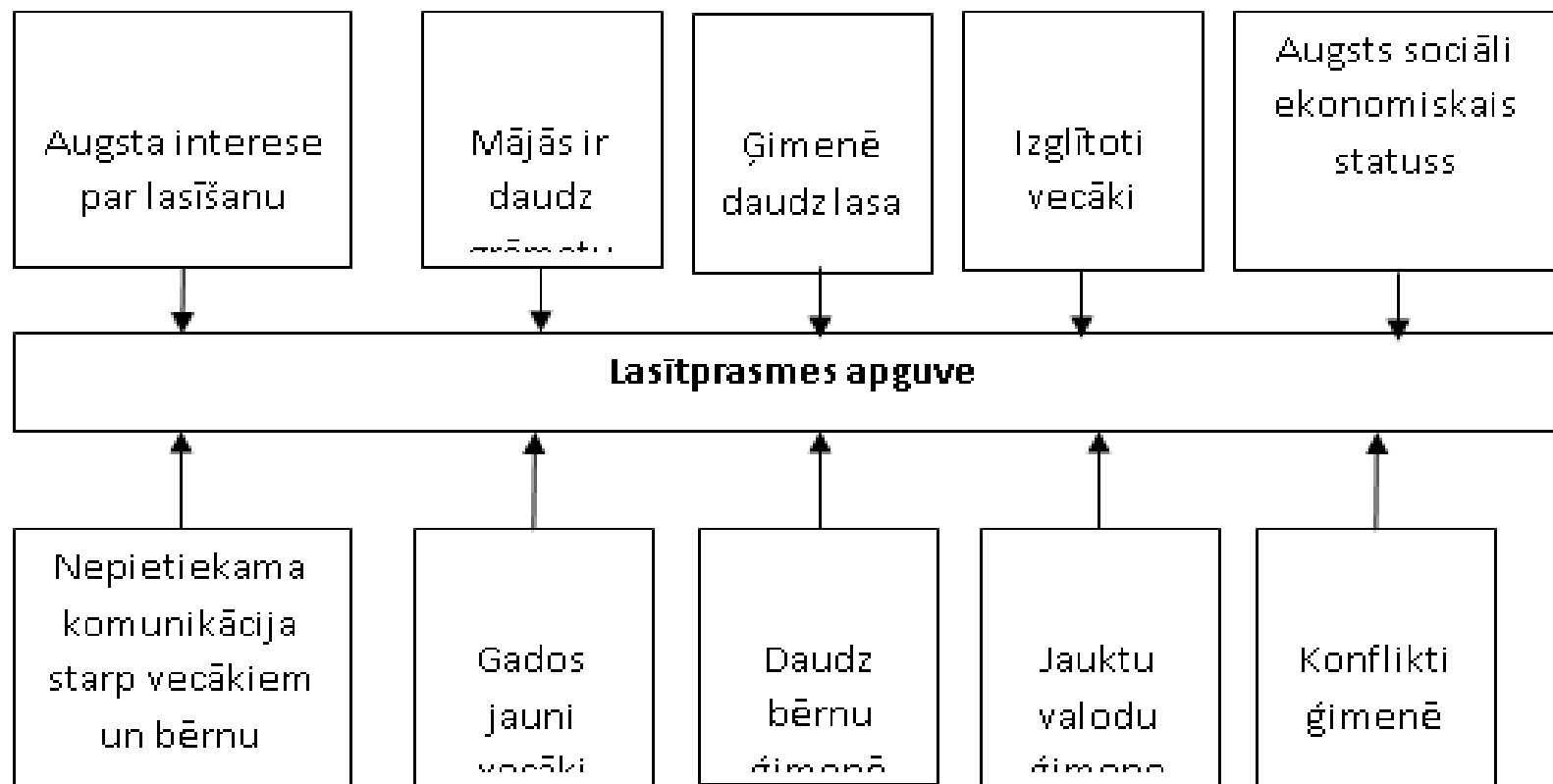


## WHILE LEARNING TO READ:

- it is necessary to learn the reading technique – moving the eyes from left to right and back, along the rows and eye movements back to the subsequent part of the text at the beginning of the next row or to the place where the letter/word in question is not perceived;
- it is necessary to learn the letter denoting the symbolic meaning of the phoneme;
- recognize the word by the shape of its sound;
- to relate, to associate words with each other.



## Pozitīvie lasītprasmes apguves pamatfaktori



## Negatīvie lasītprasmes apguvi ietekmējošie faktori



- During the acquisition of literacy, through a purposefully planned learning process, the student's communicative, sociocultural and language learning competences are improved. They develop in close interdependence and gradually. When working with texts, the student learns the information contained in the text, ability to analyse the text, use various aids for the deeper understanding and apply the acquired knowledge according to the communication situation.



## WITH ONE LETTER

Goal: to practice memory, attention and perception.

Group size: at least 6 people.

Description: Players divide into 2 teams. The game leader names one letter of the alphabet. Each team then, in turn, names one object, which is located in the classroom and begins with the named letter.

The team that gives the last word has won.



# SPECIFIC READING DISORDERS

- significant, complex difficulties in learning to read and understand what you read.



- children with reading disabilities do not always have difficulties in language or phonological understanding and children with language comprehension disorders do not always have reading disabilities.





- specific reading disorders are not a manifestation of low intelligence, it is neither a behavioral, motivational, psychological or social problem. The main difficulty is to "translate the language into thoughts" by listening or reading, as well as thoughts – when writing or speaking in the language.



- the concept *specific reading disorders* is usually used in a narrower sense than as a learning disability, since they can be either temporary, associated with disorders of a motivational or emotional nature, or persistent and long-lasting, which is determined by organic disorders.



Time of expression of specific signs of reading disorders	Signs of specific reading disorders
Preschool	<ul style="list-style-type: none"><li>• Clumsy movements,</li><li>• difficulties in following instructions to do follow-up activities and to follow the rhythm,</li><li>• difficulty learning letters,</li><li>• often careless, tends to lose their things,</li><li>• development of phonematic hearing and speech, which is not appropriate for the age group.c.</li></ul>



## Primary school age

- Pronounced difficulty in learning to read correctly,
- mirror reading of letters and numbers,
- mixing of similarly sounding sounds,
- difficulties in understanding the meaning and formulas of tables,
- low reading motivation,
- difficulties in understanding what you read and using the information obtained etc.



Age 12 years and over	<ul style="list-style-type: none"><li>• Inaccurate reading,</li><li>• difficulty planning, being accurate, organising their training activities,</li><li>• increased activity of movement, tendency to be careless,</li><li>• difficulties in following instructions and rules,</li><li>• decreased self-esteem,</li><li>• there are aggressive behaviors, etc.</li></ul>
Throughout life	<ul style="list-style-type: none"><li>• Unsustainable level of literacy,</li><li>• "right, left", "up, down" mixing,</li><li>• impaired perception of time,</li><li>• difficulties in order and rhythm, etc.</li></ul>



# SYMPTOMS OF READING DISORDERS

- manifest in the first grades of primary school – in the early stages of reading learning as specific, individual difficulties in learning reading and writing.



# SYMPTOMS OF READING DISORDERS

- difficulty learning the alphabet,
- name letters,
- distinguish sounds and apply these sounds to a certain letter, associate with a certain graphem.

Reading disorders are often revealed when a child does not understand what he has read, does not remember, and is unable to use the information they read. In later school years, this affects the learning process as a whole, as the student is not able to use the information they read to follow written instructions.



Specifisku lasīšanas traucējumu  
simptomi

Primārie simptomi (pēc izskata  
līdzīgu burtu jaukšana, kļūdaina  
lasīšana u.c.)

Sekundārie simptomi  
(emocionāli, uzvedības,  
veselības traucējumi u.c.)





## COMPLEX OBSERVABLE SIGNS CHARACTERISTIC OF CHILDREN WITH READING IMPAIRMENTS:

- the child quickly becomes angry, it is instinctive anger when it is impossible to cope with the task assigned; anger can lead to aggressive behaviour directed against oneself and others;
- children are characterized by special, common signals that characterize the problem – specific bodily behavior, reaction, peculiarities of behavior;
- psychological and physiological peculiarities that can manifest themselves in the form of conflicts, neurosis, anxiety;
- problems of self-esteem and self-confidence related to difficulties in being successful in accordance with the requirements of the relevant



# OPPOSING WORDS

Goal: to practice memory and logical thinking.

Group size: at least 6 people.

Necessary materials: pre-prepared adjectives.

Description: The game's participants create a circle. The game leader names one adjective, for example, hot. The participants of the game call the antonyms of the word or words of the opposite meaning in circles one after the other, for example, cold, cool, ice-cold, chilly, icy, harsh, cool, etc. You can't repeat the word. Whoever can't name an antonym leaves the game. The game can be repeated several times, replacing the adjective. The one who's left last wins.

Examples of adjectives: cold, joyful, sad, angry, large, small, ugly, quiet, noisy, brave, dull.



## AN ESSENTIAL CONDITION FOR THE ACQUISITION OF LITERACY:

- educated environment,
- good, correct colloquial language, which in general creates a language experience and later becomes a determining aspect of understanding the text read,
- language skills,
- general knowledge of the world around us,
- knowledge of the subject to which the text relates.



SO:

- learning literacy is a targeted process of action that requires effort and motivation.

