## THE READER'S PATH: CURVES, MOUNTAINS, BUMPS

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## 0-5 YEARS OLD

A TIME OF GREAT OPPORTUNITY



## SPECIAL MEANING: THE FIRST YEAR

- -Neuronal connections;
- -Language formation
- -The importance of living language

JUNE 2015 NATIONAL GEPOGRAPHIC ISSUE "BABY'S FIRST YEAR".

#### NEURONAL CONNECTIONS

ONE HUNDRED BILLION NEURONS,
ONE HUNDRED TRILLION CONNECTIONS

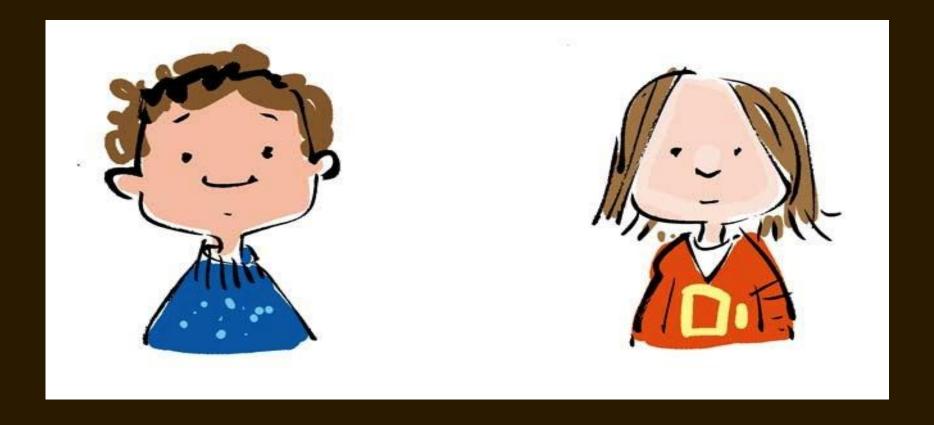
#### SPEECH CREATION

A NON-LINEAR APPROACH TO SPEECH DEVELOPMENT

## THE IMPORTANCE OF A LIVING LANGUAGE

FOR EXAMPLE, TRYING TO TEACH MANDARIN

One study found that children who were spoken to a lot heard an average of more than 2,000 words per hour, while children from families with little communication heard only 600 words (the study involved children aged 9 months to 3 years)



SWEDISH STUDY (CHILDREN FROM READING AND NON-READING FAMILIES):
POSSIBLE OUTCOME WHEN ATTENDING SCHOOL:7000 WORDS - 17000 WORDS
DIFFERENCE 10 000 WORDS

THE CHILD HAS
THE ABILITY TO LEARN ANY LANGUAGE THAT
WILL BE HEARD IN THE ENVIRONMENT;
BRILLIANT LINGUISTIC QUALITIES: A YOUNG
CHILD CAN LEARN ANY LANGUAGE, IT IS
IMPORTANT TO CREATE FAVOURABLE
CONDITIONS FOR THE FORMATION OF THE
NECESSARY NEURAL CONNECTIONS.

### EXTREMELY IMPORTANT FACT!!!

"We are not genetically programmed to be readers. Reading and writing are human inventions. It took many millennia to prepare our brains for this purpose. The truth is that every brain has to go through the experience."

AIDAN CHAMBERS ("READING ENVIRONMENT: HOW ADULTS CAN HELP CHILDREN ENJOY BOOKS" – V.: LNB, 2010)

"If there are no specific genes for reading, and if our brains have to combine older structures of sight and language to acquire this new skill, every child in every generation has to work very hard. As cognitive scientist Steven Pinker has noted, "children are naturally receptive to sound, but understanding printed text requires patient learning". For this unnatural process to take place, children need a LEARNING ENVIRONMENT that helps the brain connect all the necessary circuits to make reading possible."

MARYANNE WOLF, SPECIALIST IN NEUROSCIENCE AND DYSLEXIA

#### **IMPORTANT**

- IT IS NEVER TOO EARLY TO START READING;
- AT A CERTAIN STAGE IT DOESN'T MATTER WHAT YOU READ, BUT HOW VARIED YOUR VOCABULARY IS, SO, ESPECIALLY AT A YOUNG AGE, YOU SHOULD READ EVERYTHING FROM DICTIONARIES TO RECIPE BOOKS;
- BOOKS BECOME IMPORTANT AT A CERTAIN STAGE OF DEVELOPMENT WHEN THE RELATIONSHIP BETWEEN SIGHT AND SOUND BEGINS;
- BOOKS, EVEN IF THEY ARE PICTURE BOOKS, ARE RICHER IN SYNTACTIC STRUCTURES AND LEXIS THAN SPOKEN LANGUAGE.

# READING ENVIRONMENT FROM AN EARLY AGE

#### Who creates the READING ENVIRONMENT?

- Home and (reading) parents/adults (personal library of at least 80 books, books everywhere);
- habits and rituals (min. 15 min.
  per day);
- kindergarten/school;
- libraries, Little Free Libraries, book exchanges;
- events/circums tances (meetings with authors, book fairs, book clubs, festivals, etc.).

#### CREATING A READING ENVIRONMENT

THE WORLD'S BEST STRATEGY FOR PROMOTING READERSHIP: IF YOU INCREASE THE NUMBER OF READERS, YOU BE THE READER.

READING ADULTS

## THE MAGIC NUMBER IS 80 (MIN).

PERSONAL/DOMESTIC/CLASS ROOM LIBRARY

## EVEN THE YOUNGEST NEED BOOKS - IT DOESN'T MATTER WHAT KIND

ENGAGING THE SENSES AND THE IMPORTANCE OF A LIVELY VOICE, THE IMPORTANCE OF (ADULT) EMOTIONS IN READING



BOOKS EVERYWHERE -IN THE PRAM, IN THE CAR, IN THE BATHROOM, IN THE SANDPIT, ETC.

READING ENVIRONMENT

1. 15 MINUTES OF READING A DAY IS IMPORTANT, BUT IT DOESN'T MATTER HOW MANY TIMES. TAKE ADVANTAGE OF YOUR FREE TIME. 2. IT IS IMPORTANT TO BEFORE BED, BUT EVEN IMPORTANT IS WHAT. DON'T OVERLOAD YOUR BRAIN.

RITUALS

THE IMPORTANT THING IS FIND YOURSELF AND YOUR WORLD IN BOOKS. IRRORS AND WINDOWS: WHEN CICADAS ARE GOOD WHEN THEY ARE NOT.

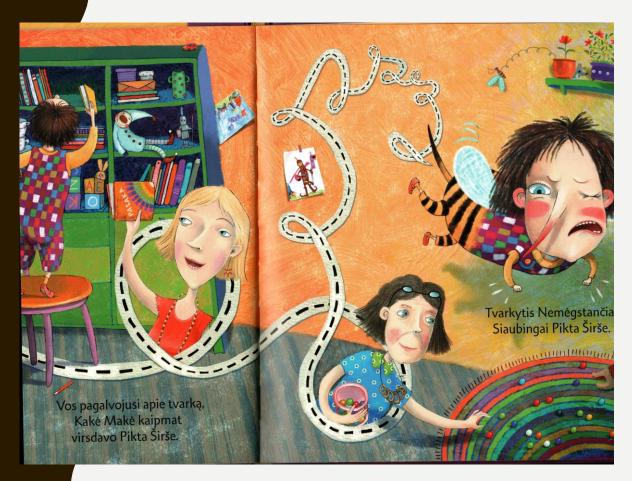
**CULTURAL IDENTITY** 

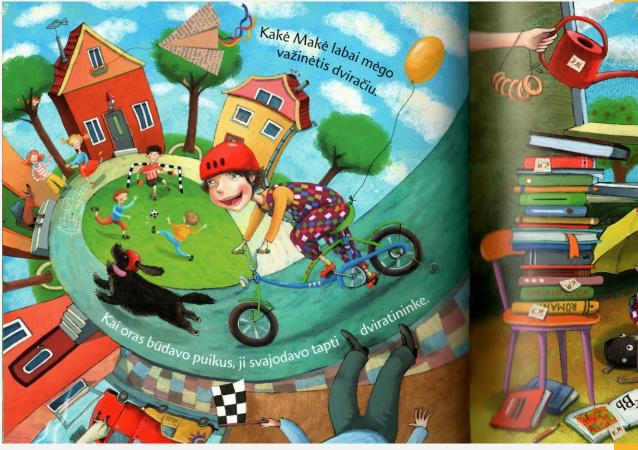
# THE IMPORTANCE OF PICTURE BOOKS

1. RELATIONSHIP BETWEEN IMAGE AND TEXT CONDITIONING READING STRATEGIES 2. INTERACTIVITY 3. CONVERSATION

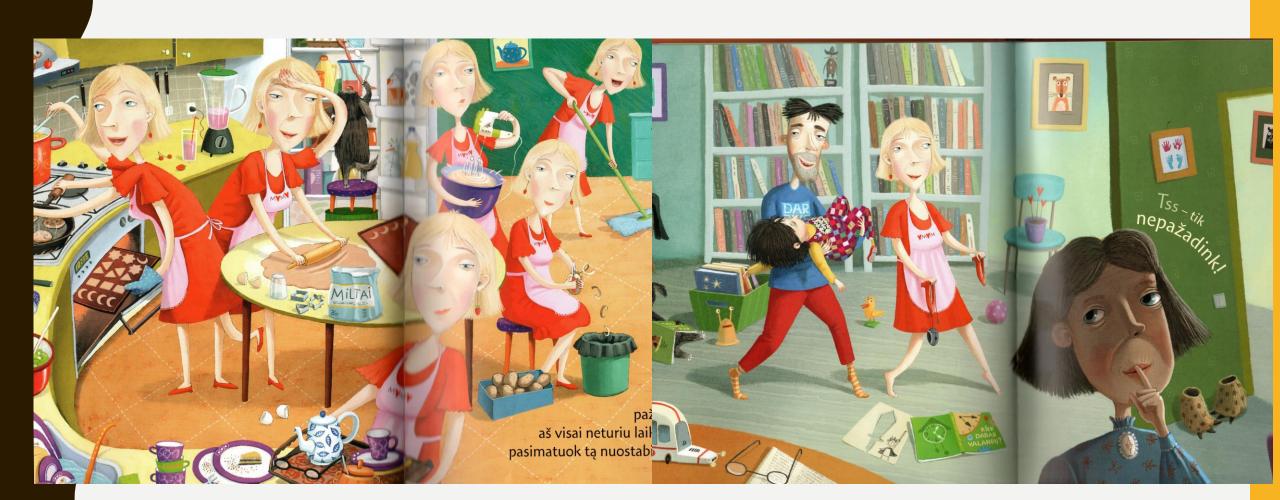
SPECIFICITY OF PICTURE BOOKS

## TEXT AND ILLUSTRATIONS FORM A HARMONIOUS WHOLE





## THE ILLUSTRATIONS ARE DEEPER AND MORE MEANINGFUL THAN THE TEXT

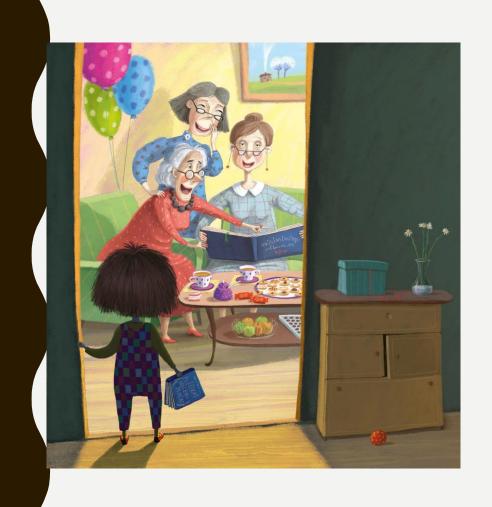


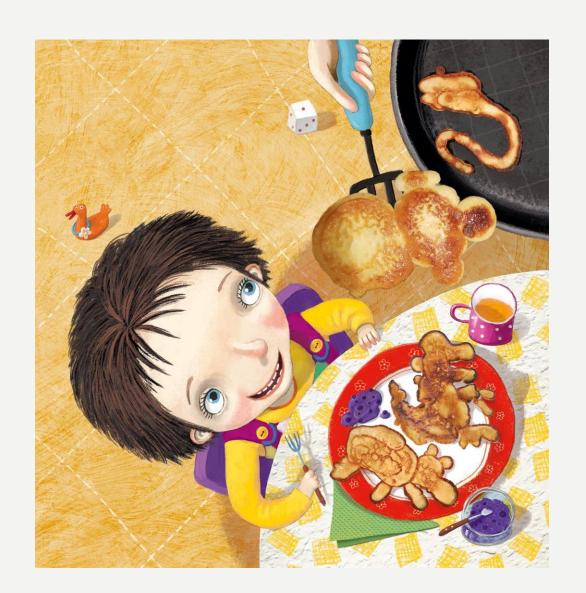
## EVERY DETAIL MEANS OR TELLS SOMETHING - A FEELING, A CONDITION, AN EMOTION, A STORY



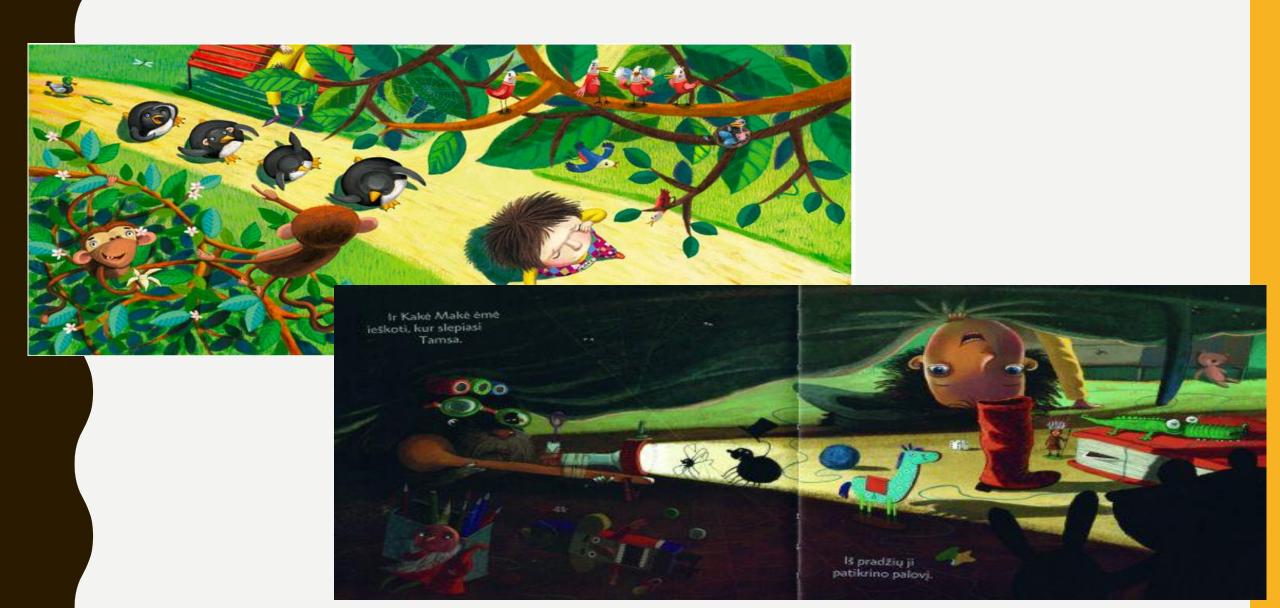


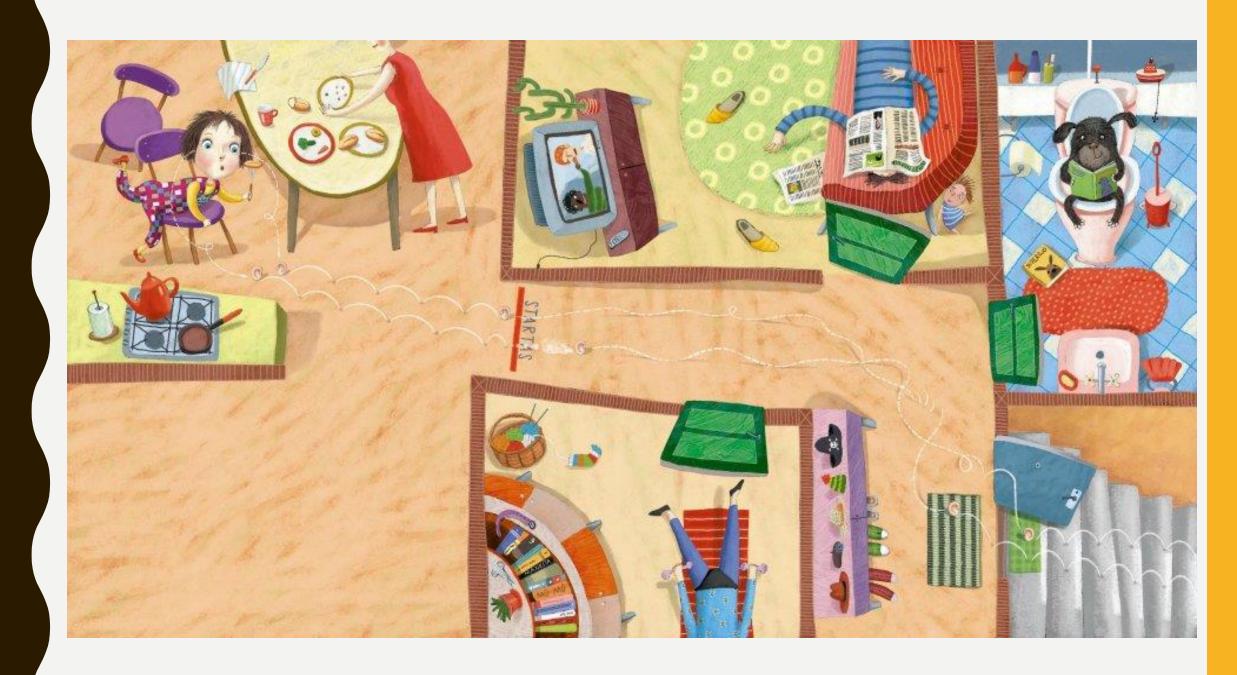
#### THE CHILD'S/ADULT'S VIEW





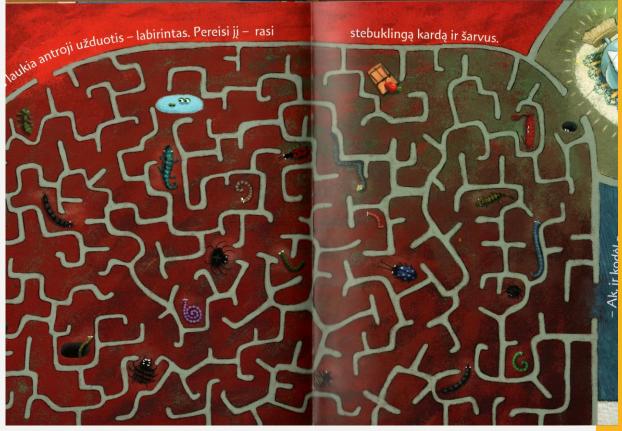
### DIFFERENT PERSPECTIVES: TOP VIEW, BOTTOM VIEW, SIDE VIEW, ETC.





### INTERAKTYWNOŚĆ





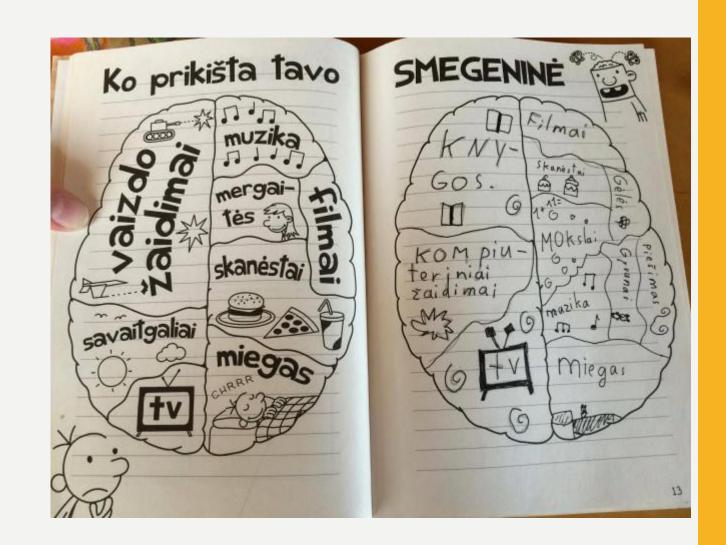
## PRIMARY SCHOOL

#### PRIMARY SCHOOLS

- The most frequent reading age group is often primary school children.
- Reading becomes a tool.
- A time when liking books is very important (brain connection, association with pleasure, payback, lack of compulsion, etc.).
- Finding YOUR book whether it's unicorns or books about abused animals, it's important to have it.
- If it doesn't happen, you need to look for reasons (why the brain doesn't make the connection linking reading to something enjoyable).
- Ask what else the child likes in life (sports, animals, art, money, etc.).
- The most important task: not to kill the pleasure and the desire to read.

#### **DIFFICULTIES**

- Which is better reading nothing or reading nonsense?
- Negotiate, negotiate and negotiate some more.
- Taste can be developed.
- Don't leave your child alone with a book (unless he wants to he is an independent reader).



## WHAT HAS HAPPENED IN THE 21ST CENTURY? ROLLER COASTERS

#### According to Dr Laura Brochet:

- a digital culture (or perhaps a non-culture? I. M.) has emerged;
- the emergence of a myriad of activities in virtual spaces, social networks;
- the change in the young generation's relationship to culture and cultural products in general;
- at school, this relationship has remained traditional;
- less and less time and attention is devoted to culture in families;
- the formation of early autonomy and individualism has intensified.

#### HOW IS READERSHIP CHANGING?

• QUESTION ON CONTENT AND FORM: Is what we read online texts, books? Is following a famous writer's posts on a social network reading literature? Is reading poems in correspondence with friends without letters literary reading? Can reading blog posts that are updated on a regular basis be compared to reading chapters or excerpts from a book?

- THE QUESTION OF SCOPE AND TIME: if we don't read something to the end, is it reading or not? How do we measure this?
- On the internet we are geared to get results as quickly as possible, so we read piecemeal, we 'filter'. We want to find a specific answer, not gain wisdom.
- On the Internet there is no clearly defined time, everything happens in an instant, here and now. There is no night, day or other traditional elements of time.

• CONCENTRATION AND ATTENTION PROBLEM: Superficial retrieval of information and lack of text structures lead to shallow attention and inability to control attention-supporting stimuli.

• QUOTE ON THE EXPERIENCE OF READING: "The pleasure comes not from being able to disconnect and experience an imaginary world, but from the process of inquiry, communication and interactivity that we experience as we navigate the information-rich space of the Internet."

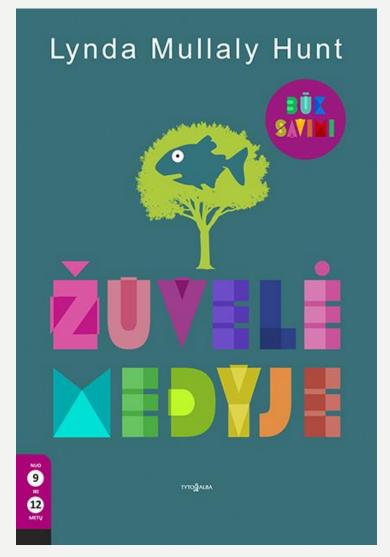
• THE QUESTION OF SELF-INFLUENCE: being with a book has been replaced by being with the whole, for example, community of a social network - everything that lies 'beyond' the screen. Being in one space has turned into being in several spaces simultaneously. Individual reading has turned into collective reading (commenting, editing, sharing, etc.).

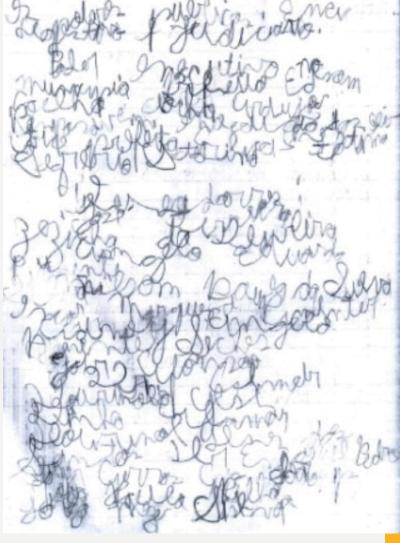
• A QUESTION of passivity/activity: the reader can now act on the text, create it, transform it, copy it, transfer it, distribute it, etc. In a sense, he is now also the author of the text.

#### READING AND WRITING DIVERSITY

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In contrast, Winners (1987) was anable to indefifreeness inhistories. Winters give 15 elementary school of illiter four minutes to lesse and excite 668 examples of the letter "b" on three pages, each page of which continues of anable and continues of the letter continues of anable and continues of the continues





# ADOLESCENCE: THE READING PITS

#### **READING PITS**

- Early and middle adolescence is a time when reading pits can happen. Step back. Teenagers find other interests, stop reading, think reading is not a 'cool' activity, etc. And in general, their brains change, their personalities transform.
- What can happen: either they get out of the hole or they don't. If the reading habit has been formed earlier, it will be much easier to get out of it.
- Who can help?
  - Discovering read friends a sense of camaraderie, of belonging is very important (book clubs, etc.).
  - Role models teenage authority figures who affirm reading as a value.
  - "Captivating" literature.
  - No compulsion. They can choose literature as rebellion and read books that they think break the norms
    of the adult world.
  - Discovering oneself, one's world in literature is extremely important. A challenge for writers.

# ADULTS

# "NOTIME TO READ"

"Reading time is always stolen time. (Just like writing time or love time, by the way)." (Daniel Pennac 'Like a novel')

### THANK YOU

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#### LITERATURE USED



