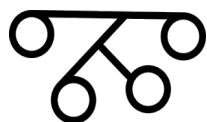


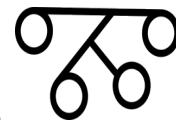


## **TEAM *DEVELOPMENT OF A READER/WRITER*** ***From Critical Reader to Critical Citizen***



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

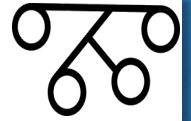
# DEVELOPMENT OF A READER/WRITER



- + 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)
- + **interested members:** Rachael Agius (Malta), Gabriela Seidlova Malkowa (Prague), Florence Chenu (Lyon), Barbara Gasteiger Klicpera (Graz), Susanne Seifert (Graz), Katharina Maitz (Graz), Kirsi Sandberg (Tampere), Kay Wijekumar (Texas), Gordana Keresteš (Zagreb), Marina Olujić (Zagreb)



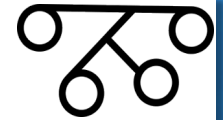
# DEVELOPMENT OF A READER/WRITER



- + 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**

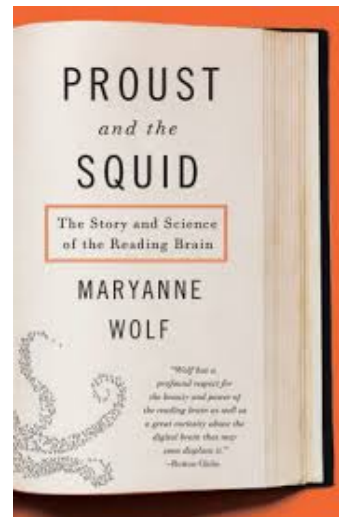


# COMBINATORIAL CAPABILITIES OF A SKILLED READER

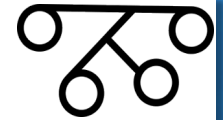


## + SPECIFIC AIM:

- + 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)



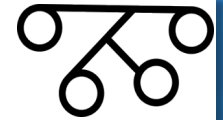




# DEEP READING, Maryanne Wolf

- + 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, 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.** (Wolf, 2007; Wolf et al, 2009)

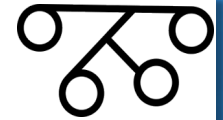
# COMBINATORIAL CAPABILITIES OF A SKILLED READER



- + 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



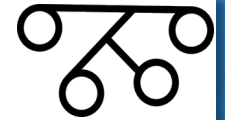
# COMBINATORIAL CAPABILITIES OF A SKILLED READER (following Wolf)



- + 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



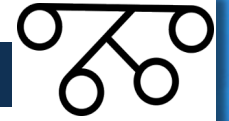
## + 1. SCIENTIFIC

- + 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*)





# GOALS - in line with combinatorial capabilities



## + 2. SOCIETAL

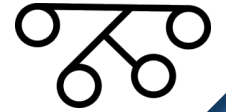
- + **societal intervention** – under the motto “Good reader has to be ahead with her knowledge”
- + **fluent comprehension** - unfolding information, using words and grammatical frames as models
  - + linguistic
  - + knowledge-oriented
- + **academic literacy for children**



# INTELLECTUAL FRAME

- + READING – WRITING  
CONNECTION / COMPREHENSION**
- + READING – WRITING – SPEAKING  
CONNECTION / COMPREHENSION**
- + READING – WRITING – SPEAKING –  
THINKING  
CONNECTION / COMPREHENSION**

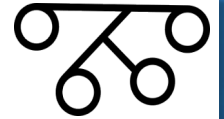
# CRITICAL READER FOR CRITICAL CITIZEN



- + NOT an inch deep and a mile wide education
- + BUT significantly deeper and wider
  
- + **THREE MAIN GOALS**
  - + SYSTEMATIC BUILDING OF A LEXICON
  - + HOLISTIC LEARNING (MOTIVATION, INTEREST, GAME WORTH PLAYING – Perkins)
  - + READING COMPREHENSION (Kay Wijekumar)



# METHODS - in line with combinatorial capabilities

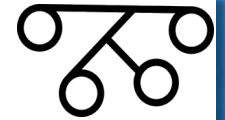


- + starting age group 9-10
  - + points in education for research: 3-4 grade ES, 7-8 grade ES, 3 grade HS
- + textbooks – words assumed not to be understood immediately, without specific instruction (students, teachers, researchers)
  - + range: Croatian language and literature, History, Natural Sciences/Biology, 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

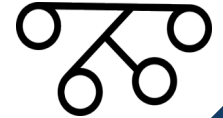
- + testing words from textbooks on the scale for concreteness - abstractness/imageability
- + testing the understanding (with and without context; method – multiple choice, completing sentences, forming sentences)

## + 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



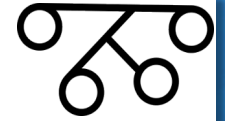
# DEVELOPMENT OF A READER/WRITER → CRITICAL READING FOR CRITICAL CITIZENSHIP



- + 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
- + **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**



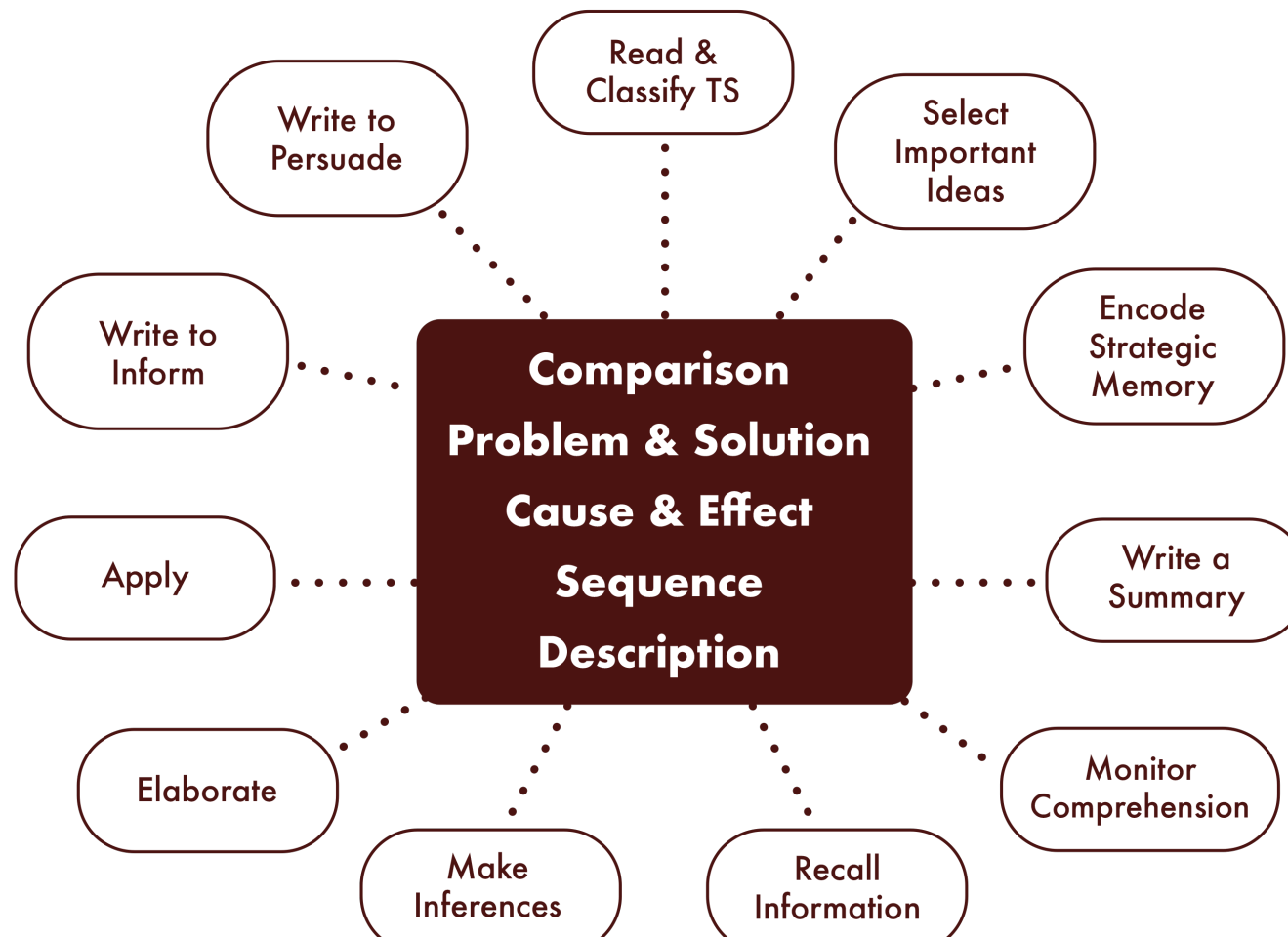
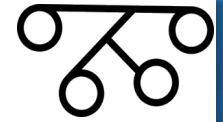
# WORKSHOP March 30 – FOCUS ON 5 TEXT STRUCTURES – Kay Wijekumar



- + Three powerful text structures
  - + Comparison
  - + Problem and Solution
  - + Cause and Effect
- + Two commonly used and inefficient and ineffective text structures (promotes rote memorization instead of logical connections)
  - + Sequence
  - + Description



# FRAMEWORK FOR TEXT STRUCTURE-BASED COMPREHENSION





# THANK YOU

[anita.peti-stantic@ffzg.hr](mailto:anita.peti-stantic@ffzg.hr) and many others...

