

34th Annual Conference
Reading Association of Ireland
Cumann Léitheoireachta na hÉireann



**PROMOTING EFFECTIVE LANGUAGE AND LITERACY
INSTRUCTION IN 21ST CENTURY CLASSROOMS**



PROGRAMME

September 30th-October 2nd 2010

Marino Institute of Education, Griffith Avenue, Dublin 9

www.reading.ie

THE READING ASSOCIATION OF IRELAND

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Acknowledgements

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RAI also acknowledges the support of the Department of Education and Science through the TPN funding scheme for this year's Annual Conference

Thursday 30th September

6:30 – 7:30 p.m. **Registration**

7.30 – 9.00 p.m. **Official Opening** **Room: Lecture Theatre**

Welcome and Official Opening of Conference

Dr. Martin Gleeson, President, Reading Association of Ireland

Dr. Anne O’Gara, President, Coláiste Mhuire, Marino Institute of Education, Dublin

Launch of Proceedings of 33rd Annual Conference

Aoibheann Kelly (co-editor)

Keynote Address 1

Timothy Shanahan, University of Illinois at Chicago

Teaching Reading to EAL Students: What Does the Research Tell Us?

Presentation will be followed by a Reception.

Friday 1st October

9:00 – 9:30 a.m. **Registration**

9:30-10:30 **Plenary Session** **Room: Lecture Theatre**

Keynote Address 2

Peter Afflerbach, University of Maryland

Reconceptualising Individual Differences in Reading

CHAIR: MARTIN GLEESON

10:30-11:00 **COFFEE**  **Beckett/Heaney**

Concurrent Sessions 1 **Room: Lecture Theatre** (60 Min Sessions)

11:00-1.00 **Nancy D. Turner** and **MaryAnn Traxler**, St Mary’s College, Notre Dame, Indiana, USA
Children’s Literature and Literacy Development

Mary Roche, St Patrick’s College, Thurles, Co. Tipperary
Picture books as a Multimodal Classroom Resource for Developing Literary Understanding, Oral Language and Critical Thinking

CHAIR: BERNADETTE DWYER

Concurrent Sessions 1 **Room: Shaw** (60 Minute Sessions)

11:00-1.00 **Bernadette Kiely**, Assistant National Co-ordinator,
Junior Certificate School Programme (JCSP) Support Service;
Isabel Baker, Regional Development Officer, JCSP Support
Service

*The Literacy Session: Investigating a Model of
Reconceptualising the Timetable with Students Who Are
Seriously Underachieving in Literacy At Second Level and the
Ripple Effect of the Dissemination of this Model*

Ann M. Reed and **Lisa Dryden**, Texas Wesleyan University,
Forth Worth, Texas, USA
Adolescent Reading: "I am really trying but. . ."

CHAIR: EITHNE KENNEDY

Concurrent Sessions 1 **Room: Yeats** (60 Minute Sessions)

11:00-1.00 **Brian Murphy**, School of Education, University College Cork;
Tara Concannon-Gibney, Adelphi University, New York
*Time to Fundamentally Re-assess Reading Pedagogy and
Classroom Practice?*

Ann-Marie Casserly, St Angela's College, Sligo
*Phonemic Awareness and Phonics – What does research tell
us about these skills and their contribution to teaching reading
to children with/without reading difficulties?*

CHAIR: AOIBHEANN KELLY

1:00-2:00 **LUNCH**  **Dining Room**

Concurrent Sessions 2 **Room: Lecture Theatre** (60 Minute Sessions)

2:00-4.00 **Helen Hallissey**, Scoil Mhuire, Ballincollig, Co. Cork
*'Jaws was swimming in the sea': Five Ways of Dramatising
this Humorous Poem*

Joan Kiely, Coláiste Mhuire, Marino Institute of Education, Dublin
Niamh Fortune (née Daly) (Froebel College, Sion Hill,
Blackrock, Co. Dublin
*Developing Language and Literacy in the Play Corner:
A Visit to the Optician*

CHAIR: AOIBHEANN KELLY

Concurrent Sessions 2 **Room: Yeats** (60 Minute Sessions)

2.00-4.00 **Claire O'Connor**, St. Oliver Plunkett School, Malahide, Co. Dublin
Brendan Culligan, Coláiste Mhuire, Marino Institute of Education, Dublin
The Benefits of Using Cursive Writing from the Beginning of Schooling

Gerry Shiel, Educational Research Centre, St Patrick's College, Dublin
Teacher Competencies for Teaching Literacy

CHAIR: GENE MEHIGAN

Concurrent Sessions 2 **Room: Shaw** (60 Minute Sessions)

2.00-4.00 **Laura Noonan**, Dept. of German, University College Cork
Reinventing the Wheel? Responding to the Language and Literacy Needs of Migrant Children in Primary Education: Lessons (Not) to be Learned from Germany's Experience since the 1950s'

Pauline Kelly, Regional Advisor with the PDST (Professional Development Service for Teachers)
Reading and the EAL (English as an Additional Language) Student – Encouraging Confidence in and an Appetite for Reading

CHAIR: MAUREEN WILSON

Saturday 2nd October

9:00 – 9:30 a.m. **Registration**

9.30-10:00 **AGM** **Room: Edmund Hall (Main Bldg)**

9.30-10:30 **Plenary Session** **Room: Edmund Hall**

Keynote Address 3

Taffy E. Raphael, University of Illinois at Chicago
Defying Gravity: Literacy Reform in Urban Schools

CHAIR: MARTIN GLEESON

11:00-11:30 **COFFEE**  **Rooms 7, 8**

Concurrent Sessions 3 **Room: 5** (45 Minute Sessions)

11:30-1:00 **Bernadette Dwyer**, St Patrick's College, Drumcondra, Dublin
"There's no rabbits on the Internet": Scaffolding Internet Inquiry with Struggling Readers

CHAIR: ROBBIE O'CONNOR

Concurrent Sessions 3 **Room: Edmund Hall** (45 Minute Sessions)

11:30-1.00 **Claire Hickey**, Bernados Senior Research Manager
Maura McMahon, Dublin Wizards of Words Project Leader
Wizards of World: Implementation challenges of Barnardos' school-based volunteer reading programme

Gene Mehigan, Coláiste Mhuire, Marino Institute of Education, Dublin
Teaching Vocabulary as Part of an Effective Literacy Programme

CHAIR: BRENDAN CULLIGAN

Concurrent Sessions 3 **Room: 12** (45 Minute Sessions)

11:30-1.00 **Anne Weisenberg**, California State University Stanislaus
Language Experience Approach – A Fun Way to Link Language and Literacy

Mary Borba, California State University Stanislaus
Supporting Struggling Emergent Readers

CHAIR: FINIAN O'SHEA

ABSTRACTS

Keynote Abstracts

1. Timothy Shanahan, University of Illinois at Chicago

Teaching Reading to EAL Students: What Does the Research Tell Us?

Ireland's economic boom in the 1990s brought new levels of prosperity and transformed the nation into a country of "net immigration." Now over 5 percent of the children in Irish primary schools do not speak English/Irish as a home language, and their school achievement has lagged accordingly, threatening future prosperity. This is an educational issue faced by many English-speaking nations, and as a result the U.S. government commissioned a review of the research to determine what it can tell us about responding effectively to the literacy learning needs of EAL students. Professor Shanahan chaired the panel that reviewed that research and he will present the findings of that report along with follow up work that he and his colleagues have done, considering many issues in the teaching of EAL students.

*Timothy Shanahan is Professor of Urban Education at the University of Illinois at Chicago where he is Director of the UIC Center for Literacy. Tim Shanahan was director of reading for the Chicago Public Schools, serving 437,000 children, and has authored or edited more than 150 publications including the books, *Developing Literacy in Second-Language Learners*, *Teachers Thinking—Teachers Knowing*, *Multidisciplinary Perspectives on Literacy, Reading and Writing Together*, and *Understanding Research in Reading and Writing*. Tim Shanahan's research emphasises reading-writing relationships, reading assessment, and improving reading achievement. Professor Shanahan received the Albert J. Harris Award for outstanding research on reading disability from the International Reading Association. He co-developed Project FLAME, a family literacy program for Latino immigrants, which received an Academic Excellence Award from the U.S. Department of Education. He is an advisor to Write-Minded in Dublin (www.youngballymun.or), and serves on the International Advisory Committee of the Ready to Learn Programme in Belfast.*

2. Peter Afflerbach, University of Maryland

Reconceptualising Individual Differences in Reading

A premise of the work to be presented is that current conceptualisations of individual differences in reading, focused on cognitive skill and strategy, and information processing, are too narrowly conceived. While cognitive skill and strategy are requisite for reading development and success, they do not account for all individual differences in readers. Nor do they fully explain developing readers' success or failure. Thus, the lack of breadth in conceptualization of individual differences is to the detriment of both theory and practice. Based on this premise, this presentation proposes a conceptualisation of individual differences that builds on the existing foci of information processing and cognitive skills and strategies, and introduces relevant research and theory from related fields. These fields include sociology, anthropology, linguistics and related fields of psychology. A result of the proposed reconceptualisation is a means for considering the nature of reading curriculum and instruction, the outcomes of effective reading instruction, and the proper means for assessing and evaluating students' reading growth and achievement.

*Dr. Peter Afflerbach is Professor in The Reading Center, University of Maryland. He teaches graduate and undergraduate courses in reading assessment, and graduate courses in reading comprehension. He is a former K-6 Chapter One reading teacher, middle school remedial reading teacher and high school English teacher. Dr. Afflerbach's research interests include reading assessment, reading comprehension and verbal reporting methodology. He is the author of numerous books, including the recent *Understanding and Using Reading Assessment, K-12* (2007). He is co-editor of the *Handbook of Reading Research, 4e* (2010),*

and editor of *Essential Readings in Assessment* (2010). He has published in numerous theoretical and practical journals, including *Reading Research Quarterly* and *Cognition and Instruction*. He is co-editor of the academic research journal *Metacognition and Learning*, and serves on the editorial advisory board of *Reading Research Quarterly*. Dr. Afflerbach has served as Chair of the Literacy Assessment Committee, International Reading Association and on the NAEP Reading Panel and Common Core Standards Review Panels. Dr. Afflerbach was elected to the International Reading Association's Hall of Fame in 2009.

3. Taffy E. Raphael, University of Illinois at Chicago

Defying Gravity: Literacy Reform in Urban Schools

Whole school reform can be both rewarding and challenging. This presentation describes an 8 year project focused on sustainable school literacy improvement through the Standards-Based Change Process in schools serving diverse students living in high poverty settings. The presentation focuses on three critical areas for successful reform: (a) school infrastructure and high functioning professional learning community, (b) literacy knowledge for supporting high quality classroom practices, and (c) the collaboration of insiders and external partners to create a coherent, transparent staircase curriculum. Contrasts between schools successful in their change efforts and those that struggled to maintain progress are explored.

Taffy Raphael is on the Literacy, Language and Culture faculty at the University of Illinois at Chicago and President of School Rise LLC. Dr. Raphael's research has focused on strategy instruction in comprehension and writing, and frameworks for literacy curriculum and instruction (e.g., Book Club Plus). She received the Literacy Research Association (formerly National Reading Conference) Oscar Causey Award for Lifetime Contributions to Reading Research in 2009. She directs Partnership READ, a school-university partnership to improve literacy instruction through professional development. She has been a Fellow of the National Council of Research in Language and Literacy since 1996 and member of the Reading Hall of Fame since 2002. She served on the Board of Directors of International Reading Association (2007-2010).

Abstracts of Papers and Workshops

Concurrent Sessions 1 – Room

Nancy D. Turner and MaryAnn Traxler, St. Mary's College, Notre Dame, Indiana, USA

Children's Literature and Literacy Development

The objectives of this session are to describe instructional strategies used to promote children's literacy development, and to share children's literature that focuses on specific areas: children with disabilities, multicultural awareness, and character education.

The presenters will share children's literature and related activities that focus on specific areas: children with disabilities, multicultural awareness, and character evaluation. Given the inclusion of students with disabilities in some general education classrooms, the use of literature can promote understanding and a sense of empathy among peers (Turner & Traxler, 2000). Changing classroom demographics as well as globalisation challenge the teacher to create an environment conducive to cross-cultural understanding (Norton, 2009). Character education is critical as well, as teachers attempt to promote positive behaviour and interaction (Narvaez, 2002). The presentation will include a description of evidence-based practices focused on children's literature that contribute to effective literacy instruction. A rich tapestry of literacy ideas, including author studies, literature study groups, literature focus units, and other learning experiences will be described.

Mary Roche, St Patrick's College, Thurles, Co. Tipperary

Picture books as a Multimodal Classroom Resource for Developing Literary Understanding, Oral Language and Critical Thinking

Traditionally, teachers have tended to focus on concepts such as plot, setting, characters and theme for developing literacy meaning making in their students. I suggest that picturebooks can constitute an accessible, multimodal resource for developing a far wider range of literacy understanding.

Picturebooks are multimodal forms of literature where 'text and pictorial narrations accompany each other, alternate and intertwine' (Schwartz & Schwartz, 1991, p. 5). Sipe (2008) suggests that for meaning making to take place, we need to read the pictures as well as the text. The peritextual features of picturebooks (endpapers, flaps, covers etc.) as well as the illustrations are as important as the text and should not be underestimated. In order to understand the potential for meaning-making offered by these different aspects of picturebooks, teachers may need to extend their own understanding of art, illustration and picturebook theory. By according equal importance to illustrations, peritext and text, teachers can encourage a richer diversity of interpretation, and facilitate children's ability to integrate visual and verbal information.

In this presentation, I will show how 'readalouds' of picturebooks, and the accompanying classroom discussion, can be a powerful means of developing children's critical thinking and oral language, while also constituting a rich multimodal classroom resource for developing children's literary understanding.

Concurrent Sessions 1 – Room

Bernadette Kiely, Assistant National Co-ordinator, Junior Certificate School Programme (JCSP) Support Service

Isabel Baker, Regional Development Officer, JCSP Support Service

The Literacy Session: Investigating a Model of Reconceptualising the Timetable with Students Who Are Seriously Underachieving in Literacy At Second Level and the Ripple Effect of the Dissemination of this Model

In this paper, a successful model employed by one school as a unique, creative and innovative response to addressing the literacy needs of students with low literacy levels is outlined. The paper also elaborates on how this model has been adopted and adapted by other schools to address poor literacy skills.

The school, situated in a designated disadvantaged area, caters for a high percentage of students with persistent low levels of literacy. Despite all traditional and many innovative measures employed by the learning support department, few inroads were made into increasing literacy attainment in students. Struggling adolescent readers tend to be apathetic about having to revisit the mechanics of reading and literacy and the challenge for the school was to develop a fresh approach to tackling and addressing this issue.

With all the associated poor behaviour and avoidance strategies employed by the students, it was obvious that the traditional 40-minute class period was insufficient to address the multiplicity of needs arising from poor literacy skills. The first step was a reconceptualisation of the timetabling and of the boundaries imposed by strict timetables on classroom practice.

The staffing and resourcing of this extended literacy session was crucial to the success of this new literacy development. Team teaching was introduced, the methodologies and resources advocated in the JCSP Literacy Strategy were utilised, and baseline testing was carried out. The critical focus of the literacy session was to significantly improve literacy levels by engaging the students in targeted literacy tasks based on individual needs.

Through a combination of quantitative data, field notes and interviews, we outline the impact of the original model and its evolution as it ripples through the network of JCSP schools.

Ann M. Reed and Lisa Dryden, Texas Wesleyan University, Forth Worth, Texas, USA

Adolescent Reading: "I am really trying but. . ."

This workshop presentation is based on current research by J. Allen, K. Beers, J. Richardson and S. Vaughan. A strong foundation is necessary for reading comprehension. Unfortunately, even through this is a major component of early literacy instruction, many students continue to have difficulty with comprehension as they advance beyond senior primary and enter into intermediate or secondary school.

This session demonstrates instructional strategies that will strengthen and advance adolescent comprehension in all areas of the curriculum. Activities appropriate for implementation before reading, during reading, and after reading will be shared. The activities are designed to activate prior knowledge, enable students to make personal connections, and deepen their understanding of text.

This building of schema is done through direct instruction, cooperative learning and small and large group activities. Participants will have the opportunity to actively engage in Odd Word Out, What Do I Know, Predict/Support, PAR, Interactive Cloze, Brain Writing and Jigsaw. These approaches will enable educators to better meet the differentiated needs of their adolescent readers. They will also be beneficial to the second language learner and their needs in the classroom.

Concurrent Sessions 1 – Room

Brian Murphy, School of Education, University College Cork
Tara Concannon-Gibney, Adelphi University, Garden City, New York

Irish Primary Teachers' Understanding of Reading Practice: Too Simple a View?"

This paper investigates issues surrounding the adoption of the 'simple view' of reading. While this theory of the reading process has recently been espoused as the official view of early reading instruction in the United Kingdom, a recent Irish study, discussed in this paper, indicated that this view of reading is also widespread amongst Irish teachers. This presentation argues that a less-simple view of reading recognising the importance of cognitive flexibility, metacognition and explicit comprehension strategy instruction in reading needs to be promoted amongst all educators. A lack of emphasis on such explicit reading comprehension instruction has been found to be a common thread in research conducted in the United States, the United Kingdom and in Ireland and is often linked to reading under-achievement. Hence, we conclude that the implementation of a more holistic and inclusive 'balanced' model of reading development is immediately imperative in reading classrooms, both in Ireland and internationally.

Ann-Marie Casserly, St Angela's College, Sligo

Phonemic Awareness and Phonics – What does research tell us about these skills and their contribution to teaching reading to children with/without reading difficulties?

Contemporary reviews of literature and research findings indicate that substantial progress has been made in identifying the principal teaching practices that underlie effective reading instruction in the critical years of instruction. While the introduction of the Primary English Curriculum in 1999 emphasised an integrated approach to literacy organised through various strands and strand units, the most recent published results from The National Assessment of Reading Achievement (2004) of Irish primary pupils indicates little improvement in reading standards from the 1998 assessment. Given that competence in literacy is the foundation of educational provision, this paper examines some of the national and international research evidence conducted since 2000 aimed at preventing reading difficulties in young children. In

particular, phonemic awareness and phonics are identified as among some of the most effective pedagogical practices required to maximise the learning and achievement of all children and particularly those experiencing reading difficulties in becoming independent readers.

Concurrent Sessions 2 – Room

Helen Hallissey, Scoil Mhuire, Ballincollig, Co. Cork

‘Jaws was swimming in the sea’: Five Ways of Dramatising this Humorous Poem

Want to have some fun with your class reading this poem? Why not try out some new, fresh Drama approaches. Drama? – eek! Where do I begin?

- Let us start with six sensible steps that help create an orderly classroom atmosphere for drama work.
- Next, introduce a puppet, an object, a picture and some music to generate receptivity towards literacy.
- Proceed to frozen pictures, snappy mime ideas, making ads to promote language acquisition
- What about some Readers’ Theatre as an alternative literacy practice? Ideal for animating a text.
- And more. . .

These are some active learning drama approaches which often speak to a child, enabling him or her to tackle texts with fresh eyes. How? Drama is contingent on imaginative, collaborative, honest, visual, engaged play. It can promote a sense of fun and well-being. This workshop is also aimed at the language support class teacher. Come on. Get your jaws into this fun-filled workshop.

Joan Kiely, Coláiste Mhuire, Marino Institute of Education, Dublin

Niamh Fortune (née Daly), Froebel College, Sion Hill, Blackrock, Co. Dublin

Developing Language and Literacy in the Play Corner: A Visit to the Optician

This paper describes a framework for developing language and literacy in the play corner. The framework was devised in order to maximise children’s language and literacy learning opportunities in the play corner. It situates itself within Aistear’s third group of principles: how children learn and develop; and Síolta’s Standard 6: Play. Active learning, using play, is used to encourage children’s language and literacy development.

The framework provides a structure which later allows children to free play with writing and language. Preparation through language and literacy work happens in the days leading up to the children’s activity in the play corner. As the children begin to play, the teacher continues to scaffold children’s learning experiences but takes the lead from the children. Video footage will demonstrate how children’s language is infused with the language of the theme – a visit to the optician’s clinic. There is also abundant evidence of free writing based on the theme of the optician.

Research (Sawyer & DeZutter, 2007) shows that the use of symbolic transformations, metaplay and narrative competence in play paves the way for competence in literacy. Play corner allows for these events.

Practice is grounded in Vygotskian thought – i.e., that children learn best through social interaction and that pretend play is an appropriate tool to support children’s learning because in pretend play, children are operating in the upper reaches of their zone of proximal development.

Concurrent Sessions 2 – Room

Claire O'Connor, St Oliver Plunkett School, Malahide, Co. Dublin
Brendan Culligan, Coláiste Mhuire, Marino Institute of Education, Dublin

The Benefits of Using Cursive Writing from the Beginning of Schooling

It may certainly be argued that the importance of handwriting has greatly diminished in recent years as many believe it is more beneficial for the child to type rather than handwrite. Another common complaint among teachers is the lack of time to teach cursive writing properly in Infant Classes, as our curriculum has become overloaded. It is difficult to fully address all that has to be done and 'marginalised teaching activities', such as cursive, become sidelined. However, many educators think cursive writing reinforces reading and spelling and helps students retain what they learn better. Learning cursive writing can help instil confidence in students. This practical session demonstrates how cursive writing has been successfully introduced at Infant level in one Dublin school.

Gerry Shiel, Educational Research Centre, St Patrick's College, Dublin

Characteristics of Effective Teachers of Literacy

This presentation draws on the literature on teacher competencies, teacher development and effective teaching of reading to identify characteristics of effective teachers (and, by implication, effective literacy programmes). It identifies and describes seven characteristics, citing examples of more and less effective practice:

- Opportunity to learn (time to engage in reading)
- A suitable classroom environment and materials for reading
- A coherent differentiated reading programme
- A metacognitive approach to instruction, involving modelling and coaching
- Skills teaching within a context
- An emphasis on formative assessment
- Expert classroom management

The implications of these findings for supporting teachers of literacy in primary-level classrooms are considered.

Concurrent Session 2 – Room

Laura Noonan, Department of German, University College Cork

Reinventing the Wheel? Responding to the Language and Literacy Needs of Migrant Children in Primary Education: Lessons (Not) to be Learned from Germany's Experience Since the 1950s'

This paper examines educational responses to the language and literacy needs of children from migrant backgrounds learning the language of instruction in primary education as an L2, both in Ireland, where migrant education is a fairly young topic, and in Germany, where discourses are significantly more advanced. In particular, the focus is on the acquisition of skills and academic language as key determinants of the future educational achievement and social integration of the children concerned. A research gap exists in relation to comparative study between Ireland and our European partners (Healy, 2007). Ireland is in a unique position of having a wealth of experience at our doorstep, in the form of our EU neighbours' experiences of migration in the latter half of the 20th Century (Nowlan, 2008). Because the main goal of migrant education in Irish primary schools is rapid monolingual assimilation, current approaches are both outdated and out-of-line with European policy and international theoretical perspectives on migrant education. Because of this, the unique language and literacy needs of the children concerned are not be met, thereby creating a disposition for the future towards educational disadvantage, and, ultimately, social exclusion. Gogolin (2002), in reference to the 2000 PISA study, states

that 'students with immigrant backgrounds are less successful readers and this predicts their lower school success, as literacy deficits proved to also have cumulative negative effects on competencies in 'mathematical literacy' and 'scientific literacy'. This is further evidenced by subsequent PISA results (OECD, 2006), in which children from migrant backgrounds had the lowest scores in reading, science and mathematics. The successful acquisition of the academic language and literacy skills which enable children to fully engage with the curriculum across a range of subjects is, therefore, pivotal in determining the level of educational achievement and social participation which children from migrant backgrounds attain at school and beyond. Disparity between L1 and L2 speakers' literacy levels was particularly evident in Germany's PISA results, where an assimilative ideology has prevailed. Irish responses to the needs of multi-lingual/multi-cultural school populations need to take into account these findings if educational disadvantage, as experienced by both first and second generation migrants in Germany, are to be avoided for the future.

Pauline Kelly, Regional Advisor, PDST (Professional Development Service for Teachers)

Reading and the EAL (English as an Additional Language) Student – Encouraging Confidence in and an Appetite for Reading

This session will deal with the place of reading in the educational experience of EAL students. Reading is critical in personal and cognitive development and in acquiring the level of language needed for educational attainment. Accelerating the student's oral and written fluency, bank of vocabulary and command of academic language will help us in Ireland to avoid the attainment gap identified in PISA and OECD reports on EAL students in many countries worldwide.

Beginning with a filmed interview in which a Polish student speaks about her reading experience, the session will present the EAL student in a new country, classroom and learning situation and will highlight the critical importance of *story* in personal and educational development, linking the essential key principles of EAL teaching to reading.

It will demonstrate practical and enjoyable classroom strategies that help students to become readers in English. The role of the teacher and the wider school community in encouraging students to continue to read in their home language and to develop confidence, ability and pleasure in reading in English will be shown through examples of current best teaching practice. Some excellent ideas from EAL teachers have been compiled in a recently published TIPS booklet which will be given at the session.

Easily implemented drama-in-education techniques will show how even those students with limited language can be encouraged to read if appropriate resources are available to the teacher.

The session will propose teaching strategies to improve competence, and will consider how teachers can build on and expand existing reading experience both for personal lifelong learning and with the aim of maximizing EAL students' educational potential as bilingual readers.

Concurrent Session 3 – Room

Bernadette Dwyer, St. Patrick's College, Drumcondra, Dublin 9

"There's no rabbits on the Internet": Scaffolding Internet Inquiry with Struggling Readers

The Internet is the defining technology of this generation. Emerging research is suggesting that traditional reading skills may not be sufficient in the challenging and often complex world of the Internet (Coiro & Dobler, 2007; Guinee, Eagleton & Hall, 2003; Leu & Kinzer, 2004; RAND, 2002). It is particularly important to support children who already struggle with print

literacies in an online environment to avoid what might be termed a digitally determined Matthew Effect (Stanovich, 1986).

This session draws on the results of a longitudinal two year study conducted with senior class pupils in a DEIS band 1 school (Dwyer, 2010). The pedagogical goal of the study was to scaffold these pupils to develop effective online reading comprehension and information seeking skills and strategies in the context of an integrated classroom curriculum which linked Literacy, Science and the Internet. The study was underpinned by a Formative and Design Experimental (F&DE) methodological framework (Reinking & Bradley, 2008). The F&DE seeks to make firm research to practice connections while simultaneously contributing to literacy theory.

This session provides practical classroom examples, drawn from the study, of how to scaffold children to conduct effective Internet inquiry in the following areas: (a) developing important questions for inquiry; (b) generating search terms, (c) investigating search results; (d) locating and summarising information; (e) critically evaluating online information; and (f) synthesising and communicating this information to others.

Concurrent Session 3 – Room

Claire Hickey, Barnados Senior Research Manager
Maura McMahon, Dublin Wizards of Words Project Leader

Wizards of World: Implementation Challenges of Barnardos' School-based Volunteer Reading Programme

Barnardos Wizards of Words (WoW) is an intergenerational reading programme designed to improve first and second class pupils' reading achievement and increase their enjoyment of reading. This session will discuss the challenges of implementing and evaluating such a programme by examining student assessment, and scaffolding supports required for volunteers matched with children of varied reading abilities. Practice and research issues will be highlighted so that lessons learned from piloting WoW can be utilised by schools implementing reading schemes.

Gene Mehigan, Coláiste Mhuire, Marino Institute of Education, Griffith Ave, Dublin 9

Title to be added

Anne Weisenberg, California State University Stanislaus

Language Experience Approach – A Fun Way to Link Language and Literacy

The focus of this workshop will be the importance of integrating listening, speaking, writing, and reading to promote language development, literacy, and content knowledge. The language experience approach provides the ideal medium for building conceptual knowledge, developing listening and speaking skills, developing writing strategies with interactive writing and developing text reading strategies with shared reading. Through shared experiences the teacher is able to incorporate science or social studies standards while providing language learning opportunities and reading and writing instruction. Students learn that what they experience they can talk about, what they can talk about they can write, and what they write they can read. This provides opportunities for English learners to learn content area standards while increasing their language development and providing them with readable material.

Mary F. Borba, California State University Stanislaus

Supporting Struggling Emergent Readers

Students in Kindergarten and first grade who struggle to become proficient readers have literacy areas that need to be identified and addressed through effective instruction. This presentation will focus on five areas to support these students: (a) oral language; (b) strategies for constructing meaning; (c) visual scanning and visual memory; (d) sounds and phonemic segmentation; and (e) letter knowledge.

Conference Proceedings

RAI plans to publish an edited book of papers delivered at the 34th Annual Conference. Presenters are invited to contribute a chapter to the publication. We would like to receive your papers by November 30, 2010. Contributions should not exceed 2500 words in length. Style and presentation should be consistent with the guidelines in the Publication Manual of the American Psychological Association (5th Edition).

Contributions should be submitted electronically to Martin.Gleeson@mic.ul.ie

RAI reserves the right to copy-edit all papers submitted for publication. Any substantive changes that are required will be carried out in consultation with the author(s). Presenters submitting a paper should do so on the understanding that copyright in the paper (chapter), including the right to reproduce the paper shall be assigned to RAI, who will not refuse any reasonable request by the author/s for permission to reproduce any or all of their contributions elsewhere. It is intended to publish the proceedings on the Internet (www.reading.ie) as well as in printed book form.

Conference Presentations

Presenters are asked to submit their Conference Presentations. These will appear on the members-only section of the RAI website. Presentations should be submitted to Martin.Gleeson@mic.ul.ie no later than November 30th, 2010.

