Structured Text Dialogues
LÆSI
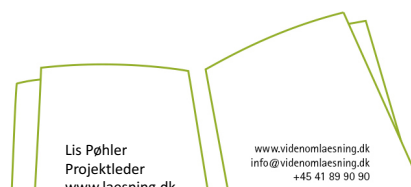Skilningur og lestaránægja
University of Akureyri
17th September 2016, 11.40 am – 12.10 pm

VI SAMLER, SKABER OG SPREDER VIDEN OM LÆSNING

NATIONALT
VIDENCENTER
FOR LÆSNING
PROFESSIONSHØJSKOLERNE

Lis Pøhler
Projektleder
www.laesning.dk

www.videnomlaesning.dk
info@videnomlaesning.dk
+45 41 89 90 90

Agenda

⋯➤ Structured Text Dialogues
  ⋯➤ The ideas behind the project
  ⋯➤ The pupils
  ⋯➤ Expected effects
⋯➤ Results – part 1
⋯➤ Two methods
  ⋯➤ The Position as Reader Method
  ⋯➤ The Ask Questions Method
⋯➤ Results – part 2

Nationalt Videncenter for Læsning
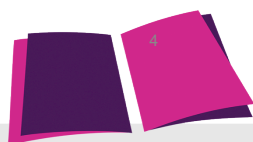
⤏ Look at

   www.videnomlaesning.dk/projekter/
   strukturerede-tekstsamtaler (official webside)
   or
   www.laesning.dk (my webside)

⤏ Danish and Swedish version

The Staff

⤏ Lis Pøhler (DK),

⤏ Ulla Stina Åman (F and S)

⤏ Torben Pøhler (DK)

⤏ Dorthe Klint Pedersen (research)

Med støtte fra
TrygFonden

NORDPLUS Horisontal

UNDERVISNINGS
MINISTERIET

The Basic Ideas

⸱⸱⸳ All students can develop a better understanding of the texts

⸱⸱⸳ if they are taught literacy strategy instruction

⸱⸱⸳ if they get the opportunities to practice strategies appropriate for this

⸱⸱⸳ if this learning takes place through structured text dialogues in smaller groups with the teacher leading the group.

Structered Text Dialogues

⸱⸱⸳ Strengthen the competences in reading comprehension

⸱⸱⸳ Comparing effects

⸱⸱⸳ Two different methods

⸱⸱⸳ The Position as Reader Method

⸱⸱⸳ The Ask Questions Method

⸱⸱⸳ Two different groups of students

⸱⸱⸳ Three different countries

⸱⸱⸳ Denmark

⸱⸱⸳ Finland

⸱⸱⸳ Sweden

6

The Students

⋯⇢ Students with Intellectual disabilities
⋯⇢ Students with autism
⋯⇢ Students aged 13 –17
⋯⇢ Students in special schools or special classes

The Frame

⋯⇢ Accept from all parents involved
⋯⇢ Pretest
⋯⇢ Teaching the teachers (3 hours)
⋯⇢ Teaching the students
   ⋯⇢ 8 weeks
   ⋯⇢ Twice a week (20 min.)
   ⋯⇢ 1 teacher, 3-4 students, 1 room
   ⋯⇢ Supervision, video, diary
⋯⇢ Posttest and interviews
⋯⇢ Conference for all involved

8

Students Involved

	Students	Boys	Girls	Autism	Intellectual Disability
Denmark	40	25	15	20	20
Finland	16	5	11	4	12
Sweden	14	9	5	9	5
Total of students	**70**	**39**	**31**	**33**	**37**
Control group	40	29	11	18	22
Students involved	110	68	42	51	59

9

Expectations

⋯⟫ Progress in reading comprehension

⋯⟫ The two methods are both effective

⋯⟫ The students will have a positive attitude to the methods

⋯⟫ The students are encouraged to enjoy learning

⋯⟫ The teachers will like to use the methods afterwards

RESULTS – PART 1

Data

- Partial tests from LOGOS
- Video
    - 5 video from each group (total of 16 groups)
- Teachers' diaries
    - 15 teachers, 16 text dialogues each
- Teacher interviews
- Teachers' conference
    - 14 teachers, 7 leaders

Students With Autism

- Significant progress
  - Reading comprehension
  - Listening comprehension
- Ceiling effect
  - Word identification
  - Word comprehension

Students With Intellectual Disabilities

- Significant progress
  - Listening comprehension
  - Word identification
- No progress
  - Reading comprehension
  - Word comprehension

Two Methods

⤏ One method is not better than the other

⤏ We cannot tell from the reading tests whether or not text dialogues is a more effective way of teaching (ceiling effect in control group)

⤏ We saw many examples of students, who during the project began taking part in the learning process

⤏ No doubt among the teachers that the structured text dialogues strengthened the students and enabled them to participate more actively in the teaching

Three Countries

⤏ It was not possible to measure any differences regarding effect in the three countries - the Finnish groups were too small for making such comparisons.

⤏ Observations, interviewing the teachers and analysing video records in no way indicate that there should be any differences at all.

⇢ **The Position as Reader Method**
⇢ **The Ask Questions Method**

TWO METHODS

Both Methods

⇢ Are based on Reciprocial Teaching
  ⇢ Students get opportunities to develop working skills for overviewing their reading comprehension
  ⇢ Interacting, guiding and dialogical
  ⇢ From teacher to student to lead the dialogues
⇢ Concrete and structured dialogues
  ⇢ Compensate poor working memory or concentration
  ⇢ Focused text comprehension both on, between and behind the lines
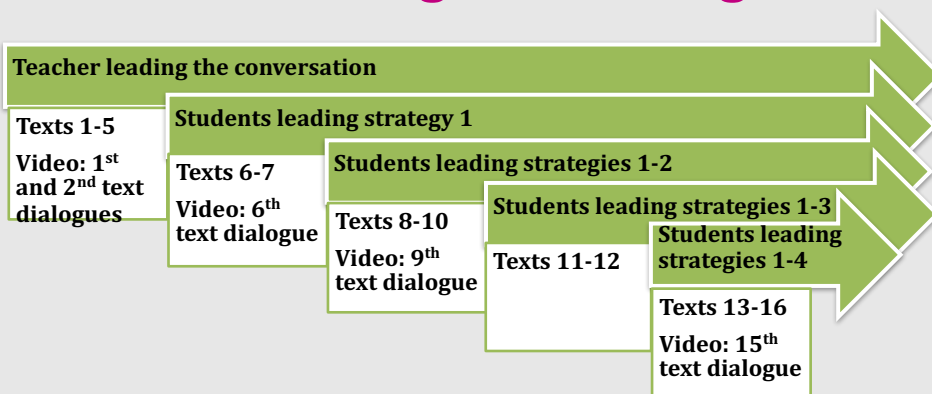⇢ Support good conversation behaviour

18

Both Methods

⋯▸ Four strategy cards

⋯▸ 4 students in each group

⋯▸ 1 teacher in each group

⋯▸ Two teachers in each school

⋯▸ Two methods in each school

⋯▸ Teaching 2 x 20 min. each week

⋯▸ Reading the same 16 texts

⋯▸ Video og teachers' diaries during the project

19

From Teacher to Student
Leading the Dialogues

20

Teacher leading the conversation

Texts 1-5

Video: 1st and 2nd text dialogues

Students leading strategy 1

Texts 6-7

Video: 6th text dialogue

Students leading strategies 1-2

Texts 8-10

Video: 9th text dialogue

Students leading strategies 1-3

Texts 11-12

Students leading strategies 1-4

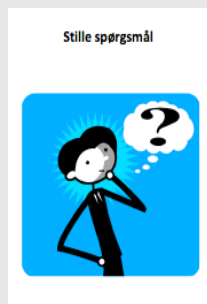**Texts 13-16**

Video: 15th text dialogue

The Position as Reader Method

- The text is cut up into strips
- Only one strip is discussed at a time
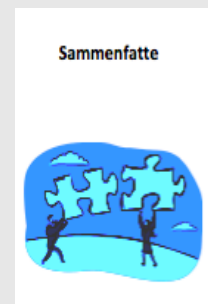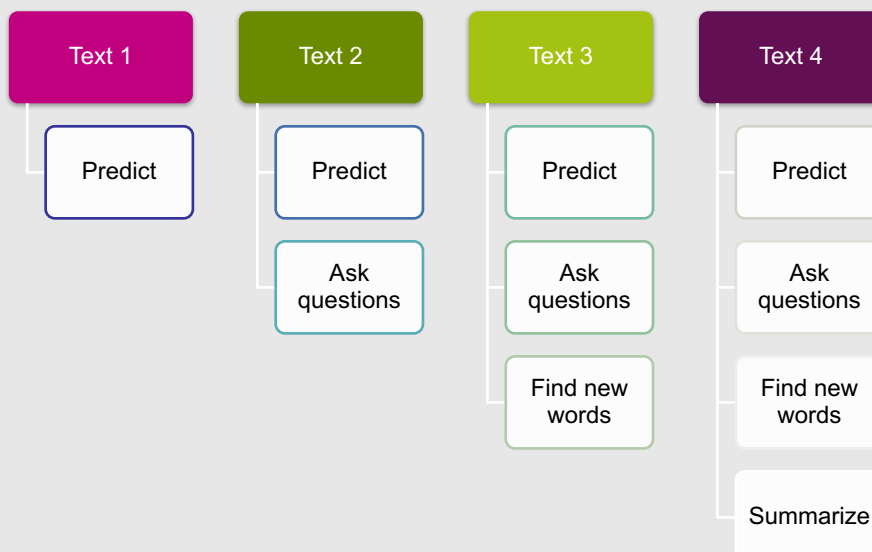- All four strategies are used on each strip:

Forudsige	Stille spørgsmål	Finde nye ord	Sammenfatte
Predict	**Ask questions**	**Find new words**	**Summarize**

One New Strategy at a Time

Text 1	Text 2	Text 3	Text 4
Predict	Predict	Predict	Predict
	Ask questions	Ask questions	Ask questions
		Find new words	Find new words
			Summarize

Text 1 – Position as Reader Method

Kat fastklemt – Falck rykkede ud

✂ -

- **Strip 1** is distributed and read aloud
- What kind of text is it?
- What do you think this article from the newspaper is about?
- **Do not consider the answers!**
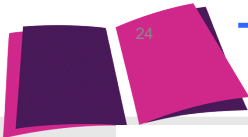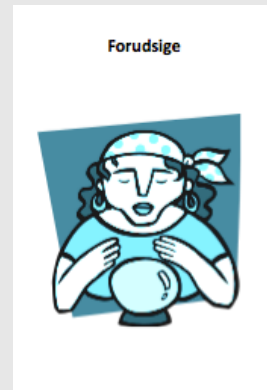
Forudsige

Text 1 – Position as Reader Method
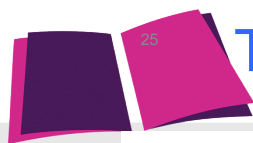
Kat fastklemt – Falck rykkede ud

✂ -

En kat som havde været forsvundet et døgn blev fundet igen

✂ -

- **Strip 2** is distributed and read aloud
- What do we know now?
- How does is fit to what wo knew before?
- What do you think we are going to read about now?
- **Do not consider the answers!**
- Let's see what happens now

Forudsige

Text 1 – Position as Reader Method

Kat fastklemt – Falck rykkede ud

En kat som havde været forsvundet et døgn blev fundet igen.

Den sad fastklemt mellem to vægge.

Ved frokosttid fik alarmcentralen en melding om,

at en kat sad fast mellem to vægge.

Katten havde på det tidspunkt været forsvundet et døgn.

Falckredderne fik katten fri, og den får nu en fredelig jul.

Borås Tidning 24 dec. 2012

2. Text Dialogue

Forudsige

- Repetition from the first text dialogue
- Talking about the new strategy card:
    - Which words do you use when asking a question?
    - Write the words on the board
    - Keep the list in sight!

Stille spørgsmål

Alpakaer dræbt af ulv?

Seks alpakaer blev dræbt natten til torsdag af en ulv

nær en lille by i Midtsverige.

– Jeg føler sorg og vrede på samme tid,

siger opdrætter Sven Persson.

Nya Wermlands-Tidningen, 27.04.2013

From a Video

Teacher: Now we are going to ask questions to the text. What can we ask about? (pointing at the board)

Anton: What is an alpaca?

Teacher: What is an alpaca? We will like to know that!

Martin: I think it is a person from the Filippines or maybe from another country.

Teacher: I wonder why there is a questionmark
          in the headline?

Anton: Maybe they are not sure if it really were
          wolves that killed the alpacas.

From the Video

Questions to the text after strip 2:

Where were the alpacas killed?

When were the alpacas killed?

Why were the alpacas killed?

How were the alpacas killed?

…..

The teacher reads strip 5: … *says breeder Sven Persson.*

Anton: Oh, I see! A breeder … then the alpacas are animals!

From Text Dialogue 5

For each strip
⋯⋗ Read the text out loud
⋯⋗ What do we know now?
⋯⋗ How does is fit to what wo knew before?
⋯⋗ What do you think we are to read about now?
⋯⋗ What would you like to know?
⋯⋗ Are there any new words?
⋯⋗ I wonder what it means?
⋯⋗ More new words?
⋯⋗ When a part of or the whole text is read – summarize:
  ⋯⋗ **At first – then – at last**

31

A Teacher's Reflections

"The *Position as Reader Method* is very tangible. That's good. It's very slavish too. The students are so different and they understand at different levels.

This method makes it easier for me to differentiate my teaching. When there is a predictable structure for both the lesson and the questions the students are set free to be more reflective.

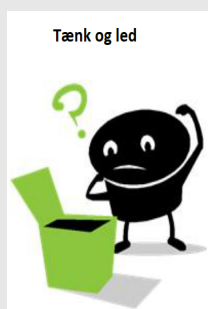They still understand at different levels but now they know the purpose behind my questions."

The Ask Questions Method

⇢ The whole text is read aloud from the beginning
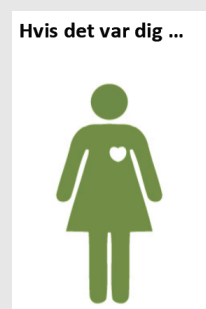⇢ The four strategies are discussed one by one in the group:

Præcis dér	Tænk og led	Tænk dig om	Hvis det var dig …
Exactly there	Think and look	Use your brain	If it was you …

Question 1

⇢ The answer is to be read in the first line

⇢ The answer is easy to find: it is **exactly there**
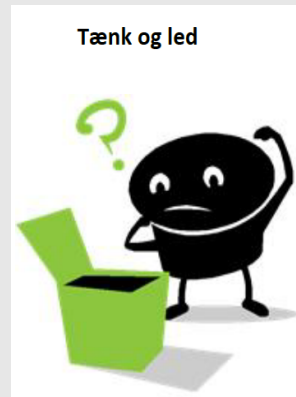
Præcis dér

1. For how long time was the cat gone?

34

Question 2

⠐⠂ The answer is to find somewhere in the text. Maybe the student has to find two pieces of information to answer the question
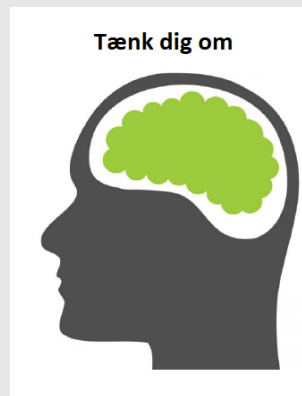
⠐⠂ The student has to **think and look**

Tænk og led

2. Who rescues the cat?

35

Question 3

⠐⠂ The answer is not given in the text. The student has to combine what he already knows to the pieces of information in the text

⠐⠂ To answer the question the student has to use his brain – the answer is only to be found in the head of the student

Tænk dig om

3. Why do you think the cat will have a peacefull Christmas?

36

Question 4

⋯⋗ There is no answer in the text. In order to answer the question the student needs to be able to put him- or herself in someone else's place

⋯⋗ In order to answer the question the student must be able to imagine: **If it was me …**

Hvis det var dig …

4. Have any of your pets been missing?

37

Video text 15

Teacher:	Will you try to make a question?
Freja:	No – I don't know. I really don't know how to answer. Don't know what to say.
Teacher:	What you are going to ask about. Well. Ok. It …
Freja:	I really don't know how to make a question.
Teacher:	Ok. But maybe you can answer?
Freja:	Yes. It is much easier to answer than to make a question!

A Teacher's Reflections

"Now I see a new world of opportunities to find texts in newspapers and magazines. I can use daily life texts in a way I couldn't do before.

I can show the students that it is ok to read only the lead paragraph to an article. They can read the whole text if they like – but they don't always have to do it. Maybe they will read more in that way. "

"Structure, clarity and recognizability – it improves the learning proces."

If I should do it again …

RESULTS – PART 2

Recommendations

- The methods are effective if you give time and space to learn and to 'overdo them' – for both teachers and students
- The methods can be used for both younger and older students and for other groups of students
- It is good to have someone "from outside" to help the teacher keep the track

A Teacher's Reflection

"It is indeed a challenge for both teachers and students to stay in the same project and the same method for 20 minutes each lesson.

As a teacher I like to find and try new ways to present and discuss the text and to teach. I like sometimes to find a funny way to do it!"

A Teacher's Reflection

"This is a way to make the students reflective.

They are active.

And they will reflect within an area they can handle."
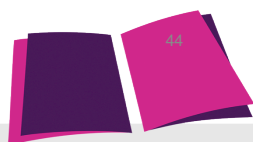
If I Should Do It Again

⋯⋙ New reading tests

⋯⋙ Schedule 20 text dialogues – but only have plans for 16

⋯⋙ Find texts matching the group of students struggling with reading comprehension

⋯⋙ Keep

    ⋯⋙ aims of the learning process

    ⋯⋙ content, idea and frames

    ⋯⋙ working with teachers who want to join the project

    ⋯⋙ someone from "outside" to "keep the teacher on track"

New Reading Tests?

- Use reading tests focusing on the aim of the project
- An exampel: www.laesning.dk/strukturerede-tekstsamtaler
- Strategy Cards and Texts are to be found there too
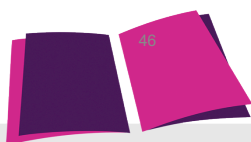
References

- Pøhler, Lis (2015): *Strukturerede tekstsamtaler*, Nationalt Videncenter for Læsning.
- Rosdahl, Anders (2014): *Fra 15 til 27 år – PISA 2000-eleverne i 2011/12, SFI – Det nationale forskningscenter for velfærd*
- Høien, Torleiv (2014): *LOGOS*, Teoribaseret diagnosticering af læsevanskeligheder, Logometrica. www.logometrica.dk. Udkommet første gang 1999.
- Reichenberg, Monica og Ingvar Lundberg (2012): *Tekstforståelse gennem strukturerede tekstsamtaler*. Akademisk Forlag
- National Reading Panel (2000): *Teaching Children to Read*: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, NIH Pub. No. 00-4769. Downloades fra: http://www.nichd.nih.gov/publications/pubs/nrp/Pages/smallbook.aspx.
- Rosenshine, Barak and Carla Meister (1994): *Reciprocal teaching*: A review of the research, *Review of Educational Research* 64: 479-530.
- Palinscar, Aannemarie Sullivan& Ann L. Brown: (1984): *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities,* i: Cognition and Instruction, Volume 1, Issue 2, p. 117-175.