

Abstracts

Amaral, Rosa Maria

Portugal

STRATEGIES FOR METAPHORS' INTERPRETATIONS

Reading & Writing; Speaking & Listening

Kintsch's construction-integration model of reading-comprehension supports that the mental representation of a text-base evolves into a situation model whenever the integration of the reader's knowledge of the word and the world described in the text takes place (Kintsch, 1998). The global coherence emerges from this integrative procedure based on different models of inferences. And within this framework the process of interpretations is built.

Metaphor is a pervasive schematic structure for conceptualising the world and the Experiences (Lakoff, 1987) and (...) a type of pre-existing knowledge that the apply of the activity of reading and interpreting texts as Gibbs (1996) states. Metaphor models the world though mappings between a source and a target domain structuring our inchoative experiences. As a constraint to the interpretation of any text, and obviously literary texts, metaphors are context-dependent.

We believe that though experience provides schematic patterns for comprehension, when novel metaphoric processes are activated to build a coherent text representation a cognitive effort is required.

The aim of the study is to develop/analyse strategies, based on metaphoric mapping and inferential processes that teachers may use in order to facilitate the interpretation of literary texts.

Target population are ninth grades from a Portuguese Public School, aged thirteen to sixteen.

Anninou, Jenny G.

Greece

THE GREEK LANGUAGE AND LITERATURE CURRICULUM IN SECONDARY EDUCATION

The aim of the proposed presentation will be to give a short but thorough description of what should be taught to Greek pupils of the secondary education within the frame of the Language and Literature Curriculum, as it is recently revised.

Furthermore, there will be an attempt to answer three fundamental questions concerning this matter:

1. Is the teaching of Language and Literature truly reformed?

(The answer will be given based on a comparative analysis of the Language and Literature subject since the last Curriculum revision in 1981)

2. Does the curriculum apply in day-to-day school praxis?

(The answer will be based on empirical observations and my personal teaching experience in several greek secondary schools)

3. How could we, teachers, comply with the 'rules' and still go one step beyond?

(The answer will comprise a few proposals tested in actual teaching contexts. The theoretical background comes from the field of Applied Linguistics and Stylistics.

The proposed methodology uses drama -both as a text and as an activity- to increase language awareness in classroom.)

Araujo, Luisa

Portugal

DEVELOPING HIGHER ORDER SKILL

Reading & Writing; Speaking & Listening

Workshop

This workshop seeks to give primary teachers the tools to help their students formulate well-substantiated, text-based inferences. As Shanker (1995) notes, "The problem with many youngsters today is not they don't have opinions but that they don't have facts on which to base their opinions (p. 145)." Thus, this workshop discusses the need to develop higher-order thinking skills or critical thinking in teaching literature. Specifically, it differentiates between literal, interpretive, and applied levels of comprehension and it offers insights into how teachers can help primary level students analyze and respond to text-based inferences. The work of Ollmann (1996), Pearson (1985) and Raphael (1986) in the area of reading comprehension is discussed and its related implications for teaching are discussed through examples of current literary texts. In addition, teachers will have the opportunity to formulate question/answer relationships based on the chosen texts; both in Portuguese and in English.

Auyeung Lai, Winnie Y.W. & Leung, Wai H

Hong Kong

POLITICAL CHANGE AND THE FIRST LANGUAGE CURRICULUM IMPLICATIONS FOR TEACHER EDUCATION THE CASE OF HONG KONG (SAR), CHINA

Education Policy

In synchronisation with the return of sovereignty of Hong Kong to China, education in Hong Kong in general, and language education in specific, has undergone drastic reform. In the colonial era, the Chinese Language Curriculum, the first language curriculum of Hong Kong, is constrained by both the syllabus, which emphasizes language knowledge rather than language skills/proficiency, as well as the mode of operation of the Hong Kong Certificate of Education Examination, which is norm-referenced and limited to pen and paper.

After the handover of sovereignty in 1997, Chinese Language education for school age children have received far more attention than ever before. A new Curriculum for secondary Chinese Language was first implemented in September 2002. The new curriculum shifts from the knowledge-based approach to the skills-based approach, which is totally new to most teachers. In order to implement the new curriculum, teacher-training institutes have incorporated additional modules in their training programme. This includes the concept of language skills/proficiency, criterion-based assessment and evaluation for the Chinese Language classrooms, as well as the proficiency and skills based pedagogies.

This paper will introduce the newly revised mother-tongue curriculum for Hong Kong. A comparison of the current and the previous curriculum will be conducted to reflect the impact of political change on the nature of change for the mother-tongue curriculum. The implications for teacher education, as well as the issue on first language proficiency, which was a focus of debate in the reform, will also be discussed.

Azevedo, Fernando J.

Portugal

LITERARY TEXT AND LANGUAGE LEARNING

Language Awareness & Literature

Workshop

The main goal of this workshop is to analyse the benefits of learning language through literary texts. We'll show that through the study of language on literary texts, mainly a stylistic and a rhetoric approach, students can arrive to a better knowledge of the pragmatical and rhetorical use of language.

Since literary texts show a use of language that refuses intentionally the cliché and the stereotype, students can learn more deeply the several ways of achieving perlocutionary effects through language speech acts. Besides, the contact with figurative uses of language (e.g. metaphor) - that literary texts show as a stylistic process of intensification - can help students developing the inference mechanism, which is important in the reader comprehension.

We'll show that this question of literary text and language learning can not be isolated from that other of language textbooks. In order to achieve a good assessment on language learning, textbooks must provide quality models of language use and students must work deeply on them. This requires, of course, a good teachers training.

Canavarro, José Manuel & Pocinho, Margarida

Portugal

EVALUATION OF A LEARNING STRATEGIES PROGRAM FOR STUDENTS WITH MOTHER TONGUE LEARNING PROBLEMS

Reading & Writing; Speaking & Listening

Group session

This paper reports the conclusions of an empirical study conducted between October 2001 and July 2002, at the Universidade da Madeira, Portugal.

The research was focused on how a learning strategy instruction program can be used to develop functional reading and writing skills with 9th grade students.

The learning strategies applied were related to:

1. reading (paraphrasing);
2. expressing information (writing and speaking);
3. demonstrating competence;
4. content enhancement routines (concept mastery routine);

The program was field and experimentally tested with 106 students judged to have mother tongue learning problems. The research took place in Portuguese public schools (Madeira). Results demonstrated that consistent, intensive, and explicit instruction and support are key ingredients for mother tongue instruction.

Canvat, Karl

France

THE TEACHING OF LITERATURE AT THE CROSSROADS: MEANS OR GOAL?

Literature, Fiction & Media

Symposium

Literature has been for a long time the basis for the teaching of French as a mother tongue. Today, however, its role and position are being questioned because of both empirical difficulties linked with its daily teaching and disciplinary changes in French didactics. Its formerly obvious use is now giving way to doubts.

While some firmly stick to their old positions, as expressed in press pamphlets and media discussions ('C'est la littérature qu'on assassine rue de Grenelle', Le Monde, 4 March, 2000), others try to «remodel' the teaching of French in redefining the functions of its various components (literature ranging at the top) and in finding new ways to link them.

These are the issues at stake in the current debate that we hope to clarify through an analysis of the Education Ministry's new instructions on primary and secondary teaching in France.

Caviglia, Francesco

Denmark

CONVERSATION IN FILMS AND SUBTITLES FOR HEARING IMPAIRED AS RESOURCES FOR PROMOTING LANGUAGE AWARENESS

Language Awareness & Literature

Workshop

Conversation in fiction films can be an interesting object of study in the classroom, since language in films is usually close enough to everyday speech to be perceived as 'natural', but more structured and easier to analyse than conversation in real life.

DVSs and videos with subtitles for hearing impaired are a handy device for capturing and analysing portions of conversation. The mismatch between what is heard and what is written on the screen can often prompt questions which can lead, inductively, to a better understanding of the spoken and the written code.

This proposal originates in the ambition to make accessible to the classroom aspects of Walter Ong's (1982) analysis of orality vs. literacy, of Deborah Tannen's (1989) thesis about 'patterns of sound and sense' recurring both in conversation and in literary discourse, and of Henning Nørlke's (2002) extension of Bakhtin's dialogical principle to linguistic analysis.

I would propose for the final discussion the possibility of a shared effort to collect examples and good questions, and also the possibility of using subtitles as a point of departure for activities involving understanding and production of communication both in L1 and L2.

Chan, Yuet Hung Cecilia

China

LANGUAGE AWARENESS AND LANGUAGE TEACHING. A CROSS-SECTIONAL STUDY AMONG PRIMARY SCHOOL CHINESE STUDENTS IN HONG KONG

Multilingualism & Language Awareness

Group session

The mother tongue of Hong Kong students is Cantonese, a dialect of Chinese. Written Cantonese is prohibited in language education and students are taught to read and write in Modern Standard Chinese. There are lexical, morphological and syntactic differences between Cantonese and Modern Standard Chinese.

This study focuses on investigating Chinese students' awareness of the syntactic differences between their vernacular and the standard language. The study involved 300-400 students from each of the junior, intermediate and senior educational levels in six primary schools in Hong Kong. All students were native speakers of Cantonese. A listening-writing test and a grammaticality judgement test were designed to find to what extent students who start to learn to write in Modern Standard Chinese are aware of the syntactic differences between their vernacular and the standard language. The listening-writing test required students to write the sentences which were spoken in Cantonese in Modern Standard Chinese within a

time limit. The grammaticality judgement test included grammatically unacceptable Chinese sentences which used Cantonese structures. Students were given sufficient time to identify the unacceptable sentences and make corrections to them. Results show that: (1) Students' ability in converting the Cantonese spoken form into the Chinese written form, and in making correct grammaticality judgement on Chinese sentences, significantly increases with their educational level; (2) Some Cantonese syntactic structures were consistently used and accepted in the listening-writing test and the grammaticality judgement test respectively by all three levels of students; (3) All three levels of students performed better in the grammaticality judgement test than in the listening-writing test.

The results of this study have implications for future research on language awareness, and for the teaching of the standard language to vernacular learners. Further investigation on the variability of language awareness of language learners owing to their focus on meaning or form, and due to time variation, is needed. The approaches of "Consciousness Raising" and the extensive reading programme are recommended for teaching the standard language to vernacular students.

Chan, Wing Ming

China

THE ROLE OF ROTE LEARNING IN CHINESE TRADITIONAL LANGUAGE TEACHING

Multilingualism & Language Awareness

Memorization plays a very important role in Chinese traditional language teaching. Recently, this practice has been critically reviewed and experts have great reservation and concern on its effectiveness and possible harm.

In the paper, this issue is looked at from the perspective of the special nature of the Chinese language.

Chinese is not a phonetic language. By looking at the script one does not know its pronunciation. To link the pronunciation with the script, one has to memorize it.

Secondly, for a long period of time until early 20th century, written Chinese was very different from spoken Chinese -- different vocabulary, different rules, etc. Memorization again became important in learning how to write.

Thirdly, while it might be incorrect to say that Chinese is grammatically flexible, it is undeniable that a system of grammar for modern Chinese is still not well developed. This also contributes to the importance of memorization.

Currently, practice of toning down the importance of, and discourage students from memorization without taking into consideration the above points might be detrimental to the learning of the language. It seems to be the case that a place has to be preserved for memorization in learning Chinese language. This paper will give some suggestions on how to preserve memorization fruitfully in the learning of Chinese.

Cheung, Wing Tak & LEE, How Chung

China

RESHAPING THE LANGUAGE CLASSROOM: CHALLENGES OF TEACHING CHILDREN'S LITERATURE IN HONG KONG PRIMARY SCHOOLS

Literature, Fiction & Media

Teaching of literature is a key feature in the newly proposed primary language curriculum in Hong Kong. As stated in the official curriculum document, the main purposes of language education are to (1) develop an interest in language learning; (2) to develop students' higher-order thinking skills and improve the quality of their thinking; and (3) to nurture students' senses in aesthetics, morality and culture. However, language teaching, for decades, has been viewed as a process of subject knowledge transmission. None of the goals stated above will be achieved if teachers are continually stuck to such view on language teaching. The curriculum renewal, which puts its emphasis on learning literature (including children's literature), provides a good chance for language teachers, teacher trainers, textbook writers and other contributors in language education to review the current practice in language teaching.

Concerning the teaching of children's literature in primary schools, some crucial questions need to be answered. Firstly, what types of text should be selected for language classes? At present, teachers and textbook writers have the tendency to choose literary work with explicit moral implications. They also would like to protect children by not selecting text with "sensitive" content like growth, sex, sadness and death. However, censorship of leaning text may bring greater harm to children (Nodelman, 1996; Zhu, 1997). Indeed, it is suggested that children should be given the chances to read a wide range of literary text (Pardo, 1998; Lu, 1998; Galda, 1998). Secondly, what strategies should be adopted to promote quality learning? It is quite obvious that teachers and textbook writers tend to use direct teaching methods and will not take children's learning interest and learning style into considerations. It is time for adults to surrender their authority in deciding what children should learn and how they should learn. We need to respect children and simply back to basic by recognizing the key elements for learning children's literature are: reading, children and literature. All strategies adopted should focus on these elements (Goodman, 1996; Jo Anne; Vacca et al, 2003).

This paper would examine the existing children literary text appears in primary language textbooks and webs, and suggest the criteria for selecting "good" literary works for student learning. Strategies for teaching children's literature in primary language classes will also be discussed so as to fulfill the aims of language learning.

Cloete, Dina J & Engelbrecht, Alta

South Africa

THE SOUNDS OF SILENCE SENSITIVE ISSUES IN AFRIKAANS TEXTBOOKS

Symposium

In the past, especially within the Christian National Education framework in SA, very strong taboos were in place in classrooms and learning materials. The media and a more open society see to it that learners today are well acquainted with issues like sex education, rape, suicide

and homosexuality. The language classroom has changed from teaching linguistic skills to creating meaning in terms of the world around us through thinking and life skills, also changing the relationship between teacher and learner and learner and learning material. Although the new curriculum emphasizes that learners should be critical thinkers in order to become responsible citizens who can make their own choices, the sounds of silence still echo through Afrikaans textbooks- or don't it? Text material, photographs and illustrations of three recent textbooks were analysed through the process of content analysis to determine whether sensitive issues are dealt with in Afrikaans textbooks.

Cosson, Rildo

Brazil

THE TEXT IN THE LANGUAGE TEXTBOOK: THE BRAZILIAN MODELS.

As an anthology of texts, the Brazilian language textbook has experienced three different models. The first one comes from the beginning of the XX Century and is centered in the literary canon and fragmented texts. The second one appeared at the Seventies and has opened the textbook to the media texts and children literature. The third one is the most recent and demands cultural plurality and diversity in genres, discourses and contexts. This study examines what are the selection criteria for the texts to each of these models of textbook and what they say about reading in the school as a literacy practice.

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de Blauw, Akke & Droop, Mienke

The Netherlands

STORYBOOK READING & MULTIMEDIA SUPPORT: CHANCE OR THREAT?

Literature, Fiction & Media

Group session

The rise of multimedia & interactive software learning environments has brought light to a new horizon for language arts in elementary education. Teachers appreciate the new approach, students love to be actively engaged in it. However what do we know about computer based learning activities to enhance children's language learning?

Recently, the Dutch Center for Language Education (Expertisecentrum Nederlands) started two developmental projects that explore ICT applications in language arts for children varying in age from 4 to 12. We will focus on the parts of the projects that enhance storybook reading with computer based interactive activities that deal with story construction & writing, and the child's production of a book.

First we will present MELKWEG (Multimedial Learning Environment and E-learning) a project that aims at organizing a multimedial learning environment in the context of interactive language arts at 6 Dutch schools.

Second we will turn to SPEED (Special Education with an Extra Dimension) a project that focuses on the same topics, only in an adaptive way that is suited for two specific groups of language disabled students: deaf, bilingual-education children and children with severe language impairments.

We will report on how schools have been working with new media and 'interactive learning', integrating new teaching methods with established ones, and focus on teacher as well as student evaluations of work with computer based language learning.

We will discuss on what we think works and what has been found to be ineffective and what can be expected in the years to come to change the traditional curriculum.

Doecke, Brenton

Australia

POPULAR CULTURE: A RESOURCE FOR WRITING IN SECONDARY ENGLISH CLASSROOMS

Language Awareness & Literature

Recent critiques of subject English suggest that the subject is becoming increasingly less relevant to the needs of a range of secondary students, and that new times demand a new kind of English (e.g. Sefton-Green, 2000; Luke, 2000). With respect to the writing curriculum, this means enabling students to write in more diverse genres than the school essay (or 'essay text' literacy), and to transcend the division between school literacy practices and the popular cultural practices in which teenagers engage outside school.

This presentation will discuss ways of identifying and using secondary students' out of school popular cultural practices as a resource for writing in secondary English classrooms. It will draw on the concept of 'communicational webs' (Kress, 2001) and explore the popular cultural texts that students encounter and use in their lives outside school. By investigating the kinds of literacy practices in which students engage outside school, the presentation will suggest ways of using these in the English classroom. We argue that there is a need to validate the knowledge of popular culture that students bring with them into class, and that such knowledge provides a foundation for developing curriculum that students find both relevant and challenging.

While there is a growing body of literature that acknowledges the importance of utilising students' out of school popular cultural practices, comparatively little of this examines actual instances of classroom practices when the semiotic potential of popular culture has been exploited to achieve educationally worthwhile outcomes.

We shall examine texts that students have produced in class, and demonstrate how their out of school literacy practices can become a valid and productive frame of reference for understanding and developing their textual knowledge and literacy practices.

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Luke, A. (2000) The Queensland 'New Basics': An Interview with Allan Luke. *STELLA: a combined issue of English in Australia*, 129-130 December 2000-February 2001 and *Literacy Learning: The Middle Years*, 9.1, February, 2001, 132-140.

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de Blauw, Akke & Droop, Mienke

The Netherlands

EFFECTS OF INTERACTIVE LANGUAGE ARTS ON THE DEVELOPMENT OF LANGUAGE SKILLS IN KINDERGARTEN

Language Awareness & Literature

Group session

Since 1997 the Center for Language Education (Expertise centrum Nederlands) in the Netherlands has been working on the development of a framework for Interactive language arts for children in Kindergarten and the lower grades of elementary school (K-2). Interactive language arts is based on theories of active learning and aims at (strategic) language learning in a meaningful context through social interaction.

The focus is on early literacy, vocabulary acquisition and oral communication.

Two experiments were designed to examine the effects of interactive language arts on the language skills of native Dutch children and immigrant children learning Dutch as a second language in their second year of Kindergarten (5 and 6 years old). Both quasi-experimental studies had a pretest-training-posttest control group design with an intervention period of 16 weeks. During the intervention period the teachers of the experimental group taught interactive language arts one hour per day. As anchor point for instruction and activities,

picture books were used. To help the teachers, a planner with specific activities relating to the anchor picture book was suggested.

Analyses of the results showed positive effects for meta-linguistic skills, literacy skills and vocabulary for both native Dutch children and L2 learners. In the presentation, characteristics of the intervention and the results of the studies will be discussed.

Duarte, Isabel M.

Portugal

LITERATURE AS THE HEART OF MOTHER TONGUE EDUCATION

Language Awareness & Literature

Symposium

The aim of this paper will be the relations between literature and language teaching - mother tongue teaching. Relations between linguistics, literature and didactics can be useful for the improvement of mother tongue education. Literature is necessary to increase secondary school students' language awareness. If they can read literary texts, they will be able to read all kind of texts. If all discourse types are welcome in mother tongue classes, literary discourses as well as texts from other periods are welcome too.

Teachers can cross literary and non-literary texts as well as other cultural products as music and painting (some proposals will be advanced). They can help students in order to develop language skills, but also in order to develop their literary education. By means of literature, students will increase their language abilities.

Dufays, Jean-Louis & Ronveaux, Christophe

Belgium

WHAT KIND OF PLACE IS LEFT TO LITERATURE IN FRENCH-SPEAKING COUNTRIES? A COMPARISON BETWEEN BELGIUM, FRANCE, QUEBEC AND SWITZERLAND

Literature, Fiction & Media

Workshop

This lecture will state the part synthesis of a large international study. This study, entitled *Enseigner le français, l'espagnol et l'italien. Les langues romanes à l'heure des compétences* (Collès, Dufays and Maeder 2003), is about to be published by De Boeck. It has been carried out by a score of French-speaking didacticians during two years (2000-2002). The purpose was to determine the situation and perspectives in a pattern of "teaching-learning" the Romanic languages according to the realities in France, French Belgium, French Switzerland and Quebec. (which are the four countries or regions where French is most people's mothertongue). Particularly, we will explain the part concerning the "teaching-learning" of literature in French-mothertongue lessons in a comparative way including each concerned region or country.

We will try to answer the three following questions:

* What is the place and worth of literature in the official programs for primary and secondary schools in the four countries or regions, according to the other subjects due to be part of “ teaching-learning ” French? Have these place and worth evolved over the last decades?

* To be more accurate, what are the prescriptions related to the knowledge and the know-how in matters of literature? Is literature first handled in terms of know-how (it means the ability to read, of course, but maybe also to write and to speak) or in terms of knowledge (history, style and genre, theory or others)? These knowledge and know-how, are they prescribed by any logic in the order of the lessons (divided in sequences)? Or by any worth (psychoaffective, cognitive, civic, and so on)?

* What is the situation of the literary education of teachers? Does it come from university or hautes écoles ? What is the nature, the requirements level and the relative burden of this particular education?

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Elkad-Lehman, Ilana

Israel

INTERTEXTUALITY, CULTURAL DIVERSITY, AND QUESTIONS CONCERNING INTERTEXTUAL APTITUDES

Literature, Fiction & Media

Workshop

Intertext is a term that was coined by the linguist-semanticist Julia Kristeva (1968). From an intertextual perspective, all texts are expressions of previously absorbed texts and their transformations, and social and cultural contexts of both reader and writer always play a crucial role in the reading of any text. Furthermore, readers relate to all texts with an awareness that has been created through previous encounters with that culture. A three-dimensional space is created during the process of reading which consists of the author, the reader, and the text. Words that are placed beside one another form a boundless mosaic of possible connections (Kristeva, 1968). Thus, intertextuality expands the field in which the interpretation of text is created to a place beyond the reader; a place where the interaction between texts and their meaning occurs (Allen, 2000); thus, meaning becomes a search for reciprocal systems within these interactions. Hypertexts add an additional dimension to intertextuality. Readers become navigators of a journey that has endless possible destinations.

The story "Sigi and the Thread Shop" (by Hebrew author Zarchi, 1995) will be used as an exemplary case to represent intertextuality. We will explore the relations this text has to a variety of genre and cultural arenas including connections to fairytales, traditional Jewish folktales, feminist stories, mythology, existential literature, parodies, illustrations, paintings, and the film.

There are conceptual, curricular and methodological perspectives to the complex challenge of developing intertextual aptitudes among learners. In addition to developing knowledge concerning literature and culture, the instructional processes should include the modeling of the act of making connections between texts as well as repeated experiences in this connection-making activity until it becomes a habit of mind. Furthermore, thinking dispositions, critical thinking skills and metacognitive abilities should be fostered as an integral part of the learning culture.

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Encinas Sanchez, Lilia Mabel

Mexico

ACTIVITY THEORY APPLIED IN MOTHER TONGUE EDUCATION RESEARCH

Literature, Fiction & Media

Group session

In this presentation, I would like to present advances in my PhD-research.

My research explores the development of an experience on teachers' learning in Mexico from the perspective of activity theory. The process of the research consists of a laboratory that pursues changes of mother tongue teachers in a Mexican secondary school, where information and communication technologies (ICT) are available for Spanish teaching. Therefore, the aim of my investigation is to offer an account of part of this process in a particular school.

Activity theory offers an approach to the learning process where the activity system is the unit of analysis. The activity system consists on the comprehension of the relationships of the subjects of a concrete community participating in an object-oriented activity, in the context of the cultural mediations represented by the artefacts, the rules and the division of labour. An object is understood as the purpose constructed through a dialogical process that has as its standpoint the recognition of multi-voicedness. The process of transformation of an activity involves the recognition of historicity, the identification of the contradictions and the development and use of new tools.

In the moment of IAIMTE Conference a partial analysis of the pilot data and of the first part of the fieldwork will be presented. The intervention consists of two stages, in two different school years in an urban secondary school in Mexico City, that is part of the project SEC21, which integrate ICT for the teaching of the curriculum.

Engelbrecht, Alta

Rsa

THE STATUS OF STEREOTYPING IN AFRIKAANS TEXTBOOKS

Symposium

Since the abolishment of Apartheid in South Africa in 1994, the content of textbooks should reflect how the old political and social order has given way to new ideological democratic values in the classroom. What were the underlying values, perceptions and stereotypes and what are they now? I would like to identify and compare the subtle but predetermined master symbols found in these two different ideological time frames i.e. pre 1994 and post 1994 in order to test the transforming powers in the Afrikaans language textbook domain. The study aims to establish comparative data through which the eminence of racial perceptions in modern post-apartheid language textbooks could be described. It traces the changes, if any, in the perceptions of Afrikaners during and after Apartheid. And it identifies recurring themes and issues that surface in the world of the textbook. Through the process of content analysis, text material, photographs and illustrations of the two bestsellers in each of the two different time frames will be investigated. A Pilot study of changing paradigms in the Ruimland series is included in the article.

Feytor-Pinto, Paulo

Portugal

PORTUGUESE LANGUAGE & CULTURE

Course

Finlay, Kate & Goodwyn, Andrew

CHANING PRACTICES

Literature, Fiction & Media

Group session

Mother tongue teachers in England have been facing a major challenge. The introduction of a National Literacy Strategy into primary schools in 1997 has now been developed into the Framework for English which was introduced to secondary schools in 2001. Our research in 2001-2 demonstrated that mother tongue secondary teachers were very resistant to this change and wished to disassociate themselves from the teaching of a version of Literacy which

they conceptualize as antithetical to the rich and varied curriculum that they value. This paper will report on further research which investigates the impact of the Framework on classroom practice. The previous project revealed that teachers rejected the prescriptiveness of the Framework whilst valuing some of its ideas which they planned to adapt within their classrooms. The paper will offer an empirical analysis of the evolution of classroom practice under these circumstances and of a more phenomenological analysis of interviews with teachers.

Guerra, Joaquim

Portugal

CONCEPTIONS ABOUT WRITING

Reading & Writing; Speaking & Listening

Group session

This text presents preliminary findings of an on-going research project focusing on the development of Portuguese university students' literacy competence (Literacias: Contextos, práticas e discursos, FCT nº 33888/99).

The authors explore results concerning the writing conceptions of a group of 51 undergraduate students of a Portuguese (L1) and English (FL) language teaching education degree, departing from the premise that, as future language teachers, these students will make pedagogical decisions in their teaching that are influenced by their own conceptions of writing.

Principles and perspectives of the qualitative research paradigm oriented methodological procedures. The sources of data were the subjects' written answers to an open-ended questionnaire. Their texts were transcribed, coded and further analyzed in search for emergent patterns of meaning that might lead to the comprehension of their conceptions of the factors associated with the development of their own conceptions of writing.

Results from previous phases of the research project (Cabral, Mariano, Guerra & Henshall, 2003) have shown that these subjects tend to view writing as a privileged means of personal and interpersonal expression. Results presented in this paper allow the characterization of the perceived external factors (contexts, activities and entities) associated with the development of their conceptions of writing.

Herrlitz, Wolfgang & van de Ven, Piet-Hein

The Netherlands

COMPARATIVE MOTHER TONGUE EDUCATION

Comparing mother tongue education practice in different European countries, we concluded it to be naïve to believe that the relative constancy of expressions like 'literature - literatuur - Literatur - littérature - litteratur' or 'grammar - grammatica - Grammatik - grammaire - grammatik' corresponds with a conceptual homogeneity. Crossing the border of (sub)cultures, countries, language communities necessarily implies confrontation with serious problems of understanding mother tongue education.

That the 'universe of mother tongue education' is fragmented into particular cultures and subcultures, has serious consequences for research on standard language teaching: efforts in the theory of this field suffer from the antithesis between the - at least intended - generality of language learning theory on the one hand and the specifics of the particular teaching culture on the other.

The International Mother Tongue Education Network developed a methodology to reveal and to understand such specific culture-bound aspects of mother tongue education. This understanding is considered a protection against cultural biases which hinders an international discussion on mother tongue education. And international discussion is supposed to facilitate reflection on and innovation of mother tongue education.

In our presentation we discuss the methodology of comparative mother tongue education.

Braaksma, Martine & Janssen, Tanja & Rijlaarsdam, Gert

The Netherlands

“THE INTERVIEW” BY PRIMO LEVI. A STUDY OF STUDENTS’ PROCESSES OF INTERPRETATION, RELATED TO THE QUALITY OF THEIR POST READING RESPONSES

Literature, Fiction & Media

Symposium

The purpose of this think aloud study was to examine students’ processing activities, while reading short literary stories. In particular, we wanted to get insight into the relationship between these reading processes and the quality of their post reading response. Participants were tenth graders - nine boys and ten girls- , who were regarded either as low or high achievers by their literature teachers.

Each student read five short stories (2 or 3 pages, 500-1000 words). The stories were presented fragment by fragment on a computer screen, and the student was asked to verbalize his/her thoughts while reading. Afterwards, the student was asked to respond to the story as a whole, both verbally and in writing.

Think aloud were audiotaped and transcribed into protocols. Single utterances were analyzed, according to the reading process they reflected (e.g. reading aloud, predicting, paraphrasing, questioning, evaluating, responding metacognitively; Andringa, 1995). Students’ post-reading responses were classified according to the developmental level they reflected (level of participant, spectator, moralist, analyst; Appleyard, 1994, Witte, 2002). Multilevel techniques were used to analyze the data.

Results showed significant differences between low and high achievers in their responses to stories during and after reading. In our contribution we will discuss these differences, and examine to what extent the use of certain reading processes predicted the level of post reading responses. We will use students' responses to "The interview", a story written by Primo Levi, as examples.

Janssen, Tanja & Rijlaarsdam, Gert

The Netherlands

SYMPOSIUM ON LITERARY TEXT PROCESSING: GENERAL INTRODUCTION

Literature, Fiction & Media

Symposium

In all cultures, reading literary texts is part of the school curriculum. Although the amount of time allocated to reading, interpreting and discussing literary texts varies within and between cultures and nations, introducing students in secondary education into the world of literary fiction is the main focus in all curricula. Literature is an almost 'sacrosant', privileged part of the secondary school curriculum: the rationale is not open for debate.

Given this position of literature within the curriculum, it is remarkable that the literature curriculum has received so little attention from research in learning and instruction. In this symposium, three themes are discussed: a) how students read and interpret literary texts, b) personal and cultural factors that influence literary reading and interpretation, and c) the instructional contexts that may enhance these processes.

Kaartinen, Vuokko & Vaittinen, Pirjo Helena

Finland

ACTIVE READER, READING EXPERIENCE AND READERS COMMUNITY. HOW TEXTS AND PICTURES OPEN UP

Literature, Fiction & Media

Group session

The paper addresses mother tongue and literature instruction from the viewpoint of art education. The paper attempts to identify some commonalities in the two reception processes, i.e. those of text and picture, and to discuss how an integrated approach to reading and creating text and pictures could promote children's / adolescents reading skills and text and picture interpretation.

In addition, we describe an integrative workshop for processing texts and pictures attended by a number of student class teachers as part of class teacher education. The objective of the workshop was to provide prospective teachers with practical examples of how to integrate production and interpretation of texts and pictures with young students in class. The paper

concludes by accounting for and analyzing experiences gained from the workshop. Ensuing pedagogical challenges are discussed.

Ki, Wing Wah & Shum, Mark & Tse, Shek Kam

China

TO BE OR NOT TO BE: WILL SCHOOLS STAY ON USING MOTHER TONGUE AS THEIR MEDIUM OF INSTRUCTION IF GIVEN THE FREEDOM TO CHOOSE?

Education Policy

This paper discusses a survey on the recent development of language medium policy in the schools of Hong Kong after its return of sovereignty from Britain to China in 1997. Beginning from September 1998, about 300 Hong Kong schools, based on statistics of the academic ability of their students, were required by the local educational authority to change to use Chinese, the mother tongue of their students, as the medium of instruction, in the first three grades of their secondary education. However, in 2001, when this cohort of students reached their 4th year of secondary study, these 300 schools were given the liberty to choose the medium of instruction. Intense discussion hence took place within these schools in deciding their own language policy. In early 2002, the authors carried out a survey and some focus group discussions with teachers and principals of these schools, to investigate (a) how they perceived the effects of mother tongue instruction on subject learning; (b) what medium of instruction they decided to use for their senior grades and their reasons (c) what difficulties they experienced in implementing their decisions. In general the results indicate an increased acceptance of the pedagogic value of mother tongue instruction. At the same time the results indicates a clear acknowledgement of the societal demand on the development of the ability to learn in English. 80% of these schools began to use mixed models of instructional languages at the senior secondary level, across and within subjects, across and within classes, even though these arrangements entailed substantial additional workload to teaching and administration. Majority of the schoolteachers and principals expressed at the focus group discussions the importance to face the language transition problem realistically at the same time as they raised the quality of learning through the use of mother tongue. Underlying the practice and their explanations, one can sense their need to balance the tensions between globalization and local needs, between individual and societal demands, between freedom and control, as well as the cultural values on which these schools based their decisions.

Kieft, Marleen & Rijlaarsdam, Gert

The Netherlands

LEARNING TO WRITE ARGUMENTATIVE TEXTS ABOUT LITERATURE

Literature, Fiction & Media

Group session

In many European countries, the teaching of literature and the teaching of writing skills became increasingly independent from each other. However, in both sub-curricula, students have to write texts. In literature lessons, students write texts to improve their insights about

literary texts ('writing-to-learn'). In language lessons, students write argumentative texts, in some cases reviews about literary texts to improve their writing and argumentation skills ('learning-to-write'). We assume that writing argumentative texts about literature is an effective way to integrate both curricula.

Empirical studies by Galbraith (1996, 1999) indicate a relationship between the personality variable self-monitoring and aspects of the writing process. Some students tend to be expressive writers, using writing to find meaning (low self-monitors). Other students tend to be transactional writers, they tend to fit their ideas to the audience and rhetorical goals (high self-monitors). To test Galbraith's differential hypothesis and to bridge the writing and literature curriculum, we developed and tested lessons for learning to write argumentative texts about short literary stories. The aims of the lessons are (1) to help students in learning to write argumentative texts, and (2) to enhance students' literary understanding. Our lesson series has two versions: one for high self-monitors, one for low self-monitors. This makes it possible to improve weak points, and to profit from strong sides of the different students.

We will show some examples of the lesson series we developed and we will present the first results of our experiment with 110 students of 16 years old in which half of the students worked in the adequate version of the module, while the other half worked with the theoretically less adequate version. We hope to answer the question of whether it is effective to use different versions for different students.

Kooy, Mary & Shore, Leslie

Canada

CHANGING THE (L1) SUBJECT: WOMEN'S SHARED LITERARY READINGS AS TRANSFORMATIVE EXPERIENCE

Literature, Fiction & Media

Group session

Statement of Purpose: This Round Table presentation affirms the power of fiction by reporting on a narrative study that examined the relationships that developed between women educators in a book club and Maggie, a fictional teacher in Kent Haruf's *Plainsong*, who became their role model for personal and professional change.

Theoretical Framework: While story and narrative are at the heart of what every secondary L1 teacher studies—and subsequently teaches in school—the idea of story and narrative as it applies to lives of teachers and their ways of knowing (Bruner, 1986, 13-14) is neglected. Story plays an integral part in how women learn to think (Belsey, 1993). Carolyn Heilbrun (1988) enjoins women to examine their lives in light of fictional works. Book clubs provide an ideal locale for this; shared reading and the stories that arise through and from them opens avenues for continually modifying knowledge in the light of new experiences (Dewey, 1938). Women talk and write movingly of how their knowledge has changed and is changing as their lives move forward (Kooy, 1999).

Weaving gender, knowledge and the "pleasure of the text" (Barthes) moves us toward creating a framework for rethinking the relationship between women's knowledge, teaching, and the educative power of story.

Results of the Study: The teacher book clubs constitute a "community of regard" (Greene, 1995) for these women educators where the intersection of their fictional and social experience reveals a kaleidoscope of "imagined" and imaginative possibilities to re-invent their L1 teaching practices and their lives.

Kordigel, Metka

Slovenia

LISTENING LITERATURE AND TALKING 'LITERATURE': A LITERARY-AESTHETIC ENVIRONMENT
HOW DOES IT WORK? DOES IT WORK IN SCHOOL TOO?

Literature, Fiction & Media

Group session

Teachers of literary classes always knew:

- there are children, who have experience in listening literature and know, how to act in the listening (and later reading) reception role
- and there are children with no reception experience. They simply don't possess the skill of listening literature and feel (at the beginning of their institutional education) no attachment to it.

But what is exactly the difference between these two groups of children? Is this difference only the bookshelf at home and patterns and attitudes, they saw and learned in the so-called literary stimulative or literary non-stimulative environment?

We think not. There must be (there is) more!

In my paper I want to show, how literary-aesthetic environment "works" on children:

One thing is undoubtedly through: a literary stimulative environment, in which ADULTS share children's literature with children, contributes to the child's inculturation, interculturalization and to his personal development in such a manner that the child through listening to and reading tales becomes more tolerant and perceptive towards others and otherness, since in his literary-aesthetic experience he exceeds the limit(ation)s of his own real experience.

This is a lot. But even more happens:

The literary-aesthetic environment "works" on the child in a similar way as the cognitive and linguistically stimulative environment, of which effect on the child's intellectual and social success has been widely discussed in literature. In the literary-aesthetic environment:

- the child starts discovering the receptive situation and distinguishing it from the pragmatic communicational situation,

- through listening literature he/she develops the ability to perceive, understand and evaluate the sound and meaning of the word.
- When he mentally collaborates in the imaginative pictures of literary worlds his imagination is becoming more and more creatively,
- his memory gains a stock of eidetic images which he brings to mind when needed or combines them into new images,
- and when he familiarizes with canonic texts, he considerably enhances his possibilities for the successful acquisition of the knowledge and skill necessary for him as he grows up and becomes an adult.

Kuhn, Tinus

South Africa

WEBQUEST IN LITERATURE LESSONS

Literature, Fiction & Media

Group session

Curriculum development and mother tongue education in particular have to take cognisance of the vast expansion and development of information and communication technologies (ICT) and the challenges these present to teaching in general and language teaching in particular. This presentation explores the possibilities of information and communication technologies with special reference to WebQuests as learner-centred, instructional tools in a constructivist teaching context. The presentation looks into the possibilities and the limitations of the Internet in supporting an outcomes-based, constructivist approach to literature teaching and focuses on selected skills the teacher requires to function in a new learning environment generated by ICT.

The Internet can be used to create authentic teaching materials, of which WebQuests as instructional tools for literature teaching will be discussed in outline. Hypertext empowers the learner who knows how to use the computer as tutor, as stimulus, as tool and as communication tool.

The novel *Fly Away, Peter* by the Australian author David Malouf has been prescribed for mother tongue speakers in South Africa, a country with eleven official languages. This unique language scenario presents teaching with multi-faceted challenges, especially if the fact that only 10% of the population's home language is English is not lost sight of. A significant percentage of South Africans whose home language is not English prefer English schools because of economic considerations.

WebQuests provide a possible solution to some of the major problems that the first and second language learner may encounter when close-reading a prescribed literary text. The presentation illustrates a WebQuest on this prescribed text and shows how the learners'

understanding of *Fly Away*, Peter can be enhanced by this particular form of communication technology.

Lahtinen, Aino-Maija

Finland

BECOMING AN AESTHETIC READER; A CHALLENGE FOR EDUCATION OF MOTHER TONGUE TEACHERS

Literature, Fiction & Media

Workshop

The paper explores ideas aimed at developing the theoretical basis for literature teacher education. One problem involved in educating mother tongue teachers is that literature as an academic discipline cannot be directly transferred to the respective school subjects, but needs the integration of knowledge from various academic disciplines (Buchberger, F. & I. 2001). Taking the development of an aesthetic reader as an overall aim of literature teaching, the paper will present a new kind of framework for educating literature teachers, which is based on reader-oriented theories of reading, developmental psychology, and aesthetics. The concept of an aesthetic reader refers to a competent reader who will have the capacity to approach literature in various ways, depending on his/her interest, text, and context. This capacity will be developed in stages, but from the starting point of a reader's subjective reading experience and the role of emotions in appreciating literature. In Finland, a discussion on the development of mother tongue teacher education is necessary because of the growing role of literature in school curricula.

Lefrancois, Pascale & Montesinos Gelet, Isabelle & Morin, Marie-France & Pasa, Laurence

Canada

ORTHOGRAPHY FROM A TO Z: TEACHING AND LEARNING IN QUÉBEC SYMPOSIUM
INTRODUCTION

Reading & Writing; Speaking & Listening

Orthography learning is a long process, which takes place progressively in the course of instruction. Too often, in order to assess the student's progress, written productions alone are taken into account. But looking at the strategies that lead to these productions sheds a new light both over our perception of what the pupils know and over the pedagogical interventions that should be made.

This symposium chaired by Pasa will focus on the learning of French orthography at three key moments of the school curriculum: before schooling, in kindergarten; at the very beginning of schooling, in grade one; after schooling, in university. Using a common methodology (the analysis of metagraphic comments), Morin, Montésinos-Gelet and Lefrançois will present those strategies used by students in the production of written forms appropriate to their level,

as well as teaching practices derived from the observed strategies, aimed at developing the orthographic competence from kindergarten to university.

Lefrancois, Pascale

Canada

STRATEGIES USED BY UNIVERSITY STUDENTS IN QUÉBEC TO SOLVE ORTHOGRAPHIC PROBLEMS

Reading & Writing; Speaking & Listening

When they access university, many students still experience linguistic difficulties in writing French. Since knowing how to write properly represents a competence that is undoubtedly crucial when one pursues undergraduate studies, this deficiency can harm their academic success. For this reason, in order to help these students improving their writing ability, it is essential to know what kind of errors are more frequent and, most importantly, what are the processes that lead to these errors.

Our research attempted to describe problem solving strategies used by almost 50 university students when they face orthographic problems both in revising and producing texts. We gathered their metagraphic comments (verbalizations that explicitly justify linguistic choices), and categorized the observed strategies according to the subjects' linguistic profile, their level of general competence in French, their ability to solve the problem and the type of linguistic problem concerned.

In this paper, we will present this typology of strategies, draw didactic consequences from these observations and describe a teaching method derived from these results that was implemented in our institution and whose effects on students' writing competence will soon be assessed.

Leung, Yinbing

China

THE STUDY OF CHINESE LITERATURE IN THE LANGUAGE EDUCATION CURRICULUM IN HONG KONG

Language Awareness & Literature

Symposium

Tuesday

In the new Chinese language education curriculum (2002) for junior high schools in Hong Kong, the overall objective is placed on developing language skills, with a utilitarian perception of language. Chinese literature is incorporated as one of the strands in the curriculum, but is not mentioned explicitly in the objective. As educators, we realize that apart from developing the cognitive domain of the students, the affective domain has to be addressed. The study of literature develops the students' ability in enjoying and appreciating literary works of Chinese

writers. The experience of literature study can also enhance their interest and ability in Chinese language learning.

Since Chinese literature is not included as one of the key learning areas in the school curriculum, it is incorporated in the Chinese language education curriculum. The objectives of Chinese literature (which highlight the appreciation of beauty and the communication of emotion between people) are realized through the teaching of Chinese language. Before the new Chinese language education was launched in 2002, some literary works were used as teaching materials, but the value of these works was discussed in terms of practical reading skills. Classroom activities emphasized sub-skills reflected in grammar and usage exercises.

This paper will present a survey on the teaching materials developed for junior high schools. This includes the literary pieces chosen, the position and approaches adopted by the developers (publishers and teachers) and the design of literature-language related activities, the design of activities and discussion questions, and the emphasis they put on literature study. This survey will show us if the developers are aware that the relationship between literature and language lies in two aspects: 1) the affinity they share in raising the learner's language proficiency, creativity and cultural awareness etc, 2) the complementary role of literature reinforces the subject of language by strengthening the emotional and cultural content that is part of language learning." (Key Learning Area Curriculum Guide, Hong Kong 2002)

Auyeung Lai, Winnie Y.W. & Leung, Wai H

Hong Kong

LITERATURE AND THE DEVELOPMENT OF MOTHER-TONGUE LANGUAGE SKILLS -- THE NEW CHINESE LANGUAGE CURRICULUM OF HONG KONG

Language Awareness & Literature

Group session

A new Curriculum for Chinese Language (mother-tongue language of Hong Kong Special Administrative Region) for foundation education was first implemented in September 2002. The new curriculum, which consists of 9 learning areas (Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral, Thinking and Self-learning), reflects a major shift from language as tool of communication model to a more all-rounded model. To facilitate the implementation of the new curriculum, a series of recommended literature materials, as well as teaching strategies have been prepared by the Education Department and distributed to schools.

This paper will first examine how Literature, as one of the major components of the new mother-tongue curriculum is linked to the four basic language skills. This will be followed by an examination on the adequacy and appropriateness of those recommended teaching materials for language skills training. In addition, the findings from a recent survey on school teachers' perception on indicators of mother-tongue language proficiency will be used to identify whether or not teachers are well aware of the need to incorporate literature in the language classrooms. These findings will provide invaluable information for the revision of

existing teacher education programmes, both in terms of the content knowledge as well as the pedagogy to be included.

LOH, Ka-yee Elizabeth

China

A STUDY OF HONG KONG PRIMARY SCHOOL CHILDREN'S EMOTIONS EXPRESSED WHEN WRITING IN CHINESE

Reading & Writing; Speaking & Listening

The teaching of Chinese writing in primary schools is strongly influenced by traditional methods and approaches. Many teachers do not encourage pupils to be creative. A sense of audience is usually ignored. They emphasize on error-free writing. For most pupils, writing is difficult and uninteresting.

Writing is, in fact, a mean of communication. It assists teachers to understand the inner life of their pupils. It is very common for counsellors to regard the medium of writing as a gateway to understanding their pupils' emotions and gaining insights into their feelings.

After 1997, the economy of Hong Kong has been poor and many companies have had to lay off their employees. Many pupils in Hong Kong are also affected, especially when parents have become unemployed and families have financial difficulties. They are very unhappy. However, many pupils are reluctant to express their feelings and difficulties to others.

Pupils "bottling up" their emotions are a serious problem. Teachers need to help them to release pressure and to express themselves, give them guidance, assistance and support. Writing about their fears and anxieties may be a good mean to reduce and release pressure. It also provides a mean for pupils to explore thoughts and feelings.

The proposed study is to develop a reliable and valid means to study through the children using writing as an outlet for expressing their emotions and feelings. By analyzing pupils' writing in Chinese, it is possible to gain insights and an understanding of the pupils, their feelings, concerns and problems. It is expected that, through their writing, pupils may self-reflect and obtain new perspectives on their problems.

There are altogether 408 Primary 1 to Primary 6 pupils (205 boys and 203 girls) of 2 schools, participated in the study. Their average age is 9.64. The oldest is 13 years old and the youngest is 6 years old.

During the experiment, the researcher guided pupils to do some relaxation exercises, so that they could feel relax. The researcher then asked the pupils to go through the guided fantasy based on a script, which helped them to enter their subconscious mind. They were asked to imagine if they were trees. The pupils were then asked to draw pictures about the tree they had imagined. After that, they were asked to write a composition about the tree in 60 minutes. They were encouraged to express their true feelings.

All drawings and composition were collected. The researcher selected some cases whose drawings and compositions indicated that they had some problems in their mind. The researcher then collected some background information of these cases from their teachers to

find out whether they are genuine cases for further study. The researcher interviewed the pupils to find out their problems. Multiple sources of evidence were collected.

Research results indicated that pupils' drawings and compositions reflect their thinking and feelings that they may find difficult to disclose. The content of the drawings and compositions also match pupils' personality, values, behaviours and family background. The research method is a reliable way to diagnose pupils' inner feelings.

Margolin, BRURIA

Israel

TOWARD A DESCRIPTION OF INTERCULTURAL PATTERNS OF COHERENCE

Literature, Fiction & Media

Symposium

Discourse Analysis focuses on examining texts – linguistics units larger than a sentence. These units are linguistically and thematically unified (Halliday & Hassan, 1976; Widdowson, 1979; van Dijk, 1980). They possess clear and distinct borders (Rabin, 1989; Landau, 1993), and are used for the purpose of communication (Brown & Yule, 1983; Sarel, 1991; Margolin, 2002).

In order to determine that a text is a unified and meaningful linguistic text, a central term was coined in the field of Discourse Analysis- "coherence", however scholars are questioning the accuracy of its definition.

Coherence is difficult to define primarily because it is a very broad term that refers to the "properties of the texture of relevance, and to various logical functions that create connections between the presuppositions and what is said explicitly in the text" (Rabin, 1992, p. 10). These semantic elements are concealed and almost undetectable. As a result, dealing with coherence reveals diverse approaches (For instance: van Dijk, 1980; Reinhart, 1980; Nir, 1984; Giora, 1985; Margolin, 1996)

In this paper I would like to suggest to refer to text coherence as an intentional creation of text unity by the addresser, through the use of means of discourse familiar to the addressee. The means of discourse familiar to both the addresser and the addressee depend on the language in which the communicative event takes place. Therefore, text coherence is language-dependent and cultural-dependent, and there are different intercultural coherence patterns.

According to this theory, there are significant and interesting differences between coherence patterns in Hebrew and in Arabic: while texts in Hebrew tend to display "explicit coherence" texts in Arabic tend to show "implicit coherence". The former tend to be clear and self-explanatory texts and are characterized by "automatic connections" (Brown & Yule, 1983) between themes and scenes, while the Arabic texts tend to be unclear and are characterized by a superimposition of contrasting themes and scenes, i.e. by implicit coherence.

This paper explains this thesis, and presents an example of how different intercultural coherence patterns can be chosen for poetic purposes. This is demonstrated by examining the language of Anton Shammas – An Arab-Israeli author. Shammas creates unique literary texts by applying the rhetorical pattern of Arabic discourse to Hebrew writing. On the other hand, in

his journalistic writing Shammass creates texts that apply the rhetoric pattern of Hebrew discourse and creates texts that are clear and self-explanatory, i.e. explicit coherence.

Keywords: Discourse Analysis; Cohesion; Coherence; Cohesive devices; Inter-cultural discourse patterns; Inter-cultural coherence patterns; Explicit coherence; Implicit coherence; Automatic connections; Missing links; Knowledge of the world; Poetic devices.

Lefrancois, Pascale & Montesinos Gelet, Isabelle & Morin, Marie-France & Pasa, Laurence
Canada

EMERGENT LITERACY IN KINDERGARTEN AND FIRST GRADE: A COMPARISON BETWEEN QUEBEC AND FRANCE SYMPOSIUM INTRODUCTION

Among French-speaking nations, both France's and Quebec's school systems have a mandate to provide all children with schooling and to help them reach a sufficient level of competencies in reading and writing in their mother tongue. Our purpose is to find out if there are differences between those two countries with regards to emergent literacy teaching and learning practices.

This symposium chaired by Lefrançois will focus on emergent literacy in kindergarten and first grade. Using a common analysis which adopt invented spelling methodology, Morin and Pasa will present analyses of the productions of kindergarten and first grade pupils in both countries. Then, Montésinos-Gelet will present and compare a survey describing kindergarten teachers' practices that take place in Quebec and in France.

Montesinos Gelet, Isabelle

Canada

WRITING AND METAGRAPHIC COMMENTS IN COLLABORATIVE CONTEXT IN KINDERGARTEN

Reading & Writing; Speaking & Listening

This presentation discusses a study of how interactions engendered by metagraphic comments and, in particular, socio-cognitive conflicts foster better performances in an approximate spelling task in a cooperative writing situation with trios of kindergarten children. While informed by research by Ferreiro, this study adopts a socio-constructivist approach to understanding writing learning. In addition, we do not focus exclusively on written traces. Like David (2001), we also consider the information provided by metagraphic comments, which enable an attention to socio-cognitive conflicts. In this study, four trios of children (average age: 5 years, 10 months) were met in kindergarten. Our results confirm the considerable impact of interactions on writing acquisition. Indeed, cooperative writing reveals itself always to be better than individual productions. The analysis of metagraphic comments reveals the presence of numerous socio-cognitive conflicts. The resolution of these conflicts galvanizes the students' progression. The more the trios agree on orthographic choices, the more their progression is pronounced.

Morin, Marie-France

Canada

DECLARED KNOWLEDGE OF THE BEGINNING WRITER

Reading & Writing; Speaking & Listening

Most studies interested in the young writer's orthographic competence tend to focus on written products only. However, some researchers (David, 2001; Sabey, 1999; Treiman & Bourassa, 2000) have recently suggested that attention should be given to the comments expressed during text production. Those comments, called metagraphic, show verbalisable conceptualizations about language and cognitive processes involved in its treatment.

In this paper, we will first present the framework we built in order to categorize metagraphic comments produced by young French-speaking pupils at the beginning of primary school in Québec. Those comments were gathered from 67 subjects, at the middle and the end of grade one, during individual sessions where both words and sentences were written. We will then present the results of this analysis by distinguishing comments on the language (metalinguistic comments) and declared strategies (metacognitive comments).

Globally, this analysis indicates that the young writer, even at the beginning of literacy learning, is able to express a diversified knowledge on written French.

Mottart, André & Soetaert, Ronald

Belgium

TEACHING LITERATURE. CONFRONTING REPERTOIRES.

Literature, Fiction & Media

Group session

1. In our research & development and teaching at the University of Ghent (in teacher training) we try to introduce a new curriculum problematising & thematising the concept of literacy in general and literature in particular.

2. We focused our research on the literacy/literacies of particular disciplines or domains (case study: literature): "who can think and say what to whom in what way, and who or what is excluded from discourse and knowledge?" (Hodge 1990).

3. In our paper we will problematize the ways different readers approach literary texts. We will confront the ways students (in teacher training), pupils (in secondary education) and critics (in newspapers, journals) interpret and evaluate literature.

We will also confront different paradigms of reading: code breaker (coding competence), meaning maker (semantic competence), text user (pragmatic competence), text critic, (critical competence) (Luke en Freebody 1999) and different paradigms of teaching literature: 'cultural heritage', 'personal response' en 'cultural criticism' (O'Neil 1993, bewerkt door Duncan 2002).

4. We will focus on teacher training arguing that teachers of literature should become aware of their interpretative repertoires (Wetherell & Potter 1988) and cultural models (Gee 1999) in order to thematise the problems of 'reading literature' in their classes.

Oliver, Rob

He Netherlands

MULTI-GENRE WRITING ABOUT LITERATURE (CANCELLED)

Reading & Writing; Speaking & Listening

Much student writing in response to literary texts has been traditionally dominated by a small range of genres, mainly ones of commentary or interpretation, in the secondary school. Advanced literary study in the UK, for example, still takes place largely through a single form of writing, the critical essay, within which students are asked to develop their own style ; or construct an argument; in response to a text. Meanwhile, class discussions, and much talking (and indeed writing) about books in other environments, takes place in a multitude of ways.

Many secondary teachers have sought recently to extend the repertoire of student writing in response to literary texts, partly to motivate new kinds of participation in literary study, partly to make more links between the study of literature and students; development as writers. The trend in US English towards ‘multi-genre composition’; (to which a whole edition of the NCTE; English Journal; was devoted in November 2002), together with movements towards multi-media composition in various countries, are challenging the essay as the dominant mode of writing, with major consequences for the experience of writing about literature.

In this session I will explore Bakhtin’s insight that genres (of literature and speech) accumulate forms of seeing and interpreting particular aspects of the world; and apply it to writing about literature. Following a brief account of the theory underpinning multi-genre approaches to writing, I examine four assignments written by students aged 14-16 in response to literary texts but employing different genres. I ask to what extent the choice of genre enables certain ways of seeing and interpreting literature.

In conclusion, I consider some of the implications of expanded genre repertoires in student writing, and the nature of the challenge to traditional essayist forms.

Pasa, Laurence

France

CONDITIONS OF EMERGENT LITERACY

This study compares the conditions of emergent literacy in different social, pedagogical and didactic settings. According to a sociocultural perspective on literacy, the way children learn reading and writing activities relies both on internal factors in relation with child’s development and on external factors such as the home environment and the educational settings. To observe the influence of the mother tongue education, we compare the behaviors of children from three different first-grade classrooms during a school year. Teaching practices are analyzed from various data (questionnaires, interviews, observations, documentary collects). Children are proposed various longitudinal and transverse tests (reading, writing and

metalinguistic activities) and individual interviews. Questionnaires are submitted to parents in order to know familial practices in relation to reading and writing activities and schoolwork.

Statistical comparisons and comprehensive analyses show that children's representations of the written language, procedures they use and knowledge they acquire during the school year vary according to the educational setting they are exposed to.

Penne, Sylvi

Norway

"I WANT MORE CAR CRASHES IN BOOKS"

Language Awareness & Literature

Symposium

In 2002 five Norwegian schools finished a comprehensive reading project (age11-13). An aim was to improve the students's literary competence. The project was based on the pedagogical ideas we find in prevailing written curriculum focused on activity-based teaching/learning.

According to my study the students had certainly read more books than do average students, but I also found, however, that despite the ambitious aims of improving the students' literary competence, they still preferred children's romances and tended to reject books with more complex plots even if half of the 104 students was 12-13 years old. Their appreciation of a good book was still based on rather narrow emotional criteria such as "fun", "action", "boring".- which is exactly the same criteria they employ to evaluate television entertainment, cartoons etc. I will discuss these results in the light of language and culture (J. Bruner, A. Giddens, R. Sennett, James V. Wertsch, T. Ziehe), and in the light of critical pedagogy and activity-based teaching/learning.

The following questions will be discussed: What cultural patterns and language competences do the students bring into the classrooms? What language strategies do they need to read and interpret contemporary literature? What language do they need to cope with modern life?

Pereira, L. A.

LITERATURE AND WRITING: AN (IM)POSSIBLE DICHOTOMY?

Reading & Writing; Speaking & Listening

Symposium

After a period away from the kind of speech typical of literary text in mother tongue classes, it is now time to reintegrate it in view of its specific (meta)linguistic and (meta)textual potential. This is so because we believe that mother tongue classes should approach a variety of discourses in order to offer global textual knowledge. However, language teachers often find it difficult to do so due to the usual understanding and conceptualization of this kind of discourse. Thus, and in accordance with some pieces of research, when Literature is granted a stronger presence in the curriculum, teachers either abandon the study of linguistic processes or separate the teaching of literature and the teaching of the written language.

Arguing that these two didactics are non-separable, we present examples of literary reading and writing articulation, resultants of a pedagogical work with 11 and 12 years pupils, and a pedagogical device used as a strategy of intervention in the writing and reading skills improvement.

Piontek, Regina

Germany

LA PORTE DU JEUDI – JOUR DE L' ÉCHANGE UNIVERSAL LITERATURE IN TEACHER EDUCATION

Literature, Fiction & Media

Group session

Teaching literature was very often identified with detailed reading and analyzing texts (Text analyze, Text interpretation). More and more teachers are suspicious about traditional ways of Teaching literature and looking for a more productive and creative methodology.

This is even more important on the background of the PISA results:

- * The PISA survey has presented differences between students who are more “engaged” in reading and those who are less so.
- * Students who spend time reading for pleasure are on an average much better readers.
- * Reading engagement can to some extent compensate for the disadvantage in students social background.

This result underlines the critical importance to school systems of developing curricula that will interest students as well as instruct them. It also underlines the importance of teacher training to qualify teachers for this task.

Initial teacher training in Bremen is based on the theoretical framework of “Handlungs- und produktionsorientierter Literaturdidaktik” (K.H. Spinner) as well as on multicultural and multilingual concepts for Teaching literature (Wilkens / Neumann).

The novel *L'enfant de sable* (Tahar Ben Jelloun) will be used as an example to demonstrate how we integrate and deal with universal literature in teacher education for mother tongue teachers. This novel offers a specific possibility for integration of intercultural and interreligious dimensions. “Identity” as a main subject in this novel is a link to students and young teachers life.

Freitas, Zorayda & Pocinho, Margarida

Portugal

LEARNING AND TEACHING AS A TEAM

Education Policy

Structured poster session

This project, which is still in practice, emerge as a help to achieve some of the objectives set up in our school:

- importance of mother tongue, not only because of its communicative characteristics but as a support to deal with other subjects;
- improve students' results and increase their effective effort to reach success;
- reduce students' failure and their rejection and indifference towards lessons/school;
- avoid students leaving school so early;
- reduce indiscipline in class;
- prevent disruptive behaviour;
- supply students methods to study so as, they can learn how to learn and become more confident;
- enable students to obtain higher achievement and gain a mature level of understanding knowledge, helping them to consider more than one point of view as it traditionally occurs;
- allow teachers to share experiences and materials as well as providing emotional support to each other;
- help teachers to deal with diversity in the classroom and adapt different strategies of teaching;
- the importance and benefits of working as a team, either as teachers or students, providing strategies that promote interpersonal and cooperative learning;
- allow students to understand the importance of socializing.

Poyas, Yael

Israel

MULTICULTURALISM WITHIN THE NATIONAL CULTURE - HISTORY, "HORIZONS OF EXPECTATIONS" AND THE LITERATURE CLASSROOM

Literature, Fiction & Media

Group session

The variety of the participants taking part in the literature classroom (i.e., students, teacher, text) suggests a multicultural situation which is inherent to the social-cultural encounter between readers and text not only in ethnically multicultural classrooms but also in those which are considered 'homogeneous'.

In the seventies H. R. Jauss presented a theory of reading, which describes the act of interpretation as a dialogue between the reader's 'horizons of expectations' and the authentic 'horizons of expectations' of the author's historical period (Jauss, 1982). In literature classrooms an additional factor is involved in the process of meaning making: the teacher.

Teachers also have their own "horizons of expectations" as readers, as well as mediators between the text and the students.

The difference between the various "horizons" is salient when discussing literary texts published some decades or centuries ago. The encounter between the text's 'remote' period, the teacher's 'near' period and the students' 'actual' one constitutes a significant parameter in the process of learning. It might result in a construction of a new, shared point of view, but it might also end in a clash.

This presentation will analyze the discourse of a literature lesson, which took place in Israel, in 1999 in a 7th grade. The teacher and her students read and discussed a ballad "The Rabbi's daughter and her Mother" by Saul Tchernichowsky, published in 1942. The ballad takes place in Medieval Europe and raises issues such as the generation gap, cross-cultural romantic relations and cultural conflicts. The analysis reveals a clash, which grew to be apparent in the course of the lesson, between the teacher and some of the boys in her classroom concerning the relationships between the Rabbi's wife and her daughter. The teacher's interview revealed that she was not aware of her students' 'horizons of expectations' concerning the word "Rabbi" and concerning cross-cultural romantic relationships. The analysis of this case raises issues inherent to pedagogical situations of reading and learning literary texts, especially the canonic ones.

Rijlaarsdam, Gert & Witte, Theo

A HEURISTIC METHOD FOR EVALUATING L1 TEXTBOOKS

Symposium

In the last decade new pedagogical concepts have entered the curricula of many countries. There has been a shift of emphasis from reproduction of factual knowledge to the application of knowledge, the development of skills and problem solving strategies enabling the students for autonomous learning.

These concepts are also key-features of the new curriculum in upper secondary education in the Netherlands. This curricular reform has led to the production of a flux of new course packages for all subjects. In September 1999 the new curriculum is introduced in all schools. School teams had to select suitable textbooks to realize the objectives in the curriculum.

In order to provide school teams with a tool to analyze and assess the quality of the new materials the project team developed a procedure to generate comparative, objective information on the new textbooks. The procedure was applied to all modern language textbooks available and resulted in a publication serving as a tool for teachers.

The procedure:

A tool for experts

1. Development of an instrument allowing systematic analysis (comparability and transparency), the new curriculum serving as a shared frame of reference;

2. Analysis of the textbooks by panels of experts (inter subjectivity) with different professional backgrounds (validity): teachers, methodologists, and scientists;
3. Panel discussions on the results of the analysis simulating the selection process of school teams.

A tool for teachers

1. Summary of the panel discussions following the items in the instrument;
2. Presentation of the results by means of histograms related to the score of importance the panel had attributed to the different items in the instrument.

The project was carried out under the auspices of the Association of Teachers of Modern Languages in the Netherlands.

Dolz, Joaquim & Ronveaux, Christophe

Switzerland

WHAT DIDACTIC MODELS USE TONGUE'S TEACHERS IN LITERATURE'S LESSON ? EXAMPLE FROM SECONDARY BELGIAN SCHOOL

Language Awareness & Literature

Group session

When teaching literature, teachers often make use of implicit or non-implicit didactic models that prefigure the subject and guide their steps in the course of class interaction. What are those models? What are the influences of these models while preparing the lesson and in the course of interaction in class? We have treated these questions from the very beginning of a difficult text that resists the traditional analysis.

What happens when a text resists this model? What is the influence of the text as a tool on the classroom activities proposed by the teacher and the object that is actually taught? What is the strategy (what type of didactic model) is therefore used by the teacher to handle this issue? In order to answer these questions, we have followed a French literature teacher in charge of secondary school students from the preparation of the lesson to the course of teaching in class. We aim here at comparing the class interaction dynamics with the teacher explicit intentions when they were preparing the lesson. This will enable us to contrast dominant didactic models of literacy reading (like 'commentary-interpretation') with a body hermeneutic model.

Ropic, Marija

Slovenia

LISTENING LITERATURE IN SLOVENE CURRICULUM

Language Awareness & Literature

Group session

1. Knowing that in the literary-aesthetic environment the child early starts discovering the receptive situation and distinguishing it from the pragmatic communicational situation, and that he/she through listening develops the ability to perceive, understand and evaluate the sound and meaning of the word, when he mentally collaborates and thus broadens his imagination, as his memory gains a stock of eidetic images which he brings to mind when needed or combines them into new images, and when he familiarizes with canonic texts, he considerably enhances his possibilities for the successful acquisition of the knowledge and skill necessary for him as he grows up and becomes an adult and on the other hand:

2. knowing that listening of tales and listening of reciting of poems in the earliest childhood is beneficial also in another way, especially for the individual child: a literarily stimulative environment considerably enhances the child's acquiring of letters of words which are contained in books, and the information in those books and the knowledge and the wisdom of this world, and makes it much easier, less stressful, less strenuous and much more efficient, the paper will describe, how the Slovene curriculum with a group of new literary methods tries to develop the mentioned abilities by those children, who have not had the benefits of literary aesthetic stimulative environment in early childhood.

And the paper will present the results of empirical study in which we checked the effectness of the new literary didactic approach in Slovene schools and proved that the teacher in the literary class with propiarte (mostly oral) literary didactic approach can do a lot in the direction of developing literature listening skills, which some children developed in literary aesthetic environment earlier.

Sales Cordeiro, Glaís & Schneuwly, Bernard

Switzerland

LANGUAGE TEACHING. ANALYSING THE TEACHER'S CLASSROOM WORK ON GRAMMAR AND WRITING

Reading & Writing; Speaking & Listening

Group session

A great number of researchers have been investigating teaching practices in classroom (Doyle, 1978; Gage, 1978; Shulman, 1987). Nevertheless, the cultural and institutional predeterminations contents (as taught objects) may have are not often mentioned or secondarily discussed.

In this presentation we will show some methodological issues and results of a research (FNRS 1214-068110) our Group of French Teaching Analysis (GRAFE) is currently conducting in French-speaking Switzerland (Suisse Romande). It is based on a didactic transposition theory (Verrat, 1974; Chevallard, 1985) concerning the transformation of teaching objects into taught objects.

Our main aim is to examine how teaching objects are reconfigured and reconstructed in classroom by the teacher and his or her students. We decided to contrast two objects appearing in the secondary school curricular and pedagogical references: a discursive object, the argumentative texts; and a grammatical object, the relative clauses.

For our data collection we invited 30 secondary school teachers to take part in the research. First, we interviewed 15 teachers teaching argumentative texts and 15 teachers teaching relative clauses before they give their lessons in order to identify their intentions and representations about the object they would teach. Second, we video-taped their lessons. Then, we interviewed them once more, so we could discuss some extracts of their video-taped lessons.

Data is entirely transcribed and coded with a specific software. A general description of the teaching sequences is made and followed by a multiple-level analysis of their internal organization based upon some concepts of the theory of didactic situations (Brousseau, 1988; Margolinas, 1995) such as milieu, task, professional gesture, devolution, institutionalisation. Interviews contents are related to this analysis.

Segev-Miller, Rachel

Israel

EDUCATION COLLEGE STUDENTS' SELF-STUDY OF SUMMARIZING PROCESSES: AN INTERIM REPORT

Reading & Writing; Speaking & Listening

Group session

It has already been suggested that "the ability to provide an adequate summary is a useful tool for understanding and studying texts" (Brown, Campione & Day, 1982:17). Research of summary writing in the 80's focused on the cognitive processes underlying the performance of the task. One major finding was that students' summarizing processes were characterized by a relatively very low frequency of transforming strategies, especially conceptual transforming (Kintsch & van Dijk's 1978 invention rule). Research in the 90's was more concerned with the effects of explicit instruction of the task.

However, very few studies (Cohen, 1990; Segev-Miller, 1989) have investigated these issues in the context of a college of education. The rationale for the present study is the need for education college students to investigate their own summarizing processes and be offered explicit instruction in the performance of the task to prepare them for teaching.

The subjects are 25 4th year education college students from diverse disciplinary departments (e.g., literature, history, English, etc.) taking part in the researcher's L1 (Hebrew) seminar course this year on "Research into reading and writing processes in the school context". After 2 training workshops in the think-aloud technique, the subjects individually elicited think-aloud protocols of reading and summarizing an L1 authentic academic text on a topic of relevance to the course. After 4 workshops in analyzing think-aloud protocols, they transcribed their protocols and analyzed a sample of them for the cognitive and metacognitive strategies they used while performing the task. The subjects have also met with the researcher individually for the purpose of ensuring the inter-rater reliability of their sample analyses. They are now in the process of finishing their protocol analyses and processing the strategies they used for frequencies and overall rates of success. They will finally discuss their findings in their process logs (Segev-Miller, forthcoming), in which they were also required to retrospectively relate to their summarizing processes.

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Shalom, Tsila

Israel

QUALITY OF TEXTBOOKS IN MOTHER TONGUE TEACHING

Symposium

Language textbooks are an important medium which fosters students' linguistic literacy and through which their mother tongue becomes elaborated and rhetorically expressive. This symposium proposes to examine various aspects of L1 textbooks in a cross-linguistic, cross-cultural perspective. The symposium presents five different perspectives on how historical, social, political and pedagogical changes in society and the school system affect the content and structure of L1 textbooks. Two offer a survey of the recurring themes and issues in the content of Afrikaans textbooks in South Africa. A third talk focuses on the changing linguistic facets of Hebrew textbooks in a changing Israel. The fourth study examines the Brazilian language textbook :what are the selection criteria for the texts and what they say about reading in the school as a literacy practice. The fifth perspective is offered by a description of a tool for the analysis and assessment of new textbooks in upper secondary education in the Netherlands.

Shalom, Tsila

Israel

LEXICAL AND SYNTACTIC DENSITY OF EXPOSITORY TEXTS: L1 HEBREW-LANGUAGE TEXTBOOKS

Symposium

This talk examines the lexical and syntactic density of Hebrew-language textbooks in Israel in the 20th century. It presents linguistic issues, methods of analysis, educational implications, and conclusions.

Content words – nouns, verbs and adjectives – express lexical and informational content in the text, and constitute the underpinnings for its complex syntactic architecture. Lexical density refers to the ratio of content words compared with function words in the text (Lyons, 1981; Schachter, 1985).

A corpus of 3,600 words discussing four linguistic topics was selected for analysis from 15 Hebrew-L1 textbooks by 13 authors spanning the 20th century (Shalom, 1999). Each textual unit contained only explanatory text and consisted of 400 words. Analysis focused on the ratio and type of content words in each text. The talk will present methodological and conceptual issues concerning Hebrew-specific text-related lexical analysis. I hypothesized that such expert-written texts which explain language terms would show distant and abstract discourse stance, as reflected by lexical density and syntactic complexity of the text. Based on the history of language instruction of textbooks, differences would be found between more formally-oriented Hebrew-language textbooks from earlier historical periods which would contain less lexically and syntactically dense texts, on the one hand; and more user-friendly, student-oriented textbooks from more recent periods, which would contain lexically sparser texts, on the other.

These predictions were largely confirmed in the results, which will be presented in the talk. On the whole, Hebrew instruction textbooks are highly dense lexically and syntactically, however this density decreases in certain areas in modern textbooks from the end of the 20th century, which are geared towards the learner. This study has broad implications for the study and construction of school texts, for issues in writing and reading comprehension, and for L1 instruction.

Shum, Mark

China

LEARNING TO WRITE SCHOOL CHEMISTRY GENRES IN CHINESE MEDIUM OF INSTRUCTION

Reading & Writing; Speaking & Listening

Group session

The theme of the presentation is taken from my Research Grant Council earmarked Grant project "Investigating subject-specific generic writing skills of senior secondary students". The background of the research is that in Hong Kong since there was a change of medium of instruction from English to mother tongue Chinese in 1998, there are more and more students who choose to write their secondary completion examination (HKCEE) in Chinese, school teachers who may for the first time instruct their students to write their exam in Chinese this year, are seeking advice of how to guide their students to express their subject knowledge in Chinese. The objectives of this timely study are: 1. To identify the subject-specific genres that students have to master in learning HKCEE Chemistry; 2. To analyze students' difficulties in their use of language in performing academic task in Chinese, with reference to the perspective of subject specific genres. The methodology is, firstly, HKCEE Chemistry past papers were analyzed to identify the generic writing skills students have to master; secondly, HKCEE Chemistry students' exam scripts were analyzed to explore difficulties students encountered in expressing the subject concepts in Chinese. Since this is an ongoing research, some preliminary findings will be reported for comments.

Simola, Raisa K

Finland

RECEPTION OF CHINUA ACHEBE'S TALES 'THE FLUTE', 'THE DRUM' AND 'HOW THE LEOPARD GOT HIS CLAWS' BY FINNISH YOUTHS

Language Awareness & Literature

Group session

The topic of my paper will be, how the first year students of the university of Joensuu, Finland, read and interpret Chinua Achebe's tales for children. The Finnish national curriculum holds the view that while it is important for the teachers to guide the pupils in the riches of Finnish culture in general and Finnish language and literature especially, it is also important to guide the pupils to appreciate "world cultures," and to foster international understanding. This is the ideal. What then is the practice? My overall view is that after Finland became a member of the European Community (1995), at Finnish schools, "world cultures" has evolved as if "naturally" to mean those cultures found inside the countries of European Community. The results of my queries among students concerning their awareness of African cultures seem to be in line with my assumption.

In this paper, I am not so much exploring the 'awareness' or 'knowledge' of African cultures in general by Finnish young adults as their close reading skills and their sensitivity for special 'alien' texts: Achebe's "The Flute", "The Drum" and "How the Leopard Got His Claws". However, while for the Finnish students it might be possible to capture, with the skills of close reading and sensitivity, quite nuanced interpretations of these texts, there are some "knot posts" in their readings which may be explained from their cultural background. Reception research and ethnographic cultural studies (Stanley Fish, David Morley, Stuart Hall) have been useful to the theoretical framework of my study.

The students have been reading the texts by Achebe in my Finnish translations. The booklet Chinua Achebe sadunkertojana (Chinua Achebe as a story teller) has been published by the University of Joensuu (in Joensuu, Finland, 2002). A faculty member teaching Arts had these same students use the Achebe texts as the content and inspiration for their work in her class, producing paintings. Thus, a side path in my article concerns the visual encounter of African and Finnish cultures. All in all, during this project, students of the Faculty of Education, who are preparing to become primary school teachers, have made about one hundred paintings and about 150 writings concerning Achebe's tales for children.

Tibbits, Lesley

Us

BALANCING IN CLASSROOM PRACTICE BETWEEN TWO L1'S: STANDARD AND MOTHER TONGUE

Education Policy

Group session

With the passage of English only initiatives in California, mother tongue speaking students are being required to acquire English language at an unprecedented acceleration rate. As a middle school ELD teacher, I am concerned as to the impact these mandates have had on L1 skills. My class projects focus on preserving mother language literacy for second language learners while acquiring English. Student activities include research, interviews, narrative writing, and literature in mother language. The feedback from parents supports my concerns. They agree that the loss of mother tongue skills is affecting the cultural identity of their children. As my student, Angelica, wrote in her compare/contrast paper on Mexican and American cultures, "I feel like a leaf, waiting to fall from my family tree." Many of these children feel "between cultures." They claim the primary cause of this is the loss of skill in their first language. Luis writes that the only connection he feels to his Mexican heritage is through language, but he no longer feels confident enough to translate for his parents. He is sad about this, but knows he is expected to put his efforts toward learning English in order to make a better life for himself. My presentation will focus on my classroom practice. Discussion questions will include the following. "What is the price we are asking our immigrant children to pay?" "How do we balance language acquisition and mother language preservation?"

Tong, Shau Ling

China

STARTING FROM LITERATURE: A LITERATURE-BASED APPROACH TO THE TEACHING OF CHINESE IN HONG KONG

Literature, Fiction & Media

Group session

Since the 1970's, literature has been dissociated from the Chinese Language curriculum in Hong Kong. As a result, for the last thirty years, the instrumental function of Chinese language was emphasized and the aesthetic function of literature was neglected. Students were expected to develop no more than their functional competence in Chinese in primary and secondary school. Since the turn of the century, however, the Chinese curriculum has been undergoing a reform as part of educational reform in Hong Kong, "so as to help students develop an appreciation for the beauty of language and make language learning interesting, as well as to mould students' temperament and help shape their personality".

How should literature be taught? What is the difference between the teaching of language and the teaching of literature? These are only two of the many questions facing teachers who are used to teaching the four language skills without any recourse to literary texts. In this light, six lecturers in the Chinese Department at the Hong Kong Institute of Education have embarked on a project to investigate into the teaching of literature entitled "The Approach and Strategies of the Teaching of Chinese Language and Literature". Viewing literature as an integral part of language, the project group devises a theoretical framework of literature teaching (See below). Three models of literature-based approach of Chinese Teaching in Hong Kong, namely, "from literature to literature", "from literature to daily life", "literature across the curriculum", were subsequently developed and experimental lessons are going to be conducted in Hong Kong schools.

Tong, Ho K

China

CHINESE SPEAKING COMPETENCY OF HONG KONG PRIMARY THREE PUPILS: PERSPECTIVE OF SCHOOL TEACHERS

Education Policy

The Hong Kong Education and Manpower Bureau (HKEMB) is developing speaking competency for the four learning stages from primary one to secondary five and in response to that a research team formed by teaching staff of the Hong Kong Institute of Education and the University of Hong Kong has conducted a survey in 2002 on how Chinese Language teachers perceive the speaking competency their primary three pupils should possess. A content analysis was conducted to identify similarities and differences of L1 learning outcomes among Hong Kong, Mainland China, Taiwan and other countries in areas of speaking, listening, writing and reading. A large scale questionnaire was developed based on the results of the content analysis. Eventually 3,750 questionnaires were sent to 175 primary schools and 1,414 questionnaires were collected from 85 schools. It is interesting that around 20% of respondents did not think that considerations to listeners' need, enhancing questioning skills through computer software, use of written scripts to assist speaking presentation, narration of poster or slide and creation of simple media products should be included in speaking competency for primary three pupils. This paper is going to discuss the discrepancies between Hong Kong teachers' perception and the new basic speaking learning outcomes of Chinese Language of Hong Kong with reference to communicative, social, cognitive and collaborative learning aspects. Review of teacher training programs and comparative studies of pupils' learning outcomes of different teaching attitudes may change teachers' perception to aware the importance of group discussion skills, dramatic presentation as well as inter-relationship of spoken and written languages to collaborative learning.

Tse, Shek Kam

China

ROLE OF LITERATURE AND MEDIUM OF INSTRUCTION IN LEARNING CHINESE CHARACTERS IN HONG KONG

Language Awareness & Literature

Group session

Many Chinese people have experienced difficulties in learning Chinese characters. They found that Chinese characters are difficult to recognize, pronounce and write. Traditional teaching materials of Chinese characters are always based on high frequency words. However, these high frequency words are usually collected from newspapers, magazines and books. The readers of these reading materials are mostly adult. It is obvious that life experience between adults and children is different. As a result, the contents of these materials are mostly not related to students' life experience. Most of them are boring and uninteresting.

In order to solve the problems mentioned above, a research “Comprehensive and Effective Learning of Chinese Characters” has been conducted since 1998 by the author. Nursery rhymes, children literatures, and language games relating to children’s life experience have been adopted as new teaching materials. Research studies found that new teaching materials are related to their metal lexicon and interesting to children.

The mother tongue of Hong Kong children is Cantonese. However, some of the kindergartens and primary schools in Hong Kong use Putonghua (a language use in Mainland China) and English as the medium of instruction. Parents also like to send their children to study in schools using English as the medium of instruction too. The problem is, children are unfamiliar with these languages. They find it difficult to understand teachers’ instructions, content of the lessons and thus hard to participate in classroom activities. They have to learn and memorize the pronunciations and spelling of a huge number of vocabularies. Their knowledge learnt from their life experience and mother tongue cannot be used. This affects their learning performance and progress seriously.

There are about 300 schools participating in the research project. The result is very encouraging. The present study reports the effect of using children’s literature and nursery rhyme as teaching materials and the importance of using mother tongue (Cantonese) as a medium of instruction in learning Chinese characters.

Vaittinen, Pirjo Helena

Finland

READING BOOKS AT SCHOOL AND OUTSIDE; ABOUT THE FINNISH MOTHER TONGUE AND LITERATURE CURRICULUM AND ENCOUNTERING WITH THE YOUNG PEOPLE TODAY

Literature, Fiction & Media

Today's young people will need to go on learning in different ways throughout their lives. The OECD PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT(PISA) looked at some aspects of what they are like as learners at age 15. The survey of the knowledge and skills of 15-year-olds in the principal industrialized countries presents evidence on student performance in reading, mathematical and scientific literacy. These skills are essential for full participation in society.

Reading literacy, as defined in PISA, focuses on the knowledge and skills required to apply "reading for learning" rather than on the technical skills acquired in "learning to read". PISA focuses on measuring the extent to which individuals are able to construct, expand and reflect on the meaning of what they have reading a wide range of texts common both within and outside school. Students taking part in PISA were asked questions based on a variety of written texts, ranging from a short story to a letter on the Internet and information presented in a diagram. They were assessed on their capacity to retrieve specified information, on whether they could interpret what they read, and on how well they could reflect on and evaluate it, drawing on their existing knowledge.

The countries are ranked by the percentage of students who are proficient at Level 3 or above. About 60% of 15-year-olds in the combined OECD area can complete such tasks . But this

fraction varies from above three-quarters in Finland and Korea, to below half in Brazil, Latvia, Luxembourg, Mexico, Portugal and the Russian Federation.

Looking for background factors students were asked how much they read for enjoyment Are keener readers also better readers? On average in each country, the answer is yes. However, it is important to note that though there is a clear positive association between reading for enjoyment and performance, countries with fewer keen readers do not necessarily produce fewer good ones. It is not clear to what extent reading for enjoyment leads to higher reading literacy, or the other way around, or to what extent some other aspect of students' background contributes to both. Nevertheless, the association between engaging reading and being good at it is an important one, indicating that it may be productive to encourage both.

In the Finnish results the connection between the engagement in reading enjoyment and reading literacy was a very strong one (40%). The public libraries and access to the computers via libraries and schools is of course also of importance seeing the fine presentations of the Finnish young ones. Equally important, PISA also identified several things that schools can do that are associated with student success. The national curriculum is being rewritten in Finland, too. The challenge is in teaching proper strategies for new multimedia literacies for the future.

The full report, Knowledge and skills for life - First results from PISA 2000, can be obtained from the OECD (available in English, French and German) and further information can be found at www.pisa.oecd.org.

van de Ven, Piet-Hein

The Netherlands

THEMATIC TEACHING OF LITERATURE: A CASE STUDY

Literature, Fiction & Media

Group session

Literature can be considered as a model of reality, creating a fictive world, a world open to different interpretations. This perspective on literature is based on a constructivist epistemology: a literary work has a social repertoire in which a reality is constructed, and a literary repertoire by which this reality is constructed. Readers can compare the reality of the literary work with their own construction of reality, and they are also able to ascertain how they construct their own reality, what the literary work contributes to this construction, and how this in turn affects the reconstruction of the literary interpretation. It goes without saying that the notion of 'literature' is used very broadly in this approach, and that it is not restricted to anything that is traditionally considered part of a 'canon'.

In an action research project it became clear that a form of thematic literature education turned readers into 'constructors', i.e. persons who are able to think and act autonomously, partly as a result of acquired insights into the socio-cultural environment by which they are influenced. In this learning process, literature played a major role as a vehicle for construction and reconstruction. The teacher involved facilitated these processes of (re)construction by giving different tasks for his pupils in order to elaborate both the social as well as the literary repertoire of texts. In carrying out these tasks boys appeared to (re)construct differently from girls.

Vieira de Castro, Rui

Portugal

LITERATURE IN THE PORTUGUESE CURRICULUM: CHANGES AND CONFLICTS

Literature, Fiction&Media

Symposium

During the last fifteen years, Portugal knew important changes in the educational system corresponding to a redefinition of its place in world economy (Afonso, 2000). Those changes had a strong impact in the curriculum, mainly at the level of secondary education. New curricula were adopted; the concept of “competences” emerged as a leading one and, eventually, became one of the main basis for the changes to come; Ph. Perrenoud was, at this respect, of non negligible influence.

One of the areas that were dramatically affected was that of Portuguese language and literature. Traditionally, literature played a central role at the level of secondary education (Castro, 1995) but the curricular reform displaced it to another position; Portuguese Language appeared as a new compulsory school subject, for this level, and Portuguese Literature became available only for certain students, and eventually, optional.

These changes occurred with no little reactions. In several contexts — professional, academic, media — many were the voices claiming for or against the solutions that had been found, making visible themes such as the school canon or the role of literature in formal education.

In this paper, I intend to proceed with a research line previously explored (Castro, 2002), analysing a corpus of texts published in the Portuguese press during the years of 2001-2003 concerning the changes in mother tongue education; I will try to characterize the contextual features that framed the discussion about the status of literature in school and about the “legitimate” authors and literary texts, and to describe the “discursive formations” in presence. Taking into consideration the positioning of their producers, the analysis of the texts of the corpus will be conducted in order to highlight arguments concerning: i) the purposes of the presence of literature in schools; and ii) the principles that should regulate the constitution of the canon.

The analysis will make clear how literature constitutes, nowadays, in the Portuguese context, a field crossed by deep conflicts that derive from different conceptions about what literature is, about what literature should be in schools and about what it must be “useful” for.

Walker, Laurie

Canada

TEACHING L1 IN KOSOVO

Multilingualism & Language Awareness

I am working in Kosovo with a Canadian-funded project to improve the quality of teacher training. My main task has been to help the University of Prishtine to reorganize pre-service teacher education into a single Faculty of Education. One of the most difficult program issues has been to bring about change in the preparation of teachers to teach Albanian language, the mother tongue of the majority of Kosovars. There is a deep and abiding commitment to the idea that effective language use is absolutely the result of learning about language structures. Against the arguments and research evidence that proficiency in other MT languages has little to do with propositional knowledge, refuge is taken in the claims that Albanian is more complex than English, and that it has only recently been standardized. Thus, in the absence of local research, the teaching of grammar tends to prevail, although there is some evidence that change is imminent. I would like to present a short paper on the prospects for epistemological changes in the preparation of teachers of Albanian language as mother tongue.

Sawyer, Wayne&Watson, Ken

Australia

RECENT PICTURE BOOKS: THEIR USES WITH OLDER STUDENTS (AGED 10-18)

Literature, Fiction&Media

The modern picture book is widely recognized as an important area of experimentation in ways of knowing and communicating. Participants will be invited to examine a range of recently published picture books from various parts of the English-speaking world (notably Britain, Australia and the USA), some of which have already been, or soon will be, translated into other languages. Then, in groups, they will consider the uses of selected picture books in the classroom for such purposes as developing visual literacy, gaining understanding of various literary theories, exploring story structure, developing critical thinking etc. It is hoped that participants will be able to produce teaching units on at least some of the books displayed.

White, Lana

Usa

WORLD WAR II, LITERATURE&LANGUAGE AWARENESS: HOW TO FIND CONCEPTS TO RELATE?

Multilingualism & Language Awareness

Lana White proposes to organize a workshop in which participants' thoughts will be directed through written questions alternating with discussions. This format encourages participants to form their ideas from materials that confine the ideas the influence of European literature on WWII. The following major concepts should emerge from the discussion: 1.Events become imbued with meaning when events are recounted in literature. 2.Contemporary events gain significance when they are matched with events already preserved and made significant through literature. 3. Values rise out of the archetypal, symbiotic relations in the continuum of event/literature/event/literature, etc.4. Literary language is everyday language employed

effectively to capture and heighten human thought and passion. The questions will center on Shakespeare's Henry V and the "band of brothers" speech, moved to the American President F. Roosevelt use of speech, followed shortly after by W. Churchill's use of speech into present-day use in book Band of Brothers and television's mini-series of Band of Brothers. I also want to include Hitler's use of the German Barbarossa to show both the Axis and the Allies reliance on literature to wage war.

Witte, Theo

The Netherlands

FACILITATING LITERARY DEVELOPMENT

Literature, Fiction & Media

Group session

In 1998 a new exam programme for literature was introduced in the highest grades (grades 12 to 14) of secondary education in the Netherlands. Students' personal development as readers of literature became the focal point of literary education. They are required to read literary works, develop their own personal responses in a reading log and record their logs in a personal reading portfolio. The role of the L1-teacher is to facilitate the literary development of the individual student. The shift towards a new approach poses practical and theoretical problems. In 1999 the University Center for Teacher Education in Groningen (The Netherlands) has started a research project. The purpose of this project is to develop an empirically based heuristics that will enable teachers to attune to 'the zone of proximal development' of the student. In my presentation I will report on the first, explorative stage of this project. Using qualitative research methods a typology has been developed of the student's learning behaviour and the teacher's coaching style.
