

# Children's Literacy is Important, but What About Adult Reading Literacy?

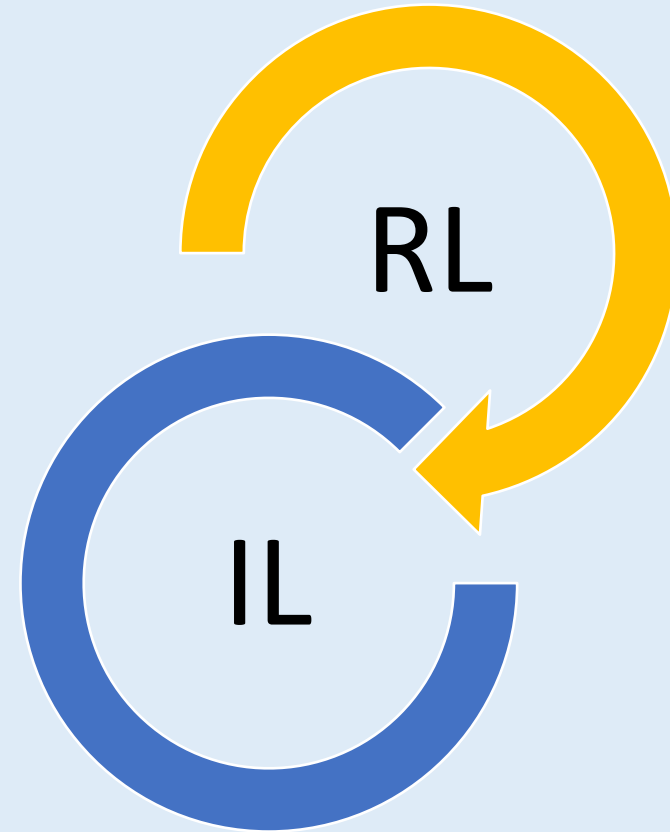
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# Reading literacy

Relation between RL and IL?

*Several backgrounds and disciplines, e.g. psychology, LIS, language, pedagogy, communication studies ...*



# What is RL?

“Reading literacy is the ability *to understand and use* those written language forms required by society and/or valued by the individual. Readers can *construct meaning* from texts in a variety of forms. They *read to learn, to participate* in communities of readers in *school and everyday life*, and for enjoyment.”

PIRLS - Progress in International Reading Literacy Study

# Reason for our study

Level of RL

1. PIRLS - Progress in International Reading Literacy Study → 4<sup>th</sup>-graders.
2. PISA - Programme for International Student Assessment → 15 year-olds.
3. PIAAC - The Programme for the International Assessment of Adult Competencies → adults.

# PIRLS

4<sup>th</sup>-graders

- Comprehension for literary reading and for information reading.
- Girls have higher scores than boys, especially on literary reading.
- Overall, higher results on both reading situations were confirmed.
- 11 countries confirmed improvement of reading comprehension.

# PISA 2015

15-year-olds

- Girls gained higher results than boys.
- Teenagers who read for fun, enjoy in reading activities, apply self-regulative strategies.
- Applying self-regulative strategies for understanding and remembering leads to higher results.

# PIAAC

## Adults

- 5% the highest level (average across OECD is 10,6%)
- Integration, interpretation and synthesis of information from complex texts that contain conditional and/or contradicting information
- 24.9% of adults in Slovenia attain Level 1
- Read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive.

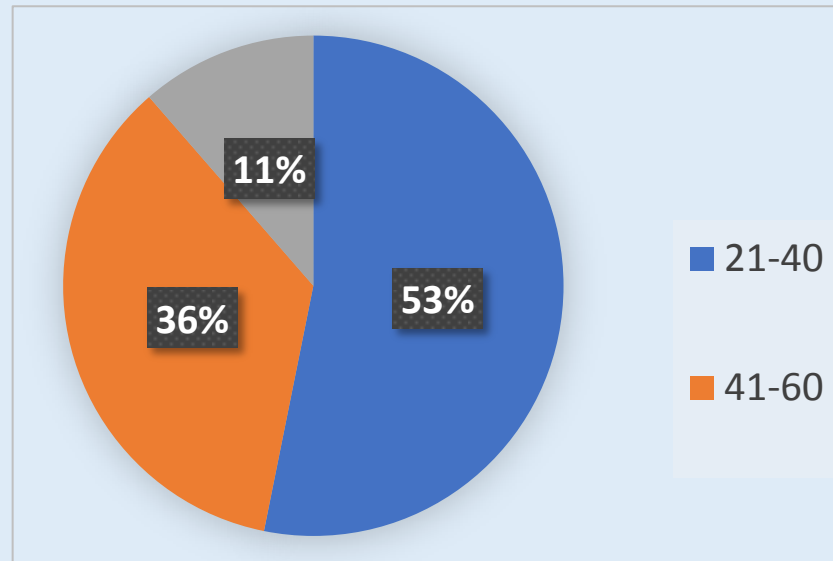
# Research questions

1. To find out the **relationship between past (in childhood) and present reading experiences**, especially reading practice, visiting libraries and buying books.
2. To find out what **general knowledge** do the respondents have **about RL** and what **attitudes and opinions** related to RL have been developed, especially in the context of lifelong learning.
3. To find out **what** the respondents **read**, what **type of readings** they prefer and what kind of **cognitive strategies** they use in a reading process.



# Sample

- Snowball sampling
- 260 adults
  - 68% women
  - 32% men



# Procedure

Online survey

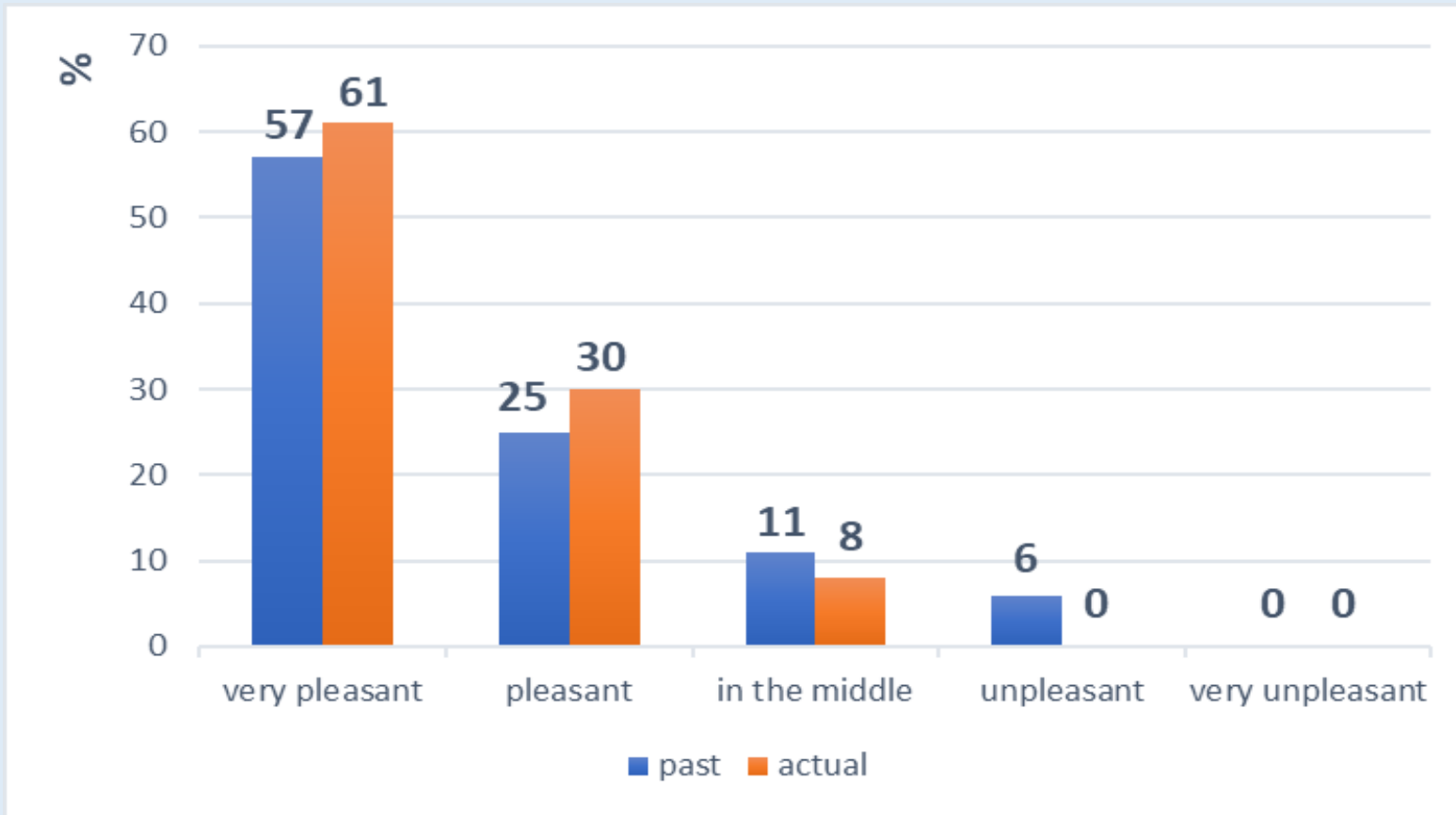
April 21 - May 21 2017

- 3 thematic fields:
  - past and actual (present) experiences with reading,
  - reading in the context of lifelong learning,
  - content, cognitive strategies and context of reading.
- Various types of questions:
  - single/multiple choice,
  - Likert-scale,
  - ranking.

# Research question 1

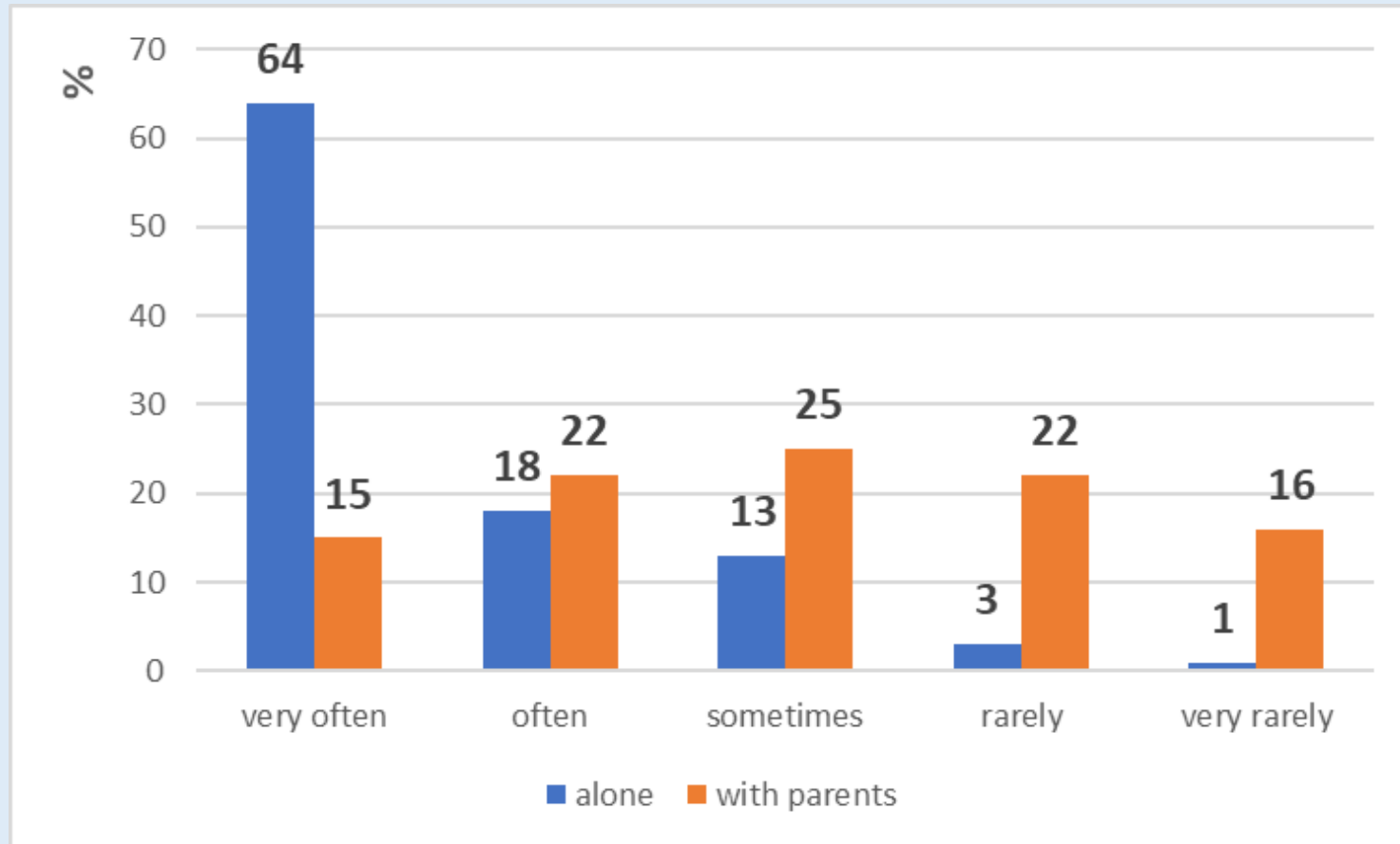
To find out the **relationship between past (in childhood) and present reading experiences**, especially reading practice, visiting libraries and buying books.

# Experience with reading



Correlational koeficient  
between past and actual  
experiences  
 **$r=0,96$   $p= 0,05$**

# Reading alone or with parents

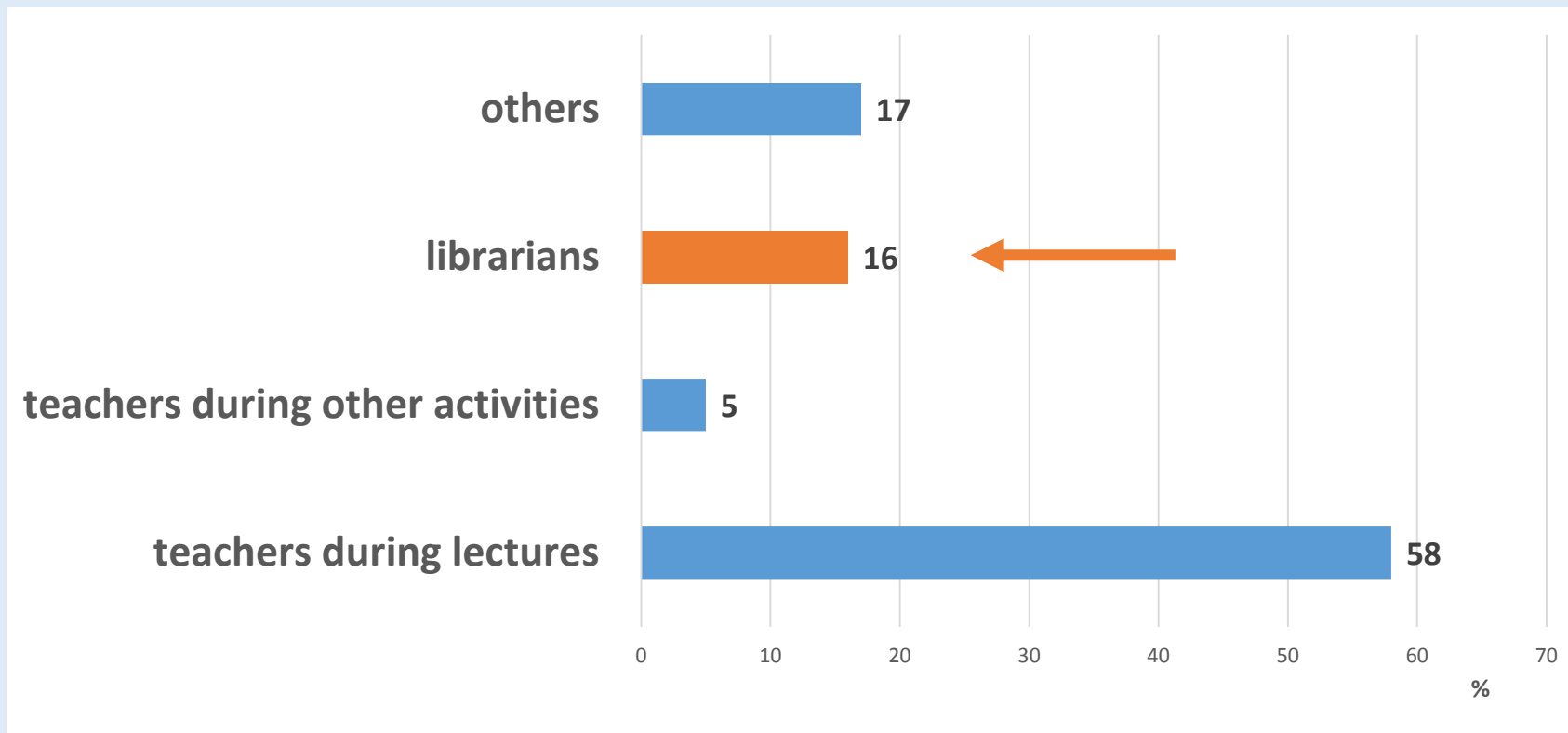


# Buying books, visiting libraries and importance of family literacy

- 73% of respondents “very often” or “often” visited the library.
- One fifth of parents bought enormous number of books.
- 96% of respondents agreed that family literacy is very important.

	Visiting libraries	Importance of family literacy
Buying books	$r=0,52$ ( $p= 0.05$ )	$r=0,20$ ( $p= 0.05$ )
Visiting libraries		$r=0,90$ ( $p= 0.05$ )

# Promotors of reading in primary school

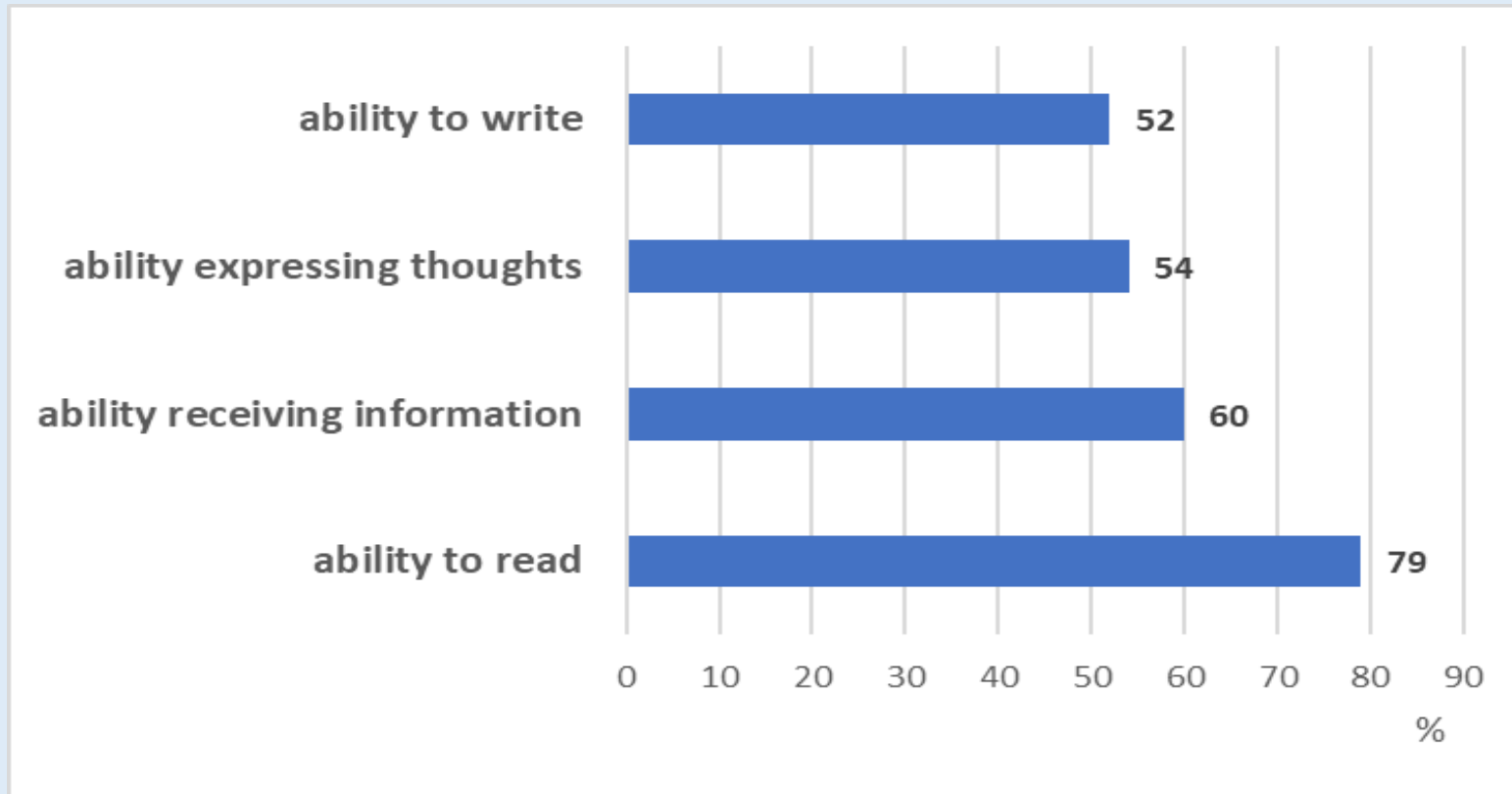


## Research question 2

To find out what **general knowledge** do the respondents have **about RL** and what **attitudes and opinions** related to RL have been developed, specially in a context of lifelong learning.



# Explanation of RL



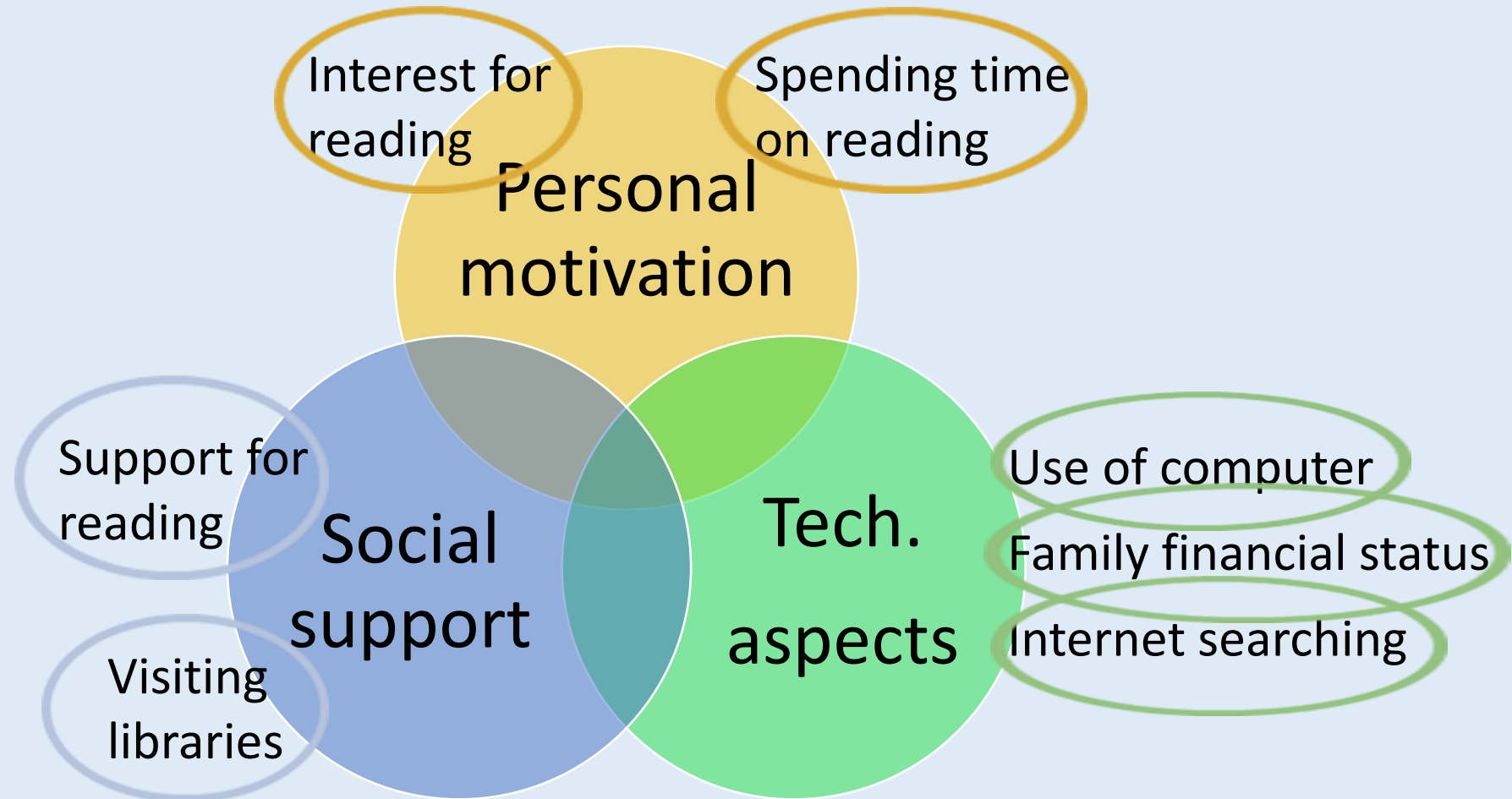
# Ranking of RL influence

Place	Reading literacy influences...
1	General knowledge
2	Life success
3	School success
4	Work success
5	Family life
6	Social life
7	Leisure time

# Proposed reading activities for different groups

Activities	Children	Teenagers	Adults
Voluntary reading activities	64	81	71
Mandatory reading activities	82	49	7
Reading during family activities	61	68	80
Reading activities for school	92	88	12
Searching information	69	91	81
Discussion on readings	90	89	72
Supporting reading in different situations	75	82	76
Participation in reading groups	82	78	65

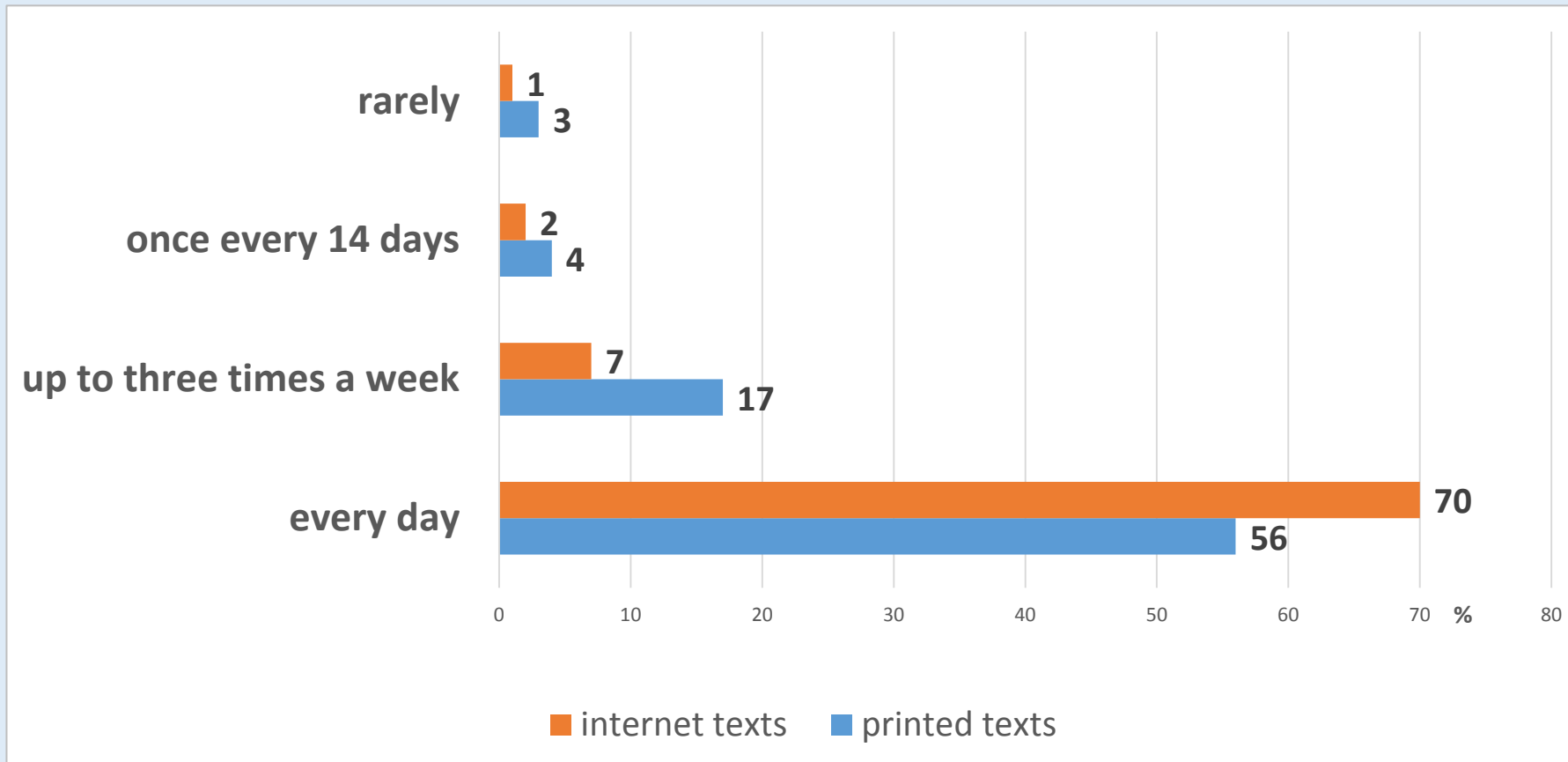
# Factors influencing RL



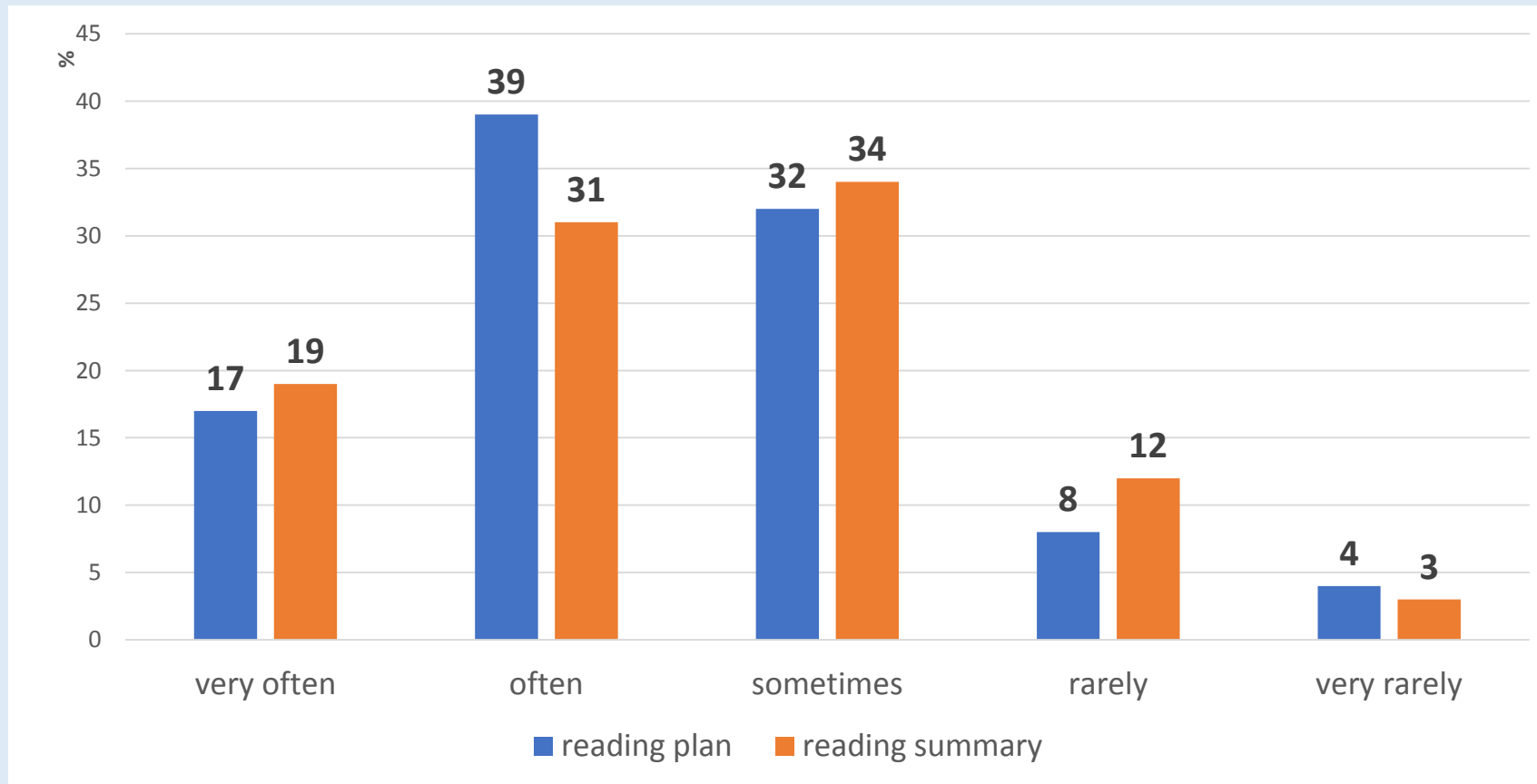
## Research question 3

To find out **what** the respondents **read**, what **type of readings** they prefer and what kind of **cognitive strategies** they use in a reading process.

# Reading printing and internet texts



# Before and after reading strategies



# Conclusions

- Pleasant experiences with reading activities in past and present.
- Family reading should be supported.
- Interest in reading is one of the main factors for reading.
- Understanding of RL is a holistic one with all main activities (writing, expressing and receiving).
- Social and technical support are needed in the reading process.
- Children need more structured reading activities, teenagers less structured, in families certain structure is needed.
- Different texts: informative, literate, printed and internet ones enrich reading activities.
- (Meta)cognitive skills need to be developed → a good basis for developing other literacies.

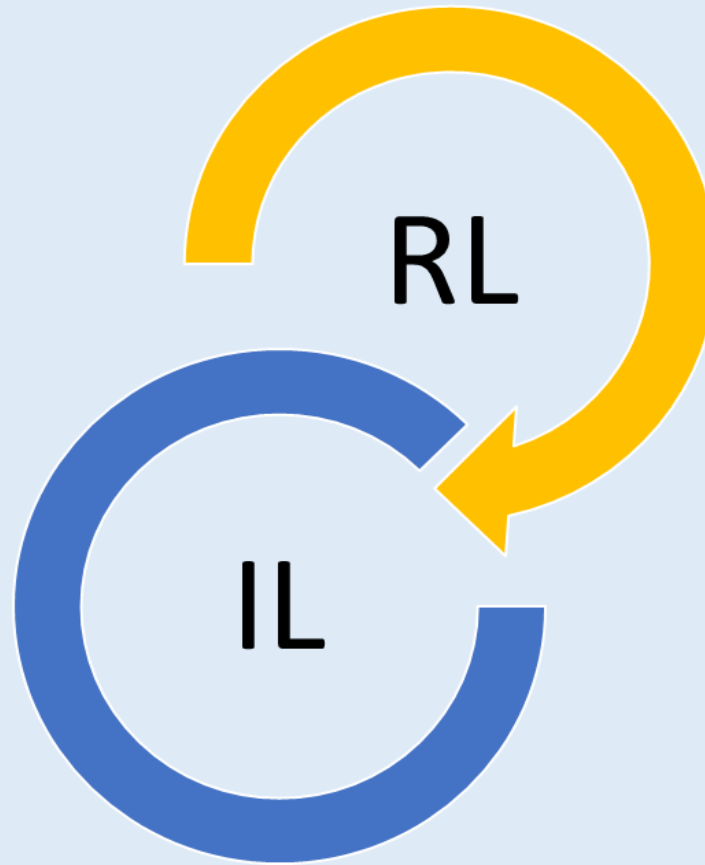


Built on RL

Cognitive and metacognitive processes

Critical thinking

Systematic approach



- Basic and needed activity
- Cognitive and metacognitive processes
- Holistic explanation
- Importance of social context

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Thank you for your attention!