

IEA Research for Educators: #GivingBackToTeachers



General Assembly 2022

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#GivingBackToTeachers

Our research would not be possible
without teachers!

- Challenges to offering IEA data back to schools and teachers
- New peer-reviewed series directed at teachers and educators
- Translating relevant IEA research findings into evidence-based practice



Research for Educators Volume One

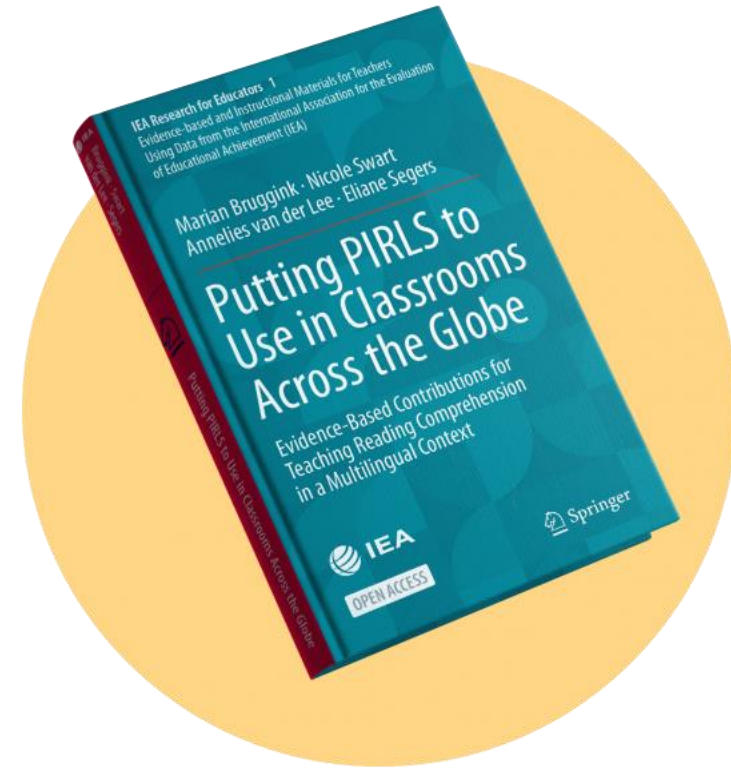
Putting PIRLS to Use in Classrooms Across the Globe:
Evidence-Based Contributions for Teaching
Reading Comprehension in a Multilingual Context



Purpose of this book

Help teachers to strengthen their teaching in reading comprehension

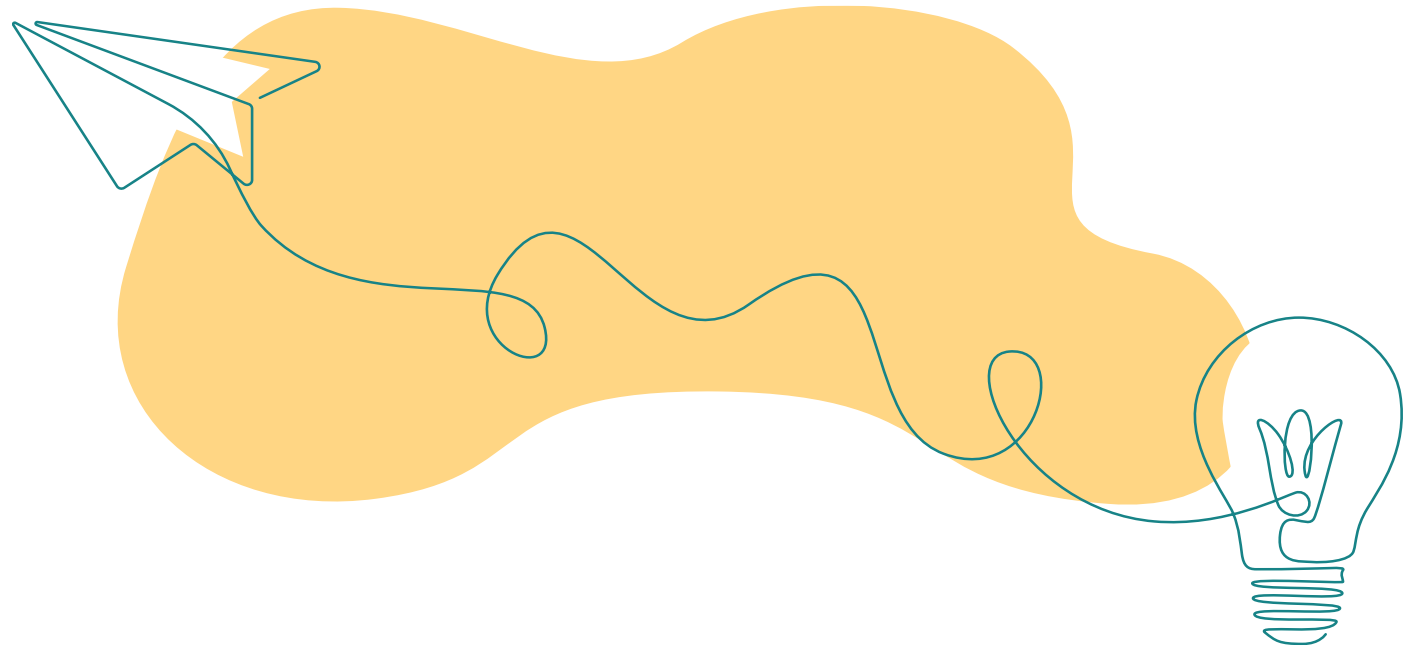
- Part 1: From research to practice
- Part 2: Reading comprehension in a multilingual classroom



Part 1

From research to practice

- Theories of reading comprehension
- Evidence-based didactic principles
- Exploring reading comprehension using PIRLS



Part 2: Multilingual classroom

Multilingualism

- Broad view on multilingualism
- Factors that play a role in second language comprehension
- Didactic principles, specific for second language learners
- Good practices from around the world (Chapter 5)

Part 2: Multilingual classroom



Good practices
from Chile

Picture:
Colegio Técnico Profesional
Los Acacios

In Chile, the main language is Spanish. There are some indigenous languages like Mapudungun or Aymara, but only a small population speaks one of these as their main language. Therefore, the predominant language of instruction in the national educational system from grade 1 to 12 is Spanish. Immigrants comprise only a small percent of Chile's population, and most of them come from other Spanish-speaking countries within Latin America. In Chile, schools are mandated to develop reading skills and a positive attitude toward reading through guided reading in class and home reading. The national curriculum states that reading skills and dialogue on writing and oral skills are fundamental. Although the curriculum does not indicate a percentage or amount of total instructional time to be devoted to reading, the goals and objectives related to reading have predominance over writing and oral skills.

ABOUT COLEGIO TÉCNICO PROFESIONAL LOS ACACIOS

Colegio Técnico Profesional Los Acacios is an educational institution located in the north-central zone of Chile, in the city of Concepción, specifically in the Bío Bío region. This school provides primary and secondary education for children and youth in the local area.



Good practices
from Chinese Taipei

Left picture:
Classroom at Donghe
Elementary School
Right picture:
Donghe Elementary School

Mandarin Chinese is the official language of Chinese Taipei, as well as the language of instruction for most subjects at all school levels. Other local languages include Taiwanese, Hakka, and indigenous languages. The Chinese reading curriculum contains general goals for students' academic attainment and requirements for the three levels of basic education, as well as guidelines for reading materials and instruction. The goal of reading instruction in primary grades is to cultivate students' abilities to use the Chinese language. Students are expected to listen, speak, read, and write effectively in order to think, comprehend, reason, coordinate, create, appreciate, and participate in discussions. Moreover, students should be motivated to read extensively, to appreciate literature and Chinese culture, and to use the internet and other tools for independent learning.

ABOUT DONGHE ELEMENTARY SCHOOL

Donghe Elementary School is a small school in the mountains in the western part of the country. The school includes speakers of the Sey-Shan, Atayal, and Hakka languages, and new immigrant children who speak other languages.



Good practices
from England

Picture:
Chesterton primary school

England is a linguistically diverse country. The top 10 most commonly spoken languages in England besides English, the official language, are: Polish, Punjabi, Urdu, Bengali, Gujarati, Arabic, French, Chinese languages, Portuguese, and Spanish. The most linguistically and ethnically diverse area in London. The curriculum in England focuses on essential subject knowledge and skills. It contains detailed provisions for teaching English in primary schools. Emphasis is placed on phonic knowledge, vocabulary development, grammar, punctuation and spelling, handwriting, and spoken English. Another important aspect of the curriculum is that reading for pleasure is encouraged. Schools have some leeway in determining how they achieve the goals and standards outlined in the curriculum.

ABOUT CHESTERTON PRIMARY SCHOOL

Chesterton Primary School is a larger than average state-funded school situated in an area of high deprivation in South West London. The percentage of pupils who speak English as an additional language is in the top 20% of all schools nationally. More than half of the parents have limited spoken and written English and the percentage of pupils from ethnic minority backgrounds is 87%. Chesterton Primary School is a Teaching School, Mathematics and English Hub, and an Early Years Hub which means that it supports other state-funded schools in London to improve their provision and outcomes across the curriculum.



Good practices
from Spain

Picture:
Isaac peral primary school

Although the official language in Spain is Castilian Spanish, four other official languages are used in the different autonomous communities: Catalan, Galician, Valencian, and Basque. The language of instruction is Castilian except in communities with another official language, in which case schools use two official languages during instruction. The main goal of Castilian language and literature instruction is for students to achieve competence in the linguistic skills of listening, speaking, reading, and writing in an integrated manner. In addition to introducing students to reading and understanding literary texts, the language curriculum includes the study of language itself. The starting point for linguistic education is the level of fluency that students have acquired at the beginning of primary education, which aims to broaden this competency, so students can participate in the various social spheres they will encounter.

ABOUT ISAAC PERAL PRIMARY SCHOOL

Isaac Peral Primary School is located in the northeast region of Spain, on the outskirts of Barcelona, in the town of Terrassa. Being a local school, it only has one single class per course, offering neighborhood schooling for about 230 children aged 3 to 12 years old. The neighborhood's inhabitants are mostly working class, and during the past decades the number of immigrants has increased enormously, with many from Africa and Latin America. So, most of our students have either Arabic or Spanish as their mother tongue. The first language of the school is Catalan, with Castilian Spanish and English as the foreign languages.



Good practices
from Georgia

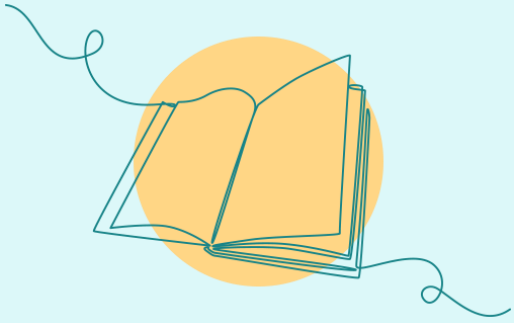
Picture:
Students work together for a reading
comprehension activity

The official language of the Republic of Georgia is Georgian, a member of the South Caucasian (Kartvelian) family of languages that uses a unique alphabet known since the fifth century AD. In addition to Georgian, Abkhaz is an official language in the Abkhaz region. All schools in Georgia must meet the national curriculum guidelines. The national curriculum emphasizes student-centered teaching and learning approaches and includes a modified curriculum for students with special needs. The curriculum has been translated and adjusted to meet the needs of minority groups. The Georgian language occupies a central role in the national curriculum, and Georgian language and literature is taught from grade 1 to 12. However, Georgian language and literature is not considered a separate curricular subject; it is seen as a tool for teaching and learning all subjects.

ABOUT BOLNISI MUNICIPALITY VILL DARBASI PUBLIC SCHOOL

Bolnisi Municipality Vill Darbasi Public School is located in the mountainous village of Darbasi in East Georgia, in the Kvemo Kartli Region. Bolnisi Municipality is mainly populated with ethnically Georgian and Azerbaijani families, but in Darbasi the majority of the population is ethnically Azerbaijani. The school is Azerbaijani, therefore the primary language of teaching is Azerbaijani. Georgian, the state language of the country, is taught as a second language for five academic hours per week.

Resources for Teachers



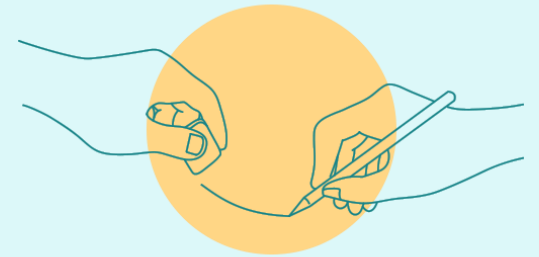
Theory



Practice

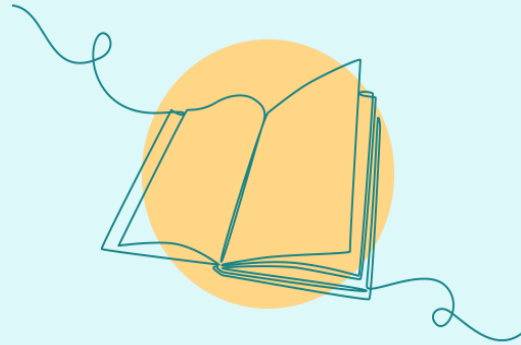


Digest

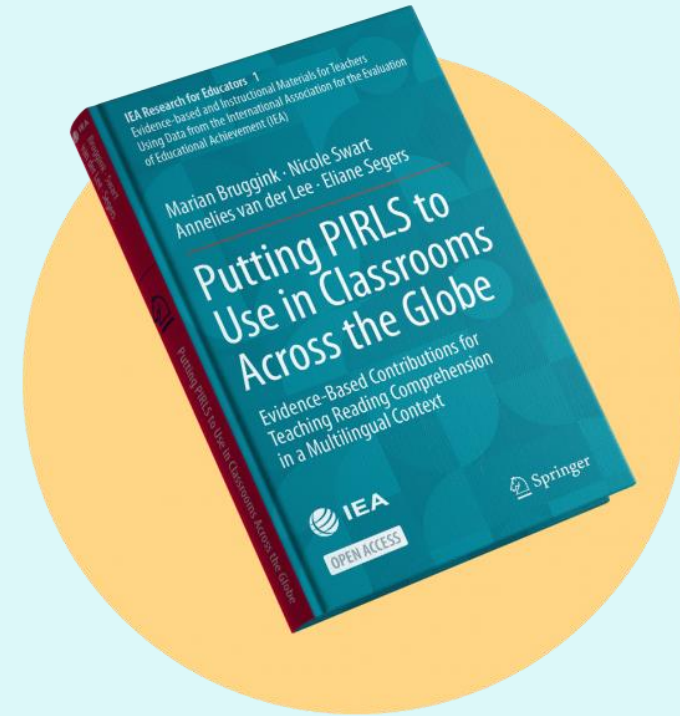


DIY

Resources for Teachers: Theory



Theory



Resources for Teachers: Practice

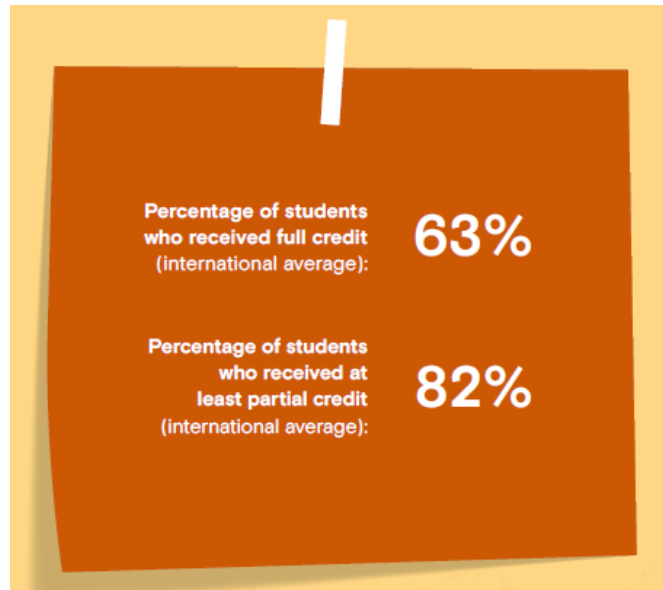


Practice



Teacher Snippets and Teacher Snippets XL

TEACHER SNIPPET ON READING



IEA
TEACHER
SNIPPETS XL



HOW TO HELP STUDENTS DEVELOP READING COMPREHENSION SKILLS

Five Key Principles for Teaching Reading Comprehension,
Illustrated With a Text From PIRLS



1) Reading in a meaningful and functional context
Students should experience that reading and having well-developed comprehension skills can be important, valuable, and useful to them. The reading materials, reading purposes, and reading approach should therefore be authentic and resemble real-life reading tasks.



2) In-depth interaction with texts
Interacting on the content of the text has a positive influence on student's reading comprehension. By discussing the content of the text, and specifically the information needed to reach the reading goal, students gain new insights that they themselves did not think about, leading to a better understanding of the text.



3) Explicit instruction in a limited set of reading strategies
Using reading comprehension strategies can be an effective way to enhance comprehension. There is evidence for a limited set of strategies to have a positive effect on reading comprehension, especially when they are taught in a meaningful way and used in combination.

EFFECTIVE READING STRATEGIES	
• Making predictions and setting reading goals • Asking questions • Visualizing the content of the text • Recognizing text structure	• Making connections • Summarizing • Monitoring and clarifying comprehension



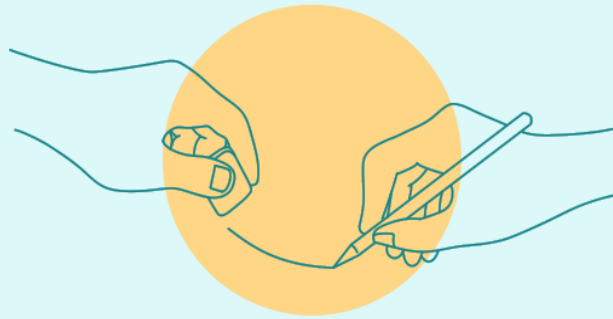
4) Integrating reading education with other subjects
By reading texts from other school subjects, students not only acquire new knowledge and subject-specific words, but they also learn to apply reading skills in other types of texts. Also, integrating reading with writing can lead to better reading comprehension as well as better writing skills.



5) Monitoring factors associated with reading comprehension and differentiating instruction
Monitoring students reading development by using summative and formative tests, reveals student differences in their level of reading comprehension and in their educational needs. Differentiation can be achieved by giving explicit instruction in word meaning, the use of reading strategies, and text structure.

"Interacting on the content of the text has a positive influence on student's reading comprehension."

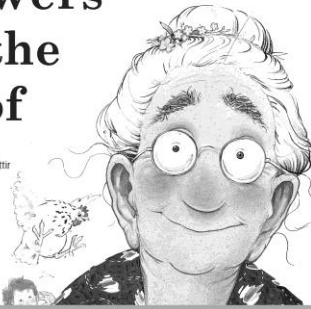
Resources for Teachers: DIY



DIY

Flowers on the Roof

by Ingibjörg Sigurdardóttir



Shall I tell you about a granny I know? She's a really strange old lady, and so full of life! Her real name is Gunnjóna, but I call her Granny Gunn. Before she moved into our block of flats she lived in the country. Her farmhouse was just like a doll's house. It had tiny little windows and the roof was covered with grass. And there were flowers growing on the roof too!

Granny Gunn had lived all on her own in the farmhouse but she was never lonely because she had many animals to play with: a cow, seven hens, two sheep and a cat.

One day Granny Gunn became ill.

Flowers on the Roof

The GIANT Tooth Mystery

A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.



Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

The Giant Tooth Mystery

9

Resources for Teachers in your Countries



Adapt and Translate *Teacher Snippets*

NEXT STEPS

- All GAs will receive newly-released *Teacher Snippets* under embargo
- All GAs can subscribe to receive *Teacher Snippets* adaptation packs via email
- Upon adaptation, the *Snippet* is ready to be disseminated among the national teacher network
- IEA will host adapted *Teacher Snippets* on IEA Resources for Teachers webpage

IEA TEACHER SNIPPETS

¿LE GUSTA LEER A SU ALUMNADO?

Estrategias del profesorado para promover una actitud positiva hacia la lectura

Los resultados muestran que, de media, la **actitud hacia la lectura ha empeorado** en todos los países participantes en el Estudio Internacional para el Progreso de la Comprensión Lectora (PIRLS) entre 2001 y 2016.¹ El alumnado de 4.º de primaria afirman que cada vez disfrutan menos leyendo. En este documento resumimos cuatro recursos que emplea el **profesorado para promover una actitud positiva** hacia la lectura. También se incluyen los porcentajes extraídos de los **resultados de PIRLS 2016**, que indican con qué parte del alumnado se ha empleado cada enfoque de forma habitual.

1

Ofrecer alternativas de lectura al alumnado

El profesorado ayuda al alumnado a sentirse independiente y a desarrollar una actitud positiva hacia la lectura al permitirle elegir qué leer de entre una selección de lecturas de su interés y adecuadas a su nivel.²

Resultados PIRLS 2016:

El **56 %** del alumnado de España
El **54 %** del alumnado a nivel internacional

tiene docentes que afirman dejar tiempo a sus estudiantes para que lean libros de su elección en al menos la mitad de las clases.

2

Hacer de la lectura una actividad social

Tener un sentimiento de conexión y pertenencia social es clave para la motivación del alumnado. Al animar al alumnado a participar en actividades de lectura, como lecturas en grupo y debates, el profesorado promueve la lectura como actividad social.³

Resultados PIRLS 2016:

El **68 %** del alumnado de España
El **86 %** del alumnado a nivel internacional

tiene docentes que afirman fomentar debates entre el alumnado sobre lo que lee en al menos la mitad de las clases.

El estudio **PIRLS** es una evaluación internacional del rendimiento en comprensión lectora en 4.º de primaria que recopila datos cada cinco años en 50 países aproximadamente.

Además de las pruebas de lectura, el alumnado responde a un cuestionario sobre sus hábitos y actitudes en este ámbito.

Las familias, el profesorado y los equipos directivos de los centros también responden a una encuesta en la que facilitan datos sobre el contexto educativo del alumnado. El estudio PIRLS, coordinado por la Asociación Internacional para la Evaluación del Rendimiento Educativo (IEA) se ha realizado en 2001, 2006, 2011 y 2016.

Subscribe for your Adaptation Pack

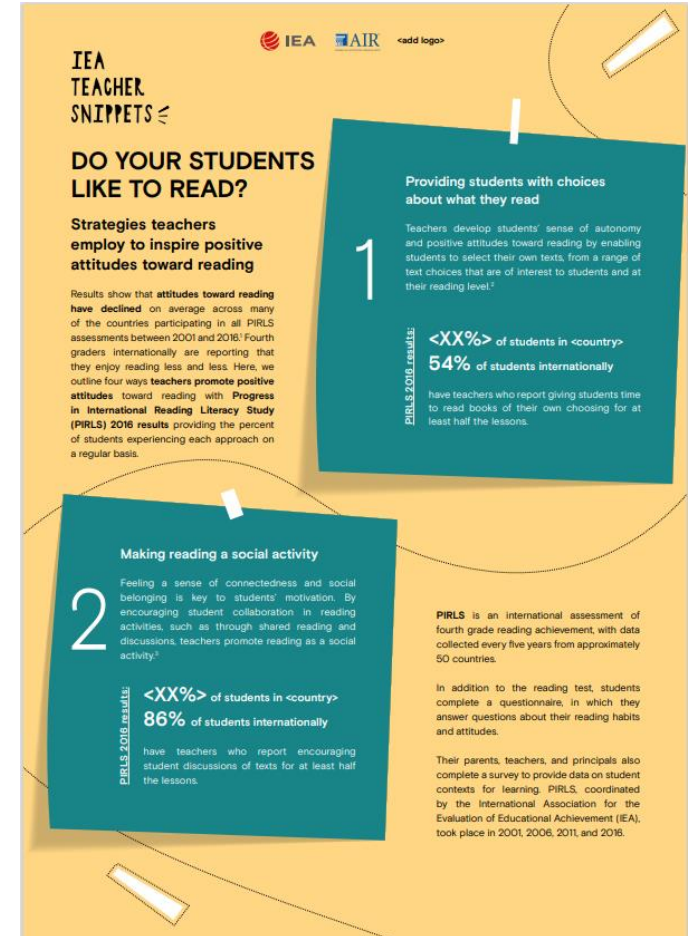
SUBSCRIBERS RECEIVE

- InDesign file for adaptation with space to include country data
- *Teacher Snippet* copy in word for easy translation
- Open access file that contains country data relevant to the *Teacher Snippet*
- Adaptation notes to provide guidance

WHO ELSE CAN SUBSCRIBE?

- NRCs from countries who are not IEA members but participate in IEA studies
- Interested parties who are affiliated with IEA

Interested? Contact l.cheeseman@iea.nl



Thank you!
Any questions?

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