

IAIMTE INTERNATIONAL CONFERENCE
COLLOQUE INTERNATIONAL IAIMTE

Literacies and effective learning and teaching for all
Littératies, apprentissage et enseignement pour tous

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Ana Isabel Silva & João Paulo Balula (Portugal)

TEXTUAL PRODUCTION IN THE KNOWLEDGE-BASED SOCIETY: THE CASE OF THE FUTURE SOCIAL EDUCATORS

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 15:30-17:00 Room 307

The PISA results have been showing the difficulties in literacy of the Portuguese young people with 15 years old. On the other hand the knowledge-based society is demanding, in an increasing way, from the younger and the adults a capacity to use the information emanated from several sources and available in multiples shapes. When the students start the higher education their needs in what concerns to their literacy level in reading and writing become higher. To give an answer to these needs it has been developed a program involving students of the 1st year (include in the 1st study cycle) designated to future social educators of a Portuguese higher education institution. In this program we conceive the written work not only as a product but also as a process without neglect its social dimension. It is also taken into account the importance of the students involvement in the reflection about experienced written process. During this communication we intend to discuss one of the aspects trained with the students: the elaboration of the Introduction and the conclusion. Starting by the implementation in the classroom's context of an activities' guide related to the academic's communication, involving 80 students, we collected a written texts' corpus that was submitted to a content analysis allowing us: a) to describe the students' conceptions about the proposed structures to the Introduction and the conclusion; b) to analyse the way the reflection about the written process contributes to the development of the skills in the academic written level in the first year of a higher course. The preliminary results of the study point the importance of the developed work in what concerns to the introduction and the conclusion followed by a reflection about the written process in the training for the knowledge-based society's exigencies. Acknowledgments: The Portuguese Foundation for Science and Technology (FCT) through the project PEst-OE/CED/UI4016/2011, and the Center for Studies in Education, Technologies and Health (CI&DETS).

Anna Slotte-Lüttge & Liselott Forsman (Finland)

SUBJECT TEACHERS SUPPORTING ACADEMIC LANGUAGE IN CLASSROOM INTERACTION IN MULTILINGUAL SETTINGS

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 306

Relevant national context Students' knowledge of the school language is crucial for their success in all subjects. The academic language students meet in subject teaching, especially in written texts, is more cognitively demanding, more abstract and more context reduced than the everyday language used outside school. Supporting the students' development of an academic language is crucial in multilingual settings, as in the minority context of the Swedish-medium schools in Finland discussed in this paper. Research questions The purpose of the study is to discuss how teachers support students' development of academic language proficiency in classroom interaction. Our focus is on the teachers' topicalizations of the academic language on a lexical level and on the students' participation in sequences around academic language. Methods The empirical data consist of video recordings from different subjects in year 8 in Swedish-medium schools in Finland. Results The results show that teachers use academic language and support the students' understanding of it in different ways: by using synonyms, by explaining the words, by topicalizing their own language use, by contextualizing the difficult words – e.g. by relating the school related language to everyday language or to other languages. Also, teachers tend to topicalize academic language to a greater extent in relation to written texts. However, students are given few opportunities to participate in ways that efficiently develop their language. Discussion This work contributes to the promotion of language-supported teaching in all subjects, which is of crucial importance for students' learning in our multilingual societies. In the ongoing discussion of the importance of developing students' reading literacy, in particular for more efficient use of text books, we see a need to emphasize the academic language in text interaction. Increased students' participation is seen as an essential part in this process, to further support equity in education.
