

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IV The gender gap in literacy: How to engage boys?

Chairs: Christine Garbe, University of Cologne, Germany & William G. Brozo, George Mason University, USA

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building/ Room S 21

LITERACY CHANGES LIVES.

Locating issues of equity and inclusion in boys’ literacy development

Presenter:

William G. Brozo, PhD

Professor of Literacy

George Mason University, USA

E-mail: wbrozo@gmu.edu

Abstract:

In the United States, on every state reading and writing test at both the primary and secondary levels boys’ scores are significantly below those of girls (Chudowsky & Chudowsky, 2010). Global comparisons of gender performance in reading reveal a similar trend. On PIRLS 2011, 9-year-old boys on average were 16 score points lower than their female counterparts. This gap at the primary level widens for 15-year-olds on PISA to an average of 27 points, with girls outperforming boys in all 71 participating countries and economies. A look beyond these overall patterns reveals that certain boys are at a heightened risk of struggling as readers. This includes boys from the lowest rungs of the socioeconomic scale (Entwisle, Alexander, & Olson, 2007), boys of color (Tatum, 2008), and male youth who are immigrants and new learners of their host country’s language (Suarez-Orozco & Qin, 2005).

When reflecting on the unique and complex nature of these boys, it is important to bear in mind that they will need the best of what we know about language development, literacy, and youth culture (Brozo & Garbe, in preparation). They will need engaging and meaningful skill development that expands interest, builds competence, and promotes a sense of agency and independence. They will need highly knowledgeable and flexible teachers as well as comprehensive literacy programs that offer opportunities for encounters with accessible texts, frequent experiences for learning new words and generating language in meaningful contexts, and multiple options for reflecting newly gained skills and knowledge. Perhaps most critically, boys who are striving to acquire a new language and become competent readers will need teachers and school personnel interested in forming close and supportive relationships with them as a context for literacy and language growth.

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IV The gender gap in literacy: How to engage boys?

Chairs: Christine Garbe, University of Cologne, Germany & William G. Brozo, George Mason University, USA

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building/ Room S 21

LITERACY CHANGES LIVES.

References:

Brozo, W.G. & Garbe, C. (in preparation). *Engaging boys in active literacy*. New York: Cambridge University Press.

Chudowsky, N., & Chudowsky, V. (2010). *Are there differences in achievement between boys and girls?* Washington, DC: Center on Education Policy. Retrieved from www.cepd.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=304&documentFormatId=4643

Entwisle, D.R., Alexander, K.L., & Olson, L.S. (2007). Early schooling: The handicap of being poor and male. *Sociology of Education*, 80(2), 114-138.

Suarez-Orozco, C., & Qin, D.B. (2005). Immigrant boys' experiences in U.S. schools. In M.M. Suarez-Orozco, M.M., C. Suarez-Orozco, & D.B. Qin (Eds), *The new immigration: An interdisciplinary reader* (pp. 345-358). New York: Brunner-Routledge.

Tatum, A. (2008). Toward a more anatomically complete model of literacy instruction: A Focus on African American male adolescents and texts. *Harvard Educational Review*, 78(1), 155-180.

Bio Note:

Dr. William G. Brozo is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, USA. He earned his bachelor's degree from the University of North Carolina and his master's and doctorate from the University of South Carolina. He is the author of numerous articles on literacy development for children and young adults. Among his 11 published books are *To Be a Boy*, *To Be a Reader*, *Bright Beginnings for Boys*, and *Disciplinary and Content Literacy for Today's Adolescents*. Dr. Brozo is also a contributing author to Pearson Common Core Literature, and Pearson *iLit*, a digital platform program for struggling readers. As an international consultant, Dr. Brozo has provided technical support to teachers and teacher leaders from the Balkans to the Gulf. Dr. Brozo was a member of the working groups of the Learning Metrics Task Force sponsored by UNESCO/Brookings responsible for establishing global learning and assessment standards. Currently, he is a member of the ELINET board of directors.