

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

July 23-24, 2018, Cologne, Germany



Section VII Teaching disciplinary literacy in all subjects – new research and practices.

Part II

Chair: Sari Sulkunen, University of Jyväskylä, Finland

Tuesday, July 24, at 11.30–13.00

Location: Seminar Building / Room S 22

LITERACY CHANGES LIVES.

Disciplinary and linguistic literacy – issues in Estonian secondary level classroom

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Abstract:

Presentation introduces preliminary results of a research, which viewed text instruction in 6 different subjects in secondary level classroom. The aim was to identify differences and similarities or text instruction patterns that appear in literacy education across subjects. Theoretical framework grows out of new literacies theories, multimodality (Kress, 2010, Gee, 2003) and the understanding that responsibility of literacy is shared over all content areas (Alvermann et al., 2010, Soodla et al., 2013).

This ethnomethodological research takes example of Krogh’s study (2012) and asked 6 teachers (L1, history and civics, STEM, music, handicraft) to keep research diary with 6 descriptive entries of lessons of their own choice (36 entries altogether). Diaries provided information on the nature of texts, didactical purposes and methods of text instruction. Diaries were supplemented with follow-up interviews gathering self-reflective comments and notions of teacher’s choices.

In the second stage of research each diary was presented to two groups of teachers: an expert and focus group of in-service teachers of the same subject as the diary. 3 sets of data (6 diaries, 6 self-reflective interviews and 12 group interviews) is in the stage of discourse analysis, attempting to describe literacy discourses (Ivanič, 2004) in every discipline linking the similarities and differences across disciplines and also finding collaboration possibilities with L1.

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The preliminary results allow to say that text instruction as a part of literacy education has become an issue across content areas: teachers have increased literacy-emergent activities and deal with reading and comprehension. It is also worrying that L1 as a core discipline has little collaboration with other disciplines and content areas themselves work together also rather modestly.

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