

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

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

School where literacy thrives: Gist summary retelling (GSR) strategy

Presenter:

Natalia Solodovnikova, PhD., European School *Peter the Great*, Russia.

Abstract:

GSR strategy was developed by Prof. Natalia Smetannikova and is successfully applied in content area classroom practice at First European School “Peter the Great” in Moscow Region, Russia. The ability to briefly summarize the text, make its annotation and complete retelling is one of the most needed skills of students of all ages. It has become popular as it integrates reading and note-taking, develops reader’s vocabulary, teaches to ask questions and find key-words. The strategy is supported by a clear graph table which demonstrates the difference in three kinds of text presentation. Organized in small steps, the work procedure is important. The purpose of the strategy is to summarize and present main ideas with varying degrees of detail. The strategy can be used in different content areas, in mother tongue and foreign languages. It is especially useful for struggling readers to help them to better understanding, retain and recall information. The post presentation will provide a step-by-step description of the strategy and samples of students’ application of it.

References:

Smetannikova, N. (2011). *Teaching Reading Strategies in Grades 5 to 9: How to Implement a GEF*. Moscow: Publishing House "Balass".

Smetannikova, N. (2005). *Strategic Approach to Teaching Reading*. Moscow: "School library".

Bio Note:

Natalia Solodovnikova is a PhD and her research interests range from word to text. She is a graduate of Smolensk State University, Russia, department of the Russian and English Languages. She presented her research papers on derivational morphology, literacy studies and cross-cultural communication at national and international conferences. Now she teaches English at First European School “Peter the Great” in Moscow Region, Russia, a certified school engaged in the European Project “School where Literacy Thrives”. She heads a school research project on reading strategies, a key component in learning and teaching.