

Improving word reading skills of low-skilled readers: An intervention combining a syllable-based approach with digital game-based features

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Abstract

Background: Children with low reading skills are less frequently engaged in reading activities and therefore the likelihood of improving their reading skills decreases. Digital game-based interventions have emerged as a promising tool for promoting reading development in children, particularly those with reading difficulties. As syllable-based reading interventions are likely to increase word reading skills in low-skilled readers, we developed a new reading intervention application that emphasizes syllable segmentation and integrates proven elements of digital game-based learning. The intervention aimed to promote phonological recoding and consolidating orthographic representation of syllables.

Objectives: The present study investigated the effects of the newly developed syllable-based reading intervention application on general word recognition skills, phonological recoding processes, orthographic decoding processes and text-level reading comprehension skills in German second graders.

Methods: In a quasi-experimental design, children with low word recognition skills were randomly assigned to a treatment group ($n = 66$) or a wait-list group ($n = 66$). General word recognition skills, phonological recoding processes, orthographic decoding processes and text-level reading comprehension were measured with standardized German reading tests before and after the treatment group received the digital reading intervention for 20 sessions.

Results: Results indicated that the children in the treatment group showed significant improvement in general word recognition and in phonological recoding processes compared to equally low-skilled untreated children in the wait-list group. Orthographic decoding processes improved only in children with less severe impairments, whereas no significant improvements were found in text-level reading comprehension.

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Read It A New Approach For Adult Readers

K. Lesnik-Oberstein



Read It A New Approach For Adult Readers:

Read It! Donald Keefe, Keith M. Meyer, Valerie Meyers, 1991-01-01 *Current Perspectives on Literary Reading* Dari Escandell, José Rovira-Collado, 2019-11-07 This collection aims to provide answers regarding what the most recent trends are in research in literary reading Based on that premise it contains a rigorously selected and varied roster of investigations that focus on presenting and attempting to interpret and understand the most recent literary trends or tendencies as well as the reasons for the propensities they create among the masses of young and adult readers This selection of texts in English Catalan and Spanish will give the reading specialist an idea of where today's trends are headed and how they point towards the formation of a new paradigm in matters of literature **Resources in Education**, 1998 *Reading Circles, Novels and Adult Reading Development* Sam Duncan, 2012-02-23 Adult literacy teachers are constantly searching for effective engaging and distinctly adult ways to develop adult emergent reading and for at least the past two hundred years adults have formed themselves into reading circles to read and discuss novels on a weekly or monthly basis Why then are reading circles rarely used or studied in formal adult literacy provision This book explores adult reading development novel reading and reading circles in the context of a wider examination of reading pedagogies and practices in the English speaking world It discusses reading as both an individual and a communal act and investigates the relationship between literature and literacy development practice and pedagogy including a reassessment of the controversial approaches of reading aloud and phonics for adults Sam Duncan reviews a case study of an adult reading circle in a large London further education college and identifies the wider implications for the teaching and learning of adult emergent reading for the use and understanding of reading circles and for how we understand the novel reading experience more broadly **Adult Literacy**, 1984 [Young Adult Literature and the Digital World](#) Jennifer S. Dail, Shelbie Witte, Steven T. Bickmore, 2018-04-26 This book considers the practical intersection between digital media and young adult texts In these books teachers and teacher educators offer practical examples for engaging students with crafting critical responses to young adult literature through digital spaces It examines how teachers can use these spaces to help students encounter evaluate and engage in the world in which they live Young adult literature offers a vehicle through which students can discuss and explore the world in a more removed manner while digital media offers a paradigm for helping students craft multimodal responses that extend beyond the traditional literary essay This intersection asks teachers to consider how they are asking students to interact with the texts they read It asks them to invite students to enter and contribute to broader conversations through the production of their own texts This book illustrates pedagogical principles in practice showing what is possible in literature study in classrooms **Beyond the Science of Reading** Natalie Wexler, 2025 Wexler debunks common myths about how children learn to read explores the connection between reading and writing skills and offers practical solutions for bringing science informed teaching to scale **Reading at a Crossroads?** Rand J. Spiro, Michael DeSchryver, Michelle Schira Hagerman, Paul M. Morsink, Penny

Thompson,2015-03-05 The Internet is transforming the experience of reading and learning through reading Is this transformation effecting a radical change in reading processes as readers synthesize understandings from fragments across multiple texts Or conversely is the Internet merely a new place to use the same reading skills and processes developed through experience with traditional print based media Are the changes in reading processes a matter of degree or are they fundamentally new And if so how must reading theory research and instruction adjust This volume brings together distinguished experts from the fields of reading research teacher education educational psychology cognitive science rhetoric and composition digital humanities and educational technology to address these questions Every question is not answered in every chapter How could they be But every contributor has many thoughtful things to say about a subset of these important questions Together they add up to a comprehensive response to the issues the field faces as it approaches what may well be or not a crossroads A website devoted to extending discussion around the book in creative and disjunctive ways

readingatacrossroads net moves it beyond the printed page **Integrating Young Adult Literature through the Common Core Standards** Rachel L. Wadham,Jon W. Ostenson,2013-01-07 This book advocates for a stronger role for young adult literature in ELA classrooms compellingly documenting how this body of work meets both the needs of adolescent students and the demands of the common core for complex texts and tasks Integrating Young Adult Literature through the Common Core Standards provides a compelling template for teachers that uses young adult literature and inquiry learning to meet students needs and the demands of the common core standards The first part of the book addresses the widely adopted common core state standards by examining closely the standards model of text complexity and demonstrating how young adult literature can fill the requirements of this model The second part provides theoretical discussions and analysis of the standards as well as concrete applications of young adult literature within the classroom in order to give school professionals a comprehensive understanding of how young adult literature and the standards can work together The book empowers schools and teachers to make intelligent informed decisions about texts and instructional practices that benefit their students Finally the authors explore a powerful teaching approach that integrates current understandings about learning young adult literature and the common core standards in a way that will facilitate greater learning and understanding in English classrooms

From Reading to Math Maggie Siena,2009 Assessment **Deficiencies in Reading Ability** Clarence Truman Gray,1922 *Research in Education* ,1971 **Teaching Young Adult Literature Today** Judith A. Hayn,Jeffrey S. Kaplan,2012-03-15 Teaching Young Adult Literature Today introduces the reader to what is current and relevant in the plethora of good books available for adolescents More importantly literary experts illustrate how teachers everywhere can help their students become lifelong readers by simply introducing them to great reads smart insightful and engaging books that are specifically written for adolescents Hayn Kaplan and their contributors address a wide range of topics how to avoid common obstacles to using YAL selecting quality YAL for classrooms while balancing these with curriculum requirements

engaging disenfranchised readers pairing YAL with technology as an innovative way to teach curriculum standards across all content areas Contributors also discuss more theoretical subjects such as the absence of lesbian gay bisexual transgender and questioning LGBTQ young adult literature in secondary classrooms and contemporary YAL that responds to the changing expectations of digital generation readers who want to blur the boundaries between page and screen

Charles Dickens and the Victorian Child Amberyl Malkovich, 2013 This book explores the ideas of children and childhood and the construct of the ideal Victorian child that developed rapidly over the Victorian era along with literacy and reading material for the emerging mass reading public Children's Literature was one of the developing areas for publishers and readers alike yet this did not stop the reading public from bringing home works not expressly intended for children and reading to their family Within the idealized middle class family circle authors such as Charles Dickens were read and appreciated by members of all ages By examining some of Dickens's works that contain the imperfect child and placing them alongside works by Kingsley MacDonald Stretton Rossetti and Nesbit Malkovich considers the construction romanticization and socialization of the Victorian child within work read by and for children during the Victorian Era and early Edwardian period These authors use elements of religion death irony fairy worlds gender and class to illustrate the need for the ideal child and yet the impossibility of such a construct Malkovich contends that the imperfect child more readily reflects reality whereas the ideal child reflects an unattainable fantasy and while debates rage over how to define children's literature such children though somewhat changed can still be found in the most popular of literatures read by children contemporarily

Books and Reading, 1922 [Understanding Adult Functional Literacy](#) Sheida White, 2010-10-18 Drawing on empirical research this book presents the text task respondent TTR theory of functional literacy a detailed and highly integrative new theory that offers an improved understanding of adults performance on everyday literacy tasks

Teaching Adult Literacy: A Teacher Education Handbook Hughes, Nora, Schwab, Irene, 2010-02-01 Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching planning and assessment

EBOOK: Teaching Adult Literacy: A Teacher Education Handbook Nora Hughes, Irene Schwab, 2010-02-16 Are you teaching or training to teach literacy to adult learners Do you want to update and deepen your practice Yes Then this is the essential book for you In this book the authors offer friendly guidance on how to work with adult learners to develop their literacy skills and practices They challenge the negative view of adult literacy learners as social problems often described in terms of their deficits They promote an alternative view of people who have rich resources and skills in many areas of their lives which they can bring to the learning process The contributing authors have a wealth of experience as practitioners and researchers in the field They pull together a wide range of current theory and research on adult literacy offering new perspectives on theory and applications to everyday practice Key features include Case studies of real student experiences Samples of learners writing with commentary and analysis Application of linguistic theory to

literacy teaching Practical suggestions for teaching planning and assessment Guidance on supporting learners with dyslexia and global learning difficulties Reflective tasks encouraging readers to develop and apply their knowledge This book is an invaluable resource for trainee teachers studying on literacy specialist courses leading to teaching qualifications as well as for experienced practitioners wishing to update and deepen their practice **Children's Literature** K.

Lesnik-Oberstein,2004-08-31 Children s Literature New Approaches is a guide for graduate and upper level undergraduate students of children s literature It is structured through critics reading individual texts to bring out wider issues that are current in the field Includes chronology of key events and publications a selective guide to further reading and a list of Web based resources **Building Sustainable Futures for Adult Learners** Jennifer K. Holtz,Stephen B. Springer,Carrie J.

Boden,2014-10-01 Building Sustainable Futures for Adult Learners is an edited and refereed collection of papers published in conjunction with the joint Adult Higher Educational Alliance AHEA and American Association of Adult and Continuing Education Conferences AAACE This book is the third in a series of scholarly publications associated with the annual AHEA conference The book is arranged thematically according to the topics of submissions Building Sustainable Futures is important because it fills a unique niche in the field of adult education extends the scope of AHEA to a larger audience and offers a current volume for scholars and practitioners based on both research and practice based research

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