IS1404 E-READ: Evolution of Reading in the Age of Digitization

Position paper

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WG(s): WG1 (Continuing/skilled (PISA-age) reading) (Interest in contributing to the web site and newsletter informing the public about the progress of the Action).

1. **Potential research contribution** in light of, or linked to

A. WG interest and Scientific programme:

More specifically, I have listed here some research questions that I would like to explore in collaboration with other participants in this COST action:

1) I am particularly interested in working on measuring the effect of digital interface features on reading and comprehending performance of language learners.

One research question that I would like to explore is:

What kind of device (ipad, smartphone, kindle, wearables etc.) should be used for reading different kinds of content (e.g. poetry, songs, dialogues, novels etc.) in a Foreign Language context?

2) Another research question that I have an interest to explore is connected to reading comprehension in social learning digital environments.

The web is a rich field in putting real communication to practice, and explore new forms to exercise one's language comprehension and fluency. Specifically, web 2.0 is participatory, immediate, authentic and it engages the community. All these are key features in language learning process and make Web 2.0 a promising language learning environment.

On the other hand, in this new digital context, reading comprehension not only includes skills traditionally associated with processing print-text, but also includes locating information on the Web, critically evaluating that information, and synthesizing information for a desired learning outcome (Goldman, 2004). Additionally, contemporary readers must expand their understanding of print text to reflect the characteristics of digital text, which are nonlinear, multimodal, highly visual, interactive, and possess unclear authority and authorship (Dalton & Proctor, 2008). That means that language learners need to possess several skills connected to the traditional ones.

So possible research questions that could be explored are the following:

a. What strategies are needed in order a language student to develop critical thinking / critical reading skills with the aim to become a productive reader within a constantly evolving digital environment? (locate, evaluate, create or/ and share valuable digital content).

b. Different devices have different impact on the development of critical thinking / critical reading skills?

c. What is the impact of all the social networking features (third party tools, "Like", "Share", etc.) to readers' attention when reading a web text in different devices (laptop, smartphones,

ipads, wearables etc.)? Could this be a reason for distraction? How these features can be used in an efficient way?

Other possible areas to explore:

3) .a. What evidence exists to suggest that foreign language (FL) learners use different strategies when reading printed text as opposed to reading web text or when reading web text in different devices (laptops, ipads, smartphone, kindles, wearables etc.)?

b. What metacognitive strategies do FL students use and report when reading and learning from printed and web-based texts or when reading web text in different devices?

4) Collaborative Strategic Reading (CSR): how can FL students read in collaboration a print text or a web text in different devices? Which are the implications and how can readers be enhanced in this process?

B. Action objectives:

My interest relates to the following objectives, in close connection with a number of topics mentioned in the MoU:

- foster international collaborations with other research teams working on complementary projects
- develop joint scientific publications
- do cross-country comparisons on students' sourcing skills
- identify objective online measures (during reading) of source evaluation as well as mental load, e.g. induced by hyperlinks
- to provide evidence-based recommendations to educational practitioners and policy makers;
- to provide recommendations for optimal text/content design for educational publishing;
- to establish long-term theoretically and methodologically innovative research collaboration;
- to increase collaboration between scientific research teams and relevant industrial partners, reading promotion initiatives, educational practitioners and agencies;
- to facilitate exchange of researchers, prioritizing juniors and early career researchers;

2. Interest in

A. organizing and/or participating in a **short-term scientific mission (STSM).**

I would be interested in participating in a short-term scientific mission investigating research questions mentioned above in collaboration with other participants with common research interests.

B. organizing and/or participating in a **Training School**:

I would be interested in either participating or organizing a Training School in future but I haven't decided on the topic yet.