

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

Position paper

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WG(s): WG2

1. **Potential research contribution** in light of, or linked to A. WG interest and Scientific programme:

I have been contributing to E-READ by undertaking an active role informally in a Greek research group. In particular, in collaboration with my supervisor Mrs. Susana Padeliadu and Mrs. Faye Antoniou, we have prepared two tablet applications, which aim at enhancing reading fluency of students who face learning difficulties. More specifically, we would like to investigate how e-reading could enhance and support reading rate and decoding skills of students with learning disabilities through exploitation of new technology tools and advantages. Thus, one important feature of the strategies used in the applications is that they can be adjusted to students' cognitive skills in order to support them efficiently and appropriately. For example, the model "Reading-while-listening", a strategy which is included in these applications, provides students with the possibility not only to listen to the model reading of the text when they read it, but it also utilizes a specific tool, which marks the words that are decoded in order to support the word attack skills and concentrate students' attention on specific points of the text. In this context, we have already completed the design and construction of the aforementioned applications and we intend to investigate the implementation of these digital reading programs in practice experimentally.

Furthermore, another way through which I participate in the E-READ program is by being a member in a meta-analysis subgroup, where, in collaboration with Susana Padeliadu, Faye Antoniou, Lalo Salmeron, Rakefet Ackerman, Gal Ben-Yehudah, Hildegunn Stole and Tomislav Jakopec, we conduct a meta-analysis on studies of digital reading. In particular, we try to investigate the impact of e-reading in comparison to print reading through exploring and evaluating several factors. Hence, my role in the existing meta-analysis project is to focus on article processing. Specifically, I contribute to article encoding by coding information for defined factors, suggesting new factors where needed and pilot assessing the coding implementation. Consequently, I contribute to the E-READ program through the digital

applications that we have constructed in collaboration with Mrs. Susana Padeliadu and Mrs. Faye Antoniou and also through the meta-analysis project.

B. organizing and/or participating in a **Training School** (please indicate what kind of training [theoretical; methodological; technical]).

Optional: linked to what objective(s) of the Action:

A main research question that I would like to investigate in the context of Training School “Empirical Methods for Humanities Scholars” is whether the implementation of an intervention program for reading fluency with students who face specific learning disabilities is more effective when it involves e-reading or when it involves print reading. In transparent orthographic systems such as the Greek, due to the high level of spelling sound correspondence, deficits in students with Special Learning Disabilities are related mostly with reading speed rather than with basic reading skills, such as decoding. Consequently, systematic and direct instruction in reading fluency is considered necessary since the particular skill plays an important role in getting through the reading process successfully. However, it is not already clear if the instruction in reading fluency with this particular group of students is more effective when it involves digital reading or print reading. Thus, the research project that I would like to develop in the context of the training school is the implementation of an intervention program which would aim at developing the reading fluency of students who face reading difficulties by comparing digital and print reading. More specifically, I would like to investigate whether the use of controlled and specially constructed texts in conjunction with the application of various strategies is possible to enhance the reading fluency of students with Special Learning Disabilities. Regarding the intervention program, four illustrated books with short texts based on specific principles would be used. As concerns the strategies, a variety of them would be applied to enhance the reading fluency. The research would include two different experimental conditions, which would be differentiated in the medium of reading. Therefore, one experimental condition would encompass digital reading using tablets and the other one print reading using printed short books, keeping, however, the exact same structure, design, strategies and steps of the intervention program the same in both conditions.

