

**Advancing Adolescent Reading Initiative**  
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***Prevailing Myths That Thwart  
Literacy Acquisition in  
Secondary Schools***

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# PREVAILING MYTH





# The REALITY !



# Language Development



Language development is an issue concerning young children; by the time kids reach adolescence oral language is not a significant factor.



**Adolescents with oral language difficulties often mask their problems with quips and “one liners.” For social communication in the teenage world they may appear OK. Further they may talk a lot without good structure or substance.**



# Oral Communication



If an adolescent seems to be able to communicate orally, there is nothing wrong with his language.



**Oral language used for interaction is not as complex as the language needed for academic content acquisition and manipulation of meaning. A student's oral language may be adequate when she has problems with academic language.**

# Literacy Achievement

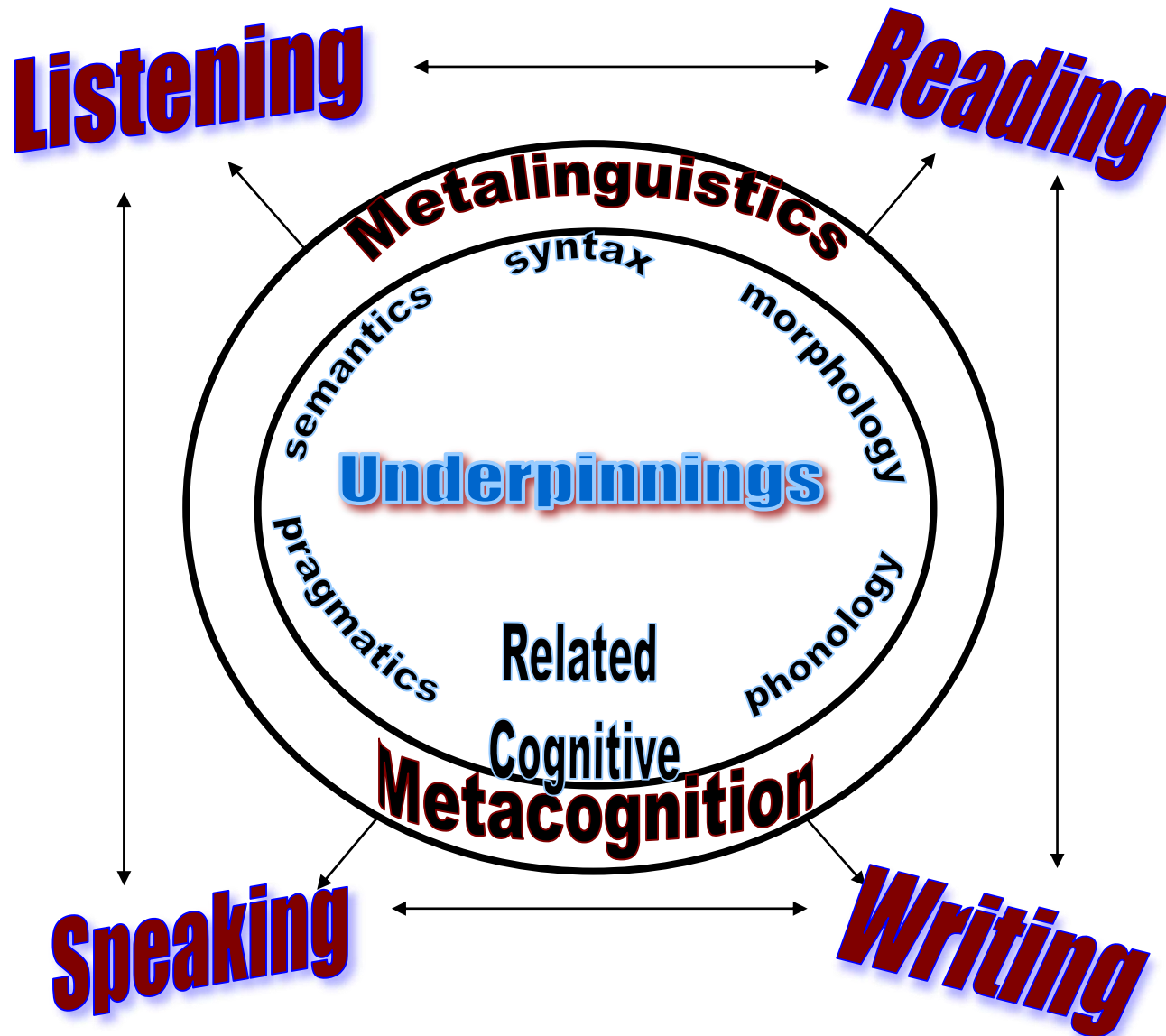


Underlying language ability has little to do with literacy achievement for older students.



**The language underpinnings of listening, speaking, reading and writing, and the interrelationships among these processes are important factors in addressing literacy.**

# Language Processes





# *Metacognition*

- *Thinking about thinking*
- *Reflection on products and processes*
- *Awareness of your own cognitive processes*



# Shared Responsibility



**Literacy is not the job of secondary educators.**



**All educators in secondary setting need to share responsibility for the literacy acquisition of all the learners in that setting, including typically developing students, students with disabilities, students of poverty and students for whom English is a second language.**

# Resource Allocation



**It is fruitless to spend time and money on adolescents because they have passed the point at which instruction can make a real difference.**



**Evidence-based practices can and should be used in instructional programs with an optimistic view that the literacy needs of adolescents can be met.**



# Instructional Practices



**Instruction that works with younger children will be equally effective for older students.**



**The uniqueness of learning and setting characteristics for adolescents should be acknowledged in designing appropriate assessment and instructional approaches.**

# Motivation



**Little can be done for students who are not motivated to engage in literacy activities.**



**Motivation is a variable to be addressed in research and program design.**



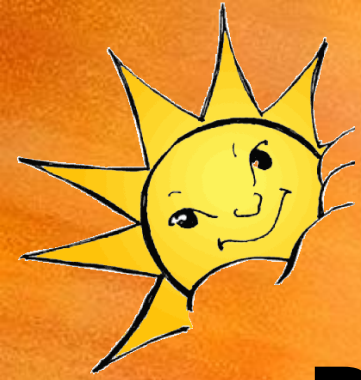
# The Definition of Literacy



**Basic skills in print reading should be the focal point of literacy efforts.**



**The definition that guides research and programming efforts should attend to skills and strategies that go beyond basics and include multiple literacies across language processes.**



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