



CYPRUS PRESIDENCY  
OF THE COUNCIL  
OF THE EUROPEAN UNION

## **Cyprus Presidency Conference "Literacy for All"**

**Nicosia, 5-6 September 2012**

### **Description of Workshop 4**

#### **Workshop 4 – Adolescents**

The transition from primary school to secondary school also entails a transition in reading competences: from learning to read to reading to learn. However, many adolescents have not yet developed the necessary literacy skills for this transition. In addition, during adolescence the amount of reading for pleasure and motivation to read often decrease. The gender gap also widens in this period.

Therefore, the development of literacy skills should not be seen as only being part of the primary school years. Adolescents' literacy needs cannot be ignored and parents, peers and teachers have an important role in motivating and supporting struggling readers. In addition, the increasing use of electronic and digital media among adolescents is also an important tool that can help to improve the reading proficiency of youngsters.

In secondary school, all teachers should be teachers of reading. Indeed, reading and literacy development should be regarded as key objectives by the entire school system and should be integrated in the curriculum on a systematic level. This will not only improve reading levels, but it will likely also have a positive effect in all subjects.

Schools and teachers should also try to increase the motivation to read and to improve the perception of self-efficacy of struggling readers and, especially, of boys. The use of a variety of reading materials in secondary schools' curricula is likely to improve the interest and engagement of boys and struggling readers in literacy-related activities.

#### Questions

- a) What measures at the national and EU levels could be taken to improve adolescents' motivation to read both in school and outside school activities?
- b) How can we involve peers and other role models to improve literacy skills, especially for boys? Any example of good practices at the national or EU level?
- c) What measures at the national and EU level can contribute to raise policy makers' awareness of the importance of introducing literacy-related objectives in the curriculum?

d) How can secondary teachers be supported in becoming teachers of reading (in addition to being teachers of the specific subject content)?

e) How can schools support adolescents to have a more active role in the development of literacy-related activities tailored to their own preferences and interests? Are there any good practices at national level?