



**Kenniscentrum Begrijpend Lezen**

# Voor U Gelezen

**Petrelle Tomassen**  
**8 november 2023**

# Voor U Gelezen

## De brug tussen wetenschap en praktijk

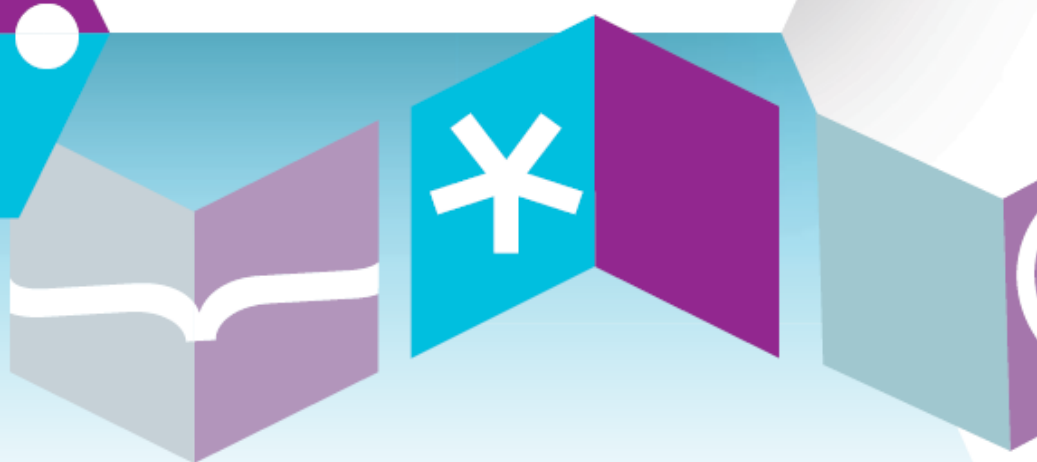
- Samenvattingen van wetenschappelijke artikelen over begrijpend lezen
- Direct bruikbaar voor je lespraktijk



Kenniscentrum Begrijpend Lezen

Voor u gelezen in 2023

## Samenvattingen van actueel internationaal wetenschappelijk onderzoek



Kenniscentrum Begrijpend Lezen

# Voor U Gelezen 2023

## Effectieve instructie in begrijpend lezen vereist een veelzijdige aanpak

*Voor u gelezen door: Liza van den Bosch & Jacqueline Evers-Vermeul*

## Werkzame ingrediënten van strategieonderwijs voor zwakke begrijpend lezers

*Voor u gelezen door: Kees Broekhof*

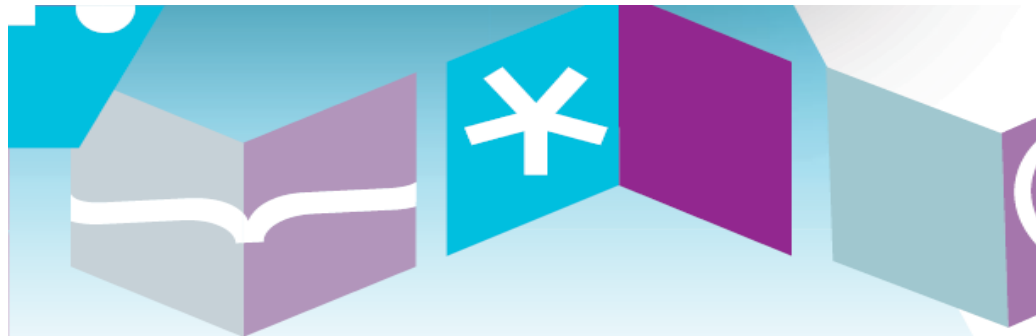
## Dé juiste lezing bestaat niet!

## Hoe je vanuit een open houding tot dialogisch leesonderwijs komt

*Voor u gelezen door: Suzanne T. M. Bogaerds-Hazenberg & Jacqueline Evers-Vermeul*

## Beter tekstbegrip en meer leerrendement gewenst? Goede vragen stellen en lezen met meerdere teksten werkt

*Voor u gelezen door: Paul de Maat*



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Voor U Gelezen door: Liza van den Bosch (Universiteit Leiden) & Jacqueline Evers-Vermeul (Universiteit Utrecht)

THE INSIDE TRACK

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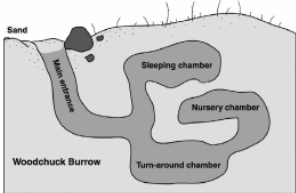
## The Science of Reading Comprehension Instruction

Nell K. Duke, Alessandra E. Ward, P. David Pearson

What have decades of research told us about the nature of comprehension and how to develop students' comprehension in schools?

Consider the beginning of an article by Elizabeth C. McCarron (2000/2005) from California's third-grade English Language Arts Standards Test, originally published in *Highlights for Children* magazine:

Not Just a Hole in the Ground  
by Elizabeth C. McCarron



The woodchuck sits up on its hind legs, chewing a strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.

A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.

A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.

Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along. (p. 16)  
(The text continues for five more paragraphs.)

How does a student learn to comprehend an article such as this? Researchers from many disciplines, such as developmental psychology, cognitive science, education, and linguistics, have been working on that question for decades (e.g., Pearson & Cervetti, 2017). Research has revealed a great deal about what goes on in the mind when readers comprehend oral and written text and how instruction and other experiences can affect that development. In this piece, we share some key findings from research on reading comprehension and instructional practices that positively impact its development.

A mind-set to bring to this piece is that fostering reading comprehension development across a wide range of readers requires a multifaceted

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# Conclusies van dit overzichtsartikel

- Geen óf-óf-benadering van goed leesonderwijs
- Maar een veelzijdige én-én-benadering

Wat dan allemaal?

En: hoe zet ik dat in de klas in?



Geef instructie op Technische Leesvaardigheid

Sla een brug tussen decoderen en begrijpen

- bevorder morfologisch bewustzijn

- bevorder correct, vloeiend lezen

Start vroeg en vaak

begrijpen

**Dus: een veelzijdige één-  
én-benadering**

- leerlingen helpen met herkennen en tekststructuren

- leerlingen helpen met achtergrondkennis

Geef processtrategie-instructie, met een leesdoel

Activeren van je leerlingen

Wakker de leesmotivatie aan



# Werkzame ingrediënten van strategieonderwijs voor zwakke begrijpend lezers

Voor U Gelezen door: Kees Broekhof (Sardes)

*Review of Educational Research*

Month 202X, Vol. XX, No. X, pp. 1–40

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## The Active Ingredient in Reading Comprehension Strategy Intervention for Struggling Readers: A Bayesian Network Meta-analysis

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*Based on 52 studies with samples mostly from English-speaking countries, the current study used Bayesian network meta-analysis to investigate the intervention effectiveness of different reading comprehension strategy combinations on reading comprehension among students with reading difficulties in 3rd through 12th grade. We focused on commonly researched strategies: main idea, inference, text structure, retell, prediction, self-monitoring, and graphic organizers. Results showed (1) instruction of more strategies did not necessarily have stronger effects on reading comprehension; (2) there was no single reading comprehension strategy that produced the strongest effect; (3) main idea, text structure, and retell, taught together as the primary strategies, seemed the most effective; and (4) the effects of strategies only held when background knowledge instruction was included. These findings suggest strategy instruction among students with reading difficulties follows an ingredient-interaction model—that is, no single strategy works the best. It is not “the more we teach, the better outcomes to expect.” Instead, different strategy combinations may produce different effects on reading comprehension. Main idea, text structure, and retell together may best optimize the*





# Onderzoeksvraag van de meta-analyse

Op welke strategieën of combinatie van strategieën kun je je als leraar het beste richten als je tekstbegrip van zwakke lezers wilt vergroten?

Uit de uiteindelijk 52 onderzochte studies bleek:



# Conclusies

Niet één specifieke strategie is DE optimale leesstrategie.

Meest effectieve strategiecombinatie:

hoofdgedachte bepalen

herkennen van tekststructuur

navertellen

Maar: beperk je vooral niet tot alleen deze combinatie.

**Zeer belangrijk:** instructie in achtergrondkennis door

-voorkennis activeren

-context bieden

-leerlingen stimuleren continu eigen kennis te gebruiken.



# Wat betekent dit voor ons in de klas?

Instructie in leesstrategieën doet er toe! Vooral voor zwakke lezers.

Leg daarbij de nadruk op de optimale combinatie van de strategieën. Stel vragen als:

- *Waar gaat deze alinea nu eigenlijk over?* (hoofdgedachte)
- *Hoe zit deze tekst in elkaar? Waar kun je dat aan zien?* (tekststructuur)
- *Vertel eens: wat weet je nu over dit onderwerp?* (navertellen)

Geef activeren van achtergrondkennis veel aandacht



# Dé juiste lezing bestaat niet! Hoe je vanuit een open houding tot dialogisch leesonderwijs komt

Voor U Gelezen door: Suzanne T.M. Bogaerds-Hazenberg (Radboud Universiteit) & Jacqueline Evers-Vermeul (Universiteit Utrecht)

**INTERNATIONAL LITERACY ASSOCIATION** **READING RESEARCH QUARTERLY**

## Opening Texts for Discussion: Developing Dialogic Reading Stances

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**Adam Lefstein**  
*Ben-Gurion University of the Negev,  
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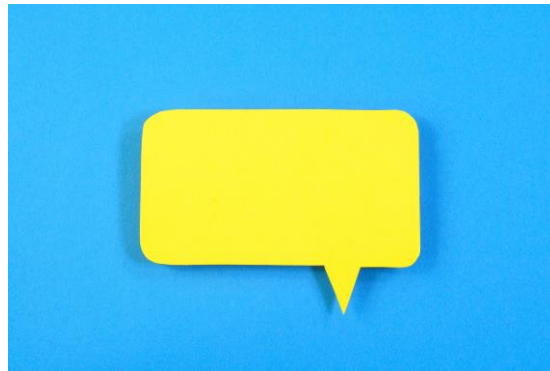
**ABSTRACT**  
Dialogic pedagogy, in which students and teachers voice thoughts, co-construct meanings, and generate multiple interpretations of texts, can promote literacy skills and reasoning. Yet, such teaching is challenging and requires, among other changes, adopting dialogic stances. In the language arts, expressive and critical reading stances have been shown to encourage and support dialogic discussions. How can teachers develop such dialogic reading stances? In this study, we investigated the processes through which teachers negotiated reading stances in a professional development program. Specifically, we studied teachers' participation in rereading discussions designed to open texts to multiple interpretations as preparation for leading productive dialogue in language arts lessons. We used systematic observation and microethnographic methods to analyze nine rereading discussions among 17 teachers, coaches, and researchers. Five reading stances emerged in the discussions: expressive, critical, instrumental, moralistic, and historical. Focusing on three case studies, we investigated the interactional conditions under which dialogic stances did and did not emerge and the opportunities and limitations of different reading stances for opening texts to dialogue. Our analysis shows that dialogic stances gained legitimacy during discussions in which leadership and facilitation supported gradual elaborations of the text. In contrast to our initial assumptions, we found that expressive and critical stances sometimes narrow interpretive possibilities, whereas instrumental and moralistic stances can be generative of dialogue during rereading discussions. We show the potential of cultivating dialogic stances for the promotion of dialogic pedagogy in the language arts and discuss the advantages and limitations of rereading discussions as professional development.

**T**eaching that treats texts as univocal, that is, as presenting a definitive, unequivocal version of what is true and right, can constrain opportunities for fruitful discussion. In contrast, a dialogic language arts pedagogy, in which students and teachers voice diverse thoughts, share interpretive authority, co-construct meanings, and generate multiple interpretations of texts, can lead to productive discussions that promote literacy skills, reading comprehension, and higher order thinking (e.g., Alexander, 2020; Correnti et al., 2020; Kucan, 2009; McKeown & Beck, 2015; Murphy, Wilkinson, Soter, Hennessy, & Alexander, 2009; Nystrand, 2006; Reznitskaya et al., 2008; Wolf, Crosson, & Resnick, 2006). Yet, teaching dialogically is challenging and requires, among other changes, for teachers to adopt dialogic dispositions and epistemologies (e.g., Alexander, 2015; Boyd & Markarian, 2015; Hennessy, Mercer, & Warwick, 2011; Lefstein & Snell, 2014; Wilkinson et al., 2017). Critically, in the language arts, teaching dialogically involves cultivating among teachers and students dialogic stances toward texts as open to multiple

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# Interpretatie van een tekst:

Slechts één?



Of juist meerdere interpretaties?



# Mogelijke benaderingen?

Instrumenteel

Kennisgericht

Historisch

Moralistisch

## Nadelen...

Het lijkt alsof er slechts 1 juiste lezing van de tekst is

Dominante rol leraar vs. beperkte ruimte leerling



# Alternatieven?

Expressief

Kritisch-analytisch

## Voordelen.....

Leraar en leerlingen gelijkwaardiger

Goed bruikbaar bij *dialogisch onderwijs*



# Ingrediënten voor dialogisch onderwijs

- ✓ Authentieke open vragen stellen
- ✓ Goed gespreksleiderschap
- ✓ Goede tekstkeuze





# Wat betekent dit voor ons in de klas?

Wees je bewust van je eigen voorkeuren voor tekstbenadering

Stel je voor dat je de klas inleide met een vraag die de dialoog

voortdrijft en de expressieve of kritisch-analytische benadering

**Probeer het eens uit!**



# Beter tekstbegrip en meer leerrendement gewenst? Goede vragen stellen en lezen met meerdere teksten werkt

Voor U Gelezen door: Paul de Maat (CED-Groep)

**INTERNATIONAL LITERACY ASSOCIATION** **READING RESEARCH QUARTERLY**

## Improving Questioning–Answering Strategies in Learning from Multiple Complementary Texts: An Intervention Study

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**ABSTRACT**  
Studies have shown that inferential questions encourage a more in-depth understanding of texts and that students need to learn appropriate strategies for answering them, particularly when they deal with multiple texts. In this experimental study, the authors aimed to improve eighth-grade students' (13- to 14-years old) ability to answer intra- and intertextual inferential questions when they read one or multiple complementary texts. The intervention was implemented by a group of middle-school history teachers. Teachers in both the intervention and control groups (IG and CG, respectively) taught the same teaching unit using the same reading materials. However, teachers in the IG participated in 12 hours of professional development seminars on analysis of their classroom practice and how to improve their questioning strategies. Post-intervention results revealed that students in the IG were significantly better than those in the CG at answering intra- and intertextual inferential questions. This difference was maintained at follow-up (2 months after finishing the intervention). Students in the IG also performed better than those in the CG at a learning test. These results confirm the value of teaching students how to answer complex questions, especially when they refer to more than one text. The findings also support the value of the professional development program that enables teachers to reflect on their practice.

**The need for readers to make inferences from multiple texts is more urgent than ever. In our internet and remote learning era, much of the students' learning still involves written texts (Olson, 2015). Students must develop strategies to understand information in a way that they can retrieve and transform it into applicable knowledge, making connections across texts and inferring new meaning from these texts.**

The process of understanding a text involves identifying and establishing relationships between its components (e.g., words, sentences, paragraphs, and sections) and constructing what Kintsch (1988, 1998) refers to as a situational model. From this perspective, once a text reaches a certain level of complexity, understanding it becomes a question of degree. Depending on cognitive and linguistic factors, readers may understand the same text differently, and the same reader may achieve different levels of understanding of the same text. In other words, a reader's representation of the text's content may show different degrees of scope, integration, and coherence.

One common approach to assessing comprehension involves questions posed by a teacher after a reading task (Alvermann, Swafford, & Montero, 2004; Castells, 2019). These questions can take various forms

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# Soorten vragen

## Reproductievragen

- *Herinnering en herkenning*
- *Scannend lezen, op zoek naar overlap tussen vraag en tekst*

## Inferentievragen

- *Verbanden leggen en afleiden van informatie*
- *Dieper begrip van de tekst*

**Leesgedrag past zich aan aan het type vragen dat gesteld wordt**



# *Essentieel voor lezen-om-te-leren:*

*Inferenties kunnen maken  
en*

*Informatie kunnen integreren*



# Het onderzoek en de conclusie

Leerlingen van alle niveaus profiteren van het getraind worden in het maken van inferenties.

Leraren hebben hier invloed op door het stellen van vragen die diep tekstbegrip stimuleren.



# Wat betekent dit voor ons in de klas?

Geef expliciet onderwijs over het maken van inferenties.

Laat leerlingen meerdere teksten lezen die het maken van inferenties vereisen.

Doe hardop de  
maat

Neem de tijd. Gebruik meer incomplete antwoorden.

Stel open vragen.

Vraag door.

Laat leerlingen samenwerken.





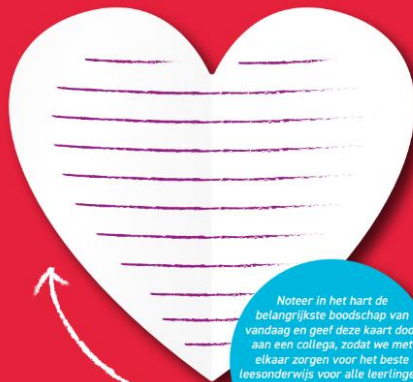
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Voor u gelezen in 2023

Samenvattingen van  
actueel internationaal  
wetenschappelijk onderzoek



## Hart voor lezen



*Noteer in het hart de belangrijkste boodschap van vandaag en geef deze kaart door aan een collega, zodat we met elkaar zorgen voor het beste leesonderwijs voor alle leerlingen.*

#hartvoorlezen  
#takehome-message

Bedankt voor je deelname aan de jaarlijkse leesconferentie van het Kenniscentrum Begrijpend Lezen met als thema: 'Lezen om te leren'.

Je gaat naar huis met nieuwe inzichten en inspiratie die je kunt toepassen in je eigen onderwijspraktijk. Maar hoe mooi zou het zijn als we nog meer mensen kunnen inspireren?



Het Kenniscentrum Begrijpend Lezen wil een brug slaan tussen wetenschap en praktijk en is een initiatief van CED-Groep, Sardes, Universiteit Utrecht en het Brain & Education Lab van de Universiteit Leiden

Jaarlijks publiceert het Kenniscentrum Begrijpend Lezen de bundel Voor U Gelezen (VUG). De VUG is een samenvatting van actueel internationaal wetenschappelijk onderzoek. Scan deze QR code voor de VUG van 2023.



partners



Kenniscentrum Begrijpend Lezen

Bedankt voor jullie  
aanwezigheid en tot zo bij de  
borrel!

