

SUMMARIES

Hanne B. Søndergaard Knudsen, Kristine Jensen de López, Frøydis Morken, Hans Götzsche & Jørgen Frost: Perspectives on reading

This article outlines the field of reading psychology in a historical context and provides an overview of how the field is approached in Denmark and Norway - focusing on theories of reading, reading processes, and reading intervention. The authors also describe the area of emergent literacy and the crucial role close social interactions play in young children's first experiences with written language. The purpose is to contribute to continued academic dialogue within the field of reading research and practice in Scandinavia.

Bjarte Furnes: Early reading development in various alphabetic languages – the impact of orthographic depth differences

Research on children's early literacy development is mainly conducted in English-speaking countries. However, questions have been raised about the generalisability of this research. English is characterised as a non-regular orthography with a low correspondence between the sounds in oral language and the letters in script. Most other European orthographies are far more regular with a close correspondence between sounds and letters. Research has shown that children's early reading skills develop quicker in regular orthographies, and that differences in orthographic regularity also have an impact on the strategies used when reading different words. Moreover, studies have shown that the relationship between cognitive and language skills and reading is related to differences in orthographic regularity across languages. The article discusses this research in light of theoretical models explaining how children learn to read, and also the possible implications of this research on instructional methods used in the classroom.

Jørgen Frost: Language and reading facilitation from homes, day cares, and schools

The beginning of the article is a discussion of the need for high-quality cultural collaboration between home, day care, and school. Such collaboration must be based on shared values, responsibility, and empowerment. The professional staff must develop trustworthy relations with parents, and parents must recognise that they can contribute to the curriculum in meaningful ways. We particularly focus on how language development can be supported effectively in daily life and how the written language can be introduced in natural settings at home, day care and in preschool classes. Finally, we suggest individual settings for reading support in the school context to ensure that all children learn to read and write.

Stine Fuglsang Engmose: Invented spelling. What does the research tell us?
In this article, the author explores the phenomenon of invented spelling. What is it? And how has it developed from the 1970s and to the present? The article is an introduction to as well as a status of the research on invented spelling, but the real interest expressed in this article is the potential of invented spelling in an educational context. What works? What are the questions that still need to be answered? Furthermore, the article offers thoughts on how the notion of ‘invented spelling’ is used in a Danish context.

Carsten Elbro & Hanne Trebbien Daugaard: Teaching inference-making: some possibilities and limitations

It is easy to see that texts do not tell the whole story. Rather, they can be seen as detailed instructions to readers about what background knowledge they should activate and combine into a coherent mental model – by means of inferences. Sometimes students fail to make such knowledge-demanding inferences because they fail to activate the relevant knowledge. In a first study, 11-year-old students were taught to activate and integrate relevant background knowledge by means of graphic organisers. The teaching turned out to be highly effective not only for inference-making in reading but also for reading comprehension in general.

In contrast, a second, similar study yielded much fewer convincing results. The present paper summarises these studies and discusses how inferences with expository texts are particularly demanding because they draw on background information that is not a simple and shared human experience. Further implications for the teaching of reading comprehension are discussed.

Hanne B. Søndergaard Knudsen & Kristine Jensen de López: Children’s reading comprehension is not improved by working memory training: a systematic research review

The ability to read and understand what one reads is a complex process that takes children several years to master. Most children find it is easy to understand what they read while other children find this difficult. In the present article, we examined whether working memory training can enhance children’s reading comprehension. The results are presented from a systematic search of published research literature on working memory training with computer-based and non-computer-based training programmes that intend to enhance reading comprehension. Nine studies were identified. Different methodological problems were seen in the studies, and it is concluded that there is no convincing evidence that typically developing children or clinical groups improve their reading comprehension after participating in working memory training. The results are discussed in relation to theories of reading comprehension.

Frøydis Morken: Reading and writing processing in dyslexia

This paper offers a broad theoretical overview of dyslexia at the behavioural, cognitive, biological and environmental levels from a multifactorial perspective. It also discusses how reading and writing processes can be seen as incorporating a number of cognitive sub-processes, and how this understanding can contribute to explaining why children and adults with dyslexia show different literacy profiles. The paper also underlines the importance of always considering developmental levels, both when assessing theory, and in a more practical and clinical setting of assessment and intervention. Furthermore, it discusses the so-called dyslexia paradox, namely that many children with dyslexia today are identified so late that the optimal interval for intervention has already passed, even though instruments for early risk assessment were available. The paper concludes by underlining the need for an assessment of the risk of dyslexia at preschool, but also emphasising that this can and must be done in a way that is not perceived as a burden by the children.

Lise Øen Jones & Arve E. Asbjørnsen: Self-reported reading abilities among young adults in Norway

In the present study we report how young prisoners (n=210) and students in equivalent age groups (n=151) self-report their reading skills by using a Norwegian version of the instrument Adult Reading Questionnaire (ARQ) (Snowling, Dawes, Nash & Hulme, 2012), and whether this instrument can identify subjects who report that they have a diagnosis of dyslexia. It is the first time the ARQ is reported among Norwegian students and compared to data from prisoners in Norway. The results show that the Norwegian version of the ARQ can identify young adults with dyslexia with acceptable sensitivity and specificity and therefore be a valid and reliable instrument in an early phase of a screening procedure.

Jesper Aagaard: Bodies, books, and screens: The materiality of reading

Despite an explosive growth in the commercial availability of e-books, the printed book continues to be most people's preferred choice. How do we explain this persistent popularity? The purpose of this article is to investigate this issue. The article first discusses a cognitive approach, which primarily understands reading as a visual process. The problem with this strictly visual focus is that it underestimates the role of reading media. Therefore, the article introduces a postphenomenological approach, which takes its starting point in our bodily use of technological artefacts. This approach enables us to analyse how reading media shape, affect, or 'mediate' our reading experiences. The article then introduces Anne Mangen's research, which shows that printed books invite us to linger, whereas screens incline us toward cur-

sory reading. Finally, this argument is discussed from ‘within’: Is this dynamic caused by the material affordances of reading media or could it be caused by learned habits?

Annette Esbensen: Language comprehension and cognitive processing in children with a hearing impairment

This study explores sustained attention, selective attention, verbal working memory, visual working memory and language comprehension in Danish children with a hearing impairment, children with specific language impairment and normally developed children aged 7 to 12. The main aim is to explore if children with a hearing impairment are late in their language comprehension development and language comprehension development, attention and working memory compared to children with specific language impairment and normally developed children. It is a cross-sectional study and includes 16 children with a slight-to-severe hearing impairment, 11 children with specific language disorder and 25 normally developed children. The overall findings show that, in general, the group of children with a hearing impairment score lower on language comprehension, attention and working memory compared to the group of normally developed children, whereas they score higher compared to the group of children with a specific language disorder.