

2. Goals and structure of this brochure

Reading and writing in the first language, as described above, are not abilities that one can well forego in the migration, like any other skill. That students be able to obtain and work with written information in their first language is a rather indispensable prerequisite for their holistic bilingual-bicultural development. In addition, a good mastery of the first language also supports the acquisition of literal abilities in the school language of the host country. As a highly effective selection competence, it is also the basis for school success in regular education classes.

The present publication attempts to support the teachers in their demanding task of promoting the students' ability to read in their first language and to discover the joy of reading. Moreover, it will provide instructors with examples and ways to purposefully further different areas of reading competencies, such as improving reading fluency, textual comprehension, as well as discovering the joy of reading creatively designed texts with their students.

The introduction to this workbook offers some insights into important issues and aspects of current reading didactics with a focus on certain points that are of specific importance for HLT. The second, practical part includes 30 specific practice suggestions for the areas of reading promotion, reading training and literary-cultural education. These suggestions are intended specifically for the teachers. They can be implemented easily without time-consuming burdens on classroom instruction and with reading materials which are being discussed anyway. Most of the suggestions can be implemented – with some age-specific adjustments – for students of all age levels. This approach responds to the circumstances in HLT where most classes are age-heterogeneous and taught jointly at different levels.

3. Key aspects of current reading didactics

Reading cannot be learned from one day to the next. The path from slowly deciphering individual letters all the way to fluently reading a whole book is long, often difficult and arduous. Most children and adolescents would want to be accompanied and supported repeatedly in this process. Important to this process are the adults, the parents and teachers who foster the children's often very different reading interests. They serve as role models who read to and discuss stories with the learners. This can and should begin long before children begin school: if the parents read and look at picture books and talk about them with their very small children or read stories to them and talk

about them, this represents a very early, particularly effective form of early reading promotion. According to the experience reports of adult readers, the most effective educational promotion of reading for young people are teachers who reveal themselves as readers, who take an interest in the students' reading materials and interests, who know many different books and can initiate and moderate inspiring discussions with the learners about the materials read.

To read well and with pleasure -both aspects are important preconditions for a successful reading development, and they are interdependent. Only those who have experienced the pleasure of texts and what they convey will want to undertake further, perhaps initially more laborious steps. Conversely, the students must have acquired certain skills in working with texts, pictures and contents, in order to engage themselves joyfully and inquisitively in further readings.

In doing so, the encouraging -furthering approach to teaching reading must keep an eye on various sub-areas. Those can be differentiated in three aspects: furthering of reading, reading training, and literary-cultural education. These three areas complement each other, but the required competences for them often cannot be practiced at the same time and with the same text. This applies, of course, particularly for native language education and reading in the native language. The individual sub-areas, however, can be taught and practiced with differentiated texts and assignments in a number of ways. This has a positive effect on the acquisition of literacy in the first language as well as in the language of the host country. The present text offers a rich collection of ideas and assignments for all three areas.

a) Reading promotion

The goal of reading promotion is to win over the students for reading. They should become curious about texts and books, should be able to choose among them according to their interests, they should experience the great variety of books and texts, and how exciting it can be to access their contents by reading. The ultimate objective would be that reading becomes a natural daily activity for the students - in school as well as at home - in the first language as well as in the language of the school.

In view of this goal, it is important to offer a broad and exciting selection of texts so that mostly all students can find readings of interest that they can delve into. A diverse selection in this sense should include not just books, but also magazines, newspapers, comics, photo and picture books, as well as a broad spectrum of electronic texts, ranging from a website with information about non-fiction topics, to a chat forum and e-books.