

Working Papers
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  2002 The authors

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Preface

In most countries the number of linguists with a research interest in reading and writing is small. One way of enlarging this group of researchers and making data and results easily accessible is to take advantage of the closely related languages of the Nordic countries. This was the rationale behind the First Nordic Conference on Reading and Writing for Linguists, which took place in 1987 in L gumkloster, Denmark. The Second Nordic Conference was held in Oslo, Norway, in 1993. From these previous meetings two reports have been published:

L sning og skrivning i sprogvidenskabeligt perspektiv. Nordiske bidrag.
(Reading and writing in a linguistic perspective. Nordic contributions),
edited by Elbro, Liberg, Magnusson, Nauc ler & Wiggen, and published
by Dafolo Forlag, 1990,

Spr kvitenskapelige beskrivelsesmodeller i studiet av lesing og skrivning.
(Linguistic descriptive models in the study of reading and writing),
edited by Wiggen & Elbro, and published by Oslo University, 1994.

In 2000, the Third Nordic Conference on Reading and Writing for Linguists was arranged in H r, Sweden, from September 29 to October 1. It was sponsored by NorFA (Nordiska Forskarakademier, Nordic Research Academies), Stiftelsen Clara Lachmanns Fond (The Clara Lachmann Foundation) and Stiftelsen L ngmanska Kulturfonden (The L ngmanska Cultural Foundation). It took the shape of a workshop the theme of which was 'Linguistic aspects on reading and writing'. For the first time doctoral students were also invited to attend and to present their ongoing research. The five Nordic countries were represented as follows:

Denmark: 3 senior researchers and 2 doctoral students
Finland: 2 senior researchers and 2 doctoral students
Iceland: 1 senior researcher
Norway: 3 senior researchers and 1 doctoral student
Sweden: 4 senior researchers and 3 doctoral students

All of the participants presented a paper. All in all there were 19 presentations, covering a wide range of themes. The complete list can be found after the Preface.

This report contains only half of the presentations, which is mainly due to the fact that many of the doctoral students had to give priority to their ongoing work on their PhD. theses. Nevertheless, we get a fairly good picture of what is considered relevant topics in Nordic research on reading and writing. Several aspects of reading are covered; Lise Iversen Kulbrandstad (Norway) presents young adolescents' ideas on becoming a good reader and Dorthe Klint Petersen (Denmark) presents her research on prerequisites for poor and superior reading. The way different readers handle and interpret texts is the focus of one Norwegian paper (Astrid Roe) and one Swedish paper (Caroline Liberg et al.). The Finnish presentations share the theme of bilingualism. One paper compares oral and written narration (Ulla Laurén), another paper makes comparisons between monolingual and bilingual students naming (Anna Simonsen). The third Finnish paper focuses on bilingualism and writing difficulties (Marina Bergström). Spelling development is the topic brought forward by Holger Juul (Denmark), whereas Eva Magnusson and Kerstin Naucér (Sweden) summarise their longitudinal study on reading and spelling development

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Lund, March 2002
Kerstin Naucér

Papers presented at the Third Nordic Conference on Linguistic Aspects on Reading and Writing

Marina Bergström (FI):

Tvåspråkighet och skrivsvårigheter. Fallstudier i skrivsvaga språkbadslevers skriftliga andraspråksutveckling

Carsten Elbro (DK):

Betingelser for udvikling af sproglydsbevidsthed

Anna Gellert (DK):

Komponenter i læseforståelse

Lise Iversen Kulbrandstad (N):

'Lese, lese, lese og lese. Lese bøker hjelper' – Syn på det å bli en god leser blant ungdom, i læreplaner og i lærebøker

Victoria Johansson (S)

Redigering – åldersrelaterat och genrespecifikt

Holger Juul (DK):

Tilegnelsen af avancerede staveregler hos danske skoleelever i alderen 10 til 17 år

Leila Kalliokoski (S):

Processandet av funktionsord i meningar

Dorthe Klint Pedersen (DK):

Forudsigelse af læsefærdighed (ud fra sproglige færdigheder i børnehaveklassen)

Ulla Laurén (FI):

Från muntligt till skriftligt berättande. Om innehållsliga, syntaktiska och lexikala drag i språkbadslevers berättande

Caroline Liberg (S):

Analys av samspelet individ, kontext och text

Tina Magnuson (S):

Läs- och skrivstatus hos skolbarn med cp