Practical Implications

Use of Journals Prior to Book-Talks (Halliday’s contexts)

Finding Own Roles during Book-Talks (Vygotsky’s inter/intrapsychological, Bandura’s social learning)

Bringing Out-of-School Interests during Book-Talks (Halliday’s contexts)
Practical Implications (cont.)

- Use of Popular Culture during Book-Talks (Rosenblatt’s Reader-Response)
- Open-Ended Activities to Explore Identities (Gee’s identity making)
- Increasing Aesthetic Appreciation of Books (Rosenblatt’s Transactional Theory)
Questions for Future Research

• More research needed in the emergent years (first grade) to understand the importance of social interaction as a means to promote aesthetic appreciation of literature, that will in turn spark increased text-to-text, text-to-self, and text-to-world connections

• What contexts could be successful in motivating young boys to love school and be life-long readers and writers

• How could modern texts (internet, movies, popular, commercial cards like Pokemon) be incorporated in schools, so that primary children could make more connections