

# Timetable

## Monday, July 4<sup>th</sup>, 9.00 – 10.30

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<b>First Plenary Session</b> E218	Chair: Máirín Wilson, Chair, Federation of European Literacy Associations  Official Opening Welcome from Professor Daire Keogh, President, Dublin City University  Welcome from the Federation of European Literacy Associations and Introduction of FELA members (Máirín Wilson) Welcome from the Literacy Association of Ireland (Regina Dunne, President)
Keynote Address	Anne Burke, Memorial University, Canada. <i>Teachers Re-imagining Their Practice – Giving Voice to Children during Pandemic Times.</i>

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## 10.30 – 11.00: Lobby, E Block Tea/Coffee

## Monday, July 4<sup>th</sup>, 11.00 – 12.30

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Session A1	<b>Digital Literacies</b>
Paper Session E201	Allie Johnston (United States) (02) <i>New Directions in Literacy: New Directions in Writing Curriculum: Implementing Digital Literacies in First-Year Writing</i>  Abigail Winard, Slimane Aboukacem and Lory Haas (United States) (50) <i>Photovoice 2.0: A Means to Empower the i-Generation through Visual and Media Literacies</i>  Claudia McVicker (United States) (62) <i>Plugged and Unplugged Literacies: A Study of the Preferences of Young Readers &amp; Writers</i>
Session A2	<b>Inclusive Practices in Literacy for Diverse Learners</b>
Paper Session E203	Mandy Stewart, Victor Lozada, Phylíciá Anderson, Holly Hansen-Thomas, Jorge Figueroa, Patricia Flint, Mariannella Nunez & Liliana Grosso Richins (United States) (14) <i>Languaging, Literacy, and Love: Educating Emergent Bilinguals through a Whole-School Approach</i>  Tatjana Vucajnk (Austria) (338) <i>Encouraging reading while learning a language in a bilingual environment</i>  Mandy Stewart, Holly Hansen-Thomas, Patricia Flint, Mariannella Nunez, Jorge Figueroa, Phylíciá Anderson, Victor Lozada & Liliana Grosso Richins (United States) (15) <i>Translingual Disciplinary Literacies: A Framework for Teaching Multilingual Students</i>

Session A3	<b>Literacy in the Early Years</b>
Paper Session E205	<p>Greg Brooks (United Kingdom) (04) <i>Where should phonics teaching start? 'Satpin' and its origins</i></p> <p>Fortunate Madondo (Eswatini) (05) <i>The use of outdoor play opportunities to enhance pre-schoolers' literacy development in rural Zimbabwe</i></p> <p>Valerie Williams-Sanchez (United States) (10) <i>Reading Builds Empathy: A Correlational Study; Measuring Reading's Impact on Affective, Cognitive and Ethnocultural Empathy</i></p>
Session A4	<b>Inclusive Practices in Literacy for Diverse Learners</b>
Workshop E206	Rachel Slaughter, Katy Oh and Erica Snowden (United States) (130) <i>Book Banning Cancelled: Using Multicultural Literature and Critical Literacy to Honour Inclusive Practices in Literacy for Diverse Learners.</i>
Session A5	<b>Digital Literacies</b>
Workshop (60 mins) E301	Krishna Cart (United States) (07) <i>Reading Comprehension Skills Using Digital and Multimodal Texts</i>
Paper (30 mins)	Shabnam Moini Chaghervand and William Bintz (United States) (237) <i>Using a Picturebook Study to Support Student Inquiry in an 8th Grade English Language Arts (ELA) Classroom</i>
Session A6	<b>Inclusive Practices in Literacy for Diverse Learners</b>
Workshop E303	Helene Thise and Katja Vilien (Denmark) (11) <i>The bridge from everyday talk to academic language. Classroom activities</i>
Session A7	<b>Literacy Environments</b>
Papers (X 3) E305	<p>Devon Stokes-Bennett, Lisa Marshall, Kim Darbyshire, Corina Fitznar and Janet Thompson (Canada) (177) <i>Exploring secondary literacy collective responsibilities: Our journey to empower secondary communities to create pan-curricular literacy cultures.</i></p> <p>Lotta Larson (United States) and Viviana Miglino, Belén Albarracín and Silvina Ruscio (Argentina) (61) <i>Fostering Innovative Literacy Instruction and Learning Beyond Classroom Walls</i></p> <p><b>Inclusive Practices for Diverse Learners</b></p> <p>Emer Delaney (Ireland) (303) <i>'Ready for a girl doctor': Representations of gender in constructed responses of children in Ireland to a digital reading task</i></p>
Session A8	<b>Multiple Themes</b>
Symposium (60 min)	<b>Literacy Environments</b>
E306	<p>Meeli Pandis, Kadi Lukanenok , Anneli Laamann and Eeva Kütt (Estonia); Juli-Anna Aerila, Merja Kauppinen, Pehr-Olof Rönholm and Ann Sofie Selin (Finland); Sandra Kalnina (Latvia) and Signe Alling (Estonia) (282) <i>Literacy in contemporary education environments. Sharing good practice of Reading Nests</i></p> <p><b>Inclusive Practices for Diverse Learners</b></p>

Paper (30 mins)	Kadi Lukanenok and Liina Velner (Estonia) (229) <i>3MR methodology – read-aloud activity for children with different abilities</i>	
Session A9 Papers E401	<b>Inclusive Practices for Diverse Learners</b>	
	Sara Ann Beach, Madina Djuraeva and Jennifer Fike (United States) (87) <i>My Literacies Count!: Using Community-based Literacies in Writing Instruction</i>	
	Jennifer Roberts (United Kingdom) (102) <i>Reading Together: A Randomised Controlled Trial of a Reading Programme.</i>	
	Fiona Nic Fhionnlaoich (Ireland) (230) <i>Effective Irish language and literacy instruction: what we can learn by listening to children</i>	
Session A10 Papers E218	<b>Effective Literacy Instruction</b>	Literacy Environments
	William Brozo (United States) (71) <i>Identifying the Disciplinary Literacy Practices in the Content Classroom: Possibilities and Challenges</i>	
	Angelica Benson (United States) (343) <i>The Imagery-Language Foundation: Teaching All Children to Read and Comprehend During a World Pandemic</i>	
	Suki Mozenter (United States) (217) <i>Interrupting Bias in Children’s Literature Collections: Preparing Teachers Via Antiracist Praxis</i>	
Session A11 Workshop E403	<b>Lifelong Development of Literacy Skills</b>	
	Laurie O. Campbell, Mary E. Little and Enrique A. Puig (United States) (82) <i>Transdisciplinary Literacies: New directions in broad-spectrum learning and instruction</i>	
Session A12 Papers E406	<b>Other</b>	
	Alda Maria Coimbra Aguilar Maciel and Lívia M. da Cunha (Brazil) (107) <i>Building visual literacy: a proposal for teaching English in Brazilian Elementary School context</i>	
	Milevica Bojovic (Serbia) (127) <i>Background knowledge as a foreign language reading strategy in biotechnology engineering education</i>	
	Judit Bóna and János Steklács (Hungary) (166) <i>Development of oral reading fluency in Hungarian-speaking students between 4th and 5th grade: Results of acoustic phonetic and eye-tracking analyses</i>	
Session A13 Papers E223	<b>Inclusive Practices for Diverse Learners</b>	
	Anne Teravainen-Goff and Alasdair Flint (United Kingdom) (307) <i>Seeing yourself in what you read: Children and young people’s reading and their views on diversity</i>	
	<b>Emer Delaney (Ireland) (303) (moved to E305)</b> <i>‘Ready for a girl doctor’: Representations of gender in constructed responses of children in Ireland to a digital reading task</i>	
	Samuel Miller (United States) (169) <i>If you don’t know where you’re going, you might end up where you’re headed! Teachers’ visions transforming praxis through agency</i>	

## 12.30 – 13.45 Lunch College Restaurant

For those with tickets. ~~Seating has been set aside for conference participants, so you should not join the buffet line.~~ Please join the line for the buffet.

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### Monday, July 4<sup>th</sup>, 13.45 – 15.15

Session B1 Workshop  E201	<b>Effective Literacy Instruction</b> Mary Spor and Barbara Kane Schneider (United States) (352) <i>Using Canonical Children's Text to Establish and Reflect Values and Standards best Practices in Literacy</i>
Session B2 Paper Session  E205	<b>Literacy in the Early Years</b> <b>Effective Literacy Instruction</b> Renata Eccles and Jeannie van der Linde (South Africa) (16) <i>Effect of music instruction on phonological awareness and early literacy skills of five- to seven-year-old children</i>  Danielle Beliveau-Derion and Turquoise Brennan (United States) (22) <i>Widening the Lens to include the Science of Reading in American Classrooms</i>  Elsie L. Olan and Enrique A. Puig (United States) (78) <i>Matching Adolescents to Text Using Their Morphological Knowledge</i>
Session B3 Papers (X2)  E206	<b>Effective Literacy Instruction</b> Sarah O'Mahony (Ireland) (19) <i>A Critical Investigation of the Teaching and Learning of Music through Irish in One Primary School Setting Using CLIL Pedagogies.</i>  Elizabeth Nolan Connors United States (32) <i>Meeting the Literacy Needs of Struggling Learners Aged 11-14</i>
Session B4 Workshop  E301	<b>Effective Literacy Instruction</b> Jennie Baumann (United States) (38) <i>Think About It, Talk About It: How to Metacognitively Engage Students with Nonfiction Text</i>
Session B5 Papers E303	<b>Inclusive Practices for Diverse Learners</b> Hari Prasad Adhikari-Sacré (Belgium) (43) <i>A post-colonial reading of literacy as an enabling violation</i>  Jenny Edvardsson (Sweden) (45) <i>Developing reading comprehension and increasing reading engagement among Swedish teenagers</i>  Fannie L'Abbé (Canada) (55) <i>Efficient Learning Strategies According to Military Personnel Who Have Experienced One or More Potential Traumatic Events: A Better Understanding of Their Specific Characteristics</i>
Session B6 Workshop E305	<b>Effective Literacy Instruction</b> Rachel Donnelly Lella and Kenneth Kunz (United States) (39)  <i>A Penny for Your Thoughts: Using Think-Alouds to Promote Comprehension Growth and Independence for ALL Readers</i>
Session B7	<b>Inclusive Practices in Literacy for Diverse Learners</b>

Workshop E306	Lory Haas, Macie Kerbs, Christina Hammons, Corinna Cole and Vickie Mitchell (United States) (76) <i>Building Literacy Through Visual Storytelling: Putting Words to Wordless Books and Animation</i>
Session B8 Papers E223	<b>Inclusive Practices in Literacy for Diverse Learners</b> Finian O Shea and Máirín Wilson (Ireland) (121) <i>The language of loss.</i>  William Bintz, Shabnam Moini Chaghervand and Sara Moore (United States) (124) <i>Using Multicultural Picturebook Biographies to Develop Culturally Relevant Curriculum &amp; Implement Culturally Responsive Pedagogy across the Curriculum for Diverse Learners</i>  Christina O'Keeffe, Weiyi Liu, Andrea O'Toole, Gillian Lake and Sinéad McNally (Ireland) <i>A Scoping Review of Early Childhood Education Literacy Instruction for Young Autistic Learners (244)</i>
Session B9 Papers E401	<b>Literacy Environments</b> Marijn Brouckaert and Micaela Ramon (Portugal) (88) <i>Collaborative meaning-making during a Shared Reading session: blurring the lines between mediator and participants.</i>  Péter Gombos (Hungary) (98) <i>Digital Natives and Reading</i>  Daria Khanolainen, Tuire Koponen, Kenneth Eklund, Georgia Gerike, Marja-Kristiina Lerkkanen and Minna Torppa Finland) (155) <i>How do single and co-occurring difficulties in reading and arithmetic fluency develop across Grades 1–9, and how are these influenced by parents?</i>
Session B10 Papers E403	<b>Digital Literacies</b> Thomas Wolsey (Egypt); Nance Wilson, Linda Smetana and Dana Grisham (United States); and Ibrahim Karkouti (Egypt) (95) <i>Going Beyond the App: Online International Development to Reach Teachers on the Margin</i>  Sara Smith (United Kingdom) (84) <i>What do teachers of digital literacy do and what can we learn from them?</i>  Uta Woitwod and Friederike Siller (Germany) (123) <i>Counteracting inequalities in literacy and digital literacy learning by means of picture-book apps</i>
Session B11 Workshop E406	<b>Effective Literacy Instruction</b> Magali Jeannin (France) and Magali Børsum (Norway) (157) <i>How to develop powerful learning experiences to support data literacy at school</i>
Session B12	Chair: Gerry Shiel (Ireland)
Round Tables Session 1 E203 Round Table 1 (13.45 - 14.30)	<b>Effective Literacy Instruction</b> Siobhán Keenan Fitzgerald (Ireland) (54) <i>The impact of explicit public speaking training on Primary School Children's self-efficacy, communicative competence, language learning and acquisition.</i>
Round Table 2	<b>Effective Literacy Instruction</b>

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(13.45 - 14.30)	Rebecca Adamitis and Stefanie Moser (United States) (99) <i>Engaging Struggling Readers and Writers Grades 6-8</i>
Round Table 3	<b>Literacy in the Early Years</b>
(13.45 - 14.30)	Lori Assaf (United States) (103) <i>A Generative Professional Development Project on Explicit Vocabulary Instruction in Rural South Africa: A Case Study of Four Foundation Phase Teachers</i>
Round Table 4 (14.30- 15.15)	<b>Inclusive Practices for Diverse Learners</b>
	Shelley Martin-Young (United States) (135) <i>Beyond Mirrors, Windows, and Sliding Glass Doors</i>
Round Table 5 (14.30- 15.15)	<b>Inclusive Practices for Diverse Learners</b>
	Julia Meritt, Jodi Brooks and Lori Assaf (United States) (172) <i>Practice-based Teacher Education: Coaching Teacher Candidates' Rehearsals of Interactive Literacy Lessons</i>
Round Table 6 (14.30- 15.15)	<b>Inclusive Practices for Diverse Learners</b>
	Sunita Mayor (United States) (140) <i>Critical Writing: Rethinking writing workshop for teacher candidates</i>

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## 15.15-15.30 Comfort Break – Lobby, Block E

Soft drinks/water available free of charge to delegates

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### Monday, July 4<sup>th</sup>, 15.30 – 17.00

Session C1 Paper E201	<b>Literacy in the Early Years</b> Renata Eccles and Jeannie van der Linde (South Africa) (17) <i>Is phonological awareness related to pitch, rhythm and speech-in-noise discrimination in young children?</i>  Ivalu Mathiassen (Greenland) (47) <i>Beginner readers reading strategies through eye tracking</i>
	<b>Inclusive Practices for Diverse Learners</b> Anne Teravainen-Goff and Alasdair Flint (United Kingdom) (308) <i>Celebrating Multilingual Young People's Literacy</i>
Session C2 Workshop E203	<b>Inclusive Practices for Diverse Learners</b> Katherine Perez (United States) (18) <i>Differentiated Reading Instruction: Multiple Pathways to Literacy Success!</i>
Session C3 Symposium (en Francais) E205	<b>Effective Literacy Instruction</b> Sophie Briquet-Duhazé (France); France Dubé, Chantal Ouellet, France Dufour and Amal Boultif (Canada); and Pierre Jonas Romain (France) (24) <i>Enseignement/apprentissage de la littératie auprès d'élèves en difficulté</i>
Session, C4 Paper Session	<b>Lifelong Development of Literacy Skills</b> Jia-Ling Yau (Taiwan)(30)

E206	<p><i>The Roles of Self-Efficacy, Task Value, Strategy Use, and Causal Attributions in First and Second Language Reading</i></p> <p>Sonya Armstrong, Norman Stahl and James King (United States) (152) <i>Questioning "College-Ready" for Reading: A Literacy Curriculum Audit</i></p> <p>Aydin Durgunoglu (United States); and Meltem Canturk, Ugur Kaya, Aysegul Sahinkaya, Duygu Asik and Betul Yazici (Turkey) (181) <i>A program to empower young women in Turkey who are not in education or employment</i></p>
Session C5	<p><b>Effective Literacy Instruction</b></p> <p>Marliese Peltier, Courtney Shimek, Elizabeth Bemiss, Ann Van Wig, Laura Hopkins and Stephanie Davis (United States), Roya Scales (United States Minor Outlying Islands) and W. David Scales (United States) (33) <i>New Directions for Bridging Literacy Coursework and Fieldwork Contexts</i></p> <p>Nicholas Husbye (United States) (231) <i>Developing Adaptive Expertise in Pre-Service Teacher Literacy Education</i></p> <p>Astrid Rank and Daniela Balk (Gabes) (Germany) (51) <i>Promoting language modelling in mathematical lessons</i></p>
Paper Session E301	
Session C6 Symposium E303	<p><b>Inclusive Practices in Literacy for Diverse Learners</b></p> <p>Amy Lewis (United States) (49) <i>Digital literacy in the post-Covid world: Ensuring learners with special needs aren't left behind</i></p>
Session C7 Symposium E305	<p><b>Digital Literacies</b></p> <p>Jennifer Rowsell, Claire Lee, Cathy Burnett and Chris Bailey (United Kingdom) (52) <i>Unsettling Literacies: Directions for literacy research in precarious times</i></p>
Session C8 Papers E306	<p><b>Effective Literacy Instruction</b></p> <p>Carrie Yea-Huey Chang (Taiwan) (53) <i>The influence of anonymity on EFL reviewer's feedback quality, writer's feedback adoption rate, and learner perceptions</i></p> <p>Marie Ernestová (Czech Republic) (190) <i>Covid19 and education: effects on children, teachers and parents</i></p> <p>Lotta Larson and J. Spencer Clark (United States) (60) <i>Moving in a New Direction: Digitally Enhanced Learning in Post-Pandemic Classrooms</i></p>
Session C9 Papers (X2) E401	<p><b>Inclusive Practices for Diverse Learner</b></p> <p>Claire Dunne and Sylvaine Ní Aogáin (Ireland) (139) <i>The inclusive teaching of a second language: The case of Gaeilge in Ireland</i></p>
Chair: Claire Dunne	<p>Íris Susana Pires Pereira and Maitê Gil (Portugal); and Clecio dos Santos Bunzen Júnior (Brazil)(204) <i>Unpacking visual design to construct pedagogy. A multiliteracies approach to "Migrants", I. Watanabe (2019)</i></p>
Session C10 Symposium	<p><b>Literacy Environments</b></p> <p>Jane O'Hanlon, Kathleen Moran, Rebecca Forde, Deirde Sullivan and Mary Shine Thompson (Ireland) (332)</p>

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E223	<i>How do Readers Read Sexuality in YA Fiction? And why is it important?</i>
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Session C11	<b>Literacy in the Early Years</b>
Papers	Božena Kolman Finžgar (Slovenia) (167)
E403	<i>Reading nests</i>
Chair:	Emily Barnes, Ailbhe Ní Chasaide and Neasa Ní Chiaráin (Ireland) (174)
Clara Fiorentini	<i>Predictors of literacy attainment in Irish-English bilinguals: implications for bilingual literacy assessment.</i>
	Clara Fiorentini (Ireland) (328)
	<i>What first? Priorities in preschool literacy practice</i>

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Session C12	<b>Effective Literacy Instruction</b>
Papers (x2)	Carol Doyle-Jones (Canada) (261)
E406	<i>Critical reading projects: Exploring social justice through literature circles with pre-service teachers</i>
	Jennifer Lindenauer (United States) 345
	<i>An Exploration of How First Grade Children from Diverse Linguistic and Cultural Backgrounds Use Play to Construct Literacy in One Elementary School</i>

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## 17.15 – 18.30: Opening Reception

**Quadrangle/Courtyard (if weather is fine)**

**or E-block meeting area if wet**

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