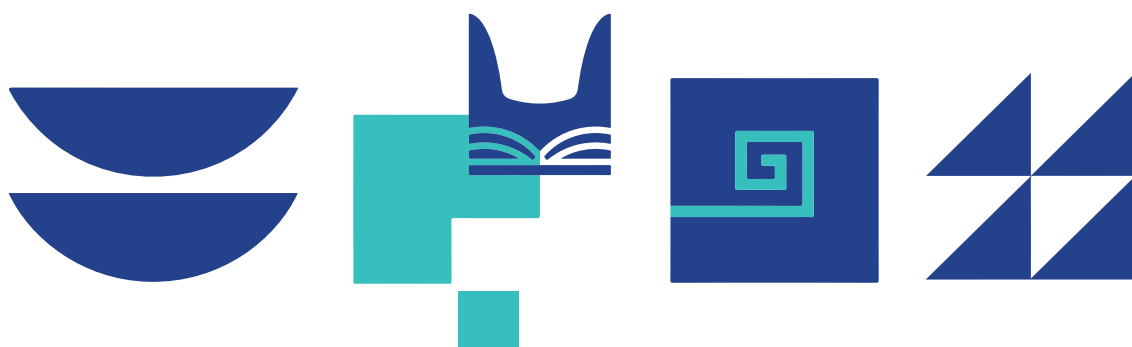




## CONFERENCE ON LITERACY

JUNE 24-26, 2024 CHANIA, GREECE



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## Welcome

### Welcome Greetings from the Hellenic Association for Language and Literacy



Ελληνική Εταιρεία Γλώσσας & Γραμματισμού

On behalf of the Hellenic Association for Language and Literacy I welcome you, to Greece, to Crete, upon the occasion of the 23rd European Conference on Literacy and the 7th Panhellenic Literacy Conference.



The organization of literacy conferences in Greece has a particular dimension.

Greece, this small country at the crossroads of the West and the East, has made tremendous contributions to the fields of the Arts and Letters. European thought begins with the ancient Greeks and European civilization is based on their philosophical pursuits and democratic principles. Within this framework, the Greek language occupies a special place. It is one of the two languages in the world - the second being Chinese - with uninterrupted oral and written use, in the same place, by the same people for 3,500 years. It is considered the mother of most languages in the world. Its invaluable contribution lies in its alphabet, its vocabulary and the syntactic structures that formed the basis for other languages.

I am particularly delighted that we are meeting on Crete, the largest island of Greece and the southernmost tip of Europe. This is the place where, from 3000 BC the Minoan civilization, Europe's first advanced civilization, flourished. It is worth remembering that this civilization left behind - among other things - important monuments, works of art and a world-famous writing system, the hieroglyphic Minoan writing, as it is depicted on the Phaistos Disc which is on the conference website.

The Hellenic Association for Language and Literacy, from 1995, the year it was established, until today, has been working continuously to promote the progress of language and literacy as they are shaped through modern developments. In this spirit, it is organizing the 23rd European Conference on Literacy and the 7th Panhellenic Literacy Conference to present, discuss and analyze issues related to language and literacy in a rapidly changing world. In the 21st century, social, cultural and technological changes, as well as new scientific data, invite researchers and educators to reconsider issues of literacy across the full span of human learning. I believe that the conclusions of these conferences will contribute to the improvement of literacy research and to the improvement of literacy teaching and learning.

I hope that by participating in these conferences you will gain new knowledge; you will have the opportunity to meet researchers and literacy specialists from different countries and share with them your insights on literacy. I believe that in addition to the scientific knowledge you will gain, you will enjoy the sun and the sea of Greece.

So, enjoy your participation in the conferences and enjoy your stay in Crete.

**Eufimia Tafa, Professor Emerita, University of Crete**  
**Chair of the Hellenic Association for Language and Literacy**

## Welcome Greetings from the Federation of European Literacy Associations



At the end of first quarter of the 21st century the cause of LITERACY brought us together again to talk about NEW CHALLENGES and to capture NEW PERSPECTIVES. In Chania (Crete, Greece) during the 23rd European Conference on Literacy and the 7th Panhellenic Literacy Conference researchers and educators from all over Europe and beyond will reconsider issues related to literacy in a rapidly changing world.



We all face dramatic changes - social, cultural, technological etc. and they force us to cope with controversial challenges. It becomes obvious today that the meaning of literacy is far beyond the ability to read, write and communicate. The technological revolution introduced electronic devices everywhere, incl. TVs in every room making children eight to eighteen spending at least several hours daily watching on the screens and not more than an hour reading. At the same time new generations develop better skills – they become literate on anything that they have a passion for, such as sport, music, poetry etc. Temptations are everywhere - it's too easy for the young people to put down a book and turn their attention elsewhere.

What do parents and teachers do? – Most of the parents make easy excuses like pretending that it is educational to put a baby in front of any screen or make the kid read as long as playing good video games. Some substitute a dinner in front of the TV for a family conversation or talk to their children about what they're reading. Over the past years, educators have started increasingly incorporating innovative teaching and learning methods in their classrooms. They try to design learning environments to match the tremendous changes in learners' needs. In addition, the artificial intelligence is constantly challenging the human intelligence in an attempt to substitute it in one or another way!

Literacy is vital, literacy today is infinite! At the current stage it's less about reading and writing per se, but more about WHAT we choose and consider to READ and to what extent the CRITICAL THINKING is applied. Bringing up at this Conference sub themes like Literacy Environments and Lifelong Development of Literacy Skills is definitely encouraging for finding the right answers to a series of pressing and important questions.

**Marieta Tzvetkova, PhD**

**Chair of the Federation of European Literacy Associations**

## Conference Organizing Committee

The Board of the Hellenic Association for Language and Literacy (HALL)

Eufimia Tafa, Chair  
Marina Sotiropoulou-Zormpala, Vice-Chair  
Evangelia Aravani, Secretary  
Elissavet Chlapana, Treasurer  
Maria Kreza, Member

In co-operation with the Federation of European Literacy Associations (FELA)

Marieta Tzvetkova, Chair  
Ann-Sofie Selin, Treasurer  
Greg Brooks, Past Chair

## Conference Scientific Committee

Krasimira Aleksova, Bulgaria  
Maria Ampartzaki, Greece  
Athanasios Aidinis, Greece  
Evangelia Aravani, Greece  
Laura Benítez Sastre, Spain  
Greg Brooks, United Kingdom  
José António Carvalho, Portugal  
Elissavet Chlapana, Greece  
Tara Concannon-Gibney, Ireland  
Drahomira Cupar, Croatia  
Maria Dimasi, Greece  
Maria de Lourdes Dionísio, Portugal  
Anna Fterniati, Greece  
Aggeliki Giannikopoulou, Greece  
Ioannis Grigorakis, Greece  
Elena Ioannidou, Cyprus  
Martina Dragija Ivanović, Croatia  
Sandra Kalnina, Latvia  
Stavroula Kontovourki, Cyprus  
Triantafilia Kostouli, Greece  
Maria Kreza, Greece  
Kadi Lukanenok, Estonia  
Evgenia Magoula, Greece  
Konstantinos Malafantis, Greece

George Manolitsis, Greece  
Tiziana Mascia, Italy  
Ieva Margevica-Grinberga, Latvia  
Athanasios Michalis, Greece  
Aggeliki Mouzaki, Greece  
Konstantinos Ntinas, Greece  
Maria Papadopoulou, Greece  
Smaragda Papadopoulou, Greece  
Panagiota Papoulia-Tzelepi, Greece  
Efthimia Penteris, Greece  
Zuzana Petrová, Slovakia  
Patricia Schillings, Belgium  
Marina Sotiropoulou-Zormpala, Greece  
Ioannis Spantidakis, Greece  
Nektarios Stellakis, Greece  
Ariana-Stanca Vaccaretou, Romania  
Sari Sulkunen, Finland  
Eufimia Tafa, Greece  
Sirje Torim, Estonia  
Marina Tzakosta, Greece  
Marieta Tzvetkova, Bulgaria  
Renate Valtin, Germany  
Mairin Wilson, Ireland

## Conference Subthemes

**Subtheme 1:** Literacy in the Early Years (0-12)

**Subtheme 2:** Effective Literacy Instruction

**Subtheme 3:** Digital Literacy

**Subtheme 4:** Literacy Environments

**Subtheme 5:** Inclusive Practices in Literacy for Diverse Learners

**Subtheme 6:** Lifelong Development of Literacy Skills

## Type of Contributions

### **Oral presentations/Papers**

Each paper session lasts 90 minutes and comprises four consecutive papers, each 20 minutes in length, with 10 minutes after all presentations for questions.

### **Poster presentations**

Each poster session will be exhibited in its designated place and time, and during that session the author(s) will explain their paper to all interested parties. Posters should be A0 upright (119 cm height x 84 cm width). They can be attached with thumb tacks/drawing pins. The necessary material will be provided by the registration desk.

### **Symposium**

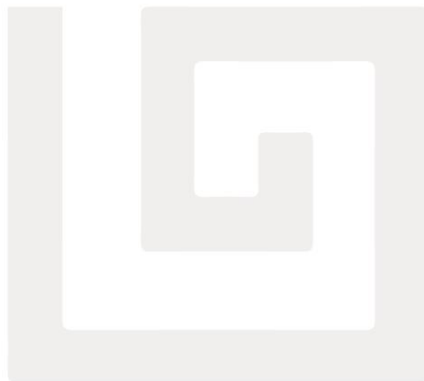
Each symposium lasts 90 minutes and is intended to provide a set of papers around a common topic.

### **Round Table**

Each round table session lasts 45 minutes. Presenters are expected to present their work and discuss the issue with the audience.

### **Workshop**

Each workshop lasts 45 or 90 minutes. If a workshop is presented by one person, it should be 45 minutes in length.



## Partners and Sponsors

### Partners

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UNIVERSITY OF CRETE  
DEPARTMENT OF  
PRESCHOOL EDUCATION

### Sponsors

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### Co-Organizer for the 7<sup>th</sup> Panhellenic Literacy Conference

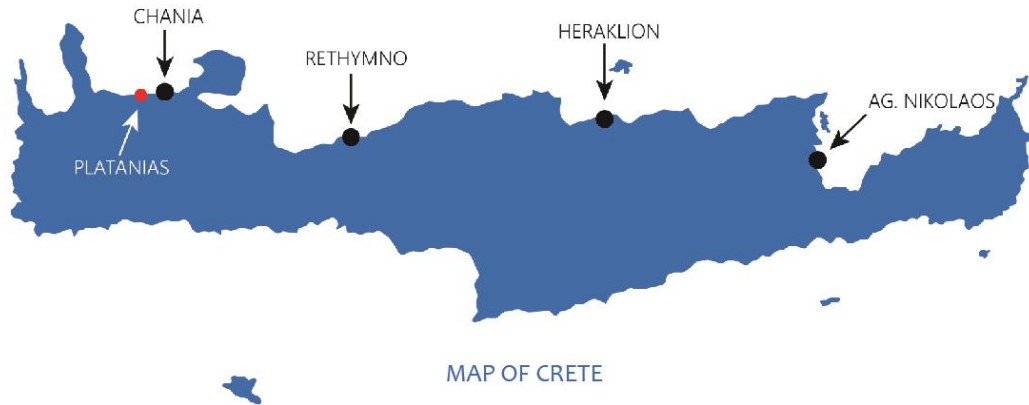
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## Practical Information

### The Venue



The conference will be hosted in *Minoa Palace Resort Hotel*, a luxury 5\* beach-side hotel located at the cosmopolitan area of Platanias, 12km west of the picturesque town of Chania and 30min. drive from Chania International Airport. Minoa welcomes you to experience the pleasures of indulgence in the most enchanting of settings overlooking the endless azure of the Aegean.



The Resort's Congress Hall is a great host for all sorts of corporate events, conferences, workshops & exhibitions, offering flexibility and functionality, as well as state of the art facilities and the latest audiovisual equipment.

More specifically, for the conference will be used the “**Imperial Congress Hall**” and the “**Athina Conference Hall**”. Both spaces are flexible and have the capability to be separated in smaller rooms.

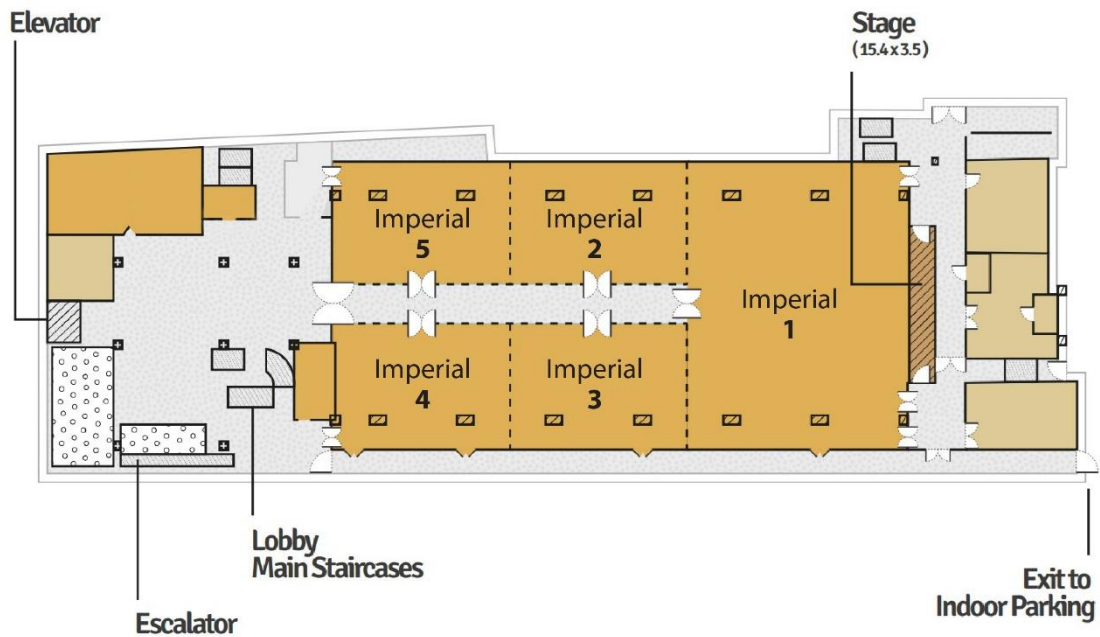
The Imperial Congress Hall will be divided into 5 separate rooms with State of the art facilities, the latest audiovisual equipment, comfort, high class decoration and cutting edge design. The Athina Conference Hall will be divided into 3 separate rooms. Additionally the smaller room Ariadne will be

also used for the needs of the 3<sup>rd</sup> European Conference on Literacy and the 7<sup>th</sup> Panhellenic Literacy Conference.

For more information about the Venue please visit the website: [minoapalace.gr](http://minoapalace.gr)

### Venue Map

#### Minoa Palace – Imperial Congress Hall



#### Minoa Palace – Athina Conference Hall



## How to get to the Venue



### Arriving by plane

The **conference venue** is located at **Platanias/Chania, Crete**. During June, Chania is directly connected to several European cities by charter/seasonal flights. Information on destinations can be found in the official website of [Chania Airport](#). Additionally, regular flights from/to [Athens International Airport](#) exist daily. **You are strongly advised to choose a flight to Chania International Airport. Alternatively, one can land to Heraklion International Airport and reach Chania by bus or car. The driving distance between Heraklion and Chania is 142km.**



### Bus services

- Chania airport → Chania city (Bus station)

Chania airport is located 14km from the city center, and 33.2 km away from the Conference Venue (30-40 min driving). A public bus connects the airport to the city center on a regular basis (line Chania Airport – Chania). The route lasts for 30 minutes approximately, and costs 2.30 €. You may consult the timetables or buy your tickets visiting [e-ktel.com/en/](http://e-ktel.com/en/)

- Chania city (Bus station) → Platanias (bus stop MINOA PALACE)

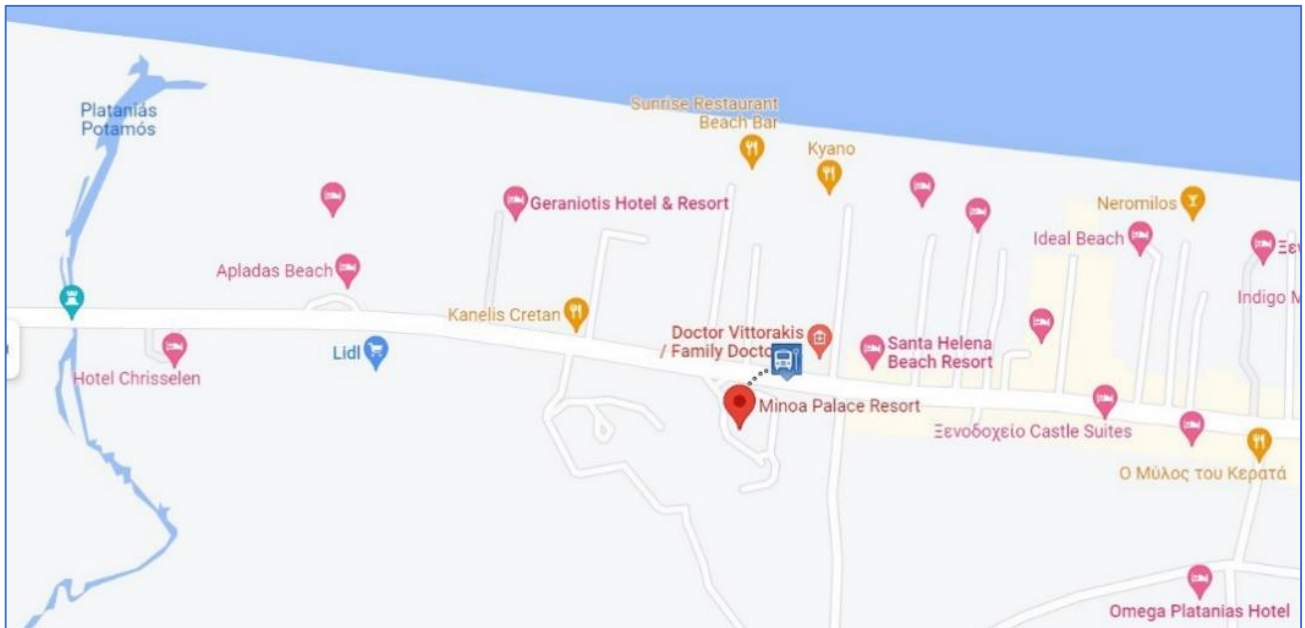
From Chania Bus station there are enough **routes** you could get to **arrive to the Minoa Palace Resort Hotel**. For your convenience we collected here all those routes:

- |                           |                             |
|---------------------------|-----------------------------|
| 1.CHANIA-KASTELI          | 7.CHANIA-VOUKOLIES          |
| 2.CHANIA-KOLIMPARI        | 8.CHANIA-PALAIIA ROUMATA    |
| 3.CHANIA-PLATANIAS-GERANI | 9.CHANIA-ELAFONISI          |
| 4.CHANIA-ZYMVRAGOU        | 10.CHANIA-KASTELI-FALASARNA |
| 5.CHANIA-DELIANA          | 11.CHANIA-PALAIIOCHORA      |
| 6.CHANIA-RODOPOU          |                             |

- Heraklion airport → Chania city (Bus station)

If for any reason, you arrive at [Heraklion International Airport](#) you can use public transport (buses) or a taxi for your transfer to the [Heraklion Bus Station](#) (Buses, taxis and many rent- a -car companies are always in the airport area). At Heraklion Bus Station you take the route Heraklion – Chania which is a 3 - hours trip. The final destination of this trip is the [Chania city \(Bus Station\)](#). For the trip:

Chania city (Bus station) → Platanias (bus stop MINOA PALACE) please see above.



### Arriving by ship

- Arriving to Chania Port

The city of Chania is connected to Piraeus Port (close to Athens) daily. The Chania port is in Souda area, 7km away from the city center and 21 km away from the Conference Venue (about 20 min driving). You may consult the timetables or book your boat tickets at [anek.gr](http://anek.gr) or at [minoan.gr](http://minoan.gr). Information regarding the public bus that connects Souda to Chania city center can be found at the website: [chaniabus.gr/en/](http://chaniabus.gr/en/)

- Arriving to Heraklion Port

The city of Heraklion is also connected to Piraeus port (close to Athens) daily. The Heraklion Port is 600 meters from the [Heraklion Bus Station](#), from where you will take the bus to Chania city (Bus station). You may consult the timetables or book your boat tickets at [anek.gr](http://anek.gr) or at [minoan.gr](http://minoan.gr).



### Taxi services

Moving by taxi is quite common in Crete and prior booking is not required. You may find relevant information and indicative prices in several websites ([taxi4crete.gr/taxi-prices-from-kania-airport.html](http://taxi4crete.gr/taxi-prices-from-kania-airport.html), [www.chaniataxi.gr/en/](http://www.chaniataxi.gr/en/))

The cost of transfer by taxi is **approximately** the following:

Chania Airport – Chania City Center	~ 25 €
Chania Airport – Conference Venue	~ 48 €
Chania City Center – Conference Venue	~ 20 €

## Registration

The registration desk will be open from Monday 24th June 2024 at 08.00 o'clock but the delegates can register any time during the conference. When you register you will receive your name badge and the conference bag. The bag contains the conference program, a notebook, a pencil and a few other useful stuff. We kindly ask you to keep your name badge on, during the conference. (Meeting rooms, coffee breaks, lunches, social activities).

## Welcome Reception

The Welcome Reception will take place Monday 24th June 2024 at 19.30 at "Thalassa Bar and Restaurant". It is in the Minoa Palace Resort premises, and it sets the ideal scenery for welcoming all participants in Crete and sparking the first scientific discussions! The welcome reception is included in the registration fee.

## Respect the time schedule

We kindly ask you to be typical to the time schedule of the conference. Please be on time at the presentation deliveries and use your available presentation time efficiently to keep the time slots. The organizing committee has chosen the chair in every presentation (see program). Also, please be typical on time during coffee and lunch breaks.

## Coffee breaks

The coffee breaks will take place outside the meeting rooms. Every participant of the conference has free access. Coffee breaks time schedule:

Monday 24<sup>th</sup> June at 11.00-11.30 & 17.30-18.00

Tuesday 25<sup>th</sup> June at 11.30-12.00 & 16.30-17.00

Wednesday 26<sup>th</sup> June at 10.30-11.00

## Lunch breaks

Lunches are not included in the registration fee, and it is required pre-booking and pre-payment. The cost per lunch per person is 27 €. They will take place at the main restaurant of the Venue, only if the number of 50 participants is reached. **You are kindly requested to book it until the 10th of June the latest.** The lunch that is offered for this price includes an authentic Greek scrumptious buffet prepared with the finest local ingredients. The price also includes water but no other kind of beverages. In case you choose to have lunch in another restaurant/bar of the hotel, you are free to do so, although we cannot guarantee that there will be free space, as the hotel accommodates a lot of tourists during June. Of course, there is always the possibility to enjoy your lunch outside of the hotel premises.

Lunch breaks time schedule:

Monday 24<sup>th</sup> June at 13.00-14.30

Tuesday 25<sup>th</sup> June at 13.30-15.00

Wednesday 26<sup>th</sup> June at 12.30-14.00

## Conference Dinner

The Conference Dinner will take place on the 25th of June at 20.00, at the beautiful [“Sapel Hall”](#) restaurant, which is close to the conference venue. A tasteful buffet dinner, Cretan wine, transfer from/to the conference venue to/from the restaurant, and entertainment are included in the final price. The fee is 55.00 euros per person (all included).

Shuttle busses will be front of the Venue for pick up. After the dinner the shuttle busses will be at the parking of the restaurant to take everyone back to the Venue (Minoa Palace Resort). The distance between the Venue and the Sapel Hall restaurant is around 3 km.

## Additional Program June 27th

This day, two different excursions will take place during the same time. It is optional and if someone wants to participate, they need to choose and **make the reservation until the 10<sup>th</sup> of June 2024**.

- **Visit to the Palace of Knossos and the Archaeological Museum of Heraklion**



Amongst all the “ancient ruins” in Crete, Knossos is the archaeological site that is a must-see in order to understand the greatness of the Minoan Civilization. The tour takes you to the Palace of Knossos where you will be led through the ruins of the ancient palace complex: the labyrinth, galleries and rooms of the Palace, and the Royal Palace of King Minos. We continue

with a visit to the island’s capital, Iraklio, in order to have a visit at the Archaeological Museum of the city. You will have free time before return back to Chania.

Price for at least 30 people: 30.00 euros + 20.00 euros entrance fee for the Knossos Palace and the Museum. The excursion fee includes transfers from/to the conference venue with luxury a/c coach and one professional official English-speaking guide per coach, plus the entrance fee.

- **Visit to the Cave of Agia Sofia (Santa Sophia) and for swimming at Elafonissi**



The Cave is located 47km southwest of Chania, on the western walls of the gorge Topolia, near the main road to Elafonissi. On the left of the cave entrance, there is the small church dedicated to Agia Sophia (Wisdom of God). The entrance of the cave has a width of 25m, while the height reaches 20m in many points, being really huge. The cave has two rooms with different heights, the surface of which is full of stalagmites. The

cave was a very important place of worship in the ancient times. In the cave, a clay figurine dating from the 4th century BC has been found. Moreover, Neolithic, Early Minoan, Late Minoan, Classical, Hellenistic and Roman pottery traces have been found. Elafonisi is located 76km west of Chania and 5km south of Chrysoskalitisa Monastery, in the south westernmost tip of Crete. Elafonissi is an oblong peninsula, which often breaks in two parts by water giving the impression of being a separate island.

It is a Natura 2000 protected area. The endangered loggerhead sea turtle and several rare animals and plants find shelter on the island; it is strictly forbidden to remove any plants, animals, shells, and sand from the area.

The excursion fee for at least 30 people is of 30.00 euros per person and includes transfers from/to the conference venue with luxury a/c coach and one professional English-speaking escort per coach.

You can make your reservation for an excursion visiting the link:

<https://fela.crete2024.synedry.com/socials/events.aspx>

### Internet access

In the Venue, there is access to Wi-Fi to all the participants of the conference.

Imperial Congress Hall (Wi-Fi name: **Imperial Conference**, password: **fela2024**)

Athina Conference Hall (Wi-Fi name: **Athina Conference**, password: **fela2024**)

### Parking

There is free parking at the Venue, but it is only for the customers of the hotel. That means that it can be used only by conference participants who have booked accommodation at Minoa Palace Resort.

### Instructions for Presenters (Orals)

We kindly ask you to have your presentation (in Microsoft PowerPoint for Windows not macOS) saved in a USB memory stick. If you are using an Apple Mac computer to prepare your presentation at home, make sure that it runs well on a Windows-based computer, especially if you have videos or soundtracks. For all the presentations will be used the laptops that are permanently connected on the podium. You do not have to use your own laptop during your presentation. The presenters should bring their presentation in a USB just before the time of their session and uploaded it in the laptop of the podium.

### Instructions for Presenters (Posters)

The accepted size for the Posters is A0 upright (119 cm height x 84 cm width). The poster must be printed on paper. **Not on heavy canvas or rigid plasticize material**, which is too heavy to stay on the board. The necessary materials for putting up the poster will be provided on the spot.

The poster session takes place on Tuesday 25<sup>th</sup> June, at 16.30, at the Lobby Imperial Hall. We Kindly ask you to put your poster on your poster panel on Tuesday 25<sup>th</sup> morning. People from the local organizing company “Diazoma” will be on site to help you and provide the materials you will need. Please take your poster off at the end of the day Tuesday 25<sup>th</sup>.

### Useful contacts

Minoa Palace (VENUE)	0030 2821036500
Chania Bus Station	0030 2821093052
Heraklion Bus Station	0030 2810246530
Taxi Chania	0030 2821098700
Taxi Heraklion	0030 2810210102, 0030 2810210124
General Hospital Chania	0030 2821342000
Medical Center- Vittorakis Polyclinic	0030 2821060606
Ambulance	166
Fire Department	199
Police	100
European emergency number	112

Local Conference Secretariat (Crete, Greece)

“Diazoma Conferences & Events”

[diazoma.net](http://diazoma.net)



Tel: 0030-6908 215112

Email: [info@diazoma.net](mailto:info@diazoma.net), [conferences@diazoma.net](mailto:conferences@diazoma.net), [meetings@diazoma.net](mailto:meetings@diazoma.net)

### Publication

After the Conference, the online open-access journal *Preschool and Primary Education* (<https://ejournals.epublishing.ekt.gr/index.php/education>) will publish a Special Issue with content related to the conference themes. Invitation will be announced on the conference website and participants could submit their manuscripts which will be accepted for publication according to the results of a “blind” peer-review process.

Only original research papers will be accepted for publication.



## FELA Member Associations

Asociación Española de Lectura y Escritura (Spain)  
Asociația Lectura și Scrierea pentru Dezvoltarea Gândirii Critice România (Romania)  
Asocijacija na Makedonija za Citanje (North Macedonia)  
Association Belge pour la lecture – Section francophone (Belgium – French Section)  
Associazione Literacy Italia (Italy)  
Belgian Reading Association – Nederlandstalige Afdeling (Belgium – Flemish Section)  
Bralno društvo Slovenije (Slovenia)  
Българска асоциация по четене, BulRA (Bulgaria)  
Cumann Léitheoireachta na hÉireann / Literacy Association of Ireland (Ireland)  
Česká společnost pro rozvoj a podporu čtenářství (Czech Republic)  
Deutsche Gesellschaft für Lesen und Schreiben (Germany)  
Društvo Bralna značka Slovenije – ZPMS (Slovenia)  
Eesti Lugemisühing (Estonia)  
Ελληνική Εταιρεία Γλώσσας και Γραμματισμού (Greece)  
Félag læsisfræðinga á Íslandi (Iceland)  
FinRA (Finland)  
Hrvatsko čitateljsko društvo (Croatia)  
Íslenska lestrarfélagið (Iceland)  
Landsforeningen af Læsepædagoger (Denmark)  
Latvijas Lasīšanas asociācija (Latvia)  
Leseforum Schweiz (Switzerland)  
Littera – Associação Portuguesa de Literacia (Portugal)  
Magyar Olvasástársaság (Hungary)  
Österreichische Gesellschaft zur Erforschung und Förderung des Lesens und Schreibens (Austria)  
Reading Association in the Netherlands (Netherlands)  
Русская Ассоциация Чтения (Russian Federation)  
Skaitymo ir kultūrinio raštingumo asociacija (Lithuania)  
Slovenská asociácia na rozvoj čítania (Slovakia)  
Swedish Council of International Reading Association (Sweden)  
United Kingdom Literacy Association (United Kingdom)

## Past European Conferences

Dublin, Ireland – 2022  
Copenhagen, Denmark – 2019  
Madrid, Spain – 2017  
Klagenfurt, Austria – 2015  
Jönköping, Sweden – 2013  
Mons, Belgium – 2011  
Braga, Portugal – 2009

Berlin, Germany – 2007  
Zagreb, Croatia – 2005  
Tallinn, Estonia – 2003  
Dublin, Ireland – 2001  
Stavanger, Norway – 1999  
Brussels, Belgium -1997  
Budapest, Hungary – 1995  
Malmö, Sweden – 1993  
Edinburgh, Scotland – 1991  
Berlin, Germany – 1989  
Salamanca, Spain – 1987  
Dublin, Ireland – 1985  
Wien, Austria – 1983  
Joensuu, Finland -1981  
Beaumont-sur-Oise, France – 1977

## **Award for Innovative European Promotion in Europe**

This biennial award is designed to recognize, celebrate and reward innovative work for literacy promotion in Europe. Nominations are made by one or more member organizations of FELA. The work for which the Award is sought should have been completed during the two years ending one year before the Conference at which the Award is to be presented. On-going work may be considered eligible provided that significant outcomes have been achieved by the date of nomination. Additional information about the award, including the timeline for nominations, can be found at: <https://www.literacyeurope.org/awards/>

## **Guidelines for Chairpersons**

Chairpersons will be assigned to sessions prior to the Conference. In the case of Workshops and Symposia, the Chair should be identified from among the presenters and time limits should be strictly adhered to. Each room will have laptop and visual aids to support the smooth timing of papers, i.e. countdown cards stating, '10 minutes', '5 minutes', and '1 minute'.

The session chair has a very important role in making the meeting successful by keeping the session on schedule!

### **Before the session starts:**

- Please be present in the meeting room at least five minutes before the start of a session.

- Verify that all the speakers are present.
- Review with your presenters time duration rules.
- The question & answer session should be held at the last 10 min. at the end of each session and not at the end of each presentation.
- Please use the reminder cards '10 minutes', '5 minutes' and '1 minute' cards as needed.
- A uniform schedule has been established for all sessions so that attendees can move easily from one session to another without missing much of any presentation. Session chairs must closely follow this schedule.

**During the session:**

- Please bring the session to order on time; even if the room is partially filled, it is unfair to the first speaker to wait for a larger audience and cut into that presentation's time allotment.
- Do not change the order of the presentations, as the audience may shift around the parallel sessions.
- Do not allow the speaker to run late!

If there is a cancelled presentation, or a speaker runs short of their time, do not advance the program! The chair must call a session break until the next regularly scheduled presentation.

**At the end of each presentation:**

- Express everybody's appreciation and, at the end of the session, your gratitude to the audience.

**Thank you on behalf of the Organizing committee!**



## Keynote Speakers

### **Mary Kalantzis, Professor of Policy, Organization and Leadership, University of Illinois, USA**



Mary Kalantzis was from 2006 to 2016 Dean of the College of Education at the University of Illinois, Urbana-Champaign. Before this, she was Dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and President of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (3rd edition, 2022); *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; *e-Learning Ecologies*, Routledge, 2017; and the two volume grammar of multimodal meaning: *Making Sense and Adding Sense*, Cambridge University Press, 2020.

#### **Title: Multiliteracies Revisited**

This presentation revisits the theory of multiliteracies three decades after its original formulation. It examines: the “why” of contemporary social context with its insistent calls to diversity and the demands of digital media; the “what” of multiliteracies in a grammar of multiform or multimodal meaning; and the “how” of multiliteracies pedagogy as a repertoire of knowledge processes. It also updates the multiliteracies theory based in the areas of computer-mediated meaning and the development of a transpositional grammar. The presentation concludes with a renewed call to education justice to address unequal diversity.

### **Cathy Burnett, Professor Emerita of Literacy and Education, Sheffield Hallam University, UK**



Cathy Burnett is Professor Emerita of Literacy and Education at Sheffield Institute of Education, Sheffield Hallam University, UK. She is perhaps best known for work that adopts a sociomaterial sensitivity in exploring relationships between children, digital media and literacies within and beyond educational contexts. Her current research and writing explores the effects of research and data practices in education. She is a past president of the United Kingdom Literacy Association, a co-editor of *Journal of Early Childhood Literacy* and an ex teacher and teacher educator who is passionate about exploring innovative and mutually empowering relationships between teachers, researchers and literacy research. Her co-authored and co-edited books include: *Undoing the Digital: Literacy and Sociomaterialism* (2020), *New Media in the Classroom: Rethinking Primary Literacy* (2018), *Unsettling Literacies: Directions for Literacy Research in Precarious Times* (2022) and *Research Mobilities in Primary Literacy Education: how teachers encounter research in an age of evidence-based teaching* (forthcoming).

**Title: Why do we need a range of research in literacy education? Scoping the field and contribution of literacy research**

The task of devising inclusive and empowering literacy education for all is a complex one. Should we focus on the skills children need to decode and encode texts, or support them to make readerly and writerly choices? Should literacy provision focus solely on the written word, or recognise the role of images and connectivity meaning makings? Should we provide opportunities for children to engage in literacies that make a difference to the world in which they live? And how can we capitalise on the varied experiences of language and literacy that children bring to school? Given this complexity, literacy research has an important role to play in informing debate and helping to shape educational policy and practice. This is challenging however as the field of literacy research is difficult to navigate, and the adoption of research by policy makers can be highly selective and ideologically driven. In this keynote I will sketch the scope of international literacy research and argue that literacy education can be enriched and enlivened by a range of research on different topics, using varied methodologies and from diverse perspectives. I will outline a vision for connecting research and practice in ways that value multiple ways of knowing in literacy education, recognise the changing nature of literacy, and make space for teachers' agency and dialogue in critiquing, interpreting and re-imagining research in practice.

**Kate Cain, Professor of Language and Literacy, Lancaster University, UK**



Kate Cain is Professor of Language and Literacy in the Department of Psychology, Lancaster University, UK. Her research focuses on language and literacy development and breakdown from preschool through to adolescence, with a particular focus on understanding the development and role of the skills that support reading comprehension. Her books include *Understanding and teaching reading comprehension: A handbook* (co-authored with Jane Oakhill and Carsten Elbro). Her research on reading comprehension has influenced the most recent version of England's National Curriculum and informed the development of several training programmes, in the UK and other countries, designed to support reading comprehension. The influence of Kate's research on the teaching and assessment of reading comprehension beyond academia has been recognised by impact awards from the Economic and Social Research Council and Lancaster University. She was President of the Society for the Scientific Study of Reading (2022-2023) and recipient of the International Dyslexia Association Samuel Torrey Orton Award (2014).

### Title: Children’s reading comprehension: Beyond decoding

Reading comprehension is a complex cognitive activity, that draws on multiple skills and knowledge bases. This presentation aims to make sense of this complexity by examining the the language and cognitive skills that support reading for meaning, beyond decoding. I will examine this from two perspectives. First, I focus on the dynamics of constructing meaning from a text, moment-by-moment in real time. Tasks that tap the process of reading for meaning are reviewed to shed light on the nature and locus of the knowledge and processing difficulties that lead to comprehension breakdown. Second, I look at the dynamics of development. Longitudinal studies are used to highlight influential reciprocal relations during development. I will outline the converging evidence from these two perspectives that supports a multicomponential view of reading comprehension.

In the following Program table, different colors have been used to indicate the different subthemes.

<b>Subtheme 1: Literacy in the Early Years (0-12)</b>
<b>Subtheme 2: Effective Literacy Instruction</b>
<b>Subtheme 3: Digital Literacy</b>
<b>Subtheme 4: Literacy Environments</b>
<b>Subtheme 5: Inclusive Practices in Literacy for Diverse Learners</b>
<b>Subtheme 6: Lifelong Development of Literacy Skills</b>



## Program Table

Monday, 24 <sup>th</sup> June 2024	
08.00-09.00	Registration – Lobby Imperial Hall
09.00-11.00	Chair: Eufimia Tafa, Chair of the Hellenic Association for Language and Literacy  <b>Conference Opening</b> Welcome from the Hellenic Association for Language and Literacy (Eufimia Tafa) Welcome from the Federation of European Literacy Associations (Marieta Tzvetkova) Welcome from the International Literacy Association (Zoi A. Traga Philippakos) Traditional Greek Dances from the Lyceum Club of Greek Women-Branch of Chania  Keynote Address <b>Mary KALANTZIS</b> , University of Illinois, USA “Multiliteracies Revisited”  <div style="text-align: right;">Imperial 1</div>
11.00-11.30	Coffee Break – Lobby Imperial Hall
11.30-13.00	<b>Imperial 1</b> <b>ORAL SESSION 1- Literacy in the Early Years (0-12)</b> <b>Chair: Maria KREZA</b>
	11.30-11.50 <b>Maria KREZA (Greece)*</b> “The development of literacy in daycares”
	11.50-12.10 <b>Tiziana MASCIA (Italy), Mairin WILSON</b> “Eco-literacy: children’s non-fiction literature and the ecological pact”
	12.10-12.30 <b>Katerina PAPADIMITRIOU (Greece), Nektarios STELLAKIS</b> “Informational books at kindergarten: preschool teachers change their practices”
	12.30-12.40 Q&A
	<b>Imperial 2</b> <b>ORAL SESSION 2- Effective Literacy Instruction</b> <b>Chair: Marina TZAKOSTA</b>
	11.30-11.50 <b>Marina TZAKOSTA (Greece), Nikolaos MANIATIS</b> “Critical literacy as a tool for the perception and teaching of dialectal variation”
	11.50-12.10 <b>Angeliki BOUZIOU (Greece)</b> “Seizing a ray of Vermeer’s light the interplay between image and language in meaning-making”
	12.10-12.30 <b>Heike MLAKAR (Germany), Joanna HIRST-PLEIN, Martin KOCH</b> “Teaching L2 spelling in primary school – Evaluating effective spelling instruction programmes”
	12.30-12.50 <b>Peggy MANOLI, Georgia LAMPROPOULOU (Greece), Amalia IFANTI</b> “Multiliteracies and language teaching in primary school: Teachers’ attitudes and practices”
	12.50-13.00 Q&A
	<b>Imperial 3</b> <b>ORAL SESSION 3 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Elissavet CHLAPANA</b>
	11.30-11.50 <b>Suki MOZENTER (United States of America)</b> “Developing linguistically sensitive and responsive educators in initial teacher education”
	11.50-12.10 <b>Georgios KRITSOTAKIS (Greece), Eleni MORFIDI</b> “Exploring the validity of reading comprehension models in children with Specific Learning Difficulties and Typical Development”
12.10-12.30 <b>Tatjana VUČAJNK (Austria)</b> “Reading and language in one”	
12.30-12.40 Q&A	

\*Included the country indicated by the abstract submitter.

## Monday, 24<sup>th</sup> June 2024

<b>Monday, 24<sup>th</sup> June 2024</b>	
	<b>Imperial 4</b> <b>ORAL SESSION 4 - Lifelong Development of Literacy Skills</b> <b>Chair: Evangelia ARAVANI</b>
11.30-11.50	<b>Lalaine YANILLA AQUINO (Philippines)</b> “The reading-writing connection: literacy learning among young adults learning English as a second language”
11.50-12.10	<b>Katarzyna CHYL (Poland), Artur POKROPEK, Michał SITEK</b> “The development of the Polish Adult Reading Comprehension Test”
12.10-12.30	<b>Eric PAULSON (United States of America), HOLSCHUH Jodi, LAMPI Jodi</b> “Discussing Textbook Reading Strategies with College Readers: An Eye-Movement Think-Aloud Study”
12.30-12.50	<b>Milevica BOJOVIĆ (Serbia)</b> “Disciplinary literacy: foreign language reading strategies used in reading print and digital texts for academic purposes”
12.50-13.00	Q&A
<b>Imperial 5</b>	<b>ORAL SESSION 5 - Literacy Environments</b> <b>Chair: Ariana-Stanca VACARETU</b>
11.30-11.50	<b>Ariana-Stanca VACARETU (Romania), Maria KOVACS</b> “Augmenting Maths Learning through Literature”
11.50-12.10	<b>Jennifer ROBERTS (United Kingdom), Karen KERR</b> “English and Science: A Perfect Match for Literacy Development?”
12.10-12.30	<b>Andrea BEERWINKLE (United States of America), Chellie NELSON</b> “An Analysis of Comprehension Strategies and Visuals within Grade 6-8 Science Textbooks in the United States”
12.30-12.50	<b>Rowan OBERMAN (Ireland)</b> “Picturebook reading and writing in climate change inquiries”
12.50-13.00	Q&A
<b>Athina 1</b>	<b>SYMPOSIUM 1 - Literacy in the Early Years (0-12)</b>
11.30-13.00	<b>Tanja JUNGMANN (Chair) (Germany), Melike YUMUS, Christina STUHR, Tabea TESTA, Marlene MEINDL, Lea FICHTMÜLLER, Sarah-Theres WANDEL, Charmayne Mary Lee HUGHES</b> “Adaptive assessment and promotion of early literacy skills with a newly designed App”
<b>Athina 2</b>	<b>SYMPOSIUM 2 - Effective Literacy Instruction</b>
11.30-13.00	<b>Maida FINCH (Chair) (United States of America), Heathe PORTER, Haley CRISTEA, Rebekah DAVIS-SLADE, Kirstin GIBSON</b> “The promise of doctoral research for effective literacy instruction across diverse contexts”
<b>Athina 3</b>	<b>ROUND TABLES 1 &amp; 2- Effective Literacy Instruction</b> <b>Chair: Filiz SHINE EDIZER</b>
11.30-12.15	<b>Filiz SHINE EDIZER (United States of America), Bella ESQUENAZI, Samantha GARCIA, Celeste MORENO, Jessenia HERNANDEZ, Yasmine VILLARREAL, Melodi EDIZER</b> “A Bilingual/Translingual Book Project with Teacher Candidates Perspectives as Authors and Illustrators in a Border Community”
12.15-13.00	<b>Ann VAN WIG (United States of America), Marliese PELTIER, Courtney SHIMEK, Elizabeth BEMISS, Stephanie DAVIS, Roya SCALES</b> “A Framework for Pre-service Literacy Teacher Curricular Decision-Making”
13.00-14.30	Lunch Break



## Monday, 24<sup>th</sup> June 2024

14.30-16.00	<b>Imperial 1</b>	<b>ORAL SESSION 6 - Literacy in the Early Years (0-12)</b> <b>Chair: George MANOLITSIS</b>
	14.30-14.50	<b>Apostolos KARGIOTIDIS (Greece), George MANOLITSIS</b> "Predictors of reading comprehension difficulties beyond the Simple View of Reading components in a consistent orthography"
	14.50-15.10	<b>Astrid RANK (Germany)</b> "Primary school children's academic language competences - what are they related to?"
	15.10-15.30	<b>JOHN Milne (New Zealand), Ruth BOYASK, Jayne JACKSON</b> "Negotiating conflicting priorities in early reading education"
	15.30-15.50	<b>Ruan JIENING, Lijun JIN (United States of America)</b> "Chinese Language Arts Curriculum Standards for Full-Day Compulsory Education: Features, Strengths, and Challenges"
	15.50-16.00	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 7 - Effective Literacy Instruction</b> <b>Chair: Colin HARRISON</b>
	14.30-14.50	<b>Ann VAN WIG (United States of America), Tara HASKINS</b> "The Value of a Children's Literature Course in Pre-service Teachers' Education"
	14.50-15.10	<b>Carrie Yea-Huey CHANG (Taiwan)</b> "Turnitin as an instructional tool in an undergrad EFL composition class"
	15.10-15.30	<b>Allison WARD PARSONS (United States of America), Seth PARSONS, Samantha IVES, Jennifer DRAKE PATRICK, April MATTIX FOSTER, Amy HUTCHISON</b> "Linking Teacher Knowledge to Practice"
	15.30-15.40	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 8 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Jennifer ROBERTS</b>
	14.30-14.50	<b>Jennifer ROBERTS (United Kingdom)</b> "Reading Together: A Reading Intervention for Looked After Children"
	14.50-15.10	<b>Sofia TSIOLI, Stella BRATIMOU (Greece), Roula KITSIOU, George ANDROULAKIS</b> "Transformative teachers' training for inclusive education in challenging contexts"
	15.10-15.30	<b>Jiening RUAN (United States of America), Jacey CHAKRABARTY, Staci VOLLMER</b> "Analysis of Picturebooks Featuring Children from Refugee Backgrounds and Their Experiences"
	15.30-15.40	Q&A

## Monday, 24<sup>th</sup> June 2024

14.30-16.00	<b>Imperial 4</b>	<b>ORAL SESSION 9 - Lifelong Development of Literacy Skills</b> <b>Chair: Elena SANTI</b>
	14.30-14.50	<b>Elena SANTI (United Kingdom), Katie CEBULA, Sarah MCGEOWN</b> “Reading as a mirror, window and sliding glass door: Co-creating a reflective reading guide for adolescents”
	14.50-15.10	<b>Metka KOSTANJEVEC (Slovenia), Sanja ŠABEDER JAUŠOVEC</b> “Bridging Generations through Books: Fostering Lifelong Learning and Communication”
	15.10-15.30	<b>Tilka JAMNIK (Slovenia)</b> “Intergenerational Reading”
	15.30-15.50	<b>Nicola CURRIE, Sarah MCGEOWN (United Kingdom), Christina CLARK, Gemma MOSS, Katherine WILKINSON</b> “Reading and Wellbeing: Developmental and diverse perspectives”
	15.50-16.00	Q&A
	<b>Imperial 5</b>	<b>ORAL SESSION 10 - Literacy Environments</b> <b>Chair: Veronika ROT GABROVEC</b>
	14.30-14.50	<b>Ana VOGRINČIČ ČEPIČ (Slovenia), Veronika ROT GABROVEC</b> “Reading Motivators in a Digital Age: New Approaches to Reading for Pleasure Pedagogy in Primary Schools - Report on an Erasmus project (2023 – 2025)”
	14.50-15.10	<b>Petra MIKELN (Slovenia)</b> “Motivating teenagers to read – experience from a Slovenian school”
	15.10-15.30	<b>Petra POTOČNIK (Slovenia)</b> “Reading Badge = Leisure Reading”
	15.30-15.50	<b>Urška REPINC (Slovenia)</b> “Raising Literacy through Erasmus+ projects”
	15.50-16.00	Q&A
	<b>Athina 1</b>	<b>SYMPOSIUM 3 - Digital Literacy</b>
	14.30-16.00	<b>Jeroen CLEMENS (Chair) (Netherlands), Tiziana MASCIA, Iris Susana PIRES PEREIRA, Maitê GIL, Christina, PARENTE, Aoife AHERN</b> “New approaches to supporting learning using digital technologies”
	<b>Athina 2</b>	<b>ORAL SESSION 11- Literacy Environments</b> <b>Chair: Michael D. BARTONE</b>
	14.30-14.50	<b>Erin BONFOEY (Australia), Michael D. BARTONE, Lynda M. VALERIE</b> “How have educators’ book selection changed? The influence of increased book banning and challenges on educators, their material selection, and classroom discussion”
	14.50-15.10	<b>Suki MOZENTER (United States of America)</b> “Classroom libraries as tools for supporting teacher efficacy and student authority”
	15.10-15.30	<b>Dieter ISLER (Switzerland), Claudia HEFTI</b> “Cinema, Circus, Book circle – How educators and children perform picture book practices in early childhood education”
	15.30-15.40	Q&A
	<b>Athina 3</b>	<b>ROUND TABLES 3 &amp; 4 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Cammie LAWTON</b>
14.30-15.15	<b>Cammie LAWTON (United States of America), Caitlin METHENY</b> “Criticality and Love: Using Children’s Literature to Promote Literacy for All”	
15.15-16.00	<b>Tara HASKINS (United States of America), Ann VAN WIG</b> “Leveraging the Writing Rope and SRSD to Enhance Writing Instruction for Preservice Teachers”	

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Monday, 24 <sup>th</sup> June 2024	
16.00-17.30	<b>Imperial 1</b>
	<b>ORAL SESSION 12 - Literacy in the Early Years (0-12)</b> Chair: Zuzana PETROVÁ
	16.00-16.20 Zuzana PETROVÁ (Slovakia), Oľga ZÁPOTOČNÁ, Marek URBAN, Kamila URBAN "Relationship between children's text comprehension and narrative skills at the end of kindergarten attendance"
	16.20-16.40 Kamila URBAN (Slovakia), Marek URBAN, Zuzana PETROVÁ, Oľga ZÁPOTOČNÁ "Metacomprehension Accuracy in Preschoolers: The Role of Text Difficulty"
	16.40-17.00
	17.00-17.20 Oľga ZÁPOTOČNÁ (Slovakia), Marek URBAN, Zuzana PETROVÁ, Kamila URBAN "The story listening comprehension in preschool age as a key to successful reading literacy development"
	17.20-17.30 Q&A
	<b>Imperial 2</b>
	<b>ORAL SESSION 13 - Effective Literacy Instruction</b> Chair: Jeroen CLEMENS
	16.00-16.20 Ruth NEWMAN (United Kingdom) "Developing a pedagogy for metalinguistic talk"
	16.20-16.40 Haitham TAHA (Israel) "Vowelization and word recognition in Arabic"
	16.40-17.00 Maida FINCH (United States of America), Lauren HATCH-POKHREL "Practitioner researchers' contributions in literacy"
	17.00-17.20 Kelli RUSHEK (United States of America) "Preparation of Preservice Literacy Integrationists: Moving Away from Literacy Acquisition Toward Student-Centered Meaning Making"
	17.20-17.30 Q&A
	<b>Imperial 3</b>
	<b>ORAL SESSION 14 - Inclusive Practices in Literacy for Diverse Learners</b> Chair: Aoife AHERN
	16.00-16.20 Alan SAMPSON (Australia) "A school for one -a mainstream literacy environment for the disenfranchised"
	16.20-16.40 Caitlin METHENY (United States of America), Cammie LAWTON "Constructing Anti-Ableist Literacy through Young Adult Literature"
16.40-17.00 Louise RØNBERG (Denmark), Helle Bundgaard SVENDSEN, Stine Fuglsang ENGMOSE "Scaffolding 7th grade students with spelling difficulties in developing writing strategies"	
17.00-17.20 Aoife AHERN (Spain), Alicia HERNANDO, Isabel GARCÍA PAREJO, José Luis GALDEANO "Developing future teachers' and children's critical pluriliteracy with linguistic landscapes: a service-learning experience"	
17.20-17.30 Q&A	

## Monday, 24<sup>th</sup> June 2024

16.00-17.30	<b>Imperial 4</b>	<b>WORKSHOP 1 - Literacy in the Early Years (0-12)</b>
	16.00-17.30	<b>Jolene REED (United States of America), Melinda MILLER</b> “Analyzing Mentor Text to Support the Writing Process”
	<b>Imperial 5</b>	<b>ORAL SESSION 15 - Literacy Environments</b> Chair: Maria De Lourdes DIONÍSIO
	16.00-16.20	<b>Maria De Lourdes DIONÍSIO (Portugal), Jose Antonio CARVALHO, Angela BALÇA, Fernando FRAGA, Marijn BROUCKAERT</b> “Reading dispositions of Portuguese university students”
	16.20-16.40	<b>José António BRANDÃO CARVALHO (Portugal)</b> “Students ‘perceptions of their achievements in a course on academic literacy in a Portuguese University”
	16.40-17.00	<b>Samantha FRANTZ (United States of America)</b> “Why are you wasting your time with us in prison? A narrative analysis of incarcerated individuals' experiences with education”
	17.00-17.20	<b>Chin EE LOH (Singapore)</b> “School libraries for all: Case studies of school library refreshment on Singapore students’ reading habits”
	17.20-17.30	Q&A
	<b>Athina 1</b>	<b>SYMPOSIUM 4 - Inclusive Practices in Literacy for Diverse Learners</b>
	16.00-17.30	<b>Christine O’Sullivan (Chair), Caitriona MARTYN (Ireland), Aoife O’CONNOR, Fiona CLANCY, Aoife OLSTHOORN</b> “Action research in Irish schools to improve the literacy standards and school experience of children and young people from Traveller and Roma communities”
	<b>Athina 2</b>	<b>SYMPOSIUM 5 - Effective Literacy Instruction</b>
	16.00-17.30	<b>Emily BARNES (Chair), Nóirín NÍ GHRÁDAIGH (Ireland), Máirín UÍ NIAIDH</b> “Majority language biases within minority language literacy education: lessons from the Irish context”
	17.30-18.00	<b>Coffee Break - Lobby Imperial Hall &amp; Athina Hall</b>

## Monday, 24<sup>th</sup> June 2024

18.00-19.30	<b>Imperial 1</b>	<b>ORAL SESSION 16 - Literacy in the Early Years (0-12)</b> <b>Chair: Ioannis GRIGORAKIS</b>
	18.00-18.20	<b>Ioannis GRIGORAKIS (Greece)</b> “Are different aspects of morphological awareness and reading comprehension reciprocally related? Evidence from a longitudinal study”
	18.20-18.40	<b>Panagiota TSIRONI (Greece), Athanasios AIDINIS</b> “Children’s spelling of stems and productive suffixes and its relationship with morphological awareness”
	18.40-19.00	<b>Ivalu MATHIASSEN (Greenland)</b> “Early reading development in Greenlandic writing system”
	19.00-19.20	<b>Daniela BALK (Germany), Astrid RANK</b> “How interviews about jokes can survey language awareness among primary school children”
	19.20-19.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 17- Digital Literacy</b> <b>Chair: Maria PAPADOPOULOU</b>
	18.00-18.20	<b>Katerina MAKRI (Greece), George ANDROULAKIS, Maria PAPADOPOULOU</b> “Digital media in teacher training for inclusion: Experiences from the “Teach4Integration” initiative”
	18.20-18.40	<b>Panagiota SAMIOTI (Greece), Konstantinos SIPITANOS, Eleni KATSAROU</b> “Including teachers’ voice in the construction of a media and digital literacy curriculum against disinformation”
	18.40-19.00	<b>Jodi PILGRIM (United States of America), Sheri VASINDA</b> “AI as an Instructional Tool for Website Evaluation”
	19.00-19.20	<b>Athanasios MICHALIS (Greece)</b> “Digital literacy practices of secondary school students: forms and conventions”
	19.20-19.30	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 18 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Tiziana MASCIA</b>
	18.00-18.20	<b>Eleni NIKOLOUDAKI (Greece)</b> “Using foreign language picture books as a cross-cultural and narrative tool”
	18.20-18.40	<b>Effrosyni BISIRI (Greece), Peggy MANOLI</b> “Multiliteracies and translanguaging: a teacher development programme for efl teachers in early childhood education and care”
	18.40-19.00	<b>Aimee COLE (United Kingdom)</b> “Supporting the literacy of vulnerable young people”
	19.00-19.10	Q&A
	<b>Imperial 4</b>	<b>ORAL SESSION 19 - Lifelong Development of Literacy Skills</b> <b>Chair: Wendy CARSS</b>
	18.00-18.20	<b>Wendy CARSS (New Zealand)</b> “Developing understanding of multiliteracies and how to teach it: Supporting NZ preservice teachers”
	18.20-18.40	<b>Marie Grace REOPEREZ (Philippines), Leonor DIAZ, Nemah HERMOSA</b> “Effect of First Language Fluency on Second Language Fluency Among Multilingual/Bilingual Adolescents”
18.40-19.00	<b>Mihaela GAZIOGLU, Hazel VEGA (United States of America), Emily HOWELL, Rebecca KAMINSKI, Victoria PENNINGTON, Katie CROOK, Nicole FERGUSON-SAMS</b> “Building Bridges for Families: Enhancing Literacy in Multilingual Homes”	
19.00-19.20	<b>Romana FEKONJA (Slovenia)</b> “Building a Foundation for Lifelong Readers: The Integral Role of School Libraries”	
19.20-19.30	Q&A	

## Monday, 24<sup>th</sup> June 2024

18.00-19.30	<b>Imperial 5</b>	<b>ORAL SESSION 20 - Literacy Environments</b> Chair: <b>Geraldine BALZER</b>
	18.00-18.20	<b>Geraldine BALZER (Canada)</b> “Reading the World in Times of Conflict”
	18.20-18.40	<b>Louise SHAW (United States of America), Cara MULCAHY</b> “Integrating the Critically Engaged and Culturally Compassionate Framework with English Language Arts Curriculum”
	18.40-19.00	<b>Katherine BATCHELOR (United States of America)</b> “Reading Refugee Protagonists in Children’s Literature: U.S. Undergraduate Students Examine Shifts in Perspectives While Studying Abroad”
	19.00-19.20	<b>Jenn MANAK (United States of America)</b> “Transdisciplinary Literacy Education for Sustainable Development”
	19.20-19.30	Q&A
	<b>Athina 1</b>	<b>ORAL SESSION 21 - Digital Literacy</b> Chair: <b>Maite GIL</b>
	18.00-18.20	<b>Maite GIL (Portugal), Iris Susana Pires PEREIRA, Adriana João CUNHA, Cristina SYLLA</b> “Hybridity of writing practices: Digital tools and writing experiences”
	18.20-18.40	<b>Amy HUTCHISON (United States of America), Seth PARSONS, Samantha IVES, Allison WARD-PARSONS</b> “Engagement in Coding as a Form of Writing”
	18.40-19.00	<b>Irini GAKI (Greece), Ioannis SPANTIDAKIS</b> “Enhancing primary school students’ digital literacy within a computer-based reading environment”
	19.00-19.10	Q&A
	<b>Athina 2</b>	<b>SYMPOSIUM 6 - Lifelong Development of Literacy Skills</b>
	18.00-19.30	<b>Chin EE LOH (Chair) (Singapore), Sandra CHANG-MARTIN, Hikaru KATSUTA, Leonie RUTHERFORD</b> “The Reading Lives of Teens: Research and Practice”
	<b>Athina 3</b>	<b>SYMPOSIUM 7 (In French) - Inclusive Practices in Literacy for Diverse Learners</b>
18.00-19.30	<b>Melanie DUTEMPLE (Chair) (Canada), Myriam FONTAINE, Karine TREMBLAY, Andre C. MOREAU, Gabriel DUMOUCHEL</b> “Literacy and Inclusion: Issues and Conditions for Teaching Students who Need High Levels of Support”	
	19.30-21.30	Welcome Reception – Thalassa Bar (Minoa Palace Resort premises)

## Tuesday, 25<sup>th</sup> June 2024

<b>08.00-08.45</b>		Registration – Lobby Imperial Hall
	<b>08.45-10.00</b>	Chair: Marieta Tzvetkova, Chair of the Federation of European Literacy Associations  12 <sup>th</sup> FELA Award for Innovative Literacy Promotion in Europe  Keynote Address <b>Cathy BURNETT</b> , Sheffield Hallam University, UK “Why do we need a range of research in Literacy education? Scoping the field and contribution of Literacy research”  <div style="text-align: right;">Imperial 1</div>
	<u>Imperial 1</u>	<b>ORAL SESSION 22 - Literacy in the Early Years (0-12)</b> <b>Chair: Styliani TSESMELI</b>
	10.00-10.20	<b>Styliani TSESMELI (Greece), Ioanna KARANTZA</b> “The development of early writing skills in Greek pre-school and early school children”
	10.20-10.40	<b>Hiroo MATSUMOTO (Japan), Gota MATSUI, Ryo OKADA</b> “Encouraging Young Children’s Writing Development through the Transition from Kindergarten to Primary School”
	10.40-11.00	<b>Anna KRETISOVALI (Greece), Athanasios AIDINIS</b> “The role of executive functions, working memory and writing attitudes in written texts production”
	11.00-11.20	<b>Vassilios PAPADIMITRIOU (Greece), Aris TERZOPOULOS, Georgia NIOLAKI</b> “The effect of the syllable structure on the types of spelling errors: a comparison between 11-year-old Greek students with and without literacy difficulties”
	11.20-11.30	Q&A
	<u>Imperial 2</u>	<b>ORAL SESSION 23 - Effective Literacy Instruction</b> <b>Chair: Sandra LANGER</b>
	10.00-10.20	<b>Jeremy M LAW, Karen BOESE (United Kingdom), Alexandra BOESE, Suparna ROY, Stephen SCHOLES</b> “Empowering Future Literacy Instructors: The Role of Mastery Experiences in Pre-Service Teachers’ Literacy Knowledge and Self-efficacy”
	10.20-10.40	<b>Nicholas HUSBYE (United States of America)</b> “The Play is the Thing: Adaptive Teaching in Literacy Lesson Plays”
	10.40-11.00	<b>Tara HASKINS (United States of America), Ann VAN WIG</b> “The Journey from Concept to Application: Preservice Teachers Enactment of Vocabulary Instruction”
	11.00-11.20	<b>Nicholas HUSBYE (United States of America)</b> “Teaching What You Know: The Development of Metalinguistic Language to Support Teaching”
	11.20-11.30	Q&A
	<u>Imperial 3</u>	<b>ORAL SESSION 24 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Eleni LOULOUDI</b>
	10.00-10.20	<b>Eleni LOULOUDI (Germany), Julie A. PANAGIOTOPOULOU, Kate SELTZER</b> “Critical Literacy and Translanguaging for All: A Comparative Perspective on Inclusive Settings in Germany and the USA”
	10.20-10.40	<b>Cecilie Waallann BROWN (Norway), Jennifer ALFORD</b> “Critical literacy in the language classroom: Possibilities for intercultural learning through symbolic competence”
	10.40-11.00	<b>Ayse EDIZER (United States of America), Filiz SHINE, Emily SUH, Trina BOWERS-JOHNSON</b> “Rethinking Literacy Instruction: Implementation of Critical Literacy and Raciolinguistic Justice in College Classrooms”
	11.00-11.20	<b>Candace BARRITEAU PHAIRE (United States of America)</b> “Use Your Inside Voice”: How educators can provide better practices for engaging young children in classroom discourse”
	11.20-11.30	Q&A

10.00 – 11.30

## Tuesday, 25<sup>th</sup> June 2024

10.00 – 11.30	<b>Imperial 4</b>	<b>ORAL SESSION 25 - Lifelong Development of Literacy Skills</b> Chair: Marie ERNESTOVÁ
	10.00-10.20	Vasiliki KANTZOU (Greece), Sofia KEFALIDOU “Grammatical metaphor in expository text development: Evidence from Modern Greek”
	10.20-10.40	Marie ERNESTOVÁ (Czech Republic) “Contemporary usage of English prepositions: the effects of ‘evolution’ in grammar”
	10.40-11.00	Jenn MANAK (United States of America), Enrique PUIG “Transdisciplinary Literacy Learning and Teaching to Develop Life-long Problem-Solvers”
	11.00-11.20	Victoria APPATOVA (United States of America) “Calling every discipline: Urgent need for critical literacy instruction”
	11.20-11.30	Q&A
	<b>Imperial 5</b>	<b>ORAL SESSION 26 - Effective Literacy Instruction</b> Chair: Mairin WILSON
	10.00-10.20	Kalliopi TROULI (Greece), Marina SOTIROPOULOU-ZORMPALA “Aesthetic literacy in kindergarten. Intervention with movement-body expression activities”
	10.20-10.40	Christine CALFOGLOU (Greece) “Conceptual Art as a Semiotic Framework for Literacy”
	10.40-11.00	Bianca BALEA (Romania), Maria KOVACS, Codruta TEMPLE “Effective literacy instruction for highly vulnerable Romanian children in preparatory grade”
	11.00-11.20	Amy LEWIS (United States of America) “Reading is not a spectator sport: Using active strategies in reading instruction to build foundational skills”
	11.20-11.30	Q&A
	<b>Athina 1</b>	<b>SYMPOSIUM 8 - Literacy Environments</b>
	10.00-11.30	Jennifer O’SULLIVAN (Chair) (Ireland), Clara FIORENTINI, Treasa BOWE, Deirdre O’TOOLE “Reading Achievement in Ireland: What is going well and what still needs attention?”
	<b>Athina 2</b>	<b>WORKSHOPS 3 &amp; 4 - Literacy Environments</b>
	10.00-10.45	Marijn BROUCKAERT (Portugal) “Shared Reading Session”
	10.45-11.30	April NIEMELA (United States of America) “Enriching Literacy Environments through Design Thinking”
	<b>Athina 3</b>	<b>WORKSHOP 5 - Literacy in the Early Years (0-12)</b>
	10.00-11.30	Melinda MILLR (United States of America), Jolene REED “Making Thoughtful Teacher Decisions that Support the Young Reader”
11.30-12.00	<b>Coffee Break</b> - Lobby Imperial Hall & Athina Hall	



**Tuesday, 25<sup>th</sup> June 2024**

<b>12.00 – 13.30</b>	<b>Imperial 1</b>	<b>ORAL SESSION 27 (In Greek) - Literacy in the Early Years (0-12)</b> <b>Chair: Maria KARAISKOU</b>
	12.00-12.20	<b>Maria KARAISKOU (Greece)</b> “Τα λογοτεχνικά είδη στα ανθολόγια λογοτεχνικών κειμένων του δημοτικού σχολείου και η συμβολή τους στην καλλιέργεια του λογοτεχνικού γραμματισμού των μαθητών”
	12.20-12.40	<b>Filippos BRENTAS (Greece)</b> “Προσχολική αγωγή και ιστορικός γραμματισμός”
	12.40-13.00	<b>Chrisoula TSIRBA (Greece), Nektarios STELLAKIS</b> “Σχεδιάζοντας ένα Πρόγραμμα Οικογενειακού Γραμματισμού: Ανάγκες και προσδοκίες μητέρων παιδιών προσχολικής ηλικίας”
	13.00-13.20	<b>Panagiota TSIRONI (Greece), Athanasios AIDINIS</b> “Ορθογραφική απόδοση θεματικών μορφημάτων: Η σχέση της με τη μορφολογική επίγνωση”
	13.20-13.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 28 - Effective Literacy Instruction</b> <b>Chair: Evangelia ARAVANI</b>
	12.00-12.20	<b>Evangelia ARAVANI (Greece), Maria DASKOLIA</b> “Cultivating multiliteracies in school practice: Creatively combining Literature Education with Environmental Education using Slam poetry as a vehicle”
	12.20-12.40	<b>Thomas WOLSEY (United States of America), Linda SMETANA, Dana GRISHAM</b> “Teachers’ perceptions of oral feedback for writing”
	12.40-13.00	<b>Zoi A. TRAGA PHILIPPAKOS (United States of America)</b> “Developing Argumentative Thinking, Reading, and Writing”
	13.00-13.20	<b>Marijn BROUCKAERT (Portugal), Micaela RAMON, Maria de Lourdes DIONISIO</b> “Reading mediation beyond asking the right type of questions”
	13.20-13.30	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 29 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Marie ERNESTOVÁ</b>
	12.00-12.20	<b>Aideen CASSIDY (Ireland)</b> “Ten steps to literacy success for schools that cater for high numbers of educationally disadvantaged adolescents”
	12.20-12.40	<b>Loredana MUSCAT (Malta), Helen GRECH</b> “Deciphering Bilingual Literacy in Down Syndrome: Insights from a Maltese-English Bilingual Setting”
	12.40-13.00	<b>Amy TONDREAU (United States of America), Laurie RABINOWITZ</b> “Sustaining Cultural and Disability Identities in Primary Literacy Classrooms”
	13.00-13.20	<b>Aleksis SALUSJÄRVI (Finland)</b> “Words matter” teaches reading skills as a tool for survival
	13.20-13.30	Q&A

## Tuesday, 25<sup>th</sup> June 2024

12.00 – 13.30	<b>Imperial 4</b>	<b>ORAL SESSION 30 - Lifelong Development of Literacy Skills</b> <b>Chair: Sari SULKUNEN</b>
	12.00-12.20	<b>Ozge ALTINTAS (Turkey), Omer KUTLU</b> “Developing Reading Literacy Through Cognitive, Intrapersonal and Interpersonal Competencies: A New Measurement and Assessment Approach”
	12.20-12.40	<b>Maria Cecilia ZAMORA (Philippines) &amp; students EDH 171</b> “Better Together: A holistic approach to health Literacy”
	12.40-13.00	<b>Ene VARIK-MAASIK (Estonia), Riin SEEMA</b> “Perceptions of learning difficulties in primary and secondary schools”
	13.00-13.10	Q&A
	<b>Imperial 5</b>	<b>SYMPOSIUM 9 - Effective Literacy Instruction</b>
	12.00-13.30	<b>Patricia SCHILLINGS (Chair), Virginie DUPONT (Belgium), Marine ANDRÉ, Juliette RENAUD</b> “Quality of paper and digital reading learning opportunities in fourth grade: insights from PIRLS 2021 results”
	<b>Athina 1</b>	<b>SYMPOSIUM 10- Inclusive Practices in Literacy for Diverse Learners</b>
	12.00-13.30	<b>Helen ADAM (Chair) (Australia), Gloria BOUTTE, Wen GUO, Jackson-Barrett LIBBY</b> “Exploring Culturally Diverse Narratives: A Symposium on Multifaceted Literary Worlds”
	<b>Athina 2</b>	<b>ROUND TABLE 5 - Digital Literacy</b> <b>Chair: Germaine KOSKINA</b>
	12.00-13.30	<b>Germaine KOSKINA (United States of America), Nancy ANDERSON</b> “A Multimodal Pedagogy for Emergent Bilinguals”
	<b>Athina 3</b>	<b>WORKSHOP 6 - Inclusive Practices in Literacy for Diverse Learners</b>
12.00-13.30	<b>Katy OH, Erica SNOWDEN, Rachel SLAUGHTER (United States of America)</b> “Finding, mining, and teaching texts that shine a light on and encourage uncommon literacies and joy of BBIPOC while underscoring the five characteristics of effective structured literacy teaching and historical inquiry”	
13.30-15.00	<b>Lunch Break</b>	

## Tuesday, 25<sup>th</sup> June 2024

15.00 – 16.30	<b>Imperial 1</b>	<b>ORAL SESSION 31 - Literacy in the Early Years (0-12)</b> <b>Chair: Elissavet CHLAPANA</b>
	15.00-15.20	<b>Evangelia TZAGKOURNI (Greece), Elissavet CHLAPANA</b> “Blending methodological approaches for teaching vocabulary to preschool Foreign Language Learners”
	15.20-15.40	<b>Robyn COX (Australia)</b> “Once upon a time in early literacy: A tale of government decision making and the role of pressure groups”
	15.40-16.00	<b>Zoi A. TRAGA PHILIPPAKOS (United States of America), Konstantinos SIPITANOS</b> “Teacher Preparation and Writing Instruction”
	16.00-16.20	<b>Smaragda PAPADOPOULOU, Isaak PAPADOPOULOS (Greece)</b> “Persuasive Strategies in Mono/Multilingual Preschool Education Classrooms”
	16.20-16.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 32 - Effective Literacy Instruction</b> <b>Chair: Fortunate MADONDO</b>
	15.00-15.20	<b>Fortunate MADONDO (United Kingdom), Lynda ANDERSON</b> “First year student practitioners’ perceptions on dialogic book sharing to enhance communication and language development”
	15.20-15.40	<b>Eleni NIKOLOUDAKI (Greece)</b> “Improving preschool children’s retelling ability through family engagement: Reflections on parents’ workshops”
	15.40-16.00	<b>Alda Maria MACIEL (Brasil), Íris Susana PEREIRA</b> “Critical visual literacy in secondary education: a proposal for a pedagogical approach”
	16.00-16.20	<b>Merilin ARUVEE (Estonia), Susi JOOSEP, Vaht JANIKA, Leppik KATARIN</b> “Genre pedagogy to support writing of narrative and argumentative text”
	16.20-16.30	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 33 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Athina DOULIA</b>
	15.00-15.20	<b>Mary STEWART (United States of America), Barbara Muszyńska</b> “Design-based Research with Teachers of Ukrainian Refugee Students: Implications for Refugee Education from a Biliteracy Stance”
	15.20-15.40	<b>Jiening RUAN, Melissa WICKER (United States of America), Jacey CHAKRABARTY, Josephine KIM</b> “Digital Storytelling for Afghan Refugee Women”
	15.40-16.00	<b>Mariannella NÚÑEZ (United States of America)</b> “Critically reflecting on language education: Educator identities and ideologies”
	16.00-16.20	<b>Yaimara BATISTA FERNÁNDEZ (Spain), Eduardo FERNÁNDEZ RODRÍGUEZ, Yasna Patricia PRADENA GARCÍA, Rocío ANGUITA MARTÍNEZ, Mónica SALCEDO DÍEZ</b> “School radio as an innovative ecosystem and literacy tool to promote communicative social justice in diverse learners”
	16.20-16.30	Q&A

## Tuesday, 25<sup>th</sup> June 2024

15.00 – 16.30	<b>Imperial 4</b>	<b>ORAL SESSION 34- Lifelong Development of Literacy Skills</b> Chair: Sandra KALNINA
	15.00-15.20	<b>Cecilie Waallann BROWN (Norway), Milica SAVIC</b> “Redesign in EAL teacher education: An exploration of task affordances from the perspective of intercultural learning”
	15.20-15.40	<b>Michel SIMARD (Canada)</b> “The Guide to the graduated matrix of the Quebec Referential of Future Skills, an innovative approach to adult essential skills enhancement by CREMA”
	15.40-16.00	<b>Laurie BAUER (United States of America)</b> “Student perspectives: An essential component of postsecondary reading innovation”
	16.00-16.10	Q&A
	<b>Imperial 5</b>	<b>SYMPOSIUM 11 - Effective Literacy Instruction</b>
	15.00-16.30	<b>Pelusa ORELLANA (Colombia)</b> “Examining literacy development and instructional practices in Spanish and English: lessons from Chile and the UK”
	<b>Athina 1</b>	<b>SYMPOSIUM 12 - Lifelong Development of Literacy Skills</b>
	15.00-16.30	<b>Aydin DURGUNOGLU (Chair) (United States of America), Tiziana MASCIA, Sandra LANGER, Sari SULKUNEN</b> “Lifelong learning, literacy and empowerment as observed in different communities”
	<b>Athina 2</b>	<b>WORKSHOPS 7 &amp; 8</b>
	15.00-15.45	<b>Shakira PEREZ (United States of America)</b> “[Language Play]: Developing Teachers as Writers and Teachers of Writing”
	15.45-16.30	<b>Zoi A. TRAGA PHILIPPAKOS (United States of America)</b> “Developing Strategic Lifelong Learners on Writing Instruction”
	<b>Athina 3</b>	<b>WORKSHOP 9 - Inclusive Practices in Literacy for Diverse Learners</b>
	15.00-16.30	<b>Jennifer D. MORRISON (United States of America), Rachelle S. SAVITZ, Jenelle WILLIAMS</b> “Examining the HOW of Implementing Culturally Sustaining Disciplinary Literacy Instruction”
	16.30-17.00	<b>Coffee Break - Lobby Imperial Hall &amp; Athina Hall</b>
16.30-17.30	<b>Poster Session - Lobby Imperial Hall (see page 23)</b>	

## Tuesday, 25<sup>th</sup> June 2024

17.30 – 19.00	<b>Imperial 1</b>	<b>ORAL SESSION 35 - Literacy in the Early Years (0-12)</b> <b>Chair: Stavroula KONTOVOURKI</b>
	17.30-17.50	<b>Stavroula KONTOVOURKI (Cyprus), Theoni NEOKLEOUS</b> “DigiKids and DigiEducators: Early Years Teachers’ Experiences and Conceptualizations of Literacy”
	17.50-18.10	<b>Gulsah OZTURK (Australia), Sarah OHI</b> “Digital literacy practices of young children from immigrant families”
	18.10-18.30	<b>Konstantina DERVENI (Czech Republic), Radka WILDOVA</b> “The impact of mobile technologies on early reading literacy skills in pre-school and primary education: what the recent literature reveals”
	18.30-18.50	<b>Barbara HANUŠ (Slovenia)</b> “The role of print magazines in the digital world”
	18.50-19.00	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 36 - Effective Literacy Instruction</b> <b>Chair: Zoi A. TRAGA PHILIPPAKOS</b>
	17.30-17.50	<b>Zoi A. TRAGA PHILIPPAKOS (United States of America), Margaret QUINN, Louis ROCCONI</b> “Evaluation of Multisyllabic Encoding and Decoding with Fifth-Grade Learners”
	17.50-18.10	<b>Pamela ZERAFI (Malta)</b> “Literacy Instruction within the English language Middle School classroom in Malta”
	18.10-18.30	<b>Nouf BIN SAWAD (Saudi Arabia)</b> “Evaluating the efficacy of an Arabic metalinguistic awareness training program”
	18.30-18.40	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 37- Literacy in the Early Years (0-12)</b> <b>Chair: Willaim BROZO</b>
	17.30-17.50	
	17.50-18.10	<b>Maureen COLLERAN (Ireland)</b> “Perceptions of emergent literacy held by parents and teachers”
	18.10-18.30	<b>Midori HASEGAWA (United States of America)</b> “The reading lesson as reproduction of sociocultural agency: a discourse analysis of Japanese elementary reading lesson on swimmy”
	18.30-18.50	<b>Art O NEACHTAIN (Ireland)</b> “Attainment and Engagement: Balancing the goals of reading instruction in Irish primary classrooms”
	18.50-19.00	Q&A

**Tuesday, 25<sup>th</sup> June 2024**

17.30 – 19.00	<b>Imperial 4</b>	<b>ORAL SESSION 38 - Literacy Environments</b> Chair: Konstantinos SIPITANOS
	17.30-17.50	
	17.50-18.10	Patricia DURHAM (United States of America), Melinda MILLER, Andrea BEERWINKLE, Debbie PRICE, Hannah GERBER “Building Literacy Leadership Capacity: Program Evaluation of one Graduate Level Literacy Specialist Online Preparation program”
	18.10-18.30	Patricia DURHAM (United States of America), Andrea BEERWINKLE, Pletcher BETHANIE “Challenges and Perspectives of Specialized Literacy Professional Teaching, Assessing and Designing Intervention using Disciplinary Literacy”
	18.30-18.40	Q&A
	<b>Imperial 5</b>	<b>SYMPOSIUM 13 - Digital Literacy</b>
	17.30-19.00	Sari SULKUNEN (Chair) (Finland), Colin HARRISON, Jeroen CLEMENS, Sandra LANGER “ELINET symposium on digital literacy: New conceptual tools for understanding and researching digital information”
	<b>Athina 1</b>	<b>ROUND TABLES 6 &amp; 7</b> Chair: Meeli PANDIS
	17.30-18.15	Germaine KOSKINA (United States of America), Nancy ANDERSON “Leveraging Emergent Bilinguals’ Heritage Language for Bilingualism and Biliteracy”
	18.15-19.00	Meeli PANDIS (Estonia), Ann-Sofie SELIN, Sandra KALNINA, Evelin TEIVA, Eva ORAV, Maria JÜRIMÄE, Juli-Anna AERILA, Merja KAUPPINEN, MARI Siipola “Motivating literacy environments: Reading Nest project in Estonia, Finland and Latvia”
	<b>Athina 2</b>	<b>WORKSHOP 10 - Inclusive Practices in Literacy for Diverse Learners</b>
	17.30-19.00	Katja VILJEN (Denmark), Helene THISE “It goes up and it goes down”. How can games and classroom activities scaffold students’ literacy across the curriculum? Practical ideas for inclusive learning environments for multilingual students”
	<b>Athina 3</b>	<b>WORKSHOP 11 - Effective Literacy Instruction</b>
	17.30-19.00	Enrique PUIG (United States of America), Elsie OLAN, Mary LITTLE “Utilizing adolescents’ transdisciplinary morphemic knowledge for text selection”
20.00-24.00	Conference Dinner – “Sapel Hall”	

## Wednesday, 26<sup>th</sup> June 2024

09.00 -10.30	<b>Imperial 1</b>	<b>ORAL SESSION 39 - Effective Literacy Instruction</b> <b>Chair: Georgia NIOLAKI</b>
	09.00-09.20	<b>Georgia NIOLAKI (United Kingdom), Aris TERZOPOULOS, Hawkins WENDY, Whales LIZ</b> “Combatting feelings of helplessness; bespoke interventions for children and young individuals with dyslexia. A knowledge exchange project”
	09.20-09.40	<b>Peter GOMBOS (Hungary)</b> “Is there a correlation between font type and reading comprehension?”
	09.40-10.00	<b>Elizabeth NOLAN CONNERS (United States of America)</b> “When Students Struggle to Read”
	10.00-10.20	<b>Linda SMETANA (United States of America), Nance WILSON, Tess DUSSLING, Elizabeth STEVENS, Brittany ADAMS, Jennie BAUMANN, Jean BEAN-FOLKS</b> “Developing a Gradual Release of Responsibility Model to Teach Comprehension Strategies in Asynchronous Instructional Contexts”
	10.20-10.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 40 - Literacy in the Early Years (0-12)</b> <b>Chair: Lena IVARSSON</b>
	09.00-09.20	<b>Lena IVARSSON (Sweden), Ulla DAMBER, Heléne Dahlstrom</b> “Reading engagement and motivation – a whole school project (K-6 and school-age educare)”
	09.20-09.40	<b>Sarah MCGEOWN (United Kingdom), Emily OXLEY, Jessie RICKETTS, Laura SHAPIRO</b> “Love to Read: A co-created programme designed to increase children’s reading enjoyment and engagement”
	09.40-10.00	<b>Shamala RAMAKRESININ (Singapore)</b> “Gendered ideas towards leisure reading and selection of reading materials”
	10.00-10.20	<b>Catherine COMPTON-LILLY (United States of America), Annette WOODS, Kerryn DIXON</b> “Metaphors of Identity and Literacy: What do they say about children?”
	10.20-10.30	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 41- Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Helen SIMON</b>
	09.00-09.20	<b>Greg BROOKS (United Kingdom), Maria KAMBOURI, Helen SIMON</b> “Using speech-to-text technology to empower young writers with special educational needs”
	09.20-09.40	<b>Dara HILL (United States of America)</b> “Reading Specialist Candidates Engage Reluctant Writers in a Virtual Literacy Clinic, embedded in a Community Partner and University Collaboration”
	09.40-10.00	<b>Tatjana LUKOVNJAK (Slovenia)</b> “Cross-curricular connections: Holocaust remembrance”
	10.00-10.30	Q&A
	<b>Imperial 4</b>	<b>ORAL SESSION 42 (In Greek)</b> <b>Chair: Athanasios AIDINIS</b>
	09.00-09.20	<b>Anna KRETSOVALI (Greece), Athanasios AIDINIS</b> “Η επίδραση της ενίσχυσης της φάσης του σχεδιασμού στην ικανότητα παραγωγής γραπτών κειμένων”
	09.20-09.40	<b>Vasilis MAVRAGANIS (Greece)</b> “Οι πτυχές του πολυτροπικού γραμματισμού στη διδασκαλία του γλωσσικού μαθήματος”
09.40-10.00	<b>Evaggelia MANOUSELI (Greece), Ioannis SPANTIDAKIS, Despoina VASARMIDOU</b> “Δεξιότητες Πρόσληψης Ακαδημαϊκών Άρθρων: Η περίπτωση των φοιτητών και φοιτητριών του Π.Τ.Δ.Ε. του Π.Κ.”	
10.00-10.20	<b>Emilia Karantzouli (Greece)</b> “Το Ψηφιακό Θέατρο (Digital Drama) στην Εκπαίδευση ως μέσο για την καλλιέργεια του Ψηφιακού Γραμματισμού”	
10.20-10.30	Q&A	

## Wednesday, 26<sup>th</sup> June 2024

<b>09.00 -10.30</b>	<b>Imperial 5</b>	<b>ORAL SESSION 43 - Digital Literacy</b> <b>Chair: Maria AMPARTZAKI</b>
	09.00-09.20	<b>Maria AMPARTZAKI (Greece)</b> “Encouraging the development of multiliteracies, including digital literacy, among young children using mobile devices”
	09.20-09.40	<b>Maria PAPADOPOULOU (Greece), Katerina MAKRI</b> “Between home and school: young children’s digital and traditional early literacy practices”
	09.40-10.00	<b>Marine ANDRÉ (Belgium), Juliette RENAUD, Patricia SCHILLINGS, Virginie DUPONT</b> “Reading in the digital era: performance and avenues for change in France and French-speaking Belgium”
	10.00-10.10	Q&A
	<b>Athina 2</b>	<b>ORAL SESSION 44 (In Greek) - Effective Literacy Instruction</b> <b>Chair: Despoina VASARMIDOU</b>
	09.00-09.20	<b>Despoina VASARMIDOU (Greece)</b> “Συνεργατική διδασκαλία της παραγωγής επιχειρηματολογικού κειμένου vs διαφοροποιημένης ως προς τους τύπους νοημοσύνης διδασκαλίας”
	09.20-09.40	<b>Asimina AGGELIDOU (Greece), Dimitra KATSAROU</b> “Διαφορές στη μορφοσύνταξη μεταξύ μαθητών με ΔΕΠΥ και μαθητών με αυτισμό υψηλής λειτουργικότητας πρωτοσχολικής ηλικίας”
	09.40-10.00	<b>Iliana ERRERA (Greece), Ifigeneia VAMVAKIDOU</b> “Ιστορικός γραμματισμός και πολυγλωσσισμοί στο Εβραϊκό Μουσείο Θεσσαλονίκης”
	10.00-10.20	<b>Charitini LINARDATOU (Greece)</b> “Πολυτροπικότητα και Δημιουργική Θεατρική Γραφή ως βιωματική πρακτική του Γλωσσικού Γραμματισμού σε Σχολείο Δεύτερης Ευκαιρίας (Σ.Δ.Ε): Το θέατρο Forum”
	10.20-10.30	Q&A
	<b>Athina 3</b>	<b>WORKSHOP 13 - Effective Literacy Instruction</b>
	09.00-10.30	<b>Christopher GRAS (United States of America), Constance LEONARD</b> “Unlocking the Multilingual Reader: Strategies for Cultivating Proficiency”
	10.30-11.00	<b>Coffee Break - Lobby Imperial Hall &amp; Athina Hall</b>



## Wednesday, 26<sup>th</sup> June 2024

11.00 -12.30	<b>Imperial 1</b>	<b>ORAL SESSION 45 - Effective Literacy Instruction</b> <b>Chair: Danielle DENNIS</b>
	11.00-11.20	
	11.20-11.40	<b>Julia KARA-SOTERIOU (United States of America)</b> “Teasing out the confusions surrounding the Science of Reading”
	11.40-12.00	<b>Mehmet Baki KARAHAN (Ireland)</b> “Reading interventions for struggling readers in Northern Ireland primary schools”
	12.00-12.20	<b>Alyson SIMPSON (Australia)</b> “Examining teacher reader identity in ITE: Encouraging equitable provision of literacy instruction through reading for pleasure”
	12.20-12.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 46 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: Hellen VRETUDAKI</b>
	11.00-11.20	<b>Hellen VRETUDAKI (Greece), Panagiota ALEXIOU, Maria KYPRIOTAKI</b> “Using family photos to improve low-income preschoolers’ personal narrative skills”
	11.20-11.40	<b>Rebecca WOODARD (United States of America), Amanda R. DIAZ, Nathan C. PHILLIPS, Maria VARELAS, Rachele TSACHOR, Ronan ROCK, Rebecca KOTLER</b> “Moving Meaning in Science: Children's Transduction Across Modes”
	11.40-12.00	<b>Laura Maria SCHMIDT (Germany)</b> “What Institutionalism can tell us about different Dyslexia Support Systems”
	12.00-12.20	<b>Aimee COLE (United Kingdom)</b> “Supporting diversity through the school library”
	12.20-12.30	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 47 (In Greek) - Literacy in the Early Years (0-12)</b> <b>Chair: Athanasios AIDINIS</b>
	11.00-11.20	<b>Irini PAPANASTASATOU (Greece), Efthimia PENDERI</b> “Διερεύνηση της επίδρασης των πρακτικών των γονέων παιδιών προσχολικής ηλικίας στις ικανότητες που σχετίζονται με τον γραμματισμό”
	11.20-11.40	<b>Ifigeneia VAMVAKIDOU, Tatiana ALTINI (Greece)</b> “Ιστορικός, κριτικός και σχεδιαστικός γραμματισμός στο νηπιαγωγείο”
	11.40-12.00	<b>Irini PAPANASTASATOU (Greece), Efthimia PENDERI</b> “Η επίδραση στις ικανότητες που σχετίζονται με τον γραμματισμό παιδιών προσχολικής ηλικίας ενός κοινωνικοπαιδαγωγικού προγράμματος για τη συνεργασία οικογένειας - νηπιαγωγείου – κοινότητας”
	12.00-12.20	<b>Apostolia KOSTA (Greece), Athanasios AIDINIS</b> “Οι γνώσεις και οι διδακτικές πρακτικές των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης για την παραγωγή γραπτών κειμένων”
	12.20-12.30	Q&A

## Wednesday, 26<sup>th</sup> June 2024

11.00 -12.30	<b>Imperial 4</b>	<b>WORKSHOP 14 - Digital Literacy</b>
	11.00-12.30	<b>Lisa ZAWILINSKI (United States of America), Laurie HENRY, Jessica CLARK</b> “Generative Artificial Intelligence in Literacy Instruction: A facilitated exploration of potentiality and challenges”
	<b>Imperial 5</b>	<b>SYMPOSIUM 14 (In French) - Inclusive Practices in Literacy for Diverse Learners</b>
	11.00-12.30	<b>France DUBE (Canada), Chantal OUELLET, France DUFOUR</b> “Accompagner et former à l’enseignement de la littératie à des apprenants en difficulté”
	<b>Athina 1</b>	<b>ORAL SESSION 48 - Inclusive Practices in Literacy for Diverse Learners</b> <b>Chair: George MANOLITSIS</b>
	11.00-11.20	<b>Katerina KORAKAKI (Greece), George MANOLITSIS</b> “Early language and literacy skills as predictors of receiving learning difficulties diagnosis and remediation in elementary school: A retrospective longitudinal study in children at risk for reading difficulties in Kindergarten”
	11.20-11.40	<b>Dara HILL (United States of America)</b> “Conceptualizing Culturally Sustaining Literacy Assessment and Instruction for Language Minority Youth”
	11.40-12.00	<b>Kathrina O'CONNELL (United States of America), Sonia O'BRYAN</b> “Literacy for All: Rural Response to Representative Texts”
	12.00-12.10	Q&A
	<b>Athina 2</b>	<b>SYMPOSIUM 15 - Digital Literacy</b>
	11.00-12.30	<b>Stavroula KONTOVOURKI (Chair) (Cyprus), Evie POYIADJI, Marina GEORGIU MORIA, Magdaline MICHAEL</b> “Blurring the Boundaries of School Literacy: Space and Digitality in Elementary School Classrooms”
	<b>Athina 3</b>	<b>WORKSHOP 15 - Effective Literacy Instruction</b>
	11.00-12.30	<b>Kristin REARDEN, Amy BROEMMEL (United States of America)</b> “Developing Disciplinary Literacy Through High-Quality Science Picture Books”
12.30-14.00	<b>Lunch Break</b>	

## Wednesday, 26<sup>th</sup> June 2024

	<b>Imperial 1</b>	<b>ORAL SESSION 49 (In Greek)</b> Chair: <b>Vasia TSAMI</b>
	14.00-14.20	<b>Vasia TSAMI (Greece), Eirini SKOURA, Argiris ARCHAKIS</b> “Στάσεις εκπαιδευτικών προς την κριτική διδακτική αξιοποίηση κειμένων ρευστού ρατσισμού: Μια πιλοτική έρευνα”
	14.20-14.40	<b>Vasia TSAMI (Greece), Nikoletta PANAGAKI, Kyriakoula TZORTZATOU</b> “Ρευστός ρατσισμός στο κοινοβούλιο: Μια κριτική διδακτική πρόταση στο πλαίσιο των πολυγραμματισμών”
	14.40-15.00	<b>Styliani Maria PLATSA (Greece), Georgia FOTIADOU</b> “Διδασκαλία Γλώσσας: Μαρτυρίες Εκπαιδευτικών και Ενδείξεις από το πεδίο”
	15.00-15.20	<b>Despoina VASARMIDOU (Greece)</b> “Ενίσχυση του επιστημονικού γραμματισμού μέσω των δεξιοτήτων αναγνωστικής κατανόησης”
	15.20-15.30	Q&A
	<b>Imperial 2</b>	<b>ORAL SESSION 50 - Inclusive Practices in Literacy for Diverse Learners</b> Chair: <b>Samantha GARCIA</b>
	14.00-14.20	<b>Samantha GARCIA, Celeste MORENO (United States of America), Bella ESQUENAZI</b> “Stem and literacy integration into the academic curriculum”
	14.20-14.40	<b>Bella ESQUENAZI (United States of America), Samantha GARCIA, Celeste MORENO</b> “Integrating STEM and Literacy through Culturally Relevant Children’s Literature”
	14.40-15.00	<b>Veera KIVIJÄRVI (Finland)</b> “Teachers’ Perceptions of Literature-based practices with Primary School Students in Finland”
	15.00-15.10	Q&A
	<b>Imperial 3</b>	<b>ORAL SESSION 51 - Literacy in the Early Years (0-12)</b> Chair: <b>Evanthia SYNODI</b>
	14.00-14.20	<b>Evanthia SYNODI (Greece)</b> “Literacy in the early childhood curricula of Finland and Greece”
	14.20-14.40	<b>Efthymia PENDERI (Greece), Elissavet CHLAPANA</b> “The development of literacy in the new Curriculum of preschool education: Socio-pedagogical implications and practical applications”
	14.40-15.00	<b>Athina NTOULIA (Greece), Popi KASSOTAKI-PSAROUDAKI</b> “Literacy and Transition in New National Curriculum in the era of Artificial Intelligence (AI): Exploring teachers’ expectations and teaching practices from Kindergarten to Elementary Education”
	15.00-15.20	<b>Annika ÅKERBLOM (Sweden), Panagiota NASIOPOULOU</b> “Inclusive language and literacy pedagogy in Swedish ECE”
	15.20-15.30	Q&A
	<b>Imperial 4</b>	<b>ORAL SESSION 52 - Literacy Environments</b> Chair: <b>Margaret VAUGHN</b>
	14.00-14.20	<b>Margaret VAUGHN (United States of America)</b> “Contextual Understandings of Student Agency Across Policy and Practice”
	14.20-14.40	<b>Katherine BATCHELOR (United States of America), Kelli RUSHEK, Brady NASH</b> “Connections across modes and readers: High school students collaboratively read a multimodal, interactive narrative”
	14.40-15.00	<b>Anezka KUZMICOVA (Czech Republic), Marketa SUPA</b> “Children’s affective engagement with nonfiction: a holistic interview design”
	15.00-15.10	Q&A

14.00 -15.30

## Wednesday, 26<sup>th</sup> June 2024

14.00 -15.30	<b>Imperial 5</b>	<b>ORAL SESSION 53 (In French) - Effective Literacy Instruction</b> Chair: Jean-François BOUTIN
	14.00-14.20	<b>Jean-François BOUTIN (Canada), Virginie MARTEL</b> “Pour, avec et dans la classe: la cocréation avec des cochercheur.es enseignant.es de dispositifs didactique favorisant le développement de compétences de littératie numérique des élèves”
	14.20-14.30	Q&A
	<b>Athina1</b>	<b>WORKSHOP 16 - Inclusive Practices in Literacy for Diverse Learners</b>
	14.00 -15.30	<b>Marjorie MADDEN (United States of America), Valarie LEE</b> “Exploring the Interplay Between Culture, Literacy, and Empathy: Nurturing Understanding in a Diverse World”
	<b>Athina2</b>	<b>WORKSHOP 17- Literacy Environments</b>
	14.00 -15.30	<b>Enrique PUIG (United States of America), Mary LITTLE, Elsie OLAN</b> “Multi-Tiered Systems of Support for Effective Transdisciplinary Literacy Environments”
	<b>Athina 3</b>	<b>WORKSHOPS 18 &amp; 19 - Digital Literacy</b>
	14.00-14.45	
14.45-15.30	<b>April NIEMELA (United States of America)</b> “Developing digital literacy through creative design”	
15.30-17.00	Chair: Zoi A. Traga Philippakos, Board Member of the International Literacy Association  Keynote Address <b>Kate CAIN</b> , Lancaster University, UK “Children’s reading comprehension: Beyond decoding”  Invitation for the 24th European Conference on Literacy – Closing	
		Imperial 1

## Thursday, 27<sup>th</sup> June 2024

09.00-18.30	<b>Additional Program June 27th</b> - Visit to the Palace of Knossos and the Archaeological Museum of Heraklion - Visit to the Cave of Agia Sofia (Santa Sophia) and for swimming at Elafonissi
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## Poster Session

Tuesday, 25 <sup>th</sup> June 2024	
16.30-17.30 Lobby Imperial Hall	
P1	<b>Deb PRYKANOWSKI, Kindel NASH (United States of America), Peijuan CAU, Ashley PENNELL, Rebecca JORDAN, Woodrowt TRATHEN, Aftynne CHEEK, Mackenzi PUCCI, Caroline JOHNSON</b> "Early literacy instructional practices in English-speaking classrooms, 2006-2023: A systematic literature review"
P2	<b>Marjo-Riina SIRÉN (Finland), Kari NISSINEN, Sari SULKUNEN</b> "Critical Literacy in the PISA 2018 Reading Literacy Assessment"
P3	<b>Eleni NIKOLOUDAKI (Greece)</b> "Supporting parents and children to recognize and work on story structure elements"
P4	<b>Xiaoming LIU (United States of America)</b> "Integration of computational thinking in literacy teaching and learning"
P5	<b>Meeli PANDIS (Estonia)</b> "The 6th Baltic Sea Conference Tallinn, Estonia, October 2025"
P6	<b>Symeon PAPADOPOULOS DELOGLOU (Greece)</b> "Δίγλωσσοι έφηβοι στον ψηφιακό κόσμο: Διερεύνηση πρακτικών γραμματισμού σε online περιβάλλοντα"
P7	<b>Kristina ČUNOVIĆ (Croatia), Anita MALKOČ BIŠČAN</b> "Center for Encouraging Early Literacy in the public library"
P8	<b>Cosmina Simona LUNGOCI (Romania), Flavia BARBONI, Mihaela MIHALACHE, Maria VALSAN</b> "Le rôle des activités de rattrapage dans le développement de l'alphabétisation émergente à l'école primaire"
P9	<b>Sarantos KAPIDAKIS, Eugenia PAPADOPOULOU (Greece)</b> "Παρουσίαση θησαυρού MetalleiaLavriou"
P10	
P11	<b>Brigita PRAPROTNİK (Slovenia), Ksenija BRAČIČ BRAČKO</b> "Learning about EU for children"

- The welcome reception and the coffee breaks are included in the registration fee.
- Lunches are not included in the registration fee. It was required to make pre-booking and pre-payment until the 10<sup>th</sup> of June the latest.
- For the conference dinner and excursions, it is also required pre-booking and pre-payment.

## Abstracts Oral Presentations

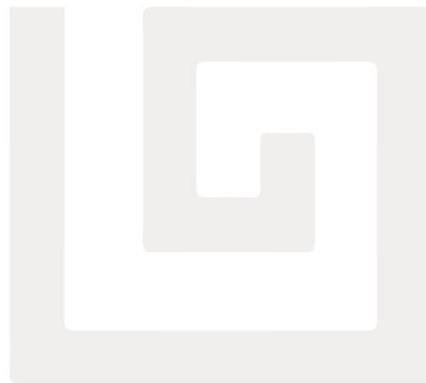
### ORAL SESSION 1 Literacy in the Early Years (0-12)

#### **The development of literacy in daycares**

**Kreza Maria**

University of Crete

Research shows that it is important to help young children to develop literacy skills, knowledge and attitudes in the first years of their life. Concerning preschool educators' practices related to literacy, most research focuses on practices in kindergarten attended by children under 4-5 years old. A great number of young children attend daycares before they go to kindergarten. However, there are very few data concerning literacy in daycares attended by children under 4 years old and most of them focus only on storybook reading. The aim of our study is to explore the literacy practices that preschool educators implement in daycares. More specifically, in this research we explore the activities they implement targeting the development of literacy skills, knowledge and attitudes and their learning goals concerning literacy. Moreover, the aim of this study is to examine preschool educators' views about literacy skills, knowledge and attitudes that young children should develop in daycares, before they attend kindergarten. The sample consisted of 50 preschool educators working in daycares in different regions of Greece. Data were collected via an online questionnaire and a quantitative analysis was performed. It was found that preschool educators implement a variety of literacy practices in daycares, and storybook reading is the activity that all educators implement. Data analysis is still in progress.



## ORAL SESSION 1 Literacy in the Early Years (0-12)

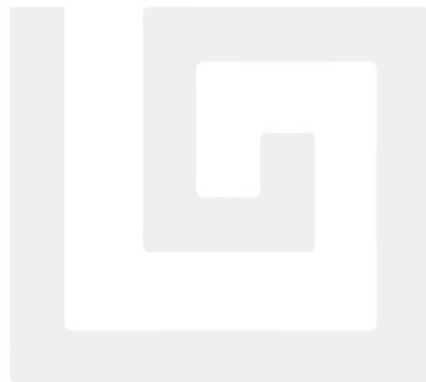
### **Eco-literacy: children's non-fiction literature and the ecological pact**

**Mascia Tiziana<sup>1</sup>, Wilson Mairin<sup>2</sup>**

<sup>1</sup>University of Urbino

<sup>2</sup>Institute of Education, Dublin City University

Literacy, the foundational skill that empowers individuals to interpret the world, serves as a potent means for raising ecological consciousness. Through the lens of literature, it offers readers the opportunity to explore complex environmental themes, fostering deeper understanding and empathy. What stories do we need to increase young people's consciousness about the multitude of issues affecting our planet, enabling responsible, nature- and environment-friendly behavior? The climate emergency has significantly influenced literature, with an increasing number of writers today nurturing the growth of the children's literature strand dedicated to the theme of ecology. This presentation will explore - along different analytical trajectories - some elements of recent children's literature productions that influence the educational potential of non-fiction children's literature in promoting eco-literacy. These aspects include engaging narrative styles; an enhanced focus on the visual components of a book; active participation of children in the environmental discourse; and the ability to stimulate social action (Mascia, 2023). Thus, non-fiction storytelling goes beyond traditional information-sharing, highlighting an emotional dimension that promotes critical thinking, (Sanders, 2018), ecological awareness, and positive environmental actions (Todaro & Mascia, 2022).



## ORAL SESSION 1 Literacy in the Early Years (0-12)

### **Informational books at kindergarten: preschool teachers change their practices**

**Papadimitriou Katerina, Stellakis Nektarios**

University of Patras

Informational books as a distinct kind of books are highlighted in much research for their impact to preschool children. Their features, such as scientific knowledge, academic language, complex syntactic forms, technical-special vocabulary, and multimodal text provide preschoolers with many possibilities. They give them the chance to gain knowledge about the world around them, to expand their literacy experiences and to develop their critical and academic thinking. However, recent research mention that the time that preschool teachers choose to dispose to informational books reading is in comparison much less than this one to fiction books. In this paper we present action research which was held with Greek preschool teachers regarding informational books. Data were collected through various ways (semi-structured interviews, photos, field notes, dialogue with children etc.) as action research requires. The results indicated that, although at the beginning of action research the participants had a puzzlement regarding informational books and their use at kindergarten classrooms, in the end they could use them easier and with more confidence, ready to change their practices and their classrooms' libraries' content.





## ORAL SESSION 2 Effective Literacy Instruction

### Critical literacy as a tool for the perception and teaching of dialectal variation

Tzakosta Marina<sup>1</sup>, Maniatis Nikolaos<sup>2</sup>

<sup>1</sup>University of Crete

<sup>2</sup>Hellenic Open University

Critical literacy is considered to be an effective approach for the understanding of covered text messages, in particular, and language teaching, in general, because it makes good use of peoples' cultural knowledge (Freire 1993, Luke 1995). In our paper we present the axes and outcomes of a program focused on the teaching of Greek dialectal/language variants. The program was addressed to a group of 39 11-12 years old pupils (experimental group) of a private school in Athens, not exposed to dialects before. Using folk stories written in dialectal speech, the participants a) were familiarized with aspects of local history and the grammatical characteristics of various Greek dialects, and b) were asked to reflect on and make proposals regarding the teaching of dialectal variants. With the support of their language instructor pupils designed holistic/interactive language activities, including posters, ppt presentations, short films, theatrical plays, interviews of dialectal speakers, reflections techniques. Then, the participants – together with a control group of 32 pupils who had not participated in the program – were required to fill in a questionnaire which imprinted their attitudes regarding the necessity for the inclusion of dialects in language teaching. The data revealed that the experimental group, as opposed to the control group, developed very clear and structured ideas regarding the necessity for the inclusion of dialects in language teaching, the “do s” and “don’t s” of language use, the contribution of dialectal/ language identity to the formation of personal identity (Cummins 2005).



## ORAL SESSION 2 Effective Literacy Instruction

### Seizing a ray of Vermeer's light the interplay between image and language in meaning-making

Bouziou Angeliki

9th Primary School of Corfu

Young people seeking a future abroad will be confronted with numerous media and concepts as they try to survive in diverse environments. The development of multiple literacies (linguistic, audiovisual, tactile, emotional, gestural, spatial) can provide the basis for creativity, autonomy, agency. This paper presents a scheme applied in a Greek primary school within an English as a Foreign Language (EFL) course, highlighting image potential in meaning-making. Project goals included collaboration, ingenuity, critical thinking, responsibility. Participants engaged in blended knowledge processes (experiencing, conceptualising, analysing, applying), indulged in topics related to background or learning style through tasks that combined pleasure and interaction. Fifth/sixth graders corresponded with foreign peers, delved into input, sought further information, became acquainted with art, juxtaposed angles, empathised with people, questioned relationships, transformed data, reacted to injustice. By discovering cultural perspectives, contrasting values and features, pupils opened doors to understanding international characteristics, promoting intercultural competence. Outcomes suggest that multifaceted knowledge expansion can help future citizens face 21st century challenges. School practices in Greece need to be redesigned so that learners can convert encounters into skills, beliefs into stances. A ray of Vermeer's light stands forth to inspire us.



## ORAL SESSION 2 Effective Literacy Instruction

### Teaching L2 spelling in primary school – Evaluating effective spelling instruction programmes

Mlakar Heike<sup>1</sup>, Hirst-Plein Joanna<sup>1</sup>, Koch Martin<sup>2</sup>

<sup>1</sup>University of Hildesheim

<sup>2</sup>University of Wuerzburg

The study highlights the significant role of L2 spelling and explored the effectiveness of three different literacy intervention programmes on young English language learners' second language (L2) spelling proficiency. Moreover, the focus of our investigation was to identify and analyse the most common types of spelling errors and to examine cross-linguistic influence. Participants of the study (N = 75) were grade 3 and grade 4 ELLs with German as their L1 from two primary schools in Germany. Over a two-year period, children received either (a) phonics, (b) whole word or (c) combined instruction when learning to read and spell in L2 English. The study employed a longitudinal design with measures of L2 spelling, reading, linguistic and cognitive skills. Results indicate that there were no significant group differences on real word or pseudoword spelling accuracy, but phonics instruction led to better L2 vocabulary knowledge while combined instruction appeared to increase children's L2 reading rate. Additionally, young learners' L2 misspellings were subjected to error analyses across two metrics: phonological and orthographic errors. Groups differed significantly in the types of errors learners made. Phonological errors were predominant in all three groups, but the fewest phonological and L1 interference errors were made in the phonics group.



## ORAL SESSION 2 Effective Literacy Instruction

### **Multiliteracies and language teaching in primary school: Teachers' attitudes and practices**

**Lampropoulou Georgia, Manoli Peggy, Ifanti Amalia**

University of Patras

Technology evolution, globalization, and people's transnational movement contributed to the literacy redefinition putting under scrutiny traditional literacy practices that rely solely on language. Simultaneously, research highlighted the importance of integrating multiliteracies into pedagogical practices. The study aimed to qualitatively approach 10 primary school teachers' attitudes, practices, and challenges regarding the use of multiliteracies in language teaching in the Achaia region. The research data were collected through classroom observations and semi-structured interviews and analyzed through thematic content analysis. According to the research findings, although teachers seemed to use some multimodal practices and did their best to enhance their students' literacy skills, they were not actually familiar with the rationale and content of the pedagogy of Multiliteracies. The findings highlight the importance of appropriate teacher development programs oriented to teaching practice with the aim to render educators more knowledgeable and confident in implementing inclusive methods to meet their students' diverse needs.



## ORAL SESSION 3 Inclusive Practices in Literacy for Diverse Learners

### **Developing linguistically sensitive and responsive educators in initial teacher education**

**Mozenter Suki**

University Of Minnesota Duluth

While student populations may be increasingly multilingual, teachers often reflect their national, monolingual habitus. The LISTIAC project, co-funded by Erasmus+ and the European Commission, found that initial teacher education (ITE) must support teacher candidates in becoming linguistically sensitive and responsive educators. While there is much research focused on ITE instructional practices to support multilingual learners' literacies development, there is a need for research on how to develop the dispositions central to becoming linguistically sensitive and responsive educators. In this paper, I present findings from a self-study on engaging monolingual pre-service teachers in recognizing their own linguistic biases and working to redress them. The study focused on three critical engagements: application of Yosso's (2005) framework of community cultural wealth to their own community and to that represented in a documentary focused on a multilingual student; self and group reflection on watching a video in an unfamiliar language; and linguistic analysis of a classroom interaction. Through analysis of students' work and observations of classroom discussions, I found that a combination of critical self reflection and other-focused reflection supported the development of pre-service teachers' dispositions to becoming linguistically sensitive and responsive educators.



## ORAL SESSION 3 Inclusive Practices in Literacy for Diverse Learners

### **Exploring the validity of reading comprehension models in children with Specific Learning Difficulties and Typical Development**

**Kritsotakis Georgios<sup>1</sup>, Morfidi Eleni<sup>2</sup>**

<sup>1</sup>Greek Ministry of Education, Religious Affairs and Sports

<sup>2</sup> University of Ioannina

The ability to adequately understand the literal and implicit meaning of text is based on the interplay between broader oral language (The Simple View of Reading, Gough & Tunmer, 1986) and pragmatic competence (Cognitive Foundations Framework, Tunmer & Hoover, 2019). Syntactic and discourse skills which include pragmatic knowledge, are incorporated into the “triangle model” for the purpose to explicate the features underpinning reading comprehension (RC) (Triangle Model Extended, Bishop & Snowling, 2004). Structural language skills such as vocabulary and morphosyntax are pivotal for effectively interpreting written text, operating as an interface between word identification (e.g., decoding and orthography) and comprehension systems (e.g., inferences, sentence parsing and comprehension monitoring) (Reading Systems Framework, Perfetti & Stafura, 2014). Moreover, fundamental language skills predict RC not only directly but indirectly through listening comprehension (direct and indirect effects model of reading, Kim, 2020). These factors have to be taken into account when constructing a model for the explanation of potential strengths and weaknesses in RC development. To support the validity of the aforementioned theoretical approaches, empirical evidence is provided by a study aiming to investigate the RC profile of children with Specific Learning Difficulties (SLD), compared to typically developing (TD) peers. The findings showed that SLD students had RC difficulties and impaired language skills. Differential linguistic predictors explained individual differences in RC across groups. Implications for educational assessment and interventions practices are discussed.



## ORAL SESSION 3 Inclusive Practices in Literacy for Diverse Learners

### Reading and language in one

**Vučajnk Tatjana**

University Of Klagenfurt

Promoting fiction reading in the Slovene bilingual area of Austria, where Slovene is the second official regional language and its language level ranges from basic users to effective users, poses several challenges for the teacher of Slovene. Due to the nature of lessons and the curriculum in the primary school the inclusion of fictional texts in the lesson is rare. The biggest issue is, how to sensitise and appeal to pupils so that the reading of fiction book is cognitively and linguistically relevant to their cultural environment. It is also important who the teacher or language carrier of the Slovene is, because he or she also reads with the pupils who attend the primary school. Some pupils do not speak Slovene anymore but they have a very positive attitude towards the Slovene or multilingualism. The approach we are developing involves reading fictional texts within the family, with a particular focus on original contemporary Slovenian literary texts, and the whole family, including those who do not understand Slovene or not enough to follow the text. The choice of texts is crucial here, as it must not cognitively underestimate the learner. The linguistic structures in the fictional text itself must also appeal to both sides.



## ORAL SESSION 4 Lifelong Development of Literacy Skills

### **The reading-writing connection: literacy learning among young adults learning English as a second language**

**Yanilla Aquino Lalaine**

University of The Philippines

This paper focuses on esl filipino students (young adults) and how their literacy strengths and weaknesses are seen in the results of their diagnostic reading and writing tests in English.

The study discusses the insights gained from the quantitative and qualitative analyses of the data: good reading materials have familiar content with novel information, straightforward style of writing, recognizable vocabulary, and manageable concept load; instruction must focus on enhancing inferential and interpretative reading comprehension, so students are able to write effectively; vocabulary knowledge is a good predictor of good readers/writers; awareness of the craft of writing is a good indicator of good readers/writers.





## ORAL SESSION 4 Lifelong Development of Literacy Skills

### **The development of the Polish Adult Reading Comprehension Test**

**Chyl Katarzyna, Pokropek Artur, Sitek Michał**

Educational Research Institute

While 18% of Polish adults struggle with reading comprehension, as shown by PIAAC 2012, we still don't have any standardized assessments. The first goal of our study is to create a test, using everyday life reading materials (e.g. food labels, advertisements, instructions), and simple factual and inferential multiple-choice questions. To investigate the links between reading skills and their literature-based correlates, we also included the measurement of decoding skills, and background measures of socioeconomic status, reading-related habits, and dyslexia. This summer, we conducted a three-phased pilot study, with cognitive labs (N=17), curated online meetings (N=29), and self-paced online assessments (N=102). Using the missing-by-design protocol and Item Response Theory analytical approach, we selected booklets (reading materials + question sets) with the best parameters, which were relatively easy, differentiated good and poor comprehenders, and were independent of the prior knowledge of respondents. This autumn, we will collect data from a larger sample of adults with different educational and socioeconomic backgrounds (N=450) and establish norms for the new reading comprehension test. During my talk, I will discuss the theoretical background of test development, the methodological challenges we faced, the results from the main study, and some plans for the future.



## ORAL SESSION 4 Lifelong Development of Literacy Skills

### **Discussing Textbook Reading Strategies with College Readers: An Eye-Movement Think-Aloud Study**

**Paulson Eric<sup>1</sup>, Holschuh Jodi<sup>1</sup>, Lampi Jodi<sup>2</sup>**

<sup>1</sup>Texas State University

<sup>2</sup>Northern Illinois University

This presentation focuses on the thought-provoking voices of college readers as they discovered and articulated their reading processes using recordings of their own eye movements made while reading textbooks as a discussion stimulus. Academic reading struggles are a longstanding concern at the postsecondary level (Stahl & King, 2018) and there is a need to learn more about how to support college students' academic reading development, including understanding students' self-regulation in textbook reading strategy choice and use (Mulcahy-Ernt & Caverly, 2018; Zimmerman, 1986). To observe readers using strategies in real time and to understand how they use their chosen strategies, we used a combination of methods, including a textbook reading strategy inventory, eye-movement recordings of participants reading textbook excerpts, and think-aloud sessions in which participants viewed their own eye-movement recordings and used them as a stimulus to engage in a structured retrospective think-aloud about their reading. Findings include participants' discoveries about the reading strategies they identified themselves using, discrepancies in their assumptions about which reading strategies they actually employed, and the interesting decisions they used to navigate these textbook excerpts.



## ORAL SESSION 4 Lifelong Development of Literacy Skills

### **Disciplinary literacy: foreign language reading strategies used in reading print and digital texts for academic purposes**

**Bojović Milevica**

University of Kragujevac

The study explores the concepts of disciplinary literacy in English as a foreign language (EFL) in biotechnology engineering. Literacy practices are focused on the reading strategies used when reading printed and digital English texts. The different natures and challenges of printed and digital texts are presented.

The participants are undergraduate biotechnology engineering students learning EFL. The instruments used include Background Information Questionnaire, Inventory of Reading Strategies, and Online Survey of Reading Strategies.

The obtained results demonstrate that the most common EFL reading strategies used in printed format and online include: maintaining focus when losing concentration, paying closer attention to what is read, and reading slowly and carefully to understand the text better. The differences regarding the strategies used in reading printed and digital texts are also recorded. Noting the text organization and background knowledge use in understanding the text are the other two most prominent reading strategies of printed formats. Moreover, most students also rely on translating English text into their native tongue while reading online. Reading strategy use is significantly higher in reading digital texts than texts in paper format.



## ORAL SESSION 5 Literacy Environments

### Augmenting Maths Learning through Literature

**Kovacs Maria, Vacaretu Ariana-Stanca**

Asociatia LSDGC Romania

Teaching highschool mathematics does not readily bring to mind using fiction as text for learning. This presentation will nonetheless show how learning of maths meets literature to augment students' disciplinary literacy skills. Ninth-grade students were assigned "The Housekeeper and the Professor" to read and solve tasks that require understanding of the math presented in the short novel and a number of concepts that are part of the mathematics curriculum. Triangular numbers, prime numbers, irrational numbers, perfect numbers, etc. are to be explored and grasped much beyond the purely mathematical definition. The presentation will share ways of assessing students' mathematical competences as well as literacy competences, with a focus on numbers and written production. An example of a set of rubrics for assessing the students' above-mentioned competences will be presented and the performance of a group of over 20 students will be discussed.



## ORAL SESSION 5 Literacy Environments

### English and Science: A Perfect Match for Literacy Development?

Roberts Jennifer, Kerr Karen

Queen's University Belfast

This paper builds on models of co-teaching for developing literacy in post primary schools (Kerr, 2019). The study took place in initial teacher education and paired English and Science teachers together for placement. Student teachers were asked to teach a series of lessons on sustainability with a focus on language, media and literacy. This was a mixed methods study and quantitative data, in the form of pre- and post-tests, was collected alongside focus groups and interviews. Three schools took place in the study with almost 70 pupils.

Findings showed that integrating Science and English lessons allowed students to develop a range of literacy skills. Students reported that the lessons felt more applicable to their life, they were able to understand key literacy concepts in real-life scenarios and develop a range of literacy skills. Interestingly, findings show that some student teachers found it difficult to balance this type of co-teaching model in terms of content and choosing resources was a key component of success. Schools reported increased enjoyment in literacy lessons, increased understanding of newspaper and non-fiction texts and increased awareness of language across subjects.



## ORAL SESSION 5 Literacy Environments

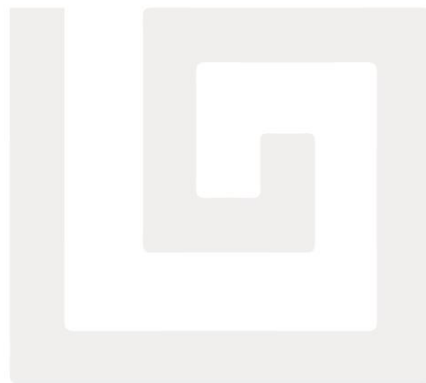
### **An Analysis of Comprehension Strategies and Visuals within Grade 6-8 Science Textbooks in the United States**

**Beerwinkle Andrea<sup>1</sup>, Nelson Chellie<sup>2</sup>**

<sup>1</sup>Sam Houston State University

<sup>2</sup>Texas A&M University

This session shares an analysis of comprehension strategies in two science textbook series for grades 6, 7, and 8. The literacy environment can be seen as an interdependent triad of learning goals, instructional materials, and students (Gannaway, 1980). The interdependence of the triad suggests characteristics students bring to the environment (i.e., reading comprehension levels and understanding of visuals) interact with characteristics of the instructional materials being used to impact goals set for the literacy environment. Understanding literacy elements in textbooks improves understanding of the literacy environment. Two textbook series used within general science courses in the United States were analyzed the frequency of and instruction in comprehension strategies used in during-reading activities. Analysis revealed comprehension monitoring, graphic organizers, and question answering were the most frequently used comprehension strategies. However, there was a lack of instruction in those strategies. Middle school students (i.e., grades 6, 7, and 8) are struggling with science achievement and reading comprehension resulting in students lacking the reading comprehension strategies needed to learn the science content presented in their classrooms. Findings from this study point to the need for educators to critically examine how instructional materials are impacting the goals of the literacy environment across content areas.



## ORAL SESSION 5 Literacy Environments

### Picturebook reading and writing in climate change inquiries

Oberman Rowan

Dublin City University

Picturebooks are recognised as effective, inclusive and practical resources for integrating social themes into curriculum areas including literacy (Short, 2018; Arizpe et al., 2014). Their multimodality and playfulness supports affective and cognitive engagement with difficult content (Haynes and Murriss, 2012). One approach to using picturebooks across the curriculum is inquiry. Philosophy for children approaches have explored the use of picturebooks as stimuli for class philosophical inquiries (Khosronejad & Shokrollahzadeh, 2020). To a lesser extent picturebook-use has also been promoted in critical-literacy inquiry practices. This paper reports on a design-based study exploring the use of picturebooks in an inquiry-based climate change education programme with children aged ten to 12 years. The study involved the progressive refinement, over three iterations, of a programme of 11-12 lessons involving picturebook reading and writing. This paper presents the model of inquiry, developed through the study, which integrates climate change learning with picturebook scholarship. It uses picturebook narratives as shared contexts through which to explore social, ethical and scientific aspects of climate change. The use of picturebooks was found in particular to influence children's affective responses to the inquiries, seen to alleviate the difficult emotions associated with climate change by providing creative and cathartic experiences.



## SYMPOSIUM 1 Literacy in the Early Years

### **Adaptive assessment and promotion of early literacy skills with a newly designed App**

**Jungmann Tanja (Chairman)<sup>1</sup>, Yumus Melike<sup>1</sup>, Stuhr Christina<sup>2</sup>, Testa Tabea<sup>1</sup>, Meindl Marlene<sup>2</sup>, Fichtmüller Lea<sup>1</sup> Wandel Sarah-Theres<sup>1</sup>, Hughes Charmayne Mary Lee<sup>3</sup>**

<sup>1</sup>University of Oldenburg

<sup>2</sup>University of Rostock

<sup>3</sup>Technical University of Berlin

Early literacy skills are important predictors for reading and writing acquisition. Identification of children at risk form the basis for offering adaptive learning opportunities before school entrance.

First, we present results on the psychometric properties of the newly developed tablet-based tool EuLeApp©. It allows to assess concepts of print, print, word, and phonological awareness, alphabet knowledge, and narrative skills.

Second, we present data on the capacity of the EuLeApp© to distinguish between different latent early literacy profiles and the influence of age, gender, and early language abilities on these profiles. Questions of stability and change over time are addressed.

Third, we present data on the applicability of the EuLeApp© in first- and second graders with language impairments.

Fourth, we present the concept of a low-threshold, intervention for families with low educational background. Additionally, the participating children receive an adaptive everyday intervention on early literacy skills in day-care centres. The evaluation is conducted in a longitudinal design.

The EuleApp© offers a psychometrically sound assessment of early literacy competences, even in school children with language impairments as a basis to plan and conduct adaptive everyday activities at home and in the day-care centre to equip children with prerequisites for academic success.





## SYMPOSIUM 2 Effective Literacy Instruction

### **The promise of doctoral research for effective literacy instruction across diverse contexts**

**Finch Maida (Chairman), Porter Heather (Discussant), Cristea Haley, Davis-Slade Rebekah, Gibson Kirstin**

Salisbury University

The complexity of effective literacy instruction requires a nuanced understanding of numerous issues across diverse contexts. This symposium demonstrates the promise of doctoral students as scholarly practitioners who bring new and important perspectives to identifying and addressing complex challenges related to literacy instruction (CPED, 2022). Situated in the field, their research is informed by practical wisdom and professional skills and applies multiple frames to systematic inquiry.

We focus on pedagogy, exploring teacher perspectives and practices for advancing literacy learning across K-16 education. Presenter 1 describes a practitioner case study of an elementary teacher inquiry group studying culturally responsive literacy teaching to support students of color. Presenter 2 reports an exploratory survey of K-12 school librarians' knowledge and use of culturally responsive literacy teaching as co-literacy educators. Presenter 3 shares a descriptive case study of college instructors' understanding and implementation of multimodal literacy practices for postsecondary teaching and learning.

This research contributes to literacy scholarship because it is informed by scholars who are first practitioners and whose voices are often absent from scholarly discourse. Collectively, their inquiries amplify the importance of inclusivity in effective literacy instruction and demonstrate an applied understanding of multiliteracies (New London Group, 1996).



## ROUND TABLE 1 Effective Literacy Instruction

### **A Bilingual/Translingual Book Project with Teacher Candidates Perspectives as Authors and Illustrators in a Border Community**

**Shine Edizer Filiz<sup>1</sup>, Esquenazi Bella <sup>1</sup>, Garcia Samanrtha<sup>1</sup>, Moreno Celeste<sup>1</sup>, Hernandez Jessenia<sup>1</sup>, Villarreal Yasmine<sup>1</sup>, Edizer Melodi<sup>2</sup>**

<sup>1</sup>Texas A&M International University

<sup>2</sup>Texas State University

In a time in which high stakes testing is at the forefront of the classroom the joy of learning has not been nourished enough. Our goal was to place culturally relevant teaching at the forefront of this specific literacy course by having students create a bilingual/translingual picture book. We wanted the students to be engaged and to be able to part of an authentic meaningful culturally relevant literacy event that could in the future be applied to their own classrooms. As authors and illustrators, we were also hoping to empower, encourage and equip our students with the necessary pedagogy and to participate in a meaningful, authentic writing process. In this partnership we were intentionally invitational so that we could avoid “epistemic exclusion that hinders one’s contribution to knowledge production” (Dotson, 2014). Linguistic oppression and discrimination have had ramifications for language usage, education, identity across the border region (Christofferson, 2019). By providing an option and being purposefully invitational (Purkey, 2016) we hoped to create a culturally relevant and sustainable teaching literacy event that could be applied in future classrooms. A critical dialog will occur with the publication and the pedagogy along with the social cultural aspect of creating the bilingual/translingual books.



## ROUND TABLE 2 Effective Literacy Instruction

### A Framework for Pre-service Literacy Teacher Curricular Decision-Making

Van Wig Ann<sup>1</sup>, Peltier Marliese<sup>2</sup>, Shimek Courtney<sup>3</sup>, Bemiss Eliizabeth<sup>4</sup>, Davis Stephanie<sup>5</sup>,  
Scales Roya<sup>6</sup>

<sup>1</sup>Eastern Washington University

<sup>2</sup>Ball State University

<sup>3</sup>West Virginia University

<sup>4</sup>University of West Florida

<sup>5</sup>University of North Carolina Greensboro

<sup>6</sup>West Carolina University

Becoming a teacher of reading is a multi-faceted process. There are knowledge and skills of the components of reading, but teachers also need the ability to critically reflect and apply new information to improve student outcomes. In alignment with the conference theme of Literacy for All, this research project focused on how pre-service teachers' curricular decision-making creates opportunities to consider how decisions are enacted to improve literacy outcomes for all students.

In this multi-university project, a common assignment was provided to elementary literacy teachers. As data were analyzed, a framework for pre-service teacher decision-making was developed that provided a model for considering the elements that are present when curricular decisions are made. This framework has initial foundations that included, (1) how pre-service teachers use curricular materials; but also (2) how pre-service teachers become critical consumers of literacy information; and then (3) what are the informed decisions enacted using the skills and knowledge of pre-service teachers.

This round table discussion, presenters share the initial framework that outlines the process of pre-service teachers' curricular decisions. Through this interactive conversation, presenters and attendees will consider other components that capture Literacy for All within the decision-making framework.



## ORAL SESSION 6 Literacy in the Early Years (0-12)

### **Predictors of reading comprehension difficulties beyond the Simple View of Reading components in a consistent orthography**

**Kargiotidis Apostolos, Manolitsis George**

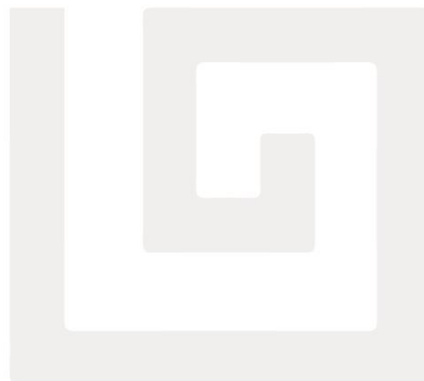
University of Crete

**Purpose:** This longitudinal study examined whether morphological awareness (MA), vocabulary (Voc), and word reading fluency (WRF) in Grade 2 would predict reading comprehension difficulties (RCD) in Grade 3, beyond the effects of listening comprehension (LC) and word decoding (WD).

**Method:** One hundred Greek children were assessed on MA, Voc, LC, WRF, and WD in Grade 2. Next, they were classified into a group with RCD (N = 39) and a typically developing group (TD; N = 61) based on whether they performed below the 25th percentile on a standardized reading comprehension measure in two time points in Grade 3 or not.

**Results:** Results from hierarchical binary logistic regression revealed that, although lower LC and WD levels predicted RCD, when MA, Voc, and WRF entered into the equation, the effect of WD was lost and RCD were predicted by lower LC, MA, and WRF levels.

**Conclusion:** These findings highlight the important role of MA and WRF as predictors of RCD beyond the effects of the Simple View of Reading components. Theoretical and practical implications will be discussed.



## ORAL SESSION 6 Literacy in the Early Years (0-12)

### **Primary school children's academic language competences - what are they related to?**

**Rank Astrid**

University of Regensburg

The mastery of academic language is important for success at school and can be explained by several variables: School variables such as teacher knowledge, family variables such as socio-economic or migration background, distal student variables such as intelligence, and proximal student variables such as content knowledge (in our case mathematics), vocabulary or reading skills.

We analyse a dataset of 570 primary school students collected at three points in time (school years). The data come from the Eva-Prim project, funded by the German Ministry of Research, and we used machine learning methods to predict students' academic language skills and to rank the most important factors. School variables had no effect. Intelligence and socio-economic background were important only at the beginning of the school career. Later schooling decoupled this effect: The comprehension of school language at the third time point as well as the production of school language in a mathematical environment are mainly explained by mathematical competence, vocabulary and reading fluency.

This means that the influence of intelligence on language skills decreases during the primary school years, while the influence of other variables increases. It is interesting that these other variables are trainable and could therefore be specifically promoted in primary school.



## ORAL SESSION 6 Literacy in the Early Years

### **Negotiating conflicting priorities in early reading education**

**Milne John, Boyask Ruth, Jackson Jayne**

Manukau Institute of Technology

Concerns about reading achievement for children and young people have led to a reignition of the “Reading Wars”. Some argue that the debate has been settled by the “science of reading”, arguing for skills-based teaching. Others argue the science associated with that view is limited in scope, not based on real-world reading, and ignores important aspects of the reading experience and what being a reader entails. As in the past, many involved have taken up a position that turns the discussion into a binary debate. We argue a need to negotiate potentially conflicting priorities for reading education by approaching children learning to read from a multi-dimensional perspective. Doing so means ensuring early reading education takes account of relational factors such as affect, enjoyment, and intrinsic motivation as well as proficiency. Developments relating to the New Zealand curriculum and our own programme of research using data from a large-scale longitudinal study will be used as a context for this discussion. The development of skill and comprehension needs to be balanced with maintaining the richness and joy that comes from the human experience of reading.



## ORAL SESSION 6 Literacy in the Early Years

### **Chinese Language Arts Curriculum Standards for Full-Day Compulsory Education: Features, Strengths, and Challenges**

Jiening Ruan<sup>1</sup>, Jin Lijun<sup>2</sup>

<sup>1</sup>University of Oklahoma

<sup>2</sup>Towson University

Given the importance of literacy to nation-building and economic development, the Chinese government has initiated multiple reforms in its language arts (Yuwen) education since the founding of the People's Republic of China (PRC) in 1949. We will provide a content analysis of the latest 2022 Yuwen Curriculum Standards for Full-Day Compulsory Education. Framed under the guiding principle of nurturing students' development of ideals, morality, ability, and responsibility across the curriculum and at all levels, the Standards aims to develop students' core competencies through active, task-based, project-based, and discovery learning that can help lead to life-long Yuwen learning. The standards promote understanding of Chinese culture and other cultures, digital and multimodal literacy, and critical thinking abilities, all of which are of critical importance to global citizens in the 21st century. We will present its key features and our analysis of the alignment between curriculum standards, instructional materials and resources, instructional practices, as well as assessment and evaluation. We will also discuss the strengths, challenges, and implications of the Standards and offer lessons for language arts education in other countries.



## ORAL SESSION 7 Effective Literacy Instruction

### **The Value of a Children’s Literature Course in Pre-service Teachers' Education**

**Van Wig Ann, Haskins Tara**

Eastern Washington University

Children’s literature creates opportunities for children to build knowledge in all content areas. Children encounter characters and story lines that offer new ways to understand situations and think deeply about alternative views. However, to get the most impact in the use of children’s literature, it takes a skilled teacher to plan and instruct.

With a needed emphasis on preparing teachers with the foundational knowledge of reading (e.g., the science of reading), other courses, such as children’s literature, have taken a diminished role. This qualitative case study investigated pre-service teacher’s perceptions of the value in completing a children’s literature course. Students were asked to create an infographic on their perceptions of the use of children’s literature in school settings, both at the beginning and end of a course. Through visual representations and open-ended statements data were analyzed to develop patterns and then codes. In alignment with the conference theme “Literacy for All,” this information helps develop new perspectives on the use of children’s literature courses in pre-service teacher education.



## ORAL SESSION 7 Effective Literacy Instruction

### **Turnitin as an instructional tool in an undergrad EFL composition class**

**Chang Carrie Yea-Huey**

Tamkang University

Turnitin, the most popular text-matching software, may be utilized for teacher's summative assessment or writer's own formative assessment. Yet, our understanding of the pros and cons of summative and formative assessment remains limited. This exploratory study, therefore, is to address this gap by aiming to understand Taiwanese undergraduate students' perceptions of Turnitin as an instructional tool in one English composition class. In particular, how Turnitin may best be utilized to deter plagiarism and to facilitate the revision in process writing. Participants are five English minors from one EFL Composition II class in Taiwan. Students will finish four take-home assignments in one semester. The first two will be submitted to Turnitin for Originality Check without informing the writers beforehand. In other words, Turnitin is used for teacher/summative assessment. As for the last two assignments, student writers will be asked to submit drafts to Turnitin for Originality Check themselves during the revision process. Namely, Turnitin is used for writer's self/formative assessment. After experiencing the two differing Turnitin-based assessments (teacher- vs. self-assessment), learner perceptions will be examined via learning logs, questionnaire, and interview. Student writing samples (i.e., drafts and revision), and Turnitin reports will also be collected and analyzed.

## ORAL SESSION 7 Effective Literacy Instruction

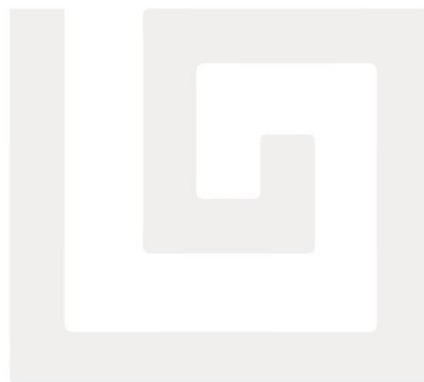
### Linking Teacher Knowledge to Practice

Ward Parsons Allison<sup>1</sup>, Parsons Seth<sup>1</sup>, Ives Samantha<sup>1</sup>, Drake Patrick Jennifer<sup>1</sup>, Mattix Foster April<sup>1</sup>, Hutchison Amy<sup>2</sup>

<sup>1</sup>George Mason University

<sup>2</sup>University of Alabama

Teachers can only teach what they themselves have learned. Researchers have recently argued that teacher knowledge is a critical element of student literacy development. Additionally, recent research has focused on improving teacher knowledge to foster student literacy development (Hudson et al., 2021). Although many global initiatives have ensured that students are increasingly exposed to high quality literacy education, little is known about how teacher knowledge informs their practice. Thus, the purpose of this paper is to present results of the design and development of a literacy teacher self-assessment tool – the Literacy Professional Learning Assessment of Needs (LitPLAN) – to measure teachers’ perceptions of their professional knowledge and related learning needs. Preliminary results suggest that teachers need ongoing professional learning opportunities to meet the demands of current research-based literacy instruction.



## ORAL SESSION 8 Inclusive Practices in Literacy for Diverse Learners

### **Reading Together: A Reading Intervention for Looked After Children**

**Roberts Jennifer**

Queen's University Belfast

Looked After Children (LAC) have consistently lower levels of achievement across all measures and the achievement gap widens as they get older. This project, delivered in association with Widening Participation, evaluated an intervention in which university students worked 1:1 with LAC to improve their reading outcomes. The project aimed to foster a love of reading and books, develop reading skills and raise aspirations for LAC in Northern Ireland. A total of 20 young people were paired with a mentor and sessions ran for one hour a week for 12 weeks, culminating in a graduation ceremony in which children were invited to the University. Results showed that students gained motivation and confidence as they progressed through the intervention. Mentors reported that young people were able to read for sustained periods of time and developed a greater awareness and understanding of what they were reading. Reading packs accompanied the sessions and participants found this was an enjoyable way to stay motivated. A graduation ceremony ensured that relationships and attachments could be managed and increased the sense of pride felt by young participants.



## ORAL SESSION 8 Inclusive Practices in Literacy for Diverse Learners

### **Transformative teachers' training for inclusive education in challenging contexts**

**Tsioli Sofia, Kitsiou Roula, Bratimou Stella, Androulakis George**

University of Thessaly

Teach4integration, is a five-year long EU-UNICEF Greece funded project aiming to address the needs of educators working with students with refugee-migrant experience in primary and secondary education. The main modules of the programme focus on differentiated teaching, interculturalism, multilingualism, rights, and arts-based practices, while emphasizing the inclusion of students with refugee experience in all school subjects (language, mathematics, physical education, foreign languages, etc.). Additionally, the project also aims at empowering educators to overcome challenges posed by the broader educational and sociopolitical context as well as those arising within their school communities (microcontext).

In this paper, we explore if and how teachers, who have already successfully completed the training and continue to work with migrant and refugee students, have transformed their practices and attitudes towards inclusive education. Different sets of data are analyzed, including corpora of essays the trainees had prepared during their training, interviews and focus groups, as well as data from educational interventions they implemented after completing the training (educational artifacts, diaries, classroom observation). Notably, the data reveal aspects of transition in their teaching practices and stances, despite the barriers they experience while working in challenging contexts due to a shifted perspective on inclusiveness.



## ORAL SESSION 8 Inclusive Practices in Literacy for Diverse Learners

### **Analysis of Picturebooks Featuring Children from Refugee Backgrounds and Their Experiences**

**Ruan Jiening, Chakrabarty Jacey, Vollmer Staci**

University Of Oklahoma

As an increasing number of refugee children enter schools in America, it is critical that teachers incorporate children’s literature that accurately reflects the identities and experiences of refugee children in their teaching. In this study, the researchers performed an extensive search for picturebooks that feature refugee children and their experiences, published after the year 2000. Fifty titles were identified. We conducted content analysis quantitatively and qualitatively. Findings reveal the picturebooks fall into three major categories: Journey stories, adjusting to new life in host countries, and informational books. Most picturebooks are journey stories depicting refugee children’s experiences before and during the flight and upon arrival at their destination. Only two are informational books. While a few of the books address the theme of struggles, racism, and injustice the children confront after they reach safety, most books address reasons for flight, physical and emotional hardship and challenges faced during the flight, and emotions of relief, happiness, and hope for new life at the conclusion of their journey. The findings suggest a need for picturebooks that reflect a broader range of refugee experiences and diverse perspectives. Teachers should be mindful of stereotypical narratives regarding refugees and their experiences when selecting picturebooks for teaching.



## ORAL SESSION 9 Lifelong Development of Literacy Skills

### **Reading as a mirror, window and sliding glass door: Co-creating a reflective reading guide for adolescents**

**Santi Elena, Cebula Katie, McGeown Sarah**

University of Edinburgh

Research shows a decline in reading enjoyment and frequency in adolescence (e.g., Clark et al., 2023) and improving diversity and representation within books for may be one way to challenge this (Best et al., 2020; Picton & Clark, 2022). However, adolescents also need to be supported to engage more deeply with fiction books, to explore personally meaningful content as they read, and learn more about the lives of others. This research project (Reading and Narrative Fiction) examined adolescents' (aged 12-14) experiences with reading fiction books, through the framework of fiction books as offering a mirror, a window and sliding glass door. In this presentation, I will share details of a reflective reading guide which was informed by this research, and was co-created with adolescents (aged 12-14), high school literacy/library staff and literacy organisations. The guide aims to support adolescents to engage more deeply with books that they read, through encouraging reflective reading practices, which can support identity-development, self-awareness, perspective taking and empathy.



## ORAL SESSION 9 Lifelong Development of Literacy Skills

### **Bridging Generations through Books: Fostering Lifelong Learning and Communication**

**Kostanjevec Metka, Šabeder Jaušovec Sanja**

Prva Gimnazija Maribor

Our school is dedicated to promoting intergenerational reading as a fundamental tool for nurturing lifelong learning and communication proficiency in our native language. Our multifaceted efforts span across various age groups, emphasizing the importance of reading both literature and educational materials.

We initiate this journey as early as the preschool years, instilling a love for reading in nearby kindergartens. By organizing reading sessions in retirement homes, we forge connections between students and seniors, bridging generational gaps.

Our reading club for teachers and students enhances reading skills and stimulates intellectual discourse. The reading badge program is extended to all students, staff, and family members, fostering a culture of lifelong reading.

Literary meetings with authors offer insights into the creative process and connect students with renowned literary figures. Our participation in national and international projects to promote reading allows us to share experiences and inspire schools worldwide.

Our intergenerational reading initiative transcends the classroom, enriching participants' lives, and building bridges across generations. It concurrently strengthens lifelong learning and communication proficiency in our native language.



## ORAL SESSION 9 Lifelong Development of Literacy Skills

### Intergenerational Reading

Jamnik Tilka

The Slovenian Reading Badge Society

The Slovenian Reading Badge Society received (2022) FELA award for innovative practice in the field of promoting reading culture and intergenerational reading is one of its successful projects involving different generations of readers. There is its tenth season this school year, but over the course of a decade it has expanded a lot and undergone a series of changes, which was partially helped by the covid pandemic.

We originally encouraged reading among young people (primary and secondary school students) and adult readers (parents, teachers, librarians, readers from senior clubs etc.); they read the same youth books and talked about them. But the coordinators of these groups began to transfer this practice to other people of different ages and so family reading and peer-to-peer reading expanded greatly, especially during the pandemic, when reading meetings took place via Zoom.

The coordinators now encourage various forms of intergenerational reading, and the Reading Badge supports them by instructions and donating books obtained with donations from Slovenian Book Agency and Slovenian publishing houses.

The paper will present the objectives, results and experiences that could contribute to the »Literacy for All«.





## ORAL SESSION 9 Lifelong Development of Literacy Skills

### Reading and Wellbeing: Developmental and diverse perspectives

Currie Nicola<sup>1</sup>, McGeown Sarah<sup>1</sup>, Clark Christina<sup>2</sup>, Moss Gemma<sup>3</sup>, Wilkinson Katherine<sup>4</sup>

<sup>1</sup>University of Edinburgh,

<sup>2</sup>National Literacy Trust

<sup>3</sup>UCL

<sup>4</sup>Scottish Book Trust

There has been considerable interest and attention on the relationship between reading and wellbeing over the last few years, yet very little in-depth qualitative research which has explored readers' perceptions of the relationship between the two. Drawing upon findings from the Reading and Wellbeing project, we share the wellbeing benefits associated with reading fiction books based on interviews with children (aged 9-11, n = 25), young people, (aged 15-17, n = 20), adults (aged 30-50, n = 20) and older adults (aged 65+, n = 15). Examining similarities and differences across the lifespan, we share how readers perceive reading fiction as supporting positive affect (i.e., positive emotions aroused by reading, either by the story itself, or from personal memories/reflection prompted by the story), connection (i.e., to fictional characters but also real-life others as they share/discuss books and/or develop an enriched understanding of others), and personal growth (i.e., as readers become aware of the skills and dispositions developed by fiction). We consider the implications of this research for supporting readers across the lifespan to gain more from the books that they read.



## ORAL SESSION 10 Literacy Environments

### **Reading Motivators in a Digital Age: New Approaches to Reading for Pleasure Pedagogy in Primary Schools - Report on an Erasmus project (2023 – 2025)**

**Vogrinčič Čepič Ana, Rot Gabrovec Veronika**

University of Ljubljana

The paper will present an ongoing Erasmus project (coordinated by the University of Ljubljana in collaboration with Turku University, Italian Literacy Association, and Ljubljana and Turku City Libraries), which aims at developing new approaches to reading for pleasure pedagogy for primary school students. Our goal is to develop the tools and strategies which would help us incite, keep and deepen the pleasure for reading in children aged 9 to 11. The project revolves around two main ideas: having utilized an extensive questionnaire, we first aim to define the reading profiles of the students; these would later help us develop concrete guidelines on how to lure children of different profiles into (more) reading understood in a very inclusive way also acknowledging the digital dimension. The second key idea is setting up a course on reading for pleasure pedagogy: selected librarians who work in public libraries and specialize in children's literature will be trained to work with students as their reading motivators, using the personalized reading profiles-based approach. We will discuss the results of our work to date, the reading profiling as well as the course for reading motivators.



## ORAL SESSION 10 Literacy Environments

### **Motivating teenagers to read – experience from a Slovenian school**

**Mikeln Petra**

Polje Primary School

In Primary School Polje in Ljubljana, and also in schools throughout Slovenia, we have been noticing that a lot of students (almost) stop reading, at least for pleasure, when they reach sixth grade, i.e. when they reach adolescence. That is why we started looking for ways how to motivate teenagers to read more, to develop deeper reading skills and above all to (re)discover the joy of reading.

In my presentation I will describe various ideas our librarian, with the help of school leadership and a group of teachers, introduced as an additional programme that our school offers. These include intergenerational reading where students and teachers discuss books together, night at the library, meetings with authors and more. I will also briefly present strategies for motivating young people to read that were developed by Montserrat Sarto (1919–2009), a Spanish librarian and reading mentor, and brought to Slovenia by a small editorial house Malinc. Since these strategies are based on the importance of experiential learning and of games in a child's life, students enjoy them and that is why we often use them when discussing different works.



## ORAL SESSION 10 Literacy Environments

### Reading Badge = Leisure Reading

Potočnik Petra

Društvo Bralna Značka Slovenije – Zpms

The Slovenian Reading Badge Society is the NGO heading the Reading Badge movement in terms of professional guidance and organization. The Society implements various programmes that encourage children and young people – as well as adults – to read in their free time. The mission of the Reading Badge, supported by schools, libraries and similar organizations, is to promote lifelong development of reading culture and reading literacy.

Reading is supported by numerous mentors – librarians, teachers and other experts, as well as authors and publishers; children are also encouraged to read by their families. Some Reading Badge programmes even transcend Slovenian borders to reach Slovenian communities abroad. Due to its significant role in the national culture the Reading Badge is listed by the National Register of Intangible Cultural Heritage.

The paper will try to present some of the successful projects we implemented in the Society (Online Reading Tea Parties, The Recommendation Room, Intergenerational Reading, meetings with Slovenian Authors, The Golden Reader project, various educational programmes, ...) and explain why is leisure reading important and why the Reading Badge is so successful in promoting it (even after 60 years!).



## ORAL SESSION 10 Literacy Environments

### Raising Literacy through Erasmus+ projects

Repinc Urška

OŠ Dr. Janeza Mencingerja Bohinjska bistrica

Primary school dr. Janez Mencinger Bohinjska Bistrica has been involved into different international projects Erasmus+. Last three were strongly connected to reading literacy. The presentation is about how these opportunities contributed to improving students' reading literacy. Project coordinator was school librarian, so it is understandable that project topic was connected to reading and information literacy. Titles of these projects are: Enhancing Book Reading, Reading with Ease and Fun and Let's enrich our Work. Project Reading with Ease and Fun, in which eight countries were involved, addressed problems about motivation for reading and methods for teaching reading. Mobilities involved training courses and study visits for representative teachers from all eight countries. Project Enhancing Book reading involved students, too, in the mobilities. It included five partner countries. In frame of the project Let's enrich our work teachers visited partners' school in different countries (job shadding) and some courses abroad with the purpose to exchange practices and get new ideas. The ambition was to enrich school activities, among them reading. Later teachers reported about how they managed to iplement new knowledge and skills into their regular work. Participant teachers are more motivated for searching new methods and more ready for collaborative work.



## SYMPOSIUM 3 Digital Literacy

### New approaches to supporting learning using digital technologies

Clemens Jeroen<sup>1</sup>, Mascia Tiziana<sup>2</sup>, Pereira Iris Susana Pires<sup>3</sup>, Maitê Gil<sup>3</sup>, Christina Parente<sup>3</sup>,  
Aoife Ahern<sup>4</sup>

<sup>1</sup>Independent Consultant

<sup>2</sup>University of Urbino

<sup>3</sup>University of Minho

<sup>4</sup>Universidad Complutense de Madrid

(Proposal lead: Jeroen Clemens. Independent consultant Digital Literacy at Clemens Concepts)

Developments in technological technologies require new literacy skills, but also offer new opportunities for learning, e.g. interactive digital platforms, the use of apps and tools for reading and writing.

In this ELINET symposium, we present three different practical examples of the use of digital technologies in learning. We will show what is possible and reflect on their use and usability.

The symposium consists of a 5-minute introduction, three 20-minute presentations and a 25-minute panel discussion with the audience. The individual presentations are below:

1. Tiziana Mascia (tizianamascia@tizianamascia.it; University of Urbino).

Digital pages and young minds: cultivating reading motivation through digital children's literature

2. Íris Susana Pires Pereira, Maitê Gil, Cristina Sylla and Cristina Parente (University of Minho; iris@ie.uminho.pt)

The use of story apps in the development of digital and multimodal reading: a look at situated practices

3. Aoife Ahern (akahern@ucm.es)

Emerging practices in LLM-assisted second language writing. Findings on teachers' development of strategies to promote critical and ethical attitudes while experimenting with the learning potential of new writing tools.



## ORAL SESSION 11 Literacy Environments

### **How have educators' book selection changed? The influence of increased book banning and challenges on educators, their material selection, and classroom discussion**

**Bonfoey Erin<sup>1</sup>, Bartone Michael D.<sup>2</sup>, Valerie Lynda M.<sup>2</sup>**

<sup>1</sup>Newington Public Schools

<sup>2</sup>Central Ct State University

Creating a literate environment requires teachers to engage all learners in developmentally appropriate, safe, and effective ways and foster a positive climate that supports a literacy-rich environment. Providing a literacy-rich environment for all learners is being contested in recent years by a marked increase of parents, community members and state legislators challenging schools to remove books they find inappropriate or too controversial. Most often these books include diversity addressing themes of racial inequality, religious acceptance and LGBTQ2+ identity. Teachers are caught in the crosshairs of these debates.

We wanted to learn how teachers are navigating the social and political nature of book challenges. Has this climate shifted the way teachers select books to incorporate into their instruction and or be available for casual reading in their classroom libraries? How does their selection occur? In what way are they hesitant/confident in including fictional, historical fiction, and nonfiction books with myriad diverse characters, settings, themes, and perspectives? How have students, parents and caregivers responded to these books? How have these elementary educators responded to critiques of these books? We gathered our data through semi-structured interviews with teachers and content analysis of books selected for instruction. We will report our findings and implications for creating literate environments in our classrooms.



## ORAL SESSION 11 Literacy Environments

### **Classroom libraries as tools for supporting teacher efficacy and student authority**

**Mozyer Suki**

University Of Minnesota Duluth

Classroom libraries provide a wide range of texts for self-directed reading, multiple entry-points to nurture students' interest in reading, and access to windows, mirrors, and sliding-glass doors, validating students' identities and others. However, classroom libraries are often limited by time, resources, and teachers' preferences and unexamined biases. Student teachers, particularly those engaged in justice-oriented pre-service teacher education, may be able to support cooperating teachers in choosing newer texts to diversify what is available to students. Also, the students themselves could contribute to shaping the collection to meet their needs, while also developing their own sense of literary authority. In this study, we engaged cooperating teachers, student teachers, and their primary and secondary school students in reviewing their classroom library. Through the review, the teachers and students focused on which communities and identities were missing from their collection, which were represented, and the nature of these representations using a framework based on categories developed by Diverse BookFinder. Through interviews and observations, we found that collective collection analysis boosted teachers' sense of efficacy in redressing bias in their classroom environments and students' sense of authority as readers.





## ORAL SESSION 11 Literacy Environments

### **Cinema, Circus, Book circle – How educators and children perform picture book practices in early childhood education**

**Isler Dieter, Hefti Claudia**

Pädagogische Hochschule Thurgau

Picture book practices are important learning opportunities for young children in many ways: Empowered by thoughtful adults, children can expand not only their linguistic means, but also their abilities to construct and represent mental models, their world knowledge, imagination and empathy. It is of no surprise that these practices are strongly related to language and literacy development and academic success. However, the opportunities to get familiar with picture book practices at home differ widely. Early childhood education therefore plays a crucial role in providing such opportunities for all children before entering the formal school system. In our project we examined picturebook practices in so called «Playgroups» for three to four year old children in the German part of Switzerland. Everyday interactions between educators and children were videotaped at the beginning and at the end of the school year. Selected picturebook practices were analyzed using sequential video analysis in order to reconstruct the multimodal processes of meaning construction by the participants. In our paper, we will present examples of our detailed analysis as well as general results, indicating profoundly different stances and styles of early literacy education observed in this highly heterogeneous field of practice.



## ROUND TABLE 3 Inclusive Practices in Literacy for Diverse Learners

### Criticality and Love: Using Children's Literature to Promote Literacy for All

Lawton Cammie<sup>1</sup>, Metheny Caitlin<sup>2</sup>

<sup>1</sup>University Of Tennessee

<sup>2</sup>University of South Carolina Upstate

With the increasing diversification of the U.S. student population, consistent rise in book banning and censorship, and restrictive legislation affecting P-12 schools, educators in search of praxis that embodies literacy for all must explicitly and reflexively examine their curriculum content and pedagogy to find opportunities to embed critical literacy and critical love practices in literacy instruction both in the P-12 classroom and in preservice education settings. In this roundtable discussion, presenters share potential ways to increase educators' agency and activism through the intentional use of children's literature to highlight diversity of story and thought. Specifically, we will investigate the ways picturebooks can provide opportunities to disrupt dominant narratives and center culturally responsive texts that address the questions of whose story is being told and whose voice is missing. Exploring their own partnership with preservice educators to practice liberatory consciousness while reading children's literature, presenters will explain specific strategies and practical experiences as a way to enhance participant skills in examining children's literature with criticality and focus on the way we can use picture books for inclusion, connection, and literacy development for all peoples.



## ROUND TABLE 4 Effective Literacy Instruction

### Leveraging the Writing Rope and SRSD to Enhance Writing Instruction for Preservice Teachers

Haskins Tara, Van Wig Ann

Eastern Washington University

The purpose of this study was to evaluate the effect of teaching preservice teachers how to incorporate the Writing Rope and self-regulated strategy development (SRSD). Some preservice teachers struggle to effectively teach writing to elementary students due to limited explicit instruction and resources in their university coursework. Writing is a skill that contributes to K-12 students' academic development. With a renewed emphasis on evidence-based writing practices related to the writing rope (similar to Scarborough's Reading Rope) this research aligns with the conference theme that promotes Literacy For All. This has created opportunities to evaluate how pre-service teachers are learning to teach writing.

This presentation will describe how one university introduced the Writing Rope and SRSD as valuable tools for enhancing writing instruction. Through this quantitative and qualitative study, pre-service teachers were surveyed on pre-course writing knowledge that included Likert-type questions and open-ended responses. We will share insights from collected data from preservice teachers who were taught using this approach. Results from this project will be presented during this round table. Survey questions will be presented for gathering ideas, for revising survey questions, and/or the inclusion of additional questions on integrating the Writing Rope and SRSD into teacher preparation programs.



## ORAL SESSION 12 Literacy in the Early Years (0-12)

### Relationship between children's text comprehension and narrative skills at the end of kindergarten attendance

Petrová Zuzana<sup>1</sup>, Urban Marek<sup>2</sup>, Urban Kamila<sup>3</sup>, Zápotočná Oľga<sup>3</sup>

<sup>1</sup>Trnava University, Faculty of Education

<sup>2</sup>Institute of Psychology, Czech Academy of Sciences

<sup>3</sup>Institute for Research in Social Communication SAS

The paper builds on previous research documenting the relationship between children's narrative and text comprehension skills, which can also be used to predict comprehension levels in later years (Babayigit, Roulstone, & Wren, 2021; Griffin et al, 2004; Roth, Speece, & Cooper, 2002; Suggate, et al. 2018; Tabors, Dickinson, & Snow, 2001). Following this, we were interested in which common linguistic abilities underlie the relationship between children's narrative and text comprehension skills at the end of kindergarten. To this end, we collected data using sentence and story comprehension tasks (focusing on indicators of comprehension of explicit and implicit meaning of text in the analyses) and a narrative production task, with a research sample of 119 children aged 5-6 years (74 girls and 45 boys). The results of the analysis showed that the relationship between text comprehension and narrative production (in particular, the presence of story components) was related to the child's ability to perceive the story beyond the explicit meaning of the text. In interpreting the results, we show how this relationship is explained through children's inferential abilities, which allow them to identify meanings in the text that are not explicitly present, to integrate the content in different parts of the story, and also to use their prior knowledge.



## ORAL SESSION 12 Literacy in the Early Years (0-12)

### Metacomprehension Accuracy in Preschoolers: The Role of Text Difficulty

Urban Kamila<sup>1</sup>, Urban Marek<sup>2</sup>, Petrová Zuzana<sup>1</sup>, Zápotočná Ol'ga<sup>1</sup>

<sup>1</sup>Institute for Research in Social Communication, Slovak Academy of Sciences

<sup>2</sup>Institute of Psychology, Czech Academy of Sciences

Metacomprehension, the ability to assess one's own comprehension, plays a key role in learning. However, metacomprehension accuracy may suffer when readers use inappropriate cues like familiarity or interest in the topic, ease of processing the text, or the difficulty and length of the passage or vocabulary used to judge comprehension. Preschoolers and elementary school children often struggle with monitoring inconsistencies in text due to a lack of relevant comprehension cues. Internal textual inconsistencies, such as incongruities in narrative events or contradictory assertions, as well as the inclusion of non-words or vocabulary inconsistent with the passage meaning, may impede young readers' ability to accurately evaluate their comprehension of the text. The present study examines the metacomprehension abilities of 285 five to six-year-old children. Preschoolers were presented with ten short passages, five consistent and five inconsistent, covering various difficulty levels. The results suggest that preschoolers exhibit higher metacomprehension accuracy when dealing with easier and consistent texts compared to more challenging and inconsistent ones. The findings from this study can enhance our understanding of early metacognitive development in young readers. Moreover, they can inform instructional strategies for improving comprehension monitoring skills.



## ORAL SESSION 12 Literacy in the Early Years (0-12)

### **The story listening comprehension in preschool age as a key to successful reading literacy development**

**Zápotočná Ol'ga<sup>1</sup>, Urban Kamila<sup>1</sup>, Urban Marek<sup>2</sup>, Petrová Zuzana<sup>3</sup>**

<sup>1</sup>Institute for Research in Social Communication SAS

<sup>2</sup>Institute of Psychology, Czech Academy of Sciences

<sup>3</sup>Trnava University, Faculty of Education

The paper is built on previous findings of our early literacy research, in which we investigate the relationships between the range of language competences of preschool age children in dependence of kindergarten and family environment. Analyses conducted so far repeatedly suggest that understanding the implicit meaning of a coherent story is central to the structure of these relationships. It crucially depends on the socioeconomic environment of the family and correlates highly with indicators of narrative production. On the other hand, phonemic awareness indicators correlate with comprehension only in tasks requiring the reproduction of the literal meaning of isolated sentences (i.e. the short verbal memory recall tasks). The results of these studies raise doubts about the predictive validity of phonemic awareness in relation to higher levels of text comprehension (e.g. making content related inferences). In the present paper, we will observe these relationships in a sample of preschoolers (N=167) from selected kindergartens using a more comprehensive battery of language tasks while mapping the specific conditions of the family environment questionnaire. The significance of the observed indicators in relation to further reading literacy development in school education will be investigated by means of the longitudinal follow-up study of the same children at the end of the first grade of primary school.



## ORAL SESSION 13 Effective Literacy Instruction

### Developing a pedagogy for metalinguistic talk

Newman Ruth

University Of Exeter

This paper draws on data from a three-year ESRC funded study that involved collaboration with 7 teachers, all located in the South West of England, on the iterative co-construction of pedagogical strategies for promoting metalinguistic talk in the Key Stage 3 (age 11-14) English classroom. Pedagogical strategies, informed by a view of language as a meaning-making resource (Halliday, 1993), emphasised discussion of linguistic choice in relation to published texts and learners' own writing. Audio-video recordings of whole class and dyad pairs captured during 75 lessons, resulted in an integrated, multi-layered qualitative dataset, later analysed in NVIVO. Drawing attention to the skilful and nuanced ways in which teachers manage metalinguistic talk, this paper focuses on the varied ways in which teachers foster learners' metalinguistic expressions, to draw out and support learners' recognition of linguistic effects in published texts, and to support learners in the realisation of their own authorial intentions. This paper argues that promoting metalinguistic talk that supports learners' enactment of linguistic choice requires teachers to understand and adapt to learners' linguistic interpretations and objectives. The findings contribute to the theorisation of a pedagogical approach that empowers learners to make linguistic choices that convey and communicate their meanings and intentions.



## ORAL SESSION 13 Effective Literacy Instruction

### Vowelization and word recognition in Arabic

Taha Haitham

Western Galilee College

The results of two different studies regarding the role of vowelization on the process of reading Arabic words will be presented. In the first experiment, forty-one native Arab skilled readers with age average of  $30.66 \pm 9.09$  performed a lexical decision task (hereafter: LDT) using three types of words and pseudowords: full, partial and non-vowelized. The results showed that for both words and pseudowords, response times were shorter and accuracy levels were higher for the non-vowelized condition compared to the other conditions of vowelization.

The second experiment explored the visual recognition of vowelized and non-vowelized verbs patterns among twenty typical (age  $15.97 \pm .29$ ) compared to twenty poor native Arab readers (age  $16.08 \pm .28$ ). The stimuli were from two types of vowelization, full vowelized and non-vowelized. The participants performed a LDT while RTs and accuracies were recorded. Higher accuracy levels and shorter response times were recorded among the typical readers in processing non-vowelized verbs as compared to vowelized verbs. Such type of results was not shown significantly among the poor group.

In light of the results, it might be assumed that vowelization in Arabic for skilled readers could cause a visual load during the visual recognition of words.





## ORAL SESSION 13 Effective Literacy Instruction

### Practitioner researchers' contributions in literacy

Finch Maida, Hatch-Pokhrel Laure

Salisbury University

Comprehensive literature reviews make important contributions to our knowledge about a subject by synthesizing research across a defined topic area and suggesting future directions for scholarship, practice, and policy. For example, in the field of literacy, recent notable reviews have extended our understanding about multimodal writing (Nash, 2018), teacher preparation (Wetzel et al., 2019), and critical discourse analysis (Rogers & Schaenen, 2014). However, reports of empirical research conducted by practitioners are seldom included in these studies leaving such scholarship unexamined. The current study addresses the exclusion of practitioners' perspectives from this type of scholarship by reviewing 66 reports of practitioner research in literacy to describe the topics explored and theories utilized and situate the findings related to literacy instruction within the broader field of literacy. Since practitioner researchers examine problems of practice within their own contexts, their research can offer important insights into the realities of effective literacy instruction. Importantly, it can result in more socially just and humanizing instructional practices (Johnston & Harper, 2021; Simon & Campano, 2013) and the knowledge generated from such inquiries is valuable to both teaching and university communities (Cochran-Smith & Lytle, 1990).



## ORAL SESSION 13 Effective Literacy Instruction

### **Preparation of Preservice Literacy Integrationists: Moving Away from Literacy Acquisition Toward Student-Centered Meaning Making**

**Rushek Kelli**

Miami University

In secondary teacher education programs compartmentalized by subject matter, instruction on integration of literacy practices within specified disciplines like mathematics and science is widely considered additive rather than integral. Drawing on Whitmore and Meyer's (2020) call to reclaim literacies as meaning making, this presentation reports findings on longitudinal data from four semesters of a teacher education course aimed at reframing and disrupting discourses of acquisition for literacy instruction toward meaning-making among secondary preservice teachers planning to teach secondary mathematics, fine arts, social studies, or science. This study also draws upon Meyer and Land's (2003) deep change theory in that learners cross "thresholds" of understanding and are not able to "unsee" that which they learn. Through these two theoretical frameworks, and born of iterative cycles of qualitative data analysis, findings suggest that disruption of commonsensical understandings of the concepts of literacy, text, reading, and writing invite preservice teachers to disrupt acquisitional discourses not only in literacy but in knowledge-building within their content areas. Moving conceptualizations of literacy away from acquisition and toward meaning-making have the potential to engage preservice teachers in deep threshold change in how they make sense of themselves as literacy integrationists in their content area teaching.



## ORAL SESSION 14 Inclusive Practices in Literacy for Diverse Learners

### **A school for one -a mainstream literacy environment for the disenchanting**

**Sampson Alan**

Education Dept

Our schools can be alien environments for those that struggle with literacy learning. creating an inspiring and inclusive culture with targeted organizational strategies is key to building a 'school for one'- a school where every individual feels supported in their literacy learning journey. Alan Sampson has been awarded accolades both within education and in the publishing world for building an outstanding school culture that realized gains in literacy across a large urban high school. 'Schools of fish' won the sydney writers memoir prize for a real-life story of creating an inclusive culture both at home and at work. As a successful principal and senior educator, he has worked in both mainstream and online schools building a wealth of experience backed by successful outcomes. This is an opportunity to share in the literacy adventures of a fellow educator.



## ORAL SESSION 14 Inclusive Practices in Literacy for Diverse Learners

### Constructing Anti-Ableist Literacy through Young Adult Literature

Metheny Caitlin<sup>1</sup>, Lawton Cammie<sup>2</sup>

<sup>1</sup>University of South Carolina Upstate

<sup>2</sup>University of Tennessee

As a foundation for inclusive pedagogy, educators have dedicated themselves to developing anti-racist literacy, expanding their knowledge of the nuanced role of racism across systems; then working to oppose and change them. As disabled preservice teacher educators, we believe ableism—and the development of anti-ableist literacy—offers new perspectives to this same work. As disability activist Talilia A. Lewis states, ableism is a “remarkably misunderstood, downplayed, erased, ignored, or manipulated” system of oppression, to which anti-ableist practices in secondary and college settings can draw attention.

This presentation will share an anti-ableist literacy framework and strategies to help educators and students develop their own anti-ableist literacy. Constructing anti-ableist literacy includes interrogating personal biases through critical reflection, considering how ableism is inherently rooted in all systems of oppression (e.g., racism), understanding how ableism exacerbates subjugation of individuals with intersectional identities, and recognizing how we might disrupt those systems of power through the critical study of young adult literature. Attendees will leave understanding that ableism should be addressed in any efforts toward inclusive literacy practices and will have a list of texts, skills, and pedagogical strategies to begin their anti-ableist literacy journey.



## ORAL SESSION 14 Inclusive Practices in Literacy for Diverse Learners

### **Scaffolding 7th grade students with spelling difficulties in developing writing strategies**

**Louise Rønberg<sup>1</sup>, Helle Bundgaard Svendsen<sup>2</sup>, Stine Fuglsang Engmose<sup>3</sup>**

<sup>1</sup>University College Copenhagen

<sup>2</sup>Via University College

<sup>3</sup>Absalon University College

Many students who struggle with spelling difficulties also experience writing difficulties at higher text levels (e.g., Abbott, Berninger, & Fayol, 2010). Prior research has shown that instruction using Self-regulated strategy development (SRSD) is an effective way of scaffolding students' self-efficacy and development as writers (Santangelo et al., 2008).

In this intervention study we integrate elements from the SRSD-method and the use of assistive technology strategies in writing. In collaboration with teachers and reading specialists in mainstream classrooms we develop a structured strategy-oriented writing program focusing on persuasive texts.

We conduct a main study in 28 classrooms in seven Danish Schools. Half of the students receives the experimental writing instruction, and the other half are a business-as-usual control group. As a preparation of the main study, we pilot the training of teachers, the strategy-oriented writing instruction, and the evaluation design in two 7th grade classrooms.

In this presentation we present tentative results from the pilot study and discuss further adjustments and implications for the main study.



## ORAL SESSION 14 Effective Literacy Instruction

### **Developing future teachers' and children's critical pluriliteracy with linguistic landscapes: a service-learning experience**

**Ahern Aoife, Hernando Alicia, García Parejo Isabel, Galdeano José Luis**

Universidad Complutense de Madrid

This presentation describes the development and outcomes of a service-learning project, focussed on educational approaches to linguistic landscapes for critical and multimodal literacies, in initial teacher education. Student teachers of B.Ed. (early years or primary education) participated in the project through their regular courses on Art Education, Language Acquisition, Spanish Language Teaching or ESL Literacy, where they were introduced to the concept of linguistic landscapes (LL) oriented within each course's content area. In art education, 50 students analysed and reflected on LL, then went on a photography safari around a Madrid inner-city multicultural district, and set up a university photo exhibition of the portrayed LLs. Meanwhile, in the Language Acquisition and Language Teaching courses, 150 students contributed photos of LL taken at a range of locations and wrote descriptive and critical analyses in Spanish or English. In their texts they identified the LLs' explicit and implicit meanings, the LL creators' communicative intentions and the assumed addressees, linking hierarchical assumptions about the language and semiotic choices displayed. Finally, some students from these groups designed and implemented workshops on LL for children at local schools, based on activities and lesson-planning carried out at the university, oriented to learning objectives related to critical-multimodal literacies. This form of service-learning offers a chance for the exchange across educational levels of perspectives and practices that respond to current needs arising from the diversity and interculturality of our learning ecologies; the results were manifested in participants' remarks and reflections collected through surveys and ethnographic journaling, suggesting pupils' and university students' interest and the future teachers' confidence in the value of similar practices for their own work as educators.



## WORKSHOP 1 Literacy in the Early Years (0-12)

### Analyzing Mentor Text to Support the Writing Process

Reed Jolene, Miller Melinda

Sam Houston State University

Participants will practice close analysis of mentor texts in order to deconstruct the author's techniques used to create vibrant and interesting text. The writer's craft will then be labeled and studied in order to apply that same craft (through modeling and practice) to new writing. Participants will leave the workshop not only with specific examples to try in their own classroom, but also with the knowledge to use this skill with any mentor text.

Objective: Participants will leave the session knowing how to analyze the craft of published writers in order to support students in their classrooms to doing the same.

1. Using small excerpts (1-2 sentences) from published authors, participants will analyze writing style and then incorporate that style into original sentences of their own. Beginning with looking at simple sentences to compare how a published author might write the same sentence.
2. Move to chunking sentence examples and then imitating them.
3. Other possible items to be considered in the same manner (The amount covered will be dependent on time available. A handout will be developed so that participants will have examples of those items not specifically covered in the session):
  - a. Combining small sentences into a longer sentence
  - b. Using prepositional phrases effectively
  - c. Using subjects in places other than the beginning of the sentence
  - d. Incorporating multiple subjects
  - e. Opening adjectives/adverbs
  - f. Delayed adverbs
  - g. Appositive phrases
  - h. Adjective/adverb clauses
4. Deconstructing story leads



## ORAL SESSION 15 Literacy Environments

### Reading dispositions of Portuguese university students

Dionísio Maria De Lourdes<sup>1</sup>, Carvalho Jose Antonio<sup>2</sup>, Balça Angela<sup>3</sup>, Fraga Fernando<sup>2</sup>,  
Marijn Brouckaert<sup>2</sup>

<sup>1</sup>LITTERA

<sup>2</sup>Universidade Do Minho

<sup>3</sup>Universidade De Évora

Reading practices and habits of university students have been subject to much concern in various contexts. One reason for this is often the characterization of this population as non-readers or as weak readers. This is a possibly paradoxical characterization since a significant part of university students' daily lives is the acquisition of knowledge in reading events.

What will be at stake, therefore, is the habitus of these individuals: a “structuring structure”, by which they are constituted and control themselves according to the workings of a given field.

In this presentation, we report on a study with Portuguese university students about their “habitus” - their “systems of durable, transposable dispositions” which serve to “generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends”.

We will describe the instrument used for data collection, and provide preliminary data about students “attitudes, mindsets, and beliefs”, which are dispositions that generate comprehension, motivation, perseverance, engagement, dimensions of individuals who take part, fluently, effectively, critically, in the various discourse-based events that characterize contemporary societies and economies.





## ORAL SESSION 15 Literacy Environments

### **Students' perceptions of their achievements in a course on academic literacy in a Portuguese University**

**Brandão Carvalho José António**

University of Minho

The development of literacy capacities is a complex process that involves both cognitive aspects and the participation in real and significant literacy practices.

Therefore, the role of Higher Education courses that aim at the promotion of students' literacy capacities is under discussion in order to evaluate their impact and find the best conditions for the fostering of students' capacities. In this discussion, students' perceptions about the contents of such disciplines and about their learning achievements are relevant.

Aiming at identifying these perceptions, we developed a study involving students who attended a course on academic literacy at a Portuguese University. This course places the issue of academic writing in the broader framework of academic literacies and aims at raising students' awareness of academic language and its role in learning and knowledge expression.

Based on a questionnaire that included scaled items and open questions asking students: a) how relevant they considered the different topics that integrate the course syllabus; b) how they perceived their improvement concerning each of those items, the study shows that besides recognising the development of their own literacy skills, students show an increasing awareness of the role of writing as a learning tool.



## ORAL SESSION 15 Literacy Environments

### **Why Are You Wasting Your Time With Us In Prison?: A Narrative Analysis of Incarcerated Individuals' Experiences With Education**

**Frantz Samantha**

University Of Arizona

This presentation explores various students' journeys while incarcerated to understand how education has influenced their identity as a learner. This narrative inquiry study conducted in a men's prison in the United States embarked on a journey to understand the intricate relationship between the prison environment, adult literacy education, and identity. It examines the lived experiences of incarcerated individuals to gain a broader understanding of the prison environment's impact on learning and identity formation when incarcerated. The presentation will share the narratives of incarcerated individuals, allowing their voices to shape the discussion by exploring the complexities of learning and identity through first-person accounts. This study displays the resilience and potential for the growth of incarcerated individuals alongside the systemic challenges that hinder adult literacy education development. The presentation aims to spark discussions on the need for more rehabilitative and human-centered approaches within the correctional system by amplifying the voices of incarcerated men. This session will uncover the untold stories of incarcerated individuals and their journey of self-discovery and transformation within a challenging environment. Together, we will delve into the multifaceted dimensions of diverse literacy learning environments and identity within the prison context.



## ORAL SESSION 15 Literacy Environments

### **School Libraries for All: Case Studies of School Library Refreshment on Singapore Students' Reading Habits**

**Loh Chin Ee**

National Institute of Education

Studies across different country contexts have shown that low-socioeconomic (SES) students tend to have less books at home. However, when low-SES students have access to books, they are more likely to read more frequently and enjoy reading more. School libraries can serve as equitable spaces by ensuring that students have access to quality collections and support for the development of positive reading habits. This presentation will present on the findings of design-based study tracking the impact of redesigned library spaces on students' reading and learning. The research team, together with the Singapore Ministry of Education, worked with three secondary schools to refresh the school library space, collection and programming between 2019 to 2020. Between 2022 and 2023, the research team tracked the impact of the redesign through a year-long study in each school. Findings showed increased book loans, reading behaviours and positive emotions towards reading. The quality and quantity of print books emerged as key factors for encouraging reading, even as schools worked to encourage students to access more e-resources. Challenges of redesigning and maintaining the school library are discussed.



## SYMPOSIUM 4 Inclusive Practices in Literacy for Diverse Learners

### **Action research in Irish schools to improve the literacy standards and school experience of children and young people from Traveller and Roma communities**

**Martyn Caitriona, O'Connor Aoife, Clancy Fiona, Olsthoorn Aoife**

National Educational Psychological Service Ireland

**Proposition.** In 2017, the National Traveller and Roma Inclusion Strategy (NTRIS; 2017-2024) was launched as a whole-of-Government approach to improving the lives of Travellers and Roma in Ireland. The National Educational Psychological Service (NEPS) within the Department of Education was tasked with supporting teachers in the pilot project schools in the implementation of action research projects which aim to improve the literacy standards and learning experience of children and young people from Traveller and Roma communities.

**Discussion.** This symposium will feature presentations from three of the pilot sites. Dr. Caitriona Martyn who will present on the findings of two action research projects (a 12 week and a 9 month literacy intervention) in a Delivering Equality of Opportunity in Schools (DEIS) Urban Band 1 primary school. Dr. Aoife O'Connor who will present on the findings of two 12 week action research projects in targeted primary and post-primary schools. Fiona Clancy who will present on the findings of a 12 week action research project in targeted DEIS Urban Band 1 primary and post-primary schools.

**Implications.** Following the presentations, implications of the findings will be discussed in terms of bridging the research-practice gap in our schools, giving equal access to quality and evidence-based literacy interventions, and improving literacy outcomes and educational experiences to influence future Department of Education policy on how best to support Traveller and Roma children and young people.



## SYMPOSIUM 5 Effective Literacy Instruction

### Majority language biases within minority language literacy education: lessons from the Irish context

Ní Ghrádaigh Nóirín<sup>1</sup>, Uí Niaidh Máirín<sup>1</sup>, Barnes Emily<sup>2</sup>

<sup>1</sup>Breacadh, GRETB

<sup>2</sup>Trinity College Dublin

This symposium focuses on L1 Irish students within the Irish (Gaelic)-English context, in which a minority language is overshadowed by a dominant majority language. 8% of students in Ireland attend Irish-medium schools, the majority of whom are L1 English speakers.

Nóirín Ní Ghrádaigh will argue that this L1-L2 imbalance has led to a landscape in which pedagogy, resources and assessment have focussed largely on L2 language acquisition, resulting in the 'redundant teaching' of basic language skills, to the neglect of the actual literacy needs and potential of the native speaker. An evidence-based, whole-school L1 Irish literacy programme is proposed, built on the Language Experience of the native speaker and explicit use of Speech to Print strategies.

Máirín Uí Niaidh will discuss the teacher training and CPD implications of this proposal.

Emily Barnes will synthesise literacy research in this and other bilingual contexts, and focus on the anglocentric and monolingual biases which colour teaching methods and resource provision.

Of relevance to other minority language contexts, first language attrition and tensions between standardised and dialectal forms are discussed.



## ORAL SESSION 16 Literacy in the Early Years (0-12)

### **Are different aspects of morphological awareness and reading comprehension reciprocally related? Evidence from a longitudinal study**

**Grigorakis Ioannis**

University of Crete

Although morphological awareness skills seem to predict reading comprehension, less is known about the predictive role of reading comprehension in various aspects of morphological awareness. Two hundred and fifteen (104 girls; Mage = 67.40 months, at kindergarten) Greek children were followed from kindergarten to grade 2. In kindergarten and grade 1 they were tested on measures of general cognitive ability (vocabulary and non-verbal IQ), phonological awareness and rapid automatized naming (RAN) respectively (control variables). In grades 1 and 2 they were tested on measures of morphological awareness (inflectional, derivational, and lexical compounding) and reading comprehension. The results of hierarchical regression analyses showed that all aspects of morphological awareness in grade 1 accounted for a unique variance in reading comprehension in grade 2 even after partialing out the effects of the control variables and reading comprehension in grade 1 (autoregressor). Furthermore, reading comprehension in grade 1 was also a significant predictor of all morphological awareness aspects in grade 2 after controlling for the effects of control variables and prior performances in measures of inflectional, derivational and lexical compounding awareness respectively in grade 1 (autoregressor). These findings indicate the existence of reciprocal relationships between morphological awareness skills and reading comprehension in the early stages of learning to read.



## ORAL SESSION 16 Literacy in the Early Years (0-12)

### **Children's spelling of stems and productive suffixes and its relationship with morphological awareness**

**Tsironi Panagiota, Aidinis Athanasios**

Aristotle University of Thessaloniki

The acquisition of spelling is a difficult task for children in many languages and it is related to morphological awareness, especially in greek language that has a complex morphology. The aim of the present study is to investigate the development of spelling ability of stems and productive suffixes and the relationship between the spelling of stems and productive suffixes and morphological awareness. 234 children from the three last grades of Primary School participated in the study. Children were presented with two spelling tasks, one for the stems (16 word families, 6 words and 1 pseudoword for each one) and on for the productive suffixes (9 word groups, 5 words and 1 pseudoword for each one) and ten morphological awareness tasks. The results showed significant correlations between the spelling of stems and the spelling of productive suffixes and between the both of them and morphological awareness. These results indicate that primary school children have developed morphological knowledge and they use it in the spelling of both stems and productive suffixes but not constantly. This finding shows that the knowledge already have is not sufficient and needs further development.



## ORAL SESSION 16 Literacy in the Early Years (0-12)

### Early reading development in Greenlandic writing system

**Mathiassen Ivalu**

University Of Greenland

Several studies indicate that children learning to read in a shallow orthographic writing system may experience the early stages of reading differently from children learning to read in a deep orthography like English (Raynar et al. 2012, Seymour 2003). Greenlandic orthography is highly transparent and thus reading may be more predictable and automatic in Greenlandic than in most other languages. This presentation will give initial findings from my Ph.D.-project which focuses on reading strategies including phonological reading. I show how a transparent orthography influences the phonological processing in early readers, and which phonological challenges early readers encounter. To examine the influence of orthographic transparency on the development of reading skills, I have conducted a descriptive study by using eye tracking program to track early readers eye movement and reading rate. Approximately 60 children in grades 2 and 3 learning to read in Greenlandic participated from three different geographic areas. Preliminary analyses of phonological readings indicate the effects of a phonetically accurate orthography on early reading processing and ability.





## ORAL SESSION 16 Literacy in the Early Years (0-12)

### **How interviews about jokes can survey language awareness among primary school children**

**Balk Daniela, Rank Astrid**

University of Regensburg

This paper presents the qualitative sub-study of the research project Mamola (Mathematical modelling and language awareness), which explores language awareness in primary school mathematics education for third graders (N = 228) and its impact on mathematical modeling competence. Language awareness focuses on perceiving, processing, reflecting, and controlling language-related issues. Therefore, an interview guideline on language jokes was developed to encourage children to make metalinguistic statements. The three weakest modelers in the pre-test to assess mathematical modelling competence were selected from each class for the interviews. These individual interviews were conducted twice, before and after the intervention, so that in the end a total of 57 transcripts were available. The children's statements were then coded using the continuum model of language awareness (see Wildemann et al. 2016). Findings reveal a wide range of metalinguistic expressions and a development of language awareness depending on the support setting. The study also showed that bilingual and multilingual children didn't succeed in analyzing the jokes and thus couldn't reach the highest level of language awareness.



## ORAL SESSION 17 Digital Literacy

### Digital media in teacher training for inclusion: Experiences from the “Teach4Integration” initiative

**Makri Katerina, Androulakis George, Papadopoulou Maria**

University of Thessaly

The integration of digital media in teachers’ practices is encouraged both by the EU and Greek educational policy. It is also a way to establish meaningful communication with 21st century learners, and a means towards teachers’ professional empowerment. The challenge becomes stronger when it comes to teacher education for inclusion, as training both on digital media and inclusive pedagogies is currently a nascent and emerging initiative in Greece and Europe. This presentation reports findings from research carried out in the framework of the large-scale training initiative “Teach4Integration”, funded by the EU and Unicef (Greek Office). In-service teachers working with migrant and refugee children were assigned to design lessons integrating digital media. Across this dataset, we employed qualitative criteria to highlight those designs that made creative and critical use of digital media, acknowledging at the same time the multimodal and multilingual potential of the learners (students). Our findings highlight the need for more holistic designs that take into account a whole spectrum of parameters, digitality being only one of them. Our discussion sheds light on aspects of such designs and attempts to operationalize them, through concrete examples.



## ORAL SESSION 17 Digital Literacy

### **Including teachers' voice in the construction of a media and digital literacy curriculum against disinformation**

**Samioti Panagiota, Sipitanos Konstantinos, Katsarou Eleni**

University of Crete

The proliferation of fake news presents a critical challenge in today's globalized information landscape. Acknowledging the multidimensional nature of this issue, the European Commission (2018) emphasizes the pivotal role of media and digital literacy in combating misinformation.

The Erasmus+ project "Students Higher Education Literacy Development (S.H.I.E.L.D.) against Disinfo" addresses this imperative by bringing together disinformation combat experts from European Universities (Greece, Estonia, France, Poland, and Belgium) to collaboratively design tailored curricula for diverse future professionals (i.e., teachers, journalists, doctors, semioticians, ICT experts), with the aim to develop their media and digital literacy.

The initial results of the project showed a critical gap in the future educators' curricula regarding teachers' voice and an absence of content tailored specifically for teachers. This realization prompted an in-depth investigation involving educators from various domains (i.e., modern and foreign languages, mathematics, religion, ICT). Data collection was facilitated through focus group interviews. The findings highlighted the significance of collaboration and group work in cultivating digital media literacy practices to combat disinformation. Furthermore, it emphasized the context-specific nature of promoting critical thinking within digital and media literacy.



## ORAL SESSION 17 Digital Literacy

### AI as an Instructional Tool for Website Evaluation

Pilgrim Jodi<sup>1</sup>, Vasinda Sheri<sup>2</sup>

<sup>1</sup>University of Mary Hardin-Baylor

<sup>2</sup>Oklahoma State University

According to the International Society for Technology Education (ISTE), educators must explore and integrate artificial intelligence (AI) into K-12 classrooms (2023). OpenAI's ChatGPT has gained significant attention since its debut in late 2022. The tool, capable of performing a variety of tasks with surprising accuracy and speed, has resulted in new challenges for educators regarding the use of chatbots for cheating purposes. Many educators suggest turning concerns about AI tools into instructional uses (Roose, 2023).

In this presentation, we propose the use of AI tools as a way to improve student thinking about website credibility. Thinking critically about online information is often referred to as web literacy (Leu, et al., 2015; November, 2008). Website evaluation is one of many skills required for online reading (Pilgrim, et al., 2018), but it is the most difficult, especially in an era of fake news (Pilgrim & Vasinda, 2021). In a ChatGPT challenge, 20 hoax websites were used in queries in which the chatbot was asked to determine credibility. The challenge results provide insight into ways the tool could promote students' knowledge of website structures and online information and their ability to identify suspicious websites.



## ORAL SESSION 17 Digital Literacy

### Digital literacy practices of secondary school students: forms and conventions

Michalis Athanasios

University of Athens

Literacy practices at all levels of communication have changed significantly in recent decades, due to the essential changes in the production and reception of texts, which are associated with the technological dimension of literacy.

Based on the above data, the subject of this presentation is the display of research results, the aim of which was to investigate, on the one hand, the secondary school students' literacy practices and, on the other hand, the basic principles of digital communication. The collection of data was carried out through questionnaires, completed by students attending high school classes in the prefecture of Attica: the research data were processed through statistical analysis at a quantitative level.

The most important thematic axes of the interviews were the following:

- degree of Internet utilization to search for linguistic and thematic information,
- application of non-linear hypertext reading,
- terms of the use of non-linguistic semiotic modes in interactive digital communication,
- frequency of use of the spell checker and assessment of its consequences,
- criteria for producing interrupted or non-interrupted text, in the context of modern interactive digital communication,
- evaluation of the delayed response of the receiver in synchronous / asynchronous communication.

Through the analysis of the research data, the emergence of the digital genre of speech is demonstrated, parallel to the written and the spoken, which, although hybrid, is governed by particular communicative conventions (e.g. conventions of intimacy, turn-taking rules, semiotic modes, phatic function of digital communication).



## ORAL SESSION 18 Inclusive Practices in Literacy for Diverse Learners

### Using foreign language picture books as a cross-cultural and narrative tool

**Nikoloudaki Eleni**

Nursery School Misirion

Reading books can be a way of building bridges between different cultures and languages. In a classroom with about a 10% of immigrant students each year, borrowing books written in students' mother language, can an opportunity for school class to create bonds as they become familiar with their classmates' culture. A practice that is used in a public Kindergarten in Greece is borrowing foreign language books at home.

Parents are informed about the purpose of the specific practice and the ways in which they can engage with foreign language books. Immigrant parents were kindly asked to share books of their countries, and a copy was held at school. Children and parents could take a picture walk, and notice what impressed them on different words, letters, illustrations. Then they could discuss on any connections they noticed between cultures. At last children could use the book as a common wordless book and they could choose their favorite part of illustrations and write, or record their own story about it. Parents filled in a short evaluation form after reading the book with children describing their experience.



## ORAL SESSION 18 Inclusive Practices in Literacy for Diverse Learners

### **Multiliteracies and translanguaging: a teacher development programme for efl teachers in early childhood education and care**

**Bisiri Effrosyni, Manoli Peggy**

University Of Patras

Education is multilingual since there are children with different cultural and linguistic funds in classrooms, which requires teachers' familiarization with innovative and inclusive practices to cater to all children's diverse needs. In this context, the present article describes the designing of a teacher development program based on the pedagogy of multiliteracies and translanguaging for english as a foreign language teachers in early childhood education and care considering its contribution to overall children's development. The training program is implemented for two months through the use of the common ground scholar (cgscholar) and creator platforms to form a community of practice with the aim of rendering teachers able to develop multimodal and translingual practices and educational materials for highly diverse classrooms, which will be implemented in teachers' respective classes for two months. The training program's effectiveness is explored through teacher semi-structured interviews, observations, reflective questionnaires, and teacher and children portfolios to indicate teachers' and children's knowledge and practice development highlighting the need for teacher development program application to support and include all children.

*The research work was supported by the hellenic foundation for research and innovation (hfri) under the 4th call for hfri phd fellowships (fellowship number: 11154)*



## ORAL SESSION 18 Inclusive Practices in Literacy for Diverse Learners

### Supporting the literacy of vulnerable young people

Cole Aimee

National Literacy Trust

Young people at risk of exclusion from mainstream education and those in custody face considerable challenges around literacy and educational attainment. In the UK, fewer than 5% of young people at risk of exclusion gain an academic qualification in English and Maths at the age of 16 (UK Government, 2023), whereas young people in custody are more likely to have left school with few or no qualifications (MoJ & DfE, 2016). Thus, literacy support that considers their needs is critical for these young people to gain the skills they need to succeed in life.

The National Literacy Trust has developed literacy programmes tailored to the unique needs of young people in these settings, employing innovative methods as well as diverse materials, including audiobooks, and relatable role models. This presentation shares valuable insights into the challenges and successes of the programmes, and examines their impact on young people's confidence, attitudes and skills in literacy. It will discuss the learning from evaluating literacy initiatives working with vulnerable young people and highlight the importance of young people's voice in supporting their literacy.





## ORAL SESSION 19 Lifelong Development of Literacy Skills

### **Developing understanding of multiliteracies and how to teach it: Supporting NZ preservice teachers**

**Carss Wendy**

University Of Waikato

Awareness of the concept of multiliteracies and the need to support students to both interpret, critique and create meaning using multiple modes of language, is essential to facilitate active participation in diverse social and cultural contexts. The presentation will explore what is meant by a multiliteracies approach to teaching and share how this understanding is developed in a New Zealand Initial Teacher Education programme. Preservice teachers are encouraged to develop strategies to engage their students in developing multiliterate skills and strategies, to understand how to use and integrate the codes and conventions of the semiotic systems, and to make informed choices fit for purpose and audience when they're interacting with texts.



## ORAL SESSION 19 Lifelong Development of Literacy Skills

**Effect of First Language Fluency on Second Language Fluency Among Multilingual/Bilingual Adolescents**Reopez Marie Grace<sup>1</sup>, Diaz Leonor<sup>1</sup>, Hermosa Nemah<sup>2</sup><sup>1</sup>University of the Philippines Diliman<sup>2</sup>Reading Association of the Philippines

For multilingual/bilinguals like the Filipino learners, their languages interact in a variety of ways and influence literacy outcomes (Bialystok, Luk, & Craik, 2008). Using the mixed method approach, this study analyzed the relationship between L1 (Filipino) fluency and L2 (English) fluency of multilingual/bilingual adolescents. Participants were 507 Grades 7 to 10 students from both government and private high schools situated in urban and rural areas. The relationship between L1 fluency and L2 fluency was quantitatively analyzed using Pearson Moment correlation while miscue analysis was used for the qualitative analysis. Results showed that there exists a positive correlation between L1 fluency and L2 fluency. Proficient L1 readers can a) read accurately; b) adjust reading speed; and c) engage in prosodic reading in their L2. The opposite was observed among less-proficient L1 readers. Language transfer was also highly evident in L2 reading. Of all the three fluency components, prosodic reading in L1 has the most significant influence in L2 reading which would significantly affect L2 comprehension. It is suggested that multilingual/bilingual adolescents' language proficiency and fluency skills be continuously developed for them to become proficient and strategic readers in both languages.



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## ORAL SESSION 19 Lifelong Development of Literacy Skills

### **Building Bridges for Families: Enhancing Literacy in Multilingual Homes**

**Gazioglu Mihaela, Vega Hazel, Howell Emily, Kaminski Rebecca, Pennington Victoria, Crook Katie,  
Ferguson-Sams Nicole**

Clemson University

Families play a pivotal role in fostering children's literacy (Anderson et al., 2010). For multilingual learners (MLs) this support is essential as they navigate learning multiple languages in academic and social settings. However, families need guidance to leverage their family literacies (i.e., oral language, reading, and writing practices).

Hence, drawing from the socio-cultural framework (Vygotsky, 1978), this study explores ways to support intergenerational multilingual family literacies, aiming to highlight strategies that promote literacy and academic learning for MLs. We designed and implemented a course for caregivers, integrating literacy approaches intended for parents to apply with their multilingual children. We collected caregivers' feedback to assess the effectiveness of various literacy strategies they tested in both home and school languages.

Our analysis revealed a set of in-person and online strategies that caregivers found effective when using with their children (e.g., word games, interactive writing, multilingual storytelling). By providing examples and practical insights, we are adding to research and education initiatives empowering parents to actively engage in fostering their children's multilingual skills. Our study contributes to the broader goal of advocating for lifelong development of literacy skills as a fundamental right and promoting transformative approaches to literacy education within multilingual families.



## ORAL SESSION 19 Lifelong Development of Literacy Skills

### **Building a Foundation for Lifelong Readers: The Integral Role of School Libraries**

**Fekonja Romana**

Zavod Rs Za Šolstvo

Every school has a school library, and one of its mission is to encourage reading and take care of the reading culture. There are many factors that influence the success of this mission. The school library enriches education and prepares its users to become independent readers for life. In the project ARLEM – reading literacy and the development of Slovene language a draft of a model for an updated school library was developed, emphasizing the integration of library content into the educational process. The model specifies that basic conditions for operation must first be provided. Then come appropriate ways of operation for the librarian and the library. The outcomes of the librarian and the library will result in a high-quality and popular, as well as effective, school library. When it comes to motivating reading and cultivating a reading culture, it's important to have a variety of diverse materials available for readers to choose according to their needs and abilities. Above all, we must not forget the example, as it is the most effective way of learning. This means that adults should act in the way they would like students to act. Adults are an example to children.



## ORAL SESSION 20 Literacy Environments

### Reading the World in Times of Conflict

Balzer Geraldine

University of Saskatchewan

Global conflicts and the resulting migrants and refugees have rapidly changed the demographics of the Global North, challenging civil society and traditional cultural norms. Educators are tasked with building respect across differences of culture, ethnicity, and religion. The opportunity to read beyond the traditional school canon continually reveals that stories matter and the people who tell those stories matter. The dominance of stories from one cultural group, erases the presence of other groups, minimizing their stories and denying them a meaningful place in society. The literature chosen for classrooms can be complicit in this erasure of experiences and histories. Through a pedagogy of discomfort and the telling of counter stories, readers are exposed to new ways of seeing the world and to the complex power dynamics of conflict situations. Through the breaking open of these stories, understandings shift and absolutes are challenged inviting each of us to “willingly inhabit a more ambiguous and flexible sense of self” (Boler, 1999, p. 176). Practicing teachers participated in a research project focused on using critical theories and counter stories for social justice teaching. I will illustrate how critical literacy and a pedagogy of discomfort contribute to the development of literate and engaged citizens.



## ORAL SESSION 20 Literacy Environments

### **Integrating the Critically Engaged and Culturally Compassionate Framework with English Language Arts Curriculum**

**Shaw Louise<sup>1</sup>, Mulcahy Cara<sup>2</sup>**

<sup>1</sup>Southern Connecticut State University

<sup>2</sup>Central Connecticut State University

Many literacy educators in the United States are currently facing book bans and challenges to curricula that acknowledge diverse literacies and multiple representations of voices and histories. The Critically Engaged and Culturally Compassionate Framework responds to the current educational challenges as it integrates culturally sustaining pedagogies, critical literacy, and multimodal learning to help students delve deeper into the social complexities of our world. The goal is for students to develop an awareness of how social inequities are perpetuated and maintained and to consider how they may be transformed. Further, the framework seeks to foster the cognitive and civic empathy that enables students to imagine connecting with one another, especially those who seem so different from themselves (Mirra, 2018; Romano, 2000). The paper will present findings from an analysis of middle school English Language Arts curriculum, including the literature read by students. The purpose of the analysis is to identify spaces for integration of the Critically Engaged and Culturally Compassionate Framework and to provide considerations for how to effectively integrate aspects of this framework with the curriculum. More specifically, the study seeks ways for teachers to navigate curricular constraints while still honoring creativity, critical thinking, and empathy.



## ORAL SESSION 20 Literacy Environments

### **Reading Refugee Protagonists in Children’s Literature: U.S. Undergraduate Students Examine Shifts in Perspectives While Studying Abroad**

**Batchelor Katherine**

Miami University

In college classrooms, topics such as the global refugee crisis can be labeled as “controversial” and thus difficult to engage in, especially when students are asked to call into question their own privileges and biases. Negative stereotypes can be brought implicitly into discussions unless students have the chance to explore narratives of marginalized people (especially migrant and refugee children) while also explicitly challenging and reflecting upon their own biases.

This study investigates how engaging in reading children’s literature may have altered students’ perceptions of the global refugee crisis and immigration policies to become better global citizens. Participants were unique in that they were undergraduate students from the United States enrolled in a children’s literature course, within a semester-long study abroad program. Texts included graphic novels, young adult literature, picturebooks, and self-selected titles centering protagonists seeking immigration or asylum. Data are pre- and post-questionnaires, projects, and reflections. Findings include students’: 1) initial interpretations of who a “refugee” is shifted pre-to-post experience; 2) empathy increased; and 3) appreciation of the urgency of the global situation in which the “refugee” protagonist fled their homeland.



## ORAL SESSION 20 Literacy Environments

### Transdisciplinary Literacy Education for Sustainable Development

**Manak Jenn**

Rollins College

The UN's Sustainable Development Goals (SDGs) are a series of overlapping, interconnected real-world issues that are best solved from a transdisciplinary perspective. It is critical to prepare future teachers and their students to become the next generation of solution-seekers who collaboratively work across disciplines, cultures, and identities to seek new solutions to these dynamic issues in our global society (Manak & Puig, 2021). How can we foster our students to become engaged, motivated, and literate citizens who address real-world issues?

Real-world issues are multifaceted, complex topics for young people to understand. Children's literature provides educators with an age-appropriate tool to increase students' awareness of the SDGs and scaffold their knowledge about these real-world issues (Holshouser & Medina, 2021). In addition, problem-based instruction inspires our students to be more aware and learn how to take action. Problem-based, transdisciplinary instruction motivates and empowers students while drawing knowledge from a variety of disciplines to solve current challenges (Kaufman, Moss, & Osborn, 2003). Integrating the SDGs and inquiry-based, transdisciplinary instructional practices into teacher preparation programs will develop future teachers who are knowledgeable and passionate about promoting sustainable development in their classrooms and inspiring future generations of global solution-seekers.





## ORAL SESSION 21 Digital Literacy

### Hybridity of writing practices: Digital tools and writing experiences

Gil Maite<sup>1</sup>, Sylla Cristina<sup>1</sup>, Cunha Adriana João<sup>1</sup>, Pereira Iris Susana Pires<sup>2</sup>

<sup>1</sup>CIEc - Universidade Do Minho

<sup>2</sup>CIEd - Universidade Do Minho

This paper reports findings from a multisite qualitative research regarding the use of digital tools to enhance writing practices. The participants were 60 students from two groups of 2nd and one group of 4th graders from two different schools and their teachers. The interventions were planned and implemented by the teachers. Observation notes, student's narratives and teachers' interviews were analyzed to know: What kind of writing practices are promoted by the use of the digital tools? To what extent does the use of the tools support the development of writing skills? The results indicate that the digital tools supported 'write-to-learn' and 'learn-to-write' practices, with a focus on the 'process' of writing. Regarding the narratives, the analysis within groups revealed different textual characteristics according to the digital tools used by the teacher and the kind of practice prioritized in her intervention; while the analysis between groups indicated a strong relationship between the stimuli of the digital tools and the narratives' organisation and lexical diversity. This study contributes to the understanding of the integration of digital tools in hybrid writing practices.



## ORAL SESSION 21 Digital Literacy

### Engagement in Coding as a Form of Writing

Hutchison Amy<sup>1</sup>, Parsons Seth<sup>2</sup>, Ives Samantha<sup>2</sup>, Ward-Parsons Allison<sup>2</sup>

<sup>1</sup>University of Alabama

<sup>2</sup>George Mason University

Coding is swiftly becoming an essential form of communication that has assumed a place of paramount importance in our digital society. Researchers have recently argued that the act of coding is not just a technical skill but also a form of writing that has far-reaching implications for literacy, communication, and education (Vee, 2017). Much recent research has focused on ways to bring coding into the lower grade levels and ways to integrate coding into literacy instruction (Jocius et al., 2022). Although many global initiatives have ensured that students are increasingly exposed to coding, little is known about how students perceive this form of writing. Thus, the purpose of this paper is to present results on the design and validation of a students self-assessment tool – the Coding Engagement Scale (CodES) – to measure elementary students’ perceptions of their participation in coding as a form of writing.



## ORAL SESSION 21 Digital Literacy

### **Enhancing primary school students' digital literacy within a computer-based reading environment**

**Gaki Irini, Spantidakis Ioannis**

University of Crete

The entrance of new technologies into our lives has brought about changes in our social needs, but also in the field of education, as the fast-evolving use of technology requires digital literacy skills, which students must develop in order to adapt to academic, social and professional demands of the 21st century. The aim of this study was to design, implement and evaluate an intervention program with social-procedural facilities within a computer-based reading environment, in order to enhance digital literacy of primary school students. Two 5th grade groups (41 students) took part in this study, an experimental group and a control group. The variables were measured before and after intervention with think-aloud protocols, field observation, semi-structured interviews, researcher's diary, students' reflective diaries and writing samples. The teaching approach was "acquiring knowledge through socio-cognitive apprenticeship" and mentoring in the context of fading scaffolding. At the end of the intervention program, the students of the experimental group enhanced digital literacy.



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## SYMPOSIUM 6 Lifelong Development of Literacy Skills

### The Reading Lives of Teens: Research and Practice

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This symposium brings together selected chapters from an edited collection about the contemporary reading lives of adolescents across different country contexts. In the first paper, drawing from a survey of 5,732 students, Chin Ee Loh shares why print still matters for reading in a digital age, offering an overview of how Singapore teens use print and digital resources for leisure reading at the intersection of gender and socioeconomic status. In the second paper, Leonie Rutherford draws on focus group data with 90 Australian teenagers to examine the kinds of strategies they use to negotiate book recommendations to find books they like and want to read, whether in physical or online spaces. Moving from the home to the classroom, Hikaru Katsuta shares in the third paper how communities of independent readers were created through a reading workshop and book club in one Japanese-language classroom. Finally, Sandra Martin-Chang presents the Author Recognition Test (ART) as a way of measuring leisure reading and offers insights about how preservice teachers in Canada can be trained to expertly create positive classroom literacy environments that support teens' reading for pleasure.



## SYMPOSIUM 7 Inclusive Practices in Literacy for Diverse Learners

### Literacy and Inclusion: Issues and Conditions for Teaching Students who Need High Levels of Support

Moreau Andre C.<sup>1</sup>, Duteuple Melanie<sup>1</sup>, Fontaine Myriam<sup>2</sup>, Dumouchel Gabriel<sup>3</sup>, Tremblay Karine<sup>3</sup>

<sup>1</sup>Université du Québec en Outaouais

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<sup>3</sup>Université du Québec à Chicoutimi

Literacy skills (speaking, reading, and writing) are one of the essential pillars of personal development and social participation for every individual in an inclusive society (Martini-Willemin et al., 2013). For some learners, these skills develop slowly due to individual, environmental, or language-specific factors (Fontaine, 2020; Tremblay et al., 2023). This symposium provides an opportunity to present the results of recent research. First, the issues and conditions of intervention for students with specific learning disabilities in reading and writing allow us to present the current state of knowledge in the field of inclusive teaching. This contextualization of the problem helps us understand the importance of targeted interventions. To this end, the results of a study of the acquisition of spelling by students with and without learning disabilities highlight avenues for targeted interventions. Another study addresses how instructional practices can be adapted to help students with special needs access literacy skills. Finally, a communication suggests tools for monitoring and regulating interventions for students with disabilities to help them learn to read and write. This symposium is offered in French by teachers from three Quebec universities and a PHD student.



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**ORAL SESSION 22 Literacy in the Early Years (0-12)****The development of early writing skills in Greek pre-school and early school children****Tsesmeli Styliani, Karantza Ioanna**

University of Patras

The purpose of the study was to investigate the development of early writing in pre-school and early school children. Participants were 39 Greek children (18 males, 21 females) following Nursery (n=22, mean age: 4.55 years) and Grade 1 (n=17, mean age: 6 years) of a primary school in the prefecture of Achaia in Greece. Children's spelling skills were primarily observed in their natural school environment at a three-month period. All children were then evaluated via standardized tests of general intelligence, phonological awareness (phoneme segmentation/deletion), expressive vocabulary, RAN, digit span, object picture/ pattern short-term memory, object hand-copying, visual-motor co-ordination and laterality skills. They were also given non-standardized tasks aimed to examine their written responses on their names, syllables, words, sentences and small texts in terms of accuracy/speed. Results showed that there were significant developmental differences across tasks between pre-school and early school children, especially between 4 and 5-year-old children. There were no differences between boys/girls among ages. More importantly, hierarchical regression analyses showed that chronological age, phonological skills, object picture/ pattern memory and lateralization (in terms of ear preference) contributed significantly to students' writing performance.



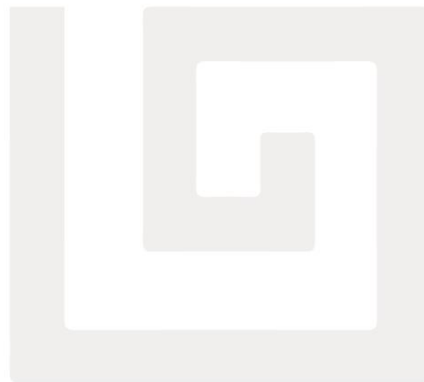
## ORAL SESSION 22 Literacy in the Early Years (0-12)

### **Encouraging Young Children's Writing Development through the Transition from Kindergarten to Primary School**

**Matsumoto Hiroo, Matsui Gota, Okada Ryo**

Kagawa University, Japan

Young children generally engage in formal literacy lessons from primary school. They tend to be regarded as learners guided by adults in the initial stage. Their perspectives on literacy practices are often underestimated. This participatory research project in a primary school, part of a longitudinal study of the transition from kindergarten, aims to enhance children's communicative experiences and writing development beyond formal literacy instructions. It involved 105 Year 1 primary school children and 20 university undergraduates in Japan. Each child was paired with an undergraduate to share their experiences through several activities. Afterwards, the undergraduates wrote a letter to the children to encourage their engagement in writing. The children were able to reply to the undergraduates whenever they wanted. Results showed that 89 (84.8%) children wrote spontaneously to the undergraduates. Getting a letter from undergraduates inspired children to write a reply, despite some children not having developed an interest in writing before this project. These findings suggest that children enhance their writing repertoire through participatory approaches, which could ensure their dispositions as independent literacy learners.



## ORAL SESSION 22 Literacy in the Early Years (0-12)

### **The role of executive functions, working memory and writing attitudes in written texts production**

**Kretsovali Anna, Aidinis Athanasios**

Aristotle University of Thessaloniki

Written texts production is a complex process which engages the activation of different cognitive processes. In addition, producer's writing attitudes play an important role in the process of composing written texts. The aim of the present study is to examine the relationships between text production ability, working memory, executive functions and children's attitudes towards the process of written texts composition. 139 5th and 6th grade students participated in the study. Executive functions were measured with five tasks (stroop type task, anti-saccade task, local-global task, color shape task, n-back task) and working memory was measured with eight tasks (digit recall, mazes memory, backward digit recall, backward block recall, multimodal binding task, simple visual binding task, demanding visual binding task, visual and spatial binding task). Semi-structured interviews were used in order to measure children's writing attitudes. Lastly, children were asked to write two texts, a story and an argumentative text. The results showed statistically significant relationships between executive functions, working memory, children's writing attitudes and the quality of their produced texts. These results are discussed on the basis of theories for written texts production.





ORAL SESSION 22 Literacy in the Early Years (0-12)

**The effect of the syllable structure on the types of spelling errors: a comparison between 11-year-old Greek students with and without literacy difficulties**

Papadimitriou Vassilios<sup>1</sup>, Terzopoulos Aris<sup>2</sup>, Niolaki Georgia<sup>3</sup>

<sup>1</sup>Hellenic Open University

<sup>2</sup>Birmingham City University

<sup>3</sup>Bath Spa University

This study examined if the number of spelling errors differed as a function of word type and literacy difficulties status and whether the syllable structure is related to the type of errors made (phonological, stem, suffix errors). Thirty-two students without and twenty with diagnosed literacy difficulties at the age of eleven wrote a short descriptive text without external support. A factorial ANOVA revealed that students with diagnosed literacy difficulties made more spelling errors for all word types except participles, articles and conjunction words. Additionally, a correlation indicated that the syllable structure was significantly associated with the type of spelling errors only for students without diagnosed literacy difficulties. Understanding the spelling difficulties of students with and without literacy difficulties during writing tasks will help teachers adjust their instruction and literacy researchers focus their attention on less investigated spelling parameters.



**ORAL SESSION 23 Effective Literacy Instruction****Empowering Future Literacy Instructors: The Role of Mastery Experiences in Pre-Service Teachers' Literacy Knowledge and Self-efficacy**

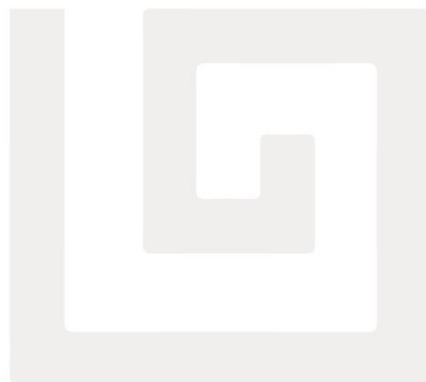
Law Jeremy M<sup>1</sup>, Boese Karen<sup>1</sup>, Roy Suparna<sup>2</sup>, Stephen Scholes<sup>3</sup>, Boese Alexandra<sup>1</sup>

<sup>1</sup>University of Glasgow

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<sup>3</sup>Queen Margaret University

Teachers play a crucial role in the reading development of their pupils; however, there is a growing body of evidence to suggest that a significant number of teachers may lack explicit content knowledge and the requisite literacy self-efficacy to deliver effective literacy instruction. This study explores the efficacy of a mastery experience-focused training program in enhancing the literacy instruction skills of pre-service teachers. The study is grounded in the science of learning and Bandura's theory of self-efficacy, arguing that mastery experiences are crucial in developing effective literacy teachers. The program integrates explicit knowledge instruction with hands-on, collaborative experiences over a 10-week period. Results indicate statistically significant growth in both self-efficacy and knowledge in literacy instruction among the pre-service teacher participants. The study also highlights the potential reciprocal benefits of such programs for local children and schools, particularly in supporting struggling readers. The findings suggest that this approach can effectively prepare pre-service teachers to be literacy instructors, bridging the gap between theory and practice. This research provides valuable insights into the potential of mastery experience-focused initial-teacher training programs in transforming literacy education.



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**ORAL SESSION 23 Effective Literacy Instruction****The Play is the Thing: Adaptive Teaching in Literacy Lesson Plays****Husbye Nicholas**

University Of Nebraska – Lincoln

This presentation delves into the transformative potential of Lesson Plays as a pedagogical tool in nurturing adaptive expertise among undergraduate pre-service teachers (PSTs) while emphasizing the essential roles of pedagogical content knowledge (PCK) and content knowledge (CK). Lesson Plays, serving as a close approximation of real teaching practice, provide an invaluable platform for PSTs to cultivate their teaching skills, with a keen focus on adaptability, informed by the integration of PCK and CK.

Through collaborative group work, PSTs engaged in the development of a word study lesson, grounded in developmental spelling inventories, tailored for a small group of students. Subsequently, this lesson was meticulously transformed into a Lesson Play—a scripted narrative that intricately detailed how the lesson might unfold in a real classroom setting, along with the potential responses and adjustments the teacher might employ, drawing on both PCK and CK.

This exploration sheds light on how Lesson Plays empower PSTs to explore the multifaceted aspects of teaching, honing their ability to conceptualize the dynamic needs of students while integrating their PCK and CK. It underscores the significance of this innovative approach in fostering adaptive expertise, thereby equipping future educators with a profound understanding of instructional flexibility grounded in robust content and pedagogical knowledge.



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**ORAL SESSION 23 Effective Literacy Instruction****The Journey from Concept to Application: Preservice Teachers Enactment of Vocabulary Instruction****Van Wig Ann, Haskins Tara**

Eastern Washington University

This study investigated the effects of explicit training with pre-service teachers on their ability to incorporate vocabulary instruction into their teaching in their K-12 classrooms. Drawing on the works of Beck et al. (2013), and Archer and Hughes (2010), teacher candidates were provided explicit instruction and application practice on effective vocabulary instruction. This included selecting words for explicit instruction, developing student-friendly definitions, providing adequate examples, and implementing teaching strategies that ensure multiple exposures to a word. Following the coursework, the teacher candidates were asked to apply their learning by selecting words from their content area and grade level and incorporating them into their teaching.

To assess the effectiveness of the training, the researchers survey teacher candidates on the transfer of explicit vocabulary instruction in the classroom with their students in K-12 settings.

In alignment with the conference theme of “Literacy for All”, this study helps identify “New Challenges” in bridging coursework and implementation. The findings will provide insights into the potential benefits of such training and its impact on the ability to effectively teach vocabulary in the classroom.



## ORAL SESSION 23 Effective Literacy Instruction

### Teaching What You Know: The Development of Metalinguistic Language to Support Teaching

Husbye Nicholas

University Of Nebraska – Lincoln

This research project delves into the dynamic process through which I, as the researcher, explore how pre-service teachers acquire and develop essential pedagogical knowledge concerning the intricacies of teaching reading to elementary students in the United States. My investigation centers on the cultivation of metalanguage, a critical component that enables educators to articulate and implement effective instructional strategies in four key domains: letter-sound relationships, morphology, comprehension, and writing.

Over the course of the study, I meticulously tracked the learning trajectory of pre-service teachers, utilizing a comprehensive assessment approach comprising nine quizzes, three exams, and the creation of five lesson plans. Through qualitative and quantitative analysis, I examined how their comprehension of reading instruction evolved, pinpointing pivotal moments in their cognitive development and the acquisition of specialized terminology to describe instructional methods and student progress.

This project contributes valuable insights into the challenges faced by novice educators as they navigate the complex terrain of teaching reading to young learners. By shedding light on their progression in metalanguage development, I aim to inform teacher education programs and enhance the effectiveness of literacy instruction in elementary classrooms, ultimately benefiting the educational outcomes of students at scale.



## ORAL SESSION 24 Inclusive Practices in Literacy for Diverse Learners

### Critical Literacy and Translanguaging for All: A Comparative Perspective on Inclusive Settings in Germany and the USA

Louloudi Eleni<sup>1</sup>, Panagiotopoulou Julie A.<sup>2</sup>, Seltzer Kate<sup>3</sup>

<sup>1</sup>Bielefeld University

<sup>2</sup>University of Cologne

<sup>3</sup>Rowan University, New Jersey

Critical literacy pedagogies refer to the need and opportunity to see language classrooms as multi- and translingual spaces to analyse and deconstruct social injustice and, ultimately, explore possibilities to take action towards a more just society. In doing so, taking a critical translanguaging stance that disrupts monolingual practices and oppressive language ideologies is imperative. Yet the connection of critical literacies and translanguaging has not been sufficiently explored, particularly regarding how they both ground education “in denounc[ing] the coloniality of power that keeps named languages as walls and barriers to opportunities” (García 2019: 16).

Using transnational data collected in inclusive, multilingual settings of New York/New Jersey (USA) and Cologne (Germany), this presentation aims to first show and interpret different manifestations of criticality and then use those comparatively to develop a critical translingual framework that will help facilitate pre- and in-service teacher learning and move towards a critical teacher education.



## ORAL SESSION 24 Inclusive Practices in Literacy for Diverse Learners

### **Critical literacy in the language classroom: Possibilities for intercultural learning through symbolic competence**

**Brown Cecilie Waallann<sup>1</sup>, Alford Jennifer<sup>2</sup>**

<sup>1</sup>University of Stavanger

<sup>2</sup>Griffith University

Today's society is marked by superdiversity – in populations, languages, religions, genders, and cultures – thus today's learners are faced with increasingly ubiquitous and diverse textual environments. For language and literacy teachers alike, the question remains of how best to prepare learners to successfully navigate this environment. Against this backdrop, the current presentation relates a theoretical exploration of the connections between critical literacy, an approach to literacy which emphasizes the social and cultural context of text production and consumption, and symbolic competence, the abilities to perceive, act and control semiotic resources. Drawing on four major critical literacy models, the presentation shows how critical literacy can provide a basis for addressing symbolic competence as an essential part of intercultural learning. Based on these theoretical explorations and using some pedagogical examples from an empirical study, pedagogical implications are suggested for how to use critical literacy in the language classroom to foster the development of the abilities to understand and purposefully employ meaning-making resources in a variety of cultural contexts.



## ORAL SESSION 24 Inclusive Practices in Literacy for Diverse Learners

### **Rethinking Literacy Instruction: Implementation of Critical Literacy and Raciolinguistic Justice in College Classrooms**

**Edizer Ayse<sup>1</sup>, Shine Filiz<sup>2</sup>, Suh Emily<sup>1</sup>, Bowers-Johnson Trina<sup>1</sup>**

<sup>1</sup>Texas State University

<sup>2</sup>Texas A&M International University

As teachers steer through the diverse linguistic backgrounds present in their classrooms, the perceptions they hold play a critical role in shaping the learning environment for their students (Gitschthaler et al., 2021; Rizzuto, 2017; Soltero-González & Hopewell, 2012). However, research shows a lack in preparation for educators in working with students that come from linguistically, racially, and culturally diverse backgrounds (Kaygısız, 2023; Osipova & Lao, 2022; Fuchs, 2010). This study explores the integration of critical literacy, inspired by Paulo Freire's work (1968), and raciolinguistic justice as a fundamental framework for teacher preparation in college literacy courses. Raciolinguistic justice challenges dominant language norms, as advocated by Williams (2021) and Suh (2022), while critical literacy empowers students to critically analyze and question oppressive aspects of society and focus on creating a more just system (Paulo Freire, 1968 & McLaren, 1988). We explore effective practices that empower students to engage with diverse texts and develop critical language awareness. Implementing a critical literacy and raciolinguistic justice framework can foster critical thinkers and student agency in and outside of the classroom. Overall, our research seeks to support teacher preparation for culturally, racially and linguistically diverse learners in postsecondary literacy classrooms.





## ORAL SESSION 24 Inclusive Practices in Literacy for Diverse Learners

### **"Use Your Inside Voice": How educators can provide better practices for engaging young children in classroom discourse**

**Barriteau Phaire Candace**

Central Connecticut State University

The opportunity to participate in classroom discourse can be an essential component of young children's development. However, there are phrases, terms and instructions from adults that can serve as barriers and can limit children's ability or desire to participate consistently in dialogue with peers and adults in the classroom. This presentation shares the experiences of three early childhood educators as they navigate classroom discourse with young children and learn how applying culturally responsive teaching practices can enhance the discourse experiences for the children in their classes.



ORAL SESSION 25 Lifelong Development of Literacy Skills

**Grammatical metaphor in expository text development: Evidence from Modern Greek**

**Kantzou Vasiliki, Kefalidou Sofia**

Aristotle University of Thessaloniki

In this presentation we focus on the development of grammatical metaphor (GM) (Halliday, 1985) as a linguistic resource employed by writers to effectively address the demands of more complex communicative tasks, typical of advanced literacy contexts. Recent studies of first (Derewianka, 1995; 2003) and second language (Liardét, 2016) writing development have suggested that this alternative approach offers a valuable avenue for understanding how writers gradually acquire the capacity to deploy incongruent realisations of meaning to achieve higher density and “objectification”. However, relevant research for Modern Greek is rather scarce (e.g. Paizi & Kondyli, 2011).

For the purposes of our study, two expository texts were elicited from children and adolescents aged 10, 13 and 16, as well as young adults aged 23-35 years, all of whom have Modern Greek as their first language. The texts addressed different topics: one discussing the qualities of a good friend, the other examining contemporary waste accumulation issues (Kantzou, 2019). The texts were annotated using the GM typology proposed by McGrath and Liardét (2022).

Preliminary data analysis indicates that the emergence of GM occurs at a relatively advanced stage of development and participates in structuring textual content to varying degrees depending on the communicative task at hand.



## ORAL SESSION 25 Lifelong Development of Literacy Skills

**Contemporary usage of English prepositions: the effects of 'evolution' in grammar****Ernestová Marie**

University of South Bohemia

Language is in a process of change – continuously and all around us. Being aware of how language is really used rather than just how we are told it should be used is vitally important – particularly for English teachers and students. The paper focuses on a number of English prepositions and examines their actual use, trying to find out whether prescriptive rules disseminated by some popular grammar books can be upheld in modern English. We need grammar books and dictionaries which describe contemporary English in different styles accurately by recording the facts of actual usage in the English-speaking world. The aim of the paper is to raise teachers' awareness of some of the procedures they adopt in the classroom and revise them. Let us hope that the usage manuals of the future will make much more use of corpus data – rather than following prescriptive traditions which sometimes are out of step with actual usage.



## ORAL SESSION 25 Lifelong Development of Literacy Skills

### **Transdisciplinary Literacy Learning and Teaching to Develop Life-long Problem-Solvers**

**Manak Jenn<sup>1</sup>, Puig Enrique<sup>2</sup>**

<sup>1</sup>Rollins College

<sup>2</sup>University of Central Florida

Proficient learners use information and knowledge from various disciplines to function, inform decisions, make sense, and create. A transdisciplinary approach to teaching and learning that integrates knowledge and skills from multiple disciplines is necessary to address the real-world issues of our global society. We must prepare the next generation of global problem-solvers to collaboratively work across disciplines, cultures, and identities to address these pressing, transdisciplinary real-world issues. Presenters will share how transdisciplinary literacy instruction further integrates students' developing literacy knowledge and lived experiences as they engage in their world. By integrating instructional techniques focused on developing students' stamina, engagement, and mindfulness, literacy educators have the power to create conditions of learning to motivate students to look, wonder, and reflect across disciplines and develop into life-long problem-solvers.



## ORAL SESSION 25 Lifelong Development of Literacy Skills

### **Calling every discipline: Urgent need for critical literacy instruction**

**Appatova Victoria**

University of Cincinnati

This session will provide and substantiate a definition of postsecondary critical literacy and explain the difference between critical literacy, information literacy and disciplinary literacy.

A number of recent reports demonstrate that all students can and should be more critical readers and writers than they presently are (Association of College & Research Libraries, 2016; Gandour, 2016; Stanford History Education Group, 2019; Wineburg et al., 2020). The presenter will address the issue of declining critical literacy skills of today's generation of college students due to the recent changes in higher education, including a major shift to online learning and the reform of developmental education in the US.

Centers for excellence in teaching and learning can become campus leaders in promoting postsecondary critical literacy, including critical thinking, reading, writing, and research skills. The integrated concept of writing and reading across the curriculum (WRAC) and in disciplines (WRID) is suggested as an axis for collaboration of faculty, professional staff, and external partners. Practical recommendations will be presented regarding the next steps, which centers for excellence in teaching and learning can follow to promote postsecondary critical literacy.



ORAL SESSION 26 Effective Literacy Instruction

**Aesthetic literacy in kindergarten. Intervention with movement-body expression activities**

**Trouli Kalliopi, Sotiropoulou-Zormpala Marina**

University Of Crete

Attempting to achieve aesthetic and specifically physical literacy in preschool children, our work aims to explore a way of applying movement-body expression activities, which follows the principles of the arts integration theory. It is proposed that the aesthetic literacy processes should contain three teaching approaches: the teaching arts, the teaching through the arts, and the aesthetic teaching. An intervention took place for the teaching of the “letters” of the Greek language, with movement-body expression activities in kindergarten classes in Crete. According to the research questions, it was sought how the activities influenced a) the movement education of the children, b) the academic-cognitive approach, and c) the creative-aesthetic approach of the taught subject. It became evident that the teaching arts activities had a positive impact on the children's movement education, the teaching through the arts activities helped children to approach the subject taught at an academic-cognitive level, and the aesthetic teaching activities mainly contributed to the creative-aesthetic approach of the subject. The proposed multilevel movement integration seemed to derive a wide range of pedagogical imperatives of the aesthetic-physical literacy in the context of preschool education.



## ORAL SESSION 26 Effective Literacy Instruction

### Conceptual Art as a Semiotic Framework for Literacy

Calfoglou Christine

Hellenic Open University

Visual literacy, involving “an interconnected set of practices, habits, and values for participating in visual culture” (Murphy, forthcoming), is a communication prerequisite in the contemporary world. One of the ways in which it can be developed so that participation in visual culture is possible is through “critical, reflective and creative engagement” (ibid.) with visual art. This paper argues in favour of critically and reflectively engaging with Conceptual Art, art in the making, as a medium for accessing participation in visual culture and, further, underlines its relevance to the development of both visual and verbal literacy due to the symbiotic relationship of these two modes of communication, forming the basis of its existence (Calfoglou & Polymeris, 2019). Documentation is provided in the form of linguistic analysis of the ways in which the Conceptual Art text and installation relate to each other as well as through reference to L2 English L1 Greek lower secondary learner conceptual art processing data. It is suggested that the interplay of the two sign systems, the verbal and the visual, constitutes fertile ground for the re-writing and re-conceptualising needed through life in a world of transience and immateriality.



## ORAL SESSION 26 Effective Literacy Instruction

### Effective literacy instruction for highly vulnerable Romanian children in preparatory grade

Balea Bianca<sup>1</sup>, Kovacs Maria<sup>1</sup>, Temple Codruta<sup>2</sup>

<sup>1</sup>Fundatia Noi Orizonturi

<sup>2</sup>SUNY Cortland USA

Research shows that reading performance in the early grades is a strong predictor of reading ability throughout the school years. Using a comparative approach, the present study aimed to determine whether there were differences in literacy skills development in children from low socio-economic backgrounds who received specifically developed emergent literacy instruction (intervention group, IG) and those who didn't (control group, CG). The literacy program was developed based on recent scientific evidence (Bear, 2022) emphasizing the importance of the following in emergent literacy instruction: concepts about print (1), alphabet and letter-sound knowledge (2), concept of word (3), phoneme awareness (4), and word recognition (5). The intervention took place in the 2021-2022, over 8 months, and consisted of using emergent literacy assessments, and literacy learning materials developed specifically for preparatory grades. The total sample consisted of 300 children in 25 preparatory grade classes intervention and control groups (260 and 40 students), assessed on the five above-mentioned emergent literacy concepts and skills, pre- and post-intervention. ANOVA analyses to test for differences between children in the two groups highlighted significant differences in terms of literacy development, with children in IG showing higher scores on all the five measures than children in the CG.





## ORAL SESSION 26 Effective Literacy Instruction

### **Reading is not a spectator sport: Using active strategies in reading instruction to build foundational skills**

**Lewis Amy**

Community College of Philadelphia

Too often, reading instruction is given short shrift. Sometimes, it is assumed reading skills will simply be inferred or picked up along the way without any explicit instruction. Other times, reading skills are reduced to a series of "canned" skill drills that rarely translate outside of practice sets. This presentation will examine ways to make reading instruction not only more active and student-led but also more integrated to the reading material students will encounter in their wider studies and even life outside of the classroom. Using a mixture of critical reading skills, "flipped classroom" models, differentiated instructional methods, gamification, and multimedia tools, this presentation will leave attendees with a bank of "shovel ready" techniques they can take home and employ in their own instruction to yield more engaged pedagogy that will better prepare their students for the world outside of their reading textbooks.



## SYMPOSIUM 8 Literacy Environments

### Reading Achievement in Ireland: What is going well and what still needs attention?

O'Sullivan Jennifer<sup>1</sup>, Fiorentini Clara<sup>1</sup>, Bowe Treasa<sup>2</sup>, O'Toole Deirdre<sup>3</sup>

<sup>1</sup>Marino Institute of Education

<sup>2</sup>Carrigtwohill Community National School

<sup>3</sup>Teacher

In 2016 and 2021, Irish 10-year-old children retained their place among a subset of high-achieving countries in PIRLS (Progress in International Reading Literacy Study). While this is an achievement worth celebrating, it is also an opportune time to take stock and evaluate why substantial proportions of pupils in Ireland are achieving High (67%) and Advanced (27%) Benchmarks in reading. This symposium will explore and consider factors that may be contributing to Ireland's high rankings in recent PIRLS assessments. Factors such as the quality and retention of teachers, initial teacher education, literacy-related national policies, and classroom instruction will be explored in an attempt to determine the factors contributing to Ireland's high achievement in reading. Areas for improvement will also be highlighted, in particular, the gap in reading achievement between pupils with the lowest and highest SES which continue to be very pronounced.



## WORKSHOP 3 Literacy Environments

### Shared Reading Session

**Brouckaert Marijn**

Universidade do Minho

Shared Reading is easily summarized: a mediator or a group member reads a text aloud and the group starts a dialogue. Mediation techniques are applied to connect the participants of the group with each other, and with the literary texts (prose and poetry). The reading intervention aims at creating a safe environment where people can have personal responses to literature. Originating in the United Kingdom, Shared Reading is spreading internationally with hundreds of groups meeting weekly in a wide variety of settings and communities (homeless shelters, schools, child protection centers, hospitals, prisons, drug rehab units, libraries, etc.). In addition to the recognized social impact, research on the intervention is a voice of hope in the general discourse that literacy is under pressure.

Complementary to the oral presentation 'Reading mediation beyond asking the right type of questions', this workshop offers the chance to participate in a Shared Reading session. By experiencing the intervention first hand you can expect to pick up some inspiration, whether you are a learner, a teacher, a future mediator, or just feel like immersing in a story. Come and enjoy some literature, some coziness and some good company.



## WORKSHOP 4 Literacy Environments

### Enriching Literacy Environments through Design Thinking

Niemela April

Lewis-Clark State College

A richly textured and robust literacy environment is not only essential for early literacy development, but it is vital for the lifelong development of literacy love. But where do we start? Enhancing the literacy environment of our students often includes an analysis and assessment of their home, school, and community environments. This results in solutions that seek to fix perceived problems or change existing perceptions of literacy through the addition of resources and supports. However, these investments do not always produce the results we might want – and often go unused, sitting on shelves or in closets. How can we integrate research-based strategies to increase the likelihood of success?

This workshop is for anyone who seeks to design the perfect literacy environment for their learners, regardless of age or demographics. It explores what might happen if we begin from a place of wonder, curiosity, and openness to the learners we serve, leaving preconceived notions behind. Leveraging the nonlinear, iterative stages of design thinking, this workshop engages participants in deeply understanding their learners, challenging assumptions around literacy environments, and redefining challenges as opportunities. Through collaborative inspiration and rapid prototyping, participants will leave with actionable ideas and potential plans.



## WORKSHOP 5 Literacy in the Early Years (0-12)

### **Making Thoughtful Teacher Decisions that Support the Young Reader**

**Miller Melinda, Reed Jolene**

Sam Houston State University

Careful selection of text can positively affect the quality of the child's reading experience. Text selection is possibly the single most important decision that classroom teachers make regarding reading instruction. The right text can support students who are learning to read in another language and can make the difference in the type of emotional experience children encounter during this task of learning to read. Selecting the right text can support students in orchestrating multiple types of information as they cross-check what they are saying with what is printed on the page. Carefully selected text offers a feed forward mechanism for the child undertaking new learning.

Having selected the appropriate book, teachers of young children can further support the emerging literacy learner by planning a book introduction that will set the students up for success during the first reading. The goal is to make the first reading a pleasurable experience with just enough of a challenge to keep them excited about reading. Teachers support young learners as they read through the use of prompting that encourages the development of strategic processing while doing reading work.

This session will combine text selection, book introductions and prompting through demonstrations and hands-on practice.



## ORAL SESSION 27 (In Greek) Literacy in the Early Years (0-12)

### **Τα λογοτεχνικά είδη στα ανθολόγια λογοτεχνικών κειμένων του δημοτικού σχολείου και η συμβολή τους στην καλλιέργεια του λογοτεχνικού γραμματισμού των μαθητών**

**Karaiskou Maria**

University Of Crete

Η παρούσα ανακοίνωση αποσκοπεί να συνδέσει την έννοια του λογοτεχνικού γραμματισμού με τις δυνατότητες πρόσληψης των λογοτεχνικών ειδών που διανοίγονται στους μαθητές του δημοτικού σχολείου μέσα από τα ανθολόγια λογοτεχνικών κειμένων του ισχύοντος προγράμματος σπουδών. Αρχικά εξετάζεται η ποικιλία των λογοτεχνικών ειδών που επιλέγονται στα εν λόγω εγχειρίδια, ο αριθμός κειμένων που αντιστοιχούν στο κάθε είδος και οι συγγραφείς που το εκπροσωπούν, η προβολή μεμονωμένων ειδών ή η αποσιώπηση άλλων από τον σχολικό λογοτεχνικό Κανόνα, πάντα σε συνάρτηση με τις θεωρίες που συνδέουν την ηλικία των παιδιών με την αναγνωστική τους εξέλιξη (Appleyard). Στη συνέχεια αναλύονται τα παρακειμενικά στοιχεία που συνοδεύουν τα κείμενα (τίτλοι, εισαγωγικά και βιογραφικά σημειώματα, ερωτήσεις, εικόνες) αλλά και το βοηθητικό υλικό που παρέχεται στο βιβλίο του δασκάλου με απώτερο σκοπό να διερευνηθεί ο βαθμός που δύνανται να καθοδηγήσουν τους μαθητές στην κατανόηση της έννοιας του εκάστοτε λογοτεχνικού είδους ως γραμματολογικής κατηγορίας με ειδικά γνωρίσματα, συγκεκριμένη παράδοση και περιθώρια ανατροπής και τροποποίησης. Με βάση σύγχρονες θεωρητικές προσεγγίσεις που συνδέουν τα λογοτεχνικά είδη με την καλλιέργεια συγκεκριμένων δεξιοτήτων λογοτεχνικού γραμματισμού η εργασία προτείνει περαιτέρω τρόπους που μπορούν να προωθήσουν την αντίληψη των παιδιών – αναγνωστών για τα λογοτεχνικά είδη, οξύνοντας την κριτική τους ικανότητα και την εξοικείωσή τους με τον κόσμο της λογοτεχνίας και τη σχέση του με τον πραγματικό κόσμο που τα περιβάλλει.



## ORAL SESSION 27 (In Greek) Literacy in the Early Years (0-12)

### Προσχολική αγωγή και ιστορικός γραμματισμός

**Brentas Filippos**

Othos' Public Kindergarten, Karpathos Island

Το μετανεωτερικό σχολείο αποτελεί ένα εξελισσόμενο πεδίο που συμβαδίζει και αναδιαμορφώνεται με τις κοινωνικές και πολιτισμικές επιρροές. Η έννοια του «γραμματισμού» σε επιμέρους τομείς προάγει την επιστημονική σκέψη στα παιδιά προσχολικής ηλικίας. Ειδικότερα, ο ιστορικός γραμματισμός καλλιεργεί αντιληπτικές δεξιότητες που επιτρέπουν στα παιδιά την κατανόηση της κοινωνίας στο παρελθόν, αξιολογώντας στο σύγχρονο συγκείμενο τους παράγοντες που διαμόρφωσαν το ιστορικό παρελθόν. Στην περίπτωση της προσχολικής εκπαίδευσης, ιδιαίτερο ενδιαφέρον προσδίδει η παιδοκεντρική/διερευνητική προσέγγιση, καθώς η εισαγωγή των παιδιών στον πρώιμο ιστορικό γραμματισμό επιτυγχάνεται χωρίς την αξιοποίηση σχολικού εγχειριδίου ή αναλυτικού προγράμματος. Μπορούν τα νήπια να αναπτύξουν συμπερασματική επαγωγική σκέψη και να εισαχθούν σε διερευνητικές μεθόδους κατανόησης των ιστορικών υποκειμένων και των επιλογών τους;

Στην παρούσα έρευνα που διεξήχθη σε δημόσιο νηπιαγωγείο της Καρπάθου, τέσσερα (4) προνήπια ηλικίας 4 ετών, ακολουθούν μεθοδολογικά τον ερευνητή/παιδαγωγό στη μελέτη περίπτωσης και στην επεξεργασία ιστορικών πρωτογενών πηγών. Δρώντας διαθεματικά, προσεγγίζουν την έννοια του εξόριστου και της εξορίας, αξιοποιώντας επιστολές εξόριστων ανδρών, με καταγωγή από το Σουφλί Θράκης, στην Μακρόνησο την περίοδο 1945 – 1950, παράγοντας πολυτροπικό υλικό.



## ORAL SESSION 27 (In Greek) Literacy in the Early Years (0-12)

### Σχεδιάζοντας ένα Πρόγραμμα Οικογενειακού Γραμματισμού: Ανάγκες και προσδοκίες μητέρων παιδιών προσχολικής ηλικίας

Tsirba Chrisoula<sup>1</sup>, Stellakis Nektarios<sup>2</sup>

<sup>1</sup>Primary Education (Ahaia)

<sup>2</sup>University of Patras

Το οικογενειακό περιβάλλον αποτελεί το πρώτο εγγράμματο περιβάλλον του παιδιού. Τα Προγράμματα Οικογενειακού Γραμματισμού (ΠΟΓ) έχουν σκοπό να υποστηρίξουν τους γονείς να δημιουργήσουν ένα ευνοϊκό περιβάλλον μάθησης στο σπίτι. Σκοπός της μελέτης είναι να διερευνήσει τις ανάγκες και τις προσδοκίες των μητέρων για συμμετοχή σε ένα ΠΟΓ. Η έρευνα πραγματοποιήθηκε σε 3 νηπιαγωγεία στον Πύργο Ηλείας, το σχολικό έτος 2021-2022. Συμμετείχαν 24 μητέρες προνηπίων και η συλλογή δεδομένων πραγματοποιήθηκε μέσω ημιδομημένων συνεντεύξεων. Με βάση αποτελέσματα, οι μητέρες πιστεύουν ότι η συμμετοχή σ' ένα ΠΟΓ θα έχει οφέλη όχι μόνο για τα παιδιά αλλά και για τις ίδιες. Τις ενδιαφέρει να μάθουν για τις γνώσεις και δεξιότητες που πρέπει να αναπτύξουν τα παιδιά στην προσχολική ηλικία, πώς μπορούν να προσελκύσουν το ενδιαφέρον τους για τη γραπτή γλώσσα και ποιες πρακτικές γραμματισμού θα μπορούσαν να εφαρμόσουν στο σπίτι. Συμπερασματικά, τα αποτελέσματα δείχνουν ότι οι γονείς χρειάζονται εκπαίδευση και καθοδήγηση. Τα αποτελέσματα της έρευνας μπορούν να συμβάλουν στο σχεδιασμό ενός ΠΟΓ με βάση τις ανάγκες των γονέων.





## ORAL SESSION 27 (In Greek) Literacy in the Early Years (0-12)

### Ορθογραφική απόδοση θεματικών μορφημάτων: Η σχέση της με τη μορφολογική επίγνωση

Tsironi Panagiota, Aidinis Athanasios

Aristotle University of Thessaloniki

Η ανάπτυξη της ικανότητας ορθογραφημένης γραφής στην ελληνική γλώσσα είναι ιδιαίτερα αργή. Στη βιβλιογραφία αναφέρονται διάφορα αναπτυξιακά στάδια που συνδέονται με ανάλογες στρατηγικές ενώ σημαντικός θεωρείται ο ρόλος της μορφολογικής επίγνωσης κυρίως για την ελληνική γλώσσα που έχει μια πολύπλοκη μορφολογική δομή. Σκοπός της παρούσας εργασίας είναι η διερεύνηση της ανάπτυξης της ικανότητας ορθογραφημένης γραφής του θεματικού μορφήματος σε μαθητές των τριών τελευταίων τάξεων του Δημοτικού Σχολείου ώστε να αναδειχθεί η ηλικία κατά την οποία τα παιδιά χρησιμοποιούν τις μορφολογικές τους γνώσεις για το θεματικό μόρφημα και ο έλεγχος της σχέσης που υπάρχει ανάμεσα στην ορθή γραφή θεματικών μορφημάτων με τη μορφολογική επίγνωση. Στην έρευνα συμμετείχαν 234 μαθητές της Δ', Ε' και Στ' τάξης. Στους συμμετέχοντες δόθηκε ένα έργο ορθογραφίας, στο οποίο έγραψαν με υπαγόρευση 96 λέξεις και ψευδολέξεις, οι οποίες σχετίζονται με 16 θεματικά μορφήματα, έξι λέξεις/ψευδολέξεις για το κάθε ένα, και δέκα έργα μορφολογικής επίγνωσης. Τα αποτελέσματα έδειξαν σημαντικές διαφορές μεταξύ των τριών τάξεων σε όλα τα θεματικά μορφήματα τόσο στην επίδοση όσο και στο σημείο του θεματικού μορφήματος στο οποίο εντοπίζεται το λάθος, αναδεικνύοντας πως οι μαθητές δεν χρησιμοποιούν σταθερά τις μορφολογικές γνώσεις τους.



## ORAL SESSION 28 Effective Literacy Instruction

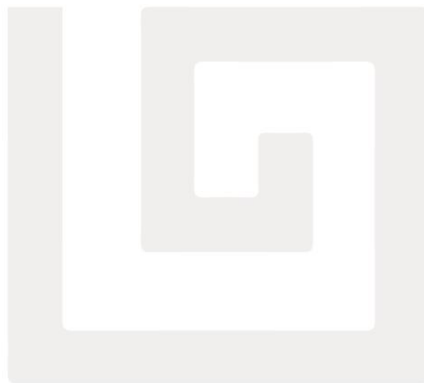
### **Cultivating multiliteracies in school practice: Creatively combining Literature Education with Environmental Education using Slam poetry as a vehicle**

Aravani Evangelia<sup>1</sup>, Daskolia Maria<sup>2</sup>

<sup>1</sup>Hellenic Open University

<sup>2</sup>University of Athens

The emerging and ever-evolving conditions and demands of the 21<sup>st</sup> century require the use of complex and multiple literacies, as our communication, collaboration and participation in solving current sustainability challenges relies on linguistic, aural, spatial and visual ways of understanding reality. In an educational context, the pedagogy of multiple literacies combines these different ways of communicating and meaning-making with diverse practices, grounded in students' experiential, cognitive, social and cultural perspectives, in order to negotiate not only linguistic but also intercultural diversity in our increasingly globalized societies. The present study aimed to explore how the use of a new genre of poetic discourse production, Slam poetry, can contribute to the development of multiple literacies, such as literary, linguistic, linguistic, social, cultural and especially environmental, in the context of an articulated educational intervention designed for this purpose. The case study was conducted in a Greek secondary school in the Athens district during the academic year 2023-2024, combining literature and environmental education. Following a series of steps and exposing students to current environmental issues, students aged 15 to 16, were asked to compose slam poems, i.e. to render their personal and collective truths about their lives and their environment and then interpret them with sentiment and insight, reflecting their personal experiences. This paper describes the design of this educational and research project and discusses the findings of the qualitative analysis of the data collected from conversations with teachers and students.



## ORAL SESSION 28 Effective Literacy Instruction

### Teachers' perceptions of oral feedback for writing

Wolsey Thomas<sup>1</sup>, Smetana Linda<sup>2</sup>, Grisham Dana<sup>3</sup>

<sup>1</sup>Consultant

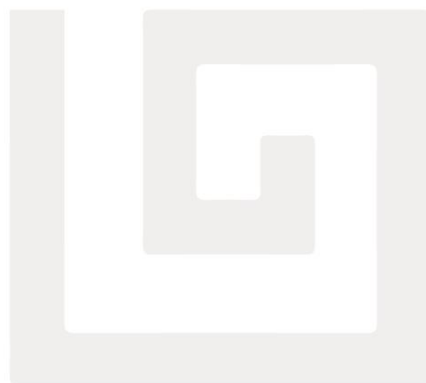
<sup>2</sup>California State University, East Bay

<sup>3</sup>Retired

Feedback on writing is often limited to rubrics even though more is possible. Feedback is one routine with potential to significantly improve student achievement. Nowhere, we argue, can feedback improve learning more than in writing instruction. Research we are conducting suggests that teachers perceive oral feedback to be particularly useful. Other research informs our work that suggests the teacher's relationship with students may have an impact on the efficacy of feedback.

In general, teachers find useful feedback is easy to provide and believe their students review feedback they offer. Teachers seemed to prefer oral feedback, and nearly 60 percent of teachers believe their students use feedback to improve performance from one task to the next. However, teachers preferred simple (50.3% rank 1 or 2) and complex affirmations (67.75% rank 1 and 2) over other types of feedback.

During this session, we will examine what research suggests are effective practices in providing feedback to foster and to develop effective writing skills with a focus on oral feedback. We examine both tech and non-tech ways to provide feedback in terms of reinforcement (positive and negative) and signals to advance to the next level of proficiency, with the ultimate aim of accelerating learning.



## ORAL SESSION 28 Effective Literacy Instruction

### Developing Argumentative Thinking, Reading, and Writing

Traga Philippakos Zoi A.

University of Tennessee

The session presents an instructional approach that combines dialogic argumentation through collaborative reasoning with strategy instruction, connects both reading and writing and transitions students from writing responses to read-alouds into opinion writing and argumentation. The session addresses its evidence base and how to apply the approach in elementary and secondary settings. Writing in general and argumentative writing in particular are challenging for learners to master. The nature of argumentative writing is dialogic in the sense that the writer needs to consider the audience and anticipate its comments in order to develop convincing reasons and address the opposition with an effective rebuttal. Children's justifications gradually become more elaborate as they develop, and they are able to argue referring to consequences. One approach for teaching argumentation is collaborative reasoning, which is based on oral discourse and dialogue. Oral conversations within a social context promote the development of argumentative thinking. Thus, oral conversations can support students in developing positions, expressing them in a social context, having those challenged, and overall witnessing the effects of argumentative interactions. The presented approach combines systematic instruction on written form and writing processes with social interactions to support development of students' vocabulary, oral competence, and schema on argumentation.



## ORAL SESSION 28 Effective Literacy Instruction

### Reading mediation beyond asking the right type of questions

Brouckaert Marijn, Ramon Micaela, Dionisio Maria de Lourdes

Universidade do Minho

In this presentation I share some findings of my ongoing PhD. research where I conducted a multimodal conversation analysis on five Shared Reading sessions. The facilitator was not a native speaker of Portuguese, which was the language of the prose and poetry that was being read, and the language used in the group to discuss the texts. As a result, the facilitator had to ask participants for the meaning of specific words in the text, and when participants did not understand a word, the facilitator had a very limited role in helping them out.

The empirical research on these types of dialogic reading gives quite some attention to the types of questions that can be posed to participants in order to attain a rich interpretation of the text. The research, however, point in the direction that questions are not the only way to 'get to interpretation' and problematize the idea that a type of question renders a type of answer. It is shown how one word can spark textual interpretation, and how various interactional devices (short response tokens, gestures, etc.) can be used to attain the same effect. Finally the question is asked how these findings relate to training future mediators.



## ORAL SESSION 29 Inclusive Practices in Literacy for Diverse Learners

### Ten steps to literacy success for schools that cater for high numbers of educationally disadvantaged adolescents

Cassidy Aideen

Dublin City University

The purpose of the research was to explore what strategies are appropriate and effective in improving literacy at second level in schools that cater for large numbers of educationally disadvantaged schools in Ireland. 35 schools implemented the Junior Certificate School Programme (JCSP) Literacy Medley as part of the JCSP literacy Strategy which involved implementing at least three reading initiatives over one academic year and setting up a reading space. Over one thousand students were involved in the study and over one hundred and fifty teachers.

A reading survey of 3,653 students, took place to gather perspectives on reading while teachers' and librarians' feedback was gathered through interviews and focus groups. Standardised test information was also gathered from 700 students to establish reading progress which supplemented teacher observations.

Ten steps to success have emerged from this study. These include implementing a range of motivational reading interventions supported by CPD, time to read and access to books in attractive reading spaces. All participating teachers and librarians agreed that the sustained focus on literacy not only improved the literacy scores and the students' attitude and motivation to read, but also created a reading culture in schools.



## ORAL SESSION 29 Inclusive Practices in Literacy for Diverse Learners

### Deciphering Biliteracy in Down Syndrome: Insights from a Maltese-English Bilingual Setting

Muscat Loredana<sup>1</sup>, Grech Helen<sup>2</sup>

<sup>1</sup>Institute for Education

<sup>2</sup>University of Malta

This study explores the biliteracy capabilities of individuals with Down Syndrome (DS) within the Maltese-English bilingual context, focusing specifically on their performance in Word and Nonword reading tasks. The primary objective was to assess how Maltese biliterate participants with DS perform on Word and Nonword reading tasks and to identify potential differences between the two languages. Additionally, the research aimed to determine how factors such as Phonological Awareness, Visual Perceptual Processing Skills, Receptive Vocabulary, and Fluid Intelligence influence their proficiency in these tasks. The analysis unveils the intricate relationships among these variables in the DS context, emphasising the varied skills bilingual DS readers display in each language. This highlights the importance for educators and clinicians to understand linguistic backgrounds and the specific characteristics of each language when designing assessments and interventions for the DS community. The findings advocate for a comprehensive approach in reading intervention planning for DS individuals, incorporating both lexical and non-lexical reading methods. Recognising the demonstrated reading competence in both languages among the participants, the results strongly support promoting biliteracy training for the Maltese DS population.



## ORAL SESSION 29 Inclusive Practices in Literacy for Diverse Learners

**Sustaining Cultural and Disability Identities in Primary Literacy Classrooms****Tondreau Amy<sup>1</sup>, Rabinowitz Laurie<sup>2</sup>**<sup>1</sup>University of Maryland<sup>2</sup>Skidmore College

This paper explains how to use two asset pedagogies, Culturally Sustaining Pedagogy (CSP) and Disability Sustaining Pedagogy (DSP) to develop responsive elementary literacy instruction. CSP is an established pedagogical framework that focuses on students' fluid, complex and intersectional cultural identities, and uses literacy instruction to sustain those identities (Paris & Alim, 2017). DSP centers the voices of teachers with disabilities and the insider perspectives they can offer all educators. In sharing their perspectives, these teachers can serve as role models for students with and without disabilities, share knowledge of how to strategically maneuver within oppressive systems and offer insight into teaching practices that, in meeting the needs of students with disabilities, can better support all students. Next, we describe CSP/DSP whole class literacy instruction that is accessible to all learners in a classroom, showcasing how CSP/DSP can be incorporated in intentional literacy unit planning. Using three teacher examples, we explore how teachers can develop or modify their curriculum with students' identities in mind, advancing their skills while working toward racial and disability literacies. Example units will highlight drawing on youth culture, positioning students, families, and other educators as curriculum co-writers, and embedding critical reflection for both students and educators.





## ORAL SESSION 29 Inclusive Practices in Literacy for Diverse Learners

### **“Words matter” teaches reading skills as a tool for survival**

**Salusjärvi Aleksis**

Private

“Words matter” started in 2016 in Helsinki by The Finnish Reading Center. The goal was to encourage ill-motivated vocational school students in reading via rap-lyrics. The first phase of the program consisted of 100 workshops all around Finland. Later the program expanded to special education in elementary schools and also prisons. The idea was to reach all young age groups in Finland who struggle in reading, and in life.

After eight years Words matter has reached close to 10 000 13–29-year youngsters who dislike reading. Rap lyrics has opened a way to literature outside of literature. Workshops are held by specialists: Emmi Jäkkö and Aleksis Salusjärvi started the program as professionals of literature. Mikko Sarjanen came in as a rap-artist and songwriter. Speech therapist Hanna Markkanen helped us to formulate the workshops into special education.

Multi-professional cooperation has been the key to success. Words matter is a unique way to teach reading skills to people who dislike reading.



## ORAL SESSION 30 Lifelong Development of Literacy Skills

### **Developing Reading Literacy Through Cognitive, Intrapersonal and Interpersonal Competencies: A New Measurement and Assessment Approach**

**Altintas Ozge, Kutlu Omer**

Ankara University

The most important literacy skill that enhances an individual's life skills development and enrichment is reading literacy, specifically reading comprehension. It contributes to students' ability to succeed in their academic lives, maintain relationships with others in society, and understand nature to coexist harmoniously with the environment. Additionally, it fosters the adaptability to rapidly changing socio-economic, cultural, and technological conditions in the 21st century.

Comprehension of what is read not only serves as a foundation for the development of literacy skills in various domains such as mathematics, science, digital literacy, and media literacy but also facilitates the development of higher-order thinking skills. These skills encompass a comprehensive set of cognitive competencies, such as problem-solving, reasoning, creativity, analytical, and critical thinking, and , as well as intrapersonal competencies like self-confidence, self-efficacy, resilience, openness to problem-solving, and determination, along with interpersonal competencies like collaboration, communication, responsibility, and persuasion. In the current century, student achievement should be associated with the development of these three competency areas. Therefore, both curriculum design and measurement and assessment approaches should be organized while considering this development.

This research involves the simultaneous utilization of these three competency areas and making decisions about students' reading achievement based on these domains. The study will employ a reading text based on real-life situations and items measuring cognitive, intrapersonal, and interpersonal skills. The scores obtained from the reading comprehension test will be associated with individuals' characteristics, including student, family, and school features believed to be related to reading achievement.



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ORAL SESSION 30 Lifelong Development of Literacy Skills

**Better Together: A holistic approach to health Literacy**

**Zamora Maria Cecilia**

University of the Philippines

Covid-19 has had a severe impact on university students' mental and physical health, with studies showing a 35% decrease in physical activity and a 36% increase in clinical depression risk (Gestsdottir et al., 2021). The pandemic's prolonged period of social isolation and uncertainty exacerbates these negative emotions, causing students to feel disconnected from peers and interests (Hadler, 2020; Gestsdottir et al., 2021; Ross, 2021).

In the Philippines, college students faced challenges with remote learning setups such as excessive modules, unclear learning content, minimal interactions with teachers, difficult peer-to-peer communication further compromised their holistic health (Rotas & Capahay, 2020). However, they utilized various methods to cope with the challenges of remote learning during the pandemic (Barrot, Llenares, and Rosario, 2021)

A group of Filipino college students organized a service-learning project called "Better Together" aimed to identify the primary health needs and status of fellow students and address them by adapting the Wellbeing Assessment Tool and Princeton U Matter Wellness Self-Assessment. The collected data was analyzed using ANOVA. During the webinar, best practices for promoting holistic health were shared by peers, and resource persons which helped the students develop practical solutions for their daily lives.



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**ORAL SESSION 30 Lifelong Development of Literacy Skills****Perceptions of learning difficulties in primary and secondary schools****Varik-Maasik Ene, Seema Riin**

Tallinn University

Receiving a diagnosis of learning difficulties depends on the student's difficulties being noticed by teachers, support professionals and parents. Students whose learning difficulties are not noticed and diagnosed do not receive the support they need (Cortiella & Horowitz, 2014). There is a deficit of support specialists, support teachers and support workers in Estonian schools (Sihtasutus Kutsekoda, 2018). At the same time, taking into account students' own opinions and autonomy is seen as increasingly important in today's schools (Heidmets et al., 2017). Perceptions of learning difficulties from the perspective of students themselves have not been much studied.

The aim of this study is to find out how primary and secondary school students perceive the characteristics of learning difficulties and what is the consistency between the perceived characteristics of learning difficulties. The data used in this study are from 8486 students collected across Estonia in 2022. The students were in the age range of 11 to 20 years.

The results showed that learning difficulties were perceived by students in all grades. While officially diagnosed learning disability statistics show a very large difference between pupils in basic school and those in secondary school, this study did not show a large difference in the perception of learning disability by school level. Differences between grades were small and not statistically significant. Nearly a third of the participants admitted to finding learning difficult. A fifth of students have difficulty understanding the meaning of texts. In this study, boys perceived learning difficulties slightly less than girls. The statements of the Perceived Learning Difficulties Scale are consistent with each other and as such are suitable for the identification of perceived learning difficulties and for use by support specialists.



## SYMPOSIUM 9 Effective Literacy Instruction

### Quality of paper and digital reading learning opportunities in fourth grade: insights from PIRLS 2021 results

Dupont Virginie<sup>1</sup>, Schillings Patricia<sup>1</sup>, André Marine<sup>1</sup>, Renaud Juliette<sup>2</sup>

<sup>1</sup>University of Liege

<sup>2</sup>INSPE Centre Val de Loire

Since the early 2000s, the results of the various cycles of the PIRLS study have demonstrated the wide disparity between the performance of fourth-grade pupils in different countries (Schillings et al. 2023). While no causal link could be established between the reading teaching practices reported by teachers at this grade level and the performance of their pupils, certain practices nevertheless appear singular in comparison with those observed in higher-performing participating countries (Lafontaine et al., 2018).

This symposium aims to examine the results of the PIRLS 2021 study from three angles. First, the question of equity in education systems will be addressed by comparing the learning opportunities offered to students in the same education system (FW-B). Then, we'll show examples illustrating the disparity in reading teaching practices between French-speaking and English-speaking countries. Finally, the comparison will focus on teaching practices for digital documentary reading, which is one of the pillars of skills development for 21st-century readers.



## SYMPOSIUM 10 Inclusive Practices in Literacy for Diverse Learners

### Exploring Culturally Diverse Narratives: A Symposium on Multifaceted Literary Worlds

Adam Helen (Chairman)<sup>1</sup>, Boutte Gloria<sup>2</sup>, Guo Wen<sup>2</sup>, Jackson-Barrett Libby<sup>1</sup>

<sup>1</sup>Edith Cowan University

<sup>2</sup>University of South Carolina

This symposium presents four interconnected papers that illuminate the rich and multifaceted landscape of diverse literature, while simultaneously applying and expanding upon Sims-Bishop's metaphorical concepts of "mirrors" and "windows" in children's books.

Drawing inspiration from Sims-Bishop, our symposium introduces a nuanced perspective that envisions a book's ability to serve as both a mirror and a window for young readers. Furthermore, we introduce the notion of diverse "mirror" types, focusing on literature as mirrors for Aboriginal, African, and Asian Diasporic children, while offering windows into these cultures for readers from different backgrounds.

We explore innovative ways to engage children with literature through multi-modal texts. Through this, we aim to help children connect more profoundly with the stories they encounter, cultivating a deeper appreciation for cultural diversity.

The symposium's papers collectively emphasize the significance of literature for cultural exchange, empathy, and self-discovery. By considering the diverse ways in which literature can be both mirror and window, we hope to inspire critical discussions and advocate for the use of multi-modal texts to enhance the connection between young readers and the stories that shape their understanding of the world.



## ROUND TABLE 5 Digital Literacy

### A Multimodal Pedagogy for Emergent Bilinguals

Koskina Germaine, Anderson Nancy

Texas Woman's University

The concept of literacy is changing as new technologies emerge and multiple semiotic modes provide alternative affordances for communicating beyond the oral and written form. In this study, emergent bilingual (EB) students harnessed the power of multiple modes of communication, increasing heritage language output, bilingualism, and biliteracy. Through translanguaging pedagogy, incorporating multimodality, one teacher made space for EBs to flexibly leverage their linguistic repertoires. The analysis of the data documents how EBs' responses to pedagogy yielded six distinct features of instruction that appeared to promote biliteracy. First, by flexibly responding to EBs' unique linguistic identities, each child's biliteracy progressed in distinctive ways. Explicit teaching appeared to support how children successfully employed multimodal systems. Students had access to comprehensible input in multiple modes and languages, helping build their conceptual knowledge. As a result, customized creative paths were forged collaboratively in response to students' unique linguistic repertoires. Finally, opportunities for metalinguistic teaching occurred, strengthening and expanding students' biliteracy. This study is unique because it accounts for how one educator flexibly responded to the unique linguistic identities of EBs, honoring their heritage language, and provides a framework for a translanguaging and multimodal pedagogy to benefit EBs' biliteracy development and academic success.



## WORKSHOP 6 Inclusive Practices in Literacy for Diverse Learners

### **Finding, mining, and teaching texts that shine a light on and encourage uncommon literacies and joy of BBIPOC while underscoring the five characteristics of effective structured literacy teaching and historical inquiry**

**Oh Katy<sup>1</sup>, Snowden Erica<sup>2</sup>, Slaughter Rachel<sup>3</sup>**

<sup>1</sup>Great Valley School District

<sup>2</sup>Episcopal Academy

<sup>3</sup>The William Penn School District

To sharpen middle school literacy skills while teaching historical inquiry to underrepresented students in a way that connects to the personal lives of each student, the session celebrates absent narratives, underrepresented histories, and BBIPOC joy while underscoring the five characteristics of effective structured literacy teaching. The session is designed to embrace and celebrate each student's multiple intelligence or pursuit of uncommon joy. The participants will learn how to find and teach texts that detail the lives of BBIPOC people who were the first People of Color to break the barriers in a variety of pastimes that remain popular to this day. The presenters will highlight BBIPOC people in areas of interest where BBIPOC were largely unrepresented. Through historical inquiry and effective structured literacy teaching, the presenter will lead the audience in a discussion and activities that are centered upon specific, open-ended questions that are focused on historical issues or problems that BBIPOC solved with their participation in the highlighted activities. The audience will engage in formulating questions and statements that cover the 5 C's of Historical Knowledge including Causes, Change, Consequence, Contestability and Continuity. We will also explore each historical figure's motives and significance of his life.





ORAL SESSION 31 Literacy in the Early Years (0-12)

**Blending methodological approaches for teaching vocabulary to preschool Foreign Language Learners**

**Tzagkourni Evangelia, Chlapana Elissavet**

University of Crete

Nowadays, English as a Foreign Language (EFL) instruction in preschool education attracts scientific attention seeking to ascertain the factors leading to its effectiveness, pinpointing the pivotal role of vocabulary instruction through the incorporation of age-appropriate methodologies. In this context, this study aims to explore the effects of an intervention based on a proposed multi-leveled instructional model on EFL vocabulary learning from 118 preschool children in Greece, through a quasi-experimental design. The sample was divided into three groups. The instruction in the first experimental group implemented a Blended Learning approach enhanced by a Task-based methodology, with Spiral and Playful learning characteristics. The second experimental group's instruction implemented the same proposed methodology without the use of ICT tools. The control group followed the instructions of Introducing English to Preschool (IEP). The sample's target vocabulary knowledge was pre-, immediate post-, and delayed post-tested, both regarding their expressive and receptive vocabulary knowledge and their explicit and implicit knowledge. Results exhibit a significant difference between the three groups, with the first experimental group outperforming the other two groups in every single aspect of vocabulary knowledge. The imperative role of sound instructional design, high quality of input and meaningful use of ICTs is thus highlighted.



## ORAL SESSION 31 Literacy in the Early Years (0-12)

### **Once upon a time in early literacy: A tale of government decision making and the role of pressure groups**

**Cox Robyn**

RMIT University

In Australia, since the public dissemination of PISA, PIRLS results and our own NAPLAN data over the last almost 15 years the government at state and Federal level have been subject to a large number of pressure groups, independent think-tanks and individuals who have lobbied for changes to both pedagogy, materials and assessment for 'improve' literacy outcomes for primary (elementary) aged children.

This paper, using a chronology, will document and discuss the arguments presented, the false starts, the incidents and publications which have hampered and aided the teaching of early literacy in schools.

The paper will also argue that the various minority groups in the Australian school communities have been removed from view, where literacy becomes a one size fits all "autonomous view of literacy"(Street, 1985), in which literacy is as a set of autonomous skills that can be learnt independently of the social context.

Practical aspects of pedagogical directions, materials, and assessment process will be discussed.



## ORAL SESSION 31 Literacy in the Early Years (0-12)

### Teacher Preparation and Writing Instruction

Traga Philippakos Zoi A.<sup>1</sup>, Sipitanos Konstantinos<sup>2</sup>

<sup>1</sup>University of Tennessee

<sup>2</sup>University of Crete

The topic of effective teacher preparation is complex and multifaceted. Despite remaining uncertainties and differences in perspective, there are agreements on several features of effective preparation programs, such as connection to schools and the importance of practical, high-quality, “hands-on” application throughout preparation, the benefits of clear program objectives, enhancement of preservice teachers’ confidence and pedagogical content knowledge, and the commitment to the growth and development of each preservice teacher and all of their future students. Policies often address reading but neglect writing. Emphasis is often given on linguistics and on grammar, and less on writing process and composition that addresses different purposes and genres. This present work designed and implemented an evidence-based writing approach in preservice teachers’ internship. The purpose of this session is to share the implementation of a genre-based writing approach on teacher-candidates’ (TC) instruction within a practicum experience. Processes for instruction, coaching, and practical application will be shared. Also, findings from students’ writing quality and of TCs’ comments and efficacy will be discussed with the goal to identify opportunities and challenges of implementation.



## ORAL SESSION 31 Literacy in the Early Years (0-12)

### **Persuasive Strategies in Mono/Multilingual Preschool Education Classrooms**

**Papadopoulos Isaak, Papadopoulou Smaragda**

International Hellenic University

This study sought to compare the persuasive behavior of preschoolers in monolingual and multilingual classrooms. Among the communicative competencies that preschoolers are expected to develop, persuasive skills and strategies are the primary research focus. This is due to the fact that these skills and strategies comprise foundational social interaction apparatus (Felton & Kuhn, 2001; Bartsch, London, & Campbell, 2007), which is useful for children's communication during daily speech events. Given that persuasive discourse is a crucial component of social literacy and that preschool education curriculum promotes a culture of dialogue within the classroom, an attempt was made to examine the communicative efforts of very young learners to persuade their classmates. Forty preschoolers participated in communicative situations related to a) Persuade your classmate to eat the fruit you prefer and b) Persuade your classmate to play the game you prefer, while the researcher employed specifically designed record protocols to identify the children's attempts and strategies. The record protocols were primarily based on the analytical framework of persuasive discourse by Connor and Lauer (1988) and rhetoricians, communication theorists, and psychologists on ethical and emotional appeals in modern discourse, such as Karon (1976), Woods and Walton (1974), Hovland, Janis, and Kelland (1953), Thompson (1967), and Abelson and Karlins (1970), while the researcher observed the children's interactions in the classroom three times on weekly basis. The study revealed that gender and the monolingual/multilingual nature of the classroom contribute to the qualitative differentiation in the persuasive strategies employed by children, whereas the age of the children was not statistically associated with the persuasive strategies used.



## ORAL SESSION 32 Effective Literacy Instruction

### **First year student practitioners' perceptions on dialogic book sharing to enhance communication and language development**

**Madondo Fortunate, Anderson Lynda**

University of Hertfordshire

Like many parts of the world, the United Kingdom's early childhood setting encounters are inundated with linguistic repertoires compounded by children from various cultural backgrounds operating at different stages of language development. Researchers concur that early literacy activities such as book sharing, and storytelling are important for stimulating language development in the early years (Doiz, Lasagabaster & Sierra, 2011). However, very little is known about how these learning techniques optimize the promotion of communication and language development to young children particularly in the post Covid era. This Case Study explored the potential impact of dialogic book sharing utilising puppets, props, and stories with a particular focus on improving children's conversational responsiveness and their interactions/utterances. Conversational responsiveness and increasing the amount of what a child says, including the complexity of their conversations, has been highlighted by researchers (Law, Charlton, Dockrell, Gascoigne, McKean, & Theakston, 2017) as an area which may positively impact children's communication and language outcomes. In the current study, participants included 10 first year students undertaking the BA (Hons) Early Childhood Education programme at the University of Hertfordshire who were trained on how to conduct dialogic reading sessions with peers, using puppets, props, and stories. Post-training, they were tasked to engage in storytelling and share book reading sessions with learners over a three-month period. The sessions were conducted while the students were on work placements in five early years settings. Interviews, questionnaires, and focus group discussions were used to gather both qualitative and quantitative data. Findings revealed the enhancement of vocabulary acquisition, children's language skills, cognitive development, and critical thinking implications as well as socio-emotional outcomes and bonding between adults and children through dialogic book reading. Recommendations for further research and practical applications in related contexts to inform policy were considered at the end of the study.



## ORAL SESSION 32 Effective Literacy Instruction

### **Improving preschool children's retelling ability through family engagement: Reflections on parents' workshops**

**Nikoloudaki Eleni**

Nursery School Misirion

The present study reports on a family intervention which aimed to scaffold parental story reading practices used at home. One hundred and forty-two parents from six public kindergartens in Rethimno, Greece, participated voluntarily in the intervention. Results were visible on children's retelling ability. This study included two intervention and one control group. Parents were allocated in: (1) the intensive training group, where parents attended eight storybook reading workshops (N=43), (2) the non-intensive training group, where parents received written notes about story reading techniques (N=51) and (3) control group, parents were not engaged at all, and their children followed the school curriculum (N=48).

Results concerning retelling measures revealed that both intensive and non-intensive training groups had statistically significant higher scores compared to control group, while intensive training group yielded a statistically significant advantage comparing to both groups. Beyond that, results are further supported by researcher's diary, during parent's meetings. There, parents thoughts, worries, enthusiasm and changes in home learning practices, are reflected. It is a fact that parents were willing to make changes in order to empower their children, and they managed to be useful partners in education.



## ORAL SESSION 32 Effective Literacy Instruction

### **Critical visual literacy in secondary education: a proposal for a pedagogical approach**

**Maciel Alda Maria<sup>1</sup>, Pereira Iris Susana Pires<sup>2</sup>**

<sup>1</sup>Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro

<sup>2</sup>Universidade do Minho

Considering the challenge of designing critical pedagogical practices to contribute to the development of visual literate citizens, this presentation aims to share research on the design of a pedagogical approach to develop critical visual literacy in Portuguese and Brazilian Secondary Education. The main epistemological bases framing the study are the theories of multiliteracies (New London Group, 1996; Kalantzis and Cope, 2012) and Critical Pedagogy (Freire, 1996). The contents of the pedagogical approach were informed by The Grammar of Visual Design (Kress and Van Leeuwen, 2006) and the socio-constructivist learning processes proposed by the Multiliteracy Agenda (New London Group, 1996; Kalantzis and Cope, 2012), besides being aligned with the official educational curriculum and with the Sustainable Development Goals of the 2030 Agenda (UN, 2015). The implementation of this approach, which was built upon the reading of picture book *Migrants* (Watanabe, 2021), allowed the situated discussion of contemporary human migration, the explicit learning of the working of visual semiotic resources in ideologically positioning readers, and the execution of projects aiming to empower them towards a critical social stance. By sharing our research findings, our aim is to contribute to the practical enactment of critical visual literacy in secondary schools.



## ORAL SESSION 32 Effective Literacy Instruction

### Genre pedagogy to support writing of narrative and argumentative text

Aruvee Merilin<sup>1</sup>, Susi Joosep<sup>1</sup>, Vaht Janika<sup>2</sup>, Leppik Katarin<sup>1</sup>

<sup>1</sup>Tallinn University

<sup>2</sup>Peetri School

Previous study in Estonia (Aruvee 2021) indicate the ways to develop Sydney school's genre pedagogy (Rose, Martin 2012) in the context of L1. Genre pedagogy offers comprehensive literacy focused scaffolding and suits the goals of Estonian L1 curriculum. The aim of the study was to apply "Reading to Learn" programme, in order to support students text awareness and text production.

The study is based on two independent action researches conducted by two teachers in two Estonian schools. The first group consisted of 6th grade students (n=33) who learned horror story. The second group had high school students (n=15) who learned exposition. 48 texts were analysed by genre analysis. In both cases genre-specific language features were drawn out: horror stories conveyed tension with versatile sentence structures, students took over the horror style; second group used evaluative language and modality common to expositions. "Reading to learn" also provided the necessary support for teaching and helped to achieve the goals in L1 teaching.





## ORAL SESSION 33 Inclusive Practices in Literacy for Diverse Learners

### **Design-based Research with Teachers of Ukrainian Refugee Students: Implications for Refugee Education from a Biliteracy Stance**

**Stewart Mary<sup>1</sup>, Muszyńska Barbara<sup>2</sup>**

<sup>1</sup>Texas Woman's University

<sup>2</sup>Uniwersytet Dolnośląski DSW we Wrocławiu

Educators and researchers need to explore how to build on refugee students' linguistic competencies and transnational literacies. This design-based study focuses on how Polish teachers of Ukrainian refugee students responded to professional development about biliteracy. Researchers collected data to continually modify the seven-month professional development to support biliteracy teaching. Through applying theory and research about sociocultural applications of literacy, the role of the home language in second language acquisition, and translanguaging, the teachers made changes to their instruction. Findings illustrate that a learn by doing approach facilitated their incorporation of biliteracy into the second language classroom. Teachers implemented activities where they shared their lives with students while inviting the students to do the same, in Polish and the home language. The teachers state that a biliteracy approach was beneficial for students to heal from trauma, build relationships, learn content, and acquire the L2. The students responded to the biliteracy invitations through high engagement and multilingual communication which allowed them to share their lives in the classroom. This study illustrates that the school environment we provide refugee children/youth is highly influential in their young lives, showing the potential impact of a biliteracy approach that embraces students' languages and identities.



## ORAL SESSION 33 Inclusive Practices in Literacy for Diverse Learners

### Digital Storytelling for Afghan Refugee Women

Ruan Jiening, Wicker Melissa, Chakrabarty Jacey, Kim Josephine

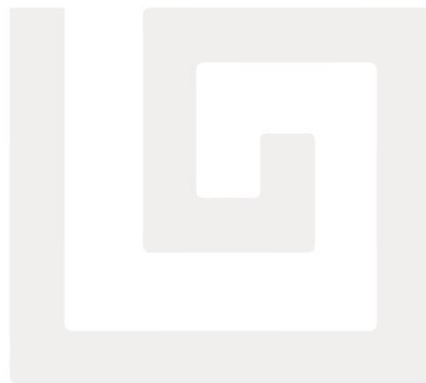
University of Oklahoma

The United States has witnessed an influx of refugees from Afghanistan in recent years. While coping with traumas and tragedies, Afghan refugee women must learn English quickly to function and survive in the host country. However, many are illiterate in their native languages, making learning English an especially daunting task.

Digital storytelling (DST), a culturally responsive instructional practice, supports the literacy learning of students from marginalized groups (Author, 2021, 2023). We invited a group of Afghan refugee women to participate in this DST project. The women orally composed short personal narratives in their native language (Dari or Pashto). Their narratives were then transcribed and translated into English with the help of the project translators. The participants practiced reading their stories in both languages, selected pictures and video clips to include their DST, and finally created their digital videos.

Findings suggest DST contributes to positive participant outcomes (e.g., English learning outcomes, affective outcomes, and participants' desire to continue to tell their stories). The videos reveal the women's identities' are closely grounded in their family, faith, and cultural practices.

This presentation will include information about project implementation and the findings. Implications for future research and instructional practices will also be drawn.



## ORAL SESSION 33 Inclusive Practices in Literacy for Diverse Learners

### Critically reflecting on language education: Educator identities and ideologies

Núñez Mariannella

University of the Incarnate Word

During my time as a bilingual/language educator, I noticed the decontextualization of language acquisition instruction from historical and social implications. Language teaching can be simplified through detached strategies without regard to the negative impact on children's identity and agency. A teacher's ideologies will impact how they approach language and literacy instruction with multilingual students. Conscientização is the process of becoming aware of the oppressive elements of our sociopolitical environments which is needed for praxis. As a university instructor I noticed that in my desire to have my preservice teachers learn how to take asset stances for their students, I was not intentional in creating critical spaces to analyze and reflect on my own identities and ideologies. Here I will share the intentional opportunities I created in my undergraduate literacy courses for students to 1) reflect on relevant historical and social contexts of language and 2) reflect on how these contexts may have impacted their own identities and ideologies.



## ORAL SESSION 33 Inclusive Practices in Literacy for Diverse Learners

### **School radio as an innovative ecosystem and literacy tool to promote communicative social justice in diverse learners**

**Batista Fernández Yaimara, Fernández Rodríguez Eduardo, Pradena García Yasna Patricia, Anguita Martínez Rocío, Salcedo Díez Mónica**

Universidad de Valladolid

School radio is a space for knowledge exchange and citizen transformation. It works as an educational resource that brings students closer to their reality and context and becomes an instrument of social justice. In this sense, this research presents two case studies in secondary education, specifically in the field of compensatory education, and focused on the potentialities of school radio as an innovative ecosystem and literacy tool to improve students' communicative competence and to promote social justice. Case one was developed during the recording of the radio adaptation of a play by students with specific educational support needs, and Case 2 took place during the school radio workshops, made up of voluntary students. To carry out the case studies, triangulation by methods was used, comparing the information obtained through non-participant observation, in-depth interviews, documentary review and podcast analysis. This experience evidenced that school radio serves as a transversal vehicle to develop critical literacy and promote communicative social justice through the cultural and diverse recognition of the environment to promote equality and equity; the re(distribution) of essential and democratic knowledge for the development of a more just society; and the social and active participation in decision making to critically intervene in the solutions to social problems.



## ORAL SESSION 34 Lifelong Development of Literacy Skills

### **Redesign in EAL teacher education: An exploration of task affordances from the perspective of intercultural learning**

**Brown Cecilie Waallann, Savic Milica**

University of Stavanger

This presentation explores the affordances of redesign as a task type within critical literacy to foster pre-service EAL teachers' ability to engage critically with multimodal texts from the perspective of intercultural learning. Redesign is a cyclical process that encourages readers "to utilize their critical engagement with texts to create alternative texts that better reflect their personal beliefs" (Brown & Savić, 2023, p. 3). A redesign cycle consists of two steps: 1) deconstructing/critiquing an original design (any text), and 2) creating a new design (redesign) that better reflects the reader's worldviews.

We will draw on data from a small-scale project carried out over two 4-hour sessions with a class of pre-service teachers at a Norwegian university, with eight students being involved as study participants. The students first deconstructed together and redesigned individually a 6th grade textbook spread about the USA, before deconstructing their own individual redesigns in groups in a second redesign cycle. The data, consisting of recordings of group discussions (ca. 6 hours) and student artefacts created during the two cycles, are analysed qualitatively by utilizing thematic and semiotic analysis.



## ORAL SESSION 34 Lifelong Development of Literacy Skills

### **The Guide to the graduated matrix of the Quebec Referential of Future Skills, an innovative approach to adult essential skills enhancement by CREMA**

**Simard Michel**

CREMA - Centre de recherche et d'expertise en multilittératie des adultes

The Skills of the Future are essential skills for living, learning, and working. They are used in education, in society and in the workplace, in various contexts and at different degrees of complexity. They help people perform a variety of tasks, adjust to ongoing change, and provide a frame of reference for further skills development.

The Skills of the Future map includes two essential pillars of development: literacy (reading, interpreting text and writing) and numeracy (arithmetic). Complementary to these pillars are ten critical cross-cutting skills: adaptation, autonomy, collaboration and communication, environment, ethics, inclusion, information, digital, problem-solving, and professional development. Each skill has been meticulously studied and outlined, along with an objective, a circular dimension, and a four-level development scale. The correlation between these skills is highlighted by constellations of interdependence.

The guide from the Centre de recherche et d'expertise en multilittératie des adultes (CREMA) is designed to support employers, trainers, and workers in upgrading and requalifying the Skills of the Future within the workforce.

To access the document of the Guide to the graduated matrix of the Quebec framework of skills of the future: [https://clg.qc.ca/wp-content/uploads/2023/09/guide\\_matrice\\_constellation2023.pdf](https://clg.qc.ca/wp-content/uploads/2023/09/guide_matrice_constellation2023.pdf)

As well as the video presentation capsule: <https://www.youtube.com/watch?v=boRVRVoDrnM>



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## ORAL SESSION 34 Lifelong Development of Literacy Skills

### **Student perspectives: An essential component of postsecondary reading innovation**

**Bauer Laurie**

University of Cincinnati

This presentation describes a research study focusing on the impact and implementations of education reform, particularly in postsecondary reading classrooms. The study highlights a disconnect between student experience and preparedness and expectations of students entering postsecondary institutions. It argues student perspectives should be an essential component of reading innovation.

The purpose of this presentation is to better understand students entering our current classrooms by understanding student perspectives. For this study, 196 literacy self-reflections were gathered and analyzed using constant comparative analysis (Glaser & Strauss, 1967). Themes and patterns that emerged throughout the analysis highlight a disconnect between student experience and preparedness and what is often expected of students entering postsecondary institutions. The disconnect is extremely telling when it comes to reading strategy use, independent reading experiences and critical thinking. This research continues to question college readiness which has been discussed and debated as far back as the late 1990's (e.g., Tapscott, 1998). This research has the potential to help us better understanding college readiness and stems from my desire to help instructors, both at the high school and postsecondary levels, best determine what their students need and how they can use their experiences to improve their learning and academic success.



## SYMPOSIUM 11 Effective Literacy Instruction

### Examining literacy development and instructional practices in Spanish and English: lessons from Chile and the UK

Orellana Pelusa

Universidad De Los Andes

Reading subprocesses unfold in similar ways across languages, and promising interventions can guide decision making to ensure that all students become competent readers. In this symposium, we describe literacy practices and assessment results for students whose first language is Spanish in Chile. We also analyze the results of a fluency into comprehension study in the UK. The studies explore interventions and assessment results across different reading subprocesses (e.g., fluency, comprehension), different grade levels (e.g., preschool vs. grades 1-3), as well as instructional approaches (e.g., online literacy instruction, family literacy and literacy skills, and targeted interventions).

In Dr. Melo et al.'s presentation we learn about the effects of the pandemic in the reading skills of a Chilean sample of children in kindergarten to 4th grade and the policy implications of the study. Dr. Orellana's study describes reading trajectories for Chilean students from high SES contexts, pointing to the similarities and differences in growth curve forms for students with and without initial reading difficulties. Prof. Valenzuela describes a family literacy intervention in low SES contexts to promote narrative skills and alphabet knowledge among preschoolers. Findings indicate that students whose parents learned to implement shared reading at home increased their ability to narrate stories and identify letters of the alphabet, compared to peers whose parents were not trained in shared reading. Finally, Drs. Cockerill et al. present the results of a targeted fluency intervention that improved reading comprehension among students in the UK.





## SYMPOSIUM 12 Lifelong Development of Literacy Skills

### Lifelong learning, literacy and empowerment as observed in different communities

Durgunoglu Aydin<sup>1</sup>, Mascia Tiziana<sup>2</sup>, Langer Sandra<sup>3</sup>, Sulkunen Sari<sup>4</sup>

<sup>1</sup>University of Minnesota Duluth

<sup>2</sup>University of Urbino

<sup>3</sup>University of Education Weingarten

<sup>4</sup>University of Jyväskylä

In today's rapidly changing and increasingly complex world, lifelong learning is essential. In addition to learners further developing their literacy, numeracy and digital skills and relevant knowledge, such learning is also about evolving as individuals and as a society. Lifelong learning fosters self-fulfillment, enables empowerment and promotes active and informed citizenship. This symposium aims to highlight the lifelong learning and literacy connections in different countries and in various work and education contexts. After the four 20-minute presentations listed below, there will be time for audience questions and discussion.

1. Reading for pleasure empowering active citizenship - Tiziana Mascia (tiziana.mascia@uniurb.it), University of Urbino (Italy)
2. Empowering Adult Learners: A Digital Skills Approach in Basic Education - Sandra Langer (langersa@ph-weingarten.de), University of Education Weingarten (Germany)
3. Professional multiliteracies and lifelong learning at construction work - Sari Sulkunen (sari.sulkunen@jyu.fi), University of Jyväskylä (Finland)
4. Empowering young women in textile factories in Turkey - Aydin Yücesan Durgunoğlu (adurguno@d.umn.edu), University of Minnesota Duluth (USA)



## WORKSHOP 7 Effective Literacy Instruction

### **[Language Play]: Developing Teachers as Writers and Teachers of Writing**

**Perez Shakira**

Central Connecticut State University

Much of our present teaching focuses on developing writing that is clear, organized, persuasive, evidence-based, equipped to score well and perhaps even insightful. We don't spend, or think we have, the time to engage in developing writing that also includes playing with language. So that a story, essay, poem, or lab report is not only rubric-worthy but also reader-worthy. The goal becomes not just producing an articulate product but one that the student has found some joy in the process of creating.

However, this joy begins with the teacher. When the teacher themselves can find joy in the writing process, it will transfer to their students. The Permission to Play with Language Model develops teachers as writers and teachers of writing. It is a raw material-generating process for composing original works of creative writing and helps writers push past common and dull ways of expressing their ideas thus making the writing process joyful, exciting, and inspiring. This workshop will include a demonstration of the model as it is used to emphasize and promote idea generation, linguistic invention, and experimentation with narrative approach, literary devices, phrasing and style.



## WORKSHOP 8 Lifelong Development of Literacy Skills

### **Developing Strategic Lifelong Learners on Writing Instruction**

**Traga Philippakos Zoi A.**

University of Tennessee

Although research has identified evidence-based practices for writing instruction, those practices are not often evident in classroom practice, and students consistently underperform. Unfortunately, research on Professional Development (PD) in writing instruction is relatively limited. Teachers consistently report being ill-prepared to teach writing from their college experience and do not receive PD support in their employment as more of an emphasis exists on reading and on mathematics. The session shall present an evidence-based approach to writing instruction that is based on genre-based strategy instruction and goal setting. The session and its PD will be presented as PD could be focused on specific instructional interventions instead of general approaches. The session will address the components and principles of the instructional approach and comment on yearlong effects on teacher confidence and on students' writing quality across genres; participants will be provided with the specific components of the instructional approach and of the PD model that incorporates coaching, and written feedback, assessment, progress monitoring with teacher and student goal setting, and with principal active involvement. Implications for practice, teacher preparation and research will be discussed. Participants will be able to practice components of the instructional approach and observe live modeling of both the instruction and its PD.



## WORKSHOP 9 Inclusive Practices in Literacy for Diverse Learners

### Examining the HOW of Implementing Culturally Sustaining Disciplinary Literacy Instruction

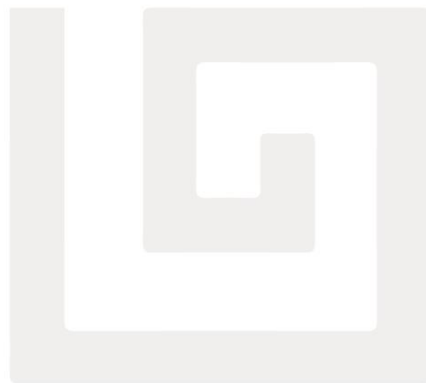
Morrison Jennifer D.<sup>1</sup>, Savitz Rachelle S.<sup>2</sup>, Williams Jenelle<sup>3</sup>

<sup>1</sup>Sam Houston State University

<sup>2</sup>East Carolina University

<sup>3</sup>Oakland Intermediate School District

Disciplinary literacy prompts teachers of grade 5-12 students to see literacy as a set of tools, strategies, and practices specific to a discipline's reading, writing, processing, comprehension, communication, and production. However, apprenticing or engaging students in the practice and process of a discipline's communication modes and dispositions requires understanding how our educational school systems create systemic oppression within school policies and U.S. schools' sociopolitical contexts. Teachers who believe students can succeed in culturally sustaining disciplinary literacy (CSDL) classrooms realize learning is co-constructed using authentic, real-world situations, including community and outside perspectives, that lead to action and change (Kane & Savitz, 2022; Ladson-Billings & Dixson, 2022). Students develop academically by examining and challenging historical, social, political, and economic inequalities (Kinloch et al., 2020; Muhammad, 2020). However, the how of creating culturally sustaining disciplinary literacy instruction is often missing. Therefore, this workshop will provide necessary background on CSDL. We will then walk through disciplinary examples alongside educators starting with examining required educational standards and then co-designing authentic and relevant instruction with students. Together, we will consider inclusive and diverse texts representative of multiple perspectives and modalities, critical dialogue among students, critical literacy practices, and inquiry by discipline.



## ORAL SESSION 35 Literacy in the Early Years (0-12)

### **DigiKids and DigiEducators: Early Years Teachers' Experiences and Conceptualizations of Literacy**

**Kontovourki Stavroula, Neokleous Theoni**

University of Cyprus

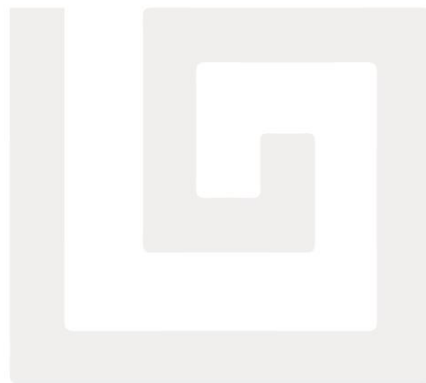
In this presentation, we explore the digital literacy practices that preprimary Greek-Cypriot teachers associate with themselves and young children. Expanding Graham's (2008, 2012) notion of teachers as digikids, namely as people who have experienced digital childhoods themselves, we particularly focus on how teachers describe their own digital literacy practices, but also construct digital literacy as suitable (or not) for young learners. To do so, we draw on a broader study that explored young children's (3-8 years old) literacy practices at home and in school, as reported, respectively, by parents and teachers, and utilize data from questionnaires completed by 42 teachers and semi-structured, follow-up interviews conducted with 13 of those. Data analysis is driven by two questions: how teachers' digital biographies emerged in their conceptualizations of childhood and "worthwhile" literacies, and how their perceptions of their pedagogical role related to decisions regarding the integration (or not) of digital technologies in the classrooms they taught. This presentation thus allows to discuss how children's school literacy practices are challenged and shaped by teachers' own constructions and differential valuation of digital and non-digital literacy/ies.



## ORAL SEESION 35 Literacy in the Early Years (0-12)

**Digital literacy practices of young children from immigrant families**Ozturk Gulsah<sup>1</sup>, Ohi Sarah<sup>2</sup><sup>1</sup>Federation University<sup>2</sup>Deakin University

Many children experience digital technologies in their everyday lives from a very early age (Arnott & Yelland, 2020; Marsh et al., 2021). Despite the growing body of research on digital literacy, little is known about digital literacy practices of children from immigrant families. It is within this context that we explored the digital literacy experiences of young children from immigrant families during Covid-19 pandemic. Participants were 4 mothers of children aged 3-5 years who were either first- or second-generation immigrants from Turkey living in Melbourne, Australia. Mothers took part in an interview conducted by Zoom. All mothers expressed that their children's learning to communicate both in English and Turkish were priorities for their children. Most children were provided with opportunities to engage with digital content in both languages for entertainment, learning and social purposes. The children communicated with their grandparents and other extended family members using apps such as Facetime and WhatsApp. Data from interviews emphasised the tension parents had in deciding to whether to allow their children to access digital devices and if so the appropriateness of types of digital technologies they make available in their homes. The implications are of value to educators and researchers, assisting them to better understand family literacy practices of immigrant families.



## ORAL SESSION 35 Literacy in the Early Years (0-12)

### **The impact of mobile technologies on early reading literacy skills in pre-school and primary education: what the recent literature reveals**

**Derveni Konstantina, Wildova Radka**

Charles University

Early education places a strong emphasis on developing reading literacy and since current society is being impacted by technologies more efficient teaching methods are required. Mobile learning is a rapidly expanding area with researchers having already observed the dynamics on enhancing children's emergent literacy skills. However, there is a shortage of reviews done in the current literature in young ages. For that reason, the aim of this research is to gather and present a systematic review of scientific studies published during the past decade, focusing on the impact of mobile technologies on reading literacy in pre-school and primary education. Article sources are derived through a thorough search, considering the review process criteria. Upon analyzing the collected data, it becomes evident that students are having a positive experience in the classrooms with tablets, ebooks, iPads etc. More specifically, notable findings appear on their overall performance in reading assessments, including improvements in fluency and comprehension. Furthermore, children are highly motivated to read digitally in comparison to conventional reading methods, although the difference is not always significant enough.



## ORAL SEESION 35 Literacy in the Early Years (0-12)

### **The role of print magazines in the digital world**

**Hanuš Barbara**

Writer

A quality children's magazine is an excellent source of short texts and good illustrations and photographs. The magazine contains various texts; in addition to poems, fairy tales and stories from everyday life, there are also comics and stories in pictures that tell a lot with few words. All texts are richly illustrated. High-quality illustrations are an incentive for developing the child's storytelling abilities. Educational texts are also published in the magazines, complemented by photographs. I will present the importance of magazines at a time when digital media is reducing interest in printed material. What content is online? How do we attract children and young people to reading? 6,400 Slovene male and female students participated in the PISA survey, which was conducted in 2018. They said that they still read newspapers and magazines most often. How can we lead children from short texts to longer and more challenging ones? At the book fair in Frankfurt, Slovenia presented the Ljubljana Manifesto of Reading at a Higher Level, with which we wanted to emphasize that book reading is still very important in the digital age.

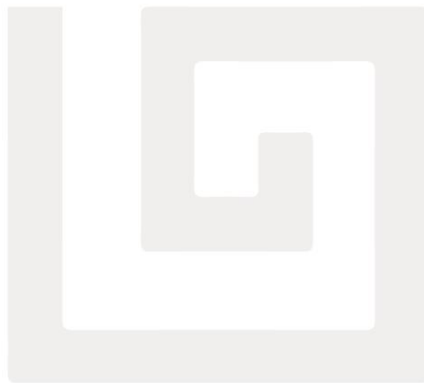




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**ORAL SESSION 36 Effective Literacy Instruction****Evaluation of Multisyllabic Encoding and Decoding with Fifth-Grade Learners****Traga Philippakos Zoi A.<sup>1</sup>, Rocconi Louis<sup>1</sup>, Quinn Margaret<sup>2</sup>**<sup>1</sup>University of Tennessee<sup>2</sup>Texas A & M University

Literacy demands in upper elementary grades consist of reading and writing texts that are more complex and thus may present challenges to students. This study sought to explore the efficacy of a series of multisyllabic decoding and encoding lessons for 5th graders in a rural school using matched pairs and pre-/posttest design. Instruction was administered by a school interventionist over a four-week period. The interventionist's experiences were explored and demonstrated increased self-efficacy in teaching multisyllabic encoding and decoding and positive perceptions of the program. Following the instruction, students in the treatment group scored higher in particular measures when compared to their matched peer who did not receive the instruction according to ANCOVA analyses (i.e., .18-.35 SDs above control group in measures of spelling, comprehension, word recognition and decoding, vocabulary). While group differences were not statistically significant, practical significance was considered. Students in the treatment condition also demonstrated higher self-efficacy per survey results. They reported more comfort and positive feelings about reading and writing and more knowledge about related concepts following instruction when compared to their control group matched peer in semi-structured interviews. Implications for research and practice are explored.



## ORAL SESSION 36 Effective Literacy Instruction

### Literacy Instruction within the English language Middle School classroom in Malta

Zerafa Pamela

The Ministry for Education, Malta

Despite continuous efforts to improve literacy, national and international studies (including recent PIRLS, and PISA) flag the literacy crisis amongst adolescents particularly in Malta (Borg, 2019; OECD, 2018; 2023). Research has concluded time and time again that a critical factor in any attempt to improve literacy, and education in general is the quality and consistency of teaching. Studies confirm that teachers do not possess the necessary literacy instructional knowledge and skills to meet the demands of the required instructional shifts (Lovette, 2013). This study focuses on one of the main stakeholders of language and literacy instruction in Middle schools, namely, teachers of English. The online survey conducted with 111 teachers (95% response rate) asked, amongst other things, how said teachers are addressing literacy in Middle Schools with students struggling with basic and functional literacy. Through descriptive, inferential, and exploratory statistical analysis of the survey, including frequencies, cross-tabulation, correlation, and t-tests, the study elicits clear patterns of orientation to dominant philosophies of and approaches to literacy and literacy teaching.



## ORAL SEESION 36 Effective Literacy Instruction

### **Evaluating the efficacy of an Arabic metalinguistic awareness training program**

**Bin Sawad Nouf**

University of Jeddah

Recently both academics and professional standards have demonstrated the essential role teachers' knowledge about metalinguistic awareness plays in pupils' literacy achievement. This study aimed to explore whether an intensive training program in Arabic metalinguistic awareness increases teachers' knowledge and improves their performance. Changes from pre-test to post-test knowledge and reporting confidence of 25 trainees were investigated. Participants showed significant gains in their knowledge and skills of Arabic metalinguistic awareness upon post-test. In addition, participants reported higher confidence in teaching Arabic metalinguistics after attending the course. Findings from this research bring recommendations toward developing Arabic metalinguistic awareness-related approaches for educators. The importance of professional development is discussed.



## ORAL SEESION 37 Literacy in the Early Years (0-12)

### **Perceptions of emergent literacy held by parents and teachers**

**Colleran Maureen**

Dunmore National School

Examining the perspectives that teachers and parents have towards emerging literacy is the purpose of this research, which makes use of the constructivist grounded theory method. It was decided to perform a preliminary review of the relevant literature prior to data collection. Both the collecting of data and the analysis of this data were conducted concurrently. Interviews with a cohort of XX individuals were performed using a semi-structured format. The findings of the inquiry that was carried out led to the confirmation of a number of theories: (1) The social and emotional wellbeing of children, (2) the imperative need for both parents and children for a deeper understanding of technology and the effects it has, and (3) the importance of delineating the difference between the identities of the educator and the parent.



## ORAL SEESION 37 Literacy in the Early Years (0-12)

### **The reading lesson as reproduction of sociocultural agency: a discourse analysis of japanese elementary reading lesson on swimmy**

**Hasegawa Midori**

University Of Pittsburgh

The aim of this study is to investigate and explain the sociocultural impacts on teacher questions and classroom discourse in japanese elementary reading lessons. Teacher questions implicitly communicate expectations regarding what should be gained from children's reading experiences and how the learning should be structured. In exploring classroom discourse, this study shows sociocultural cultural practices and how children's learning experiences are reshaped.



## ORAL SESSION 37 Literacy in the Early Years (0-12)

### **Attainment and Engagement: Balancing the goals of reading instruction in Irish primary classrooms**

**O Neachtain Art**

University of Galway

Over the past twenty years, Ireland's reading evaluation results from the Programme for International Student Assessment (PISA) have demonstrated that the percentage of students who never read for enjoyment increased from 33.4% in 2000 to 41.9% in 2009 and 47.7% in 2018 (Avvisati et al., 2019; Schleicher, 2019). In the primary-level equivalent evaluation (PIRLS, 2021), Ireland ranked 2nd among OECD countries in reading attainment. However, the PIRLS (2021) evaluations also indicate that a significant and growing number of students display negative dispositions towards motivation and engagement in reading. These results, along with the PISA (2018) data, indicate an ever-growing number of children and young people display an aversion to reading.

Decades of research on reading instruction have shown that motivation and engagement play fundamental roles in developing successful readers (Malloy et al., 2010). However, a puzzling situation has emerged in Ireland; despite rising attainment scores in reading, students' enthusiasm for reading has diminished. The aim of this study is to understand this discrepancy.

Primary teachers' reading instructional methodologies are examined in the context of significant curricular and policy changes. Implications for literacy policy and professional development provision are discussed, and the next steps of this research pathway are presented.



## ORAL SEESION 38 Literacy Environments

### **Building Literacy Leadership Capacity: Program Evaluation of one Graduate Level Literacy Specialist Online Preparation program**

**Durham Patricia, Miller Melinda, Beerwinkle Andrea, Price Debbie, Hannah Gerber**

Sam Houston State University

This session will share the challenges and innovations of a program review of one fully online graduate-level advanced literacy specialist educator preparation program that led to a National Recognition with Distinction status awarded by the International Literacy Association. Classical content analysis methods were employed to analyze program documents. Findings of how the program met its mission goal to build a community of specialized literacy professionals who positively impact and engage with literacy learning at all levels will be presented related to how it:

Designed quality, up-to-date, transformative, and research-aligned graduate-level online curriculum learning experiences for reflective literacy practitioners who can develop ownership of pedagogical content knowledge, theory, and practice (Kincheloe, 2012; Schon, 1983; Shulman, 1987; van Manen, 1990, 1991).

Coached and supported candidates to be proactive instructional literacy leaders and advocates for learners at all levels of literacy development (Bean et al., 2015; Bean & Kern, 2018; Galloway & Lesaux, 2014; Ippolito & Lieberman, 2012; International Literacy Association, 2015; Pearson & Hoffman, 2011; Rasinski, 2011; Reutzler et al., 2015).

Learned insights and organization strategies for a graduate-level program review will also be shared.



## ORAL SEESION 38 Literacy Environments

### Challenges and Perspectives of Specialized Literacy Professional Teaching, Assessing and Designing Intervention using Disciplinary Literacy

Durham Patricia<sup>1</sup>, Beerwinkle Andrea<sup>1</sup>, Bethanie Pletcher<sup>2</sup>

<sup>1</sup>Sam Houston State University

<sup>2</sup>Texas A&M University- Corpus Christi

As the role of the campus literacy specialist and literacy coach expands to include more diverse responsibilities, preparing candidates to specifically build knowledge, skills, and confidence for expanding literacy intervention into content areas and coaching content teachers at the secondary levels becomes even more essential to meet changing needs (Bean et. al, 2015; Calo, Sturtevant, & Kopfman, 2015; ILA, 2015; Mason & Ippolito, 2009). It also allows graduate-level literacy programs to view literacy specialist education through innovative lenses.

This session will present data from a graduate literacy program study on literacy specialist candidates' self-efficacy for both working with struggling adolescent readers using content materials and coaching content teachers regarding literacy practices. Upon presenting the data collected and findings, the session will then conclude by opening a dialog about literacy specialists using content materials, secondary literacy specialists, and coaches related to how other programs may address the needs of preparing candidates for the diversity of responsibilities they may encounter upon entering the field as specialists.





## SYMPOSIUM 13 Digital Literacy

### ELINET symposium on digital literacy: New conceptual tools for understanding and researching digital information

Sulkunen Sari<sup>1</sup>, Harrison Colin<sup>2</sup>, Clemens Jeroen<sup>3</sup>, Langer Sandra<sup>4</sup>

<sup>1</sup>University of Jyväskylä

<sup>2</sup>University of Nottingham

<sup>3</sup>Clemens Concepts

<sup>4</sup>University of Education Weingarten

Digital tools and means for meaning-making have become ubiquitous in all areas of our lives: We do not merely go online or use digital tools to do something. Instead, we are and live online and in digital environments. In this ELINET symposium (<https://elinet.pro/>), we present four different cases of using and developing digital tools as well as analysing these. We bring together different conceptual frameworks for examining digital information and reflect on their uses and usability. The symposium consists of short introduction, four 15-minute presentations and 25-minute panel discussion with the audience. Individual presentations are listed below:

1. Colin Harrison, University of Nottingham: Conceptual tools for evaluating Critical Digital Literacy (CDL)
2. Jeroen Clemens, Independent consultant, Clemens Concepts: The truth under pressure: A key challenge: how can students assess, understand and use complex digital information.
3. Sari Sulkunen, University of Jyväskylä: Digital tools mediating work and safety at construction sites
4. Sandra Langer, University of Education Weingarten: Exploring New Horizons: Virtual Reality in BEF Alpha Courses for Adult Refugees for Enhanced Career Orientation



## ROUND TABLE 6 Inclusive Practices in Literacy for Diverse Learners

### Leveraging Emergent Bilinguals' Heritage Language for Bilingualism and Biliteracy

Koskina Germaine, Anderson Nancy

Texas Woman's University

In the current era of globalization, cross-border movement by transnational individuals for various purposes is increasing. As a result, students bring their home language and literacies with them into the classroom, underscoring the need for a pedagogical approach that leverages the students' heritage language, literacies, and strengths in order to foster bilingualism and biliteracy.

The aim of this proposal is to present pedagogical instruction that harnesses students' heritage literacies as a scaffold for acquiring the national language of their adopted country. By viewing students holistically through a multilingual turn lens, each student is recognized as being bi/multilingual wholes, each coming to the classroom with a different linguistic identity and experiences. Providing access to comprehensible input and a translanguaging space, emergent bilinguals (EBs) are able to wield their full linguistic repertoire, and, when combined with pushed output, supports their target language development. This, generally, is not the traditional stance taken towards EBs in education, where there tends to be a strict separation of languages. After considering the individual student's linguistic identities, customized explicit instruction focusing on cross linguistic transfer, supports the development of EBs' bilingualism and biliteracy.



## ROUND TABLE 7 Literacy Environments

### Motivating literacy environments: Reading Nest project in Estonia, Finland and Latvia

Pandis Meeli<sup>1</sup>, Selin Ann-Sofie<sup>2</sup>, Kalnina Sandra<sup>3</sup>, Jürimäe Maria<sup>4</sup>, Teiva Evelin<sup>5</sup>, Aerila Juli-Anna<sup>6</sup>, Kauppinen Merja<sup>7</sup>, Siipola, Mari<sup>6</sup>

<sup>1</sup>Estonian Reading Association

<sup>2</sup>FinRA

<sup>3</sup>Latvian Reading Association

<sup>4</sup>University Of Tartu

<sup>5</sup>Kadrina School

<sup>6</sup>University of Turku

<sup>7</sup>University Of Jyväskylä

#### *Motivating literacy environments:*

Reading Nest project in Estonia. - Meeli Pandis

Reading Nest project in Finland - Ann-Sofie Selin

Reading Nest project in Latvia - Sandra Kalnina

Research based evidence – Maria Jürimäe. Juli-Anna Aerila, Merja Kauppinen

Practical implications in school – Evelin Teiva

The Reading Nest project aims at creating, developing and investigating motivating literacy environments in Estonia, Finland and Latvia in 2021 - 2023.

Children's reading in early childhood and in primary education is enhanced by physical, social, emotional and cultural learning environments.

The experiences of the project teachers was collected using the ASM-model (Aerila & Kauppinen, 2019) In ASM (Amount, Suitability, Meaningfulness) amount refers to increasing amount of reading materials and time, suitability refers to interesting, skills appropriate reading materials and meaningfulness refers to engaging activities before, during and after reading. The results show that the experiences of the project were very positive and similar regardless of the country, especially activities that increased the agency and social dimensions in reading.

In the roundtable we invite participants to share experience and discuss the conditions and methods for creating motivating literacy environments.

The project was funded by the Nordic Council of Ministers NordPlus program, Estonian Civil Society Foundation and Tallinn City.

## WORKSHOP 10 Inclusive Practices in Literacy for Diverse Learners

### **“It goes up and it goes down”. How can games and classroom activities scaffold students’ literacy across the curriculum? Practical ideas for inclusive learning environments for multilingual students**

**Vilien Katja, Thise Helene**

Københavns Professionshøjskole

“It goes up and it goes down... Here it is low, because everyone has a mobile phone already.”

“The graph shows a rise in number of mobile phones, and afterwards it declines. There is a trough showing that the market is saturated.”

These are the utterances of the same student performing different tasks in a math class . In order to acquire disciplinary literacy and the language of school students need to practice new literacy skills thoroughly and in various situations. How can we frame literacy events in the classroom , so that all students are able to participate? And how do we plan for teaching where subject specific language is gradually ‘stretched’? Our approach is about scaffolding and engaging students in tasks in a four phased model, the ‘Bridge model’. We will guide you through the model trying out a range of classroom activities for literacy development across the curriculum.

The workshop will be hands-on. We hope to inspire your teaching through games and activities, and we hope that the Bridge Model will prove useful to you. We will share our experience of guiding teachers in planning for inclusive practices in disciplinary literacy for diverse learners and especially multilingual learners.



## WORKSHOP 11 Effective Literacy Instruction

### Utilizing adolescents' transdisciplinary morphemic knowledge for text selection

Puig Enrique, Olan Elsie, Little Mary

University of Central Florida

From an instructional perspective, transdisciplinary literacy moves beyond disciplinary literacy to inform learning and instruction that requires the integration of disciplines to create new knowledge addressing real-world issues. As students generate questions and seek solutions to real-world issues, teacher talk, interactions, and text selection can highlight how sciences, language arts, mathematics, arts, and social sciences impact students' solution-seeking endeavors. Consequently, teachers with a transdisciplinary orientation can scaffold students' critical understanding through transformation, reflection, evaluation, and application which leads to making meaning and constructing new knowledge. Teachers can foster student inquiry, critical thinking, and reflection through collaborative inquiry and inquiry-based questioning. Teacher talk, interactions, and text selection for instruction with students can act as a powerful temporary scaffold.

In this multimodal interactive session, presenters will share theory, research, and practical application of assessing and utilizing adolescents' transdisciplinary morphemic knowledge to support educators in selecting texts within students' Zone of Proximal Development within a Universal Design for Learning model. Along with a complex model of transdisciplinary literacy learning as a process, a novel assessment instrument developed, and field tested over time will be introduced to prompt professional dialogic conversations to improve transdisciplinary literacy learning and leading with lifelong learning as a goal.



## ORAL SESSION 39 Effective Literacy Instruction

### **Combatting feelings of helplessness; bespoke interventions for children and young individuals with dyslexia. A knowledge exchange project**

**Niolaki Georgia<sup>1</sup>, Terzopoulos Aris<sup>2</sup>, Wendy Hawkins<sup>3</sup>, Liz Whales<sup>4</sup>**

<sup>1</sup>Bath Spa University

<sup>2</sup>Birmingham City University

<sup>3</sup>Rednock Secondary School

<sup>4</sup>St. Marks Junior School

Literacy interventions for learners with difficulties frequently target a specific area of need. However, not many studies explore the importance of bespoke interventions that target literacy (reading, spelling, comprehension and text writing), are co-created with special educational needs coordinators (SENCOs) and support self-esteem and writing self-efficacy.

This study is a bespoke intervention programme co-created by the researchers, the local Gloucestershire Dyslexia charity and SENCOs. The aim was to capture improvement in literacy skills and self-esteem whilst listening to the learners' voices through the feedback they provided at the end of each session. The programme was delivered by six Teacher Assistants in two different schools (primary and secondary) in the UK and involved 18 young learners with significant literacy needs supported in small groups of three learners each.

The intervention lasted 20 hours, and a pre-intervention and two post-intervention assessments were conducted (a second delayed one), aiming to capture its impact. Standardised assessments and qualitative observations indicated a significant improvement in literacy skills, writing self-efficacy, and general self-esteem.

Findings indicate that multisensory, direct and explicit instruction that targets each learner's specific literacy needs, considers the learners' voice, and integrates research rigour with educational practice can have a significant impact.



## ORAL SESSION 39 Effective Literacy Instruction

### Is there a correlation between font type and reading comprehension?

Gombos Peter, Barbara Látics

Hungarian University of Agriculture and Life Sciences

Although more and more people investigated the question in the last decade, we have not found a satisfactory answer for the question yet: does the font type of a text have an effect on understanding? In my presentation I will outline the most important research carried out on the topic so far, then I am going to present the results of our own investigation.

To the best of our knowledge, we involved Hungarian upper primary students (N = 450) in the research, using the largest sample so far. The purpose of the test was to find out if reading comprehension was more effective in the case of a text with Serif or Sans Serif font types. We supplemented the survey with a measurement during which – two weeks after the reading of the text and completing the reading comprehension test – we checked whether recalling the information was more successful in case of one or the other font type.

The results of the comprehension and the recall tests were compared using a two-sample, paired t-test. Although there was a discrepancy in the results of the recall test, in the end there was no significant difference in any of the cases.

Our hypotheses were not confirmed: in the case of upper primary students, the text neither with the Serif nor with the Sans Serif font types had a favourable effect on reading comprehension or the recall of information.



## ORAL SESSION 39 Effective Literacy Instruction

### **When Students Struggle to Read**

**Nolan Conners Elizabeth**

Dedham Country Day School

Within each group of students, some will learn to read “easily”, while others will struggle. Our recent pandemic did not help to alleviate this situation. How best can we help these struggling readers? This presentation will discuss why some students struggle with reading and, perhaps more importantly, how we can best help them, by presenting best practices and strategies that are grounded in research. The targeted population is students aged 7-18. Special attention will also be given to adolescent readers who have learned to read, but do not comprehend effectively.





## ORAL SESSION 39 Effective Literacy Instruction

### Developing a Gradual Release of Responsibility Model to Teach Comprehension Strategies in Asynchronous Instructional Contexts

Smetana Linda<sup>1</sup>, Wilson Nance<sup>2</sup>, Dussling Tess<sup>3</sup>, Stevens Elizabeth<sup>4</sup>, Adams Brittany<sup>5</sup>, Baumann Jennie<sup>6</sup>, Bean-Folks Jean<sup>7</sup>

<sup>1</sup>California State University

<sup>2</sup>State University of New York, Cortland

<sup>3</sup>St. Joseph's University

<sup>4</sup>Robert Wesleyan University

<sup>5</sup>University of Alabama

<sup>6</sup>Michigan State University

<sup>7</sup>The School District of South Orange and Maplewood

The increase in asynchronous teaching and learning contexts presents new challenges for educators to structure student learning (St.Amor, 2020) . With much assigned class reading moving to screens, the process of reading becomes more non-linear as compared to reading texts in hard copy. Therefore, students may require additional instruction and scaffolding to navigate the unique demands of reading digital texts—especially when those texts are disciplinary-specific or encompass new content. Instructors need to be poised with effective teaching models to support online learning.

Through design-based research (DBR) (Reinking & Bradley, 2008) and building on the Gradual Release of Responsibility (GRR) (Pearson & Gallagher, 1983), the researchers developed a Gradual Release of Responsibility model for implementation in asynchronous learning environments that focuses on helping students be more strategic, metacognitive digital readers.

This presentation presents an in-depth report of our design-based research in the development of the Gradual Release of Responsibility for online reading instruction. Descriptions and demonstration of instructor practices related to the asynchronous Gradual Release of Responsibility model and strategies for development of student’s metacognition and comprehension will be shared.



## ORAL SESSION 40 Literacy in the Early Years (0 – 12)

### **Reading engagement and motivation – a whole school project (K-6 and school-age educare)**

**Ivarsson Lena, Damber Ulla, Dahlstrom Heléne**

Mid Sweden University

This presentation will present results from sub-studies in a larger action-research project. The project aimed to build a common ground for the creation of reading engagement and motivation in a whole school. The point of departure in this three-year action research project is teachers' understanding and development of their own literacy practices, enabling practitioners to investigate and evaluate their own work in collaboration with the researchers. Areas of development have been identified in research circles and seminars, which have resulted in eight different sub-projects. The process has been documented through a teacher survey, student survey, teachers' and researchers' field notes, focus group interviews, and individual interviews with teachers and the principal. The expected findings include teachers' development of methods and strategies to enhance students' reading motivation; that teachers collaboratively have reflected on and changed their teaching practices; that students experience increased reading motivation and engagement; increased collaboration between teachers, guardians, and librarians. We also intend to investigate the development of consensus among teachers on reading engagement and motivation and earning a deeper understanding of incentives for school improvement in this area.



## ORAL SESSION 40 Literacy in the Early Years (0 – 12)

### **Love to Read: A co-created programme designed to increase children's reading enjoyment and engagement**

**McGeown Sarah<sup>1</sup>, Oxley Emily<sup>1</sup>, Ricketts Jessie<sup>2</sup>, Shapiro Laura<sup>3</sup>**

<sup>1</sup>University of Edinburgh

<sup>2</sup>Royal Holloway

<sup>3</sup>Aston University

In the UK, children's reading enjoyment and engagement are at an all-time low (Clark, Picton & Galway, 2023), therefore there is an urgent need for research-informed pedagogy designed to increase children's reading motivation and engagement. In this talk we share details of the Love to Read project, a collaborative project between researchers, national literacy and education organisations, teachers and other professionals, and children, to co-create a programme to inspire and sustain a love of reading. We provide details of the six research-informed principles underpinning the programme: access, choice, time, connection, social and success, and the results of our evaluation (4 UK schools: 18 classes, 425 children) which examined both implementation (from teachers' perspectives) and effectiveness (using a mixed methods approach) outcomes. Implications for research-informed pedagogy designed to increase children's reading enjoyment and engagement are discussed. More information about this project is available here: <https://blogs.ed.ac.uk/lovetoread/>



## ORAL SESSION 40 Literacy in the Early Years (0 – 12)

### **Gendered ideas towards leisure reading and selection of reading materials.**

**Ramakresinin Shamala**

National University of Singapore

This presentation, a fragment of a large study, was conducted in Singapore with 10 – 12-year-old students. A series of focus group discussions were conducted in four primary schools as part of the study. During these sessions, some students articulated that they would not read books which they perceived to be orientated towards one gender. They added that they would not traverse ‘gender boundaries’ in reading and select such materials. Moreover, some participants perceived girls to be better readers and associated leisure reading with them.

As part of the discussion sessions, four children’s picture books were used to gain a better understanding of gendered notions towards material selection. The discussion sessions were then analysed using qualitative software, NVIVO.

Themes revealed participants’ perspectives on sexist and non-sexist books centred on their socialization practices from young. Socialization practices, be it overt or covert, played a decisive role in determining whether participants performed gender regarding leisure reading and in material selection.



## ORAL SESSION 40 Literacy in the Early Years (0 – 12)

**Metaphors of Identity and Literacy: What do they say about children?****Catherine Compton-Lilly<sup>1</sup>, Annette Woods<sup>2</sup>, Kerryn Dixon<sup>3</sup>**<sup>1</sup>University of South Carolina<sup>2</sup>Queensland University of Technology<sup>3</sup>University of Nottingham

This session brings together an international group of literacy scholars to explore metaphors of literacy and identity and examine how these metaphors position young children as literacy learners.

In 2009, Moje and Luke reviewed and described metaphors of identity and literacy. These metaphors highlight identity as (1) difference, (2) self and subjectivity, (3) mind or consciousness, (4) narrative, and (5) position. In this paper, we consider the epistemological and ontological consequences of each metaphor. We explore how the metaphors are realized in everyday schooling practice by presenting research data and analysis. Extending Moje and Luke's framing, we propose a sixth metaphor: identity as assemblage.

Like Moje and Luke, we note theoretical and empirical overlap that is sometimes productive and sometimes problematic across these metaphors and take seriously Moje's and Luke (2009) key point that "it is simply not enough to say that identities are produced in social interaction...[and] are multiple and shifting" (p. 432). We must recognize what "particular theories can do for our understanding of how literacy and identity work" (p. 432) and the implications of this for early literacy teaching and learning.



## ORAL SESSION 41 Inclusive Practices in Literacy for Diverse Learners

### Using speech-to-text technology to empower young writers with special educational needs

Brooks Greg<sup>1</sup>, Kambouri Maria<sup>2</sup>, Simon Helen<sup>3</sup>

<sup>1</sup>University of Sheffield

<sup>2</sup>UCL Institute of Education

<sup>3</sup>Helen Simon Associates

Writing difficulties are among the most common learning issues, affecting up to 15% of the school-age population; children who fail to develop developmentally appropriate writing skills are at significant disadvantage. For children who find handwriting onerous and a barrier to learning, using speech-to-text (STT) technology offers a means of circumventing transcriptional difficulties. This paper reports the first group-based intervention study in the UK of using STT to improve the writing of children with special educational needs and disabilities. Over five years, thirty children took part in total from three settings: a mainstream school, a special school and a special unit in a different mainstream school. All children had Education, Health and Care Plans because of their difficulties in spoken and written communication. Children were trained to use the Dragon STT system and used it for 16 to 18 weeks. Writing and self-esteem were assessed before and after the intervention. The results showed that this approach had boosted the quantity and quality of both handwritten and screen-written text, with post-test screen-written text significantly better than handwritten text. The self-esteem instrument also showed positive and statistically significant results. The findings support the effectiveness of using STT to support children with writing difficulties.



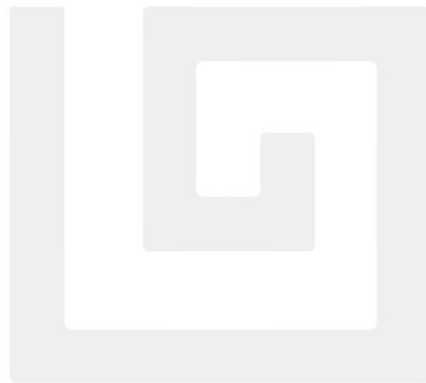
## ORAL SESSION 41 Inclusive Practices in Literacy for Diverse Learners

### **Reading Specialist Candidates Engage Reluctant Writers in a Virtual Literacy Clinic, embedded in a Community Partner and University Collaboration**

**Hill Dara**

The University of Michigan-Dearborn

This study examined reading specialist candidates who engaged reluctant writers through an enactment of equity pedagogy, embedded in literature-based programming during remote literacy practicum experiences in conjunction with a partnering Detroit agency, as part of a broader summer literacy program in an endeavor of reducing summer learning loss. An examination of candidates' enactment of equity pedagogy, situated in culturally relevant text sessions revealed the role that culture plays in supporting children's imaginative capital. An examination of perspectives of the agency coordinators revealed the benefits of the university partnership to bridge the achievement gap as a consequence longstanding effects of Covid-era schooling and support the literacy development of remote learners.



## ORAL SESSION 41 Inclusive Practices in Literacy for Diverse Learners

### **Cross-curricular connections: Holocaust remembrance**

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Hajdina Primary School

Traditional subject-based curricula no longer provide the knowledge and skills a modern society needs.

Therefore in educational systems at all levels of education, more and more attention has been paid to connecting content and skills between individual subject areas and the cross-curricular idea has been recognised as an important innovation.

The task of cross-curricular integration is to overcome the divides between subjects, to establish a connection between related learning contents within one or more subjects and thus achieve as comprehensive educational effects as possible, which would enable students to have a comprehensive understanding of the world.

Our school adopted a cross-curricular approach to teaching the Holocaust, connecting a variety of subjects: history, civic education and ethics, music and art. It offered many pedagogical advantages for students and teachers. Holocaust events can be used to build students' critical analytical skills and cultivate their literacy skills about social world.

It also had many pedagogical advantages for teachers – from improving teamwork, introducing new teaching methods to creating opportunities for new ideas.

Cross-curricular approaches open up new perspectives in teaching and make learning more challenging.





## ORAL SESSION 42 Effective Literacy Instruction (In Greek)

### Η επίδραση της ενίσχυσης της φάσης του σχεδιασμού στην ικανότητα παραγωγής γραπτών κειμένων

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Η φάση του σχεδιασμού κατά την παραγωγή γραπτών κειμένων θεωρείται σημαντική για την ποιότητα του κειμένου που παράγεται. Ωστόσο, στη βιβλιογραφία αναφέρεται ότι ο χρόνος που αφιερώνεται κατά τη διδασκαλία του γραπτού λόγου αλλά και από τα ίδια τα παιδιά όταν συντάσσουν γραπτά κείμενα είναι ιδιαίτερα μικρός. Σκοπός της παρούσας εργασίας είναι η εξέταση της επίδρασης μιας διδακτικής παρέμβασης με στόχο την ενίσχυση της ικανότητας σχεδιασμού γραπτών κειμένων στην ποιότητα των παραγόμενων γραπτών κειμένων και των σχεδιαγραμμάτων των παιδιών. Στην έρευνα συμμετείχαν 139 μαθητές Ε΄ και Στ΄ τάξης οι οποίοι κλήθηκαν να γράψουν δύο γραπτά κείμενα, μια ιστορία και ένα επιχειρηματολογικό άρθρο, τόσο πριν όσο μετά τη διδακτική παρέμβαση. Η παρέμβαση στηρίχθηκε στις αρχές της επικοινωνιακής-λειτουργικής προσέγγισης του γραπτού λόγου. Τα γραπτά κείμενα και τα σχεδιαγράμματα των παιδιών αξιολογήθηκαν ως προς συγκεκριμένους άξονες και κριτήρια αξιολόγησης. Τα αποτελέσματα της έρευνας έδειξαν στατιστικά σημαντικές διαφορές ανάμεσα στην ποιότητα των κειμένων πριν και μετά την παρέμβαση, αναδεικνύοντας τον σπουδαίο ρόλο μιας διδακτικής παρέμβασης με στόχο την ενίσχυση της ικανότητας σχεδιασμού των γραπτών κειμένων στην ανάπτυξη της ικανότητας παραγωγής αποτελεσματικών γραπτών κειμένων.



## ORAL SESSION 42 (In Greek) Digital Literacy

### Οι πτυχές του πολυτροπικού γραμματισμού στη διδασκαλία του γλωσσικού μαθήματος

Mavraganis Vasilis

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Η προσέγγιση των πολυγραμματισμών υιοθέτησε ένα σύνολο πρακτικών που συνδέονται με την πολιτισμική ποικιλία και με την πολυτροπικότητα που χαρακτηρίζει τις σύγχρονες πρακτικές αναπαράστασης και επικοινωνίας (Jewitt, 2008a,b). Με την ανάδειξη των νέων ψηφιακών τεχνολογιών εμφανίστηκε ένα νέο πεδίο πολυτροπικής σύνθεσης που επιτρέπει σε ποικίλους σημειωτικούς πόρους να διαμορφώσουν κείμενα με ριζοσπαστικούς συνδυαστικούς τρόπους (Core & Kalantzis, 2000). Η χρήση πολλών διαφορετικών μέσων για τη δημιουργία και την επικοινωνία της πληροφορίας δημιουργεί νέα δεδομένα στη διδασκαλία της γλώσσας (Jewitt, 2006). Μολονότι την πληθώρα βιβλιογραφία που αφορά τους πολυγραμματισμούς και την πολυτροπική παιδαγωγική, οι στρατηγικές που χρησιμοποιούν οι εκπαιδευτικοί στην πολυτροπική εκπαίδευση δεν έχουν ερευνηθεί επαρκώς (Anderson & Karchvsky, 2019·Si et al., 2022·Lim et al., 2022). Από αυτή την άποψη στην παρούσα εργασία παρουσιάζεται μια εθνογραφική προσέγγιση που έχει ως στόχο να φωτίσει τα πολυτροπικά μέσα και τις στρατηγικές που χρησιμοποιούν οι εκπαιδευτικοί κατά τη διδασκαλία του μαθήματος της Γλώσσας σε μαθητές τεσσάρων τάξεων του ελληνικού δημοτικού σχολείου. Τα αποτελέσματα της έρευνα έδειξαν ότι οι εκπαιδευτικού προσεγγίζουν τη διδακτική πράξη πολυτροπικά, κάνοντας χρήση πολλών και διαφορετικών πόρων επικοινωνίας και μάθησης, οι οποίοι με τη σειρά τους υπηρετούν κατά περίπτωση διαφορετικές στρατηγικές.



## ORAL SESSION 42 (In Greek) Digital Literacy

### Δεξιότητες Πρόσληψης Ακαδημαϊκών Άρθρων: Η περίπτωση των φοιτητών και φοιτητριών του Π.Τ.Δ.Ε. του Π.Κ.

Manouseli Evagelia, Spantidakis Ioannis, Vasarmidou Despoina

University of Crete

Η ικανότητα αποτελεσματικής πρόσληψης ακαδημαϊκών άρθρων αποτελεί καίρια δεξιότητα για την ένταξη των ατόμων στην ακαδημαϊκή κοινότητα και την επιτυχία στην τριτοβάθμια εκπαίδευση. Ωστόσο, αρκετοί φοιτητές και φοιτήτριες φαίνεται να μην έχουν πετύχει να αναπτύξουν τις απαραίτητες αναγνωστικές στρατηγικές και δεξιότητες για την βαθιά ανάγνωση τέτοιων κειμένων. Ελλείψει επαρκών δεδομένων σχετικά με τις ικανότητες και τις ανάγκες των ατόμων στην ελληνική ακαδημαϊκή πραγματικότητα πραγματοποιήσαμε μια έρευνα μεικτού τύπου σε φοιτητές και φοιτήτριες του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Κρήτης. Σκοπός μας αποτέλεσε η διερεύνηση των ικανοτήτων αναγνωστικής κατανόησης των φοιτητών και φοιτητριών, το βάθος της ανάγνωσης που επιτυγχάνουν και το είδος των στρατηγικών που επιστρατεύουν σε μεγαλύτερο και μικρότερο βαθμό. Για την άντληση των δεδομένων έγινε χρήση ποιοτικών και ποσοτικών εργαλείων ενώ πραγματοποιήθηκε τριγωνοποίηση. Από τα αποτελέσματα ανεδείχθη η σημαντική δυσκολία των φοιτητών και φοιτητριών στην βαθιά ανάγνωση ακαδημαϊκών κειμένων αλλά και το περιορισμένο εύρος των αναγνωστικών στρατηγικών που επιστρατεύουν. Ως συχνότερα χρησιμοποιούμενες βρέθηκαν οι προαναγνωστικές μεταγνωστικές στρατηγικές ενώ ως σπανιότερες οι μετα-αναγνωστικές κοινωνικές στρατηγικές.



## ORAL SESSION 42 (In Greek) Digital Literacy

### Το Ψηφιακό Θέατρο (Digital Drama) στην Εκπαίδευση ως μέσο για την καλλιέργεια του Ψηφιακού Γραμματισμού

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Το Ψηφιακό Δράμα (Digital Drama) αποτελεί μία υβριδική μορφή θεάτρου που αναπτύσσεται, αναδιαμορφώνεται και εξελίσσεται παράλληλα με τα τεχνολογικά μέσα. Διατηρώντας τα χαρακτηριστικά του αναλογικού/παραδοσιακού δράματος και εμπλουτίζοντας τη δυναμική του με τις ποικίλες σύγχρονες ψηφιακές εφαρμογές είναι σε θέση, εφόσον αξιοποιηθεί κατά την εκπαιδευτική διαδικασία, να αποτελέσει ένα μέσο έκφρασης, διερεύνησης και δημιουργίας με τρόπο που ανταποκρίνεται στα ιδιαίτερα ενδιαφέροντα, τις ανάγκες, αλλά και τις δεξιότητες των σύγχρονων μαθητών. Η αξιοποίηση απλών ψηφιακών εργαλείων, σύγχρονων τεχνολογικών εφαρμογών, εφαρμογών Τεχνητής Νοημοσύνης (AI), καθώς και ψηφιακών εικονικών περιβαλλόντων δράσης, σε συνδυασμό με τις τεχνικές της διερευνητικής δραματοποίησης και του εκπαιδευτικού δράματος φαίνεται να έχει τη δυναμική καλλιέργειας μεταξύ άλλων και ενός ευρύτερου ψηφιακού γραμματισμού μέσα από τρόπο παιχνιδιάρη, βιωματικό, με έντονο το στοιχείο της ενεργούς εμπλοκής από την πλευρά του μαθητικού δυναμικού όλων των ηλικιών. Στόχο της συγκεκριμένης εισήγησης αποτελεί η ανάδειξη της συγκεκριμένης σύνθεσης αναλογικού θεάτρου με τις σύγχρονες ψηφιακές τεχνολογίες υπό τη μορφή του Ψηφιακού Δράματος στην εκπαιδευτική διαδικασία ως ένα πρόσφορο μέσο για την επίτευξη στόχων τεχνολογικού γραμματισμού.



## ORAL SESSION 43 Digital Literacy

### **Encouraging the development of multiliteracies, including digital literacy, among young children using mobile devices**

**Ampartzaki Maria**

University Of Crete

This paper presents a framework for developing multiliteracies and digital literacy in the early years through a constructivist approach. The framework is used to design mobile-based educational programs that utilize various multimodal capabilities and follow the principles of inquiry-based and scenario-based learning. These programs are focused on local history and offer opportunities to develop a range of literacies such as literacy, scientific literacy, digital literacy, geo-literacy, numeracy, and more. The inquiry-based and scenario-based methodologies create a constructivist environment in which children are encouraged to carry out inquiries, search for and record data, and draw conclusions based on evidence. The physical space and multimodality of mobile devices provide ample opportunities to develop these literacies. The paper presents two educational designs aimed at helping children learn about two famous historical events, the Holocaust of Arkadi and the Abduction of General Kreipe. These events offer a fruitful opportunity to develop multiliteracies despite being part of local history with international impact. The designs are analyzed to demonstrate the learning features and pedagogical principles of this framework.



## ORAL SESSION 43 Digital Literacy

### Between home and school: young children's digital and traditional early literacy practices

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Recent literature provides strong evidence that children are able to use digital media from a very early age. However, the breadth of their practices and the ways they make use of their emergent literacy skills while interacting with digital media is still under discussion. The article aims to present the literacy practices of young children in digital media at school and home and compare them with their practices in conventional media. Data were collected in the frame of the DIGILIT KIDS project using a variety of tools, such as systematic observation of children's interaction with digital media, a portfolio of the development of children's emergent literacy through artifacts and written language skills tests, and interviews with children, parents, and the classroom teacher. Our findings are summarized through three children's cases representing recurrent themes from our whole dataset. The three children's profiles depict different levels of digital and traditional literacy manifested through the children's practices. Our discussion highlights aspects of the complex relationship between digital media and literacy and the need to bridge the gap between formal and informal ways of literacy learning.



## ORAL SESSION 43 Digital Literacy

### Reading in the digital era: performance and avenues for change in France and French-speaking Belgium

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For the past ten years, the description of digital skills and their mastery have been at the focus of literacy experts, as they represent a citizenship issue (Morais, 2018). However, in the last round of PIRLS survey in 2021, French and french-speaking Belgian pupils did not take part in the section specifically dedicated to digital reading, and many questions remain unanswered. Would performance in digital documentary reading have been similar to the poor performance in paper-based documentary reading? Would new difficulties have arisen? In order to report on the skills of French and Belgian pupils in reading this type of texts and to give us a better idea of their difficulties, we designed a digital documentary reading test based on the ePIRLS typology (extract, infer, interpret, evaluate) and administered it to over 350 Belgian and French 4th and 5th primary grade pupils. The aim of this paper is to paint a picture of the performance and strategies used in a digital documentary reading situation, before suggesting ways of integrating this teaching into the classroom.



## ORAL SESSION 44 (In Greek) Effective Literacy Instruction

### Συνεργατική διδασκαλία της παραγωγής επιχειρηματολογικού κειμένου vs διαφοροποιημένης ως προς τους τύπους νοημοσύνης διδασκαλίας

Vasarmidou Despoina

University of Crete

Στην έρευνα που παρουσιάζεται συγκρίθηκαν τα αποτελέσματα δύο διδακτικών παρεμβάσεων για τη διδασκαλία της παραγωγής του επιχειρηματολογικού κειμένου. Και οι δύο παρεμβάσεις υλοποιήθηκαν σε δύο τμήματα μαθητών της Α΄ Λυκείου (πειραματικές ομάδες) και υιοθέτησαν την κοινωνικογνωστική και κοινωνικοπολιτισμική προσέγγιση του γραπτού λόγου, με στόχο να ενισχύσουν α) την ικανότητα των μαθητών να παράγουν αποτελεσματικά και πειστικά επιχειρηματολογικά κείμενα και β) τις μεταγνωστικές τους δεξιότητες. Σημείο διαφοροποίησης της διδασκαλίας μεταξύ των δύο ομάδων ήταν το εξής: η πρώτη διδάχθηκε συγγραφικές στρατηγικές προσαρμοσμένες στους ισχυρούς τύπους νοημοσύνης των μαθητών, ενώ στη δεύτερη υιοθετήθηκε η συνεργατική διδασκαλία για όλους τους μαθητές. Στην έρευνα πήρε μέρος και τρίτο τμήμα μαθητών (ομάδα ελέγχου), στο οποίο εφαρμόστηκε η «παραδοσιακή» διδασκαλία, προκειμένου να ελέγξουμε τις μεταβολές που προέκυψαν από τις άλλες δύο διδακτικές παρεμβάσεις. Για τη συλλογή δεδομένων αξιοποιήθηκαν: ερωτηματολόγιο διερεύνησης των τύπων νοημοσύνης, κείμενα των μαθητών, ερωτηματολόγιο και παρατήρηση για τη διερεύνηση των μεταγνωστικών τους δεξιοτήτων, τα προϊόντα που δημιούργησαν οι μαθητές γράφοντας, ερωτηματολόγιο της ερευνήτριας και αναστοχαστικά ημερολόγια των μαθητών. Τα αποτελέσματα επιβεβαίωσαν τη θετική επίδραση της συνεργατικής διδασκαλίας στην ενίσχυση των συγγραφικών και μεταγνωστικών δεξιοτήτων, ωστόσο μεγαλύτερη αναδείχθηκε η επίδραση της διαφοροποιημένης ως προς τους τύπους νοημοσύνης διδασκαλίας και στις δύο παραμέτρους που διερευνήθηκαν.





## ORAL SESSION 44 (In Greek) Effective Literacy Instruction

### Διαφορές στη μορφοσύνταξη μεταξύ μαθητών με ΔΕΠΥ και μαθητών με αυτισμό υψηλής λειτουργικότητας πρωτοσχολικής ηλικίας

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Η ΔΕΠΥ αποτελεί μια από τις συχνότερες νευροαναπτυξιακές διαταραχές που συναντάται συχνά σε μαθητές δημοτικής εκπαίδευσης και περιλαμβάνει τα χαρακτηριστικά της απροσεξίας, της παρορμητικότητας και της υπερκινητικότητας που παραμένουν στο χρόνο και προκαλούν σημαντικές δυσκολίες στην γλωσσική ανάπτυξη (Ψευτογιάννη & Κατσαρού, 2022). Η γλωσσική ανάπτυξη στα παιδιά με ΔΕΠΥ είναι αργή, δεν αποτελεί τη μοναδική δυσκολία των παιδιών με ΔΕΠΥ, αλλά θεωρείται σημαντική προϋπόθεση για την εμφάνιση πιο σύνθετων διαταραχών του λόγου και μαθησιακών δυσκολιών (DuPaul, et al., 2013). Παράλληλα, ο αυτισμός υψηλής λειτουργικότητας είναι μία σοβαρή νευροαναπτυξιακή διαταραχή και σύμφωνα με το DSM-5 τα παιδιά που εμπίπτουν στο φάσμα αυτό χαρακτηρίζονται από ελλείμματα στη γλώσσα. Τα ελλείμματα στην μορφοσύνταξη και στην πραγματολογία αναφορικά με την γλωσσική ανάπτυξη αποτελούν από τα μεγαλύτερα γλωσσικά προβλήματα στα παιδιά με αυτισμό υψηλής λειτουργικότητας (Rumpf, Kamp-Becker, Becker & Kauschke, 2012). Σκοπός της παρούσας έρευνας ήταν μέτρηση μορφολογικών δεξιοτήτων των παιδιών με ΔΕΠΥ και αυτισμό υψηλής λειτουργικότητας, εξομοιωμένων ως προς την ηλικία και τη μη λεκτική νοημοσύνη. Το εργαλείο αξιολόγησης που χρησιμοποιήθηκε είναι το ΛΑΜΔΑ (Σκαλούμπακας & Πρωτόπαπας, 2007) που χορηγήθηκε σε 15 μαθητές με ΔΕΠΥ και σε 15 μαθητές με αυτισμό υψηλής λειτουργικότητας της Β' - Δ' Δημοτικού, οι οποίοι είχαν γνωμάτευση από τα ΚΕΔΑΣΥ. Ελέγχθηκαν παράμετροι όπως: η ταχύτητα και η ακρίβεια αναγνώρισης εικόνων και λέξεων, η ιστορική και η γραμματική ορθογραφία, η προφορική και η γραπτή κατανόηση, η μορφοσύνταξη όπως η συμπλήρωση προτάσεων και οι αναλογίες, το εύρος της προσοχής, η μη λεκτική νοημοσύνη και οι μουσικές δεξιότητες. Σύμφωνα με τα αποτελέσματα, εντοπίζονται δυσκολίες τόσο στην ορθογραφία όσο και στη μορφοσύνταξη χωρίς ιδιαίτερες διαφοροποιήσεις ανάμεσα στους μαθητές με ΔΕΠΥ και στους μαθητές με αυτισμό υψηλής λειτουργικότητας. Η ανάλυση λαθών ανά item όμως, έδωσε χρήσιμες πληροφορίες για την ανάπτυξη της μορφοσύνταξης μεταξύ των δύο ομάδων.



## ORAL SESSION 44 (In Greek) Effective Literacy Instruction

### Ιστορικός γραμματισμός και πολυγραμματισμοί στο Εβραϊκό Μουσείο Θεσσαλονίκης

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Ακολουθώντας τον επιστημονικό γραμματισμό ως διαδικασία εισαγωγής των παιδιών όλων των βαθμίδων της εκπαίδευσης στη δομή των επιστημονικών αντικειμένων, στις έννοιες και στο σύστημα των βασικών αρχών («science-literacy», Hanauer, 2006, 16 και Yore & Treagust, 2006: 293), προτείνουμε την πρόσληψη του Εβραϊκού Μουσείου της Θεσσαλονίκης στο πεδίο χρήσης των πολλαπλών γραμματισμών.

Η μελέτη εμβαθύνει στις πολύπλευρες διαστάσεις του ιστορικού γραμματισμού (Ρεπούση, 2000) τονίζοντας τον ρόλο στην κατανόηση πραγματικών ιστορικών πληροφοριών, αλλά και της ερμηνευτικής τους. Η ικανότητα ερμηνείας ιστορικών γεγονότων υπογραμμίζεται ως κριτική ικανότητα, υπογραμμίζοντας το ρόλο των εκπαιδευτικών στην επιλογή και ερμηνεία γεγονότων για την κατασκευή συνεκτικών αφηγήσεων.

Για την πρόσληψη του συγκεκριμένου μουσείου καταγράφουμε α) τη χρονολογική οργάνωση των μουσειακών εκθεμάτων ως ιστορικών πηγών, γιατί μας διευκολύνει στην αιτιώδη ανάλυση των γεγονότων και συμβάλλει στη συνολική συνοχή της ιστορικής κατανόησης β) τη πολυγλωσσική και γ) την οπτική/φωτογραφική. Σκοπός είναι να εντοπίσουμε τα είδη των ιστορικών πηγών και τα είδη της δημόσιας ιστορικής αφήγησης του μουσείου για την εβραϊκή Θεσσαλονίκη (Iggers, 1990), όπως προβάλλονται χρονολογικά, γλωσσικά, και οπτικά στα μουσειακά εκθέματα. Ειδικότερα προσλαμβάνουμε τη σημασία των γλωσσικών και φωτογραφικών γραμματισμών στους μουσειακούς χώρους με σκοπό την ανάπτυξη δεξιοτήτων ως παρατήρηση, απόδειξη, επαγωγική και παραγωγική σκέψη.



## ORAL SESSION 44 (In Greek) Effective Literacy Instruction

### Πολυτροπικότητα και Δημιουργική Θεατρική Γραφή ως βιωματική πρακτική του Γλωσσικού Γραμματισμού σε Σχολείο Δεύτερης Ευκαιρίας (Σ.Δ.Ε): Το θέατρο Forum

Linardatou Charitini

Schools of Second Chance

Η παρούσα ανακοίνωση θα επικεντρωθεί στην περιγραφή ενός τμήματος της έρευνας που διεξήχθη κατά το χρονικό διάστημα Δεκεμβρίου 2022 - Μαΐου 2023 σε Σχολείο Δεύτερης Ευκαιρίας (Σ.Δ.Ε) με στόχο την αξιοποίηση της δημιουργικής θεατρικής γραφής ως βιωματικής πρακτικής στο Γλωσσικό Γραμματισμό. Εφαρμόστηκε η τεχνική του θεάτρου Forum με «αφετηρία» αναγνωστικής εμπειρίας, ορισμένα αποσπάσματα από την αρχαία ελληνική τραγωδία Αντιγόνη του Σοφοκλή, και, συγκεκριμένα, το διάλογο της Αντιγόνης και του Κρέοντα (Επεισόδιο Β', Σκηνή Β'). Μέσα από την αναδόμηση του μύθου οι εκπαιδευόμενοι ερευνούν το θέμα της ομοφυλοφιλίας συζητούν και μοιράζονται τις απόψεις τους διαμορφώνοντας ένα πολυτροπικό συλλογικό κείμενο. Σε αυτή την μετασχηματιστική πορεία μάθησης η μεταφορά του δραματικού «χωροχρόνου» από το κείμενο-πηγή στο σήμερα, στο «εδώ» και το «τώρα», διαμορφώνει το πλαίσιο κριτικής συνειδητοποίησης, στο οποίο οι εκπαιδευόμενοι «μαθαίνουν πώς να μαθαίνουν», μέσα από τη διαδικασία της διερεύνησης των χαρακτήρων, η οποία αποτελεί αναγκαία «συνθήκη» στην κατανόηση και ερμηνεία του κειμένου. Η καλλιέργεια των μεταγνωστικών δεξιοτήτων των εκπαιδευομένων επιτυγχάνεται με την αξιοποίηση του θεάτρου forum ως εικονικό «εργαλείο» μάθησης. Από τα αποτελέσματα της έρευνας φάνηκε ότι το θέατρο forum αποτελεί μια αυθεντική αποτελεσματική πρακτική όσον αφορά στην ανάπτυξη του προφορικού λόγου, την καλλιέργεια της αυτοπεποίθησης και της ενδυνάμωσης των εκπαιδευομένων.



## WORKSHOP 13 Effective Literacy Instruction

### Unlocking the Multilingual Reader: Strategies for Cultivating Proficiency

Gras Christopher, Leonard Constance

United States Air Force Academy

This interactive session is designed to equip instructors with practical techniques to support their students in improving reading strategies, with a focus on reading rate, critical comprehension, and recall. For multilingual students grappling with culturally specific texts, decoding can pose significant challenges. To address this, the presenters will draw upon a selection of popular and classic novellas to offer participants a range of strategies applicable in the classroom. These strategies include previewing, employing a pacer, cultivating the traits of good readers, and fostering vocabulary development. The session will delve into schema building through activities that encourage the simultaneous interaction of the "top down" and "bottom up" approaches to comprehending texts. By exploring these approaches, instructors can empower students to tackle complex materials more effectively. Participants will not only gain valuable insights but also practical resources. They will leave with a sample syllabus, innovative activities, and the ability to measure their reading rate in both print and digital formats. Additionally, attendees will receive a comprehensive checklist to guide them in fostering better reading habits. Join us in this engaging session to enhance your teaching repertoire and empower multilingual students in their reading journey.



## ORAL SESSION 45 Effective Literacy Instruction

### Teasing out the confusions surrounding the Science of Reading

Kara-Soteriou Julia

Central Connecticut State University

Until a few years ago, the concept “science of reading” was self-explanatory. Nowadays, however, in the USA, the term has taken an additional meaning due to the Science of Reading (SoR) Community’s advocacy for the teaching of SoR in public schools and the preparation of teachers to apply the SoR. This advocacy, along with a media narrative about what works and what doesn’t work in reading instruction, led to legislative changes and requirements for public schools and higher education to adapt curricula and methods. These changes also led to a great deal of confusion among educators. To some extent, the confusion resulted because many educators who teach decoding and comprehension do not understand if and how their instruction should change and why some instructional practices are said to be ineffective. The objective of this presentation is to tease out the confusions for practitioners by (1) explaining what should be taught under the SoR; (2) doing a historical overview of terms/practices that have been criticized by the SoR community, such as balanced literacy; and (3) comparing some SoR applications with present practices in order to bridge the gap between the SoR narrative and reading instruction.



## ORAL SESSION 45 Effective Literacy Instruction

### Reading interventions for struggling readers in Northern Ireland primary schools

Karahan Mehmet Baki

Queen's University Belfast

How reading interventions and provision for struggling readers work in Northern Ireland's primary schools and what constitutes the perfect reading intervention is unknown. To find out current practices in Northern Ireland primary schools and to understand the components that consist of the perfect reading intervention, a mixed-method research was conducted. Methods include a quantitative survey, a qualitative case study and an expert group. The quantitative survey analysis provided information on the approximate percentage of struggling readers schools accommodate, steps of provisions for struggling readers, arrangements that are in place for each stage of support, the success rate of specific schools and teachers' views on reading provisions in their schools. The quantitative survey analysis showed that although most schools follow the guidelines provided by the governmental bodies, there are still approximately %19.5 (sd=8.846, n=54) struggling readers in Northern Ireland primary schools. The follow-up qualitative findings showed that there is variation among schools and their provision and that schools face certain barriers they need to consider when planning support for struggling readers. The findings of the study are presented alongside the discussions of the expert group.



## ORAL SESSION 45 Effective Literacy Instruction

### **Examining teacher reader identity in ITE: Encouraging equitable provision of literacy instruction through reading for pleasure**

**Simpson Alyson**

University Of Sydney

As pre-service teachers learn how to design effective literacy instruction for school aged children, they also need to attend to their own literate identities. The presentation argues that PST need to be challenged to recognise how 1. their aesthetic appreciation and knowledge of children’s literature; 2. their personal experience with reading children’s literature; and 3. their pedagogic insight into how to use literature to teach literacy help them form productive representations of themselves as reading teachers. This tri-partite relationship of ideas has been named the ‘additive trio’ where each component is essential to the whole.

The paper describes how four PST from an undergraduate degree in NSW, Australia undertook an exploration of Reading for Pleasure practices over a 12 week semester. Modelled on the Teachers as Readers study, the participants took part in book discussion groups and completed surveys. This research design led them to consider not only the practical benefit of RfP pedagogy on literacy teaching but also the intersecting systems in which ITE is located. The results demonstrate the neophyte teachers developed more awareness of their reader identities as well as the responsibilities they have as future teachers of reading a result of their critical engagement in RfP.



## ORAL SESSION 46 Inclusive Practices in Literacy for Diverse Learners

### Using family photos to improve low-income preschoolers' personal narrative skills

Vretudaki Hellen<sup>1</sup>, Kyriotaki Maria<sup>1</sup>, Alexiou Panagiota<sup>2</sup>

<sup>1</sup>University of Crete

<sup>2</sup>Regional Directorate of Primary and Secondary Education of Crete

Adults talking about past autobiographical (personal) events is critical for children's memory and narrative development. Personal narratives are proposed as the most valid type of assessing young children's narrative speech improvement. With this in mind, the purpose of the present study was to enhance preschool children's oral language skills by having them narrate personal experiences/stories. The sample consisted of 24 children attending a rural kindergarten in Crete, Greece. All the sample children came from a low social and economic background. The programme for improving preschool children's narrative skills was implemented individually and consisted of the following stages: a) Presentation of family photo and cards with structural elements, b) Asking the child questions about the family scene based on the cards: who, where, what, how, c) Modelling the whole narrative by the teacher, d) Following the teacher's pattern children narrated the whole story. At the end of the programme, the children were able to freely narrate complete personal stories with all the structural elements apparent in front of the class. In addition, photographs with familiar scenes, seemed to resolve the elicitation task difficulties, especially for young children and/or for children with low literacy backgrounds.





## ORAL SESSION 46 Inclusive Practices in Literacy for Diverse Learners

### Moving Meaning in Science: Children's Transduction Across Modes

Woodard Rebeck<sup>1</sup>, Phillips Nathan C.<sup>1</sup>, Varelas Maria<sup>1</sup>, Tsachor Rachelle<sup>1</sup>, Rock Ronan<sup>1</sup>,  
Kotler Rebecca<sup>1</sup>, Diaz Amanda R.<sup>2</sup>

<sup>1</sup>University of Illinois Chicago

<sup>2</sup>California State Fullerton

A team of literacy, science, and theatre education researchers in the United States has worked over multiple years to support teachers and children in urban public elementary schools to engage in embodied performances where they dramatize scientific phenomena and concepts (e.g., acting out states of matter and associated changes; dramatizing the process of sedimentation). This paper uses Kress's (2010) social semiotic perspective on transduction as the "process of 'moving meaning'...across modes" (2010, p. 124) to explore the creativity and criticality involved in re-making knowledge as children transduced meaning between written and oral language and other modes centering the body (gesturing, facial expressions, body movement). We consider the affordances of centering body movement as a mode for learning science (e.g., its potential for representing dynamicity), and how 'moving meaning' affords children multiple access points to, and engagement in, science that value their different identities--a topic with particular urgency for students of color from minoritized communities, whose bodies and movements have historically been highly controlled in schools (Gregory et al., 2010).



## ORAL SESSION 46 Inclusive Practices in Literacy for Diverse Learners

### **What Institutionalism can tell us about different Dyslexia Support Systems**

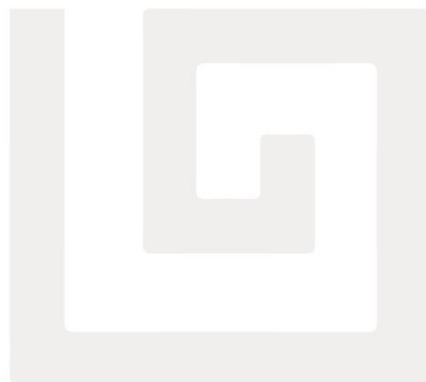
**Schmidt Laura Maria**

University Augsburg

Students with severe learning difficulties require additional support beyond regular literacy instruction. The individualized support can be considered as a specific case of inclusive education since it doesn't belong to the classical area of special needs. The support is organized both within and outside of school in different countries. Thus, cross-national differences emerge in the triad of organization, professional norms, and state regulation.

The oral presentation will describe similarities and differences between the support systems for dyslexic learners in Germany, Finland and the Netherlands. The presented findings from a PhD project are based on expert interview data and qualitative document analysis. They will uncover the respective predominant understanding of dyslexia as a risk to the integration into society, a school problem or a medical problem. We will see how these differences affect the professional groups involved in the detection of dyslexia and the remedial teaching as well as the underlying regulations.

The comparison is based on the Three-Pillar-Modell by W. R. Scott, an analytical framework from organizational sociology which will be briefly introduced. The approach allows to deal with a question at the intersection of society, organizations, and individuals that is relevant to science, policy makers, and practitioners.



## ORAL SESSION 46 Inclusive Practices in Literacy for Diverse Learners

### Supporting diversity through the school library

**Cole Aimee**

National Literacy Trust

Primary school libraries play a vital role in creating and supporting a diverse and inclusive learning environment for children. By providing access to a wide range of reading materials, school libraries can help children develop an understanding of a variety of cultures, perspectives, and experiences. Our research has found that of 8 to 18-year-olds who read in their free time at least once a month, 2 in 5 (38,5%) read to learn about other people and cultures (Clark et al., 2023). It is therefore vital to provide children with access to a wide range of reading materials which reflect the experiences of a wide range of people and communities.

This presentation will examine the importance of school libraries in supporting and promoting diversity and inclusive learning practices. It will first consider children and young people's engagement with their school library, drawing on insights from our Annual Literacy Survey, which surveys over 70,000 children and young people in the UK. The presentation will also review how our evidence-based school library programmes impact on children's reading enjoyment and behaviours, as well as promote inclusive learning experiences.



## ORAL SESSION 47 (In Greek) Literacy in the Early Years (0-12)

### Διερεύνηση της επίδρασης των πρακτικών των γονέων παιδιών προσχολικής ηλικίας στις ικανότητες που σχετίζονται με τον γραμματισμό

Papanastasatou Irini, Penderi Efthymia

Dimocritus University of Thrace

Η εμπλοκή των γονέων είναι ένας σημαντικός παράγοντας που επηρεάζει την ανάπτυξη του γραμματισμού των παιδιών προσχολικής ηλικίας. Η παρούσα μελέτη διερευνά τη σχέση και πιθανή επίδραση των πρακτικών εμπλοκής των γονέων στην καλλιέργεια των ικανοτήτων γραμματισμού των παιδιών προσχολικής ηλικίας με βάση τις αναφορές των γονέων. Στην έρευνα συμμετείχαν 140 γονείς, μητέρες και πατέρες, μαθητών/τριών που φοιτούσαν σε δέκα δημόσια νηπιαγωγεία από τρεις περιφέρειες της ελληνικής επικράτειας. Για τη διερεύνηση των πρακτικών εμπλοκής των γονέων χορηγήθηκε το Ερωτηματολόγιο Γονικής Εμπλοκής για τον Γραμματισμό στο Νηπιαγωγείο (ΕΓΕΓΝ) (Πεντέρη & Παπαναστασάτου, 2021), το οποίο περιλαμβάνει προτάσεις που εξετάζουν τόσο την ποσοτική όσο και την ποιοτική διάσταση της εμπλοκής. Για την εκτίμηση των ικανοτήτων γραμματισμού των παιδιών χορηγήθηκε η κλίμακα των Ικανοτήτων Γραμματισμού Νηπίων, εκδοχή γονέων (ΙΓΝ-Γ) (Πεντέρη & Παπαναστασάτου, 2022) ενισχυμένη με αριθμό προτάσεων που αφορούν στη διερεύνηση των ικανοτήτων πολυγλωσσικής επικοινωνίας των παιδιών, στη βάση των στόχων που θέτει το νέο Πρόγραμμα Σπουδών για τη Γλώσσα στο νηπιαγωγείο (Πεντέρη και συν., 2022). Τα αποτελέσματα επιβεβαιώνουν την προβλεπτική ισχύ παραγόντων που σχετίζονται με την ποιοτική διάσταση της γονικής εμπλοκής στις ικανότητες γραμματισμού των παιδιών αλλά και άλλων δημογραφικών χαρακτηριστικών.



## ORAL SESSION 47 (In Greek) Literacy in the Early Years (0-12)

### Ιστορικός, κριτικός και σχεδιαστικός γραμματισμός στο νηπιαγωγείο

Vamvakidou Ifigeneia, Altini Tatiana

Aristotle University of Thessaloniki

Στη διδακτορική μελέτη μας, σύμφωνα με την Σχολή των Annales, καθημερινά αντικείμενα (Clark, 1999) της πρώην Σοβιετικής Ένωσης της περιόδου 1945-1991 αξιοποιούνται ως μαρτυρίες και ιστορικά ίχνη του «πραγματικού» παρελθόντος για να διευκολυνθεί η συστηματική εισαγωγή των νηπίων στην ιστορική ερμηνεία και την καλλιέργεια της ιστορικής γνώσης. Διδακτικά, τα νήπια στο πρώτο στάδιο καλούνται να παρατηρήσουν τη μορφή των αντικειμένων, να τα αποκωδικοποιήσουν και να τα τοποθετήσουν στη γραμμή του χρόνου (παρελθόν και παρόν), και στο δεύτερο στάδιο να σχεδιάσουν τα δικά τους νέα αντικείμενα σύμφωνα με τις αρχές του «Κριτικού Σχεδιασμού» (Dunne, A. & Raby, F. 2001).

Σκοπός της παρούσας έρευνας είναι η καταγραφή και η διερεύνηση του τρόπου με τον οποίο τα παιδιά προσχολικής ηλικίας προσλαμβάνουν έννοιες ιστορικής αναδρομής και τη σχέση μορφής του αντικειμένου και της χρήσης του στην ανάπτυξη της κριτικής και σχεδιαστικής σκέψης. Το υλικό της έρευνας αποτελείται από ιχνογραφήματα ιστορικής τοποθέτησης και χρήσης των αντικειμένων και ιχνογραφήματα μελλοντικών προτάσεων για αντικείμενα μέσα από ερωτήσεις τύπου «Τί θα γινόταν εάν...». Το μεθοδολογικό εργαλείο που χρησιμοποιούμε είναι η κοινωνικοσημειωτική μέθοδος των Kress & Van Leeuwen (Kress, G. & Van Leeuwen, T, 2010), όσον αφορά την ανάγνωση της οπτικής επικοινωνίας που προκύπτει μέσα από τις μορφές, τα χρώματα και τα σύμβολα. Στόχος είναι να συνθέσουμε μια γενική γνωστική εικόνα της κατανόησης τόσο ιστορικών εννοιών όσο και της σχέσης μορφής του αντικειμένου και χρήσης του από τα παιδιά αυτής της ηλικιακής ομάδας.



## ORAL SESSION 47 (In Greek) Literacy in the Early Years (0-12)

### **Η επίδραση στις ικανότητες που σχετίζονται με τον γραμματισμό παιδιών προσχολικής ηλικίας ενός κοινωνικοπαιδαγωγικού προγράμματος για τη συνεργασία οικογένειας - νηπιαγωγείου – κοινότητας**

**Papanastasatou Irini, Penderi Efthymia**

Dimocritus University of Thrace

Παρά την πλούσια θεωρητική τεκμηρίωση που υπάρχει για τη σημασία της συνεργασίας οικογένειας σχολείου για την προαγωγή του γραμματισμού, οι σχετικές παρεμβάσεις στη χώρα μας είναι εξαιρετικά περιορισμένες. Η παρούσα μελέτη διερευνά την επίδραση ενός συνεργατικού προγράμματος σχολείου - οικογένειας - κοινότητας για τον γραμματισμό στις ικανότητες των παιδιών νηπιαγωγείου. Η κοινωνικοπαιδαγωγική παρέμβαση σχεδιάστηκε και υλοποιήθηκε στη βάση του μοντέλου των επικαλυπτόμενων σφαιρών της Epstein αλλά και των στόχων που θέτει το νέο πρόγραμμα σπουδών για τη γλώσσα στο νηπιαγωγείο εστιάζοντας στην ανάπτυξη βασικών ικανοτήτων για την προφορική, τη γραπτή και την πολυγλωσσική επικοινωνία (Πεντέρη και συν., 2022). Ακολουθήθηκε ένας οριζόντιος πειραματικός σχεδιασμός με προέλεγχο και μεταέλεγχο των ομάδων, με τη συμμετοχή δέκα δημόσιων νηπιαγωγείων από πέντε νομούς της Ελλάδας. Για την αξιολόγηση των γνώσεων των παιδιών για τον γραπτό λόγο χορηγήθηκε το Κριτήριο Αξιολόγησης των Γνώσεων για τον Γραπτό Λόγο των Παιδιών για παιδιά ηλικίας 4-7 (Τάφα, 2017). Τα αποτελέσματα επιβεβαιώνουν την επίδραση της συνεργασίας σχολείου – οικογένειας - κοινότητας στην ανάπτυξη σχετικών με τον γραμματισμό ικανοτήτων των παιδιών προσχολικής ηλικίας και συζητούνται με αναφορά στις εκπαιδευτικές τους προεκτάσεις.



## ORAL SESSION 47 (In Greek) Literacy in the Early Years (0-12)

### Οι γνώσεις και οι διδακτικές πρακτικές των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης για την παραγωγή γραπτών κειμένων

Kosta Apostolia, Aidinis Athanasios

Aristotle University of Thessaloniki

Η ικανότητα παραγωγής γραπτών κειμένων θεωρείται μια πολύπλοκη και ιδιαίτερα απαιτητική διαδικασία, στην οποία σημαντικό ρόλο διαδραματίζει η διδασκαλία. Ωστόσο, για την αποτελεσματικότερη διδασκαλία της παραγωγής γραπτών κειμένων είναι σημαντικό οι εκπαιδευτικοί να διαθέτουν τις κατάλληλες γνώσεις για τις θεωρίες και τα μοντέλα ανάπτυξης της ικανότητας παραγωγής γραπτών κειμένων, αλλά και να χρησιμοποιούν μια ποικιλία διδακτικών πρακτικών ώστε να ενισχύονται και οι τρεις φάσεις της παραγωγής γραπτών κειμένων (σχεδιασμός, μεταγραφή, αναθεώρηση).

Σκοπός της παρούσας εργασίας είναι να εξεταστούν οι υπάρχουσες γνώσεις και οι πρακτικές διδασκαλίας των εκπαιδευτικών για τη διδασκαλία της παραγωγής γραπτών κειμένων και ιδιαίτερα για τη φάση του σχεδιασμού. Στην έρευνα συμμετείχαν 10 εκπαιδευτικοί της πρωτοβάθμιας εκπαίδευσης. Για τη συλλογή δεδομένων χρησιμοποιήθηκαν ημιδομημένες παρατηρήσεις στις τάξεις καθώς και ημιδομημένες συνεντεύξεις με κάθε εκπαιδευτικό. Τα αποτελέσματα έδειξαν ότι στη διδασκαλία δεν δίνεται έμφαση στη φάση του σχεδιασμού των κειμένων, με αποτέλεσμα οι μαθητές να μην προβαίνουν σε σχεδιασμό κατά την διαδικασία παραγωγής γραπτών κειμένων. Επιπλέον, κάποιες δραστηριότητες σχεδιασμού που παρατηρήθηκαν, καθορίζονταν από τους ίδιους τους εκπαιδευτικούς, στην ολομέλεια της τάξης με γενικές υποδείξεις για τη δομή και βασικές ιδέες.



## WORKSHOP 14 Digital Literacy

### **Generative Artificial Intelligence in Literacy Instruction: A facilitated exploration of potentiality and challenges**

Zawilinski Lisa<sup>1</sup>, Henry Laurie<sup>2</sup>, Clark Jessica<sup>2</sup>

<sup>1</sup>University of Hartford

<sup>2</sup>Salisbury University

Artificial intelligence (AI) is transforming various aspects of life including education. Generative AI demonstrates promising aspects of rapidly evolving technologies with the potential to enhance literacy instruction. From serving as a tutor (Mollick & Mollick, 2023) to providing scaffolds for certain literacy skills, over-reliance on AI can impede the opportunity for learners to develop critical thinking skills. How can we prepare students to use AI with both a critical lens and a sense of agency? First, educators should explore generative AI tools (e.g., ChatGPT, Bing AI, DALL-E2) to discover their capabilities and then to consider appropriate uses of AI to enhance the learning process.

In this workshop, participants explore examples of using AI for college-level literacy instruction. We will discuss the theoretical and practical aspects of integrating AI into literacy curricula, focusing also on the skills and competencies that students will need to develop to use AI effectively and responsibly. This workshop will focus on an exchange of ideas among those interested in the use of AI through hands-on exploration and practical application.





## SYMPOSIUM 14 (In French) Inclusive Practices in Literacy for Diverse Learners

### Accompagner et former à l'enseignement de la littératie à des apprenants en difficulté

Dube France, Ouellet Chantal, Dufour France, Fontaine Myriam

University of Quebec in Montreal

Ce symposium abordera l'enseignement de la littératie auprès d'apprenants en difficulté. L'organisation innovante des services offerts aux apprenants en difficulté et l'inclusion de ces apprenants en classe ordinaire, l'insertion en classe de stagiaires en situation de handicap de même que des situations extraordinaires tels les crises socio-politiques affectant les établissements scolaires, constituent des préoccupations importantes pour les participantes à ce symposium. Le coenseignement apparaît comme une organisation de l'enseignement qui contribue à répondre aux besoins d'apprentissage d'un groupe d'élèves qui présentent des besoins et des habiletés variées, l'accompagnement de stagiaires en situation de handicap et la formation d'enseignants à l'animation d'ateliers d'écriture dans le contexte d'une crise socio-politique, feront l'objet de ce symposium qui vise à faire état de dispositifs d'accès à la lecture et à l'écriture. Ce symposium réunira des chercheuses dont les travaux visent à mieux répondre à ces besoins particuliers d'apprentissage et d'accompagnement des intervenants.



## ORAL SESSION 48 Inclusive Practices in Literacy for Diverse Learners

### **Early language and literacy skills as predictors of receiving learning difficulties diagnosis and remediation in elementary school: A retrospective longitudinal study in children at risk for reading difficulties in Kindergarten**

**Korakaki Katerina, Manolitsis George**

University Of Crete

The aim of this longitudinal study was to examine whether specific language and literacy skills of at-risk children who received early intervention during Kindergarten (K) could predict the possibility (a) to get a diagnosis of learning difficulties (LD) later in elementary school or (b) to receive individualized intervention and support in an inclusion class. Participants in the study were 34 preschoolers at-risk for learning difficulties (5-6 years old) who received an early intervention on language and literacy skills during K. All participants assessed in several language and literacy tasks during K and in Grade 1 (G1), and it was recorded for the next 6 years their school progress in terms of receiving an official diagnosis for LD after Grade 4 or an individualized intervention in an inclusion class after G1. The results of a retrospective analysis by a series of t-tests comparisons showed that children who received intervention in an inclusion class differed significantly in syllable deletion, concepts about print (end of K) and in reading comprehension skills (end of G1) from those who did not receive intervention. Significant differences between groups of children diagnosed as dyslexics and those who did not were revealed for phonological awareness skills and rapid naming skills in K, as well as in reading comprehension and reading fluency in G1.



## ORAL SESSION 48 Inclusive Practices in Literacy for Diverse Learners

### **Conceptualizing Culturally Sustaining Literacy Assessment and Instruction for Language Minority Youth**

**Hill Dara**

The University of Michigan-Dearborn

Oral reading proficiency and instructional reading levels among language minority youth in the US are traditionally misidentified as deficient, due to assessment tools that regard language differences as developmental errors. Consequently, language minority youth are improperly placed with instructional reading levels and texts that do not effectively support their literacy development. This conceptual paper outlines culturally sustaining and language/dialect related miscue analysis assessment tools and reading materials that acknowledge language as a difference, not a deficit, in the assessment of language minority youth. Additionally conceptualized are culturally sustaining, thematically connected texts with increasing text complexity, in support of oral reading fluency and reading foundational skills.



## ORAL SESSION 48 Inclusive Practices in Literacy for Diverse Learners

### Literacy for All: Rural Response to Representative Texts

O'Connell Kathrina, O'Bryan Sonia

Bemidji State University

This paper presentation will examine mixed-methods research exploring rural pre-service teachers' (118) and classroom teachers' (11) responses to using representative texts with diverse learners. Obstacles for teacher candidates included a principal who refused to allow diverse or inclusive texts in the building and classroom teachers who only allowed pre-service teachers to read books from their classroom libraries. Analysis of pre-service teachers' reflective responses revealed an increased capacity for evaluating and selecting diverse/inclusive texts as well as preparing for their everyday use in the classroom. Responses also highlighted an increased desire to read diverse/inclusive texts, especially for pre-service teachers who were denied that read-aloud opportunity. Classroom teachers' responses were mixed. This presentation will address new challenges teachers in America are facing as they attempt to embed more representative texts in their instruction. In addition, this presentation will highlight the role that representative texts serve in teacher preparation programs and how pre-service training impacts inclusive literacy practices for diverse learners in classroom settings.



## SYMPOSIUM 15 Digital Literacy

### Blurring the Boundaries of School Literacy: Space and Digitality in Elementary School Classrooms

Poyiadji Evie<sup>1</sup>, Georgiou Moria Marina<sup>2</sup>, Michael Magdaline<sup>2</sup>, Kontovourki Stavroula<sup>2</sup>

<sup>1</sup>Larnaca College

<sup>2</sup>University of Cyprus

The purpose of this symposium is to examine school literacy as fluid and expansive, especially when digital technologies are part of literacy teaching in elementary classrooms. This is explored through three presentations: the first draws on ethnographic data to highlight the ways in which digital tools and media trouble the spatio-temporal boundaries of literacy teaching; the second, which is part of a practitioner research study, examines the possibilities for text production at the assemblage of digital and print-based materials; and, the third, also drawing on practitioner research, explores how children are repositioned as literacy learners, as they physically and virtually move in and out of schools and classrooms. The papers are informed by sociocultural and sociomaterial understandings of literacy and research, which suggest that meaning emerges at the assemblage of human, material, and immaterial bodies (including established notions of literacy and the language arts). Collectively, the symposium foregrounds how different notions of digitality in literacy teaching challenge and expand the boundaries of the digital and the non-digital, as well as of school curricula and spacetime.



## WORKSHOP 15 Effective Literacy Instruction

### Developing Disciplinary Literacy Through High-Quality Science Picture Books

Broemmel Amy<sup>1</sup>, Rearden Kristin<sup>2</sup>

<sup>1</sup>University of Rhode Island

<sup>2</sup>University of Tennessee

Although the STEM fields have become an increasingly important aspect of 21st educational outcomes, the resources provided to many elementary teachers include textbooks filled with dense passages written up to two grade levels above their intended use. Research suggests that achievement gaps between striving and struggling readers are typically exacerbated as students progress through elementary grades, and the content gets more complex. The use of children's literature can make content more accessible and positively impact literacy and science achievement by deepening content knowledge, improving engagement, increasing vocabulary understanding, and exposing students to diverse scientists. As a team of science and literacy educators, we propose that teachers can use high quality children's picture books to build disciplinary literacy by introducing science concepts and vocabulary in meaningful contexts. We recognize that such literature is elusive and challenging to integrate into daily literacy instruction. In this workshop, participants will learn how to select appropriate high-quality science picture books to develop disciplinary literacy. We will engage the participants in identifying key aspects of nonfiction literature, provide them with strategies for identifying key vocabulary, and offer strategies for engaging students in the use of key vocabulary in both classroom conversations and writing opportunities.



## ORAL SESSION 49 (In Greek) Literacy Environments

### Στάσεις εκπαιδευτικών προς την κριτική διδακτική αξιοποίηση κειμένων ρευστού ρατσισμού: Μια πιλοτική έρευνα

Tsami Vasia, Skoura Eirini, Arhakis Argiris

University of Patras

Στη συγκεκριμένη ανακοίνωση παρουσιάζουμε τις στάσεις μιας ομάδας εκπαιδευτικών προς την κριτική αξιοποίηση κειμένων που προωθούν τον ρευστό ρατσισμό (Weaver 2016), δηλαδή κειμένων που, αν και έχουν αντιρατσιστική στόχευση, εξακολουθούν να αναπαράγουν ρατσιστικές αντιλήψεις. Ειδικότερα, επιχειρήσαμε μια πιλοτική έρευνα ως προς τις στάσεις των εκπαιδευτικών στο πλαίσιο ενός επιμορφωτικού σεμιναρίου. Το σεμινάριο στόχευε στην εξοικείωση δώδεκα εκπαιδευτικών της πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης με την κριτική επεξεργασία κειμένων ρευστού ρατσισμού στην τάξη ώστε οι μαθητές/τριες να καταστούν ικανοί/ές να εντοπίζουν και να αμφισβητούν τις ρατσιστικές τοποθετήσεις που καλλιεργούνται στον φαινομενικά αντιρατσιστικό λόγο. Στο πλαίσιο του σεμιναρίου επιχειρήσαμε την κριτική ανάλυση ενός προσχηματικά αντιρατσιστικού κειμένου ακολουθώντας το μοντέλο των πολυγραμματισμών (Kalantzis & Cope 2012). Οι εκπαιδευτικοί, μετά τη συμμετοχή τους στο σεμινάριο, κλήθηκαν να συμπληρώσουν ένα ερωτηματολόγιο όπου αξιολόγησαν τις προτεινόμενες διδακτικές προτάσεις. Η διερεύνηση των αξιολογήσεών τους ανέδειξε τόσο τις θετικές όσο και τις επιφυλακτικές τους στάσεις απέναντι σε τέτοιου είδους κριτικές διδακτικές προσεγγίσεις.



## ORAL SESSION 49 (In Greek) Literacy Environments

### **Ρευστός ρατσισμός στο κοινοβούλιο: Μια κριτική διδακτική πρόταση στο πλαίσιο των πολυγραμματισμών**

**Tsami Vasia, Panagaki Nikoletta, Tzortzatos Kiriakoula**

University of Patras

Παρά την νομοθετική προσπάθεια του ελληνικού κοινοβουλίου να προωθήσει τον αντιρατσισμό, οι κοινοβουλευτικές ομιλίες, επιδιώκοντας να μη διασαλευτεί το ιδανικό της εθνικής ομοιογένειας, συχνά εμπεριέχουν και ρατσιστικά στοιχεία. Από την (περι)κειμενική συνύπαρξη ρατσιστικών και αντιρατσιστικών θέσεων αναδύεται μια νέα καλυμμένη μορφή ρατσισμού, ο ρευστός ρατσισμός (Weaver 2016). Στην ανακοίνωση αυτή, κινούμενες στο πλαίσιο της κριτικής γλωσσικής εκπαίδευσης, προτείνουμε πώς οι μαθητές/τριες μπορούν να αναλύσουν στην τάξη τη συνύπαρξη του ρατσισμού και του αντιρατσισμού στο κοινοβουλευτικό πλαίσιο. Ακολουθώντας το παιδαγωγικό μοντέλο των πολυγραμματισμών (Kalantzis & Cope 2012), στόχος της διδακτικής μας πρότασης είναι οι μαθητές/τριες να συνειδητοποιήσουν ότι η προσπάθεια αποδοχής των μεταναστών/τριων-προσφύγων/ισσών συνυπάρχει με καλυμμένες ομογενοποιητικές διεργασίες. Επομένως, τα παιδιά μπορούν να αποκτήσουν επίγνωση ότι ο κοινοβουλευτικός λόγος, παρά την αντιρατσιστική του στόχευση, εξακολουθεί υπόρρητα να ενισχύει τον ρατσισμό, καταλήγοντας στην προώθηση του ρευστού ρατσισμού. Απώτερος στόχος είναι οι μαθητές/τριες να συμμετέχουν ενεργά στον μετασχηματισμό της κοινωνικής πραγματικότητας, προωθώντας απόψεις ανταγωνιστικές προς τον (ρευστό) ρατσισμό.





## ORAL SESSION 49 (In Greek) Literacy Environments

### Διδασκαλία Γλώσσας: Μαρτυρίες Εκπαιδευτικών και Ενδείξεις από το πεδίο

Platsa Styliani Maria, Fotiadou Georgia

Aristotle University of Thessaloniki

Καθώς η ελληνική παιδεία καλείται να ανταποκριθεί σε σύγχρονους προβληματισμούς (όπως νέοι γραμματισμοί, τεχνολογία και «μαθητοκεντρική» διδασκαλία), η έρευνα πεδίου εστιάζει στη διερεύνηση των διδακτικών πρακτικών και των ρόλων των εμπλεκόμενων στην εκπαίδευση (π.χ., Μήτσης, 2004; Μασσαγγούρας, 2009).

Στην παρούσα εργασία αναλύουμε τον τρόπο υλοποίησης σύγχρονων διδακτικών πρακτικών τριών φιλολόγων ημερήσιου Γυμνασίου που διδάσκουν Νεοελληνική Γλώσσα και Λογοτεχνία, μέσα από συνεντεύξεις, και τον βαθμό ανταπόκρισης των μαθητών τους, μελετώντας δειγματοληπτικά τετράδιά τους. Διερευνούμε τις παρατηρούμενες δυσκολίες για την εφαρμογή θεωρητικών πρακτικών και τις συσχετίζουμε με τη θεωρία των Λόγων (Κουτσογιάννης, 2010, 2017), απαντώντας σε καίρια ερωτήματα που αφορούν ολόκληρη την εκπαιδευτική διαδικασία, όπως: Πώς αξιοποιούν οι εκπαιδευτικοί τις θεωρίες, οδηγίες και επιμορφώσεις, με βάση τα ρεπερτόριά τους; Πού εστιάζει η διδασκαλία; Ποιες δεξιότητες καλλιεργούνται στους μαθητές; Τί είδους εγγράμματα ταυτότητες αναπτύσσονται;

Η συσχέτιση της στοχοθεσίας με τις πρακτικές που ακολουθούν οι εκπαιδευτικοί (όπως διατυπώνονται στις συνεντεύξεις), με τις δραστηριότητες που επιλέγονται (όπως αποτυπώνονται στα τετράδια), διαπιστώνουμε ότι, αν και φαινομενικά προσιδιάζουν στον Λόγο του Προσδετισμού, διακατέχονται από Παραδοσιακά στοιχεία, εύρημα που συμφωνεί με προηγούμενες προτάσεις (Κουτσογιάννης, 2017).



## ORAL SESSION 49 (In Greek) Effective Literacy Instruction

### Ενίσχυση του επιστημονικού γραμματισμού μέσω των δεξιοτήτων αναγνωστικής κατανόησης

Vasarmidou Despoina

University of Crete

Η έρευνα που προτιθέμεθα να παρουσιάσουμε διερευνά τις επιδράσεις διδακτικής παρέμβασης κατά την οποία διδάχθηκαν συστηματικά στρατηγικές κατανόησης του επιστημονικού λόγου, συγκεκριμένα του πεδίου της Βιολογίας, α) στην ενίσχυση της ικανότητας των μαθητών να κατανοούν την επιστημονική γνώση και να υιοθετούν αποτελεσματικές αναγνωστικές στρατηγικές, β) τις απόψεις τους για το συγκεκριμένο επιστημονικό πεδίο και γ) τα κίνητρα εμπλοκής τους στη μαθησιακή διαδικασία. Η παρέμβαση υιοθετώντας την κοινωνικογνωστική και την κειμενοκεντρική προσέγγιση εστίασε στη διδασκαλία των γνωστικών και μεταγνωστικών στρατηγικών διαχείρισης του αναγνωστικού έργου και των συμβάσεων του επιστημονικού λόγου. Η έρευνα, είχε πολυμεθοδικό χαρακτήρα, υλοποιήθηκε σε σχολική τάξη 25 μαθητών Α΄ Λυκείου και διήρκεσε 6 εβδομάδες. Τα δεδομένα συλλέχθηκαν μέσω κριτηρίων με τα οποία ελέγχθηκε ο βαθμός κατανόησης της επιστημονικής γνώσης των μαθητών πριν και μετά την παρέμβαση (ποσοτικά δεδομένα), ερωτηματολογίου απόψεων, ερωτηματολογίου κινήτρων και συνέντευξης των μαθητών (ποιοτικά δεδομένα). Αξιοποιήθηκαν, επίσης, ως ερευνητικά εργαλεία το ημερολόγιο της ερευνήτριας και κλείδα παρατήρησης της συμπεριφοράς των μαθητών κατά τη διάρκεια της παρέμβασης και του γνωστικού τους έργου. Τα αποτελέσματα έδειξαν ότι οι μαθητές πέτυχαν υψηλότερο επίπεδο κατανόησης του επιστημονικού λόγου, έγιναν περισσότερο «στρατηγικοί» αναγνώστες των επιστημονικών κειμένων, δήλωσαν θετικότερες απόψεις για την αξία της Βιολογίας και ενεπλάκησαν ενεργητικά στη μαθησιακή διαδικασία.



## ORAL SESSION 50 Inclusive Practices in Literacy for Diverse Learners

### Stem and literacy integration into the academic curriculum

Moreno Celeste, Esquenazi Bella, Garcia Samantha

Texas A&M International University

STEM educators that serve high need schools, bilingual students, and English Language Learners are targeted by The Noyce Scholars en la Frontera program to improve pedagogy and culturally responsive teachings (Miller-Ray et al., 2022). The program's focus is to enhance learning through the STEM curriculum that will allow bilingual students to take interest while integrating literacy. Contributing to this problem is the limited time allocated for science education, with K-3 teachers devoting just 18 minutes per week and 4-6 educators spending 27 minutes on science instruction (Banilower et al., 2018; Barber & Reed, 2021). Hence, the integration of STEM and literacy is vital to enhance scientific comprehension, and nurture language and literacy skills.

This project's inspiration stemmed from an examination of the student demographics in Laredo, TX, observation of educational disparities, and a children's book assignment. These experiences underscored the importance of merging STEM and literacy education.

Therefore, creating a STEM picture book to boost engagement and connection to learning real-life experiences, that will introduce Hispanic students to diverse concepts of STEM through literacy. Educators can lay the foundation in STEM and literacy by utilizing culturally relevant pedagogy that will empower underrepresented students.



## ORAL SESSION 50 Inclusive Practices in Literacy for Diverse Learners

### **Integrating STEM and Literacy through Culturally Relevant Children's Literature**

**Esquenazi Bella, Garcia Samantha, Moreno Celeste**

Texas A&M International University

In many nations, people of color and females are underrepresented in Science, Technology, Engineering, and Mathematics (STEM) careers (Sparks and Pole, 2019; Student Research Group, 2020). Furthermore Hispanics are grossly underrepresented in careers in STEM (Trapani and Hale, 2019) pointing out a clear gap from classroom to career. Thus, integrating STEM and literacy through children's picturebooks is critical for greater access, and it strengthens understanding of scientific concepts, and fosters language and literacy skills. Integration also allows culturally relevant instruction for Hispanic students who face numerous barriers in STEM (Hernandez et al., 2016; Student Research Group, 2020). This project was inspired by Laredo's student demographics, my discrepant events, and courses, and a children's book assignment, which all showed me the importance of STEM and literacy integration. These factors led to me writing a bilingual STEM picture book which allowed for better engagement in the demonstrations, connected classroom learning to real life, and exposed Hispanic students to myriad STEM careers. Using culturally relevant instruction helps teachers develop a strong STEM and literacy foundation for students while empowering students from underrepresented groups to pursue any STEM career they choose.



## ORAL SESSION 50 Inclusive Practices in Literacy for Diverse Learners

### Teachers' Perceptions of Literature-based practices with Primary School Students in Finland

Kivijärvi Veera

University of Eastern Finland

Literature-based practices (LBP) provide students a chance to get to know literature creatively, for example, by playing, telling and making use of other art forms. In Finnish national core curriculum for basic education, there is a concept literary art which is advised being practised through writing and interpreting texts. However, how literary art as LBP is used in classrooms in Finland and internationally is little known. Hence, we studied Finnish teachers' (N = 103) perceptions of the benefits of using LBP for students with and without special educational needs. The teachers' perceptions were obtained via a questionnaire including both multiple-choice and open-ended questions. The data were analyzed by examining frequencies and applying a thematic qualitative textual analysis. Teachers reported that the best benefits of LBP for students were in the development of language and literacy skills and social-emotional skills. The findings indicate that LBP is an important pedagogical tool empowering language, literacy, and social-emotional learning. Using LBP might provide more equal and multidimensional chances for students to benefit from literature despite the possible difficulties with language and social-emotional skills.



## ORAL SESSION 51 Literacy in the Early Years (0-12)

### Literacy in the early childhood curricula of Finland and Greece

Synodi Evanthia

University of Crete

Literacy is an important aspect of education and children are helped to develop in language and literacy from preschool. In 2022 both Greece and Finland issued new curricula for the education of their young children. In this paper, I attempt to show differences and similarities in the two curricular documents in terms of emergent and critical literacy for children aged 4-6 years. Even though Greece uses these terms, Finland provides for them from a different perspective and with a wider vision. Development in language comprehension, language/speech production, linguistic memory, vocabulary, skills in the use of language and non-verbal language are included in both documents. However, in Finland there is the requirement to help children develop in the language of instruction of the school they attend and thus in literacy, especially if it is not their mother tongue, which does not apply to Greek kindergartens. Furthermore, there are immersion programmes, which help children either to acquire another language or to learn the official language of the school and thus develop in literacy terms, too, which are also not found in Greece. Having more than one official language and a decentralised education system seem to affect provision for literacy.



## ORAL SESSION 51 Literacy in the Early Years (0-12)

### **The development of literacy in the new Greek Curriculum of preschool education: Socio-pedagogical implications and practical applications**

**Penderi Efthymia<sup>1</sup>, Chlapana Elissavet<sup>2</sup>**

<sup>1</sup>Democritus University of Thrace

<sup>2</sup>University of Crete

Based on the principles of the new curriculum of preschool education and in the context of the socio-pedagogical mission of the kindergarten, communication is one of the basic competences of the 21st century that determine the context of the first of the four Thematic Fields, Child and Communication, which shape the content of learning and support the whole-child development. The approach of multiliteracies is adopted with an aim to foster children in producing meaning and communicate effectively in the context of everyday situations and authentic experiences that take into account cultural, social and other parameters. Within this line of thought, the basic theoretical approaches that establish the framework for the development of the objectives of the Thematic Unit Language are presented. Accordingly, the relevant expected learning outcomes and the indicative activities of the curriculum are discussed, in order to highlight the way they support the development of the identity of the literate and, in general, of the modern citizen. Finally, in support of the above, indicative examples from the tools used for the monitoring and evaluation carried out in the context of the first year of the pilot implementation of the curriculum are presented and discussed.



## ORAL SESSION 51 Literacy in the Early Years (0-12)

### **Literacy and Transition in New National Curriculum in the era of Artificial Intelligence (AI): Exploring teachers expectations and teaching practices from Kindergarten to Elementary Education**

**Ntoulia Athina, Kassotaki-Psaroudaki Popi**

Ministry Of Education

In the context of the implementation of the New National Curriculums (NNC), the teaching and cultivation of literacy is achieved through new challenges and perspectives following developments at a social and technological level. The philosophy and principles of NNC are based on modern values and principles, promote inclusion, favor and facilitate transitions, collaborations and the creation of dynamic communities while challenging learning environments by exploiting modern technological and digital means for the development of students' critical thinking, communication and creativity. The main purposes of this study which includes three phases and it's based on qualitative and quantitative methods, are to investigate (a) the expectations of primary school teachers (1st class) concerning the existing literacy knowledge, skills and attitudes of young children at their entrance to elementary school and (b) the self-reported teaching practices, approaches and the content of early literacy of kindergarten teachers. In addition, the study aims to reveal if and to what extent a carefully designed, based on the above results, collaborative educational training programme, including technology (and artificial intelligence), could help teachers of the two educational contexts (kindergarten and elementary school) to support children in the field of literacy for a smoother transition from one educational level to another.





## ORAL SESSION 51 Literacy in the Early Years (0-12)

### Inclusive language and literacy pedagogy in Swedish ECE

Akerblom Annika<sup>1</sup>, Nasiopoulou Panagiota<sup>2</sup>

<sup>1</sup>Gothenburg University

<sup>2</sup>Sodertorn University

Increased diversity in Swedish preschools requires preschool teachers to develop pedagogical methods to facilitate successful language and literacy teaching. While preschool teachers use multilingual pedagogies to create opportunity for multilingual children's language development, it also produces compensatory pedagogies (Harju & Åkerblom 2020), and exclusion for the children (Åkerblom & Harju 2021). If we wish to generate educational opportunities for diversified populations, there is an urgent need to educate preschool teachers to facilitate successful language and literacy development in ECE.

This presentation asks, how language development is negotiated for children in preschool, and how everyday language and literacy practices provide opportunity and/or constraint for children to participate and acquire language. The analysis draws from theories of translanguaging (Wei 20018), which has proven historically significant for scientific efforts to understand how learners' language acquisition and learning is tied up with negotiations of language pedagogy in institutions.

Trough social engagement in the multilingual, pedagogical environment in which these children are participating on everyday basis, is understood to have a potentially profound effect on the development of their language and literacy. The children are viewed as agents and participants in everyday institutional activities and the ways these children position themselves, is taken into account.



## ORAL SESSION 52 Literacy Environments

### Contextual Understandings of Student Agency Across Policy and Practice

Vaughn Margaret

Washington State University

Literacy learning opportunities reflective of student agency have drawn widespread attention across the globe given the increased demands of developing 21st century skills in today's students. In this presentation, a hybrid model of student agency in literacy is presented as a lens to examine student participation in classroom learning environments across multiple sites and contexts. Data was collected as part of a three-year research study of student agency during literacy instruction across various school sites in the United States. Data collection includes classroom observations during literacy instruction, teacher and student interviews about instructional practices and observations, artifacts, and results from the Student Agency Profile (StAP), a psychometrically sound instrument to measure students' perceptions of their agency in literacy. Findings highlight conceptualizations of agency during literacy instruction with specific attention to instructional contexts and practices conducive to supporting student agency. As countries across the globe (i.e., Australia and Ireland) have adopted national policies to embed student agency into national curricular efforts, discussion centers on contextualizing the findings of this case study research in the US to explore future implications for policy and practice.



## ORAL SESSION 52 Literacy Environments

### **Connections across modes and readers: High school students collaboratively read a multimodal, interactive narrative**

**Batchelor Katherine, Rushek Kelli, Nash Brady**

Miami University

Our presentation looks at a particular approach to multimodality in a high school setting: a 10th grade English class in which students collaboratively read a multimodal, interactive novel in small groups. *Chopsticks* by Anthony and Corral is a multimodal experience, in which the plot and narration evolve through a series of photographs, drawings, texts, and popular culture references. Readers experience an unreliable narrator and must pay attention to clues left inside illustrations to construct the narrative. Typically, two close readings occur from students due to the book's ambiguous ending. Thus, readers seek out answers only to find more questions.

Three English teacher educators examine tenth-grade students as they read this multimodal text cover-to-cover over two class periods. We consider the connections these students made via interaction and engagement with one another. We showcase connections via videotaping students made with their bodies - gesturing, pointing, touching pages of each other's books while reading - highlighting engagement in the reading process afforded by visual, multimodal text. Finally, we discuss how students made meaning through visual signifiers across two close readings of the text.



## ORAL SESSION 52 Literacy Environments

### **Children's affective engagement with nonfiction: a holistic interview design**

**Kuzmicova Anezka, Supa Marketa**

Charles University

Nonfiction has long been left out of the discourse on literacy. Thus, little is known about the affective experiences that children seek when they choose to engage with facts via reading and otherwise. We have conducted an interview study in which children of diverse socioeconomic backgrounds in Czechia (N = 20, age 9-11) reflected on the world of facts as a springboard for affective engagement, on a par with the world of fiction. Bespoke creative props were developed for the study. First, children made collages of their real-world interests and then reflected on the different activities (e.g., reading, viewing, talking, playing) through which they nurture these interests. Second, children engaged in the design of an imaginary nonfiction book on a topic of their choosing, a process that involved laying out a double page, leafing through nonfiction books, and sorting picture cards representing different design features. We present the interview toolkit and offer two contrasting case studies of children whose engagement was characterised respectively by a 'learning' and 'wonder' focus. Their differences showcase the interview toolkit's flexibility for further research and practice, as well as the richness that remains untapped in literacy environments where affective engagement is strictly reserved for fiction.



## ORAL SESSION 53 (In French) Effective Literacy Instruction

### **Pour, avec et dans la classe : la cocréation avec des cochercheur.es enseignant.es de dispositifs didactique favorisant le développement de compétences de littératie numérique des élèves**

**Boutin Jean-François, Martel Virginie**

Université Du Québec (Lévis / Uqar)

Le projet de recherche-action MultiNumériC (Boutin et al. / FRQSC-MÉQ 2020-2023) avait pour objectif de réunir, dans huit chantiers distincts, des enseignant.es praticien.nes et des chercheur.euses en éducation afin de cocréer, expérimenter et consolider des dispositifs didactiques favorisant le développement, chez leurs élèves, de compétences de littératie numérique, et ce, dans trois disciplines scolaires : français, histoire et géographie, arts.

Mobilisant à la fois le numérique et la communication multimodale (Kress, 2003 ; Lacelle, et al., 2017 ; Martel, 2018), les différents dispositifs, cocréés à partir d'une approche de recherche-design (Lalonde et al., 2016), puis mis à l'essai et améliorés au cours de deux années scolaires, ont permis aux élèves de développer notamment des compétences en production numérique (augmentation de romans imprimés, atlas historiques numériques, portfolios numériques d'inspiration, bandes dessinées numériques, etc.).

Outre ces résultats convaincants, les huit chercheur.es enseignant.es ont explicitement partagé leur indéniable satisfaction professionnelle en regard de leur engagement respectif en recherche-action et en cocréation (Rill et Hämäläinen, 2018) en contexte de littératie numérique. Ces constats et des recommandations conclusives seront l'objet précis de ce bilan synthèse.

\* Veuillez noter que le présent résumé pourra être traduit, au besoin, en anglais, à l'instar de la présentation envisagée



## WORKSHOP 16 Inclusive Practices in Literacy for Diverse Learners

### Exploring the Interplay Between Culture, Literacy, and Empathy: Nurturing Understanding in a Diverse World

Madden Marjorie, Lee Valarie

Rowan University

As educators become increasingly challenged to address social justice and equity issues in schools, opportunities for culturally sustaining pedagogies emerge. Teachers and students must actively seek to understand other perspectives and cultures in order to work towards a more just and equitable world. Gouldy Muhammad (2020) argues, “When we have true, clear, and complete understandings about people different from us, we are less inclined to hate, show bias, or hold false views of others.” There exists much research on using students’ culture to benefit classroom instruction. While culturally sustaining pedagogy is a relatively new term, it stems from the synthesis of previously developed ideas including funds of knowledge (Moll & Gutierrez, 1994) and culturally relevant pedagogy (Ladson-Billings, 1995).

This workshop seeks to help educators interrogate how literacy instruction can create more equitable and inclusive learning spaces. Presenters first suggest culturally responsive frameworks and the rationale for their importance. They then share examples of innovative literacy practices. During the major part of the session (60 minutes) participants engage in some of these practices around identity activities such as “Where I’m From” poems and empathy building practices, highlighting literacy Life Histories where participants read an excerpt from multicultural fiction; talk about characters; and collaboratively write scripts. In the final 20 minutes, participants brainstorm resources around provocative themes that lead to a deeper understanding of self and builds empathy for others. In conclusion, participants share new possibilities for literacy practices that contribute to culturally sustaining teaching and more inclusive spaces for learning.



## WORKSHOP 17 Literacy Environments

### Multi-Tiered Systems of Support for Effective Transdisciplinary Literacy Environments

Puig Enrique, Olan Elsie, Little Mary

University of Central Florida

Multi-Tiered Systems of Support is a conceptual framework that supports high-quality, research-validated instructional practices based on students' strengths and needs. MTSS promotes a coherent and intentional system for instruction by connecting multiple factors, at different levels, which cultivate positive student behavior and life-long learning. Ideally, MTSS provides and matches high-quality instructional practices and materials to students' strengths and needs academically, socially, and behaviorally. Using a literature review process, structured interviews, school-based focus groups, and ethnographic methodologies, we created a broad spectrum closely networked systems for consideration that need to be in place to ensure effective and efficient implementation of a MTSS model within a transdisciplinary K-12 literacy framework for comprehensive instruction. The work embraces a flourishing reservoir of theories and research. Informed by Bronfenbrenner's ecological framework for human development, our integrated model for learning and leading identifies seven systems of support with three tiers of reciprocally dependent structures.

We acknowledge that schools are organic, living organizations that require time to question, approximate, and investigate in a safe learning environment designed to acknowledge everyone's contributions. This multimodal and interactive session will introduce attendees to seven professional learning systems within a Multi-Tiered Systems of Support model to support effective transdisciplinary literacy environments.



## WORKSHOP 19 Digital Literacy

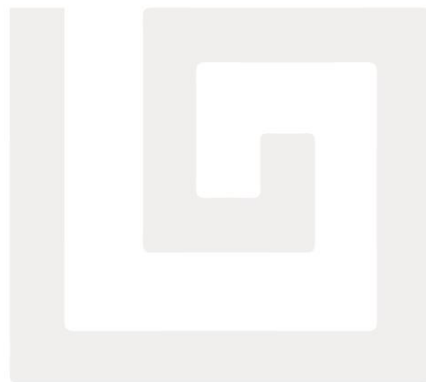
### Developing digital literacy through creative design

Niemela April

Lewis-Clark State College

Current digital education often focuses on developing students who understand the risks, responsibilities, and rewards. What is often left behind is creativity, connectivity, and creation. When we design lessons that integrate the playfulness and potential joy of the digital world, we connect students to their inner creator. When we engage students in meaningful challenges, invite them to grapple with word play and evocative images, and offer them the opportunity to design compelling products, we introduce them to the empowering world of digital creation. The goal becomes leveraging imagery, sounds, text, and more to bring ideas to life, share them across the boundaries of time and space, and connect with other global citizens.

However, innovation and creation begin with the teacher. When teachers are intrigued by the possibilities of digital creation, they design lessons that invite students into the role of creator. Leveraging the interactive model of design thinking, this workshop engages participants in creative play to learn from one another and develop their own culturally relevant lesson ideas for digital literacy in vibrant and joyful ways.





## Abstracts Poster Presentations

### Poster Presentation 1 Effective Literacy Instruction

#### **Early literacy instructional practices in English-speaking classrooms, 2006-2023: A systematic literature review**

**Nash Kindel<sup>1</sup>, Prykanowski Deb<sup>1</sup>, Cau Peijuan<sup>1</sup>, Pennell Ashley<sup>1</sup>, Jordan Rebecca<sup>2</sup>, Trathen Woodrowt<sup>1</sup>, Cheek Aftynne<sup>1</sup>, Pucci Mackenzi<sup>1</sup>, Johnson Caroline<sup>1</sup>**

<sup>1</sup>Appalachian State University

<sup>2</sup>Salem College

Concern about stagnant and low literacy proficiency has led to an accretion of policy focused on English-language early literacy instruction in both the United States and Europe. Since 2013, 32 U.S. states have passed legislation mandating evidence-based early literacy instructional practices. Further, 12 U.S. states have joined a national initiative focused on aligning early literacy instruction and teacher preparation to a particular approach, the science of reading. In the European Union, policies to reduce the number of poor readers from 20 % to less than 15 % have been established. In the midst of these policies, there have been efforts to share "scientifically valid" practices (e.g., What Works Clearinghouse), and disseminate early literacy research (e.g., Moje et al., 2020; Teale et al., 2020). Yet, since the National Reading Panel and National Early Literacy Panel reports (2006) there has been no systematic review of empirically studied early literacy instructional practices. This absence has perhaps contributed to low literacy proficiency as well as gaps between research and policy. To address these concerns, a multidisciplinary team that includes literacy, early childhood, and special education scholars have conducted a rigorous, systematic literature review of more than 700 articles in order to identify empirical findings on English-language early literacy instructional practices (2006-2023). This poster shares initial findings and implications that align with the conference sub-theme 2 focused on early years teaching.



## Poster Presentation 2 Digital Literacy

### Critical Literacy in the PISA 2018 Reading Literacy Assessment

Sirén Marjo-Riina<sup>1</sup>, Nissinen Kari<sup>1</sup>, Sulkunen Sari<sup>2</sup>

<sup>1</sup>Finnish Institute for Educational Research, University of Jyväskylä

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Critical literacy (CL) is emphasized in our text- and web-based society, and the need to assess information is even more important. The importance of CL is also highlighted in the frameworks of international assessment surveys, such as the Programme for International Student Assessment (PISA). In principle, the cognitive reading process of evaluating and reflecting on text, i.e., assessing its quality and credibility, reflecting on content and form, and detecting and handling conflict, aims to assess students' CL in PISA. However, CL items can be found in other reading processes (i.e., locating information and understanding text), too. First, our theory oriented, qualitative content analysis focused on examining which test items in PISA 2018 reading literacy test assessed CL by evaluating the items in relation to wider CL framework. CL items in PISA focused on, for example, determining the purpose of a text and separating fact and opinion. Second, we created a numerical scale from the PISA 2018 reading literacy items measuring student achievement in CL. We analyzed the associations of this scale with selected background variables in the Finnish PISA 2018 data with multilevel regression models. The results indicated, for example, that leisure reading promotes CL.



### Poster Presentation 3 Effective Literacy Instruction

#### Supporting parents and children to recognize and work on story structure elements

**Nikoloudaki Eleni**

Nursery School Misirion

Borrowing books at home from school library is a very common routine in Greek Kindergartens. Parents and children read the story together and then children are usually asked to draw a picture of their favorite part of the story. Applying little changes in that routine can lead to several gains. A practice that is used in a public kindergarten in Greece, is using books to play with elements of story structure. More specifically, some books are selected and they are accompanied with the suitable supplies. For example children are asked to put retelling cards in the correct order, change the place or time of the story, choose their favorite person and make him a question, or give another end on the story.

Parents are informed about the purpose of this practice, but also about the importance of recognizing story structure elements in stories and emphasize on them, when reading with children. This practice supported parents on being essential partners on their children's literacy development in a relaxed and engaging atmosphere. Influence of this practice is visible on children's documentation, but also at parent's comments on a final evaluation questionnaire.



## Poster Presentation 4 Effective Literacy Instruction

### Integration of computational thinking in literacy teaching and learning

Liu Xiaoming

Towson University

This study examines the current literature and intends to answer this research question: What instructional methods are available to integrate computational thinking (CT) skills in literacy instruction at the elementary-school level? CT is considered a core competency of modern world. It is commonly defined as a group of problem-solving skills including algorithmic thinking, abstraction, pattern recognition, decomposition, and representing data through models (Dong et al., 2019; Jacob & Warschauer, 2018; Wing, 2006). One of the greatest barriers that teachers face is the lack of flexibility in the curriculum to incorporate CT into tightly packed schedules (Blanton et al., 2023; Love et al., 2022). One possible solution is to design interdisciplinary learning activities that weave CT into already-existing classroom curricula such as elementary literacy curriculum. This presentation will showcase such interdisciplinary learning activities. For example, game development by using natural language is an unplugged (i.e., without use of computers) approach to developing CT and reading and writing skills (Fernandes et al., 2020). Another interdisciplinary project utilizes digital storyboarding to integrate literacy, engineering, and technology (Bartholomew et al., 2022). Blanton et al. (2023) introduced the Making CT project that brings together Making, CT, and read-alouds to help teachers plan interdisciplinary lessons.



## Poster Presentation 5 Effective Literacy Instruction

### The 6th Baltic Sea Conference Tallinn, Estonia, October 2025

**Pandis Meeli**

Estonian Reading Association

The Baltic Sea conferences bring together scholars and practitioners from Europe and beyond. This is an excellent opportunity to reiterate the importance of addressing literacy in a systematic and comprehensive way and to share the best practices. The issues of looking at literacy in its broadest sense (functional / critical / information literacy), which is a key skill for the 21st century, and promoting the joy of reading have been the focal points.

The Baltic Sea conferences have been rotating between Latvia, Finland and Estonia covering a wide range of issues but each time focused more on certain topics like how to respond to the needs of diverse learners or how to arrange supportive and inspiring environments that help to shape children who enjoy literacy and reading.

Conferences have been combined with the study visits and social events and have received a very positive feedback from participants:

„The Baltic Sea Conference is about meeting professional colleagues and likeminded people, having inspiring presentations and conversations and a very positive and friendly atmosphere.

Literacy issues are similar in all countries and societies - no matter if you are a teacher, professor or a librarian, we all need to join our effort.“



## Poster Presentation 6 Digital Literacy

### Δίγλωσσοι έφηβοι στον ψηφιακό κόσμο: Διερεύνηση πρακτικών γραμματισμού σε online περιβάλλοντα

Papadopoulos Deloglou Simeon

University of Crete

Η συγκεκριμένη έρευνα επικεντρώνεται στις ψηφιακές πρακτικές, στις οποίες εμπλέκονται δίγλωσσοι έφηβοι και έφηβες στην καθημερινότητά τους, κυρίως κατά την εμπλοκή τους στα μέσα κοινωνικής δικτύωσης. Στόχος μας αποτελεί η διερεύνηση των στρατηγικών που αξιοποιούν, μέσω των οποίων αναδεικνύονται στάσεις άμεσα συνδεδεμένες με τη δίγλωσσία αλλά και την ανάπτυξη του γραμματισμού τους.

Για ένα ψηφιακά εγγράμματο άτομο, η ικανότητα ανάγνωσης και κατανόησης πολυτροπικών κειμένων, η δυνατότητα πρόσβασης και δημοσίευσης πληροφοριών αλλά και η επικοινωνία με άνεση στα ψηφιακά δίκτυα, αποτελούν μερικές από τις πλέον απαραίτητες δεξιότητες που οφείλει να καλλιεργήσει (Bawden, 2008). Με τις δεξιότητες αυτές να αναπτύσσονται μέσω της αλληλεπίδρασης με τον ψηφιακό κόσμο, η τεχνολογία προσφέρει μηχανισμούς διευκόλυνσης, εξυπηρετώντας έτσι τα γλωσσικά εμπόδια που αντιμετωπίζει ένας δίγλωσσος (Lackaff & Moner, 2016).

Στο πλαίσιο της συγκεκριμένης έρευνας διεξήχθησαν εννέα ατομικές ημιδομημένες συνεντεύξεις με δίγλωσσους μαθητές/τριες Γυμνασίου, ενώ συλλέχθηκε σχετικό ψηφιακό υλικό, όπως δημοσιεύσεις, συνομιλίες και λεζάντες φωτογραφιών από προσωπικά τους προφίλ. Τα αποτελέσματα της έρευνας ανέδειξαν την αποτελεσματικότητα των εργαλείων διευκόλυνσης που παρέχει η τεχνολογία για την επιτέλεση των καθημερινών τους επικοινωνιακών αναγκών, όσο και τη σαφή προτίμηση στη χρήση ψηφιακών μέσων έναντι παραδοσιακών μορφών, ανάγοντας το ηλεκτρολόγιο και την οθόνη σε βασικά εργαλεία ανάπτυξης των δεξιοτήτων κατανόησης και παραγωγής γραπτού λόγου.



## Poster Presentation 7 Literacy in the Early Years (0-12)

### Center for Encouraging Early Literacy in the public library

Čunović Kristina, Malkoč Bišćan Anita

Public Library "Ivan Goran Kovačić"

The Public Library "Ivan Goran Kovačić" in Karlovac is the central county library and plays an important role as the main initiator of the development of services and the promotion of early literacy in the community. Activities to encourage early and family literacy are regularly organized in the Library, which supports the goals of the first national campaign to encourage reading aloud to children from an early age "Read to me!". In April 2023, the innovative Center for Encouraging Early Literacy, the first of its kind in Croatia, was opened in the Library. The Center functions like a county center and librarians collaborate with pediatricians, educational and health institutions, publishers and the media. Lectures, workshops, webinars for librarians, educators and parents take place as part of the work. As an inclusive Library, we organized activities within the Center in which special attention was paid to parents with children with special needs. The program is aligned with the goals of the National Strategy to Promote Reading and connects pediatricians, librarians, educators and other experts in the local community with the goal of encouraging early literacy. We designed a program evaluation system (interviews with parents, survey questionnaire).



## Poster Presentation 8 Literacy in the Early Years (0-12)

### **Le rôle des activités de rattrapage dans le développement de l’alphabétisation émergente à l’école primaire**

**Lungoci Cosmina Simona, Barboni Flavia, Mihalache Mihaela, Valsan Maria**

West University of Timisoara

De nombreuses études spécialisées (Cunningham & Stanovich, 1997 ; Dolean et al., 2019 ; Balea et al., 2023) montrent que les compétences en littératie développées au primaire sont un prédicteur de la capacité à lire au cours des années scolaires suivantes et que, très probablement, cela influence de manière significative le parcours scolaire et professionnel des élèves. A travers une recherche expérimentale, la présente étude vise à mettre en évidence le rôle des activités de rattrapage réalisées auprès d'élèves de la classe élémentaire première année, issus de milieux sociaux défavorisés, sur le développement de l'alphabétisation émergente. Les activités d'alphabétisation émergente font partie d'un programme basé sur des recherches scientifiques récentes (Bear, 2022) qui mettent l'accent sur l'importance des concepts et compétences suivants : concepts sur le texte imprimé, la reconnaissance et la reproduction de l'alphabet, la reconnaissance du texte écrit et des mots, la segmentation phonémique. Les interventions individualisées ont été réalisées pendant 6 mois, valorisant des ressources pédagogiques élaborées spécialement pour le développement de l'alphabétisation émergente. Les résultats montrent des évolutions significatives chez les élèves qui ont participé aux activités de rattrapage dans le but de développer leurs compétences en littératie.





## Poster Presentation 9 Digital Literacy

### Παρουσίαση Θησαυρού MetalleiaLavriou

Kapidakis Sarantos, Papadopoulou Eugenia

University of West Attica

Αντικείμενο της παρούσας μελέτης είναι η θεματική οργάνωση τεκμηρίων προφορικής ιστορίας. Πιο συγκεκριμένα, εξετάστηκε ο τρόπος δημιουργίας ενός ψηφιακού αρχείου προφορικών ιστοριών του οποίου τα κεντρικά τεκμήρια είναι οι 70 συνεντεύξεις παλαιών εργαζομένων της Γαλλικής Εταιρείας Μεταλλείων Λαυρίου που εξέδωσε το Β.-Β.Ε.Μ το 2014, σε μια προσπάθεια να προσεγγίσει τους ανθρώπους της τοπικής κοινωνίας και να αξιοποιήσει τις γνώσεις τους και τις εμπειρίες τους προς όφελος της διατήρησης και της ανάδειξης της τοπικής ιστορίας.

Το πρώτο βήμα της διαδικασίας που ακολουθήθηκε ήταν η μελέτη του υλικού των συνεντεύξεων, η εξαγωγή και η καταγραφή των θεμάτων που θίγονται σε αυτές μαζί με τις συσχετίσεις τους και η δημιουργία ένας θησαυρού που θα λειτουργεί εφεξής ως εργαλείο για την υποστήριξη της ανάκτησης των πληροφοριών, της ευρετηρίασης και της αναζήτησης, αλλά και ως σημασιολογικός, εννοιολογικός χάρτης για την παράσταση της γνώσης σε ένα θεματικό πεδίο.

Για τη δημιουργία του θησαυρού επιλέχθηκε το σύστημα διαχείρισης θησαυρών THEMAS (Thesaurus Management System) από το Ινστιτούτο Πληροφορικής του Ιδρύματος Τεχνολογίας και Έρευνας (Ηράκλειο Κρήτης).

Μέσω της αποδελτίωσης των συνεντεύξεων προέκυψαν κοινά θέματα που άπτονται της καθημερινής ζωής των εργαζομένων όπως είναι το ωράριο εργασίας, οι απεργίες, τα εργατικά ατυχήματα, οι ασθένειες, οι συντάξεις, τα σωματεία καθώς και κοινωνικά θέματα, όπως η μόλυνση του περιβάλλοντος, η αποβιομηχανοποίηση του Λαυρίου κ.α.

Το προϊόν, λοιπόν, της εργασίας αυτής, είναι ένα εργαλείο θεματικής επεξεργασίας, το οποίο εξασφαλίζει την ανάπτυξη μίας ενιαίας γλώσσας οργάνωσης και ανάκτησης πληροφοριών για την περιοχή του Λαυρίου σε όσους μελετούν και ενδιαφέρονται για την ιστορία της περιοχής. Επιπρόσθετα, καθίσταται επιτακτική ανάγκη να σημειωθεί ότι ο Θησαυρός αποτελεί ένα δομημένο λεξιλόγιο, το οποίο δύναται να χρησιμοποιηθεί για την θεματική περιγραφή τεκμηρίων που σχετίζονται με παρόμοιο θέμα, το Λαύριο, τους μεταλλωρύχους και τις συνθήκες απασχόλησης.

Στην παρόν συνέδριο θα παρουσιάσουμε το θησαυρό και τη διαδικασία δημιουργίας του.

#### **Link Θησαυρού:**

[https://demos.isl.ics.forth.gr/themas-el/Links?external\\_user=reader-metalleion&external\\_thesaurus=METALLEIA-LAVRIOU](https://demos.isl.ics.forth.gr/themas-el/Links?external_user=reader-metalleion&external_thesaurus=METALLEIA-LAVRIOU)

## Poster Presentation 11 Literacy Environments

### Learning about EU for Children

**Bračič Bračko Ksenija, Praprotnik Brigita**

Prva Gimnazija Maribor

Z Eurokom spoznavam Evropsko unijo is a booklet produced by our colleagues with the aim of improving children's literacy skills about the European Union. It is a guide for pre-school teachers to help children learn about the EU.

To increase the reach of the booklet, we have converted the printed version into a digital version that allows children to interact independently with the text, but also with their parents and educators. It is an interesting, engaging and accessible material for use in the classroom and at home.

In this global age, we believe that cultural and linguistic diversity is necessary. Therefore, the digital version offers texts in different languages so that children can learn about the EU in their home language.

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