



CPH 2019

CONFERENCE
ON LITERACY



Learning from the Past for the Future: Literacy for All

70th Anniversary Conference
18th Nordic Conference on Literacy
21st European Conference on Literacy



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Welcome to CPH2019

Learning from the Past for the Future: Literacy for All



The Danish Reading Association (LL – *Landsforeningen af Læsepædagoger*) is proud to welcome you to this conference. We have been overwhelmed by the immense interest there has been for contributing to and participating in the conference.

In 1948, teachers of dyslexic students from Denmark, Norway and Sweden convened for the “The First Nordic Competition for Teachers of Dyslexic Students”. As it will this year, the meeting took place in Efterslægten’s beautiful assembly hall. The next conference took place in 1954 – this time with Finland also taking part, And since then, it has just continued in the same way. The meetings across national boundaries became more frequent and the number of participating nations increased. Consequently, at this conference, there will be speakers from no less than 38 different countries.

We hope that you will take your time to read this conference handbook thoroughly so that you can put together your own conference programme and gain new knowledge to take home with you on the specific aspect of literacy that interests you most. There are six different themes to choose from, and there are four different types of presentations. Moreover, there is a cross-cutting “theme” with presentations in the Nordic languages. There are both short verbal presentations of 30 minutes duration and longer presentations at symposia, Round Tables and workshops as well as short poster presentations. In addition, there are the conference’s three keynote speakers, all of whom we are also extremely proud to welcome.

It is incredibly exciting to be able to assemble people from most parts of the world who, between them, have so much knowledge and to have the opportunity to gain an insight into where literacy is at today, and where it is going, and last, but not least: To get the opportunity to meet committed literacy tutors and researchers from every corner of the globe.

Therefore: Welcome to all speakers and participants! We hope that each and every one of you find inspiration and joy in being together with so many different people, and that you will go home with a suitcase full of new ideas and a heart full of new friendships!

Have a fantastic conference!

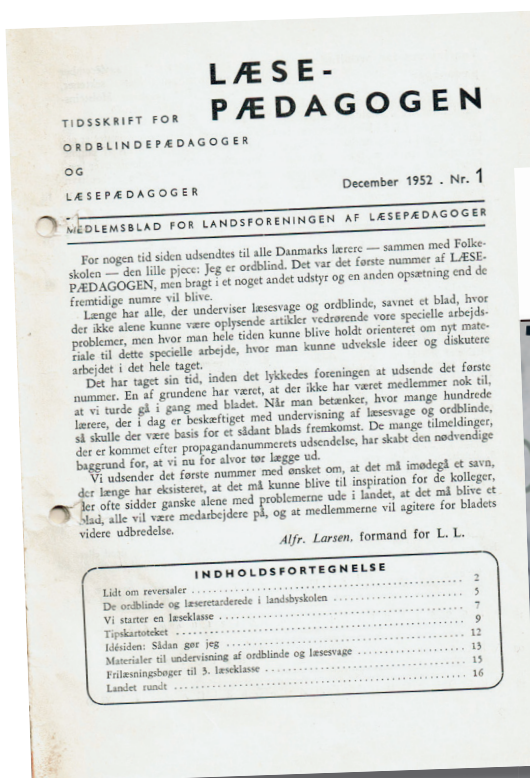
Thomas Ais Christensen
Chairman of the Danish Reading Association

Susan Møller
Conference Leader

The Danish Reading Association was established in 1950, and our journal, *Læsepædagogen*, was published for the first time in 1952 and at least 6 editions have been published every year ever since. We have brought many of our historical issues to the conference with us, which you are, of course, welcome to have a look at. We have also brought extra copies of the very latest edition, which was published just before the summer holidays. You are welcome to take that one home with you.



Every year, the Danish Reading Association hosts the largest conference on reading in Denmark. The conference is held over three days in November with approximately 250 delegates each day. The next conference will be from 20-22 November 2019.



Greetings from FELA

Dear Colleagues and friends in Literacy
Kære kolleger og venner



For 50 years, it has been my dream to associate with people from different cultures and situations. As a child, I remember the fascination of connecting words I did not know with expressions I could relate to. Critical observations. Decades later, I found my vocation within the fields of learning, teaching, and voluntary literacy work.

Our literacy network has a long and well-documented history. In Denmark, some 70 years ago, our Scandinavian colleagues gathered to share knowledge on this very subject. The ideology of working towards literacy for all has endured. And the activities have increased considerably. The Nordic collaboration evolved into some thirty European associations gathering under the umbrella of the International Reading Association, currently ILA. Today, we are the Federation of European Literacy Associations, the European partner of the International Literacy Association in the USA.

Today, the need for critical thinking and critical literacies is fundamental in the flow of social media and fake news. We see growing nationalism, barriers and stagnation. In the Europe of today there is a lack of cohesive forces. However, amidst all these tensions, our voluntary literacy networking is thriving. This year, 2019, sees FELA open up its Federation of voluntary Literacy Associations to all of you representing organisations with like-minded goals wishing to join us as members. Please talk and ask and go to <http://www.literacyeurope.org/> for more information.

The 21st European Conference on Literacy & the 18th Nordic Conference on Literacy continue the tradition of disseminating research and practice. Literacy for all is a human right. In the Europe of today, this Conference and the work all of us do is a representation of cohesive forces.

Support education, ignorance is devastating!

Dejlige København og gode danske kolleger.

Det er en glæde og et privilegium at deltage i denne flotte konference på samme sted som kollegerne mødtes i 1968.

Tak for samarbejdet gennem alle årene.

PhD Ann-Sofie Selin

Chairperson, Federation of European Literacy Associations, FELA rf



Practical information

Coffee and tea

There are tea and coffee breaks.

Sunday from 15.00-15.30

Monday from 10.30-11.00 and 15.00-15.30

Tuesday from 10.30-11.00 and 15.00-15.30

A small piece of cake will be offered for the coffee in the afternoon.

Conference pack

When you have registered for the conference you will receive a conference pack. The pack contains, among other things, this conference handbook and a name tag, which you must wear visibly throughout the conference. However, there are also a few other good bits and pieces:



Bucket bag, ballpoint pen, boiled sweets and the *Vi læser* magazine

GYLDENDAL



Pencil and notepad



Water bottles and boiled sweets

Wizkids

Umbrella, key hanger and boiled sweets

Café Nicole is open throughout the entire conference

We can offer:

- hot and cold drinks
- whole portions of fresh fruit
- various lunch dishes (including Halal)
- snacks

We accept all types of payment card, MobilePay as well as cash in Danish kroner.

We look forward to seeing all of you.

Lunch

Lunch tickets will be issued upon registration and can be redeemed in the cafeteria: Café Nicole:

Sunday from 12.00-13.00

Monday from 12.30-13.30

Tuesday from 12.30-13.30

There is insufficient seating space for everyone in the cafeteria. If the weather is good, there are plenty of options for enjoying your food outdoors. However, there is also ample opportunity for finding pleasant places to sit around the corridors of the school.

Remember that the water in the taps is drinking water. Therefore, feel free to fill up your water bottles with fresh water instead of buying it.

If you have not ordered lunch, you can buy food in the cafeteria or enjoy your own packed lunch.

Opening hours

The school is open for conference delegates:

Sunday 4 August from 9.00-19.30

Monday 5 August from 8.15-17.30

Tuesday 6 August from 8.15-17.30

When registering for the conference, you will receive a personalised name tag as well as any pre-booked tickets for lunches and events. The name tag must be worn visibly during the entire conference.

Photocopying

It is possible to photocopy at the school on payment of a charge.

Posting of presentations on the web

All presentations which have reached us no later than 15 August 2019 will be posted on www.cph2019.dk for free download. Presentations should be sent to cph2019@laesepaed.dk. The files will be named with the presentation number and name of presenter, and the attachment must be sent as a PDF-file and either as a Word-file or a Powerpoint-file.

Reception Sunday 4 August from 17.00-19.00

The welcome reception will take place in the actual conference venue by way of extension of the conference schedule. It will be an informal get-together, and there will be ample opportunity to chat with colleagues from all parts of the world.

There will be a buffet with roast meats and a variety of summer salads comprising fresh Danish ingredients, drinks and pleasant music.

Respect the programme times, please!

It is vital that everyone endeavours to keep to the schedules – this applies to both the presentations as well as lunch and coffee break times.

We kindly ask the speakers to help each other keep to the schedules. In the rooms, we have posted information on who we suggest takes the role of moderator. There are also instructions on how the presentation is expected to proceed. If you are in doubt about anything, contact one of the volunteers.

Smoking

You are permitted to smoke in the designated covered outdoor smoking area – “Rygegården”.

Transport

If you take bus number 68 from Vesterport Station in the centre of Copenhagen, you need to get off at Nordvestkirken (Utterslevvej) and go past the work of art “Your Success is Your Amnesia” (see page 11). You will then come to a large glass facade, where the main entrance to the conference is. You can also take bus number 250S from Hovedbanegården (Copenhagen Central Station) and get off at Mellemvangen or bus number 5C or 350S from Nørreport Station and get off at Bellahøj.

You will find a timetable at rejseplanen.dk or on Google Maps. Single tickets can be purchased on the bus using Danish kroner (no large notes), or on the DOT Mobilbilletter app. At <https://dinoffentligetransport.dk/tourist/> or on the DOT Mobilbilletter app, you can purchase a City Pass, which gives you access to the buses, trains and metro in the Greater Copenhagen area, zones 1, 2, 3 and 4.

Volunteers

If you need assistance, you can always contact one of the many volunteers attached to the conference. The volunteers carry their name tags in red ribbons.

WiFi

There is free wifi everywhere in the school.

Login details will be issued along with your name tag.

Efterslægten

Anne Frausing, Rector

A modern upper secondary school with deep roots in the Enlightenment

HF-Centret Efterslægten provides upper secondary degrees for approximately 1200 students of all ages in the Greater Copenhagen area. Located in Copenhagen's northwest district, we raise the level of education locally and foster social mobility. We deliver groundbreaking results at a significantly high level, which gives our students a solid foundation for their continued education.

Efterslægten has an interesting story, which dates back to March 4, 1786, when a group of progressive citizens, led by writer and doctor Johan Clemens Tode, established the Efterslægten Society. The aim of the society was to establish "Efterslægtsselskabets skole" (The School of the Efterslægten Society). Later the name "Efterslægten" was adapted. The aim of the school was to educate civic-minded students, and the bedrock of the school's activities was – and still is – the fundamental values and pedagogical ideas of the Enlightenment: respect, tolerance, trust and equality.

The school is founded with the motto "NON NOBIS" (Latin for: not for us, but for posterity). The old logo hangs over the stage in the assembly hall.

Efterslægten created new standards for teaching. In 1786, it was common for teachers to teach all subjects, but at Efterslægten teachers only taught the subjects in which they were particularly skilled. The students at Efterslægten were not flogged. The driving force in the classroom was the willingness to learn, not force and memorization. The small inevitable break which appeared between teachers fostered the concept of recess. Other new creations were the grade book and the teaching of sports. The content of the teaching and the pedagogical principles at Efterslægten became the starting point for the foundation of the Danish primary and lower secondary schools in 1813, and we have since become known as the cradle of education in Denmark.

Among the first students at Efterslægten was our national bard, Adam Oehlenschläger. He is one of many other significant Danes who were schooled at Efterslægten and are portrayed in a frieze which hangs in the foyer of the school.

The current buildings were built in 1940 by the prominent and award-winning architect Henning Hansen. The functionalism, the light and the rounded corners are special features of the building. From 1940 to 2007, Efterslægten was administratively a part of the City of Copenhagen. In 2007, however, all upper secondary schools in Denmark became self-governing and, in 2010, we were able to buy our buildings and were subsequently responsible for the maintenance of our campus. We have since then built our sports facility Nobis (Latin for: for us, to us, from us) and we have completed a renewal of our old gymnasium, led by the architect Michael Laungaard.



Art has also gained a prominent position at Efterslægten in recent years. The role of art is to challenge our fundamental assumptions about life and community. The artwork, “Your Success is Your Amnesia” by internationally renowned artist FOS (Thomas Poulsen) graces the space between our old building and our new sports facility. It was granted to us by the Carlsberg Foundation and has now been proclaimed the artist’s masterpiece. In the ceiling at the front of the assembly hall, you will find the magnificent ceiling painting “Katten og Fuglen” (The Cat and the Bird) by the world-famous painter, Arne Hauge Sørensen, which was donated to the school by the A.P. Møller Foundation. Art is thus an important aspect of education at Efterslægten.

We look forward to welcoming you to Conference on Literacy 2019 at Efterslægten, and we hope you will enjoy some productive days at our school.



Your Success is Your Amnesia

Canal Trip in Copenhagen Harbour



On the evening of Monday 5 August, participants who have registered for it will experience Copenhagen from the water. Copenhagen is an old seaport, and on this delightful sailing trip we will sail through Copenhagen's canals and come close to the Little Mermaid.

The trip starts and ends in Nyhavn, after which there is ample opportunity to do your own things and perhaps drink a cold beer or enjoy an ice cream on the quayside.

On boarding, every participant will receive a '*packed lunch with drinks*' to enjoy during the trip.

There is an English-speaking guide on board, who will tell us about the many tourist attractions we will glide past.

Date and duration: Monday 5 August from 19.00-20.30

Meeting point and meeting time: *Nettobådene*, Nyhavn 71, at 18.45



Transport from the conference venue to the Canal Trip: Bus 250S, 350S and 68 depart from various bus stops nearby HF-Centret Efterslægten to Copenhagen, after which you can get to Nyhavn on foot. Give yourself 45 minutes for the trip. Check out the bus times and location of the bus stops on Google Maps.

Additional Programme August 7th

Time: Wednesday August 7 from 10.00-16.00

Place: Vartov, Farvergade 27, 1463 Copenhagen

Vartov is a beautiful historic building. N.F.S. Grundtvig was the pastor in Vartov church (1839-72). Grundtvig (1783-1872) was a pastor, a theologian, a teacher, a writer and a politician. He lived in Copenhagen at the same time as Hans Christian Andersen and Søren Kierkegaard. Grundtvig's ideas have had a lasting impact in many areas of Danish culture, such as education, politics and the church.

Programme

NB. The language of the additional programme is English.

10.00-12.00: The history of the Danish school system
The Ministry of Education

This presentation gives a short introduction to the history of the Danish basic education system, which has its roots in the first education law of 1814. The introduction will be followed by an account of the structure and ideas governing both the 10-year basic school system and subsequent educational options.

12.00-14.00: Break with the option of a stroll around the cosy old streets of
Copenhagen on your own.

14.00-16.00: The Danish Folk High School – from 1844 to 2019
By Sara Skovborg Mortensen and Thor West Nielsen,
The Association of Folk High Schools in Denmark

Since the middle of the 18th century, the Danish folk high schools have played an important role in Danish society. Today, the principles guiding the schools are still based on clergyman N.F.S. Grundtvig's ideas of educating all citizens to enable them to lead a life as engaged members of a democratic society. With the motto "We Learn for Life" Grundtvig wanted to enlighten the uneducated peasant classes on core values such as Danish history, the Danish language and Danish society.

The Folk High Schools have changed somewhat since the 18th century, but many of Grundtvig's original ideas still form the core of today's high school tradition.

The exhibition

– overview of publishers



Nordic conferences on reading 1948-2019

1948 Copenhagen, Denmark
1954 Copenhagen, Denmark
1968 Copenhagen, Denmark
1970 Gothenburg, Sweden
1972 Copenhagen, Denmark
1973 Otnäs, Finland
1976 Torshavn, Faroe Islands
1981 Linköping, Sweden
1984 Vejle, Denmark
1988 Åbo, Finland
1992 Bergen, Norway
1994 Reykjavik, Iceland
1998 Kalmar, Sweden
2004 Vejle, Denmark
2010 Åbo, Finland
2012 Reykjavik, Iceland
2016 Åbo, Finland
2019 Copenhagen, Denmark

European Reading/Literacy Conferences 1977-2021

1977 Beaumont-sur-Oise, France
1981 Joensuu, Finland
1983 Vienna, Austria
1985 Dublin, Ireland
1987 Salamanca, Spain
1989 Berlin, Germany
1991 Edinburgh, Scotland
1993 Malmö, Sweden
1995 Budapest, Hungary
1997 Brussels, Belgium
1999 Stavanger, Norway
2001 Dublin, Ireland
2003 Tallinn, Estonia
2005 Zagreb, Croatia
2007 Berlin, Germany
2009 Braga, Portugal
2011 Mons, Belgium
2013 Jönköping, Sweden
2015 Klagenfurt, Austria
2017 Madrid, Spain
2019 Copenhagen, Denmark
2021 Dublin, Ireland

European Literacy Awards 1997-2019

1997 in Brussels: European dimension through using children's literature (UK)
2001 in Dublin: Bibliotherapy for war trauma (Croatia)
2005 in Zagreb: "Reading Fun" (Estonia)
2007 in Berlin: "Giving life to letters" (Portugal)
2009 in Braga: "Lugemispesa" / "Reading Nest" (Estonia)
2013 in Klagenfurt: "To read and to talk with the wise" (Slovenia)
2015 in Jönköping: "Improving literacy skills of deaf children" (Ireland)
2017 in Madrid: "Prison reading program" (Croatia)
2019 in Copenhagen: The FELA European Literacy Award 2019 winner is "*INVITO ALLA LETTURA*, TV and Web literacy programme for the professional development of teachers in Italy"

FELA – Member associations

Nordic associations marked with *)

Asociación Española de Lectura y Escritura
Asociația Lectura și Scrierea pentru Dezvoltarea Gândirii Critice România
Asocijacija na Makedonija za Citanje
Association belge pour la lecture – Section francophone
Belgian Reading Association – Nederlandstalige Afdeling
Bralno društvo Slovenije
Българска асоциация по четене, BulRA
Cumann Léitheoireachta na hÉireann
Česká společnost pro rozvoj a podporu čtenářství
Deutsche Gesellschaft für Lesen und Schreiben
Eesti Lugemisühing
ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΕΙΑ ΓΛΩΣΣΑΣ ΚΑΙ ΓΡΑΜΜΑΤΙΣΜΟΥ
FinRA*
Hrvatsko čitateljsko društvo
Íslenska lestrarfélagið*
Israel Reading Association
Landsforeningen af Læsepædagoger*
Latvijas Lasīšanas asociācija
Leseforum Schweiz
Littera – Associação Portuguesa de Literacia
Magyar Olvasástársaság
Reading Association in the Netherlands
Русская Ассоциация Чтения
Skaitymo ir kultūrinio raštingumo asociacija (LIT)
Slovenská asociácia na rozvoj čítania
Swedish Council of International Reading Association (SCIRA)*

United Kingdom Literacy Association

Österreichische Gesellschaft zur Erforschung und Förderung des Lesens und Schreibens

FELA Executive Committee 2019-2020

Chairperson: Ann-Sofie Selin (Finland)

Vice-Chairperson: Renate Valtin (Germany)

Secretary: Veronika Rot Gabrovec (Slovenia)

Treasurer: Greg Brooks (United Kingdom)

Conference Programme

Room	15	16	17	18	20	21	22	23	
	Digital competences	Students with special needs	Nordisk – på tværs af temaer	Nordisk – på tværs af temaer	Literacy environments	Literacy environments	Literacy environments	Qualified teaching	
SUNDAY 4 AUGUST									
13:00	CONFERENCE OPENING								
13:30	1. KEYNOTE: Prof. CARSTEN ELBRO								
15:00	COFFEE BREAK								
15:30	301	501	701	714	401	415	427	202	
16:00		502		715	402	416	428		
16:30		503		716	403	417	429		
MONDAY 5 AUGUST									
9:30	302	504	702	717	404	418	430	203	
10:00		505	703	728	405				
10:30	COFFEE BREAK								
11:00	The 2019 FELA Literacy Award / 2. KEYNOTE: Prof. JEAN-FRANÇOIS ROUET								
12:30	LUNCH BREAK								
13:30	303	506	704	719	406	419	431	204	
14:00	304	507				420	432		
14:30	305	508				421	433		
15:00	COFFEE BREAK								
15:30			705	720	407			205	
16:00			706		408			206	
16:30			707					207	
TUESDAY 6 AUGUST									
9:30	307	315	708	721	409	422	434	208	
10:00	308	316	709		410		435	209	
10:30	COFFEE BREAK								
11:00	309	317	710	722	411	423	436	210	
11:30	310	318		723		424	437		
12:00	311	306		724		425	438		
12:30	LUNCH BREAK								
13:30	312	509	711	725	412	426	439	211	
14:00	313		712	726	413				
14:30	314		713	727	414				
15:00	COFFEE BREAK								
15:30	3. KEYNOTE: Prof. KATE NATION								
17:00	CLOSE OF CONFERENCE CLOSING OF CONFERENCE / INVITATION TO THE 22ND CONFERENCE								

	24	25	31	32	33	34	Studiesal	Aula	2
	Qualified teaching	Qualified teaching	Early intervention	Early intervention	Lifelong development of literacy skills	Lifelong development of literacy skills	Exhibition Area		Qualified teaching
SUNDAY 4 AUGUST									
CONFERENCE OPENING									
1. KEYNOTE: Prof. CARSTEN ELBRO									
COFFEE BREAK									
	212	230	101	118	601	617			
	213	231	102	119	602				
	214	232	103	120	603				
MONDAY 5 AUGUST									
	215	233	104	121	604	618			630
		234	105	122					
COFFEE BREAK									
The 2019 FELA Literacy Award / 2. KEYNOTE: Prof. JEAN-FRANÇOIS ROUET									
LUNCH BREAK									
	216	235	106	123	605	619			262
	217	236			606	620			
	218	237			607	621			
COFFEE BREAK									
	219		107	124	608	Poster Presentations			
	220		108	125					
	221		109	246					
TUESDAY 6 AUGUST									
	222	238	110	247	609	622			263
	223	239	111	248	610				
COFFEE BREAK									
	224	240	112	249	611	623	321		
	226	241	113	250	612	624			
		242	114	251	613	625			
LUNCH BREAK									
	227	243	115	252	614	626			264
	228	244	116	253	615	627			
	229	245	117	254	616	628			
COFFEE BREAK									
3. KEYNOTE: Prof. KATE NATION									
CLOSING OF CONFERENCE / INVITATION TO THE 22ND CONFERENCE									

Keynote speakers

Carsten Elbro

Professor at Department of Nordic Studies and Linguistics, University of Copenhagen, Denmark.

Carsten Elbro's main research areas are reading and reading difficulties, including dyslexia and specific comprehension difficulties. He also works on the development of methods in applied psycholinguistics. In addition to being the founder and head of the Centre for Reading Research at the University of Copenhagen, he is a co-investigator on reading research projects in several countries.



Keynote speech Sunday 4 August from 13.30-15.00:

Changing demands for reading ability and how teaching can help students meet them

Digital communication has greatly increased the demands for reading and writing abilities. People spend much more time writing and reading on their smartphones than talking into them. The internet offers instant access to many more texts than any single library. All kinds of goods can be bought by means of reading, clicking, and writing. This development has not changed the basic processes of reading, however, but it has put some abilities under pressure. The presentation will discuss the profundity of these changes. It will also provide an overview of what research has to say about how to support the development of these abilities through teaching.

Jean-François Rouet

Research director at the Center for Research on Cognition and Learning, and psychology department, Université de Poitiers, France.



Jean-François Rouet's research focuses on the acquisition and use of literacy skills in children and adults, with a special interest in complex information environments and reading tasks. Since 2006 he has been involved in the large-scale international assessment studies of literacy skills organized by the Organisation for Economic Cooperation and Development (OECD). He currently serves as the chairman of international reading expert group as part of the Programme for the International Student Assessment (PISA 2018) and the Literacy expert group as part of the OECD's PIAAC 2021 study of adult skills. He has written "The skills of document use" (Erlbaum, 2006) and "Literacy beyond text comprehension: A theory of purposeful reading" (Routledge, 2018, together with Anne Britt and Amanda Durik). Before his appointment with the French National Center for Scientific Research (1994), Jean-François Rouet received his PhD in psychology from the University of Poitiers (1991) and spent several years as a postdoctoral fellow at the Learning Research and Development Center (University of Pittsburgh).

- Senior research scientist with the French National Center for Scientific Research (CNRS)
- Founder and former director of the Center for Research on Cognition and Learning (CNRS and University of Poitiers)
- Fellow of the Society for Text and Discourse (2014)
- Fulbright laureate (2019)

Keynote speech Monday 5 August from 11:00-12:30:

Literacy involves a set of foundational abilities (such as decoding), but also higher-order processes and strategies that enable readers to address a wide range of reading materials and tasks, beyond the mere comprehension of single short texts. For instance, competent readers can quickly skim and search information within large texts; they can integrate information across multiple sources (including discrepant and conflicting texts); and they can critically assess the competence and benevolence of text authors in order to decide whom to trust and what to believe. I will discuss some of the challenges that children and teenagers face when learning those skills, especially as they apply to current digital information resources. I will propose some avenues for the implementation of advanced literacy education programs beyond the elementary grades.

Kate Nation

Professor at the Department of Experimental Psychology, University of Oxford, England, GB.

Kate Nation's interest in children's language and literacy development began with her DPhil research at the University of York (1991-1994), which explored factors influencing spelling development. Following her DPhil, she worked as a Research Fellow for 5 years before being appointed Lecturer in Psychology at York in 1999. She moved to her current position in Oxford in 2002.



Fellow of St John's College, Oxford

- Director of ReadOxford and Language and Cognitive Development Research Group
- Associate Head of Department (Personnel).

Keynote speech Tuesday 6 August from 15.30-17:00:

Broadly, my research is concerned with language processing, particularly reading development. I am interested in how children learn to read words and comprehend text, and more generally, the relationship between spoken language and written language. A key aim at present is to specify some of the mechanisms involved in the transition from novice to expert. We also study language processing in skilled adults, addressing the issue of how skilled behaviour emerges via the language learning experience.

This talk will reflect on how language shapes the development of a child's reading system, with particular emphasis on what is clearly the ultimate goal of reading – to understand what it is that has been read.

Conference Themes

The six Conference Themes are based on the 11 conditions from the European declaration of the Right to Literacy: <https://www.hyphenation24.com/word/declaration/>

Theme 1: Early intervention

Abstract: 101-126

- Condition 1: Young children are encouraged at home in their language and literacy development.
- Condition 2: Parents receive support in helping their children's language and literacy development.
- Condition 3: Affordable high-quality preschool, or kindergarten, fosters children's language and emergent literacy development through play.

Theme 2: Qualified teaching

Abstract: 202-264

- Condition 4: High-quality literacy instruction for children, adolescents and adults is regarded as a core goal for all educational institutions.
- Condition 5: All teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks.

Theme 3: Digital competences

Abstract: 301-321

- Condition 6: Digital competence is promoted across all age groups including critical and creative use of digital media.

Theme 4: Literacy environments

Abstract: 401-440

- Condition 7: Reading for pleasure is actively promoted and encouraged.
- Condition 8: Libraries are accessible and well resourced.

Theme 5: Students with special needs

Abstract: 501-513

Condition 9: Children and young people who struggle with literacy receive appropriate specialist support.

Theme 6: Lifelong development of literacy skills

Abstract: 601-630

Condition 10: Adults are supported in developing the literacy skills and knowledge necessary for them to participate fully in society.

Condition 11: Policy-makers, professionals, parents and communities work together to ensure equal access to literacy by closing the gaps in social and educational levels.

Theme 7: Presentations in Nordic languages

Abstract: 701-728

The content covers the six other themes.

Abstracts

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Theme 6: Lifelong development of literacy skills, abstract: 601-630

Theme 7: Presentations in Nordic languages, abstract: 701-728

101 Karren Timmermans, USA

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Vision and reading readiness

Readers may be able to identify when they cannot see the text written at a distance, when the material projected onto a screen is out of focus, or they may find text written on a page to be blurry. Unless prompted, or given the opportunity to express when the text is not clear to them, children may assume the blurry or doubled text they see is normal or just the same as what everyone else is seeing. Beyond word recognition, automaticity, and comprehension, oculomotor deficiencies can cause problems for both the most experienced and the least experienced reader. During this presentation, participants will gain a fundamental understanding of vision function and its relationship to literacy and to literacy development. We will consider what our eyes do as we read, how our eyes contribute to reading success, and how oculomotor deficiencies can impact reading. Participants will learn about ways to help children sharpen their visual accuracy to enhance their reading and writing skills.

102 James Nageldinger, USA

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Improving the fluency and comprehension of struggling first grade boys and the intersection of key vocabularies and Reader's Theater

This presentation reports on a study that synthesised the oft-ignored literacy practice of the Language Experience Approach (LEA). The study investigated an intervention of explicit prosody instruction at the intersection of elements of LEA and Reader's Theater with six first grade boys (median age 6 years) who struggled with reading.

Concurrent with prosodic modeling, students generated individual key vocabularies and then collaborated to create, rehearse, and perform an original Reader's Theater script for their classmates and parents. The question was: How would explicit prosody instruction utilising the Language Experience Approach combined with Reader's Theatre script creation impact on reading fluency in struggling first grade students? Differences in pre and post test scores showed significant increases in both fluency and comprehension relative to comparable peers receiving standard intervention (phonics, word attack, and vocabulary).

103 Anneli Laamann, Estonia

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Developing literacy skills and habits in early years

I have been an early years teacher for 26 years. For the past two years, I have been a director of a kindergarten. Nowadays, many children among the younger generation have not established reading habits and they may have reading difficulties. Reading habits are developed in childhood and most reading difficulties also begin in childhood. If a child does not have a role model at home, the kindergarten or the elementary school will be the place where the child gets the first experience with reading and books. It can be a good or a bad one, depending on how books and reading are presented to the child. In addition to beautiful, interesting and fascinating books, all classrooms should have a special place where children could explore those books – a ‘Reading Nest’. I was the project manager of the *Reading Nest Project* in Estonia until it ended in 2012. The aim of the presentation is to provide participants with various methods that help to create a literacy- rich learning environment, and to develop literacy skills and habits in early years.

104 George Manolitsis, Greece

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Home Literacy Environment: An evaluation of distinct dimensions in preschool years

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The purpose of this study was to examine the dimensions of a broad assessment of Home Literacy Environment (HLE) in preschool years. Three hundred nine (309) Greek parents completed a HLE 35-item scale which assess a variety of parent's involvement activities for enhancing their child's early literacy experiences. Also, it was assessed parents' attitudes towards the importance of early literacy experiences and a title recognition test for the assessment of their child's print exposure.

Exploratory and confirmatory factor analyses validated five distinct factors of the HLE scale. Two of them related to formal home literacy experiences (direct teaching of alphabet, enhancement of early literacy skills), and three of them related to informal literacy experiences (shared book reading, shared literacy activities meaning oriented, parent's book reading). These findings broaden the conception of HLE and we are going to discuss findings which showed that parents' beliefs for early literacy experiences contributed differently to parents' involvement in providing literacy experiences. Also, our findings challenge the view that all HLE experiences contributed to children's print exposure.

105 Ioannis Grigorakis, Greece

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Longitudinal effects of different aspects of morphological awareness skills on early reading development

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The purpose of this longitudinal study was to examine the effects of three morphological awareness (MA) skills (inflection, derivation, and compounding) in kindergarten (K) and grade one on reading words with different morphological structure in grades one and two: G1 and G2 respectively.

We followed 215 Greek children from K to G2. In K and G1, they were tested on measures of MA (inflectional, derivational, and compounding), general cognitive ability (vocabulary and non-verbal IQ) and literacy-related skills (phonological awareness and rapid automatized naming). At the end of G1 and G2, they were also tested on word reading accuracy and speed.

The results of hierarchical regression analyses showed that none of the MA skills in K predicted word reading in G1. Two aspects of MA skills (derivation and compounding) in G1 predicted reading accuracy of words with complicated morphological structure in G2. Moreover, compounding in G1 was the only MA skill that predicted reading speed for compound words in G2.

These findings suggest that specific MA skills, derivation and compounding, even when assessed as early as in G1, play a significant role in early reading development.

106 Brett Dillingham, USA

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WORKSHOP

Oral language development through children creating and telling their own stories

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Developing oral language – speaking and listening skills – is the foundation for reading and writing. We do not expect children to read and write words they have never spoken or heard in context. Unfortunately, many children come to school with vocabularies that are insufficient for comprehending even simple texts, or for writing simple stories. Early intervention teachers are aware of this challenge.

How does one get children aged 3 – 5 years old to create, tell, re-tell, and perform their own stories? A key way is through performance literacy – a rich interactive learning process that is often transformational and that stimulates the imagination. Simply put, performance literacy is the process of teaching students to write and perform stories. In contrast to more traditional storytelling applications in schools, the performance literacy process uses storytelling to develop all components of literacy, encouraging both academic and social growth and affirming students' cultural identities by encouraging them to express and validate what they already know. (Willingham, 2004; Pink, 2005; Dillingham, 2005; Fisher & Frey, 2007; Adomat, 2009; Stanley and Dillingham, 2009, 2010; Peilin Yang, 2016).

107 Kamila Urban, Slovakia

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Comprehension monitoring and certainty monitoring in preschoolers from different socioeconomic backgrounds

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Accurate comprehension monitoring, the ability to reflect on a child's own comprehension of text, is essential to succeed in an educational setting. A total of 372 preschool children (53 from low-SES families) had to detect whether ideas in four oral texts were consistent or contradictory and they had to provide retrospective monitoring judgments about the correctness of their answer. The results revealed that children from middle-SES families were better able to detect the consistency or contradiction in the texts than children from low-SES families. The children from low-SES families generally experience fewer activities that encourage the development of early literacy, and this may be the explanation. The analyses of certainty monitoring indicated that children from low-SES families, compared to children from middle-SES families, more often monitored their correct answers as incorrect, which indicates that they underestimated their correct performance. In kindergartens, conditions should be created in which monitoring processes of the child from low-SES families would be supported and scaffolded.

Keywords: comprehension monitoring, certainty monitoring, SES, preschoolers

108 Sviatlana Karpava, Cyprus

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Russian heritage speakers in Cyprus: Development of literacy skills

The present study is focused on language proficiency and literacy skills of Russian–Cypriot Greek bilingual children. Both cross-sectional and longitudinal methodology was implemented to investigate developmental trajectory, dominant language transfer, divergent attainment, and attrition of Russian by Russian heritage speakers in Cyprus (Montrul, 2008, Benmamoun et al., 2013). Heritage speakers were measured on their reading and writing skills in Russian every month for a period of one year. Longitudinal data consists of the written corpus of dictations and the oral corpus of reading aloud recordings.

It was found that heritage children were better at reading than writing and they were better at comprehension than production. They had both developmental and transfer (from CG) spelling errors in their dictations and stress errors in reading (mainly within final-penultimate-antepenultimate syllables). A correlation was found between speech rate, word-per-minute output in reading and spontaneous/elicited speech and degree of grammatical knowledge, in line with Polinsky (2008, 2011).

109 Nancy Allen, Canada

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Educator's support in developing children's interactions and the development of young children's oral literacy

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Quality educational practices that are put in place by the adult to support young children's development and learning may help increase their oral literacy especially if these practices promote interactions with both their peers and adults (Weisleder et al., 2013). The quality of adult-child interactions in the CLASS Pre-k domain "Instructional support" (Pianta et al., 2008) allows us to observe the role of educators in the child's oral communication development. "Teacher interactions" and "Peer interactions" domains of the inCLASS (Downer et al., 2010) allow us to observe how children seize opportunities to engage in interactions and how they can be supported through quality educational practices. Comparisons of both children's interactions among themselves and with their educator will be presented to identify educational practices that promote the development of their oral literacy. More specifically, we will discuss results related to the educator's support in developing children's interactions in order to understand their influence on the development of young children's oral literacy.

110 Isaac Willis Larison, USA

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Early intervention: An examination of Børnehave and pre-kindergarten benefits and challenges for families and teachers in Denmark and West Virginia, USA

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This presentation will address the brief history and impact of voluntary, universal pre-kindergarten education for four year olds and three year olds with special needs, with an emphasis on language/literacy of children in West Virginia. Comparisons will be made to Børnehave in Denmark, where 95% of the parents of children ages three to five send their children. An examination of early childhood education in Denmark (dating from the 1820s) reveals a much longer and more complex history, but both West Virginia and Denmark typically focus on play-based language/literacy experiences today. The West Virginia “Early Learning Standards” provide a guide for instruction and are child centered, whereas, the play-based curriculum in Danish Børnehave is less restricted by oversight from a standards board. Interviews with parents of children from both systems regarding services provided demonstrate how both systems work closely with families. Finally, insights from university instructors and a “skoleinspektør” show how coursework for university students studying to be teachers, based in early learning centers and placements in school settings, reflects an emphasis on families and children engaging in play and literacy activities together.

111 Mary C. Bartolini, USA

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Latina Mothers of young children and their first experiences with the American educational system

In the context of the United States, the Latino population constitutes the largest minority group. Every fall, low-income Latina mothers begin their connection with the American educational system and research indicates that due to racism, sexism, and classism, these mothers are considered by school personnel as uneducated, passive, and powerless (Gulman, Reiss, and Zudkawich, 2007; Monzó, 2013). This study aims to understand how these immigrant Latina mothers interact with the education of their children in a cultural context that is new for them, navigating a system they are not familiar with, counting with scarce economic resources, and using a language in which they are not proficient.

Using a multiple case study design, semi-structured interviews and the analysis of them were conducted in Spanish. This was important to preserve the meaning and interpretation of the perspectives of participants and researchers in their native language. This study contributes to research that emphasises the need for a new conceptualisation of the family engagement of Latino families (Delgado-Gaitan, 2005), to avoid the deficit view of Latino communities, and to promote their engagement in their children's education.

112 Prof. Dr. Anke Sodogé, Austria

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Kinder mit Defiziten in der Sprach- und Kommunikationskompetenz

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z.B. Deutsch als Zweitsprache sind dem Risiko der Bildungsbenachteiligung ausgesetzt. In der Schule ist Sprachkompetenz eine Schlüsselkompetenz, da Sprache nicht nur Unterrichtsmittel, sondern auch Unterrichtsgegenstand ist. Aktuell gibt es zahlreiche Initiativen und Konzepte zur präventiven Sprachförderung um dem entgegen zu wirken. Wirksamkeitsstudien zeigen, dass Sprachförderung dann wirksam ist, wenn sie die Prinzipien Entwicklungs- und Ressourcenorientierung, Alltagsintegration, Handlungsorientierung, Sprachsystematik und Sprachlehrstrategien berücksichtigt.

Auf der Grundlage dieser Förderprinzipien wird an der Hochschule für Heilpädagogik im Institut für Sprache und Kommunikation unter erschwerten Bedingungen ein Förderkonzept entwickelt, das Sprachlernsituationen mit Spiel- und Bewegungsanlässen kombiniert. Das Förderkonzept wird in einem Kleingruppensettings mit Kindern im Alter von 5-6 Jahren in mehreren Kindergärten mit hohem Anteil von fremdsprachigen Kindern erprobt. Ziel der Förderung ist die Verbesserung der pragmatisch-kommunikativen Kompetenzen der Kinder mit Deutsch als Zweitsprache. Nach einer Phase der Konzeptentwicklung und -erprobung soll die Wirksamkeit des Konzepts mit der Methode der kontrollierten Einzelfallstudie überprüft werden.

113 Lalaine F. Yanilla Aquino, Philippines

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The effects of literature-based literacy instruction on the acquisition of early literacy skills of urban poor children

This study aimed to investigate the effects of literature-based literacy instruction on urban poor preschool children's acquisition of literacy skills. Using a quasi-experimental method and literature-based literacy instruction, the researcher helped the children (4 to 7 years old) to acquire and develop phonological awareness, listening comprehension skills, decoding skills, etc. using different media of instruction: first language (L1), second language (L2), and bilingual (L1 and L2). Pre-tests and post-tests on ten specific literacy skills were administered.

The four-pronged approach was used to focus on (1) genuine love for reading, (2) critical thinking, (3) grammar and oral language development, and (4) transfer stage. Data was analysed in the light of the central processing and script-dependent hypotheses. Evaluation of the data derived from the pretests and posttests showed that literature-based instruction is effective in helping preschool children develop literacy skills, in whatever language of instruction. The results, however, strongly suggest that L1 is the better medium of instruction to use in teaching urban poor preschool children some literacy skills.

114 Antal Mor Szucs, Hungary

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An introduction to a Hungarian motivation-based method for pre-forming reading

This is a new approach to pre-forming reading skills for five to six year-old children and an emotional bridge between children and their most important cultural tool. The method uses tales and special forms of music as a motivational system. It invites children into a magical “tale world”, where letters are impersonated by loveable balloons and exciting fairytale characters. The method requires minimal financial background and can be used in preschool, in kindergarten, or at home, to develop children’s phonological awareness.

We found that the focus group separated syllables more efficiently than the control group ($p=0,3\%$). The focus group produced better results in separating vowels from consonants in words ($p=0,1\%$), in the perception of consonants ($p=1,2\%$), even the working memory developed significantly ($p=1,5\%$). In many measured aspects the standard deviation has also decreased, which suggests the positive effect on the whole group’s metalingual skills. On reaching elementary school, children read vowels 2.3 times, consonants 2 times, and syllables 2.6 times faster, making significantly fewer mistakes than the control group. The method is easily adaptable to any language with shallow orthography.

115 Asato Yoshinaga, Japan

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A smooth transition from early childhood education to primary school education focused on literacy education and explored through a comparative case study of Japan and the UK

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I would like to present a comparative analysis of a transition from Early Childhood Education (ECE) to Primary School Education (PSE) with a focus on literacy education. The countries to be discussed are Japan and the UK. Japan aspires to achieve a smoother transition from ECE to PSE in literacy education under its new National Curriculum guidelines. The UK has been an early mover in this field by developing coherent ECE and PSE assessment systems and curricula since 2008.

While drawing on theories of Vygotsky, Bakhtin, and Daniels as well as “play-based learning”, this research is designed as case study research for us to obtain first-hand findings. Multiple school visits, observational surveys and semi-structured interviews were conducted in each country.

Similarities and differences in content, method, physical environment and assessment systems in ECE and PSE in each country will be presented. The presentation will be extended to discuss the challenges and the requirements of literacy education for a smooth transition. The discussion should foster pluralistic awareness and offer a cross-cultural viewpoint as to how a literacy education curriculum can support a smooth transition.

116 Mária Sósne Pintye, Hungary

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Correspondences between early linguistic skills and the initial phase of reading acquisition in Hungarian children

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According to the neural recycling hypothesis of Dehaene (2004) reading is a new human ability, so our brains are not innately pre-wired to read. Learning to read occurs by building on some basic early linguistic and perceptual abilities.

Our research questions are (i) what characterises children at risk for reading disorders in Hungarian kindergarten children? and (ii) what are the early linguistic indicators of poor reading development?

Our study followed 148 children from kindergarten to first grade. The study explores the relationship between earlier linguistic skills and later reading achievements by measuring a particular set of linguistic abilities in kindergarten age students and their word reading performance as well as their sentences comprehension in the first grade.

Our results show that children with the poorest reading outcomes have not only been significantly weaker in phonological processing but also in several lexical and morpho-syntactical language skills, according to measures in kindergarten age. Our results in Hungary are mostly in concordance with the international literature, while some of the differences are explained by task-specific reasons.

117 Valéria Juhász, Hungary

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Step-by-step development of phonological awareness before starting to read and write [in a playful way]

The level of phonological awareness influences reading abilities and at the same time phonological awareness improves while reading. The development of the two are interdependent. The early development of phonological awareness supports early word recognition, which promotes the development of higher phonological knowledge. Jordanidisz (2009) studied the development of phonological awareness in Hungarian pre-school kids and U10 pupils. She found mature levels of syllable level synthesis (58%) and segmentation (50%) in pupils at the age four. At the age of five the ability to syllabise (95%) is mature, and rhyme formation (word activation) starts to develop. At the age of six every speech sound level action is above 10%, and syllable, sound manipulation starts (erasing), rhyme recognition, categorisation and speech sound segmentation develop significantly.

In my presentation I wish to share games that develop phonological awareness and also phonological manipulation games that develop phonological awareness in children before they start to read and write.

118 Zuzana Petrová, Slovakia

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The potential of different types of picture sequences for the assessment of the narrative abilities of children

The conference presentation focuses on investigating narrative abilities of children of preschool age that interweave development of different language domains with development of the early literacy skills that are especially needed for reading and for meaning and comprehension.

For our study we collected narrative production of 53 children from low-income families (LIF) before school entry (mean age = 6 years, 4 months) using two wordless picture sequences (one with event-based and one with problem-based type of picture sequence) and asked follow-up comprehension questions. Four analyses were performed: story productivity analyses, the global structure of narratives, analyses of story components (both basic and episodic) and story comprehension.

To explain significant differences between stories depending on which type of picture sequence was used, analyses of visual and textual elements of the story presentation were performed to explain the interpretation potential of these elements for the story complexity. Results of the study will be presented to explore the utilisation of different types of story sequences as assessment tools in early childhood education and care.

119 Maria V. Belokolenko, Russian Federation

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How parents can help children to enjoy reading

Parental engagement in the processes of literacy development in younger generations should be of the highest priority (ILA report, 2017 “What’s Hot in Literacy”) although experts regard this field as the least settled. A large percentage of parents are not competent readers and often are not readers at all and thus they cannot help their children to start loving reading. Migrant parents cannot help their children to read in the language of schooling in the place in which they now live.

The first task of librarians and teachers is to make parents think about a set of questions:

- 1) How should the life of children be organised to include reading books?
- 2) How can reading be encouraged but not controlled?

The basis for the presentation will be 30 years’ experience of work in the library. The presentation will address questions such as what should be avoided on the way towards engaging a child in reading and what sort of lifestyle will make a child a reader?

We will write a mini test for a mother/father or other relative to find out what could become a driver of reading in a particular family. We will also assess the role of a public library in providing access to reading materials and present some actual reading practices.

120 Jim Anderson, Canada

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Parents in culturally and linguistically diverse neighborhoods supporting the vocabulary development of preschoolers in shared book reading

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Young children's vocabulary development is seen as foundational in literacy learning and schooling (e.g., Sperry, Sperry, & Miller, 2018). Word knowledge is predictive of later literacy achievement and success in school (e.g., Storch & Whitehurst, 2005); shared book reading is a potentially rich context for vocabulary development. Thirty parents in diverse neighborhoods, whose children attended English-instruction early childhood education centers, read two narrative and two informational picture books that we provided with their 4 and 5 year old children over two sessions. We video recorded, transcribed and analysed the shared reading sessions. Findings include:

- 1) parents use various strategies to help children learn unfamiliar vocabulary including verbal explanations, associating words and illustrations, prompting children to use background knowledge and gesture/mime;
- 2) there was more attention to vocabulary in informational texts than narrative texts and there were also differences within the narrative and informational genres;
- 3) children asked questions about unfamiliar words;
- 4) families varied in their attention to vocabulary.

We will address the implications of these results.

121 Melike Yumus, Turkey

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Effects of a shared book reading intervention program on language and literacy development in the first two years

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This study was designed to examine whether the use of a shared book intervention program can be beneficial for babies' language and literacy development. In this framework, a shared book reading intervention program is developed to encourage parents to use appropriate early literacy strategies by supporting shared book reading skills, and to improve babies' language and early literacy skills. The main goal of the program is to develop language and early literacy skills of the child by teaching parents about strategies for acquiring 20 basic skills that include parental interactive behaviors in the process of reading shared books. In this study, a pretest-posttest control group research design was used. Participants in the study were 20 parents with babies between 8 and 24 months who had normal developmental levels. Regression analyses were conducted to test the relationship. The results show that the shared reading intervention program was found to have a significant effect on babies' language development in several areas. These include comprehension, comprehension and expression, the ability to use nonverbal expressions and literacy development.

122 John Walters, Australia

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Immersive reading: Enhancing language-rich conversations in parent-child read aloud sessions using PAIR picture books

The first six years of child's life have immense impact on the development of language and cognitive skills, and are the building blocks for early literacy development. While parents are considered the "first teachers", research shows that significant numbers of children are arriving at school inadequately prepared to learn. A new approach is required.

A team of educators in Australia has created a researched-based, but simple-to-use, in-book technique called "Immersive Reading" that guides the parent during the read aloud process. It does this by providing parent prompts and questions to stimulate a language-rich conversation with the child. Parents with limited literacy skills are also supported with a subset called "Iconic Reading" which uses wordless books and special icons to generate questions. This process also helps indigenous groups to bridge the oral-written barrier.

An Australian multi-university study and several international school-based case studies will be presented to demonstrate the exceptional results being achieved by young children. Initial findings from the IRIS (Indigenous) project will also be explored.

Our team is inviting other groups to trial the process.

123 Walter Evans, USA

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WORKSHOP

Literacy apps you can create, translate, recreate for young children

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Co-author 3: Valerie Cato, Professor, Augusta University, vcato@augusta.edu

Free app games enable parents and teachers to dramatically improve young children's literacy skills. We raised 459 at-risk 5-year-olds' vocabulary scores from the 27th to the 47th percentile in 8 months; as 8-year-olds they scored in the highest reading level 35% more often than peers.

We will give a 10 minute review of the merits and limitations of apps and a 35 minute demonstration of seven free apps for vocabulary, comprehension, phonics, sight words, spelling, etc. We will then show how you can create original apps including how you can identify potential users/benefits; design detailed protocols of user options/cues; acquire artwork, text and audio; recruit software developers (15 minutes). In the next 10 minutes, we will show how you can recreate an app in a second language including how you obtain permission to translate the app; gain access to software and content files (text, audio, artwork, code); translate text, record new audio, acquire new artwork; recruit software developers. In the following 10 minutes, we will consider how you can revise and adapt an app including how to obtain permission to revise or adapt an app; how to consider open-source code (non-copyright, public domain) vs. copyrighted text/audio/picture files; how to design new functions, cues, quiz structures, data collection strategies, etc.; how to acquire new text, picture files; recruit software developers. The final 10 minutes will be for questions and answers.

124 Marina Louari, Greece

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Shared reading of mothers and infants: Factors influencing language improvement

Mother-to-child reading of books is a process that contributes significantly to the child's psycho-emotional development. Literature significantly contributes to children's language improvement because their expressive vocabulary is enriched by reading activities and by oral language interaction.

Shared reading means the activity of reading books between child and parent, and the verbal interaction that develops between them. We assume that this verbal mediation essentially contributes to the development of the infant's vocabulary much more than if they just played together with their parents.

This study involved 30 mothers whose children were assessed by an official state organisation and with a diagnosis of language and speech problems. They resided in both urban and rural areas. A two-part questionnaire was designed. The analysis of the data revealed maternal literacy beliefs. They reported engaging in fewer literacy practices because they considered these processes to be about participating in school education. Furthermore, they are neither used to reading books, newspapers or magazines, and prefer to spend their free time watching television or meeting their friends.

125 Linda Wason-Ellam, Canada

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Storytelling: Enhancing interactive and collaborative learning

Storytelling appeals to children's imaginations and this makes learning more meaningful. When children engage in storytelling, they create mental images that connect the content to something personally significant. Young children often struggle with abstract concepts in mathematics, thus primary teachers continue to search for ways to help to teach basic concepts. Using powerful literacy tools such as drawing, writing, and storying, children can apply these multiple methods to understanding abstract mathematical concepts and patterns. Storytelling appeals to children's imagination and helps to make learning more meaningful. When children create mental images that are personal, they are connecting the content to something previously known. In this research study in 12 classrooms, storytelling helped children to deepen their concept of addition and subtraction by connecting it to their lived experiences. Although the experiences were often fantasy stories, the story character had a maths problem in need of a solution that required counting, estimating, and/or measuring. The literacy strategies unravelled the problem. In these primary classrooms, storytelling, writing and drawing all work well as pedagogical strategies.

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POSTER

Portuguese National Reading Plan – Early and Primary Literacy

Today we know that the ability to read and write plays a major role in school and life success.

Reading to children, for information or pleasure, has its focus in how well or how poorly young children learn to read. Children's early literacy and starting to read successfully is a shared responsibility that includes teachers, families and communities.

The development of reading and writing begins in the first three years of life and is very much connected to a child's earliest experiences with books and stories.

Portugal's National Reading Plan (NRP) wants to share several initiatives to promote emergent literacy in early childhood education, including "Ler+ em família", a family literacy development program that aims to facilitate the circulation of books between the school and the families and encourages the daily practice of reading with children of kindergarten and from the first cycle of basic education. The program includes projects such as: "Leitura em Vai e Vem", which provides materials and proposals to support situations of systematic contact with books; "Ler+ dá Saúde", which encourages future adults to be more autonomous and responsible citizens regarding their health and the health of those who depend on them; and "Conto contigo", a partnership with the Aga Khan Foundation, among other partners, which invites pre-school children to participate in ludic sessions such as storytelling, games, writing activities, and family conversations.

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SYMPOSIUM

Méthodes innovantes d'enseignement de l'orthographe lexicale

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Le français possède un système d'écriture réputé complexe du fait de son caractère imprévisible et ambigu, particulièrement pour l'orthographe. Pourtant, ce n'est que depuis peu que la recherche se penche sur l'enseignement et l'apprentissage de l'orthographe. Ce symposium a pour objectif de faire l'état des dernières connaissances scientifiques en enseignement/apprentissage de l'orthographe lexicale. Des chercheurs présenteront des méthodes innovantes d'enseignement de l'orthographe lexicale basées sur l'utilisation de régularités orthographiques. De plus, ils dévoileront la première base de données et échelle d'acquisition de l'orthographe lexicale issues de mots auxquels les élèves sont exposés dans les différentes disciplines scolaires: ÉQOL. Les présentations seront illustrées par des exemples concrets d'interventions individualisées et d'interventions de groupe et par des extraits vidéo.

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SYMPOSIUM

Improving writing

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Writing is increasingly important for the twenty-first century learner who must be not just a consumer of information but a producer as well. Teachers as instructors, models, and advocates for literacy leave their mark on students and this symposium will bring together experts from the UK and Denmark to discuss and compare how writing is taught in both countries.

From a UK perspective, we will highlight a particular approach to improving writing, which builds children's confidence in their ability to write, enables them to organise their writing and develops their metacognitive skills so they can improve their work. From a Danish perspective, we emphasize the importance of teachers having a didactical approach to writing, and we show how we encourage teachers to use writing as a tool for learning in all subjects.

It is hoped that an exchange of strategy and practice will highlight commonalities of what works and will provide practical insights that could be implemented to improve writing outcomes for children and young people, regardless of where they are in the world.

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WORKSHOP

The permission to play with language concept

The permission to play with language model, along with complementary initiatives such as bookmaking and image-to-text connections, develops teachers as writers and teachers of writing. It can be thought of as a raw material-generating process for composing original works of creative writing; it helps writers push past over-familiar and thus dull ways of expressing their ideas. Just as important, the model can serve as a gateway to a permanent and life-changing new understanding for the writer. The model emphasises idea generation, linguistic invention, all aspects of the writing process, and experimentation with style, narrative approach, literary devices, phrasing, and writing mechanics.

This workshop will include:

1. Description of the permission model.
2. How the model has worked in elementary classrooms.
3. How the model has worked in secondary classrooms.
4. Initiatives that complement the model:
 - a. Bookmaking
 - b. Family/School Connections
5. Adaptions of the model:
 - a. Central Connecticut Student Writing Project
 - b. New Britain Summer School

205 Xiaoming Liu, USA

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Understanding students' comprehension strategies in reading English and heritage language through retrospective miscue analysis

Retrospective miscue analysis (RMA), as both an assessment and an instructional tool, invites readers to listen to their previous oral readings and talk about the miscues they made, thereby helping the readers themselves and the teacher to gain a deeper understanding of the reading process. Research is scarce on using RMA to examine strategy use when reading in students' heritage language. This study intends to fill the gap. The study employs a qualitative case study research design. Findings from three elementary-age students will be reported at the conference. Data on each student include a background survey and two recorded RMA sessions. One RMA session was on the student's reading of an English text, his/her retelling, and the retrospective analysis of the errors the student made. The other RMA session was on a text in the student's heritage language: Mandarin. A thematic analysis method was used to analyse data. Findings reflect both similarities and differences regarding strategy use in both languages. Each child's strengths and needs are also revealed by the data. This study hopes to shed light on how to improve the teaching and learning of both languages.

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Supporting upper secondary students' online inquiry competencies

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Previous studies show that upper secondary students leave school with insufficient and heterogeneous information competencies. Our aim was to create a four-step intervention model following an inquiry process for teaching online inquiry skills and to investigate teachers' experiences when using it. The phases were: 1) searching for relevant sources, 2) evaluating the credibility of sources, 3) preparing a synthesis from multiple sources, and 4) presenting the synthesis.

Students worked in small groups in a project where they investigated different points of view on a contradictory topic. The model also included a working template for students. The data consist of classroom observations from three teaching processes (4x 75 minutes), and in addition, five teachers filled in teaching diaries, answered a questionnaire on contextual knowledge practices and were interviewed. Teachers appreciated the model and they thought that it was in line with the curriculum. Teachers' opinions differed about the phases but they agreed on the importance of searching relevant sources and they noticed that the students were not used to presenting their products and discussing them independently in small groups.

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BleTeach – Blended Learning in Teachers’ Professional Development

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The European BleTeach project was funded under Erasmus+ from 2015 to 2018 and pursued two main objectives: (1) Modernizing structures of teacher education by integrating digital learning opportunities into teachers’ professional development, and (2) Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers to be included into the regular course programme of European Teacher Training Centres in the 6 partner countries: Belgium, Germany, Hungary, Portugal, Romania and Russia. The BleTeach project was coordinated by Prof. Garbe (University of Cologne) and built on the results of two previous Comenius-projects, BaCuLit and ISIT. (More information on the BleTeach-website: www.blend-ed.eu.) Main project results are a Blended Learning Course ready for implementation, comprising 6 modules in the English Master Version (Title: IDEAL – Improving Disciplinary LEARning through Literacy) and up to 8 modules in the national versions, and a “Handbook of Success Factors in Blended Learning Offers for Teachers’ In-service Training”. In our presentation, the general concept of the BleTeach course and one national variant (Portugal) will be presented.

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Equipping teachers for effective literacy instruction through contextualised professional development

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The purpose of this oral presentation reflects the transformation of our master's degree program in Literacy Studies with the goal of developing more effective early literacy teachers, aligned to themes in Condition 5 and 11. One example includes how we embedded faculty field visits to the teachers' classrooms within our graduate courses, thus providing specific, contextualised instruction that met the needs of the teachers' unique teaching environments. This mixed-methods study was motivated by the State of Michigan's passing of a retention law targeted at third grade students who were reading below grade level. To examine our own practices in developing literacy teachers to meet the needs of students, we collected the following data: artefacts of teaching, questionnaires, observations, and standardised test scores. Preliminary findings include the following themes: efficacy, content knowledge, pedagogy and student learning. Comparing the results of the teachers in our study to teachers in our traditional programs, we found our new approaches benefited both teacher and student learning. We will share the teachers' reflections on the professional development.

209 Candace Barriteau Phaire, USA

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What are some challenges and successes that exist for early childhood and elementary school teachers when integrating literacy into STEM learning opportunities?

Educational researchers have identified the need for enhanced learning and understanding of Science, Technology, Engineering, and Mathematics (STEM) concepts for children. Secondary (Middle and High School) teachers integrate literacy into their STEM content lessons to meet certain standards and to increase speaking, listening, and communicating about various concepts with the hope that improving literacy skills will enhance every student's ability to identify and understand key STEM topics. While this is becoming more common in secondary classrooms, early childhood and elementary classrooms could also benefit from additional support in this type of interdisciplinary work. In an effort to address this area of need, a sample of teachers from pre-kindergarten through to second grade in a suburban community in the Northeast of the United States participated in three phases of this pilot study.

This proposal seeks to share the data that was collected and analysed from this pilot study with the hope of broadening the audience and providing additional support for early childhood and elementary teachers about integrating literacy and STEM learning opportunities.

210 Jon Callow, Australia

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WORKSHOP

Using picture books and a visual metalanguage in the primary classroom: Research and practice from Australia

Multimodal texts are part of many national curricula, including in Australia, and teachers are expected to teach students how to interpret, enjoy and discuss image and text as well as other modes. Using multimodal theory (Kress & van Leeuwen, 2006), this workshop will present strategies and ideas for teaching students from 5-12 years old to read and discuss visual narratives from picture books. The workshop will draw on research conducted with students in classrooms from kindergarten to grade six.

This multi-site case study used observation, interviews and work samples to assess how students interpreted and discussed a shared reading of a picture book (Callow, 2016; 2017; 2018). The findings suggest that teachers should choose quality literature, have a deep knowledge of the visual and written features of the books and plan questions that explicitly address the interplay of words and pictures. The use of a visual metalanguage should be used to enhance the meaning and enjoyment of the story, not as a test. The workshop will use picture books and video examples to introduce key visual literacy and multimodal concepts. Participants will be involved in viewing, discussing and creating visual texts.

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WORKSHOP

Exploring the art of bookmaking with pre-service teachers to increase engagement in early literacy learning

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In this workshop, the participants will first be introduced to a creative collaboration between two assistant professors and a university librarian. In this collaboration, the three of us introduced handmade bookmaking (book arts) to pre-service teachers as a way to increase engagement while teaching early literacy skills. Each semester, the students in the literacy methods courses are introduced to bookmaking through a hands-on experience in class. They learn several book forms as well as ideas for the content of their books. Then, each pre-service teacher takes what they have learned and creates their own book as part of the development of tools related to a specific literacy skill, which they use with emerging readers in a literacy clinic at a local elementary school. After learning about this project, the participants will be introduced to bookmaking by learning how to make several book forms. Next, the participants will have an opportunity to make one of their book forms into a book by adding content. Finally, the participants will share their books and discuss how they could use bookmaking in their classrooms.

212 **Monika Tröster, Germany**

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How to teach financial literacy: A concept for professional development

According to the New Literacy Studies (Barton, Hamilton & Ivanic, 2003), financial literacy can be seen as a content area of adult literacy and basic education. Even if the international discourse has increasingly been talking about “financial literacy” (Aprea et al., 2016) there are hardly any scientifically proven concepts for the professional development of the educational staff, program planners and teachers. Therefore a concept will be developed.

The theoretical framework is based on the COACTIV “Model of Teachers’s Professional Competence” (Baumert & Kunter, 2013) and the “Supply-and-Usage-Model for teacher training” (Lipowsky & Rjezak, 2015). Content of the educational staff trainings will include both knowledge about financial literacy and professional skills in learner-centered literacy teaching based on a financial literacy curriculum.

An evaluation (Stufflebeam, 2007; Kirckpatrick, 2010) of the concept will be carried out using a mixed methods design. This will include consideration of standardised questionnaires, guided interviews, and participatory observation relating to the questions about what the benefits for teachers might be and what conditions are necessary for a successful transfer into literacy teaching.

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A spelling error analysis of Norwegian learners' L2 English with a focus on phonology: A master's thesis

The relationship between phonemes and graphemes in English is complex. What role does this relationship play in the spelling capacities of Norwegian learners of L2 English?

Learners often use phonetic strategies in their attempt to spell words they are unfamiliar with, for instance using other L2 graphemes for the same phoneme, L2 graphemes for a related phoneme, or L1 graphemes. This master's thesis in English linguistics investigates how different phonemes might trigger spelling errors in Norwegian learners' L2 English. Eight phonemes will be analysed through corpus data from CORYL and a dictation exercise with 30 pupils from two age groups (ages 12/13 and 15/16). These two methods enable analysis both of learners' spelling of their own words and of words handed to them.

I hope to find out if there is a system to how the phonology of the L1 and L2 affects or triggers different spelling errors. Hypotheses include that learners are more likely to mis-spell phonemes they mispronounce or phonemes not in their L1.

Keywords: graphemes, phonemes, spelling, error analysis, ESL

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Class structure for a differentiated instructional program of Chinese language and literature with technology and writing in a junior-high school

In the twenty-first century, our adolescent students live in an era of information technology. There has been a strong call for transforming the curriculum of Chinese language and literature in junior high schools in Taiwan. Based on the equality of educational opportunity, the policy of 12-year basic education was proposed and put into effect in 2014. Differentiated instruction would be effective in realising its promise. The study aims to investigate the class structure of differentiated instruction and to construct a learning community of in-service teacher training for Chinese language and literature differentiated instruction integrated with technology in the junior high school. It adopted the method of design research to develop an innovative program with the co-operation of the participant teachers. Strategies used to collect field data included classroom observation, individual interviews, and focus group interviews, in order to evaluate the effects of the innovative program as well as the process of change in the teachers. The class structure of Chinese language and literature differentiated instruction integrated with technology and writing was constructed during the process of study.

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ROUND TABLE

A study of the job satisfaction of reading teachers in three Asian countries

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This study examined the job satisfaction of reading teachers in China, Korea, and Japan and the combined impact of teacher self-efficacy and emotions on their job satisfaction. The researchers employed survey methodology and 157 reading teachers participated in the study. *Teachers' Career Satisfaction Survey* (ISEEA, 2011), *Teachers' Sense of Efficacy Scale* (TSES) (Author et al., 2015; Tschannen-Moran & Hoy, 2001), and *Achievement Emotions Questionnaire-Teachers* (AEQ-T) (Author et al., 2014; Frenzel, Pekrun, & Goetz, 2010) were administered to collect data on teacher job satisfaction, self-efficacy, and emotions respectively. We performed descriptive statistics to measure the mean scores of the three variables and also regression analysis with job satisfaction as the dependent variable, and self-efficacy and emotions as predictor variables. Findings showed that Asian reading teachers' job satisfaction was better predicted when both self-efficacy and negative emotions (anger and anxiety) were used as predictors. Self-efficacy alone is not enough to ensure Asian reading teachers' job satisfaction, and affective experiences should also be counted as essential aspects of job satisfaction.

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Multilingual native language lesson pilot project

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In Finland the teaching of students' native languages is largely funded by the state. Because the number of the students influences the amount of finance, it is not possible to open separate language groups for less frequently requested languages with fewer speakers. A multilingual native language lesson is a lesson where primary school students speaking different languages are being taught simultaneously by two teachers – a Finnish as a second language teacher and a native language teacher (a Russian and Estonian teacher). Even though they do not speak the students' languages, it is possible to provide an opportunity for the students to use their own languages and enlarge their vocabulary. The students are highly motivated and enthusiastic. Their ability to switch from one language to another has improved. They are doing better with their reading and writing skills, both in Finnish and in their native languages. Our project has shown that this kind of a model is one more possibility for including the students' native languages in the learning process and provides a way for them to be included and not excluded. It is also a clear message from the school to the families that their native languages are appreciated and seen as worth preserving.

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Vocabulary development in a multilingual Swedish primary school context

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Primary school teachers face the challenge of supporting the academic vocabulary development of pupils with widely ranging linguistic, social and cultural backgrounds. They therefore need specific knowledge of the role of vocabulary in literacy development and of the methods that stimulate vocabulary growth. This presentation introduces a Swedish research project aiming to describe and explain the variation in vocabulary growth in pupils attending a multilingual primary school with many newly arrived pupils. The two-year project begins with a series of tests assessing the vocabulary depth and breadth of second and fifth grade pupils. After analysing results and conducting classroom observations of teachers' work with vocabulary, the next step is organising workshops where teaching staff and researchers discuss literature on vocabulary instruction and devise new classroom approaches. Results of these first-year activities will be presented, highlighting pupils' vocabulary development in relation to age, gender, language background, and the number of years they had spent in Sweden. Final results, including follow-up testing during the second year, can inform the work of both teachers and researchers.

218 Chyrese S. Wolf, USA

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Global comparisons of literacy teacher preparation programs and policies as reported in the public press

- 1) What is the problem/question/aspect of pedagogy you will be addressing?
We will present the findings of a longitudinal examination of public press coverage of literacy education and teacher development in countries that report under the Programme for International Student Assessment (PISA).
- 2) What method(s) have you used to research/practice this problem/question/aspect of pedagogy?
The study is primarily qualitative in that the researcher has collected more than three years of public press coverage specific to teacher preparation and literacy instruction in 33 countries.
- 3) What data/experiences have you been able to gather and analyse? News coverage by 96 media outlets in 140 articles or media outlets was analysed.
- 4) What findings will you wish to discuss? Conditions 4 and 5 of the European Declaration of the Right to Literacy are the foundation. The study's results will be focused on the following two international goals:
 1. that high-quality literacy instruction for children, adolescents and adults is regarded as a core goal for all educational institutions; and
 2. that all teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks.

219 Anna-Maija Norberg, Sweden

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Literacy practices in physical education and health

The increasing use of written texts in society, as well as in curricula that emphasise reasoning, highlight the skill of expressing oneself orally and in writing in all subjects. The study aims to investigate the role of written texts in physical education and health (PEH). The research question guiding the study is:

What texts, and for what purposes, do students in a lower secondary class read and write in PEH?

The study builds on new literacy studies, based on the idea that reading and writing are always situated within specific social practices, which are shown in literacy events, i.e. events where texts have a role.

The study takes an ethnographic approach, and analysis is based on field notes, transcripts of videos, and audio recordings from lessons and interviews, as well as photographs and texts used and produced during the study.

The results show that paper-based texts and texts on whiteboard are used in almost every lesson for varied purposes, e.g. in formative and summative assessments or in order to build theoretical or bodily knowledge.

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Teacher education for literacy in Spain: The Reading to Learn approach to L1 and L2 reading and writing

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Spain's students score low in international literacy assessments like PISA, and school failure and dropout rates are high (Fernández Enguita et al., 2010). These facts are connected in that low language proficiency, especially in reading comprehension, is a major cause of failure (Beacco, 2017). Meanwhile, in many regions of Spain, content and language integrated learning programmes are implemented in about half of schools, leading to an urgent need to address the development of awareness and skills for teaching subject-specific literacies (Coyle & Meyers, 2017) within teacher education programmes. We report on initiatives to train teachers in "Reading to Learn" genre pedagogy (Rose & Martin, 2012), applied to students' first and second languages, as a means for providing systematically organised opportunities to develop reading comprehension and proficiency in writing across the school disciplines. We analyse and discuss teacher-education experiences in developing understanding of this pedagogy among future primary school teachers, as well as some results of its application in schools, and consider future extensions to critical digital literacy skills.

221 Martina Matějček Rozsypalová, Czech Republic

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Teachers and literacy development in primary schools with Polish language of instruction

In the Czech Republic, in the Moravian-Silesian region, the only schools with language of instruction different from Czech and established as public with a long-standing tradition, have been schools with Polish as a language of instruction. Czech has been taught as a specific subject since the second grade. Even if the reading literacy has been developed both in lessons in Polish and in Czech, we as researchers have been interested in finding out how the teachers develop reading literacy in lessons in Czech, particularly when teaching the second graders. We decided to explore this in terms of qualitative methodology, using observations to describe the teachers' actions, analysis of the learning materials that the teachers use to support the literacy development, and semi-structured interviews with the teachers to gain a deeper insight into their personal approach to this issue. The number of teachers we have observed and interviewed is eight and their work has been monitored throughout 40 lessons. The presentation offers results obtained mainly from the observation data analysis, which we would like to discuss.

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Non fiction text sets for student success

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How can educators teach all content areas while increasing student exposure to literacy? Text sets are here to help us! cross-curricular instruction allows educators to teach core science and social studies concepts through texts. Educators can create text sets over specific science or social studies themes so that students can deepen their understanding about non fiction concepts during literacy instruction. Professional development for pre-service and novice educators over text set components and creation is key for future student success. Text sets include links to podcasts, websites, articles, blogs, and videos to provide students with the most current information. When developing a text set it is important to include fiction and nonfiction texts, so readers can discover how different genres support each other. A complete text set includes grade level materials as well as materials above and below grade level. The presenters will share experiences of procedures and processes, as well as the benefits and challenges of implementing both print and digital nonfiction text sets. Sample text sets will be shared with attendees.

223 Marjo Sirén, Finland

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Associations between teacher qualities and student outcomes in Finnish PIRLS 2016 data

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Family background correlates strongly with student achievement in reading literacy in PIRLS (Progress in International Reading Literacy Study) among fourth graders in Finland. However, research focusing on teacher qualities and teaching processes is inadequate. Our study used path analysis to explore whether or not teacher quality (formal qualification and teacher competence) and instructional quality (classroom management, cognitive activation, and teacher support) are associated with student outcomes (achievement, confidence, and engagement in reading) in the Finnish PIRLS 2016 data. Our data consisted of background variables from teacher (N=232) and student (N=4,599) questionnaires and student achievement scores. Teachers and students in special education were excluded.

The majority of associations were found to be negligible. Teachers' support for students who were trying and showing progress in their learning was moderately correlated (.37) with students' reading engagement. The level of interference in the classroom correlated negatively with students' reading achievement and confidence in reading (-.14). The discussion will focus on the factors relating to reading literacy achievements and quality of questionnaires.

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Vocabulary depth and the relationship to reading skills in school beginners

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Vocabulary knowledge is comprised of two dimensions: vocabulary breadth, and vocabulary depth. While breadth is commonly defined as the number of words stored in one's mental lexicon (Hadley & Dickinson, 2018), depth is a woolly and multidimensional construct that is, thus far, less investigated. For the present purposes, we define vocabulary depth in narrower terms as "precision of meaning or semantic knowledge". In most studies reviewed, vocabulary depth is measured by explanations of word meaning.

In our project, we investigate the mutual influence of a range of vocabulary and reading skills from first to third grade. These include, among others, vocabulary depth. In a first step, we present our method of vocabulary depth assessment drawing on oral responses from 348 first graders to 15 items, taking into account multiple word types including nouns, adjectives and verbs as well as polysemous words. In a second step, we discuss the relationship of this measure of vocabulary depth to vocabulary breadth (assessed via the PPVT) as well as its links to reading skills and to further factors such as rapid automatised naming, phonological awareness, intelligence scores (CFT), and socio-demographic variables.

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POSTER

4th Baltic Sea Conference on Literacy. Searching for a Common Language

It has been FELA's practice that regions organise a conference on years between the European Literacy Conferences to concentrate on regional or topic issues.

Estonian Reading Association will host the 4th Baltic Sea Literacy Conference "Searching for a Common Language" in Tallinn, Estonia January 16th-21st 2020, together with pre- and post-conference events.

Many European countries are facing challenges within increased immigration. The purpose of the Conference is to bring together the integration experiences for more coherent education for all.

We are looking at how to respond properly to the needs of diverse student populations. It involves language learning and access to quality education, communication and social inclusion, simultaneously supporting the specific culture of minorities.

Conference program

January 16th – Pre-conference: Children's culture and literacy programs in museums and libraries. Reception at Children's Literature Center

January 17th – Visiting schools implementing integration approach. Conference opening and reception

January 18th – Conference. Social Event

January 19th – Conference. Farewell

January 20th – Post conference tour and study visit to Narva (town at Russian border)

January 21th – Post conference: participants introducing their culture and language in schools and kindergartens

More information and registration www.lugemisyhing.ee

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Perspectives of teachers of high performing immigrant youth in a German secondary school

This study examined the perspectives of culturally responsive teachers of high performing immigrant youth at Gymnasium Baden (a pseudonym), in southern Germany. Perspectives were documented, against the grain of a conservative region that has experienced dilemmas of integrating immigrants into school and society. The consequences of failed intercultural education in Europe have prompted increased demands to consider diversity in teacher training and to provide more equitable opportunities for immigrants.

Audio recorded interviews with teachers (N=10) documented perspectives of teaching immigrant youth. Transcriptions were read and coded line by line for the following themes: 1) the teacher's expectations for immigrant youth 2) the teacher's perceptions of the school climate and 3) preparation for teaching immigrant youth.

Teachers maintained high expectations for high performing, studious immigrant youth and informed a welcoming, culturally responsive school atmosphere.

Although their teacher preparation occurred during a time when teaching immigrant students was not a concern in the field, they advised teacher preparation programs to address cultural and linguistic differences.

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Neologisms and (E)FL reading comprehension

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Vocabulary as a crucial part of language knowledge is closely related to comprehension abilities that can be largely developed through extensive reading for pleasure. Its importance should be emphasised even more in the context of reading in a foreign language, especially when specific lexical formations such as neologisms are included. Therefore, the main aim of the current study was to investigate the extent to which Croatian teacher education students (N = 101) could comprehend neologisms in the original Harry Potter series. Using a questionnaire, a cloze-test and a summarising task as instruments, data were collected on: a) the participants' EFL knowledge, exposure to EFL and EFL reading habits; b) their exposure to the books about Harry Potter; (c) their reading comprehension performance; d) their passive and active knowledge of neologisms used in the given series.

Based on the mixed-method processing, the results were surprisingly poor, which indicates that neologisms, comprehension and reading in general could be given more attention in (E)FL teaching.

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Education through language and writing

The study Eva-Prim is conducted in the context of the Germany-wide BiSS-Initiative (Education through Language and Writing [Bildung durch Sprache und Schrift]) and funded by the German Federal Ministry of Education and Research (01 J1 1503A). Eva-Prim evaluates the effectiveness of language education in primary school, especially in the context of mathematical lessons.

Research shows that language learning and mathematical learning are deeply interwoven. Language skills explain many of the differences in mathematical success (Prediger et al. 2015, Ufer, Reiss & Mehringer 2013). It is also known that teachers' pedagogical content knowledge has high impact on student achievement (Krauss et al. 2017).

Therefore a central question of the project is concerned with if and how teachers' pedagogical content knowledge in language promotion has effects on the teaching quality in the classroom and on students' learning. On three measurement points (grade 2, grade 3, grade 4) quantitative and qualitative data were gathered. A total of 810 pupils and 82 teachers took part in the study. We tested the academic language of the children, mathematical and reading skills, vocabulary and intelligence. Teachers were tested in their pedagogical content knowledge concerning language and mathematics. A video analysis was used to show how teachers support the students' language use in the classroom.

First results show that teachers' pedagogical content knowledge is average. In class, teachers talk too much and ask closed questions, so they don't encourage their students to talk. The students' results are average as well. The results of language tests and mathematical tests are highly correlated.

In the presentation it will be shown how student and teacher results are connected in the quantitative data. Multilevel analyses confirmed the higher influence of child related variables compared to the teacher related variables on the children's outcome. Data from the video analysis give deeper insight into the classroom processes.

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Literacy Out Loud: teachers valuing the voices of children

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How can daily classroom talk strategies contribute to creating vibrant classrooms with powerful communicators? This presentation will investigate that question in the context of action research by a teacher educator and a classroom teacher in a Grade 3-4 classroom in Northern Ontario, Canada.

Today's literacy learners need to be effective face-to-face communicators as well as critically literate users of technology. Our students need to be empowered as articulate oral communicators for healthy social relationships and for overall wellbeing. We explore how teachers can value and cultivate the voice of the child through vibrant classroom talk; a practice we term "literacy out loud".

The presentation will focus on two talk practices where children's voices are valued and thereby empowered: the daily community circle where literacy out loud begins and builds community; and literacy out loud in action which includes discussing and creating texts, with a focus on speaking for real world impact.

Campbell, T. & McMartin, M. (2017). *Literacy Out Loud: Creating vibrant classrooms where talk is the springboard for all learning*. Markham, On: Pembroke.

230 Alida K. Hudson, USA

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Learning from the past: Literacy coaches' reflections on coaching conversations

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Unlike other professional development models, literacy coaching practices, particularly the conversations that occur between the classroom teacher and the literacy coach, aim to meet teachers where they are in order to move them forward in their literacy practices. The valuable partnerships between coaches and teachers have the potential to impact classroom practice and also student achievement (Bean et al., 2008; Toll, 2014). This session will share findings from a year-long multi-case study analysis which explored the ways in which specialised literacy professionals (SLPs) navigated and reflected on coaching conversations with teachers. The presenters analysed coaching conversations between three SLPs and their respective teachers, debriefing sessions between the SLP and the researchers, and pre-study and post-study interviews. The findings revealed several themes: blended use of coaching and consulting, ways in which the SLPs built rapport with their teachers, and how the coaches manifested themselves as learners. The findings presented may benefit SLPs who are just beginning to coach, as well as instructors who teach courses that include coaching practices in university graduate programs.

231 Susanna Andersson, Sweden

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Learning writing: Teachers' perspectives on how to promote children's writing development in Swedish preschool classes

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The purpose of this presentation is to gain knowledge of how teachers in preschool classes work to promote children's early writing. Preschool class was introduced in Sweden 1998 as a school form for six-year-old children with the intention that the educational content should give children the opportunity to develop their writing skills. Empirical data was collected from interviews with twelve teachers working in preschool classes. The transcribed interviews were thematically analysed (Braun and Clark, 2006). Results show different views about developing children's writing skills. One approach places great weight on working to develop creative and functional writing based on the child's own interests and level of knowledge. The other approach is mainly characterised by working on technical abilities such as forming letters of the alphabet and developing the child's phonological awareness. This study's contribution raises questions about what kind of writing activities lay the foundations for the child's writing development.

Keywords: preschool class, scaffolding, teacher perspective, teach writing

Braun, V. & Clark, V (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

232 Dr. Yang Gao, USA

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How do language teachers' beliefs inform their practices? An example from a Chinese EFL context

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After teacher education programs and professional development, whether or not literacy or language teachers can fully implement what they have learned in their actual practice is a big issue that teacher educators need to ponder on. The study, in a Chinese English as a foreign language (EFL) context, aimed to understand whether language teachers' stated beliefs about how they teach English reading are consistent with their actual practices in classrooms. The findings of the study showed a complex belief system about reading and about the teaching of reading among these EFL teachers. Within the belief system, relationships between different beliefs were non-linear and unpredictable. The findings indicated a statistically significant but weak association between stated beliefs about reading and stated beliefs about teaching reading in a specific constructivist orientation. The study finally discussed the findings based on the three research questions and provided implications for EFL teachers and teacher team leaders.

Supporting high-quality literacy instruction: Disciplinary processes for reading literary text

This presentation expands the concept of disciplinary literacy in English Language Arts (ELA) by discussing two questions:

- 1) what are the discipline-specific strategies that literary experts and novices use when reading literary texts and
- 2) what can we take from their approaches to support high-quality disciplinary literacy instruction in English/Language Arts classes?

Disciplinary literacy focuses on the sophisticated ways authors and readers in different subject areas use language and formulate, evidence and comprehend texts (Shanahan & Shanahan, 2012). However, expert academics often do not realise that the social, discursive practices within their discipline are unique and therefore invisible to novices (Macbeth, 2010). In other words, because academics do not see the differences, they do not communicate these disciplinary differences to novices, which make those differences seem invisible to novices.

Seminal research on disciplinary literacy in history (e.g. Wineburg, 1991, Shanahan & Shanahan, 2008), science (e.g. Bazerman, 1985, Shanahan, 2012), and maths (e.g. Shanahan & Shanahan, 2008) found discipline-specific traits and practices that experts in those fields used as they read disciplinary texts. Unfortunately, there has been little work done in disciplinary literacy in English Language Arts (Moje, 2007; Lee & Spratley, 2010). The work that has been done tended merely to expand general reading strategies for ELA classes (Buehl, 2011), examine writing genres as disciplinary structures (Wilder & Wolfe, 2009), or study the expert-novice responses for specific disciplinary analysis such as general-versus-specific areas of expertise (Warren, 2011), or comparisons to specific literary theories (Earthman, 1992; Peskin, 1998).

Our goal is to articulate a concept of ELA disciplinary literacy using the processes of Generating, Weaving, Curating that teachers could utilise to help their students navigate literacy in English Language Arts classes and which would help those students read, understand, and construct interpretations in more meaningful ways.

This presentation discusses discipline-specific strategies that literary experts and novices use to read literary texts and approaches to support high-quality instruction in English/Language Arts classes.

234 Yvonne Hoermann, Germany

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Promoting the use of concepts and reading skills in texts in all subjects through concept maps

During the presentation, the participants will be introduced to concept maps. Uses of this method for promoting reading literacy in all subjects will also be demonstrated. The handling of terminology in subject teaching will be addressed through implementing it in a concept map and in the outgoing writing. The positive effects on reading comprehension, especially for weak readers, will then be discussed.

This method was researched at the University of Cologne in various international projects within the framework of Erasmus. For example, a Hungarian study found that students did not have difficulty solving a task, but most of them were enabled to read and interpret it.

Following the presentation, we will discuss the possible uses of a method that is already partly known in the mathematical field. It is clear from the project that there is no step from the oral to the written and we will describe this benefit in our presentation.

235 Suki Jones Mozenter, USA

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Shaking the system: Multi-leveled literacy learning

Large school districts often face the daunting task of providing in-service learning and pedagogical support for a great number of teachers. This is typically developed by leaders within the district or provided by external vendors at great cost. Some districts now look to research-practice partnerships (RPPs) as a third alternative: a collaborative platform for engaging external and internal expertise to address consistent problems of practice and support in-service teacher learning (Coburn & Penuel, 2016). This paper considers one RPP involving the literacy department of a large, urban, United States district and a university-based research center. This RPP addressed literacy discussions via teacher education (Alston, Danielson, Dutro, & Cartun, 2018). The RPP itself also was a space to interrogate all the partners' beliefs and practices relating to literacy and professional learning. Practice and research partners collaboratively collected, generated, and analysed data including recordings of classroom text discussions and in-service learning, interviews, and analytic and reflective memos. This work suggests there are untapped areas of mutually beneficial growth for all partners in RPPs.

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“Slugs and snails, and puppy dogs’ tails, that’s what little boys are made of.” Exploring stereotypes: Motivating and engaging boys as writers

Over the past two decades there has been much research into ‘underachievement’ and boys in literacy (Brozo, 2002; Newkirk, 2002; Smith & Wilhelm, 2002). This research, in line with international reading studies such as the Progress in International Reading Literacy Study (PIRLS), is consistent in identifying what is referred to as a ‘gender gap’ in literacy attainment between male and female students, both at primary and secondary school level.

However, it is argued that much research into developing boys as writers rarely extends beyond habits and preferences. It is necessary to consider the social context in the field of research into boys as writers who are engaged in writing, so that pedagogy can be improved (Weaver-Hightower, 2003).

This oral presentation presents a small-scale study that investigated the efficacy of a writing workshop approach incorporating modelled and peer feedback on boys’ narrative writing and academic language register. The study also compared ‘free writing’ as an approach to teaching writing versus a ‘writing workshop’ approach. The results of the study emphasise the critical role of choice, collaboration and discussion as motivating factors in writing.

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The role of the teacher in building the writerly lives of learners

Many teachers see themselves as readers and excitedly share their passion with their students, thereby creating literacy rich learning environments with awesome classroom libraries and magical daily read aloud moments. They also skilfully teach necessary reading habits and thinking strategies to their students. But what about writing? How can the development of young writers be supported when teachers do not themselves as writers? What ways might be found to learn to become a teacher who writes and who therefore ignites the love of writing in students? How can the process, craft and habits of writers be taught?

In this presentation, teachers will hear: stories and advice that invite them to look deeply into how their own modelling and practice influences high-quality writing instruction; nudges them to become teachers who write; helps them examine their teacher language; and encourages them to consider how to give choice, voice and ownership to students. It provides practical tools from writerly walks to writing “emergency kits” that all support creating a classroom learning environment that helps students to have the confidence and skills necessary to express themselves in writing.

238 Francine Falk-Ross, USA

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Taking a critical stance toward evaluating themes in trade books: Preservice teachers' perspectives

The researchers engaged in this action research study in order to challenge the PSTs to take a more critical stance as they select children's literature and guide literature discussions, consistent with the conceptualisation of Freire (2000) and others (Comber & Simpson, 2001; Lewison, Flint, & Van Sluys, 2002) who find that critical literacy challenges readers to be actively engaged in the reading process by questioning, analysing, and resisting the messages in the texts.

As part of two literacy methods classes, a critical literacy framework, *Five Key Questions* (<http://www.medialit.org>), was adapted to challenge pre-service teachers (PSTs) in their analysis of children's literature texts. Altogether, 72 PSTs participated in the lessons with elementary and middle-grade students. Results from the PSTs' open responses indicated their hesitancy to confront these issues in classroom instruction and also highlighted their heightened awareness of the implicit messages communicated by some children's literature texts, as well as enabling PSTs to examine children's literature in ways they had not previously considered. We describe outcomes of the implementation from a media analysis framework.

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C2C:Communication to Coexist

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Education is undergoing a process of reinvention to cater for the expectations of a challenging world. The project “C2C: Communication to Coexist” intends to combine the use of technology and language in relevant contexts for our students to develop XXI century skills. It involves learning by doing as our students use the English language to communicate with students in other parts of the world. Technology becomes the essential tool to learn with and from others: cultural diversity, the appreciation of otherness and global citizenship, providing experiential learning that gives content a real purpose for communication. From exporting Argentine recipes to Russian friends to hosting a video conference with an Indian teacher about sustainability, sharing 360° videos with Finnish partners to emailing an NGO member in Congo, technology becomes the bridge among diverse communities all over the world. “It is not about the technology; it’s about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools. These are the key responsibilities of all educational leaders”. Marion Ginapolis

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Coaching for better literacy assessment

Coaching in literacy for practicing teachers has been researched and utilised for many years. However, initial teacher preparation programs have seldom had time or resources to enable literacy specialists to provide coaching to future teachers in classroom placements. Meaningful assessment is also a problem for teachers who are unsure about how to conduct it in the current standardised test culture. Children and teachers need to be able to use flexible and informal assessments to identify individually appropriate instructional strategies and levels of reading across the school curriculum. This presentation describes a coaching assessment process; the changes that were made to the process over time; and an examination of the findings from a study of teacher candidates in special education and secondary education (6-12) preparation programs, who have participated in coaching sessions using informal literacy assessment. Data will be presented from a follow-up survey that was conducted over a two year period, including comments from participants. While this particular approach is very time intensive for the instructor, the results of the study indicate the value of the event for increasing pedagogical and professional knowledge.

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Becoming teachers of engaged citizens

North America and Europe are currently experiencing the tensions caused by the rise in racism and in white supremacy, and the resulting election of populist governments. Educators, living in an age of increased migration, are challenged with building respect across differences of culture, ethnicity, and religion. Teachers of literature have an opportunity to encourage learners to consider multiple cultural perspectives and to become engaged citizens. In order to become critical readers of the world, teachers and students need to be critical readers of text. I have been educating future teachers in critical literary theories such as feminism, postcolonialism, and new historicism, enabling them to introduce these critical lenses to their high school students, thereby enabling teachers and students to interpret inspiring and thought-provoking literature. Former students, now practicing teachers, have been part of a four-year research project focused on using critical theories and literature for social justice teaching. Through analysis of interviews and student work, I will illustrate how initial and ongoing teacher preparation contributes to the development of literate and engaged citizens.

Metaphorically speaking: How a group of teachers used metaphors and similes to captivate their professional dispositions and experiences

Lakoff and Johnson (1980) demonstrated that metaphors not only add “the poetic imagination and the rhetorical flourish” (p.3) to enrich verbal communication, but also embody culture-specific thoughts and actions. Richardt (2005) further explored ways in which disciplinary genres and metaphors are intertwined. Drawing on these conceptual lenses, this research explored how a group of teachers used metaphorical devices to captivate their professional dispositions and experiences, which in turn helped them conceptualise and articulate the purpose and questions for their thesis projects. Specifically, the research site was a liberal arts college in the United States. The participants were 16 teacher candidates and the primary data sources were the metaphors and similes these students generated in their research journal writing, which was intended as a planning tool for their thesis research proposals. The results show a remarkable level of diversity and complexity in their lived experiences. The findings point to the potential to employ metaphorical devices as a research tool. The research may also encourage other educators to study teacher narratives via the vehicle of metaphorical language.

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Building a tolerance for complexity in elementary literacy instruction

This presentation reports on a school-based, practice-oriented literacy education course. The course was designed to engage preservice teachers (PSTs) in developing beliefs, skills, and knowledge around ambitious instruction through deep understanding of instructional routine. They were engaged in approximations of instruction, enacting routines with students, and reflecting upon student learning in a reiterative cycle. During a rehearsal, PSTs enacted a lesson with the teacher educator supporting thinking around various lines of instruction that might be improvised as they enacted teaching with primary students.

Data sources include: a) video recordings of instructional rehearsals and instructional enactments, b) PST-made artifacts c) interviews at mid-point and at the end of the semester

A first stage of analysis is complete, establishing an understanding of PSTs' conceptualisation of complexity. The second phase of analysis is underway, shifting from description and reliability to explanation and validity, and triangulating the typologies generated in phase one to develop a conceptual model that explains the mechanisms that support PSTs' tolerance for complexity while teaching.

Keywords: literacy education, teacher education

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A critical disciplinary literacy approach to analysing legal decisions in a social studies classroom

Co-author: Judge Mart Pat Gunderson

- 1) Critical disciplinary literacy (Dyches, 2018) is an approach to literacy instruction that honors the discipline-specific ways in which disciplinary texts must be read in order to notice and understand the forms of power, oppression, and hegemony inherent in texts. This study explores the ways in which secondary students applied critical disciplinary literacies in their social studies classroom.
- 2) Analysis relies on case study methodology and inductive analysis in order to generate grounded theory (Charmaz, 2006).
- 3) Data include pre and post unit surveys and student work samples collected from a unit co-taught with a former district court judge.
- 4) Findings show that when reading legal opinions issued by the all-male state Supreme Court, applying critical disciplinary literacies helped students to notice and respond to gendered language practices. Moreover, the unit helped students understand that texts are ideologically imbued documents and therefore never neutral. Findings illuminate the degree to which students benefit from applying critical disciplinary literacies in order to come to “read the word and the world” (Freire & Macedo, 1987) with discipline-specific critical lenses.

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Combining English foreign language (EFL) spelling and vocabulary acquisition: Facilitating literacy acquisition

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Novel phonemes and foreign orthography create challenges for Hebrew and Arabic speaking children in Israel who begin to acquire EFL literacy in the third grade. Policy makers are compiling lists of corpus-based frequent lexical items to be taught initially in order to provide novice learners with language that will assist them to understand, communicate, read and write at a CEFR A1 level (Nikolov, 2016).

To facilitate the combined teaching of meaning and spelling, we mapped over 700 frequent words into orthographic/morphological categories: closed syllables with short vowel sounds; open syllables with long vowel sounds; words containing split digraphs; words with vowel teams; words with R-controlled syllables; words with consonant-le syllables; words with consonant digraphs; words with geminates (before a short vowel); multisyllabic words with unaccented vowels and words with prefixes or suffixes. Frequency of short vowels in closed syllables support research (Shankweiler & Fowler, 2004) and make this orthographic convention a first choice regarding EFL literacy instruction for textbook writers and teachers. We explored teaching orders of these words and conventions, considering the limited teaching hours available in schools.

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What does effective writing instruction look like? Practices of exemplary writing Teacher Education

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Recent research indicates that pre-service teachers receive insufficient instruction in the teaching of writing (Graham, et.al, 2014). A study of 50 U.S. teachers in preparation found that only about 25% had a writing-intensive methods course in their program (Myers, et al., 2016). Using constructivist grounded theory, researchers investigated the modes and methods of 18 teacher educators across the U.S., the content of writing methods courses, how they structured learning experiences for new teachers, and the theoretical and practical models of writing that were employed. Data were gathered through collection of course syllabi and interviews with writing faculty. Data were analysed through open coding for themes. The research team triangulated the data for reliability and did member checks to refine the themes. Findings showed that exemplary writing instructors viewed writing as a tool of power for social justice. They sought to develop teacher candidates who saw themselves as writers by employing a process writing approach across a variety of genres, taught in writing methods classes. The implications and the applications to k-12 classrooms will be discussed in the session.

247 The FELA European Literacy Award 2019 winner

Presenters:

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TIZIANA MASCIA

Tiziana Mascia, Phd Cand.; Faculty of Education
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INVITO ALLA LETTURA

TV and Web literacy programme for the professional development of teachers Invito alla lettura – Rai Scuola is a TV and online literacy programme for the professional development of teachers in the field of reading literacy. Includes two television series with twenty episodes, always available on the web and accessible remotely, addressed to teachers and educators of kindergarten, primary and secondary school. The contents of the programme are the result of a selection of studies and approaches used around the world to teach and promote literacy (Eurydice Network, 2011; EU High Level Group, 2012; Forum del Libro, 2015; Elinet 2016) and can be integrated with the National Guidelines for pre-school and first cycle education curricula. This session presents main goals of the programme: improving the quality of teaching, promoting the exchange of good reading practices that can be replicated by teachers in the classroom and focusing on the importance of reading in the family. Produced by the national TV RAI Cultura and promoted as a best practice for literacy by CEPELL, the Centre for Books and Reading, body of the Ministry of Cultural Heritage and Activities (Italy).

248 Elfriede Witschel, Austria

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Reading-writing-reading: An intervention study at lower secondary level to enhance literacy skills

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Literacy includes both reading and writing skills (Portmann-Tselikas, 2005). Thus, reading and writing, particularly in teaching, can hardly be separated. The design principles of the current two-year intervention at grades 5 and 6 are: firstly the interrelation between reading and writing activities; secondly comprehension strategy instruction and thirdly the constructivist idea of self-regulated learning. Each intervention comprises an arrangement of tasks, a complex and hierarchical programme of teaching and learning activities based on a text.

The research questions focus on learning processes, products as well as long term-effects, and call for a multi-method approach. We investigate processes by means of observations; products by means of linguistic text analyses, learners' metacognition, motivation and the desired move from "surface literary learning to deep literary learning and transfer" (Fisher, Frey, & Hattie, 2016) by means of questionnaires. Lastly, we investigate teachers' beliefs by means of guided interviews.

In our talk we will introduce the theoretical background and the realisation as well as the first results of the intervention as regards reading and writing skills.

249 Lotta Larson, USA

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Global literacy: Preparing students and teachers for a changing world

Today's students face an unprecedented future, in which they will navigate a truly global society. To prepare global-ready students, teachers must also be global-ready.

This qualitative study explores a collaboration between 85 American preservice teachers, 25 Swedish preservice teachers, and 100 Swedish ninth graders. Goals of the study included: 1) to develop ninth graders' English language skills, 2) to encourage preservice teachers from two continents to collaboratively create and assess literacy lessons, 3) to develop global-ready teachers and students. All instruction and communication took place in online environments. Data sources include: recorded Zoom/Skype meetings, visual representations (images, videos), written communications (Google Docs, social media), assignments, assessments, and narrative feedback.

Findings include: evidence of ninth graders' progress in English, ways in which Swedish and American preservice teachers collaborate, and ways the three groups interacted and developed global competencies and diverse perspectives. General suggestions for raising global-ready students and teachers, as well as resources for international collaborations online, will also be shared.

250 Bethanie C. Pletcher, USA

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Reconsidering teacher preparation in meeting the needs of all learners: A literacy clinic approach

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The current practice in our university is for teacher candidates (TCs) to be prepared by content area. Few opportunities are therefore available for interdisciplinary collaboration. We are providing a space for TCs to collaborate as they work with children in an after-school tutorial setting. Two TCs share responsibility for tutoring one child. This benefits the TCs as they work with one another in ways that mirror those of professionals, and as they serve children in our area who are in need of literacy support. The research questions are: a) what effects does the collaboration of two TCs working as tutors have on the child's literacy performance? b) in what ways do the TCs work together to plan and implement lessons for the child?

TCs will administer and score pre/post assessments, developmental reading assessment and DIBELS. Other data sources include: the TC lesson plans, lesson reflections, collaborative meeting notes, surveys, focus groups, instructor field notes, tutee focus groups, and parent surveys. Paired sample t-tests will be used to measure the growth in students' performance. Other data sources will be analysed using line-by-line coding. Codes will be grouped into categories and the categories will be reduced into themes.

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Whole[hearted] teacher development: Developing the person and the professional

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Inspired by a desire to help teachers meet the needs of all students, the work of whole(hearted) teacher development addresses both personal development and professional learning. It marries four theories: Kegan and Lahey's (2009) mental complexity; Belenky and Colleagues' (1997) Women's Ways of Knowing; Mezirow's (1991) Transformative Learning; and Brown's (2006) Shame Resilience. Growth, defined as when teachers extend their understanding of experiences, how they come to know things, and how they understand and employ shame and vulnerability, requires a learning environment that allows each to direct their own learning and operate as an equal—free from knowledge hierarchies or judgment.

This qualitative, multi-case study examined two teachers' experiences with whole(hearted) teacher development. Sessions were recorded and transcribed along with each teacher's classroom observations, Subject Object Interviews, and informal check-ins. Data were analyzed for patterns in participants' interactions, changes in their cognitive development, and changes in their literacy practices. Findings suggest that both personal development and professional learning are critical for teacher growth.

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Teacher collaboration leads to academic success

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The authors of this paper were the lead team that initiated a Literacy/Technology project. Teachers required time to gain the knowledge and skills to teach to the new literacy standards. We believe that the success of such efforts is accelerated when work is conducted in collaboration with peers. With that in mind, the authors applied and received a New York State grant that paired a Charter School with 2 schools that had a high percentage of students receiving free and reduced lunch and which were doing poorly on the New York State assessments. This presentation will provide a description of this successful three-year professional development program. During the presentation, the authors will share the successful outcomes of this professional development model with actual literacy lessons that improve student performance and raise test scores in schools where there is a need for improvement. Some of the methods include: workshops, planning conversations, coaching and data analysis. The results of this project indicate that a successful professional development program needs to include the collaboration of peer teachers within the learning of new skills.

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Early readers and demotivation

In all schools in Denmark we find young students who are good readers in terms of both decoding and comprehension at the beginning of primary school. In Denmark, these children are five or six years of age. We do not know exactly how many there are, but earlier studies suggest figures ranging from 4 to 15-20%. These students are good readers but are often met with demotivating training tasks in textbooks that are at beginner's level. In fear of standing out from the average norm many of these precocious readers hide their abilities while in school, and as a consequence are in danger of demotivation and of developing general strategies for under achievement.

This presentation shows the main findings from a literature review about precocious reading and presents the results from a developmental project published by the National Centre for Reading in Denmark in cooperation with a public school in Copenhagen. This project focuses on:

- a) the identification of precocious readers,
- b) differentiated literacy instruction in early years of primary school.

The results are a didactic tool for identification of and principles for an inquiry-based literacy instruction model.

Keywords: early readers, differentiation

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From children's literature to the research literature: Preparing pre-service teachers for research-informed literacy practice

Internationally, teacher education programs have taken steps towards bolstering research-informed practice (e.g. Ireland: Teaching Council, 2011; USA: NCATE, 2008; Norway: Munthe & Rogne, 2015). However, closing the research-practice gap remains an ongoing challenge for teacher educators. This paper reports on efforts to equip pre-service teachers with the knowledge and skills required to critically interrogate literacy practice, through the combination of college-based literacy research workshops and an inquiry-based project. With support from their teacher educator, pre-service teachers (PSTs) learned how to locate and critically evaluate the published research in literacy. They then collaborated to apply the extant literature to real-life scenarios from the classroom of a practising teacher, identifying gaps in research, policy and practice in the process. The paper presents qualitative findings from both PSTs and practising teachers and reflections from the teacher educator involved. Perceptions around the usefulness of literacy research will be highlighted, as well as implications for literacy teacher education.

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POSTER

Reading comprehension strategies: The neglected tools

Contemporary approaches to reading assert that meaning is created through the interaction of reader and text, where readers make use of certain cognitive and metacognitive strategies to understand what they read. I carried out a study with the aim of finding out to what extent reading comprehension strategies were explicitly taught in class in 3rd year polimodal state-run schools in Florida, Bs As. The study also explored whether teachers were acquainted with such reading tools, and whether the tasks used to check reading comprehension required the use of the strategies in question. Findings showed that reading comprehension strategies appeared to be neglected tools in the reading lessons observed. As a result, I designed a didactic tool to teach ten Reading Comprehension Strategies in class: A pair of gloves with the word “STRATEGIES” stamped on them (a letter on each finger) was used as a memorable anchor of the topic in question. Each letter triggers off a different strategy which, when combined, tackle the text at its three constituent levels: the syntactic, the semantic and the pragmatic, thus helping readers gain autonomy in solving their reading comprehension difficulties.

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POSTER

Readable but not interesting: Taiwanese high school students' perception of content area textbooks

One of the enduring concerns involves the bi-directional relationship between interest and learning. Although numerous studies have supported the fact that interest-based learning is vital, it is seldom the main concern in school. In particular, Taiwanese high school teachers tend to cram a lot of supplementary texts and leave textbooks for students to self-study. It is thus worthwhile to explore the quality of textbooks and understand how students perceive their readability and their ability to engage the reader. Two versions of current high school textbooks on history and biology were analysed. The semi-structured interviews of 10 high school teachers and 20 high school students were followed. It was found that although the contents of textbooks might be simple, they are not easy to read. Important cues were usually neglected by students. Moreover, even if the texts were readable, students did not find them interesting. It is because in order to find a text interesting, students need to construct its meaning yet they were not taught to do so. Ironically, students consider the supplementary texts to be annoying and threatening. Based on aforementioned findings, the author offers suggestions for future textbook design.

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POSTER

Multimodal methods for teaching English vocabulary to Asian and African students

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Students from dissimilar countries approach literacy with different cultural backgrounds (Johnson & Wells, 2017). Therefore, multimodal approaches should be utilised to teach them (Sadeghi, & Farzizadeh, 2012).

The action research study described in the presentation focused on comparing the teaching of vocabulary to students from Asia and Africa using multimodal methods. The student samples from Africa include one Nigerian student and six Ethiopian students. From Asia, there are two Vietnamese students, three Chinese students, and three Bangladeshi students. The study's data also highlight the dysfunctional lives of these children.

Improvement was constantly monitored through systematic observations and quizzes (once per week) for a whole school year. Instructional interventions concentrated on teaching vocabulary through thematic lessons in content areas augmented with illustrations, pictures, objects, clue cards, and other visual aids. LEA activities were incorporated in the sessions.

An explanation of the procedures that were used, examples of student work products, and indications of student gains will be shown in the presentation.

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POSTER

Graduate coursework as professional development: Growing teachers to meet the literacy needs within the discipline

This study explored how two English language arts teachers in the Midwestern part of the United States applied university learning about disciplinary literacies within their pedagogical practices in the secondary classroom. Building on previous research focused on transforming university content area literacy courses, the university instructor developed a disciplinary literacies (DL) frame with the hope that there would be a greater carry over of teachers' university learning into classroom instruction. The theoretical framework came out of the theories linking literacy and learning in which individuals actively construct their own learning, and where learning is considered to be social as people learn from and with others. Using qualitative research methods, the data included: interviews, observations, artefacts, and a researcher's journal. Using content analysis and writing as a method of inquiry, analysis revealed rich examples of university learning, as the teachers took up disciplinary literacies within their classroom instruction. However, the application of university learning is highly individualised as each student transacts with the learning in unique and complex ways.

Therefore, the application of learning is multifaceted, specifically when considering the variables impacting teachers in the field. Much work is needed to decipher the full impact of university coursework on teachers' practices and knowledge growth.

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POSTER

The use of children's literature in developing and promoting critical literacy in Europe: A mini-ethnographic case study

Critical literacy is defined as the ability to identify and understand injustice in a written form of communication. It aims to help individuals to deconstruct the different norms of society and culture and to celebrate diversity. Although the growing need for social justice education has turned critical literacy into a favorable practice in many English-speaking countries, its application and its significance in Europe have not been sufficiently investigated. This project looks into how and in which ways European literacy projects address, define, and implement critical literacy in their practices. Additionally, it focuses on the different uses of children's literature in addressing issues of social justice and in shaping a democratic identity in the classroom.

To do so, a comparative mini-ethnographic case study research has been designed, which uses a Canadian project as point of comparison to two European projects in the United Kingdom and Finland.

In this poster, findings (interviews and observations) from the three visits will be presented and discussed with regard to the definition and application of critical literacy and the use of children's literature for social justice purposes.

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POSTER

(Im)possible mission: Connecting through roundtables and expanding reading strategies

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The Croatian Reading Association turns the attention of the public to the importance of literacy by organising expert meetings on the occasion of International Literacy Day. A conference organised in 2016 entitled “Motivation and Reading Promotion Strategy”, held under the auspices of the Ministry of Education, was an incentive for organising regional round tables for teachers in elementary and secondary schools and public and school librarians in several Croatian cities. The main highlighted conclusion was the importance of connecting public and school librarians, teachers and all the other professionals who promote literacy. We have to connect public and school libraries, as well, so that they become a recognisable place for informal education. Enthusiasm, expertise, and the professional development of teachers and librarians are factors for success in motivation and in the development of students’ literacy skills, as no reform or new system will offer a miraculous solution. Instead, teachers and librarians have to follow the changes in modern society, and the perceptions of the world that are held by today’s students.

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POSTER

Linking English teachers' teaching metacognition and professional development in the era of educational reform

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As a response to the inauguration of a major educational curriculum reform in Taiwan, this study chose to investigate the current status of teaching metacognition among elementary and secondary English teachers and to discuss its connection to the teacher preparation that these teachers received in the past, their teaching practice now, and possible implications and suggestions for teacher training and professional development in the future. English is a foreign language in Taiwan and it is taught as a school subject from grades 3 to 12. Classroom teachers play the most important role in making educational reforms and changes happen, and the findings and results of this research are expected to contribute immensely to teacher training and to teachers' professional development. In this poster presentation, findings of the first year of this two-year research project will be reported and discussed. Findings will include: a framework for and contents of teaching metacognition based on our literature review, and the current status of English teachers' teaching metacognition as shown in a national survey. Results, interpretation, and future research directions will also be discussed.

SYMPOSIUM

Enhancing literacy skills: Good practices for early years education

The European Literacy Declaration identifies high quality preschool and initial literacy education as important conditions for its realisation. It emphasises that all people in Europe should have opportunities to develop literacy skills and knowledge in order to effectively understand and use written communication in print and digital media. In addition, the declaration indicates, among other ideas, that young children should be engaged in a wide range of literacy activities in print-rich and media-rich classroom environments to help them develop reading and writing skills. In this symposium, good practice examples will be provided that help young children to develop and improve reading and writing skills. In particular, we will present, discuss, and analyse practices that enhance young children's narrative skills and their understanding of story structure by the use of technology, that enrich young children's vocabulary through arts integration, and that improve young children's writing by using self-regulated techniques which help them to develop metalinguistic skills.

Presentation 1: Supporting kindergarten children's storymaking with technology

Eufimia Tafa, University of Crete, Greece

Producing a fictional story is considered a challenging task for kindergarten children. In narrating a story young children should understand the "story grammar", namely that each story has a setting, a theme, an order (the plot episodes that take place in sequence), and a resolution. Today the advent of digital technologies has created new contexts that offer multimodal ways for young children to narrate stories. Taking into consideration the above information, the purpose of this study was to examine whether kindergarten children were able to create a well-structured story using digital technologies. Twenty-two children in pairs, aged five to six years old, were asked to create a story using the story-making software tool called Storybird. This tool offers a large variety of images, which are organised by theme and selected by children in order to create a story. The re-

sults showed that the children's texts, to varying degrees, approximate a well-structured story. Children included the setting, the theme, a few episodes and a resolution. In addition, results showed that the teacher's role was found to be crucial in children's story making: it was the teacher's scaffolding that enabled the fulfilment of the task.

Presentation 2: Teaching vocabulary in kindergarten through analytic-context based instruction and arts integration: An innovative approach

Marina Sotiropoulou-Zormpala and Elissavet Chlapana
University of Crete, Greece

The presentation aims to describe a study which investigates the effect of a two-phase instructional program for vocabulary teaching to preschool children. The sample of the intervention consisted of all the children of four pre-school classrooms located in Greece and Cyprus. In the first phase of the intervention, through analytic-context based instructional activities, children approach the literal, denotative and conventional meaning of selected words. In the second and subsequent phase of the intervention, children process the meanings of words through arts activities, at a metaphoric, connotative and creative level. At the completion of each phase, children were evaluated on: a) target word knowledge by the use of researcher-based criteria, such as multiple choice vocabulary measures; and b) on the extent to which they were able to interpret the meaning of words in a personal way, and relate it to their experiences, by the use of observation notes. The results are expected to show how this two-phase instructional program enriches the learning experience of children and helps them develop and transform the taught vocabulary.

Presentation 3: Early morphological awareness instruction and impact on reading and spelling skills

George Manolitsis and Alkistis Kyriakou, University of Crete, Greece

This is an intervention study examining the long-term effects of two types of morphological awareness instruction delivered in kindergarten (K) on reading and spelling skills in grade one (G1). One hundred and seventeen Greek children with typical development who were attending kindergarten (K) were randomly assigned to one of three groups. The two experimental groups were instructed to identify and manipulate morphemes

through playful activities for three months (30 teaching sessions). The first group focused on oral language skills and the second combined morphological activities with an involvement in written representation of morphemes. The third group, the control, received mainstream classroom instruction. At the end of G1, all children were assessed on morphological awareness, reading speed, reading comprehension, and spelling. Data analyses showed that both experimental groups outperformed the control group on morphological awareness, reading comprehension, and spelling at the end of G1. The findings suggest that MA instruction can be beneficial even when implemented as early as in kindergarten with no appreciable differences between the two types of morphological instruction conditions.

Presentation 4: Long term effects of an intervention program on Greek students' writing process

Helen Vretudaki and Athina Doulia, Regional Directorate of Primary Education of Crete

It is generally accepted in the Greek educational system that students, especially in the first primary grades, face particular difficulties in composing written text. This results in “poor” ones with limited vocabulary, many repetitions, and frequent citing of unrelated thoughts and ideas. Therefore, the purpose of this study was to capture the long term effects on the students' behavior and writing process when using the Self-Regulated Strategy Development (SRSD) techniques. This strategy was applied six months ago, when students attended second grade primary classes and was aimed at the development of students' capacity to manage the writing process. Four months after the first post assessment, we re-assessed 40 Greek-speaking students (19 girls and 21 boys) in the third grade who were aged from 7.6 to 8.0 ($M=7.8$) and that made up our previous treatment group. The researchers met the students during the first period of the school year and before they received formal instructions in composing narrative text. The results showed stability and further improvement in students' outcomes as they produced relevant or better narrative texts with regard to respecting the length of the text and the qualitative data mentioned above. Therefore, the SRSD is validated as an effective strategy with a long-term impact on student writing behavior and writing.

Presentation 5: Enacting the multiliteracies framework for literacy education in the early years. Learning from an action-research project

Íris Susana Pires Pereira and Ana Isabel Azevedo Domingues, Institute of Education, University of Minho, Portugal, iris@ie.uminho.pt; anadomingues55@hotmail.com

We present preliminary results of an action-research project aiming to transform literacy pedagogy in preschool education by enacting the central tenets of the multiliteracies theoretical framework. The data, which was examined by using multimodal and content discourse analysis, shows how a group of children in the last year in Kindergarten/ pre-school in Portugal spontaneously chose to use different modes of representation and media to communicate their meanings, despite experiencing the same learning circumstances (e.g. participating in the construction of a common project work) and having access to the same set of modes and media of representation. It also reveals a different use of the written mode of verbal language according to the semiotic profiles children were constructing for themselves. The analysis points into the relevance of reconceptualising emergent literacy as embracing the development of semiotic repertoires, rather than written language alone. Besides, the data illustrates the role of professional development in unveiling the possibilities offered by the multiliteracies theoretical framework for literacy education in the early years.

Presentation 6: Developing narrative skills through creative writing: The Freytag pyramid

Evangelia Aravan, University of Athens, Greece

Creative writing is used today with a dual meaning, as it implies the ability to control and master creative thoughts, converting them into writing, but incorporates, in its broad meaning, and all the various educational practices and techniques aimed at in the acquisition of literary skills. In the narrative theory Freytag, summing up the Aristotelian theory of typical plot, speaks of a pyramid with the elements: *Exposition, Inciting Incident, Rising Action, Climax, the Crisis, the Falling Action, the Resolution and the End*. According to this theoretical frame we present “*the Narratives*”. The purpose of this study was to embrace narrative skills applying the Freytag pyramid in the narrative texts. Twenty-four children, aged 8-9 years old, were asked to read 48 texts from their school text book and at first to identify these basic structural elements of the plot and secondly to write their own stories, emphasizing the climax of the action. The results showed that children, to varying degrees, learned to recognize the structure of the text and with critical and creative thinking improved their own writing, giving focus on interesting climaxes of their stories.

SYMPOSIUM

The initial teaching of literacy across Europe

Rapporteur: Greg Brooks, University of Sheffield, GB: Analysis and feedback, g.brooks@sheffield.ac.uk

No comparative studies exist about the initial phases of reading and writing instruction in the first weeks and months of school when children are taught the alphabetic code.

Especially little is known about the initial phases of reading instruction in the first weeks and months of school:

- Do children start with letters, words, or texts?
- How are grapheme-phoneme and phoneme-grapheme correspondences taught (if at all)?
- Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that the words are decodable?
- Are there differences in the teaching of languages with deep and shallow orthographies?
- How are the first pages of reading primers (reading scheme books/basal readers) organised?
- What is the relationship between the teaching of reading and writing?

This symposium will be part of FELA's ongoing continent-wide investigation into the similarities and differences in teaching children the first steps into reading, spelling and writing.

The following languages have already been covered: Estonian, Finnish, Swedish in Sweden and Finland, English in England and Ireland, Czech, German in Germany, French in Belgium, and Hebrew and Arabic in Israel.

The symposium will consist of the following presentations, with ample scope for discussion:

- **Beginning literacy in Portuguese**
Iris Pereira and Maria de Lourdes Dionísio, University of Minho, iris@ie.uminho.pt,
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- **The new early literacy curriculum in Slovakia**
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- **Beginning literacy in Danish**
Jesper Bremholm, University College Copenhagen, JBRE@kp.dk
- **Beginning literacy in Norwegian**
Bente Hagtvet and Jørgen Frost, University of Oslo, b.e.hagtvet@isp.uio.no,
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ROUND TABLE

Good practices in Europe in implementing literacy programmes in pre and in service teacher education

This Round Table will focus on the need expressed in ELINET's Literacy Declaration: "All teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks". We want to present programmes and good practices across Europe and from the United States in order to learn from each other, to connect and exchange our knowledge and experiences and to develop common strategies for the future. The Round Table will be organised by ELINET's thematic working group "Adolescent and Disciplinary Literacy" and is comprised of five contributions.

Presentation 1: Learning from the past for the future: The role of disciplinary literacy for twenty-first century teaching and learning

Prof. Dr. Vicky Zygouris-Coe, PhD., University of Central Florida, USA

Twenty-first century literacy and learning place unique demands on teachers and students and call for comprehensive, deep, and specialised literacy knowledge and skills. Although disciplinary literacy started to gain attention in 2008, there is still much need for conceptualising and further developing our knowledge about the role of disciplinary literacy in teaching and learning, especially in grades 6-12.

Disciplinary literacy in the subject areas is a much-needed and vital approach to developing students' discipline-specific advanced literacies (De la Paz et al., 2017; Shanahan & Shanahan, 2008, 2012). Although we know that subject areas (Moje, 2010/2011, p. 276) and related professions are framed by the disciplines (Moje, 2015, p. 259), instruction in the subject areas often places literacy at the periphery of the subject area (Zygouris-Coe, 2015). Educators still grapple with conceptualising a disciplinary literacy instructional framework in the context of policies and demands that at times prevent them from teaching and apprenticing students in ways of knowing, learning, and doing in the disciplines. Disciplinary literacy focuses on the specialised ways in which reading, writing, speaking,

and habits of mind are used in each discipline to develop and communicate knowledge (Moje, 2008; Shanahan & Shanahan, 2014a; Zygouris-Coe, 2015). Disciplinary literacy does not refer simply to a change in terminology, but instead it requires a paradigm shift in how literacy instruction is conceptualised and implemented in the subject area classroom (Fang & Coatoam, 2013; Shanahan & Shanahan, 2012; Pytash & Ciecierski, 2015).

As part of this session, the presenter will: (a) present a summary of policy and research related to disciplinary literacy, (b) make connections between a disciplinary literacy framework for teaching and learning and twenty-first century learning demands, (c) share lessons learned from professional development in disciplinary literacy, and (d) engage the audience in a session-related discussion.

Presentation 2: MEL: A basic curriculum for the training of teachers in literacy instruction for young children in Italy

Tiziana Mascia, University of Bozen, Italy

MEL Literacy Education is a comprehensive plan for literacy instruction elaborated by the Free University of Bozen – Bolzano and the Italian Centre for Books and Reading (CEPELL) which aims to develop a basic curriculum for teachers of kindergarten and primary school. This curriculum may be used in teacher training and in-service training as element of professional development and is integrated with the National Guidelines for Literacy provided by MIUR (2012). The objectives are: to provide reading professionals with the necessary knowledge and skills; to define standards and research-based principles of teacher training in the area of the literacy learning of young children (K-12), and to identify good practice examples of how to implement innovations into literacy instruction at school. This presentation focuses on the differences that were detected through a multi-method analysis (quantitative and qualitative) in teachers and students at pre and post training stages.

Presentation 3: Research on teachers' needs to implement disciplinary literacy PD programmes

Prof. Dr. Maria de Lourdes Dionísio, University of Minho, Braga, Portugal

The Portuguese curriculum does not institute explicit disciplinary literacy as a competence to be developed in all curricular subjects. Nevertheless, national concerns about access to knowledge and information put great emphasis on teacher education and on training in reading and writing all kinds of print and digital texts. Sharing Timothy and Cynthia Shanahan's views about the "confusion over what would constitute a sound content area literacy curriculum for middle and high school students and what preparation their teachers need to receive" (2012:7), research data from a wider project on disciplinary literacy in Portuguese schools are being analysed, in order to produce guidelines for the design of PD programmes on disciplinary literacy. One of the steps towards achieving this goal is an inquiry of teachers of students in several disciplines including: Portuguese and foreign languages, maths, sciences and history, at second and third school levels. The inquiry sought to identify their needs regarding conceptual content (text, genre, and similar) as well as teaching strategies that they feel are necessary to consider when reading and writing texts for learning their specific conceptual content.

Presentation 4: Teaching disciplinary literacy in history: Implications for pre and in service training of teachers

Dr. Sari Sulkunen, University of Jyväskylä, Finland

In the context of adolescent literacy, disciplinary literacy is introduced in many countries as one of the ways to support development of literacy competence of our youth. In Finland, the national curricula introduce disciplinary literacy within the cross-curricular topic of multiliteracy. Thus, teaching disciplinary literacy is the responsibility of every content-area teacher, and teaching in content areas should focus on procedural knowledge (or skills) in addition to substantial (factual) knowledge. In this presentation, I discuss the implications of the results of a research project called "Engaging in disciplinary thinking: Historical literacy practices in Finnish general upper secondary schools". The project aims to analyse and describe the texts and literacy practices in history classrooms, to assess students' proficiency, to conduct interventions, and to develop teaching and assessment methods and materials. In the project, studies focusing on teacher beliefs and classroom practices have shown that the challenges in the disciplinary literacy teaching in the content area of history are mostly pedagogical. Implications of these results for teacher education are discussed.

Presentation 5: Blended learning in teachers' professional development: How to implement a European content area literacy course in different European countries

Prof. Dr. Christine Garbe, University of Cologne, Germany

The European Erasmus+ project BleTeach (2015 to 2018) developed a blended learning course in content area (or disciplinary) literacy for secondary teachers in six European countries: Belgium, Germany, Hungary, Portugal, Romania, and Russia. (More information on the BleTeach-website: www.blend-ed.eu). The English master version of the course (Title: **IDEAL** – Improving Disciplinary LEARNING through Literacy) consists of six modules; some partners added other modules in their national versions. We offer information about the content and results of the project in an oral presentation about BleTeach (Garbe & Dionísio). In this Round Table contribution, I want to examine the different national implementation concepts, which each partner developed for his national conditions. My comparative analysis of these implementation concepts will provide an interesting basis for discussing opportunities and obstacles in establishing national PD programmes that aim to include literacy into teacher education and professional development.

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WORKSHOP

Teaching reading comprehension skills using digital and multimodal texts

With the advent of technology, teachers need to embed digital and media texts into reading instruction and create several venues and opportunities to engage students in becoming digitally literate. This workshop will hopefully expose classroom teachers, specialists and literacy coaches to the hidden instructional value of multimodal texts and equip them in using varied digital tools and multimodal media in reading and writing workshops.

The objective of this workshop is to inspire teachers to authentically embed digital and media tools and some multimodal texts to heighten students' interests and to help them become digitally literate in this "techy" world.

Learn how you can embed digital literacy using this framework. Explore how multimodal texts (songs, videos, play, advertisements, speeches, etc.) can be used as anchor texts in just the same way that we use them in interactive read aloud and in teaching reading comprehension skills.

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ROUND TABLE

Developing competent users of digital technologies: An affordance analysis of technology's enduring features for literacy learning

Co-author: Paul M. Morsink, Professor, Oakland University, paulmorsink@oakland.edu

Developing competent users of digital technologies is not easy. Know-how is scarce. Support is costly. Technologies change. Goals shift. And effort veers. How then do we develop competence with digital media? Especially when critical and creative literacies are the sine qua non?

In short, the answer is to focus on the affordances of technology that endure. Devices come and go, apps upgrade, and startups merge. But the affordances that endure support literacy practices regardless of device, app, or site.

By conducting an 'affordance analysis' on a representative sample of digital technologies, we identify 10 enduring affordances that support critical and creative literacy practices: multimodality, simultaneity, comparability, zoomability, preservability, immersivity, searchability, filterability, layerability, and lacunarity.

To illustrate, simultaneity permits a reader to see all the pages of a book on a wall screen as small multiples (i.e., thumbnails) within one eye-span (i.e., a single gaze), thereby reducing the carry-forward load on working memory and facilitating gap-filling inferences. Examples of each affordance, and its competence-developing potential, will be shared.

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Fanfiction: digital media as mentor texts

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Literacy and language supports are essential for English language learners (ELLs) in the United States. Within writing, the concept of digital mentor texts will be explored, as a way to differentiate and motivate ELLs. By utilizing digital home-based literacies as models for writing, educators honor students' home culture. Additionally, this type of differentiation, based on choice, increases engagement and motivation. Fanfiction is writing developed around characters or settings from an original published work and with the original published work acting as mentor text. Fanfiction includes online collaborative communities, websites, specialised apps, and downloaders. ELLs, as fanfiction writers, are provided choices through familiar concepts in order to create new writings. By allowing ELLs access to fanfiction sites, educators honor students' choices, create engagement, and provide scaffolds for writing. Mentor texts have the potential to scaffold writing while differentiating through the lenses of language, culture, and ability. During the presentation, digital resources supporting the implementation of fanfiction as mentor text will be provided.

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Digital literacy and factors affecting the electracy of Iranian EFL teachers

This study evaluated the current level of digital literacy of Iranian EFL teachers and investigated factors affecting their electracy in English classrooms. The participants were 100 male/female EFL experienced teachers at language institutes. They responded to a digital literacy questionnaire in English, containing items related to the respondents' background, use of computer applications, computer-related questions, level of ability to perform computer-based tasks, and personal/ professional factors affecting their use of computers in classrooms. Having calculated and analysed the frequency and percentage of the responses for each section, the findings offered a picture of the Iranian EFL teachers' electracy in their academic settings, and their level of digital literacy and skills. Moreover, it was revealed that differences in their literacy were gender-based and factors such as students' computer skills, their attitudes, and their confidence were also important. Knowing the teachers' level of electracy and other influential factors could help syllabus designers to develop promising syllabi for prospective practitioners.

Keywords: Digital Environment, Digital Literacy, EFL Teachers, Electracy, Integration of Technology.

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CAT literacy of Iranian MA students majoring in Translation Studies

The present study aimed to determine the CAT literacy of Iranian MA students majoring in Translation Studies as part of their digital literacy. To do so, 400 MA students were asked to fill in an 11-item researcher-made questionnaire, the reliability and validity of which was established through a pilot study. The questionnaire consisted of items concerning the respondents' backgrounds and their familiarity with as well as their use of CAT tools including word processors, translation memories, project/terminology management tools, and smart dictionaries. The results showed that almost all the respondents had zero actual or practical knowledge and experience with the CAT tools. More specifically, the results revealed that just a few respondents were familiar with translation memories. No one was familiar with project management or terminology management tools. Thus, it could be argued that digital literacy should be given a much more accentuated role in the translation curriculum in Iran, at least in postgraduate programs, through dedicated courses or workshops.

Keywords: CAT Literacy, CAT Tools, Project/Terminology Management Tools, Translation Memories, Translation Studies

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TuOMO: A tutorial-based learning portal in basic mathematics

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TuOMO is a project, funded by the Finnish National Agency for Education, with the goal of preventing learning difficulties in the basic syllabus of mathematics and of increasing interest in learning mathematics. The project makes use of a collaborative and tutorial-based learning tool called ViLLE, which was developed at the Centre for Learning Analytics at the University of Turku. We also used the exercises that were designed for it and the feedback that these exercises provided. The courses created in ViLLE form a basis for learning further skills and strengthen those already learned. This allows more time for discussing methods for finding solutions in problem solving during the lessons. The courses created in ViLLE make use of the various possibilities of the tool, such as immediate feedback, continuous assessment, peer review, self-managing support, and tutorials. Innovative learning analytics provide teachers with the means to enhance student motivation and interest in learning mathematics. The project covers all compulsory courses of the basic syllabus.

Scientific research showed that the learning results, in statistical terms, were significantly better than those in the control group, where the project materials were not used.

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The use of technology to support literacy learning in the school environment

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Technology has been used to support learning in the classroom for centuries. Despite many schools having invested in technology to support learning outcomes and prepare pupils for the world of work, recent international research has shown that countries with higher technology use have lower reading scores. However, other studies show that technology may be used effectively to support literacy skills, assessment and pedagogy.

We will present findings from a recent study that we conducted between November 2018 and April 2019, which explores what technology is being used to support literacy in UK primary and secondary school classrooms, and with what impact. We will also look at teachers' attitudes to using technology to support literacy learning and their confidence in using technology, both for their personal use and for their teaching, to help us understand whether their own personal practices facilitate or hinder what they do within the classroom. We will provide a timely and much-needed picture of what is happening in UK schools to offer all teachers and children the opportunity to have exposure to technology in school and in their learning experiences where it is found to benefit.

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Learning disabilities and technology: A cross-case analysis

This paper discusses a cross-case analysis of two case studies completed with students with learning disabilities (LD) and a grade four/five teacher. The studies sought to explore the students' experiences with technology in the classroom. Data collection methods included observations, semi-structured interviews with all participants, and photo documentation of technology use during literacy instruction. The cross-case analysis found that technology did not necessarily meet the nuanced literacy learning needs of the students. Certain applications did not provide sufficient support and technical issues with the devices often impacted their efficacy. Technology did not help students align learning criteria to their projects as it was observed that the technology became more of a distraction than an aide, especially when multiple modes (e.g., visuals, sounds, movies, etc.) were involved. More importantly, the social dynamics of the classes greatly affected the students' engagement with the devices. A limited number of devices in the classroom required students to negotiate sharing and cooperation. However, for students with LD, this negotiation became a barrier to accessing the devices.

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Digitised pupils' reading and writing

Digital textbooks, learning and testing only on computers – the general tendency in our educational reality is leading to questions about the 'traditional' ways of learning to read and write. What do the pupils do when answering the tests on screen and how do they learn to compose a sentence, if the tests need only the ticking of boxes?

The presentation discusses the results of the questionnaire carried out in grades 4-6, to clarify pupils' ideas about their reading and writing activities using digital tools. The results are important in developing the curricula in language and computer skills and in organising the lessons to support balanced development of different aspects of literacy.

The results of the study will be compared with the research carried out in 2006 to analyse pupils' experiences in a changing world. As this study was carried out more than 10 years ago, the answers demonstrate how important playing and communication are for the pupils at this age, and that the abilities expected by the teachers are not very well integrated in pupils' natural everyday experience. There is the need to teach by consciously using methods of data search and of source evaluation, to help the children to grow as informed users of digital tools.

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Concepts of online text: Elementary students' performance on an observational survey

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Reading online text presents unique challenges for elementary students as they apply fundamental literacy skills to various media. Traditional assessments of concepts about print inspired our research, which applies a similar approach to address “screen handling” instead of book handling. The purpose of our ongoing research has been to develop an instrument to assess concepts related to online reading. The Concepts of Online Text (COT) assessment measures knowledge of online navigation and text features. The guiding question for this study was: what concept knowledge of online texts do elementary students demonstrate in grades one to five? We administered the COT to 80 elementary students in a one-on-one setting. Quantitative analysis of student performance data using the COT provided developmental insight of elementary students' proficiencies in conducting research. Findings from the study indicate that development of both navigation skills and knowledge of online text features increase as students advance in grade levels. Other findings, including the most challenging concepts of online text, will be shared in our presentation.

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Reading practices of Japanese pre-service teachers

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This study examined the amount of time that Japanese pre-service teachers spend on conventional academic reading, recreational reading, reading online, and social media. We employed a cross-sectional survey design. A total of 160 participants (65 male and 95 female) pre-service teachers, who are enrolled in a public university in North Japan, completed a survey that asked students how much time they dedicated to different activities each week. We employed descriptive statistics to find the answers. The results indicated that the mean amount of time spent by Japanese pre-service teachers on conventional academic reading, recreational reading, reading online, and social media was 1.53 hours, 1.65 hours, 1.15 hours, and 18.61 per week, respectively. More specifically, the results revealed that the mean amount of time spent by Japanese pre-service teachers on Facebook, Instagram, and Twitter was 0.08 hours, 3.01 hours, and 5.57 hours per week, respectively.

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Literacy ePortfolios: A tool for self-assessment and critical reflection

There is a growing trend for using ePortfolios to assess student work and progress over their academic career (Kahn, 2014). The use of ePortfolios can increase student interest and motivation as well as promote deeper learning and the opportunity for the transferability of knowledge from one academic discipline to another. While creating an ePortfolio, students become more aware of their learning processes and become self-regulated and responsible for their learning. This presentation will discuss literature and research that supports the use of ePortfolios, particularly within a post-secondary educational setting. In addition, it will examine data from the use of ePortfolios in a college literacy course designed to increase students' reading and writing skills. The ePortfolio is used as a learning and metacognitive guide to encourage students to engage in the reflective process, to assess their learning and discuss their learning processes. Information shared on the use and benefits of ePortfolios can be applied to all academic settings (K-12), teacher preparation programs and content specific post-secondary courses.

Kahn, S. (2014). E-Portfolios: A look at where we've ... Peer-Review, 16(1), 1-7.

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Upper secondary school students evaluating the credibility of web pages

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As the Internet includes a large amount of information of varying quality, the critical evaluation of information has become particularly important. Therefore, this study aims to investigate how skilled upper secondary school students are in selecting reliable web pages and putting forward justified credibility evaluations for them.

As part of a larger online inquiry task, students (N = 404) used a Google Custom Search Engine to search for two Web pages they regarded as reliable from a set of 150 pre-selected pages dealing with vaccination of children. The students were asked to evaluate the credibility of the two pages they selected (credible/quite credible/ not credible) and to justify their evaluations. The students' responses were scored according to the quality of the web pages, and the number and quality of their justifications.

The results showed that the students mostly selected quite reliable web pages but the evaluation of their credibility was difficult for many of them. The results suggest that there is a growing need to systematically teach evaluation skills of online information to students at different educational levels.

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Preparing all teachers for digital literacies: Field notes from a teacher education course

The ability to communicate and to collaborate with others using online tools, and to create and share content with online audiences rests upon digital literacy skills, which are vital to full civic and economic participation in our networked society. Although policies and curriculum standards worldwide advocate for incorporating digital literacy instruction in schools, research reveals that some teachers feel ill-prepared to enact such instruction. Though teachers report consuming online content and using social media, they often do not consider themselves digital producers.

This presentation highlights a master's level education course that was designed to address this problem. Assignments provide teachers with experiences as learners and as creators, using digital literacies. Teachers who are preservice and inservice engage in a variety of activities that give them practice with a range of digital literacies. Through these experiences, teachers build knowledge about the opportunities and challenges that are available for young people in online environments, and reflect on the potential applications for classroom instruction. Examples from the classroom will be shared, so that attendees may consider the use of these examples within their own work.

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Impact factors of e-writing

In Estonia, all final year students must complete the state examination of Estonian language for graduating upper secondary school. Students can use paper and pen for it but we live in digital age now. Therefore the Estonian Ministry of Education and Research started developing the e-exam in 2015.

The testing of writing tasks took place in spring 2017. There were 674 participants who wrote the essay, and after that completed the questionnaire. The writing task measured text creation skills. Students had to write an argumentative essay. The task was problem-based and examinees had to analyse the problem, justify their position, and provide examples to the conclusions. Two assessors assessed the writing tasks. The aim of the questionnaire was to find out what students think about e-examinations and how much they use digital devices in their daily lives.

This presentation will discuss the results of the writing task and students' answers. I will focus on what students think about the e-examinations, and analyse how the use of digital tools affects the results of the writing task.

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Digital multi-modal media literacy skills in Interdisciplinary contexts: Teenagers' documentary research and artistic creation resources and practices

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Université du Québec à Montréal's Chair of Multimodal Media Literacy (Chaire UQÀM en littératie médiatique multimodale / LMM) has been studying and analysing contemporary literacy practices and literacy teaching and learning for the last decade (Lacelle, Boutin & Lebrun, 2017; Lebrun, Lacelle & Boutin, 2012; Martel, 2018).

This particular study focuses, firstly, on documenting the multimodal and digital resources (tools, practices, etc.) mobilised by teenagers in documentary research and artistic creation contexts. It also aims at the development, the validation, and, with the direct collaboration of teachers and students, the implementation of a design-based research model (DBR / Basque, 2015; Boutin & Lacelle, 2017; Lalonde, Carlos & Pariser, 2016). This model relies on learning and teaching devices and tools that support documentary research and artistic practices based on multimodal media literacy skills. This presentation, mainly built around results related to our first objective, will be an occasion 1) to discuss the inventory of multimodal and digital resources present in the environment of Quebec's teenagers; and 2) to epitomise its importance in the construction of our own DBR model.

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Reading online and printed text: foreign language reading strategies in biotechnology engineering in a higher education setting

Language learning strategies are specific actions, behaviors, steps, or techniques used by learners to enhance their language learning. Reading strategies refer to those strategies necessary for building reading habits in a foreign language, for developing basic reading skills, and for determining what to do when encountering unknown words and structures. Online reading strategies are used when readers are engaged in online reading and interpret the writer's viewpoints and integrate abundant materials. The study seeks to explore how biotechnology engineering students behave when reading both foreign language texts online and printed texts by exploring the reading strategies they use. The instruments used in the study involve the "Survey of Online Reading Strategies" and the "Survey of Reading Strategies". The data gathered so far have shown that biotechnology engineering students reported that they use both online foreign language reading strategies and reading strategies with the printed text at the medium level of frequency. The findings referring to the potential differences in individual strategy use when reading online and when reading printed text are for further discussion.

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The shallows or hidden depths? Wrestling with the nature and depth of screen reading

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‘Modern reading’, as in reading in 2018, is reading that involves consuming texts on screens as well as more graphic and visually based texts. We argue that reading screens and digital texts entails very different processes and properties than print-based counterparts. Carr (2011) describes screen reading as “the shallows” – as reading across many different shorter texts without applying a deeper, more sustained reading process. We align our theorizing of modern reading with Maryanne Wolfe (2007) who writes that “we must teach our children to be ‘bitextual’ or ‘multitextual’, able to read and analyze texts flexibly, with more deliberate instruction at every stage of development on the inferential, demanding aspects of any text” (p. 226). We use thematic analysis in our review of qualitative, ethnographic research studies with young people (McLean & Rowsell, 2015; Rowsell, 2014; Rowsell, Maues, Moukperian, & Colquhoun, 2017) and our observations of preservice teachers (McLean & Rowsell, 2013). We make an argument for the hidden depths of screen reading and support our argument with vignettes from our research studies and teacher education work.

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POSTER

Developing teacher and student competence with digital technologies: The design of a decade-long school-university professional development collaborative

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Integrating information and communication technologies (ICTs) to enhance teaching and learning is a complex undertaking. How do K-12 teachers' knowledge, strategies and dispositions for tackling this work develop over time?

This poster describes the phases and features of a 10-year professional development collaborative between a school and university that focused on developing capacity for teacher-led technology integration. The project cycled through three iterative phases.

Phase 1, situation assessment, involved gathering information from teachers, students and administrators through classroom observations, surveys, interviews and focus-group conversations.

Phase 2, immersive experiences, used information from Phase 1 to collaboratively plan tailor-made face-to-face workshops and mentoring sessions across the school year.

Phase 3, implementation and support, extended the immersive experiences with just-in-time technology support across the school year from university staff and teacher colleagues.

This poster extends the findings reported in 2011 (*Journal of Education*, 191(2), 3-18) regarding teachers' diverse learning pathways and their evolving views of technology integration.

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POSTER

Digital divides and literacy learning: A metaphor analysis of developmental college students' and teachers' conceptualisations of technology

The near constant use of technology has led to widespread changes in the way literacy is imagined, used, and theorised and there is no doubt that students' literate lives are changing and adapting as well. Although most students would call themselves technologically literate, many struggle with the literacy demands of college. Instructors are feeling the push toward a more prevalent inclusion of technology for instructional purposes. However, it has been determined that having access to technology for instructional purposes and a will and desire to incorporate technology into classroom pedagogy does not always transition into successful integration in classrooms. The inconsistencies in classroom inclusion causes a disconnect between what students are motivated to use and engaged in using in out-of-school settings and the academic demands they are expected to achieve within in-school settings. This presentation will offer a visual description of research that utilised metaphor analysis, aimed at discovering the conceptualisations that developmental college students and college instructors have about technology and how this may influence the teaching/learning transaction.

SYMPOSIUM

Digital literacy at a turning point: New solutions for emerging issues

At a time when social media are influencing mass opinion and where our data are becoming our most precious assets, being able to act and communicate meaningfully and responsibly in digital settings is more than ever a requirement. Digital literacy, as advocated by the ELINET Network back in 2016, should be connected with issues such as new literacies, media literacy, artificial intelligence and others, with the aim of providing every citizen with the skills needed to thrive in the digital learning environment, in digital workplaces, and in digital entertainment spaces, among others.

The symposium aims to present a number of views and experiences that are contributing to this vision of digital literacy from a policy, research and practice point of view, and to discuss how these approaches could be scaled up and mainstreamed in Europe and globally.

Presentation 1: Metacognitively-oriented digital literacy intervention for high school learners

Byeong-Young Cho, Scott Fraundorf, Kole Norberg, Hyeju Han, University of Pittsburgh, USA

Students often struggle in online reading due to their lack of metacognitive knowledge about what, how, and why literacy strategies work in a digital context. However, no study exists to develop a digital literacy intervention for the improvement of metacognitive knowledge and thereby to examine how the intervention can facilitate students' learning of such important online reading strategies in classroom settings. We have designed an instructional approach to help high school students acquire metacognitive knowledge about online reading strategies, in collaboration with teachers of English language arts at a local high school. The purpose of the study was to examine whether students can benefit from the week-long intervention both in terms of strategic knowledge and of performance for digital reading. Data sources includes pre and posttests of 265 high school participants' awareness of online reading strategies, their opinions about digital source evaluation, and their performance in a critical online reading task. In this presentation,

we discuss: (a) our design of the instructional materials and activities that support high school learners' understanding of strategic online reading, (b) major findings from the intervention study with regard to students' improved knowledge and performance for strategic online reading, and (c) pedagogical implications of our intervention approach for educational researchers and practitioners who are interested in digital literacy education. We hope that our talk contributes to ongoing conversations about scientifically-based practices in the teaching and learning of digital literacy skills.

Presentation 2: Personal digital inquiry: Connecting learners in ways that matter

Julie Coiro, University of Rhode Island, USA

Designing interest-driven digital learning opportunities in an age of accountability can be challenging. A personal digital inquiry (PDI) framework helps in planning for students to actively inquire, collaborate, participate, and reflect while staying actively engaged and motivated in your learning community. View examples of what PDI teaching and learning can look like in grades 1-12 and learn how to make purposeful choices about levels of support and digital tool use as part of project-based student inquiry.

Inquiry is the essence of twenty-first century teaching and learning. Offering learners opportunities to generate their own wonderings about real-world problems helps them connect their own interests to real-life issues in ways that can lead to real change (Alberta Learning, 2004). In turn, opportunities for purposeful, self-directed inquiry become personally fulfilling learning experiences (Pink, 2009). Students engaged in technology embedded inquiry practices have begun to demonstrate many of the twenty-first century skills called for by international thought leaders, business leaders, and educational researchers alike (see Schleicher, 2016; Saavedra & Opfer, 2012). Studies have also documented dramatic increases in elementary student performance in literacy and numeracy as well as in high school graduation rates (Clarke, Gill, Sim, Patry, & Ginsler, 2014) as a result of these inquiry practices. This presentation reviews four core sets of practices and related activities that have been incorporated into a model of Personal Digital Inquiry (Coiro, Dobler, & Pelekis, in press) that engages students in flexible opportunities to wonder and discover, to collaborate and discuss, to create and take action, and to analyse and reflect.

Presentation 3: Digital Literacy: Curriculum reform in the Netherlands and the role of language teachers

Jeroen Clemens, Independent Researcher and Consultant; University of Applied Sciences Windesheim, Netherlands

In the Netherlands, there are rapid changes in the thinking about plans for a new curriculum. In this, digital literacy plays an important role. In 2015, the State Secretary of Education, Culture and Science appointed an advisory commission, Platform Onderwijs2032, to conduct a thorough public consultation examining the form and content of primary and secondary education in the Netherlands. The objective was to identify the knowledge and skills that young people must acquire if they are to function effectively in a rapidly changing society. In January 2016, the commission published its report *Ons onderwijs2032 Advisory Report*. In this report, the Platform calls for a fixed basis of knowledge and skills and (digital) literacy was mentioned two domains: (1) Language skills: Dutch and English, and (2) Digital Literacy. In 2018, teams were created with 125 teachers, 18 principals and 80 schools to work on developing plans for new attainment goals and a new curriculum for primary and secondary education. This project is called *curriculum.nu* (<https://curriculum.nu/>). In this project, there are three separate development teams related to literacy: (1) Language domains Dutch and English, and (2) the new domain Digital Literacy. How do we integrate digital literacy in the curriculum? What are the pros and cons of this way of curriculum development and why and how we can integrate digital literacy and language teaching?

Presentation 4: Focus on reading comprehension

Anneke Smits, University of Applied Sciences Windesheim, Netherlands

In the Netherlands, we typically use course books and online materials from educational publishers to teach children reading comprehension. Research has shown that these books and materials are not effective in combatting reading comprehension problems. Our course books typically target strategy instruction and practice of the strategies in many different texts. For us, the challenge was to develop a new program that focuses on teacher behavior and skills and that takes a very different and evidence-informed approach to problems in reading comprehension. The program was designed on the basis of an extensive literature study. The program is content-oriented (as opposed to strategy-oriented) and aims to extend the language and knowledge base of students by giving them thematically and conceptually related books to read. The themes are related to different school subjects. Currently, we are working with schools to further develop the program. In the presentation, we will explain the contents of the program and the ration-

ale behind it. We will share experiences from the schools and developments in the program. We hope for a discussion about different orientations in reading comprehension programs in Europe.

Presentation 5: Digital children's literature: A narrative hybrid between print books for children and computer games

Uta Woiwod, Universität zu Köln, Germany

This contribution deals with possibilities of using digital literature for supporting the literacy development of boys and girls aged 7 -14 who have poor reading skills. Young readers' usage of digital devices, rather than their readings of narrative texts, presents itself as a sustained practice. My comparative analysis of works of digital and print literature results in the realisation that properties like nonlinearity, pictures, or a playful handling of the author/reader positions are by no means properties of digital media but of narrative texts. This makes digital literature an ideal starting point for a combination of teaching literacy and digital literacy in unison. As an example, we will consider a digital version of Lewis Carroll's *Alice's Adventures in Wonderland*.

Presentation 6: Meaningful literature education with ICT

Anneke Smits, Roland Bruijn and Henk la Roi, University of Applied Sciences
Windesheim, Netherlands

Although not immediately obvious, ICT and literature can be a good combination. Research has shown that literature education can significantly benefit from integration with technology. In this presentation we will show how technology can motivate students to read and how the integration of technology in literature will also enhance students' digital literacy.

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Reading activeness among middle school students in Kazakhstan

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Reading interests and reading preferences among school students have not been much researched in Kazakhstan. Teachers today often complain that school students read less. Students show low interest to school reading assignments and thus the teachers assume that students do not read other literature. The study explores the reading preferences of middle school students, the motivations behind their reading, and their attitudes towards reading. Analysis was carried out on 250 responses of middle school students, ranging from fifth to ninth grades. The findings of the study reveal that the majority of the middle-school students do not have any interest in their school reading. Moreover, they are not motivated to read for school. As for their reading preferences, they are different depending on the students' age. The findings are similar to findings from other studies of children's reading preferences. The results of the study provide the basis for further study, as well as food for thought about broadening the assortment of reading materials for middle school students.

Keywords: reading, reading literacy, reading habits, middle school students

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Are you an “instateacher”? Academic literacy through social network sites

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In the last ten years, English language learners have made increasing use of social network sites (SNS). This rise of digital media encourages English language teachers to integrate SNS into educational processes. The study explores the use of Instagram and ways in which it could be integrated into the classroom to improve the literacy skills of students taking the Academic Reading and Writing course. Surveys of teachers and students and semi-structured interviews were analysed to gain insight into student perceptions of social media use in developing literacy skills, as well how social media could be used in the classroom. The findings of this study indicate that the majority of students showed a positive attitude towards the use of Instagram in the reading and writing classroom.

Keywords: academic literacy, Instagram in teaching, EFL classroom, academic writing, social network sites

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Elementary literacy programs in Kazakhstan

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This article arises in response to educational reforms that are being introduced in Kazakhstan with the aim of enhancing the literacy learning of elementary school children in Kazakhstan. Researchers explored elementary literacy programs through content analysis of the textbooks and the assessment programs. Thematic analysis of the textbooks revealed a change towards developing critical thinking and creative skills that shaped the learning content. The analysis unveiled the key role of teachers in literacy programs. In addition, formative and summative forms of assessment were other valued pedagogical dimensions that show that some assignments are not well designed. On the whole, this research brings empirical support to an understanding of a literacy curriculum for elementary grades.

Keywords: literacy programs, elementary school

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Reading practices in Portuguese School Libraries: An analysis of the results of the School Libraries Self-evaluation Model

Since 2009, school libraries (SL) in Portugal have a teacher librarian (TL) who is responsible for the development of the SL activities programme. In 2010, a self-evaluation model for SL was conceived and implemented by the National SL Network, a service of the Ministry of Education. I participated in that process. Key concepts such as value, impact and evidence-based practice have supported the way the model was conceived. Resources and processes are important only in the measure of their added value and contribution to developing teaching and learning. At this moment, it is important to analyse the results of that internal evaluation process. SL have produced a significant amount of data that are now being analysed by my university, in the context of a master programme in School Librarianship. At the conference, I intend to present a part of that analysis, focused on domain B of the evaluation model: Reading and Literacies. We want to have a larger understanding about how SL develop their reading and literacy programmes, and identify good practices that can be shared across the country and beyond.

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The case of four literacy teachers in one Estonian school

It has been said that every teacher is a language teacher, especially in the digital age where literacy skills have become even more critical. This ethnomethodological research investigated four teachers (L1, history and civics, music, and natural sciences) of the same class in one school during a period of six months. Teachers were asked to keep diaries and take notes on literacy activities they performed during this period. Diaries were supplemented by follow-up interviews, carried out individually to detect the literacy teaching aims for each teacher and to see how collaboration is carried out in this school. The aim was to build a case and to illustrate how literacy as a common core skill is practised. The results indicate that literacy as a common core skill needs more attention and methods need to be developed that support collaboration and a more integrated approach.

406 Enrique A. Puig, USA

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WORKSHOP

Creating a coherent transdisciplinary and multisensory learning environment

Proficient learners are perpetually becoming transdisciplinarily literate and draw from disciplinary background knowledge, vocabulary, and experiences to comprehend and create a defensible interpretation of information. Creating a coherent transdisciplinary and multisensory learning environment requires collaboration and creativity in designing multi-tiered systems of support that promote literacy acquisition and instruction under a continuous improvement network of professional learning. This interactive multimedia workshop will introduce the concept of teaching for transdisciplinary literacy to support the professional learning and leadership necessary to sustain and expand transdisciplinary learning environments in school. During the session, participants will engage, through Dialogic Discussion Webs and Professional Think-Pair-Share activities, in creating a foundation to sustain success and assemble a professional networked improvement community to promote forward shifts in transdisciplinary literacy and instruction. The session is intended to promote the concept of socially constructed knowledge. Online resources will be shared to promote intentional and coherent instruction.

407 Anne Teravainen-Goff, United Kingdom

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Reading for pleasure throughout childhood and adolescence

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Co-author 2: Irene Picton, Research Manager, National Literacy Trust,
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What do children and young people think about reading? This is the question that the National Literacy Trust's Annual Literacy Survey has tracked in the United Kingdom since 2010. Data from over 250,000 9-18-year-olds over the past eight years has allowed us to build a year-on-year picture of their reading enjoyment, behaviour and attitudes. In addition, the large-scale data have allowed us to explore the relationships between these variables and reading skill. For the first time, we also ran the survey with children aged 5-8, providing useful insight into children's reading enjoyment and behaviour in the first years of schooling.

We will discuss findings from the survey and its junior version, using data we collected in January and February 2019. We will show how much children and young people enjoy reading, how often they do it and how they feel about it, and how these have changed in the past 9 years. In addition to highlighting the most recent reading trends in the UK, we will also discuss how reading is influenced by background variables, such as gender, age and economic disadvantage.

408 Minda Lopez, USA

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ROUND TABLE

Bringing (back) Wonder: Read alouds for more than just skill development

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We know that high quality children's literature can provide a window into other worlds as well as a mirror of our own experiences (Bishop, 1990). Yet in the current educational climate in the United States, opportunities are seldom offered for students to read high quality, meaningful literature. This research focuses on how teachers can read aloud to foster enjoyment and reading skills as well as build community and promote socioemotional health in their classrooms. We argue that reading books above students' instructional levels is imperative to their development as readers. We used qualitative methods to uncover how Hannah and her twenty-two Black and Latinx students grew as a community in this second-grade classroom in an urban Title I school in Texas. We collected and analysed several types of qualitative data, including artefacts such as lesson plans, student responses and journals, and we wrote field notes and reflective journals, and interviewed students. Our research suggests that reading compelling, high interest children's literature is a joyful, pleasurable experience and can indeed motivate students to read on their own while also creating a humanising effect.

409 Tiina Kivimäe, Estonia

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Young Researchers of Family History

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We would like to introduce the Estonian Literacy Association project *Young Researchers of Family History*. Project supervisors are teachers Heli Prii, Tiina Kivimäe and Eve Kraiss. The project started in 2010. Primary school children aged 8-12 nationwide have been encouraged to write research papers on their family history for eight years already.

The project is definitely innovative in today's educational landscape although the subject matter is history. It fills in the gaps that have been created by the amount of virtual socialisation. Important aspects of the work process are direct interaction between different generations, the ability to listen and record the information received and to pass it on. The research also teaches different aspects of literacy for example dealing with various sources such as photos, maps, files and official archive material and also information available on the internet.

At this age the big challenge from the point of view of literacy is the ability to follow the mandatory guidelines when composing text, presenting source material, highlighting the work process and explaining the process and reason for reaching certain conclusions.

410 Agata Walczak-Niewiadomska, Polska

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Polish public libraries as places supporting early and family literacy – research results

For several decades, Polish public libraries have been intensively adapting their services and spaces to the needs of children and youth. Up to now, however, the focus has been on users who are already reading, possibly children of pre-school age (organised groups). Attempts to introduce early and family literacy related activities for the youngest children, and for their parents as well, were not numerous and not coordinated. The presentation will give the results of research carried out in April 2018 using the method of a diagnostic survey in the group of libraries with children's branches in Poland. Their goal was to analyse the infrastructure and services that were dedicated to children aged 0-5, and their parents. The results show that the collections are quite rich in materials for children of this age, but indicate that there is a lack of dedicated collections and services for parents.

Keywords: early literacy, family literacy, Polish public libraries

411 Charlotte F. Reusch, Denmark

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WORKSHOP

The pay a visit method

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What will you learn about language and literacy when using systematic observation methodology?

Over a period of three years (2015-2018), the National Centre for Reading led an investigative case study in 10 Danish day-care centres (with children aged one to six). The study was based on focused ethnography and on the anthropological “surprising practices” framework (Knoblauch, 2005, Hasse, 2011), and focused on what social educators could learn and change in the literacy environments of day-care centres.

We developed and tested an observation sheet, a “status for literacy” self-evaluation sheet, and a team-meeting structure. Participating social educators would pay a visit to a neighbouring day-care centre and observe literacy practices and literacy environments there. Afterwards, they reported their observations and led a discussion with their own colleagues in order to evaluate their own existing practices and decide on future local experiments.

In this workshop, participants are invited to experiment with the “pay a visit” method tools and discuss what you might learn from observations and team discussions.

412 Catherine M. Kurkjian, USA

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Encouraging a love of Language and Literacy: “Read Aloud Fridays” with struggling adolescent readers

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According to Allington & Gabriel (2012), students should experience being read to by a fluent adult. Despite the benefits of reading aloud, including enhanced background knowledge, vocabulary development, comprehension, few teachers read aloud regularly beyond first grade. This project documents what happened when students in grades 7 and 8 who are struggling readers participate in “Read Aloud Fridays” during a span of five months. Students listened to and viewed a wide range of genres, authors and illustrators in picture book format with the goal of engaging in a pleasurable and enriching experience. Data sources included pre and post reading inventories assessing student motivation, reading tastes and interests, teacher notes, focus group interviews, student reading logs, and blog conversations. A thick description of the project will be provided so that this project might be replicated in other classrooms, as applicable. The discussion of the findings will include the strengths and challenges and will highlight the journey of two selected students in our quest to encourage a love of literacy and language.

Allington, R.L. & Gabriel, R.E. (2012). Every child every day. EdL.Ldshp.

413 Sabina Burkeljca, Slovenia

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Books? Of Course

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School libraries play an important role in developing students' literacy skills. These goals cannot be reached without collaboration between a school librarian and other teachers. We, the school librarian and a fifth-form teacher, work together on projects in which we motivate students to read literature in different ways. A few reading projects will be presented, with the focus on an international project (between Slovenia and Croatia) titled Reading without Borders. The basic goals of this project are: motivation of students to read quality young adult literature, reading aloud, consolidating reading skills, group reading, informal gatherings, reproducing literary texts, pretending to be one of the characters, listening to one another, encouraging respectful communication and different opinions, as well as breaking prejudices and stereotypes. What is more, peers from neighbouring countries share their opinions on books, socialise and play together, learn about other countries, and thus learn to respect and accept other cultures. Teamwork between the librarian and teacher and aspects of reading will be presented.

Keywords: school librarian, teacher, students, collaboration, reading

When the school libraries are a key for the information literacy?

The paper informs participants about the school libraries as key to improving the quality of basic education. This is possible when children and teachers have access to organised bibliographic holdings which are ready for students to consult, which are in favor of reading entertainment and offer access to discipline-related information, which supports the curricula. The access offered to young children through the school library to a variety of information, and in addition to fiction material and a strong reading program, empowers them to read stories, fables and other kind of fiction with pleasure and encourages them to read materials like history, biology and other subjects with passion because at that moment, the school library is a key to developing information literacy skills. When there is a strong reading program and the work on the development of the school libraries involves the whole school community, including principals, teachers and parents, then the school library becomes central to pushing forward the school's aims and its mission. Their mission should of course include the objective of the Prague Declaration: "Towards an information literacy society", and the Alejandria Declaration concerning information literacy and learning throughout life.

Keywords: school libraries, information literacy

415 Shamala Ramakresinin, Singapore

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Influenced to read: male participants from Singapore voice their views

Undeniably, socialisation shapes an individual in all areas of life. The presence of socialisation can also be seen in children's leisure reading practices. In this qualitative study, nine males, between 10 and 11 years old talk about their leisure reading practices based on the influence of perceived social agents (i.e., parents, siblings, peers, and teachers). The three focus group discussions revealed the influential role of perceived social agents in participants' reading practices and in the choice of materials. Being influenced, these participants articulated their opinions on which gender they believe reads the most for leisure purposes, and provided reasons for their views. The study argues that the nature of influence is varied for the participants. Among them, were participants whose leisure reading practices were traditionally influenced (by gendered reading practices) and those who were influenced in an egalitarian manner (by ungendered reading practices). Moreover, there were participants for whom the quality of influence was synthesised, showing a mixture of traditional and egalitarian influences. The research findings assert the view that the participants' leisure reading practices are shaped by social agents.

416 Cathy Cohen, France

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Exploring the relationship between home literacy exposure and oral narrative skills in French-English bilingual and emergent bilingual first graders

Presenter: Eurydice Bauer, Full Professor, University of South Carolina,
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Studies on young monolinguals report significant relationships between the frequency of shared reading and the development of general oral language skills (Mol & Bus 2011) and vocabulary (Sénéchal 2006). Shared reading provides exposure to low-frequency words, complementing vocabulary encountered in daily parent-child interactions (Sénéchal et al. 2008). For young bilinguals, depending on family language practices, one language may be less present at home, for example when the family language and majority language differ. Language enrichment, promoted through shared book reading in the home, may then occur mainly in the family language, which may not be accessible in school for academic purposes. We focus on first grade students attending a French/English dual language program in France, from three home language backgrounds – English-dominant; French-dominant; and English and French. We analyse their French and English oral narrations of a wordless picture book and explore how home literacy environments impact on literacy development in each language. In particular, we examine their sense of story. We close with implications for educators working with emergent bilinguals.

417 Mitzi Lewison, USA

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Critiquing school: The impact of picture books and materials on student writing

We sometimes experience young students' writing as repetitive and uninspiring. It doesn't need to be. This study examines the work of third-grade students engaged in design projects based on examining the art of favorite picture books. This led to creating covers for their social narrative picture books: fictional texts about critical issues that were important to students. These books represent activist literacies, written to effect change. We asked: What happens when children intra-act with a series of design projects related to their social narrative books? How do multiple encounters with materials impact students' socio-political intentions for their books? By analysing the students' cover art and writing through the lens of new materialism (Barad, 2007; Leander & Boldt, 2013; Lenz Taguchi, 2011), we explicate the ways in which students gained competence and pleasure as designers; their attribution of materials as performative agents; and the complexity of artistic representations that enhanced the political intentions of their books. Integrating activist writing with design explorations led students to represent their ideas in ways that brought deeper meanings to their books in unexpected ways.

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SYMPOSIUM

From Pushkin to Patterson: The importance of “pleasure reading” in Russia and the United States

Co-author: Elena Rogacheva, Professor, Vladimir State University, Vladimir Russia, erogacheva@hotmail.com

1. We plan to address the problem of declining “pleasure reading” in the United States as compared to Russia and discuss the implications. We will also address why reading for pleasure is important and we will show the benefits that come from reading for pleasure in both countries.
2. Our main method of research is to design a survey that will be administered to adults in Russia and the United States that will provide us with information on their opinions and beliefs on “pleasure reading”. These results will be compared between countries to find out the similarities and differences on this topic.
3. We will conduct literature searches on Russian and American articles, interviews, etc. to gain new knowledge on “pleasure reading”. For example, the National Endowment for the Arts (NEA), a United States organisation, published research on how “pleasure reading” has declined and the consequences of this decline.
4. We will discuss findings from the surveys conducted in Russia and the United States and we will share the ideas and opinions of the participants, comparing results from both countries. We are interested to discover differences, similarities, and new ideas that can have direct implications for “pleasure reading” in both countries.

419 Juliana Cunha, Portugal

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An analysis of the Portuguese National Reading Plan: From the theoretical and programme framework to the local and everyday practice

Presenter: Maria de Lourdes Dionísio, Professor and Supervisor, Research Center on Education (CIEd), University of Minho, mldionisio@ie.uminho.pt

In Portugal, the promotion of literacy is mostly handled by the National Reading Plan (PNL). This is a governmental initiative, launched in 2006, with the main goals of developing reading and writing skills and enhancing reading habits among Portuguese people, particularly among the school population. Some international organisations have already characterised the PNL as a good practice model, stressing its crucial contribution in creating a nationwide literate environment (ELINET, 2016; HLG, 2012). Considering the national and international importance placed on this Portuguese initiative, this text seeks to present and discuss the extent to which its main goals for the school context are being achieved. Data collected through interviews with teachers and librarians engaged with the PNL, plus a meta-analysis of research conducted about this policy initiative, allows: 1) the identification of contextual variables that determine its development; 2) the opportunity to highlight the facilitating/constraining factors of its implementation; 3) the identification of the conditions for its generalization.

Keywords: literate environment, literacy promotion, National Reading Plan, good practice

420 Jesper Sehested, Denmark

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Dyslexia and the joy of reading

You are standing in front of a shelf of books. Which book do you want to read?

This situation was worst for me when I was at school. My classmates could grab any book, and enjoy the world of books. For me, however, the books were a symbol of a world that showed me that I was not like my classmates: a world in which the words either were too difficult or the stories too childish. It was a world where I did not feel at home because I am dyslexic.

For many years I resisted reading, and it was only something I did when teachers told me to. Fortunately, something happened that made me able to see my difficulties from a new point of view and gave me the courage to open the world of books.

Today, I am an author. My books are about dyslexia and are for dyslexics. They can mirror themselves and see that there are also books for them. I want to talk about why it is not easy to create motivation for dyslexics to read.

I hope that my books can help to reduce the problems for the youngsters with reading difficulties so they are not only finding books that fail to match their minds and reading skills, which makes them lose the joy of reading, as this can cost a lot of entertainment, knowledge and much more.

421 Daniel Domínguez Cuenca, Mexico

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Re-reading and rewriting for pleasure

Gérard Genette (October, 1981) tried to categorise five types of textual transits into the interior of literature and called them “transtextualities”. In particular, he was interested in exploring one of these transits, the one that emerges from a previous text (text A) that he called “hypotext” and from which another text is derived later (text B), which he named “hypertext”, thus conceptualising the phenomenon of literary hypertextuality.

The French theorist confesses that the notion of the background is the symbolic figure of the “Palimpsest”. This is taken from the South American writer Jorge Luis Borges, who, in his tale *Pierre Menard, Author of the Quixote*, raises the possibility of the re-writing of a text up to the limit of a (creative) quote so that when reader, context, and signature are changed, it ends up being proposed as a new derivative text.

I suggest that the existence of rewriting poses in itself the possibility of recognising multiple re-readings.

My presentation is inserted in the field of literacy environment, that invites participants to the enjoyment not only of reading, but also of re-reading, as well as the exercise not only of creative writing, but likewise the recognition of spirited rewriting.

422 Joanne Larson, USA

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ROUND TABLE

Focusing on literacy: A multidisciplinary approach to reform in one urban high school

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Co-author 2: Jessica Anderson, Teacher leader and literacy coach, East High School,
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The authors of this paper bring together multiple epistemological and methodological perspectives of literacy to describe how one urban high school in the United States is attempting to improve the teaching and learning of literacy in a novel university/school partnership. The seriousness of the problem of literacy in this school cannot be understated. 87% of incoming 6th grade students failed the state's English Language Arts (ELA) exam. We developed and continue to refine a comprehensive literacy program to address these issues, while at the same time providing an authentic and meaningful literacy curriculum for students who excelled. We therefore ask what sort of literacy program is needed to support the full range of literacy needs in a 6-12 urban high school in a high poverty community. We bring together the diverse methodologies of long-term participatory ethnography with practitioner research using traditional quantitative school data to describe the literacy program and to interpret its outcomes. Findings show how one urban school developed and implemented a comprehensive, multi-disciplinary approach to literacy that showed promise in improving the teaching and learning of literacy.

423 Christine Smith, Canada

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Reading the margins: Promoting queer, feminist and intersectional literature

Responding to community need, Queereads Montréal was developed to encourage and promote reading for pleasure of literature by and about marginalised peoples, focusing specifically on queer (LGBTQ2+), feminist, and intersectional authors and their works. As this is a community-based project, Queereads participants read and discuss books and magazines as well as digital and alternative media, while at the same time creating a safe space for an underserved part of the community. Organisers were able to gather and analyze participant feedback and modify the meetings and discussions accordingly. The objective of this presentation is to share the work of Queereads with others who are looking to engage with this segment of the population, share experiential findings and promote best practices for holding a community reading group.

424 Mgr. Dana Vicherková, Czech Republic

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Reflections on the reading strategies of 15-year-old primary school students in the Moravian-Silesian Region of the Czech Republic

The aim of the paper is to describe and analyse the state of the problem, in order to determine the level of reader strategies, namely the level of comprehension of the texts, and the factors influencing the comprehension of the texts in the monitored sample of 15-year-old pupils in the Moravian-Silesian Region of the Czech Republic.

The text deals with qualitatively-oriented research through structured observation and multiple case studies, focusing on the reflection of reading strategies at different stages of teaching in the monitored sample of respondents.

Specifically, the article focuses on research outputs before reading, during reading, and after reading, the types of texts used in the classroom, types of methods used, and the forms of teaching that contribute to the development of readership education.

Key words: readership, reader literacy, reader strategies, reader education, types of methods and texts

425 Veronika Rot Gabrovec, Slovenia

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Retellings of the classics: Is the emperor dressed to kill?

While the abridged and/or simplified literary texts are no novelty in the field of second/foreign language learning, the Slovenian retellings of the classics for those readers whose mother tongue and/or first language is Slovenian are a relatively new emergence. The texts available range from translations of picture books to original retellings of novels, from modern renderings of well-known texts to shifted genres and linguistically simplified versions. The target audience often remains unidentified. The objectives, however, are at least implied if not clearly stated: the development of the literacy skills; encouraging (possibly unenthusiastic) readers to read for pleasure; making the classics relevant for the audiences of today. Whether this is always achieved, remains to be discussed. In my presentation I shall offer a critical overview of selected adaptations of literary texts published in Slovenia since 2010. Looking at the linguistic characteristics, types of discourse and the content, I intend to discuss which new clothes suit the old emperor, and where the (weavers') backsides can possibly be seen.

426 Keizo Asano, Japan

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WORKSHOP

Group read-aloud for pleasure by Reader's theatre

This proposal to the workshop is basically based on my two presentations made in Turku/Abo, 2016, and in Madrid, 2017, respectively. In response to the positive feedback from the previous participants, both first-time and experienced participants will be offered another practical-type Reader's theatre (RT) workshop on teaching literacy in the case of English as a foreign language (EFL). RT, "rehearsed group presentation of a script that is read aloud rather than memorised" (Flynn, p. 360), has been practiced over the years in school settings. RT can be described, therefore, as an "analog" way of teaching literacy in the era of AI, when communication by sending digital text messages is widely accepted. Communication by texting may result in fostering people who might say less, talk less often, and be less communicative in speech than now. For several years the author has applied RT with fruitful results to cope with his Japanese university EFL classrooms where students are taciturn and reticent in "oral" interactions among peers for communication purposes.

Flynn, R. M. (2004). Curriculum-based readers theatre: Setting the stage for reading and retention. *The Reading Teacher* 58, 4, 360-365.

427 Yi-Hsuan Gloria Lo, Taiwan

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The power of imagined target communities on EFL literacy practice: A sociocultural perspective

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Inspired by the notion of imagined community (Norton, 2013) and critical literacy (Bishop, 2014) with regard to language learning and identity construction, this study intended to challenge the fixed identities and roles that learners often play in the skills-based learning environment by creating a problem-based learning community. Forty advanced EFL (English as a foreign language) learners were engaged in the discursive processes of reading-to-write and writing-to-read to create multimodal texts for an imagined target audience that was identified by learners themselves. Weekly reflection entries, in-progress group discussion, questionnaires, individual reflection papers, and final written products were analysed, based on the socio-cultural model proposed by Gee (2010). The research aimed to understand how a different worldview, multimodal semiotics, and scaffolding in literacy activities co-constructed and reinvented new reader-writer identities and (re-)shaped contents and ideas for their target audiences. The discussion will centre on important implications for the power of imagination and critical literacy education, and for multimodal literacy practice for reading-writing with specific purposes.

428 Baha Makhoul, Israel

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The golden triangle aimed at enhancing literacy among Arabic speaking students in junior high school: The implementation of a learning/teaching model to foster knowledge of academic vocabulary in Arabic as L1

Arabic speaking adolescents find it difficult to fully understand the expository texts that they need to read in the various subject matter areas. The current study introduces an interventional project focusing on fostering and expanding students' knowledge of key academic words, the development of an evidence-based teaching/learning model based on up-to-date teaching methodology and the enhancement of digital skills as part of the process. The intervention was carried out during Arabic language classes in four middle schools, representing the different Arabic speaking communities in Israel (General, Druze and Bedouin). Mastery of vocabulary and reading comprehension abilities were tested before and after the intervention. The results indicated that following the intervention, an increase was observed in target measures across all three subgroups. This attests to the efficacy of the introduced model in promoting academic vocabulary knowledge and reading comprehension abilities. The findings will be discussed in terms of the significance of the teaching/learning model as a proto-type for implementation in all schools throughout the country.

429 Jen Scott Curwood, Australia

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Finding voice, bearing witness, and speaking truth: Spoken word poetry in Australia

Spoken word poetry offers individuals a real-world, authentic audience for their creative work and encourages them to see how ‘identity and cultural politics are central to art’ (Jocson, 2011, p. 155). It involves written text, freestyling, rapping, singing, and playing acoustic instruments. International research on spoken word poetry has found that it offers multiple emotional and social benefits, including increased self-confidence and self-efficacy, a sense of belonging and purpose, and the development of literate identities (Fisher, 2007; Morrell & Duncan-Andrade, 2004).

By valuing both local experiences and global perspectives, spoken word poetry slams can create a ‘Third Space,’ where the formal and informal as well as the official and unofficial spaces of the community intersect. Drawing on sociocultural theories, this ethnographic study investigated spoken word poetry as a practice, a process, and a product. Situated in a linguistically and culturally diverse community in western Sydney, the year-long study examined how spoken word poetry can facilitate intercultural dialogue, support social transformation, and encourage creative expression.

430 Lori Czop Assaf, USA

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ROUND TABLE

Self As superhero: Maker space and critical literacy

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In this study, we explored how a makers' space, a week-long camp in rural South Africa, provided opportunities for language and literacy learning for primary grade, multilingual learners. During the camp, students were encouraged to think critically about texts, themselves, and their world. Maker space is broadly defined as a designated space where individuals engage in creative production of artefacts and share their physical and digital products with others (Halverson & Sheridan, 2014, p. 496). We wanted to understand how engaging in a maker space could support the critical literacy of learners. Using qualitative methodology, we collected and analysed field notes, artefacts, photos, and interviews from local teachers and community members.

We wish to discuss how learners used tenets of critical literacy (Jones & Clarke, 2007) to deconstruct, reconstruct, and engage in social action while participating in the making process.

Halverson, E.R., & Sheridan, K. (2014). The maker movement in education. *Harvard Educational Review*, 84(4), 495-505.

Jones, S., & Clarke, L.W. (2007). Disconnect: pushing readers beyond connections and toward the critical. *Pedagogies*, 2(2), 95-115.

431 William G. Brozo, USA

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Disciplinary literacy research and practice in the U.S. and in Nordic countries

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Disciplinary literacy is concerned with the unique languaging and communication processes within disciplinary boundaries. As calls increase for better preparation of youth for the demands of learning in the 21st century, it is essential that we consider how this approach to teaching and learning impacts on the literacy and identity of adolescents. This presentation explores theoretical, research, and curricular applications of disciplinary literacy in the United States and in Nordic contexts. The presenters identify the possibilities and challenges of disciplinary literacy, while giving special emphasis to fostering critical literacy through disciplinary practices. Evidence from the professional literature and from the presenters' own school-based data on the attitudes of social studies teachers towards disciplinary literacy and their related instructional practices are foregrounded (Brozo, Sulkunen, & Veijola, 2018). In particular, the presenters highlight practical enactments of disciplinary literacy in social studies, link these practices to theoretical and research underpinnings, and discuss their viability for endowing youth with the necessary critical literacy tools for navigating content domains.

432 Anitra Butler-Ngugi, USA

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Adapted literacy environments for twenty-first century learners

“Learners now demand more customisation, voice, and practicality from learning arrangements, and can find it almost exclusively outside of formal, designed education” (Kalaitzidis, Litts, & Rosenfeld Halverson, 2017, p. 180). As digital technologies reshape literacy practices, how might educators effectively adapt their literacy environments to meet these learner demands?

Using the production-oriented approach, learners consume and create media that is both personally meaningful and innovative. Much of the media created is objects-to-think-with and objects-to-learn-with. By way of the production-oriented approach, learner needs of customisation, voice, and practicality are met. As students are encouraged to use their literacy and language skills for higher-order thinking, creative problem solving, and analytical reading and writing, the production-oriented approach helps students learn how to learn and engage in the productive struggle of a rigorous curriculum.

Participants will examine how sophisticated digital tools open avenues for learners to participate in both their consumption and their production of meaning and knowledge in the newly adapted literacy environment.

433 Heather Miller, USA

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Bringing the classics to life

Wouldn't it be wonderful if all children loved to read works by Charles Dickens, Hans Christian Andersen and works by other classic authors? This presentation introduces you to a successful approach for helping children fall in love with the classics of literature.

The "Bringing Classics to Life" program offers over 40 play versions of children's literature: from fairy tales to mythology to folk tales to adventure novels and historical fiction by authors that include Dickens, Mark Twain, Robert Louis Stevenson, Guy de Maupassant and more.

By bringing the classic story alive through dramatic reading, with each child playing a character, students improve their reading fluency and comprehension. Most importantly, they find it fun. With greater engagement, children fall in love with the fascinating characters, exciting plot twists and fascinating themes. Find out how we do it – and why you should try it too.

434 Henriette Romme Lund, Denmark

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Children's reading habits: An interview study

The Danish libraries provide access to a great amount of books, several reading-activities and good dialogues with literature and literacy agents. In other words, to all the ingredients which are central for establishing a good reading culture.

Typically, families with young children visit the libraries but the visits become more rare when the children grow older, and many teenagers lose their interest in reading books.

Why is that? And how can the libraries support a reading culture among teenagers?

To answer these questions the National Centre for Reading and the National Centre for Learning Material in Denmark carried out a qualitative interview study (Kvale, S. & Brinkmann, S., 2009, Halkier, B., 2008) in which 28 children, at the age of 11-12 years, participated.

The purpose of the interviews was to gain insight into their reading habits. How did they understand reading in general? In which locations and at what time of the day did they read? From whom did they get inspiration to read and, of course, what was their conception of the libraries? The presentation presents the survey and the results (Hansen, S.R., Gissel, S.T., Puck, M. R., Lund, H.R, 2018).

435 Isabela Costa Dominici, Brasil

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Literacy events in the constitution of toddlers' identities

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This paper aims to understand the identity processes of Valéria, a twenty-two-month-old child, regarding literacy in an Early Childhood Education Center in Belo Horizonte, Brazil. In order to understand these processes, the theoretical-methodological foundation of cultural-historical psychology (Vygotsky, 1983/1995) and ethnography in education (Santa Barbara Classroom Discourse Group, 1992) were essential. We analyse a literacy event in which Valéria cried a lot when she saw her former teacher leave the playground. The researcher held Valéria in her arms and she was able to scribble in the researcher's notebook. While Valéria was scribbling and crying, she said: "Titia, come back, Titia." As Valéria scribbled and spoke, she calmed down, stopped crying and went back to play with the other children. We argue that emotions, cognition and language were tied together in this event, as a culmination of a series of literacy events that Valéria had participated in since she was a ten-month-old infant. It demonstrates the processes of her identity constitution as a child interested in literacy.

Keywords: literacy events, identities, infants, toddlers

436 Astrid Wirth, Germany

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Reading to children aged 0-3 years and the association with home literacy environment and early language development

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Early reading to children plays an important role in their language development. However, current data on the beginning of parent-child reading is lacking. The presented study aims at a representative assessment and a description of the reading habits of parents with children aged 3 to 39 months in Germany. Parental reading behaviours, age of onset of storybook reading, the home literacy environment (HLE), the children's level of language skills and family background were all assessed in face-to-face interviews with parents (N = 523). Most parents (79.0 %; n = 413) reported reading to their child within the first three years, with an average age of onset of storybook reading at 10 months of age (M = 9.90, SD = 6.67). Parents who read to their young child differed significantly from parents who do not in regard to the educational and migration background, the frequency of everyday activities they engage in with their child, and parental beliefs about child development. Furthermore, we found significant associations between HLE, frequency of storybook reading, and children's level of language skills. We will discuss implications of the results for the promotion of early childhood literacy and reading skills.

437 William P. Bintz, USA

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How immigration, emigration, and migration are portrayed in selected picture books: A content analysis

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What is the problem/question/aspect of pedagogy you will be addressing?

How immigration, emigration, and migration are portrayed in selected picture books: A content analysis.

What method(s) have you used to research/practice this problem/question/aspect of pedagogy?

The method is content analysis, a qualitative research methodology that focuses on describing and interpreting written artefacts. The data set consisted of a total of 169 picture books.

What data/experiences have you been able to gather and analyze?

Data collection focused on the major categories: immigration, immigrant, emigration, emigrant, movement, time, educational level, support networks, and surprises. Data analysis was qualitative and focused on describing numerical findings and interpreting patterns.

What findings will you wish to discuss?

We will report some preliminary findings. Based on 169 books, we found that a total of 103 focused on immigration, 42 on emigration, and 24 on migration. A total of 159 were determined as a realistic portrayal of immigration, emigration, and migration, and 10 were unrealistic. A total of 93 involved males as a main character and 76 had a female as a lead character. A total of 45 involved Asian as the ethnicity of the main character, 31 Caucasian, 30 Hispanic, 63 other. A total of 29 described movement to North America, 27 to Asia, 25 to Europe, 61 to other destinations.

438 Jennifer Lindenauer, USA

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Initial Research Findings from Dissertation Research: An Exploration of how first and second grade children from diverse linguistic and cultural backgrounds use play to construct literacy learning in one elementary school

Over the course of my career as an educator, I have been engaged with supporting children in their literacy development through play. I have witnessed the power of play to motivate and engage learners as agents of their own learning. This presentation will present initial findings from my doctoral dissertation research. I am conducting a nine-month ethnographic study focused on the ways in which first and second grade children learning English as an additional language construct literacy in play environments. The purpose of the study is to better understand the ways children use their social, cultural, and linguistic resources in a play context in literacy learning. Additionally, the study is meant to explore teachers' conceptualisations of children's play related to literacy development. As a teacher and researcher, I am interested in the ways children participate in literacy practices in their play in third space environments. Through this study I hope to add to the literature that supports teachers in their understanding and uncovering of children's rich and complex funds of knowledge in language and literacy.

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WORKSHOP

Engaged literacy for all adolescents

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This presentation will begin with an overview of research conducted across several sections of a graduate course. Participants in this research are graduate teacher educators who are studying reading education. An essential part of their preparation is an awareness and understanding of the complexity of literacy in young adults. The research involved three interactions between each teacher educator and an adolescent learner. The educators' reflections served as data sources. Results showed both teachers and students have similar literacy priorities in their classrooms.

Based on the research, attendees will participate and rotate through a variety of activities, each led by one of the presenters. These will focus on adolescents' engagement with literature and will include textual lineages (Tatum, 2008) and related activities focused on relevant text selection, the importance of relationships, real-life applications for adolescent learners, and a discussion on finding diverse books that could serve as mirrors, windows, and sliding glass doors for readers (McNair, 2016). A closing discussion will be held to share thoughts on the experiences and ideas for classroom applications.

440 Martina Frey-Walter, Germany

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POSTER

Reading promotion in interactive literary exhibitions for children

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Interactive literary exhibitions focus on an action-oriented design that involves children in experiencing literature in a multi-sensory way. They are an extra-curricular offer for children and are based on a leisure-oriented concept that seeks to motivate children to read and to become familiar with literature. Their goal is to develop reading interests and to achieve holistic access to literature, moving beyond an interest in an individual text or author. A literary exhibition can present literature elements of all varieties including books as well as all kinds of media such as movies, images, radio plays, stage properties, and also interactive learning stations.

All of these components are arranged in a sequential organisation to focus on the different interests of the children and to offer different ways of participation and engagement. Literary Exhibitions are also a public place for social and cultural interaction where it is possible to get involved in the literary context by exploring the different worlds of books jointly.

This concept was realised in 2017 and 2018 at the Catholic University of Eichstätt-Ingolstadt, in the context of the literature project “KJL meets KU” which presented the works of the internationally known and prestigious authors of children’s books, Paul Maar and Margit Auer.

501 Kristen Nielsen, USA

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Literacy development for children of immigrants in schools: A case study of refugees in New Hampshire

Global migration has brought significant change to schools worldwide, requiring rapid planning for literacy support of children of migrants. The historically homogenous state of New Hampshire in the United States has a burgeoning population of immigrants, as well as communities of refugees from Africa and the Middle East. Many schools have scrambled to provide the language, literacy, and cultural supports needed to keep pace with the new students. This paper will describe the plan implemented in one middle school for literacy and language instruction for adolescent children of immigrants and refugees. Over the course of several months of school and class observations, teacher and administrator interviews, and document analysis, we have learned a great deal about the challenges, successes, and limitations of the school's plan for new learner literacy. Preliminary findings include the importance of a well-conceived incoming student language and literacy assessment tool; the insufficiencies of pull-out instruction for language and literacy, the need for support, particularly in writing, in the subjects, the impact of technology-based tools for literacy, and the need to build an outreach learning program for parents.

502 Signe Elmstrøm, Denmark

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Strategic reading with Assistive Reading Technology – eight strategies for dyslexic pupils

In Denmark dyslexic pupils in public schools have the rights to use Assistive Reading Technology (ART) in class and at exams, but recent national research shows, that a high number of the dyslexic pupils don't use their ART, which among other things is caused by the complexity in combining the inner processes of reading with the outer processes of technology. Based on theory and experience from many years of teaching practice I have, through two qualitative researches with dyslexic pupils in 4th grade, developed and tested eight strategies that support dyslexic pupils in reading more strategically and effectively with ART. The finds in my research show that reading with ART requires well developed ART-skills and reading comprehension strategies that can be learned through qualified teaching. In my oral presentation I will present eight strategies and suggest how they can be taught through explicit teaching. The strategies are practice-oriented and can be used easily in class in your schools.

503 Sheri Vasinda, USA

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Building idea density: Using Lego to scaffold narrative writing with students who struggle

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Some students, especially those who have been identified as special education students, have difficulty composing alphabetic texts. The purpose of this study was to support students with special needs by giving them concrete manipulatives to scaffold the pre-writing story development. The study aimed to answer the research question: How does the use of manipulatives impact the writing process of 5th to 8th grade students with special needs? Working from a constructionist pedagogy (Papert, 1980), teachers introduced Lego StoryStarter sets to support the writing process of 19 middle-grade students who had been identified as having learning disabilities. Students constructed their stories with Lego before writing using a “beginning, middle, end” framework. The researchers used a T-unit analysis of idea density and pre/post design to determine whether the use of manipulatives during the writing processes resulted in student compositions with more idea density. T-units, or minimal terminal units of language, measure the smallest group of words that could be considered as a sentence, or complete thought. In a pre/post design, students increased in both volume of writing and idea density.

504 **Sigrid Klerke, Denmark**

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Seeing struggling readers' eye movements: Experiences from developing new technology for the teaching of reading

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We developed and built an eye-tracking tool for struggling readers and their specialist teachers (eyejustread.com). Our research aims to discover ways to help teachers to spend more time working directly with children by helping them identify and target the specific stumbling blocks that are preventing each child from becoming a fluent reader.

Eye-tracking of real reading is like an always-on, automated and extra-sensitive stopwatch which has unlimited replays. Specific questions can be addressed, such as: "Is this consonant cluster fluent yet? Or: "Is this a challenging vowel?" Furthermore, at any time of an intervention, any previous recording can be re-analysed in the light of new hypotheses about a student's reading struggles.

The challenging question is how to build digital tools that can shape new teaching habits informed by and interacting with "blind" data while meeting the goal of affording more time to the core task of supporting each child's reading development.

Early results highlight new conversation types. Teachers gain insights faster and take on new perspectives when discussing gaze recordings with students, peers, and parents. This encourages both professional growth and improved support for the student.

505 Lisbeth Bjerrum Jensen, Denmark

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Study support for university students with dyslexia at the University of Southern Denmark

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The Counselling Centre at University of Southern Denmark (SDU) offers study support for dyslectic students within the SPS-system (the special educational assistance scheme).

Our presentation will be an introduction to our methods, based on cases from our general practice, demonstrating how we select, develop, and apply the methods in our study support.

Furthermore, the presentation will give examples of the content of the study support at SDU, and will illustrate and evaluate some of the benefits.

As an introduction to the presentation, we will explain what study support is, and how we conduct it at SDU in relation to our agreement with the National Agency for Education and Quality. Finally, we will discuss the role of the reading counsellor as well as the role of the student in study support.

Themes:

- How do we make the learning difficulties of the individual student the starting point of the study support? (in our selection and application of methods?)
- How do we make sure that the content of our study support is learning-oriented?

Method: The presentation will be case-based.

506 Angelica Benson, USA

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The imagery-language foundation: Teaching all children to read and comprehend

Based on 33 years of instructional experience with nearly 45,000 at-risk readers, we know that the dual coding of imagery and language is a critical factor in language comprehension and word reading. Imagery is a basic sensory-cognitive function connecting us to the language we hear and the print we read. There are two distinct types of imagery – symbol imagery and concept imagery – that are intrinsic to word reading, orthographic processing, and reading comprehension. We will examine the effect of imagery-based, sensory-cognitive instruction on word reading and comprehension in children with reading difficulties. Do these findings suggest the universality of imagery and its' key role in word reading and comprehension? Do these improvements hold true for students diagnosed with dyslexia and autism spectrum disorder? Behavioral and neurological research further validates the imagery-language connection, resulting in lasting effects on word attack, word recognition, comprehension and specific areas of brain function in students with dyslexia or autism spectrum disorder.

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Phonological decoding and reading comprehension in deaf children

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Many deaf children receive intensive intervention to help them acquire spoken language. This can facilitate the development of phonological skills, which may later contribute to successful phonological decoding as children learn to read. However, underlying language delay can remain a concern and while children may decode successfully, they may not comprehend what they read. This study sought to examine if there was a gap between phonological decoding and reading comprehension among a sample of deaf children attending mainstream schools in Ireland. Forty deaf children aged 7-13 were tested using two separate reading assessments that were selected to measure the skills of phonological decoding and reading comprehension. In spite of the fact that most DHH children were, on average, reading within the normal range compared with their hearing peers, there was a distinct gap between decoding and comprehension skills among the sample. Furthermore, while decoding and comprehension skills correlated strongly and significantly for younger children in this sample, this relationship disappeared with older children.

508 Julie Robidoux, Canada

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L'impact d'un entraînement explicite des régularités graphotactiques et morphologiques sur l'orthographe lexicale d'élèves bons et faibles orthographieurs

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L'apprentissage de l'orthographe étant complexe en français, les élèves doivent développer des connaissances sur les régularités orthographiques pour orthographier les mots inconsistants. Les études ont montré qu'ils apprennent implicitement des régularités graphotactiques (G) (Deacon & al., 2008), mais que les faibles orthographieurs peinent à réaliser cet apprentissage. Des recherches ont alors montré l'efficacité d'un entraînement aux régularités morphologiques (M) (Casalis & al., 2018), mais peu ont porté sur l'entraînement G. Cette conférence présentera les résultats d'un entraînement explicite des régularités G auprès de bons et faibles orthographieurs de 3e année du primaire. Plus de 180 élèves ont reçu un enseignement explicite de 8 régularités (4M, 4G) et 40 élèves n'ont pas reçu d'entraînement. Les résultats montrent que l'entraînement aux régularités G et M favorise un apprentissage de l'orthographe lexicale qui perdure dans le temps alors que les élèves du groupe contrôle n'en ont réalisé aucun. L'apprentissage explicite est donc efficace pour répondre aux besoins de tous les élèves.

Mots-clés: régularités orthographiques, entraînement, faibles orthographieurs

SYMPOSIUM

Le symposium que nous organisons posera la question de l'enseignement et l'apprentissage de la littératie pour les élèves à risque et en difficulté d'apprentissage et d'adaptation.

Pratiques d'enseignement favorisant le développement de la compétence à écrire au secondaire en contexte d'inclusion scolaire

1. France Dubé, Chantal Ouellet, France Dufour (UQAM)

Le but principal de cette synthèse des connaissances était de constituer un corpus de connaissances sur les approches ou pratiques à adopter, ou à adapter, afin de favoriser le développement de la compétence à écrire ou à lire des textes en tenant compte de la diversité des élèves du secondaire. Dans cette étude, nous avons considéré la lecture et l'écriture comme des compétences transversales et avons recensé des approches et pratiques reconnues comme étant efficaces non seulement dans les cours de langue d'enseignement, mais également dans les différentes disciplines enseignées. Nous présenterons les résultats obtenus après l'analyse de 65 sources qui constituent notre corpus. Parmi ces textes, 27 sources ont été répertoriées portant sur la lecture, 19 sur l'écriture, 11 sur la lecture-écriture et 8 sur la littératie. Dans cette présentation, nous présenterons plus spécifiquement les résultats en lien avec les pratiques gagnantes en écriture.

Démarche de coconstruction d'activités différenciées en écriture dans des milieux défavorisés au primaire

2. Marie-Hélène Giguère, France Dubé, Mirela Moldoveanu (UQAM)

Dans le cadre d'une recherche-action collaborative portant sur les pratiques pédagogiques différenciées en vue de favoriser les compétences à rédiger d'élèves du primaire, un des objectifs était de "Mettre en œuvre des pratiques différenciées en enseignement de l'écrit auprès d'élèves de milieux défavorisés". Dans cette étude, 4 chercheuses universitaires, 7 enseignantes de 2e et 3e cycles provenant de 3 écoles issues de milieux défavorisés ainsi qu'une conseillère pédagogique ont collaboré pendant 3 années scolaires à élaborer des stratégies afin de mieux connaître le rapport à l'écrit des élèves dans leur classe respective. Ces activités contribuant à faire émerger le rapport à l'écrit des élèves (dessin ou entrevues), ont permis aux enseignantes de planifier, lors de rencontres collectives, des situations d'écriture différenciées, en tenant compte de cet aspect souvent peu considéré lors de la planification. Des observations en classe ont permis de constater les effets de la démarche de recherche-action sur les pratiques sur les apprentissages des enseignantes et de leurs élèves en écriture.

Remédier à un déficit en conscience phonologique en fin de primaire pour mieux entrer dans la littératie

3. Sophie Briquet-Duhazé (Université de Rouen)

La conscience phonologique est la connaissance consciente que les mots du langage oral sont composés d'unités plus petites (syllabes, rimes, phonèmes). C'est un prédicteur en fin de maternelle d'un apprentissage réussi de la lecture l'année suivante (NELP, 2008). Notre problématique interroge sa transposition en remédiateur des difficultés.

Notre échantillon se compose de 300 élèves français (en éducation prioritaire) répartis en un groupe témoin (65) et un groupe expérimental (235), lui-même subdivisé en 2: l'un suit un entraînement en conscience phonologique et nom des lettres (110) tandis que l'autre suit uniquement un entraînement en conscience phonologique (125). Nous présenterons l'analyse statistique des résultats montrant l'efficacité de l'entraînement en conscience phonologique entre le CE2 (8 ans) et le CM2 (11 ans). Les élèves en grande difficulté sont ceux qui ne maîtrisent pas la notion de mot et qui ont peu de conscience rimique. Nous discuterons les pourcentages d'amélioration des résultats des trois groupes concernant les mots, syllabes, rimes et phonèmes.

National Early Literacy Panel (2008). *Developing early literacy*. Washington: National Institute for Literacy.

Pratiques enseignantes reconnues comme étant exemplaires pour favoriser les apprentissages en lecture et en écriture chez des enfants de la maternelle 5 ans en milieux défavorisés

4. Nathalie Prévost (UQAM), Catherine Turcotte (UQAM)

Des travaux empiriques rendent compte de l'influence du type de pratiques adoptées par les enseignantes de maternelle sur la qualité et la nature des apprentissages réalisés par les enfants sur la langue écrite (Otake, Treiman et Li Yin, 2018; Treiman, Decker, Robins, Ghosh, et Rosales, 2016). Ces apprentissages concernent notamment la connaissance des lettres, la conscience phonologique, le vocabulaire et les capacités en écriture et en lecture (Piasta, Purpura et Wagner, 2010; Noe, Spencer, Kruse et Goldstein, 2013). Cette communication se propose de présenter les résultats d'une étude menée auprès de 35 classes de maternelle 5 ans issues de milieux défavorisés. Plus précisément, les données recueillies par journaux de bord, questionnaires et observations en classes ont permis de dégager un certain nombre de pratiques enseignantes favorisant une entrée réussie dans l'écrit, et ce, malgré les facteurs de risque inhérents aux contextes de ces enfants.

L'écriture en dyade pour soutenir les élèves en difficulté

5. Jessy Marin (UQAR), Natalie Lavoie (UQAR)

Proposer des activités d'écriture en collaboration semble une avenue à exploiter, mais les élèves en difficulté y gagnent-ils vraiment? La recherche faisant l'objet de cette communication vise à vérifier et comparer la qualité de textes produits individuellement et en dyade par des élèves ayant différents niveaux de compétence en écriture. Elle a aussi pour but de décrire le contenu des interventions de ces derniers lors de la production en dyade. Soixante-quatre élèves de 6^e année du primaire (11-12 ans) ont participé à cette étude. Ils ont planifié, rédigé et révisé/corrigé un récit selon les deux contextes d'écriture (seul – dyade). Les résultats seront présentés et discutés en considérant les bénéfices pour les élèves en difficulté ainsi que leur contribution aux échanges.

510 Nathalie Chapleau, Canada

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POSTER

Apprenticeship of word spelling with the students having a dysorthographie

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The objective of this study was to assess the effects of applying rehabilitative interventions on the knowledge and strategies used in developing written word-writing capacity in French dysorthographical students aged between 10 and 12 years old. This presentation will outline the type of rehabilitative interventions used, and their effects on knowledge transfer and on the strategies used in teaching word spelling. The intensive interventions, both individualised and specific strategies, were directed towards the phonological, orthographic and morphological dimensions of the words.

Method: The privileged methodology was that of an individual protocol (AB1AB2A) with multiple cases (N = 12). The assessment instruments used to evaluate the progress made were: the production of trained and untrained words; phonological and morphological awareness and orthographic knowledge.

Results and conclusion: The raised percentages are indicative of progress achieved and reflect an improvement in the development of knowledge in morphology. In addition, the use of the control card reveals that progress was made on the accurate production of written words.

511 Fuk-chuen Ho, Hong Kong

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POSTER

An investigation of the effectiveness of a Chinese language computer-based software in teaching narrative writing to students with specific learning difficulties in Hong Kong

The purpose of this study is to investigate the effectiveness of a Chinese language computer-based learning software for teaching the performance of narrative writing to students with specific learning difficulties (SpLD). Students with SpLD may need special modifications to their educational programme to be successful in school. Computer-based instruction could be a tool for the development of such modifications, especially for older children with SpLD. Our team has developed a software for secondary school children with SpLD in Hong Kong so that they can work independently to review their own writing (i.e., constructing sentences/ narratives). Sixty-two students of Grades 7 and 8 from two Hong Kong secondary schools were recruited for the study. Thirty-five students were average readers while the remaining half were students with SpLD. Students were required to read twenty pieces of narrative writing. In each piece of writing, students were asked to identify the major components (i.e., dialogue, psychological description, and environmental description). Both types of students showed poorer performance on the psychological and environmental tasks compared to the dialogue tasks.

512 Angéla Imre, Hungary

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POSTER

Word and pseudoword reading accuracy and reading speed in 7-15 year old print and braille readers

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Background and aims: The investigation presented in this study was performed with groups of 7-15 year old blind and sighted students and demonstrates the speed and accuracy of print versus braille (pseudo)word reading of the groups. The changes in the speed and accuracy of reading that have appeared on the surface are described in this study according to age groups. Explanations are offered which are based on some particular results of cognitive neuroscience research.

Methods: Data were collected from 180 students (nblind=90, nsighted=90). Both reading tests consist of three lists of (pseudo)words and comprising 40 1-syllable, 40 2-syllable and 40 3-4 syllable items.

Results: It had been expected that in the event of print reading, the word-length effect would be more significant for pseudowords than for words. We also expected that in the event of braille reading, no such difference would be detected between the reading of (pseudo)words, presumably due to the equality of the two types of decoding strategy. New findings arose when the results were analysed according to age group clusters.

Discussion: In the cluster of 11-15-year students (nblind=30, nsighted=30), the reading strategy of word and pseudowords is different in both modalities. According to these results, it would seem to be the case that blind readers use both direct and non-direct methods of reading.

Keywords: braille and print reading, word-length effect, reading accuracy and speed

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POSTER

Are reading tasks relevant? Comparing eye movements of children with and without reading disorder in silent and oral reading

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Despite the increased use of eye tracking in psycholinguistic reading research, studies about the contribution of silent and oral reading (SOR) on eye movements, with respect to the reading abilities, are missing so far. We present the results of a comparative eye movement study on the effects of SOR in subjects with reading disorder (RD, N=9) and typical reading development (TD, N=44), with two matched texts. For statistical data analysis, we used dependent t-test because of its robustness against violations of normal distribution, and pooled it with Cohen's d as effect size. The results show significant differences between SOR for TD in most parameters, but, in contrast to that, RD only showed differences in singular eye movement patterns in terms of reading duration and progressive and regressive inter-word saccade count ($p < .05$, $d > .08$). Other parameters showed no differences in eye movements in both tasks ($p > .05$, $d > .02$). The results indicate that TD pupils are able to adapt their reading strategy due to the task, but RD are not. Therefore reading treatment should use oral reading to receive more information about the reading process and to enable pupils to improve their skills through auditory feedback.

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Basic skills: A necessary foundation in the adult life

Having good basic skills in reading, writing, numeracy and digital skills gives every adult a good pathway to a job and job development, to lifelong learning, and to taking part in society. Yet the documentation from Europe and Denmark shows that many adults lack adequate reading and writing skills. In Europe it is estimated that 70 million Europeans lack adequate reading and writing skills. In Denmark we know from the Danish part of the OECD-survey 'PIAAC' from 2013, that 16% of the adults between the age of 16 and 65 lack basic skills within reading and numeracy.

In Denmark, the state and social partners work together on different programs strengthening the basic skills of adult people. The state offers screening and adult education for free. In addition, there are employers' associations and unions that have competence funds to support basic skills. In this oral presentation I will present and discuss:

- a) programs and methods offered to the adults who lack basic skills;
- b) experiences from companies who have taken action on screening and education within basic skills for their employees, who may be unskilled and skilled;
- c) guidance and advice to companies, and to their employees.

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Reading motivation of sixth graders in China

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This study investigated whether motivation to read differs among three reading achievement groups (high, medium, and low) and the impact of gender on reading motivation among Chinese sixth graders. The researchers employed survey methodology and 234 sixth graders in China participated in the study by answering the *Motivations for Reading Questionnaire* (MRQ, Wigfield and Guthrie, 1997). The MRQ measures three broader aspects and 11 individual constructs of reading motivation. Each student was given an achievement level by his/her reading teacher. We performed a series of statistical analyses including simple regression, MANOVA, and follow-up post-hoc analysis to analyse data. The results suggest there is a statistically significant difference between high-achieving and low-achieving readers in their motivation to read. We also found that competence and efficacy beliefs predict reading achievement. Challenge is positively correlated while social is negatively correlated with reading achievement. Furthermore, gender difference has a statistically significant effect on goals and on social purposes for reading as well as on curiosity, social, and compliance.

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Supporting lifelong writers: The Graduate Writing Fellowship Program

“Graduate student writing is high stakes. From here to a career. Schooled in theories and methodologies, the writer feels compelled to [write the perfect paper] but ends up searching for a place just to enter the conversation” (Ellis, 2005, p. 121). In this oral presentation, the Graduate Writing Fellowship program located at a public university in the northeastern United States will be described. The evolution of this peer-assisted writing program will be presented from its original focus on writing assistance in specific academic disciplines to now offering writing support for all graduate students. Quantitative and qualitative data reflecting the successes and challenges of this graduate writing program will be discussed, along with the research base that supports the efficacy of this program. Materials employed in these tutoring sessions will be reviewed. Producing lifelong writers who are successful in both the university classroom and in the workplace is the ultimate goal of this peer-assisted writing program. At the conclusion of this talk, the presenter will invite the audience to discuss how aspects of this program can be employed in the teaching of writing at all grade levels.

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SYMPOSIUM

Looking back and moving forward: learning and transformation in communities

This symposium intends to bring adult basic education into focus: By looking back, its critical-emancipatory heritage in terms of empowerment and democratisation is described. This heritage is of vital importance when moving forward and contributing to research and development in the field. In order to raise the issue of critical-emancipatory concepts and their meaning when intending to move adult basic education ahead, three papers will be presented:

Irene Cennamo (Universität Klagenfurt, Austria)

1. Community-based learning(s)

This paper intends to present selected past and contemporary community-based concepts and experiences appropriate for adult learners from different European regions, in order to analyse and reflect adult (basic) educational learning theories.

Silke Schreiber-Barsch & Wiebke Curdt (Universität Hamburg, Germany)

2. Whose voices matter? Adults with learning difficulties as delegitimised clientele of adult basic education research and practice.

The paper aims to bring to the fore research on adults with learning difficulties (also known as intellectual disabilities) and their numerate practices in everyday life contexts. Grounded in findings of an on-going qualitative research project, the paper shall describe, in which kind of events and in what ways such practices are performed, used, and, how adults give meaning to them. Ultimately, it is asked for the practices' emancipatory potential in enabling and enacting participation in society.

Monika Kastner & Ricarda Motschilnig (Universität Klagenfurt, Austria)

3. Transformative learning in adult basic education

This paper intends to discuss a community-based participatory research project in adult basic education against the background of the Transformative Learning Theory, focusing on transformation(s) on individual and collective levels.

Concluding discussion with participants (audience)

Participants are invited to contribute to a concluding discussion and share their experiences and positions as well as raise own questions and further issues. A structured discussion, following questions proposed in the three presentations may be suggested, however is understood as extendible and open.

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Students learn to use the mathematics register and to reason mathematically

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This study examined students' use of the mathematics register as they engaged in thoughtful problem solving and expressed their justifications for solutions to a complex problem. The framework is the mathematics register, a specialised disciplinary language. The critical incident analysed focused on Stephanie, working with three other 4th graders and an adult facilitator in a small group. They investigated a counting task (a component of the combinatorics mathematics strand) "How many different towers 4 blocks tall can you build when selecting from blocks of 2 colors?" Analyses focused on language use (oral and written), gestures, diagrams, and use of manipulatives. Elements of everyday language, academic language, and specifics of the mathematics register were deployed with non-verbal representations. Analyses revealed evidence of students' use of the register, elicited by the facilitator and students during the authentic problem-solving. Implications include suggestions for instruction and assessment, in which teachers create settings where students are provided with optimal circumstances to learn, to utilise the mathematics register, and to deploy all cognitive-linguistic resources.

606 Petra Potočnik, Slovenia

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The development of a Slovenian national network for literacy and reading culture

From 8 September to 8 October 2018, the first “National Month of Reading Together” 2018 (NMRT 2018), a public manifestation of interdepartmental cooperation, took place in Slovenia and was complemented with a public awareness raising campaign “Reading Together”. The visual identity of the campaign has been based on the illustrations of eight award-winning Slovenian illustrators, all on the topic of joint reading. First, an online registration for the events related to reading was launched. The listed reading events were very diverse, ranging from professional symposia to various public reading events, to exhibitions and more. The final evaluation of the NMRT 2018 (and the campaign) is still to be done, but it is already evident that the participating operators, partners and supporters (various NGOs, schools, research centres, municipalities, publishing houses, media houses) have successfully created a national reading and reading literacy network which will remain active not only for the duration of the campaign “Reading Together”, but also in the future, thus following one of the fundamental measures of the new National Strategy for the Development of Reading Literacy.

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Literacy and wider life outcomes: Financial capability and numeracy

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There is currently a lack of research that explores how literacy is linked to financial capability and numeracy. This is surprising given recent research findings that one in four 15-year-olds from 15 countries are unable to make everyday spending decisions (OECD, 2017). At the same time there is some tentative evidence that literacy is as strongly related to financial capability as numeracy is, which suggests that there is a need to establish exactly how literacy supports financial education and practical ways of implementing this to equip young people to fully participate in society.

This presentation shares key findings from two recent pieces of research that we have conducted in the UK on how literacy is linked to financial capability and numeracy. We first developed theoretical models of the associations between these concepts that include skills as well as attitudes and behaviours, which we then tested in practice using large-scale surveys and skills tests of primary and secondary school pupils in the United Kingdom. Our aim is to provide practical suggestions on how schools could boost literacy by improving financial capability and numeracy, and vice versa.

SYMPOSIUM

Lifelong education of adults facing new cultural and linguistic challenges

Across the world, many adults face cultural and linguistic challenges as they are trying to adapt to changing contexts in their lives. Some are refugees adapting to their host countries. Some are adults with interrupted education facing the demands of new social and workplace conditions. The four presentations in this symposium will describe innovative approaches that address the lifelong education needs of adults who are facing changes in their lives and that enable them to participate more fully in their communities.

Presentation 1: Adults going back to the workplace and learning new skills: Findings from research

J. Alamprese, Abt Associates, USA

Increasingly, adults' success in the workplace requires their development of new skills for a new economy. This presentation examines the results from studies of interventions that were designed to increase low-skilled adults' attainment of secondary education credentials and to aid their transition to post-secondary vocational education. The interventions included accelerated courses in adult basic skills education, and a texting intervention to encourage adult learners' educational participation. The interventions were tested through experimental studies conducted in community colleges in the state of Oregon in the United States. In the presentation, I will discuss findings concerning adults' development of numeracy skills, their attainment of a secondary credentials, and their enrolment in postsecondary education.

Presentation 2: We and the others: The migrants who leave their country. Literacy projects to address cultural diversity and inclusion

Assunta Di Febo, Centre for Books and Reading, Ministry of Cultural Heritage and Activities; Tiziana Mascia, Free University of Bozen – Bolzano, Italy

In recent years, the phenomenon of migrants leaving their countries in search of a better future has assumed frightening proportions. There are those who would like to welcome them all, those who ask for serious regulation and those who would like to close the borders. However, in such contexts literacy projects can foster better access to information and encourage the involvement of people who are traditionally excluded from the fruits of cultural production.

The presentation focuses on the process of selection for and the findings of the literacy projects promoted by the Italian Centre for Books and Reading including: a) “Libraries and Inclusion”, which aims to transform libraries in cultural centres in order to overcome many forms of discrimination, and to offer services and opportunities for participation, exchange and dialogue between different groups, migrants and other minorities; and b) “Scriviamoci” in which young adults from more than 100 Italian schools were asked to write an essay on the subject of migration with the aim of promoting inclusion and raising awareness of other cultures.

Presentation 3: Empowering young women not in education or employment

M. Canturk, D. Asik, A. Sahinkaya, A. Durgunoğlu, Eca Oztan, AÇEV, Turkey

Among young women aged 15-35 in Turkey, almost half are not in education or in employment. Their schooling is interrupted and they are facing cultural challenges that prevent them from participating more fully in the decision processes in their homes, communities and society. This presentation describes an intervention that is aimed at developing the knowledge and the capabilities of these young women. The results are described using the multifaceted framework of empowerment, analysing the enhanced knowledge, awareness, self efficacy and active participation of the women who have completed the program.

Presentation 4: Developing the language and literacy skills of Syrian refugee women in Turkey

Aydin Durgunoğlu, University of Minnesota Duluth, USA

Turkey now hosts almost 3.5 million Syrian refugees who are fleeing from war. The first study examined the profiles and needs of Syrian young women. They had limited education in their home countries, had children at a young age and expressed their primary need as learning to speak, read and write Turkish. The formal education system could not accommodate the needs of this group. In addition, they were not allowed to go too far from their homes and neighbourhood. To address these challenges, a small pilot study was set up in which a group of Syrian women met in the house of a neighbour to use an online Turkish literacy program (www.acevdeokuyaz.org). This presentation will describe the intervention, its results, and the implications for refugees in general.

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ALS Literacy Programs for Filipino Adult Learners: Whose Goals Are Being Realised?

In the Philippines, adult education remains to be a low priority area in policy making. The major education reforms in the recent years place so much importance on the education of its young population both in the formal and non-formal setting. In fact, the recently reconfigured curriculum of the Alternative Learning System (ALS), the main provider of basic literacy education for marginalized learners addresses more of the literacy needs of the out-of-school children (OSY) and out-of-school-youth (OSC) rather than the literacy needs of adult learners. Using an ethnographic approach, the existing ALS curriculum and sample lessons were analyzed and interviews with five instructional managers, six former ALS students, and one ALS director were conducted.

The study which views literacy as social practices and literacy education as transformative, empowering, and emancipatory described the ALS experiences and life goals of the participants and analyzed them vis-a-vis the goals and content of the ALS curriculum. Major findings showed that the irrelevant content; formalization of instructional approaches; and the foreign context and language of the instructional materials invalidate the previously acquired literacy skills and practices of the adult learners and threaten to erode their hopes of achieving productive lives in the future.

610 Daphne Greenberg, USA

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What do we know about adults who struggle with their reading and can we help them improve their reading skills?

An intervention designed to address the reading problems of adult learners was developed and administered. To evaluate potential efficacy, we compared outcomes from our research intervention with those from standard instruction. Specifically, 320 adults, reading between the third and seventh grades, participated in research classes (N = 233) or their usual literacy classes (N = 87). Research classes offered a blend of teacher-led and computer-based reading instruction. All participants were assessed before and after 100 hours of instruction on standardised and experimental reading tests. Descriptive and correlational analyses were conducted. Analyses illustrated the adults' extreme reading-related deficits, their lack of successful integration of skills, and the importance of considering age and English speaking status in this population. The intervention had its greatest impact on learners' decoding skills, and learners expressed a desire for more decoding training. This signifies the importance of decoding instruction in adult literacy programs. Failure to demonstrate changes in reading comprehension may be due to problems in measuring comprehension in this population.

611 Shlomo Alon, Israel

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The ulpan approach in absorbing immigrants into their new home

My paper will present the system of intensive courses for immigrants as a productive way to enable them to absorb the language and the culture of their new homeland. This system was applicable to absorbing millions of Jewish people who, for a variety of reasons, migrated to Israel from the places where they were born. The system was introduced after the Second World War and bore great fruit. The system is described in my paper as a model for better integration between individuals and communities in Europe.

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Reimagining family literacy: exploring the experiences of migrant mothers in third sector spaces

Migrating mothers are potentially excluded from UK literacy provision due to funding restrictions and strict achievement criteria. The voluntary sector, distinct from formalised educational contexts, opens new potentialities by providing holistic support to families from the outset of their arrival. The sector offers an important space for alternative and collaborative language and literacy pedagogies for those who are potentially isolated. With a social, humanistic learning approach at its roots, family literacy is an emerging educational provision in the sector. This two-year pedagogical ethnographic study took place in two community organisations. Three perspectives of “agency” are analysed: the researcher/teacher; community practitioners; and mothers from diverse migration contexts, who have had little formal literacy input in their home language. Findings from the women are focused on drawing on culturally-specific visual, textual, and oral methods to represent their socially and historically situated experiences of migrancy and literacies. The research aims to support mothers with low literacy skills to ease their transition into further educational and employment opportunities.

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Possibilities for third country nationals to learn the state language in Latvia: challenges, problems and solutions

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The proficiency of the state language ensures the individual's ability to integrate more successfully in the local community, offers better possibilities in the labour market, and gives a sense of security and emotional comfort. The acquisition of the language of another country is a complex and time-consuming process. Both the opportunities and support guaranteed by the country as well as the person's own motivation, learning skills, and personal qualities influence successful acquisition of the state language.

The aim of the study is to find out and analyse conditions that promote or hinder successful acquisition of the Latvian language by third country nationals.

The study is based on interviews with 50 respondents, the observation and analysis of the language acquisition process in 15 Latvian language lessons, and the analysis of the results of the state language attestation examination.

Keywords: state language, motivation, learning skills, third country nationals

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Parents in Sweden describe influential factors in children's reading and writing development

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The aim of this study was to shed light on influential factors in children's reading and writing development, from the perspective of parents. Retrospective interviews with 27 parents of preschoolers obtained from a research project were used. Bronfenbrenner's Bioecological Model for human development and the Process-Person-Context-Time (PPCT) model were adopted as a theoretical framework. Extracts about children's reading and writing development were obtained from the interviews. A thematic analysis was used and generated nine themes within the preliminary results: children's abilities and engagement; genetics and parents' abilities; the presence of more able siblings and peers; involved parents and grandparents; teacher competence, attitude and collaborations; social climate in the preschool class; free play and child-initiated reading and writing activities; toys and books; extra support provisions and stimulation. This study shows that factors related to the child, to processes at home, in preschool and in preschool class, and time can influence children's reading and writing development. The study also showed that parents can be a valuable knowledge source in Nordic (special) education research.

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Engaging language in academic text

Effective inter-cultural communication continues to be imperative, as the number of students studying in English internationally has become significant. As many academic instructors can attest, the ability to identify tone in textbook reading often goes undetected by many students of English as second language, thereby reducing the students' understanding that not all of their educational experience is dull and dry. Research abounds on cross-linguistic differences in humour, as well as the advantages of incorporating humour into language learning, but little information is available regarding humour recognition in academic materials. Based on three empirical studies done at a Canadian university on over 400 first year students from varying linguistic groups, this paper presents theoretical analyses of language students' difficulty in recognising humour in English academic text, as well as evaluating the effect of humour on overall reading comprehension and learning.

616 Charlotte Frambaugh-Kritzer, USA

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How I found more overt ways to bring social justice to action in my secondary disciplinary literacies methods course

Problem: The purpose of this oral presentation reflects how I transformed my literacy course with the goal of building a more empathetic, inclusive and just society, aligned to themes in Condition 5 and 11. One example includes how I used the social justice (SJ) standards expressed within “Teaching Tolerance” for the first time and required teacher candidates to write lesson plan objectives using these SJ standards within their discipline area, coupled with literacy strategies.

Method: My self-study was inspired after my colleagues and I redesigned our teacher education program to include a SJ mission. Forced to examine my own practice towards this mission, I asked: “How can I more overtly address SJ in my literacy course?” I used qualitative self-study methods to examine my understandings, curricular changes, student outcomes, and my transformation. Data sources included: a) transcripts from each class, b) artefacts, and c) researcher’s journal.

Findings: Analysis identified four themes: identity, diversity, justice, and action. Comparing the findings to my previous courses, significant transformation in my practice was largely due to these SJ standards and my ability to work through the tensions I faced.

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SYMPOSIUM

Computer-based assessment of reading literacy in international and national assessments: Mapping a way forward

This symposium looks at recent developments in the computer-based assessment of reading literacy in international and national contexts. Following two presentations focused on recent developments in computer-based assessment of reading literacy in international assessments (PIRLS and PISA), we look at the development of a digital literacy assessment in Korea. The symposium concludes with a consideration of the implications of these studies for assessing reading literacy over the next several years.

Presentation 1: The Transition to Computer-based Assessment in PIRLS

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In 2016, PIRLS, the international assessment of reading literacy completed by students in grade four in over 50 countries, offered a separate assessment of online informational texts for the first time (ePIRLS), side-by-side with a paper-based assessment of literary and informational texts. This presentation draws on the PIRLS 2016 assessment framework and released items to compare how reading comprehension of informational texts is assessed across modes. The presentation also examines how the traditional assessment of literacy and informational texts will be combined with e-PIRLS in 2021 as countries consider the option of offering the assessment in digital format only. The paper concludes by considering how computer-based assessment in PIRLS reflects current conceptions of digital literacy and reading comprehension, and how the assessment can be expected to impact on national literacy curricula.

Presentation 2: The PISA 2018 Assessment Framework: Balancing Innovation and Trend

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PISA is an international assessment of reading literacy taken by nationally-representative samples of 15-year-olds in over 80 countries every three years. Before specific test items could be generated for PISA 2018, the Reading Expert Group made up of practitioners, researchers, psychometricians, and others, laboured over the design of the framework that ultimately guided the nature and form of the questions and the prompts on the assessment. This presentation offers insights into that process by two members of the assessment framework development teams. As insiders from the opening discussions through to the crafting of the final assessment framework report, the presenters share a unique critique of a process that was characterised by seeking a balance between innovation and trend. The presentation concludes by considering how newer conceptions and global literacy practices, such as digital literacy and multi-literacies, are represented in PISA 2018 reading literacy framework.

Presentation 3: Web-Based Digital Literacy Assessment for K-12 Learners: Its Design and Validation

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High-quality assessment of digital literacy is crucial to understanding students' literacy skills and practices. Such assessment also provides critical information that could be used in the evolution of appropriate teaching pedagogies to support students in developing the important skills required for the knowledge society of the twenty-first century. The focus of this presentation is a project led by Korean literacy scholars, with the goal of developing and validating a web-based digital literacy assessment system for K-12 learners in Korea. The presenters first describe the design framework for digital literacy assessment (i.e., digital literacy as a configuration of the skills and knowledge involved in infor-

mation searching, meaning making, critical evaluation, text design, representation, and communication) with the specific assessment materials and items that were developed within the framework. We also discuss findings from our validation study using learners' verbal protocol data (e.g., think aloud) and human-computer interaction data (i.e., screen recordings, log files) generated during their performance on the digital literacy assessment. Finally, we discuss potential uses of the assessment for both research and pedagogical purposes (e.g., diagnostic, formative) as well as possible larger implications, such as the endeavor of making research-informed policies in literacy education.

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Embodying change in literacy for women: Perspectives from northern Uganda

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The purpose of this symposium is to begin a conversation about the educational paradigms that ground approaches to literacy learning for women whose lives and access to education have been interrupted by conflict. Grounded in theories of indigenous ways of knowing (cf. Battiste, 2005), transformative activist stance (cf. Stetsenko, 2016), and post-colonial theory, we will argue that the current educational paradigm, especially for these women, supports conformity, violence, and competition rather than creativity, empowerment, and compassion. Using the format of *métissage*, the three authors will tell their stories of hope for change in education for women in northern Uganda. We will weave together a critique of the present system that supports the continuation of patriarchal norms, a study of how women participating in one literacy program for women understand learning within their own culture as well as their educational needs and wants, and a proposal for a curriculum and instructional processes grounded in women's ways of knowing, in lives, and in cultural identities. The symposium will conclude with opportunities for conversations around lifelong learning and social transformation.

619 Denise Alves de Araujo, Brasil

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The understanding of the appropriation of school concepts by adults using the concept of lived experience (perijvanie)

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The paper presents the results of a research developed in classes of young and adult education in Brazil. The goal was to investigate how these students appropriate mathematical concepts in their cultural practices during the classes. It was based on theoretical-methodological assumptions including “Cultural Historical Psychology and Ethnography in Education”. We developed an ethnographic approach centred on two maths classes during one year. The analysis was based on Vygotsky’s concept of lived experience (perijvanie), employed as a methodological tool to help us understand the processes involved in scholars’ appropriation of mathematics concepts mediated by language. The research results show that the daily lived experiences of each person, and those inbuilt in that scholar’s lived experience, shape the ways in which they take ownership of mathematical concepts. Even if it was the same teacher who developed the same activities, the contrastive analysis have shown differences and similarities in the ways students participate and in the learning opportunities in both classes. It is essential to bear in mind that the process of appropriation/cognition is not a mental and an individual process but it is situated social cognition.

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FrontRead – can you improve the speed of reading, and the comprehension of the text at the same time?

Is it possible to read faster and at the same time improve the comprehension of the text?

With this question we want to discuss what is thorough reading as well as presenting our experiences and results with more than 150,000 Danish students on 900 schools plus 10,000 adults in large companies.

In *FrontRead's* learning analytics module, the results from the participants who have been training with *FrontRead*, show an increase of 63% within speed of reading.

FrontRead is a combination of physical training of the eye, training of the brain's ability to recognise patterns, lowering of regression and an increased awareness of the reading process. Together these elements affect and optimise our daily reading, both analogue and digital, irrespective of the language you are reading.

Based on 25 years of extensive experience with reading and learning among children and adults, *FrontRead's* methods have been implemented in modern technology. We have a strong basis in recognised theories and studies within fields such as peripheral reading, eye span, working memory, and reading flow.

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Loss of literacy skills among adults and the impact on expected levels of acquired skills in technical programs

We are convinced that the educational level of an individual does not guarantee the strength of literacy skills. These skills degrade over time and in fact accelerate if they are used little or not at all. In Canada, 67% of adults who are admitted into technical programs possess literacy skills ranging from weak to very weak. This represents an almost insurmountable challenge for an adult wishing to complete a technical program successfully. This communication will demonstrate that the loss of literacy skills in adults produces situations of skill deficiency and has an impact on the ability to acquire specific skills in a technical program. After presenting a portrait of the literacy skill levels of the Canadian population and workforce, we will then explain the expectations of the labour market using our model of the “offer and demand pyramid” for skills. Finally, recommendations for promising future avenues will be presented.

SYMPOSIUM

Atomicity of reading: the new shape of the “Reading that Unites Us” (RUU) research project

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Natalia Borisenko, Elena Popova, Elena Rudick, Aleksandr N. Voropayev, RAR, Moscow, Russia

To know what we read is as important as it is to know how to teach and promote literacy. Literature has the power to unite people across age, gender, and cultural differences, revealing the values that we all share. They are entrenched into all European and national documents, such as the European declaration of the right to literacy and the concept of national program to promote the reading of children and youth. The members of the Reading Association of Russia (RAR) decided to conduct a research project, titled “Reading that Unites Us” (RUU), to unite groups of people around the books they have read. They surveyed more than 1,000 readers including children, youth and adults by asking them to complete questions on the lists of books that different readers have read and to determine which of these books have encouraged them to continue reading and learning. A new trend was noticed, which was called the atomicity of reading. Schoolchildren, especially teenagers, read different books. In some cases, it was difficult to make a list of five to six books that have been read by the students of one grade beyond the compulsory list. It brought new insight into the project. The study included not only the reading of boys and girls, but also the reading of children with special needs, of Orthodox church schoolchildren, and of school and university teachers. We looked at reading from print and from screen. The groups became smaller and the outcomes more surprising! The data will be presented at the Symposium together with the conclusions to assist educators in adapting evidence-based and cognitively demanding instruction to the needs and interests of learners.

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Living in a literate world

The paper presents a nested model “The Spheres of Literacy” as a framework for living in a literate world, reflecting the idea that literacy is a human right. The spheres represent the relationship of five all-encompassing concepts, which are 1) functional literacy, 2) specialised literacy, 3) cultural and multicultural literacy, 4) critical literacy, and 5) a composite of the views that define the construct of literacy in a literate world. Each of the spheres has distinct characteristics that can be translated into goals, standards and outcomes in relation to conceptualising proficiency in the levels of multi-faceted literacy that are needed for today’s world. This may then guide the determination of objectives for curriculum, for instruction and for the assessment of a broad view of what it means to be literate and how to achieve this goal. The model is based upon an extensive review of various approaches to conceptualising literacy.

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An exploratory consideration of approaches to assessing children's poetry: How do we view poetry written by secondary school students?

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The purpose of this study is to develop a model to interpret children's learning from their poetry writing by subjecting it to theoretical and practical examination. Heretofore, teaching poetry writing has had low status in the school curriculum, and fewer lessons are taking place in this topic than in other genres (Dymoke et al., 2013). This situation is partly because of the view of "the product supremacist", which emphasises whether or not children wrote an excellent poem, and which leads to children and teachers becoming anxious. Some assessment methods of children's language ability through writing poetry have been developed in the UK (Carter, 1997; Dymoke, 2003; Wilson, 2005), but their international versatility has not yet been examined. In response, we designed an assessment model based on the model consisting of eight levels that was developed by Dymoke (2003) and we reconstructed it. We conducted a poetry-writing lesson in a secondary school classroom and assessed poems written by the students. We tried to categorise these poems based on the rater-related difference and reconstructed the model. As a result, we could extract the potential for the establishment of this method of assessing children's poetry writing and its contribution to the improvement of the children's creative literacy skills.

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Journalese: The good, the bad and the ugly

Standard English is not the only type of English. Other types include legalese and business-speak. Journalese is one of the most influential linguistic domains because it has such widespread public exposure. Like other language domains, it often needs some translation. Good journalism clarifies issues for the public, and is expressive and readable. However, too much journalese hinders readers' comprehension. This paper characterises journalese as "good", "bad" or "ugly" with reference to positive features such as ease of assimilation on the one hand, and overuse of superlatives, hyperboles, stereotyping, clichés and (often awful) puns, portmanteau words, metonymy and metaphor, etc. Brevity and simplicity can be a benefit to the reader, but when overdone it can confuse meaning and may even detrimentally influence a reader's writing habits. The paper gives examples of terms and expressions from the journalist's toolbox, including "shorthand" constructions (neologisms, acronyms, semantic condensation, etc) which can speed up writing time and save space when used wisely, as well as some features that enhance readability.

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Prime Time Parenting

This presentation is based on the acclaimed parenting book, *Prime Time Parenting*,¹ which has been described as the “the step-by-step guide for school nights that parents have always wanted.”² The presentation aims to support parents in nurturing children’s development as readers, writers, speakers, listeners and thinkers.

Prime Time Parenting is a two-hour school night routine that helps parents to support their children’s progress in reading and writing while also meeting their overall developmental needs. The presentation is packed full of research-based recommendations on how to nurture reading and writing at home. The Prime Time Parenting routine can offset some of the risks associated with digital distraction. Overall, the routine helps families create a literacy-rich, happy and healthy home life.

Participants will learn how parents can help children succeed in the critical academic skills of reading, writing, listening and thinking.

1. Published in Europe and the USA

2. Kyle Schwartz, teacher and author of *I Wish My Teacher Knew*

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Food Literacy Questionnaire on Salt for Filipino College Students

To date, studies reveal that years spent in college result in unhealthy dietary habits of students. In Indiana, USA, “students have a fair knowledge of nutritional requirements for health, however food choices they make are not necessarily healthy. Convenience and taste of food were priority” (Abraham, Noriega, & Ju Young, 2018). Little is known about the nutritional knowledge of college students, salt awareness is not emphasized in the curriculum, and dearth of materials available in the Philippine setting. In this regard, this study adapted and applied the Grier’s Food Literacy (GFL) model in the food literacy questionnaire on salt. The questionnaire was reviewed and validated by experts in Health education, Nutrition, Language education, and Nephrology. Students’ comments regarding the questionnaire were also considered in the final version of the questionnaire. The final questionnaire included items on the foods the students consume, the reasons for consuming salty foods, awareness of the effects, recommended amount of salt per day, frequency, regulation, and reduction of salt intake.

To ascertain construct validity, confirmatory factor analysis through principal components analysis extraction and Varimax rotation methods were conducted while for reliability, Chronbach Alpha was measured through statistical computations via SPSS version 20. Both statistical analyses were indicative of suitability and high reliability.

The questionnaire was pilot tested to 664 college students from a tertiary institution in Quezon City. The questionnaire provided sufficient results on college students’ knowledge and habits on salt. Thus, it is recommended that the questionnaire be pilot tested to other tertiary institutions, be used for curricular revisions, and be used in the development of health and food literacy materials that will enhance students’ knowledge and healthy dietary practices.

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Learning through reading and multimodal literacy in French L1 classrooms: The SLAME project

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The SLAME project (Cartier & al., 2018) aimed at the enhancement of learning through reading (Cartier & Butler, 2016) & multimodal literacy (Lacelle, Boutin & Lebrun, 2017; Martel, 2018) teaching in French L1 (FL1) classrooms. Two objectives are discussed here: 1) we describe learning through reading support and activities planned and deployed by teachers, counselors, etc. in order to activate learning through reading in multimodal contexts; 2) we look at the interaction between those practices and students' learning through the reading process. Results from this multiple cases study (Yin, 2009 / N = 8) show that teachers initially integrated some knowledge learning through reading, and mobilised some multimodal ensembles to support their students' assignments. Afterwards, they began to provide some support to students' learning through reading processes and multimodal skills. Results also indicate that students' engagement in learning through reading activities in a multimodal context is not a simple task for most of them. Although contemporary forms of literacy and literacy practices are a major part of students' daily life, their integration into FL1 classrooms remains a challenge.

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POSTER

Word level problems in Danish students assessed for dyslexia in higher education

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Since 2015, assessment for dyslexia in all educational levels in Denmark is based on the electronic *Ordblindetesten* (the dyslexia test), which targets phonological decoding. This test categorises students either as having dyslexia, and demonstrating inaccurate phonological coding, or as not having dyslexia. In higher education, 25% of students who request a diagnostic assessment of their literacy difficulties are categorised as not dyslexic. However, it is our clinical experience that a considerable number of these students have literacy problems similar to those who are classified as dyslexic. This study investigates whether *Ordblindetesten*'s classification is supported by statistical analyses of results from two word-reading tests and a spelling to dictation test of about 250 students tested with *Ordblindetesten* and about 250 control students who report no literacy difficulties. While we find an overall correlation between classifications made by *Ordblindetesten* and results from the other tests, a considerable number of students classified as not dyslexic show word level difficulties comparable to those of students classified as dyslexic. The poster discusses the findings and implications of this study.

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Why FELA, Federation of European Literacy Associations?

Co-presenters: Petra Mikeln, MA (Slovenian Reading Association), Dr Zuzana Petrová (Trnava University, Faculty of Education; Slovak Reading Association), and Dr Veronika Rot Gabrovec (Slovenian Reading Association)

In 1977, the International Reading Association (now ILA) set up a European Committee (IDEC), which has grown from six national associations to 29. In 2008, IDEC created a parallel body, FELA, and in 2018, they merged.

From January 2019 FELA, the European partner of ILA, has restructured itself. Institutional membership is now open to organisations which are concerned with or interested in literacy with objectives compatible with those of the Federation. The expanding membership offers FELA the benefit of various professional views and a wide range of experiences.

Why join FELA? To strengthen, promote and grow the voluntary network of literacy professionals, researchers and practitioners, contributing to improvements in literacy at all levels in the countries of its members and beyond. To offer a platform for teachers and researchers to interact at the biennial conferences and events in between.

Member association representatives will share their vision on what the fourth generation of FELA has to offer to a teacher and a researcher; and together with FELA pioneers, they will answer any questions about FELA that might arise.

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WORKSHOP

Undervisning i ordtilegnelse og ordkendskab: Tag ordet med dig!

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Workshoppen har fokus på undervisning, der styrker elevers ordtilegnelse. Det er undervisning i morfologisk opmærksomhed, undervisning i at udnytte konteksten (den tekst-sammenhæng, som nye ord indgår i) samt direkte undervisning i udvalgte nøgleord. De aktiviteter, som workshopdeltagerne arbejder med, indgår i et samlet undervisningsforløb og materiale: *Tag ordet med dig* (Gyldendal Uddannelse).

Undervisningsforløbet er resultat af et flerårigt forsknings- og udviklingsprojekt gennemført i samarbejde mellem Center for Læseforskning og Høje-Taastrup Kommune og støttet af A.P. Møller Fonden. Undervisningsforløbet har vist effekt i en træningsundersøgelse med deltagelse af elever og undervisere fra skolens mellemtrin.

Efter korte introduktioner til baggrunden for de udvalgte aktiviteter og deres rolle i det samlede undervisningsforløb arbejder workshopdeltagerne indgående med følgende aktiviteter:

- Morfologisk opmærksomhed (par-/gruppeaktivitet omkring sammensatte ord)
- Opmærksomhed på hjælp i konteksten (par-/gruppeaktivitet omkring korte tekster)
- Repetition af nøgleord (gruppeaktivitet med ordkort, der sikrer, at eleverne arbejder aktivt med ordenes udtale, stavemåde og betydning).

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Understøttende undervisningstilbud til forældre med ordblinde skolebørn

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Ordblindhed er arveligt. Af denne grund er mange forældre til ordblindebørn selv ordblinde. De oplever derfor de samme udfordringer som barnet med hensyn til at læse og formulere sig på skrift. Hertil kommer ekstra udfordringer med at benytte de digitale redskaber, der kan understøtte ordblindhed. Sagt med andre ord. Forældre til ordblinde børn har ofte problemer med at støtte deres barn i forhold til skolegang og lektier.

Odense Kommune har i 2018 politisk besluttet at tilbyde denne forældregruppe særlig støtte i form af dels ordblindeundervisning, dels IT-undervisning. Undervisning, der sætter forældrene i stand til at støtte deres barn med lektierne. AOF varetager denne undervisning. Oplægget bygger på de erfaringer, tilbuddet har resulteret i, og lægger op til dialog om, hvordan tilbuddet kan implementeres bredere.

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Strukturerede tekstsamtaler

Alle elever både skal og kan undervises i tekstforståelse – også elever med udfordringer som fx elever med generelle indlæringsvanskeligheder, elever med autisme eller elever med dysleksi. Med udgangspunkt i dette statement blev praksisforskningsprojektet Strukturerede tekstsamtaler gennemført i perioden 2013-2015 både i Danmark, Finland og Sverige. Ideen bag projektet var, at eleverne kan lære at blive bedre til at forstå de tekster, de læser, hvis de undervises i og får lejlighed til at træne hensigtsmæssige strategier til dette. Forsøget skulle afprøve effekten af to metoder til styrkelse af elevers tekstforståelse, og målgruppen for forsøget var 13-17-årige elever med generelle indlæringsvanskeligheder eller autisme. Projektets tekster tog udgangspunkt i korte notitser især fra gratis-aviser og lokalaviser.

Projektets metoder, materialer og resultater præsenteres kort mhp. diskussion om, hvordan metoder og materialer kan gøres egnede til andre målgrupper, som fx yngre elever, elever uden diagnoser eller elever med andre diagnoser. Endvidere præsenteres efterfølgende kort, hvordan forsøget har spredt sig som ringe i vandet især i Finland og Danmark.

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WORKSHOP

Emotionelle følger ved dysleksi

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Et liv med læse- og skrivevanskeligheder har konsekvenser for identitetsudviklingen og påvirker selvopfattelsen og troen på egen evne til at lære. Dette synes at være velbeskrevet i forskningslitteraturen. Men hvordan kan vi som undervisere bedst støtte den voksne ordblinde kursist? Workshoppen vil belyse, hvorledes bevidstgørelse omkring elevens selvforståelse kan skabe nye gunstige betingelser for elevens faglige udvikling.

Overskrifter for teorien:

- Identitetsdannelse
- Diagnose/forståelsesramme
- Den professionelle samtale, paradokser, det trygge læringsrum
- Skam/selvrespekt, udenforskab/fællesskab.

Øvelser i gruppe:

- Filmklip af OBU-elever: Undersøge, hvilke identitetskonklusioner eleverne har med sig grundet deres læse- og skrivevanskeligheder
- Identificere sammenhænge mellem selvforståelsen og valget af strategier
- Diskussion: Hvordan kan vi arbejde med bevidstgørelse af valget af strategier?
- To og to: Den nærværende kontra den distancerede professionelle samtale.

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Læse- og skriveteknologi (LST) i et dynamisk perspektiv

Et efterhånden stort udbud af læse- og skriveteknologier skaber en unik mulighed for at "skræddersy" en LST, som passer til den ordblinde.

Gennem grundskolen ændrer teksttyperne sig og bliver mere mangfoldige og fagspecifikke. Sideløbende øges kravene til læsehastigheden og den skriftlige produktion. Derfor er man som underviser nødt til at anskue LST ud fra et dynamisk perspektiv. Et dynamisk perspektiv, som tager højde for elevens skriftsproglige kompetencer, opgavetype, og hvor i uddannelsessystemet den unge ordblinde befinder sig.

Jeg vil i oplægget demonstrere:

- Teoretisk viden om ordblindhed og afledte vanskeligheder
- Relevante praksiseksempler og elevcase
- Hvordan oplæsningsfunktion, talegenkendelse og ordforslagsfunktion tænkes som dynamiske i forhold til elev og opgave
- Hvorfor man skal have øje for overgange i uddannelsessystemet, når en ordblind bruger LST
- Hvordan LST kan tænkes ind i alle fag
- Hvordan der skabes et indre behov og en øget motivation for brugen af LST
- Hvordan ordblinde, der anvender LST, udvikler selvstændige teknologibaserede læse- og skrivestrategier
- Hvordan centrale didaktiske pointer kan indgå i undervisningen til gavn for den ordblinde.

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Dysleksi i et livsperspektiv

Dette oplæg tager sit afsæt i en mangeårig faglig interesse og en nysgerrighed over for børn og unge med dysleksi. Oplægget har til formål at kigge nærmere på dysleksi i et livsperspektiv med afsæt i fire teoretiske begreber: stigma, handicapforståelse, identitet og livskvalitet. Projektets empiri er knyttet til Kompetencecenter for Læsning i Aarhus, som er et undervisningstilbud for børn og unge med dysleksi.

Jeg er optaget af at lytte til de unge mennesker med dyslexis stemme, og derfor vil oplægget tage udgangspunkt i mit afsluttende masterprojekt med titlen "Dysleksi i et livsperspektiv". Projektet bygger på kvalitative studier, og jeg vil i oplægget dykke ned i det empiriske materiale for at belyse de mønstre og tendenser, der træder frem, i forhold til muligheder i samfundet for mennesker med dysleksi.

Afslutningsvis vil oplægget præsentere 10 bud på, hvad der som menneske med dysleksi skal til for at lykkes. De 10 bud er frembragt på baggrund af det empiriske materiale og skal ses i lyset af stigma, handicapforståelse, identitet og livskvalitet.

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Læreres lesedidaktiske praksiser

Implementering av literacyundervisning i fag har tatt tid (Hodgson, Rønning & Tomlinson, 2012). Studien utforsker ungdomstrinns læreres arbeid med den grunnleggende ferdigheten lesing etter revisjon av norsk læreplan i 2013 (Tverbakk, 2018). Problemstillingen er: "Hva kjennetegner læreres lesedidaktiske praksiser?" Studien ser arbeid med lesing i morsmålsfaget norsk i lys av fagene naturfag og samfunnsfag. Datagrunnlaget består av videoobservasjoner og intervju.

Funnene viser interessante variasjoner i læreres oppfatninger av leseundervisning på ungdomstrinnet. Svake leseferdigheter fremheves som sentrale utfordringer. Funnene kan bidra som innspill i fremtidige diskusjoner om hva kvalitet i utvikling av leseundervisning i skole og lærerutdanning kan innebære.

Nøkkelord: literacy, didaktikk, praksis

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Kommunalt projekt om løbende evaluering af staveundervisningen som afsæt for skriftsprogsundervisning af høj kvalitet

I Haderslev Kommune anvender vi LUS (LæseUdviklingsSkemaet) som løbende evaluering af afkodningsundervisningen. Vi har gennem flere år været i gang med at arbejde med staveudvikling, som er “den anden side” af afkodningen. Vi er i gang med at udarbejde et kommunalt materiale – SUS (StaveUdviklingsSkemaet) – i forhold til at arbejde med stavning ud fra “trin” i staveudviklingsprocessen, præcis som vi gør i afkodningsprocessen.

Mit oplæg vil indeholde processen i dette arbejde, vort teoretiske afsæt, og hvilke tanker vi har haft undervejs både i forhold til det pædagogiske og i forhold til den hverdag, den almene lærer står i. Jeg vil vise de materialer, vi har klar, når konferencen afholdes.

Det handler bl.a. om fælles PowerPoint-/slide-præsentationer til brug på teammøder og forældremøder. Herudover har vi “elevens bog”, lærervejledning og klasseoversigter klar. Vi forventer også at have plakater klar til konferencen.

Endelig vil jeg også kunne vise vores videndelingsmappe med konkrete ideer til undervisning og vise, hvordan vi fastlægger den enkelte elevs stavetrin.

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Fra årskursus for elever i store skriftsproglige vanskeligheder til en kursusrække i it-kompenserende hjælpemidler for elever i ordblindevanskeligheder

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Vi vil i oplægget fortælle om udviklingen af vort kommunale tilbud for ordblinde elever fra 4. årgang og op. Tilbuddet har eksisteret siden 2001 og har udviklet sig fra at være et årskursus for elever i store skriftsproglige vanskeligheder til en kursusrække i it-kompenserende hjælpemidler for elever i ordblindevanskeligheder, hvor opfølgning, co-teaching og opbygning af ITK-caféer på alle vore kommunale skoler er en stor del af arbejdet med eleverne efter et indledende kursus på 8 uger. Vi vil ligeledes komme ind på, hvordan vi arbejder sammen med forældrene.

I oplægget vil vi belyse, hvilke vilkår, erfaringer og pædagogiske aspekter, der ligger til grund for udviklingen, og fokus i oplægget er tilbuddet, som det ser ud lige nu – og hvorfor.

Hvis tiden rækker, vil vi også fortælle om udvælgelsesprocessen og kriterierne for udvælgelsen af eleverne.

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WORKSHOP

Kan apps bruges smart i skolearbejdet?

Mange skoler kræver, at eleverne gemmer deres smartphone væk i undervisningen. For elever i læse- og skrivevanskeligheder kan smartphonen imidlertid være en uvurderlig hjælp, fordi den rummer en række hjælpefunktioner, der er lette at anvende.

Smartphonen kan ikke erstatte særligt udviklede læse- og skrivestøtteprogrammer for elever i store læse- og skrivevanskeligheder, men den kan supplere disse programmer. Min erfaring er også, at mange elever kan motiveres til at bruge hjælpeværktøjer generelt, når de samtidig kan bruge deres smartphone.

I workshoppen indgår følgende aktiviteter:

- Jeg viser, hvordan forskellige hjælpefunktioner og apps fungerer.
- Jeg giver eksempler på, hvordan elever, der var ved at give op over for skolearbejde, kom i gang med at skrive stil, løse skriftlige opgaver i alle fag m.v.
- Deltagerne drøfter i mindre grupper fordele og ulemper ved at lade elever bruge apps i skolearbejdet.

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Faglige løft til svagtstillede udskolingselever

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Forskning viser, at elevers faglige præstationer i læsning forøges efter 3.-4. klasse, og at forældrenes uddannelsesniveau betydning for elevens samlede uddannelsesforløb¹ og konsekvenserne kan være store².

I et 2-årigt projekt, forestået af UC Syd, undersøgte vi, hvilke læsedidaktiske greb læreren kan anvende for at løfte svagtstillede elevers læse- og skrivekompetencer i 10. klasse til et niveau, så de kan træffe et reelt uddannelsesvalg.

Som metode blev etnografisk feltarbejde benyttet, og data bestod af læsetests, videoobservationer af undervisning og interviews med svagtstillede etnisk danske elever.

Med fokus på Reading 2 Learn-metoden og semantiske koder eksemplificeres, hvordan læreren ubevidst kan øge eller mindske den sproglige kløft, som findes mellem skolen og hjemmene. Resultaterne peger i retning af, at en undervisning med fokus på synliggørelse af fagets vidensformer, tekstens intention og tekstens sprog er gavnligt for svagtstillede elever.

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2. Egelund, N. m.fl. (2017). *Fagligt lavt præsterende elever*. Aarhus Universitet.

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Skriftsproglig udvikling i ungdomsuddannelse

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Som læsevejledere på et teknisk gymnasium arbejder vi med ordblinde unge, der er motiverede og kvalificerede til at tage en ungdomsuddannelse med henblik på videreuddannelse efterfølgende.

Vores arbejde tager udgangspunkt i, at eleverne er kompenserede i forhold til teknologiske hjælpemidler, både hvad angår læseprogrammer og skrive-/stavehjælp. De bruger det nyeste software og er kompetente IT-brugere.

Vi vil gerne belyse, hvordan vi, på baggrund af vores faglighed og et veldokumenteret teoretisk grundlag, arbejder med at kvalificere og højne elevernes skriftlige kompetencer i alle fag. Vi sætter i særlig grad fokus på: opklarende dialog, fælles analyser, målsætninger og konkrete skriveøvelser.

Vores tilgang til vejledningen er præget af respekt for individet, undersøgende interesse i den enkeltes udviklingsområde og ikke mindst udviklingslyst samt kontinuerlig feedback og opfølgning.

Vi vil gerne redegøre for den udvikling, vi ser igennem de 3 år, hvor elever er på gymnasiet, og hvordan vi mener, at eleverne igennem vejledningerne er blevet klædt bedre på til uddannelse fremadrettet.

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LæseTid – Hele Danmarks nye læsekontrakt

Halvdelen af danske børn vil læse mere, hvis de har mere tid – siger de. Men hvor bliver tiden af? Hør hvordan bogen kan vinde konkurrencen over sociale medier og andet tidsfordriv, så børnene får læst mere i deres fritid.

Vi præsenterer LæseTid, som afløser læsekontrakten på SkoleIntra. Vi viser, hvordan hver elev kan følge med i sin læsestatistik dag for dag. Udviklingen kan også følges af læreren, som altid har det fulde overblik over, hvad og hvor meget klassens elever får læst – og ikke mindst hvem der læser lige nu.

Desuden vil vi give et indblik i tankerne bag udviklingen af læsekontrakten, og hvordan vi har trukket på erfaringer fra motivationsforskning og adfærdsdesign for at skabe den ideelle ramme om læsning.

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Læsning af digitale tekster

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Læsning af digitale tekster stiller andre krav til læseren end læsning af analoge tekster. Fx kræver det, at man som læser kan navigere og forholde sig kritisk vurderende til de tekster, man læser. I oplægget vil deltagerne få en introduktion til metoden KMASTER, som er syv strategier til at læse digitale tekster. Oplægget afsluttes med en kort diskussion af fordele og ulemper ved at læse digitale tekster.

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At skrive sig til læselyst

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Læselysten er for flere elever dalende, når de når mellemtrinnet. I oplægget vil vi sætte fokus på, hvordan koblingen mellem skrive- og læseaktiviteter kan øge elevernes læselyst med fokus på genren kortprosa. Med udgangspunkt i det årlige event February Fiction vil vi komme med et bud på, hvordan elevernes læsning og skrivning kan sættes ind i en autentisk kommunikationssituation. Oplægget afsluttes med en kort diskussion af, hvordan læselysten kan fremmes hos mellemtrinselever.

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Unge voksne i skrivevanskeligheder

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Voksenuddannelse i Danmark retter sig bl.a. mod den sjettedel af den voksne befolkning, som lever i læse- og skrivevanskeligheder. En del af disse voksne tager fag på gymnasialt niveau på voksenuddannelsescentre. Mange af dem har meget store vanskeligheder med at honorere de skrivekrav, som stilles på uddannelsen.

Gennem en række semistrukturerede interviews med unge voksne under uddannelse har vi afdækket aspekter af deres skriveridentitet, forestillinger om fremtidig uddannelse, konkrete vanskeligheder med skrivning samt forslag til, hvordan skoler for voksne bedre kan tilrettelægge skriveaktiviteter.

Præsentationen fremlægger resultater fra interviewundersøgelsen og kommer med bud på, hvordan skriveundervisning kan tilrettelægges med bedre hensyntagen til unge i skrivevanskeligheder.

De unge selv peger bl.a. på værdien af formativ respons, nedbrydning af modeltekster i overskuelige dele, fællesskrivning samt relationer til lærerne, og det er en væsentlig pointe, at deres bud på, hvad man bør gøre, i vid udstrækning matcher den viden, vi har fra nyere skrivedidaktisk forskning.

Nøgleord: skrivning, voksenundervisning, skrivevanskeligheder, skrivedidaktik

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Læseglæde & Læselyst – forældre som betydningsfulde rollemodeller. Tidlig literacy i Faxe Kommune

Projekt Læseglæde & Læselyst har omdrejningspunkt i det helt tidlige arbejde med bøger og litteratur – og i forældre som betydningsfulde rollemodeller i deres børns læseliv. Nyere undersøgelser viser, at børn slipper bøgerne alt for tidligt. Det har konsekvenser for deres udvikling af sprog- og læsefærdigheder og kan gribe negativt ind i deres skolegang. Forældre betyder rigtig meget for børns “læseliv”.

Projekt Læseglæde & Læselyst har som formål at gøre det nemt og inspirerende for forældre at læse med deres børn. Nemt, fordi bøgerne er gjort tilgængelige i den nære dagligdag. Inspirerende, fordi bøgerne indeholder læseguider, som understøtter og udvider dialogen under læsningen. Projektet bygger samtidig bro til skolen. Det helt særlige ved projektet ligger i læseguiderne, hvor børn og forældre møder fire forståelsesstrategier i et lyserødt strategihjul. Børnene kan tage strategierne med i mødet med skolen som en del af deres ‘læseværktøjskasse’, fordi strategierne kan bruges på al senere læsning. Projektet er tværprofessionelt og målrettet forældre og børn i alderen 0-6 år. Forældre møder projektet første gang gennem sundhedsplejerskens hjemmebesøg.

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POSTER

Kommunal handleplan i forbindelse med Ordblindetesten – fra frustration til vedvarende indsats over for elever med afkodningsvanskeligheder

I forbindelse med, at Undervisningsministeriet udgav Ordblindetesten, oprettede vi i Haderslev Kommune et ordblindetestvejledernetværk for de lærere og læsevejledere, som er ordblindetestvejledere på kommunens skoler.

Mit oplæg vil handle om vort arbejde i dette netværk, og jeg vil fremlægge et konkret produkt – handleplan i forbindelse med Ordblindetesten – som vi har udarbejdet. Produktet har afsæt i den enkelte ordblindetestvejleders hverdag. Materialet er en hjælp til at have fokus på en vedvarende indsats i forhold til elever, der er testet ordblinde med Ordblindetesten – men også for de elever, som har tilsvarende vanskeligheder i en knap så udstrakt grad.

Handleplanen er et konkret materiale, der kan anvendes i forbindelse med, at man tager Ordblindetesten. Materialet består af procedureplan, selve handleplanen, som er en vejledning til ordblindetestvejlederen i forhold til, hvad der skal huskes i forbindelse med en ordblindetest. Herudover er der skabeloner til diverse møder i forlængelse af testen, skabeloner til forberedelse for dem, som forventes at deltage i disse møder, samt en forældrefolder.

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WORKSHOP

Lytteskrivning – med Panda LytteSkriver og LytteStaver

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De yngste elever i skolen bliver bedre til at skrive, når de kan høre, hvad de skriver, mens de skriver.

Lytteskrivning er en helt ny metode til skriftsprogsundervisning af elever i 0., 1. og 2. klasse samt ældre ordblinde elever og andre usikre læsere.

Eleverne kan skrive med “løbende oplæsning”. De enkelte bogstavlyde og sammensætninger af lyde opsamles og oplæses under skrivningen. Eleverne får herved mulighed for at manipulere med bogstaverne i skriveprocessen, indtil ordet lyder rigtigt.

Metoden Lytteskrivning er udviklet på baggrund af tre års udviklingsarbejde gennemført af Bent Saabye Jensen for Nationalt Videncenter for Læsning.

I workshoppen får deltagerne mulighed for

- at høre om metoden Lytteskrivning
- at afprøve Panda LytteSkriver i forhold til forskellige faser i elevernes skriftsproglige udvikling
- at anvende Panda LytteStaver som evaluerende redskab
- at udforske Panda LytteStavers muligheder for systematiske og eksplicitte træningsopgaver
- at høre om erfaringer med lytteskrivning i praksis.

Deltagerne medbringer egen pc og tablet.

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WORKSHOP

Når den første læsning er digital

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Workshoppen vil sætte fokus på, hvordan et digitalt værktøj som Læsemotoren kan være med til at understøtte elevernes læsning. Vi vil give et indblik i, hvordan man som lærer kan differentiere læseundervisning med udgangspunkt i tekster af høj litterær kvalitet, så den første læseundervisning bidrager til læselyst og gode litterære oplevelser. Der vil også være fokus på, hvordan skriveaktiviteter og læseaktiviteter kan gå hånd i hånd. Deltagerne vil få mulighed for at afprøve Læsemotoren. Afslutningsvis vil vi diskutere begynderundervisning i læsning.

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SYMPOSIUM

Lytteskrivning i indskolingen

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Dette symposium fokuserer på lytteskrivnings potentiale for at udvikle skriftsproglige kompetencer i forhold til det uregelmæssige danske skriftsprog.

Udvikler lytteskrivning børnehaveklassebørns viden om skriftsproget? Stine Engmose vil præsentere resultater fra et dansk forskningsprojekt, som søger at besvare dette spørgsmål. Børnene børnestavede en række ord. En talesyntese læste op, mens børnene skrev. Den læste ved at tildele hvert bogstav sin standardlyd og løbende lave syntese af bogstavlydene.

Aktivitet 1. Diskussion. Hvilke perspektiver ser du for lytteskrivning i indskolingen?

Bent Saabye Jensen vil ud fra et treårs udviklingsarbejde for Nationalt Videncenter for Læsning belyse, hvordan lytteskrivning kan støtte udviklingen af skriftsproget i forskellige faser af den tidlige skrivning. Det er forventningen, at eleverne opsamler viden om stavemønstrene i det danske skriftsprog, når de lytteskriver. Hvilke ressourcer kan lytteskrivning tilføre undervisningen?

Aktivitet 2. Diskussion. Hvilke elementer af lytteskrivning i indskolingen oplever du mangler evidens?

Aktivitet 3. Fælles mindmap. Hvilke uafklarede spørgsmål kunne det være interessant at belyse med ny forskning?

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ROAL – Samrådet for ordblindhed og andre læsevanskeligheder – en dansk ngo

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ROAL – Samrådet for ordblindhed og andre læsevanskeligheder er en dansk ngo, hvor fagfolk samles på tværs af sektorer for:

- at sikre ligeværdig deltagelse i samfundet for mennesker med ordblindhed og andre læsevanskeligheder
- at sikre kontinuitet og sammenhæng i indsatsen for målgruppen og sikre optimal resurseudnyttelse.

ROAL blev oprettet i 2010 og har p.t. 676 medlemmer, som primært er undervisere eller vejledere på grundskoleområdet, ungdomsuddannelser samt voksen- og OBU-undervisning.

Initiativer i ROAL samles og formidles via en styregruppe, som bl.a. arrangerer temadage og understøtter medlemmernes arbejde i ad hoc-grupper. Arbejdet i ad hoc-grupperne kan fx have et pædagogisk sigte, hvor der udarbejdes en handleplansskabelon ift. den enkelte elevs undervisningsbehov, eller fx et politisk sigte, hvor der arbejdes for, at elever i risiko for at udvikle ordblindhed får mulighed for at anvende NOTAs digitale tekster allerede i grundskolens indskolingsklasser. Oplægget vil være en præsentation af strukturen og tankerne bag ROAL som organisation samt en præsentation af de oprettede ad hoc-gruppers arbejde.

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Den andre leseopplæringen – fra politikk til klasserom

Arbeidet med og forståelsen av hva de grunnleggende ferdigheter i skolen innebærer, er fortsatt variert og ulikt oppfattet (Udir). Studien undersøker ungdomsskolelærere sine forståelser av den grunnleggende ferdigheten lesing for å forstå ulikhetene. Problemstillingen: “Hvordan forstår og forholder lærere på ungdomsskolen seg til lesing som grunnleggende ferdighet?”. Den etnografiske studien rammes inn av nexusanalysen som søker lærernes lesediskurser og inkluderer alle fag. Datagrunnlaget består av intervju og observasjon.

Funnene viser interessante grunner for læreres ulike forståelser av leseundervisning. Ulikhetene knyttes til kulturelle fagidentiteter samt utfordringer med begrepene “lesing”, “grunnleggende” og “leseopplæring”. Funnene kan bidra inn i diskusjon om tid til dybde- og læringsarbeid.

Nøkkelord: leseopplæring, fag- og identitetsendring, ungdomsskolen

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Hentet 01.11.18:

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Hur kan vi underlätta nyanländas möte med den svenska skolan och stötta dem, såväl i deras litteracitets- och kunskapsutveckling som deras sociala integration?

Co-author: Annica Gärdin, development leader, Department of Research and Development, annica.gardin@stockholm.se

Sverige tar emot en stor andel nyanlända barn och unga. Detta innebär stora utmaningar för kommuner och skolor att organisera ett likvärdigt mottagande och en likvärdig undervisning. Vi presenterar processen för hur Stockholms stads samordnare för nyanländas lärande arbetar med nulägesbeskrivning, analys och utvecklingsområden för att förbättra utbildningen och öka likvärdigheten för nyanlända elever.

Därefter diskuteras två pågående utvecklingsinsatser. Insatserna vilar på de gynnsamma faktorer som aktuell forskning visar när det gäller såväl litteracitetsutveckling som social integration. Introduktion till svenska skolan är ett stöd för studiehandledare på modersmålet, framtaget för att nyanlända elever snabbare ska förstå det skolsystem de börjat i. Eleven får möjlighet att resonera kring likheter och skillnader jämfört med tidigare erfarenheter av skola. Multimodalt lärande är ett språk- och integrationsprojekt där nyanlända elever och elever från nationella program arbetar med ett tema med multimodala tekniker såsom film och sceniska uttryck.

Vi presenterar lärdomar och diskuterar utvärderingar från projekten samt visar stödmaterial som tagits fram för lärare och elever.

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Læseflow i 3. klasse

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Den internationale undersøgelse af læsekompetencen i 3.-4. klasse (PIRLS 2016) peger på nødvendigheden af at differentiere læseundervisningen i 3. klasse, da der i Danmark ses en spredning på 3 år i læsning. Ligeledes konkluderer PIRLS, at læseundervisning må opprioriteres i 3.-4. klasse, da 15 % af eleverne er på et meget lavt niveau.

I 2015-17 udviklede vi i samarbejde med lærere og lærerstuderende et interventionsprogram til 3. klasse, kaldet Læseflow. Der var tale om et multikomponent-program, der omfattede træning af fire komponenter: ordafkodning, ordforståelse, tekstforståelse og læseflow. Programmet var inspireret af udenlandsk forskning, der har vist, at de fire komponenter indvirker positivt på hinanden.

Programmet blev i 2017 afprøvet i fem 3.-klasser, hvor de arbejdede differentieret med opgaver på tre niveauer. Forløbet var intensivt med i alt 24 lektioner læst over 8 uger og med en ekstra lærerressource i klassen. Resultatet af standardiseret før- og eftertest viste, at forsøgsgruppen gik markant mere frem end normgruppen. De udfordrede elever havde den mest signifikante fremgang. Programmet ser ud til især at tilgodese de 15 % af eleverne, der scorer lavt i PIRLS.

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Inferenstræning for elever i 4. klasse

At drage inferenser har at gøre med læserens forståelse af tekstens implicitte betydning. Dette involverer dels at skabe forbindelse mellem tekstens eksplicitte oplysninger, dels at integrere forhåndsviden om tekstens emne med tekstens udsagn. Sikker inferens bidrager væsentligt til forståelse af teksten.

Direkte undervisning i at drage inferens har vist sig gavnlige for elever i nogle lande. Profiterer elever – uanset forudsætninger – i dansk skole af direkte undervisning i at drage inferens? Kan andre komponenter i læseforståelse forklare forskelle i udbytte?

Dette oplæg rapporterer fra et ph.d.-projekts lodtrækningsforsøg med direkte undervisning i at drage inferens for elever i 4. klasse. Forsøget fokuserer på elevens inferensdragning under læsning af fagtekster. Som en del af forsøget gives der støtte til at etablere kohærens gennem opmærksomhed på tekstens kohæsiionsmarkører og på kausalitet og modsætninger i tekstens fremstilling af emnet. I oplægget præsenteres foreløbige analyser med særligt fokus på relationer mellem inferensfærdigheder og forståelsesmonitorering.

Nøgleord: inferensdragning, forsøgsundervisning, monitorering, læseforståelse

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Nota – Alle kan læse

Nota er et bibliotek og videncenter under Kulturministeriet, der beskæftiger sig med bøger og læsning for mennesker med syns- og læsehandicap. Oplægget vil indeholde en præsentation af Nota i tal, information om, hvilke services Nota kan tilbyde børn, unge og voksne i skriftsproglige vanskeligheder, samt en introduktion til nye tiltag og initiativer.

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Læsning på iPad eller papir? En sammenligning af læsetid og hukommelse for tekst

Danmark har en stærkt digitaliseret skole. Det er derfor vigtigt at undersøge, om elevers læseudbytte ændres i forhold til læsemediet.

Forskning viser, at læsning på papir ser ud til at støtte bedst, men viser ikke entydige resultater i forhold til læseforståelse og hukommelse for tekst.

Elever (8. klasse) blev tilfældigt udtrukket til at læse ens tekster på enten iPad eller papir efterfulgt af en multiple choice med 35 spørgsmål. Antal rigtige såvel som læsetid og køn blev scoret. Testscoren sammenlignes med en t-test.

Pilottesten viser ingen signifikant forskel mellem de to læsemedier mht. læseforståelse eller hukommelse for tekst med en score på 20.21 på iPad vs. 20.94 på papir.

Mht. køn viser piloten ingen signifikant forskel (piger 19.8, drenge 21.00), om end piger læser lidt bedre digitalt, drenge læser bedre på papir. Piger læser hurtigere end drenge.

Pilotstudiet (N=32) har dannet udgangspunkt for hovedstudiet (N=288). Hovedundersøgelsens resultater præsenteres på konferencen.

Studiet viser, at læsemediet ikke har nogen betydning for elevers læseforståelse eller hukommelse for tekst, mens det har betydning for læsehastighed. Der ses forskel på drenge og piger.

Presenters

E: English, F: French, G: German, D: Danish, N: Norwegian, S: Swedish

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