



MADRID, 3 – 6 July, 2017

TUESDAY 4, JULY

Location: Faculty of Education – University Complutense of Madrid

Start time: 9.00 a.m.

PARALLEL Sessions



MADRID, 3 – 6 July, 2017

Tuesday, 4 July

9.00 a.m. – 10.00 a.m. **Parallel sessions: MEETINGS SPECIAL RAPPORTEURS** MS

MS Meeting with... PLÁCIDO BAZO MARTÍNEZ – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

University of La Laguna (SPAIN)

Competency based learning for young readers and writers in L1 and L2

Competency based learning is a very important tool in the development of young readers and writers both in their native language and in the second language they are learning. It needs to be done through authentic tasks where they participate in order to construct their reading and writing abilities. We suggest we do it in relation with the XXI century skills: creativity, ICT and life and career skills. We also think it is important to relate their reading and writing tasks to autonomous learning and key competences: competent readers and writers must use their autonomy and entrepreneur skills that they will develop along their lives.

Presentation: MARTA GONZÁLEZ, AELE Team

Language: English

Location: ROOM 2531

MS Meeting with... DOUGLAS FISHER – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

San Diego State University (USA)

Visible Learning for Literacy

Educators have been in search of “what works” for decades. Our collective search for better ways to reach students and ensure that they develop knowledge and skills has resulted in thousands and thousands of books, hundreds of thousands of research articles, and countless websites. The truth is, not everything works. Only a few things work at ensuring that students gain a full year’s worth of growth for a year of enrollment in school, and we think it’s time we focused on what works, what doesn’t work, and what can’t hurt. And we’ve turned to Visible Learning (Hattie, 2009) for help. As he noted, students must develop surface-level learning if they are ever going to go deep. And we know that deep learning can facilitate transfer, which has been a goal shared by educators for as long as there have been teachers. In this interactive session, we focus on specific approaches that work at the surface level of learning and note that they are different from strategies that work at the deep and transfer levels. Importantly, we will clarify which approaches work at which phase of learning. Objectives: identify the difference between effective strategies for developing students surface, deep, and transfer learning; describe the effect sizes and rationale for specific strategies that impact students’ learning; and, Identify ways to determine impact of specific approaches on students’ learning.

Presentation: ESTELA D’ANGELO MENÉNDEZ, University Complutense of Madrid

Language: English

Location: ROOM 2532



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MS Meeting with... FANUEL HANÁN DÍAZ – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

Theoretician and researcher in children's literature (VENEZUELA)

Magic Realism in Latin American children's literature

A part of the contemporary Latin American literature has been identified with a tendency that has its origins in the first decades of century XX. Magical realism represents a powerful current that fuses a particular vision of the world with particular subjects of Latin American reality. Children's literature does not echo this trend immediately, neither incorporates it irrefutably in its territory. How magical realism in Latin American children's literature is then manifested? What are the features that identify this trend in writing for children? This article presents an analysis of different children's works, in order to expose the forms that magical realism adopts in discourse for children.

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English

Location: ROOM 2533

MS Meeting with... MARÍA DOLORES PÉREZ MURILLO – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

University Complutense of Madrid (SPAIN)

Talking around texts in two bi/multilingual educational contexts

This paper draws on data from two different longitudinal ethnographic studies that deal with the literacy practices, in formal settings, of children from Spanish-speaking diaspora families. My focus is on classroom processes and, in particular, on talk around texts. In the first study, the participants are a group of pupils aged 14 attending a Spanish maintenance school in London. In the second, a group of 6-8-year-old pupils in a Spanish complementary class in Tokyo. Then, some conclusions will be drawn about the challenges of learning to read and write in different social, cultural and historical contexts.

Presentation: IVAN GARCÍA NUÑEZ, University Complutense of Madrid

Language: English

Location: ROOM 2534



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MS Meeting with... SHAMALA RAMAKRESININ – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

Nanyang Technological University (SINGAPUR)

The role of school in building a community of readers

To understand schools' role in shaping students to become leisure readers, the following areas were investigated in this research: availability of resources for reading, teacher's role in promoting leisure reading and participants' perceptions towards leisure reading. Findings revealed resource-rich school environments require enthusiastic, teacher models to foster reading among students.

Presentation: JOANA MONTES JUÁREZ, docente (SPAIN)

Language: English

Location: ROOM 3401

MS Meeting with... ANN-SOFIE SELIN – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

Finnish Reading Association (FINLAND)

Prevention and support for all learners

The Finnish Education system is comprehensive, non-selective, based on central guidelines and goals, implemented locally with room for innovation. All pupils 7 to 16 of age have the right to individualised basic education and learning. The presentation will describe and discuss three Characteristics of a good school: 1. Focus on the beginners by early intervention and individual approach support all learners. The systematic screening of all first grade pupils is based on Lundberg et al (2003). 2. Including all pupils avoids stigmatising and catches at-risk pupils by systematic screening in grades 1–6 based on Hoover and Gough (1990); the results are assessed and translated into classroom practice. 3. Collaboration of all teachers provides support for each learner, and provides teachers with in-depth knowledge of their pupils. Collaboration shows parents the strengths of their child and gives suggestions for support. The system supports professional development and school development. The presentation shows ways of screening and assessment in Cygnaeus elementary school, Turku/Åbo that provides every pupil with General support and part-time special education for all, and intensified or special support as needed and described in the Finnish Basic Education Act.

Presentation: TAMARA MORATO MORATILLA (SPAIN)

Language: English

Location: ROOM 3201



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MS Meeting with... ARIANA-STANCA VACARETU – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

Romanian Reading and Writing for Critical Thinking Association (ROMANIA)

Fostering disciplinary literacy in secondary education

Classroom teachers in secondary schools often find it difficult to infuse literacy teaching into content-area curricula (O'Brien, Moje, & Stewart, 2001). Explanations for the difficulty include institutional constraints on time, secondary teachers' limited knowledge of literacy processes and literacy teaching practices, and teachers' resistance to envisioning literacy as part of learning in their subject/ discipline (O'Brien, Stewart, & Moje, 1995). We will share the Romanian Reading and Writing for Critical Thinking Association's work in the area of disciplinary literacy insofar as professional development for secondary teachers are concerned. We will address the disciplinary literacy curriculum and practices in continuing teacher education for secondary teachers of various disciplines (e.g. geography, mathematics, physics). In addition, with participants' support, we will look at what potentialities and opportunities there are currently for promoting the concept of disciplinary literacy and disciplinary literacy practices within in-service teacher education institutions and organizations in Romania and other European countries.

Presentation: ROXANA GHERGHE

Language: English

Location: ROOM 3202

MS Meeting with... JOCHEN WEBER – Tuesday, 4 July - from 9.00 a.m. to 10.00 a.m.

Internationale Jugendbibliothek (GERMANY)

Current political issues in European and Iberoamerican children's literature

Europe is facing numerous political, economic, social and cultural challenges. Current issues, such as the financial crisis, migration, the integration of refugees, multiculturalism, cultural identity or xenophobia, which have been dominating the public debate for several years, have been reflected in a growing number of books for children and young adults. This paper presents a selection of recently published books coming from different European countries, for the most part addressed to adolescent readers. They prove that there is a wide range of both topics and narrative forms to approach those topics. The last part of the paper takes a look at the recent children's book production in Ibero-America.

Presentation: TERESA TELLECHEA MORA, Fundación SM

Language: English

Location: 3301



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Tuesday, 4 July

10.00 a.m. – 11.30 a.m. Parallel sessions: WORKSHOPS **W**

W WORDLESS PICTURE BOOKS: INSTRUCTIONAL TOOLS TO DEVELOP AND ENHANCE LITERACY SKILLS – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

LORY HAAS

CORINNA VILLAR

VICKIE MITCHELL

Sam Houston State University (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2531

Literacy begins with communication and oral language develops in a social context. Additionally, visual literacy is an integral part of our lives, therefore, wordless picture books provide an opportunity for children to apply their oral language and visual literacy skills to interpret pictures, infer, predict, develop stories, and respond aesthetically to the illustrations. The reader or readers become the storytellers. Wordless books allow children to participate in meaningful discussions about the messages they interpret through visual representations. The purpose of this workshop is to provide teachers with helpful strategies to develop and strengthen students' literacy skills. The activities shared will focus on the use of a wide array of wordless picture books to support literacy strategies, such as developing sense of story, increasing vocabulary, sequencing, cause and effect, inferencing, predicting, exploring, and questioning. Additionally, these strategies will assist teachers in the instruction of language skills and support second language acquisition. Teachers at all levels will have opportunities to explore wordless books and will be provided assessment instruments as an evaluation component to measure and document students' progress.

W APPLIED RESEARCH RELATED TO READING PROMOTION – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

SIMONE C. EHMIG, Institute for Research on Reading and Media Stiftung (GERMANY)

Presentation: AELE Team

Language: English

Location: ROOM 2532



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Studies show that 15.5% of adults in OECD member states have inadequate reading skills. A large number of youngsters also have difficulty reading and writing. Inadequate reading skills indicate the need for measures that promote language and reading competencies as early in life as possible. Reading aloud and storytelling play a highly significant role early in life. Systematic research among children of different age groups and their parents underscore the significance of reading aloud for children's individual development children. A recent survey among children aged 5 to 10 shows: Almost all children always love reading aloud. They appreciate their parents spending time with them, creating a comfortable atmosphere – and they love to hear good stories. Reading aloud is identified as a basic need most children claim and their parents should comply with. The studies lead to the “proclamation” of a children's right to be read aloud –at least 15 minutes every day!

W WHAT IS GOOD FOR ALL IS PARTICULARLY GOOD FOR SOME: AN EXPLORATION OF WRITING INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

MURRAY GADD, University of Auckland (NEW ZELAND)
DIANA BERTHEN, University of Stockholm (SWEDEN)
LARS LUNDRÉN, St Eriks Gymnasium (SWEDEN)

Presentation: AELE Team

Language: English

Location: ROOM 2533

This workshop will explore the outcomes of a three-month inquiry into an instructional writing programme undertaken by a team of researchers (n=3) with eight intellectually disabled (ID) students in a Swedish secondary school. The researchers investigated whether conclusions made by other researchers about the effective teaching of writing in classrooms populated mainly by typically developing students apply also to classrooms populated mainly by students with ID. Qualitative case-study methodology was used. Possible links between programme implementation (six writing lessons) and programme outcomes (gathered through interviews, reflections, observations and learner gains data) were sought. No attempt was made to correlate key outputs with inputs but points of possible association were sought. Two datasets emerged – one related to instructional actions; one to learner gains. Principal instructional actions (incorporating known findings about effective instruction) were identified. An analysis of student outputs (writing productivity; topic, sentence and vocabulary development) indicated substantial learner gains. Alignment of the two datasets suggested a likely association between key inputs and outputs.

W LANGUAGE PLAY: PROMOTING READING AND WRITING IN AND BEYOND THE ROOM – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

LYNDA VALERIE, Central Connecticut State University (USA)
SHAKIRA PÉREZ, Classical Magnet School (USA)

Presentation: AELE Team



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Language: English

Location: ROOM 2534

Much of our present teaching focuses on working hard to develop writing that is clear, organized, persuasive, evidence-based, and perhaps even insightful. Writing that is equipped to score well. However, we don't spend, or think we have, the time, to engage in developing writing that also includes playing with language. That language play often transforms a story, essay, research paper, poem, lab report, play or case study from one that is not only rubric-worthy to one that is also reader-worthy. Central Connecticut Writing Project teachers that have developed several projects that have resulted in students overcoming their trepidation of writing, tapping in to their creativity and viewing themselves as writers. These projects have been successfully implemented in classrooms, home/school collaborations, and in the Central Connecticut Student Writing Project, a summer program for young writers.

A sampling of activities to be presented: Show Us Your Character; Color My Words; Comic Production Projects; Family Message Journals: Found Poems; Ekphrastic Writing; Fractured Fairytales; Recipe Soiree; Salsa Words; and Pocket Poems.

W AN INTEGRATED LITERATURE-BASED READING COMPREHENSION PROGRAM – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

JEFFERSON BALILA, St. Luke's Medical Centre-QC (FILIPINAS)

Presentation: AELE Team

Language: English

Location: ROOM 2401

Comprehension is a crucial component of literacy that impacts on the child's learning. Furthermore, it is a very complex cognitive process involving different skills. Recent findings also showed how metacognition and written language play vital roles in comprehension. Therefore, the development, intervention and enrichment of comprehension should go hand in hand with metacognition and written language development. This comprehension program presents an integrated literature-based approach that incorporates study skills, metacognitive instruction, and writing in reading comprehension. This Integrated Literature-based Reading Comprehension Program has three parts namely; Part 1: Study Skills Instruction, Part 2: Story Reading, and Part 3: Written Language Development.

The workshop will start with a brief description of the Integrated Literature-based Reading Comprehension Program. Then, the presenter will demonstrate how to conduct each component of the program as a way to develop and enrich a child's comprehension. The participants will be given guided practice on the steps and strategies used in this program.

W USING AUTHENTIC LITERACY TO MAKE EARLY LITERACY FUN AND ENGAGING – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

CHAR MOFFIT, University of Maine at Farmington (USA)

Presentation: AELE Team

Language: English



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Location: ROOM 3301

First, participants will experience a Concept-Oriented Reading Instruction (CORI) lesson geared towards primary grade students that focuses on using science concepts to engage students in literacy through authentic activities. Participants will be lead through the four phases to CORI (Guthrie, 2004): 1. Observe and personalize, 2. Search and retrieve, 3. Comprehend and integrate, and 4. Communicate to others. During this experience, participants will do the following: observe animals through a website, come up with questions that they want to learn the answers to through searching through books and online, create a puppet show with other participants on the knowledge that they learned, and share their puppet shows. After the lesson, I will ask students to discuss with a partner all of the literacy learning that took place during the lesson. Next, I will present an overview of the CORI study I conducted in which I followed the steps above. This study explored CORI at the Kindergarten level to examine how this curriculum framework engaged young learners in science concept and literacy learning.

W LITERACY COACHING AS AN ISSUE OF SOCIAL JUSTICE: READING THE WORLD AND READING THE WORD – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

ENRIQUE PUIG

LAURIE O. CAMPBELL

ELSIE L. OLAN

University of Central Florida (USA)

Presentation: AELE Team

Language: English

Location: ROOM 3201

At a national and international level, the need for initiating and sustaining professional networks focused on improvement is becoming more transparent with an impetus on educating students for a global workplace, with a goal on the innovative use of knowledge to educate students for college and career. In response, we've created a professional networked improvement community of promising practices utilizing a transdisciplinary spectrum for instruction. Teacher education must focus on learning to improve in ways that are systematic and organized with teacher candidates and teachers within a transdisciplinary spectrum that accounts for language diversity, mindfulness, and learning that can help link sound research-proven instructional practices to goals, standards and reflection to prepare students with the 21st century skills of: critical thinking, problem solving, communication, collaboration, creativity and innovation. Starting with identifying specific problems of practice and designed with a common theory of improvement, static and dynamic (e.g. mini-ethnographies, focus groups, interviews) data will be utilized to describe the strengths and needs of organizational structures, processes, and tools that will highlight our ability to learn and improve educational outcome for students.



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W TERMINOLOGY IN ADULT LITERACY – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

DAVID MALLOWS, University College London-UCL, Institute of Education University College (UNITED KINGDOM)
JOSE PEDRO AMORIM, University of Porto (PORTUGAL)

Presentation: AELE Team

Language: English

Location: ROOM 3202

In this workshop we will present seven guiding principles for the use of terminology in adult literacy that were developed as part of the work of the adult literacy team in the European literacy network ELINET (<http://www.eli-net.eu>). The principles are intended to draw attention to the importance of the linguistic choices we make when describing and referring to adults who may have literacy needs or goals. Our use of language can have a significant impact in shaping impressions of the needs and capabilities of adult literacy learners. The seven guiding principles have been written to inform choices of language when writing or speaking about adult literacy in our advocacy, research and practice. In the workshop we will outline the principles and the rationale behind them, exploring the need for such principles and the thinking behind the particular ones we have chosen. We will then reflect on their relevance in languages other than English, through analysis of relevant Portuguese policy documents. We will then invite the workshop participants to consider how the principles could be applied in their own languages.

W TEBEOS CON CLASE: EL CÓMIC COMO GÉNERO PRIVILEGIADO PARA LA CREACIÓN DE LECTORES Y ESCRITORES COMPETENTES – Tuesday, 4 July - from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

ANA TERESA MUÑOZ PÉREZ, Instituto de Educación Secundaria "La Laboral" (SPAIN)
JOAQUÍN AYALA, Consejo Escolar de Canarias (SPAIN)
JULIO SANTAMARÍA, Instituto de Educación Secundaria "Guaza" (SPAIN)

Presentation: MARÍA TERESA ACOSTA TEJERA, Dirección de la Agencia Canaria de Calidad Universitaria y Evaluación Educativa y del Servicio de Innovación Educativa de la Consejería de Educación, Gobierno de Canarias (SPAIN)

Language: Spanish

Location: ROOM 3401

El cómic supone un soporte ideal para "leer con otros". Cuando se lee un tebeo en comunidad, existe inmediatez a la hora de establecer y compartir las primeras hipótesis sobre la creación del sentido, abordando, simultáneamente, un proceso común de indagación e interpretación. Asimismo, cuenta con la ventaja de ser un medio fronterizo con el cine, los juegos y la comunicación, en la diversidad de su código comunicativo y en su profundo valor artístico. Los conocedores del medio son conscientes del interés que muestran sus autores por explicar sus procesos creativos. Sus esfuerzos en este sentido son un diamante pedagógico por pulir. Para esta ocasión, "Tebeos con clase" propone un taller de experimentación en



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torno a tres formas de acercamiento al cómic en comunidad de aula: 1. Entender los elementos narrativos del cómic a través de la creación de fotonovelas. 2. Explorar el cómic autobiográfico y sus posibilidades narrativas y artísticas. 3. Realizar prácticas de lectura, escritura e indagación intertextual a través de la adaptación de un clásico de la literatura: Nela versus Marianela, de Benito Pérez Galdós.

11.30 a.m. Coffee Break / Performance

Tuesday, 4 July

12.00 a.m – 1.45 p.m. Parallel sessions: ROUND TABLES / SYMPOSIUMS **RT / **S****

****S** ASSESSING LITERACY IN THE PRIMARY YEARS – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.**

Discussants:

HENRIETTA DOMBEY, University of Brighton (UNITED KINGDOM)
EITHNE KENNEDY, Dublin City University (IRELAND)
GERRY SHIEL, Education Research Centre (IRELAND)
VIVIENNE SMITH, University of Strathclyde (UNITED KINGDOM)

Symposium Chair: HENRIETTA DOMBEY

Presentation: ISABEL GALVÍN ARRIBAS, University Complutense of Madrid

Language: English

Location: GRADE ROOM

Learning to read and write is a highly complex process, involving, in addition to necessary technical concerns, the making of increasingly subtle and complex meanings, the development of attitudes and identities, the acquisition of cultural capital and the experience of using written language to communicate with a wide range of ideas and people, for a wide range of purposes. Every assessment of literacy learning – whether to monitor levels of attainment, for formative purposes or to inform parents of their children’s progress – should have at least a face validity. It should reflect an informed view of what literacy learning involves, rather than allowing easily measured elements, such as phonics or spelling, to stand proxy for the whole complex and multi-faceted process.



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RT WRITING FOR SCIENTIFIC PUBLICATION IN TIMES OF GLOBALIZATION: CHALLENGES AND OPPORTUNITIES IN EDUCATING GRADUATE STUDENTS AND FACULTY – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.

Discussants:

ELIZABETH NARVÁEZ CARDONA, Universidad Autónoma de Occidente (COLOMBIA)
LAURA COLOMBO, CONICET-Instituto de Lingüística, Universidad de Buenos Aires (ARGENTINA)
PILAR MIRELY CHOIS LENIS, Universidad del Cauca (COLOMBIA)
ALMA CARRASCO ALTAMIRANO, Benemérita Universidad Autónoma de Puebla (MEXICO)
ANNE RUGGLES GERE, University of Michigan (USA)
MARISOL GARCÍA, Universidad de Los Andes (VENEZUELA)

Roundtable Chair: ELIZABETH NARVÁEZ CARDONA

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English and Spanish

Location: ROOM 2532

Global policies of scientific publication demand graduate students and faculty to deal with knowledge production under paradigms of developed economies and epistemologies from Engineering or Health Sciences. However, developing economies and epistemologies of social sciences and humanities are interesting sites to identify emerging challenges of complex encounters between opposite paradigms. This symposium gathers scholars from different regions to contextualize local demands for educating scientific writers. Discussion will be based on the following presentations in Spanish and English: 1. Doctoral writing groups for the advancement of dissertation and publication writing, Laura Colombo. 2. Enseñar a escribir como científico desde el proyecto de tesis, Pilar Choís. 3. Publicar un artículo científico ¿Antes o después de cerrar la tesis de posgrado? Alma Carrasco. 4 The Role of Ethics in Educating Graduate Student Writers, Anne Gere. 5. Programa de tutoría para la formación de docentes investigadores en una universidad venezolana, Marisol García. 5. A proposal to support faculty for scientific publication in a Colombian university, Elizabeth Narváez.

RT CONSTRUCTING A TRANSDISCIPLINARY PROFESSIONAL LEARNING COMMUNITY OF PRACTICE – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.

Discussants:

ENRIQUE PUIG
LURIE O. CAMPBELL
VIKI KELCHNER
ANDREA GELFUSO
JEANETTE GARCIA
NICOLE DAMICO
University of Central Florida (USA)



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Roundtable Chair: ENRIQUE PUIG

Presentation: TAMARA MORATO MORATILLA (SPAIN)

Language: English

Location: ROOM 2533

At a national and international level, the need for initiating and sustaining professional networks focused on improvement is becoming more transparent with an impetus on educating students for a global workplace, with a goal on the innovative use of knowledge to educate students for college and career. In response, we've created a professional networked improvement community of promising practices utilizing a transdisciplinary spectrum for instruction. Teacher education must focus on learning to improve in ways that are systematic and organized with teacher candidates and teachers within a transdisciplinary spectrum that accounts for language diversity, mindfulness, and learning that can help link sound research-proven instructional practices to goals, standards and reflection to prepare students with the 21st century skills of: critical thinking, problem solving, communication, collaboration, creativity and innovation. Starting with identifying specific problems of practice and designed with a common theory of improvement, static and dynamic (e.g. mini-ethnographies, focus groups, interviews) data will be utilized to describe the strengths and needs of organizational structures, processes, and tools that will highlight our ability to learn and improve educational outcome for students.

S ACCESSING, USING AND UNDERSTANDING DIGITAL TECHNOLOGIES AND MEDIA ACROSS COMMUNITIES, CONTEXTS AND SOCIAL DEMOGRAPHICS: CASES OF YOUNG CHILDREN, YOUTH, FAMILIES AND TEACHERS – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.

Discussants:

MARIANNE McTAVISH, JIM ANDERSON and ANN ANDERSON, University of British Columbia (CANADA)

LINDA LAIDLAW, University of Alberta (CANADA)

SUZANNA WONG, University of Alberta (CANADA)

Symposium Chair:

MARGOT FILIPENKO, University of British Columbia (CANADA)

Presentation: JEROEN CLEMENS, Reading Association in the Netherlands (NETHERLANDS)

Language: English

Location: ROOM 2534

The unprecedented proliferation of digital technology and new media and their incursion into homes, schools and other places of learning have raised many questions and concerns. For example, the National Association for the Education of Young Children and the American Pediatric Association initially responded to the spread of new technologies with position statements warning parents and educators about the dangers of allowing young children access to them. Both organizations have since produced more nuanced, but still quite guarded advice to families and educator, but concerns and issues persist.



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The first paper of this symposium reports on early childhood educators' (ECEs) perspectives of the role of digital technology in young children's development, learning and daily lives, and on their own, and children's, uses of digital technology in their classrooms. The second paper presents findings from a Canadian and Australian study addressing key impacts, influences and implications for parents and teachers, based on interviews and survey data over a three year time span. The final paper draws on a study that examined the complex ways preschoolers engage in multiliteracy practices at home.

RT READING RECOVERY: AN INTERNATIONAL COMMUNITY OF LITERACY ACADEMICS AND TEACHERS SUPPORTING CHILDREN MOST AT RISK FOR LEARNING TO READ AND WRITE – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.

Discussants:

CONNIE BRIGGS, Texas Woman's University (USA)
MARY ANNE DOYLE, University of Connecticut (USA)
ALLYSON MATCZUK, Canadian Institute of Reading Recovery (CANADA)
JULIA DOUETIL, University of London (UNITED KINGDOM)
ANNETTE TORRES-ELIAS, Texas Woman's University (USA)
CELESTE BATES, Clemson University (USA)

Roundtable Chair: CONNIE BRIGGS

Presentation: OLIVER BECHARA O'HARE, University Complutense of Madrid

Language: English

Location: ROOM 2401

Reading Recovery[®] is a highly successful, short-term, early intervention designed to reduce the numbers of children who find learning to read and write most difficult and the costs of these learners to education systems. Currently, the program is implemented in Great Britain, Canada, Australia, New Zealand, and the United States. An International group of trainer colleagues work together, as a system, to support research and development that has shown to be effective at accelerating the learning of children at-risk for literacy learning within 12-20 weeks across international contexts, in a variety of schools and educational systems.



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RT ENCOURAGE ON YOUNG GENERATIONS PLURAL LINGUISTIC AND CULTURAL IDENTITIES: BEYOND THE SUM OF MONOLINGUAL COMPETENCES – Tuesday, 4 July - from 12.00 a.m. to 1.45 p.m.

Discussants:

MARGARITA GUTIÉRREZ VALDÉS, Primary teacher at CEIPKantic@Arroyo, Castilla y León (SPAIN)

JOSÉ HERNÁNDEZ ORTEGA, “El Valle” Secondary School, Madrid (SPAIN)

CARMEN REIGADA PÉREZ, Education advisor at in-service teacher training - Cuencas Mineras de Asturias (SPAIN)

Presentation: TAMARA ALÍA PRIETO, Spanish Reading and Writing Association

Language: English

Location: ROOM 2531

Emotional intelligence and literacy: Towards an emotionally literate school starting in the class emotional education

Margarita Gutiérrez Valdés (SPAIN)

The object of study is the emotional education as a tool for conflict resolution and how to achieve the emotional management of an educational centre. In the last 30 years the interest in the study of intelligences and their role in the teaching-learning process have been a growing concern for teachers. From Gardner and his Theory of MI, followed by Daniel Goleman to the recent studies of Katherine Weare, one of the UK's leading experts on the emotions and education, “emotional literacy” is a reality.

Multimodal literary representations: from technology to literary epistemology

José Hernández Ortega (SPAIN)

The representations that acquire the Language and Literature are multiple and varied, although in practice the textual format continues to dominate almost exclusively. In this paper, we will discuss how discursive multimodality is changing the way readers of 21st century acquire reading habits and knowledge: robotics, programming, Project Based Learning, active methodologies, etc. In a multimedia society it is necessary to adapt the literary processes to multimedia environments and, fundamentally, technological ones in which the students have innate abilities to which they can not be denied their existence and development.

Multilingualism, beyond the learning of languages

Carmen Reigada Pérez (SPAIN)

Learning languages has always been an instrument to satisfy the need of human beings to communicate, at inter-individual level, but also at intercultural level; we will try to raise questions that lead us to reflect on how to teach and learn languages shaken by the dizzyingly changing society of the 21st century. Features such as the importance of motivation, the permanent feeling of uncertainty, methodological innovations, the survival of local cultures, languages as a vehicle for communication and also for the transmission of culture, the lingua franca... We will ask ourselves what implications do they have, what challenges do we face, for teaching in general and for languages in particular, in increasingly multicultural European and Latin American classrooms. Finally, we will try to identify references that may guide us to find the right direction to make our way.



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RT MÁS ALLÁ DE LA COMPETENCIA LECTORA: LECTORES, LECTURAS Y EDUCACIÓN LITERARIA – Tuesday, 4 July – from 12.00 a.m. to 1.45 p.m.

Discussants:

ANDAMANA BAUTISTA GARCÍA
MARÍA A. CALCINES PIÑERO
BLANCA HERNÁNDEZ QUINTANA
CRISTÓBAL L. NUEZ GARCÍA
ÁNGELES PERERA SANTANA
JUANA ROSA SUÁREZ ROBAINA
Universidad de las Palmas de Gran Canaria (SPAIN)

Roundtable Chair: ÁNGELES PERERA SANTANA

Presentation: MARÍA TERESA ACOSTA TEJERA, Dirección de la Agencia Canaria de Calidad Universitaria y Evaluación Educativa y del Servicio de Innovación Educativa de la Consejería de Educación, Gobierno de Canarias (SPAIN)

Language: Spanish

Location: ROOM 3301

El concepto de lectura ha ido evolucionando de modo que ya no se entiende leer como descifrar el código sin más; hay diferentes tipos de textos y es necesario preparar distintos tipos de lectores. Una de las lecturas que más se utiliza en la educación reglamentada es la lectura literaria. La competencia literaria es la capacidad del receptor para captar e identificar las características propias del texto literario e, incluso, diferenciarlo de otras producciones artísticas. Esta competencia requiere que la persona que se enfrente al texto posea conocimientos lingüísticos y discursivos, pero también saberes pragmáticos, conocimientos del uso literario, saberes intertextuales, etc. El simposio que presentamos aborda una reflexión sobre la competencia literaria y la educación en una lectura que vaya más allá de la interpretación literal y descontextualizada del texto. Defendemos una práctica significativa que ayude a descubrir las diferentes capas que pueden encontrarse detrás una primera lectura rápida, centrada en entender y pronunciar las letras. Este propósito debe plantearse como un proceso continuo que comienza en las primeras edades y en el que se va avanzando en complejidad y profundidad.

1.45 p.m. Lunch Break



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Tuesday, 4 July

3.15 p.m.– 4.15 p.m. Parallel sessions: ORAL PRESENTATIONS / POSTERS **OP** / **P**

OP ORAL PRESENTATIONS - TABLE 1 – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: ROOM 2531

Presentation: AELE Team

Language: English

Connecting Student Diversity through Literacy Teaching for Preservice Teachers

Apasara Chinwonno, Chilalongkorn University (TAILANDIA)

Language: English

Preservice Teachers' Sense of Efficacy for Literacy Instruction

Corinne Valadez and **Frank Spaniol**, University Corpus Christi (USA)

Language: English

Exploring Literacy among Roma: an Ethnographic Study in a Greek Context

Fani Valai, **Eleni Gana** and **Maria Papadopoulou**, University of Thessaly (GREECE)

Language: English

Improving access to administrative texts for people with low literacy: a social work project at the School of Social Work

Anne Parpan, **Simone Girard** and **Annette Lichtenauer**, University of Applied Sciences and Arts (SWITZERLAND)

Language: English

OP ORAL PRESENTATIONS - TABLE 2 – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: ROOM 2532

Presentation: AELE Team

Language: English

The use of reading strategies in foreign language instruction in higher education setting

Milevica Bojovic, University of Kragujevac (SERBIA)

Language: English

Literacy, Performance and Foreign Language Education: Equity, Community Engagement and Best Practices

Habib Zanzana, The University of Scranton (USA)

Language: English

Dual Language Context: Transforming Spanish/English Emergent Bilinguals' Language and Biliteracy Skills

Eurydice Bauer, University of Illinois at Urbana-Champaign (USA); and **Soria Colomer**, Oregon State University (USA)

Language: English

Predicting reading outcomes in the first year of primary school: the role of invented spellings

Ana Albuquerque and **Margarida Alves Martins**, ISPA - Instituto Universitário (PORTUGAL)

Language: English

OP ORAL PRESENTATIONS - TABLE 3 – Tuesday, 4 July – from 3.15 p.m. – 4.15 p.m. / LOCATION: ROOM 2533

Presentation: AELE Team

Language: English

What I liked best was working in groups because we could exchange information about the texts and help each other when writing our own" (Feedback after an intervention in class, female student, 15) – Is cooperative learning a key factor for reading and writing in diverse classrooms?

Elfriede Witschel, Pädagogische Hochschule Kärnten-University College of Teacher Education (AUSTRIA)

Language: English

Developing literacy skills in secondary technical-vocational education

Maria Kovacs and **Ariana Vacaretu**, Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice (ROMANIA)

Language: English

Literacy as Supply and Demand

David Mallows, UCL Institute of Education (UNITED KINGDOM)

Language: English

Supporting teachers' professional development through literacy research

Eva Fjällström and **Adrian Rodriguez**, Luleå University of Technology (SWEDEN)

Language: English



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OP ORAL PRESENTATIONS - TABLE 4 – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: ROOM 2534

Presentation: AELE Team

Language: Spanish

Twitter como plataforma para la creación literaria. Experiencia en el aula

Concepción Torres Begines, Universidad de Huelva (SPAIN)

Language: Spanish

Literatura infantil y juvenil en la era de la convergencia a través de un MOOC

Alba Torrego González, Universidad de Valladolid (SPAIN)

Language: Spanish

Creo y publico mi primer libro

Claudia Patricia Guerrero Gaviria and Julia Helena Quesada, Colegio Cambridge (COLOMBIA)

Language: Spanish

El tercer espacio de alfabetización en Educación Primaria: la perspectiva de las familias

Celia Moreno Morilla, Fernando Guzmán-Simón and Eduardo García-Jiménez, Universidad de Sevilla (SPAIN)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 5 – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: English

Believing is Doing: A Case Study of EFL Teacher Beliefs and Practices

Yang Gao and William P. Bintz, Kent State University (CHINA); and Ziyang Zhang, MYoung Education (CHINA)

Language: English

Mini-lessons to support vocabulary

Charlotte Reusch, National Centre for Reading (DENMARK)

Language: English



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Equity in Early Childhood: Bridging the gap between affluent and poor schools

Annalene van Staden, University of the Free State (SOUTH AFRICA) and **Francisca Serrano**, University of Granada (SPAIN)

Language: English

El lenguaje visual en la literatura infantil colombiana: “una nueva tendencia en el siglo XXI”

Diana Marcela Camacho, Universidad Pedagógica Nacional (COLOMBIA)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 6 – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: ROOM 3202

Presentation: AELE Team

Language: Spanish / Portuguese (it is indicated in each case)

Afetividade na leitura de "O velho e o mar"

Elizângela Gonçalves Pinheiro and **Jade Oliveira Bastos**, Universidad do Porto (BRAZIL)

Language: Portuguese

Acompañar la escritura en la educación a distancia

Carmen Durán Rivas and **Mireia Manresa Potrony**, Universitat Autònoma de Barcelona. Institut Obert de Catalunya (SPAIN)

Language: Spanish

El caso de los niños del Barrio Castillo en Yerba Buena, Tucumán. Lectura fuera de la formalidad académica

Victoria María Desjardins, Municipalidad de Yerba Buena (ARGENTINA)

Language: Spanish

"Palabras que abrazan": las primeras manifestaciones orales como vínculo lectoescritor

Beatriz Suárez Quijada, Centro de Educación Infantil y Primaria público, Valladolid (SPAIN)

Language: Spanish



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P POSTER – Tuesday, 4 July – from 3.15 p.m.– 4.15 p.m. / LOCATION: GROUND FLOOR, CENTER AISLE

Presentation: **MARÍA PARRALEJO SANZ**, University Complutense of Madrid

Language: English

Implementing a children’s literature family biliteracy project in English and Spanish

Amie Sarker, University of Dallas (USA)

Language: English

Growing Bilingual Authors: Writing in a Bilingual Gifted and Talented Program

Robin Danzak and Jessica Chivatá, Sacred Heart University (USA)

Language: English

The connection between hearing-impairment and the comprehension of read text

Angéla Imre, Péter Gombos and Ildikó Baranyosi, ELTE BGGYK (HUNGARY)

Language: English

A school network in teaching children with reading and writing problems in Hong Kong

Fuk-chuen Ho, University of Hong Kong (CHINA)

Language: English

Examining the Complexity of Literacy in Family School Partnerships between Middle Eastern Families and U.S. Schools

Cynthia Reyes, University of Vermont (USA)

Language: English

Tuesday, 4 July

4.15 p.m. – 6.00 p.m. Parallel sessions: ROUND TABLES / SYMPOSIUMS **RT** / **S**

RT SUPPORTING EMERGENT BILINGUALS’ SHIFT FROM NON-ALPHABETIC LANGUAGE TO AN ALPHABETIC LANGUAGE: PRESERVICE TEACHERS’ DISCOVERIES IN A US UNIVERSITY READING CLINIC – Tuesday, 4 July – from 4.15 p.m. to 6.00 p.m.



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Discussants:

SHERI VASINDA

JESSICA FISHER

ALEX AKERS

PEYTON KING

Oklahoma State University (USA)

Roundtable Chair: SHERI VASINDA

Presentation: TAMARA MORATO MORATILLA (SPAIN)

Language: English

Location: ROOM 2531

In the fall of 2016, a university reading clinic in the southwest US had an influx of grade 1-6 Chinese newcomer students causing a shift in course focus to the needs of English Language Learners whose heritage language was non-alphabetic. Monolingual teacher candidates learned to pair strategies and used technology to successfully support reading, writing, speaking, composing and creating for their Emerging Bilingual tutees. This session highlights the shift in focus of the course and the following paired strategies: Total Physical Response and interactive read alouds, Language Experience Approach and wordless picture books to create personalized eBooks, and kinesthetic cueing paired with picture and word sorts to support phonics instruction. This experience supported the teacher candidates understanding of emergent literacy and emergent bilingual processes and opportunities while providing successful English reading and writing instruction for their Chinese tutees. It also illustrates a responsive approach to the three main purposes of the university reading clinic: 1) preparing teachers in assessment methods and effective instructional strategies, 2) offering targeted affordable support for struggling K-12 students, and 3) providing opportunities for research.

S NEW LITERACIES FOR NEW TIMES: 2 WHATS AND 3 HOWS – Tuesday, 4 July – from 4.15 p.m. to 6.00 p.m.

Discussants:

SARA ANN BEACH, University of Oklahoma (USA)

BARBARA BAYLESS, University of Oklahoma (USA)

ELIZABETH WILLNER, Oklahoma City University (USA)

JULIE COLLINS, University of Central Oklahoma (USA)

Symposium Chair: SARA ANN BEACH



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Presentation: TAMARA ALÍA PRIETO, Spanish Reading and Writing Association

Language: English

Location: ROOM 2532

As what counts as proficient reading and writing has changed in the 21st Century, so too must what teacher candidates learn as they prepare to teach reading and writing in 21st century classrooms at all levels. This symposium will address theory, research, and teaching of New Literacies in teacher preparation that support literacy proficiency of all learners. The symposium will begin with a brief activity to activate background knowledge. The first presenter will explore the various theoretical perspectives that underlie New Literacies for New Times. The next presenter will report what the research and teacher educators say about what preservice teachers need to know about New Literacies to successfully implement them in their own classrooms. The third presenter will illustrate one method to begin to help preservice teachers integrate New Literacies into their teaching. The last two presentations will discuss how to support critical evaluation of digital texts as well as how to expand their repertoire of texts to support proficiency in New Literacy skills. The symposium will conclude with questions and discussion.

S WORKING WITH IMMIGRANT AND REFUGEE FAMILIES IN FAMILY LITERACY PROGRAMS: TRANSNATIONAL PERSPECTIVES – Tuesday, 4 July – from 4.15 p.m. to 6.00 p.m.

Discussants:

JIM ANDERSON, University of British Columbia (CANADA)

GINA DOMENICONI, Schweizerisches Institut für Kinder-und Jugendmedien (SWITZERLAND)

GABRIELE RABKIN, Universität Hamburg (GERMANY)

ANN ANDERSON, University of British Columbia (CANADA)

NICOLA FRIEDRICH, University of Toronto (CANADA)

LAURA TEICHERT, University of British Columbia (CANADA)

DIETER ISLER, Pädagogische Hochschule Thurgau (SWITZERLAND)

Symposium Chair: ANN ANDERSON

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English

Location: ROOM 2533

There is converging evidence that family literacy programs can significantly enhance children’s language and literacy development and that parents report that they benefit from them. More recently in response to the global movement of families, educators have developed family literacy programs for immigrant and refugee families designed to promote use of families’ home languages and that recognize and value vernacular literacy practices. In the first paper, Jim Anderson, Ann Anderson, Nicola Friedrich, and Laura Teichert report on a bilingual family literacy project, “Parents As Literacy Supporters in Immigrant Communities” involving 500+ families from four language groups in five communities in an urban area of



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Canada. In paper 2, Gabriele Rabkin will report on a study of the Family Literacy project (FLY) with immigrant and refugee children and families in over 70 schools Hamburg, Germany. In the third paper, Gina Domeniconi will report on the family literacy program, "Tell me a story" in Switzerland that reaches out to families with migrant backgrounds in an effort to improve the language and literacy development of children in their first language.

RT LEER LA DISLEXIA. UNA MIRADA NORMALIZADORA Y SISTÉMICA PARA LA INTERVENCIÓN LECTO ESCRITORA – Tuesday, 4 July – from 4.15 p.m. to 6.00 p.m.

Discussants:

BIENVENIDA SÁNCHEZ ALBA, University Complutense of Madrid (SPAIN)

GLORIANA HERNANZ, Madrid con dislexia (SPAIN)

ALFONSO CORONADO MARÍN, University Complutense of Madrid (SPAIN)

ELISA RUIZ VEERMAN, University Complutense of Madrid (SPAIN)

Roundtable Chair: BIENVENIDA SÁNCHEZ ALBA

Presentation: PALOMA GARCÍA DEL CARRIZO MANGLANO, CRA-Centro Rural Agrupado "Sierra Oeste" (SPAIN)

Language: Spanish

Location: ROOM 2534

Dislexia quiere decir desorden para leer. Se la ha llamado también "problema específico para la lectura" (specific reading disability). La dislexia es una de las más, si no la más, común dificultad de aprendizaje, se estima que afecta al 10% de la población, unos 700 millones de personas en el mundo y, así mismo, una de las menos visibles. El objetivo de este simposio es visibilizar la dislexia para leerla no como un correlato de carencias, si no como un aprendizaje sobre la compensación que permite desarrollar a la persona disléxica una diversidad de herramientas propias: pedagógicas, psicológicas, emocionales, motrices, espaciales y sociales para orientarse en el mundo. Consideramos necesario abordar sus bases neurológicas junto a los retos pedagógicos que debe abordar el sistema educativo para permitir que todas las personas puedan desarrollar sus capacidades y, finalmente, afrontaremos la dimensión psicoemocional y testimonial como herramienta empoderamiento, porque confiamos que el camino de la aceptación y normalización social no será fácil pero sabemos que valdrá la pena.



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RT LECTURAS Y ESCRITURAS EN CONTEXTOS DIVERSOS – Tuesday, 4 July – from 4.15 p.m. to 6.00 p.m.

Discussants:

EXPEDITA SÁNCHEZ SÁNCHEZ, Servicio de Innovación Educativa de la Consejería de Educación y Universidades del Gobierno de Canarias (SPAIN)

MARÍA DEL PINO GALVÁN

MIGUEL LORENZO MARTÍN RAMOS

ALEJANDRO MOLINA RIVERO

Servicio de Innovación de Consejería de Educación y Universidades del Gobierno de Canarias (SPAIN)

MANUEL ABRIL VILLALBA, Universidad de La Laguna (SPAIN)

Presentation: MARÍA TERESA ACOSTA TEJERA, Dirección de la Agencia Canaria de Calidad Universitaria y Evaluación Educativa y del Servicio de Innovación Educativa de la Consejería de Educación, Gobierno de Canarias (SPAIN)

Language: Spanish

Location: GRADE ROOM

Red BIBESCAN, comunidad de prácticas letradas escolares de Canarias

Expedita Sánchez Sánchez (SPAIN)

La Red virtual de Bibliotecas Escolares de Canarias (Red BIBESCAN) se crea en el año 2012 como red educativa institucional en el Servicio de Innovación de la Consejería de Educación del Gobierno de Canarias. Desde la Red se promueven prácticas educativas, intercambio de recursos, experiencias y reflexiones sobre diferentes aprendizajes vinculados a los currículos oficiales de la Comunidad de Canarias que parten de dos ejes principales: la competencia comunicativa y el uso e integración de la Biblioteca Escolar con el objetivo principal de generar y construir conocimiento compartido. La Red está formada por profesorado de todas las etapas, niveles educativos y áreas del conocimiento; es una herramienta que permite abordar la competencia en comunicación lingüística desde todas las áreas y materias del currículo. El profesorado que coordina y los participantes deben elaborar un proyecto final que debe contar con los objetivos planteados en la Red y con la actividad producida a lo largo del curso escolar. Este Proyecto final tiene repercusión en el contexto del aula ya que es el alumnado el receptor de todo el trabajo generado en la Red.



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Congreso de Jóvenes Lectores de Canarias: una comunidad de lectores y creadores

María del Pino Galván, Miguel Lorenzo Martín Ramos and Alejandro Molina Rivero (SPAIN)

El curso escolar 2011-2012 la Consejería de Educación, del Gobierno de Canarias pone en marcha el Congreso de Jóvenes Lectores de Gran Canaria con el objetivo de crear y afianzar en el alumnado el hábito lector como instrumento básico de desarrollo y de madurez. Dicho Congreso se ha ido extendiendo paulatinamente al resto de las islas celebrándose este año en todas ellas con el nombre de Congreso de Jóvenes Lectores de Canarias. La dinámica de funcionamiento del Congreso es totalmente diferente al de otros eventos similares: los autores invitados son los espectadores y los alumnos y alumnas, los protagonistas, a través de la interpretación de la obra leída. Para ello, realizan creaciones en diversos formatos, desde presentaciones digitales, representaciones teatrales, entrevistas, blogs, etc. hasta cortos. El intercambio que se produce entre el alumnado de los centros que han trabajado a un mismo autor o autora y este produce momentos mágicos que hacen que, edición tras edición, el número de asistentes aumente incorporándose nuevos participantes.

Tres Proyectos de Investigación e Innovación en lectura y escritura: “Soñando entre cuentos”, “Leer en familia” y “Taller de Escritura Creativa”

Manuel Abril Villalba (SPAIN)

La lectura y la escritura consolidan la creación, la aplicación y la organización del pensamiento. Se describen a continuación tres proyectos de innovación para activar y consolidar sus efectos.

Proyecto 1: “Soñando entre cuentos”: En la sección de Pediatría del Hospital Universitario de Canarias (HUC, en Tenerife) la Asociación Veredas hace posible la lectura en voz alta de álbumes ilustrados todos los miércoles. Este proyecto solidario es un paliativo al dolor. **Proyecto 2:** “Leer en familia” (Crear un ambiente íntimo de diálogo en torno a los textos literarios): El proyecto ayuda a las familias a realizar la lectura en voz alta con sus hijos. Está organizado por el CEP de La Laguna y el Gobierno de Canarias, en colaboración con el profesor Abril. **Proyecto 3:** “Taller de escritura creativa”: La EUPAM (Estudios Universitarios para Adultos y Mayores) de la Universidad de La Laguna ofrece este taller en la Diplomatura de Arte y Creatividad.

Tuesday, 4 July

4.15 p.m.– 5.30 p.m. **Parallel sessions: ORAL PRESENTATIONS OP**

OP ORAL PRESENTATIONS - TABLE 7 (Part One) - Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 3202

Presentation: AELE Team

Language: English

Teaching L2 reading and writing: Bridging the gap between affluent and poor schools in early childhood education

Annalene van Staden, University of the Free State (SOUTH AFRICA) and **Francisca Serrano**, University of Granada (SPAIN)

Language: English

An Exploration of How Play, Role-Play, and Drama May Contribute to Adolescent Literacy Development

Jennifer Lindenauer, George Mason University (USA)



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Language: English / Spanish

Comparing Children's Responses to Postmodern and Traditional Picturebooks: Pictures, Texts and Temporal-Spatial Reading Paths

Mustafa Ulusoy, Gazi University (TURKEY) and Dilek Altun, Ahi Evran University (TURKEY)

Language: English

On Diacritics

Dennis Kurzon, University of Haifa (ISRAEL)

Language: English

Pillar or pliers? How two BFFs negotiate the authority of privilege

Suki Mozenter, Stanford University (USA)

Language: English

OP ORAL PRESENTATIONS - TABLE 7 (Part Two) - Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 0203

Presentation: AELE Team

Language: Spanish

Continuidad y éxito educativo de alumnado inmigrante: papel de la lengua escolar

Catalina Barragán Vicaria, Universidad de Almería (SPAIN)

Language: Spanish

La participación ciudadana desde la acción formativa en la Universidad Piloto de Colombia

Luz Ariana Galvis Ardila, Universidad Piloto de Colombia (COLOMBIA)

Language: Spanish

Formación y transformación de maestros de lenguaje en el marco de una red académica. Experiencias de la red de docentes de lenguaje de Córdoba

Rudy del Cristo Doria Correa, University de Córdoba (COLOMBIA)

Language: Spanish

Experiencia en Bilingüismo

Cristina Andrea Bugnano, Escuela Normal Superior Nº 10 (ARGENTINA)



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Language: Spanish

Relación de la fluidez de la escritura con la cantidad y calidad de textos multilingües de alumnos de primaria

Iruñe Ibarra Lizundia, Universidad del País Vasco (SPAIN)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 8- Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 3401

Presentation: AELE Team

Language: English

Scaffolding Literacy in Municipality Schools in Stockholm: Literacy Boost

Anna-Maija Norberg, Anna Lena Ebenståhl and Kristina Ansaldo, Education administration (SWEDEN)

Language: English

The First Minister's Reading Challenge: combining intrinsic and extrinsic motivations to read

Marc Lambert, Scottish Book Trust (UNITED KINGDOM)

Language: English

Reading for life: A presentation of an ongoing process the aim of which is to promote reading interest amongst boys

Elsbeth Randelin, Mariehamns stad: Ytternäs Primary school (FINLANDIA)

Language: English

The Impact of Book Gifting Programs: A Meta-Analysis

Ingrid Willenberg, Australian Catholic University (AUSTRALIA); Adriana Bus, Vrije Universiteit Amsterdam (NETHERLANDS); and Merel de Bont, Vrije Universiteit Amsterdam (NETHERLANDS)

Language: English

Turning Students Over to Authors: A Sound Instructional Strategy for Increasing Reading Engagement and Achievement

William Bintz and Sara Delano Moore, Kent State University (USA)

Language: English



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OP ORAL PRESENTATIONS - TABLE 9- Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 3407

Presentation: AELE Team

Language: English

Reading and thinking about social equity, honesty and integrity. Insight into “Children and Young Adults’ Jury” results in Latvia

Aija Kalve and Sandra Kalnina, University of Latvia (LATVIA)

Language: English

Genre-based teaching and learning: An intervention study

Berit Lundgren, University of Dalarn (SWEDEN)

Language: English

Educating literacy teachers with a social justice perspective and a critical multicultural approach: An experience

Marcia Lisbôa Costa de Oliveira, Universidade do Estado do Rio de Janeiro (BRAZIL), and Lucia Helena Eletério, Universidade Estácio de Sá (BRAZIL)

Language: English

Dream Camp: South African Students Draw on Community Cultural Wealth Capital to Make Sense of Their Career Dreams

Lori Assaf and Kristie O'Donnell, Texas State University (USA)

Language: English

Croatian Prison Reading Program for detainees and their children

Kristina Čunović and Snježana Berak, City library "Ivan Goran Kovačić" Karlovac (CROACIA)

Language: English



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OP ORAL PRESENTATIONS - TABLE 10- Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: English

Towards Learning Filipino Heritage Language and Culture through Filipino Children's Literature: The Case of a Roving Filipino Storytelling and Playgroup in Switzerland

Maria Fe Esperanza Caridad Tañedo Bruni, Kuwentuhang Sabado (SWITZERLAND); **Ana Maria Margarita S. Salvador**, University of the Philippines (PHILIPPINES); and **Cherry Marty Malonzo**, Kuwentuhang Sabado (SWITZERLAND)

Language: English

Biliteracy Development in English and Spanish through Accessing Family and Faith Traditions

Amie Sarker, University of Dallas (USA)

Language: English

Developing Global-Ready Teachers and Students in Online Literacy Communities

Lotta Larson, Kansas State University (USA)

Language: English

Early morphological awareness and learning to read morphological complicated words in Greek: A longitudinal study

Ioannis Grigorakis and **George Manolitsis**, University of Crete (GREECE)

Language: English

The Nature of Young Karen Children's Bilingual Learning Experiences in a Family Literacy Program

Nicola Friedrich, University of Toronto (CANADA) and **Zipporah Devadas**, School District #35 (CANADA)

Language: English



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OP ORAL PRESENTATIONS - TABLE 11- Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 1301

Presentation: AELE Team

Language: Spanish

Construcción de inferencias a partir de la lectura de textos narrativos en educación primaria

Juan Cruz Ripoll Salceda, Colegio “Santa María la Real de Sarriguren” y Universidad de Navarra (SPAIN); **María Isabel Herbert Acero**, Colegio “Wexford”, Querétaro (MEXICO); and **María del Brezo Baños Ordiz**, Centro de Educación Infantil y Primaria “San Miguel de Orcoyen” (SPAIN)

Language: Spanish

Concepciones sobre los procesos de lectura de profesores en ejercicio de escuelas primarias chilenas: ¿cuáles son sus perfiles lectores?

María Constanza Errázuriz Cruz, **Omar Davison Toro**, **Liliana Fuentes** and **Andrea Cocio**, Pontificia Universidad Católica (CHILE)

Language: Spanish

Entender procesos para justificar decisiones. MOOC que presenta la Alfabetización Inicial

Liliana Avalos Corichi, **Alma Carrasco Altamirano** and **Elizabeth Cortés Sandoval**, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

La alfabetización inicial en la mira. MOOC multidisciplinario construido colaborativamente en México

Edna Serrano Acuña, **Jaqueline Mata Santel** and **Guadalupe Tinajero Villavicencio**, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

La decodificación y la comprensión del lenguaje como predictores de la comprensión lectora: evidencias de un estudio longitudinal

Milagros Tapia, **Juan Cruz Ripoll** and **Gerardo Aguado**, Universidad de Navarra (SPAIN)

Language: Spanish



MADRID, 3 – 6 July, 2017

OP ORAL PRESENTATIONS - TABLE 12- Tuesday, 4 July – from 4.15 p.m. to 5.30 p.m. / LOCATION: ROOM 3301

Presentation: AELE Team

Language: English

Students' Literacy Experiences in an Age of Accountability and Standards

Cami Condie and **Francesca Pomerantz**, Salem State University (USA)

Language: English

Reflecting on the Impact of PISA Assessments on Literacy Development Policy for Irish Schools: The Case of the 2009 Results

Brian Murphy, University College Cork (IRELAND)

Language: English

Investigating the Quality of English Achievement Tests: The Case of Iranian High School Students' Overall Scores

Hossein Heidari Tabrizi, Islamic Azad University, Isfahan Branch (IRAN)

Language: English

The Challenges and Risks within High Stakes Literacy Assessments

Jody Polleck, Hunter College—CUNY (USA) and **Jill Jeffery**, Leiden University Centre for Linguistics (NETHERLANDS)

Language: English

Pluriliteracies and Bilingual Education in the Knowledge Society: Fostering Equity and Social Inclusion in 21st-Century Communities

Leonor María Martínez Serrano, University of Córdoba (SPAIN)

Language: English

6.00 p.m.: Coffee Break / Performance

Tuesday, 4 July

6.30 p.m. – 7.30 p.m. Parallel sessions: ORAL PRESENTATIONS / POSTERS **OP / P**



MADRID, 3 – 6 July, 2017

OP ORAL PRESENTATIONS - TABLE 13 – Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: ROOM 2531

Presentation: AELE Team

Language: English

Project work as a way to engage students in real and significant literacy practices

Maria da Conceição Quinteira Pires and José António Brandão Carvalho, Institute of Education - The University of Minho (PORTUGAL)

Language: English

Expressing and Reflecting: Writing for the Real World

Janet McIntosh, Nipissing University, Schulich School of Education (CANADA)

Language: English

Encouraging Reflective Practice in Pre-Service Literacy and Language Teachers

Cami Condie, Francesca Pomerantz and Melanie Gonzalez, Salem State University (USA)

Language: English

Engaging Youngsters to Search for the Answers of Big Questions through the Use of Reading and Writing

Shu-Hua Tang and Hung-Yu Lin, National Taiwan Normal University (CHINA)

Language: English

OP ORAL PRESENTATIONS - TABLE 14 – Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: ROOM 2532

Presentation: AELE Team

Language: English

Through the Pages of Books: Pre-service Teachers' Use of Bibliotherapy to Construct Identity and Support Social and Emotional Development

Debbie Mercer and Lotta Larson, Kansas State University (USA)

Language: English

Children's and young people's literature preferences: Research findings and a theory for encouraging equity through literacy communities

John Beach, St. John's University (USA)

Language: English



MADRID, 3 – 6 July, 2017

Promoting equity: Swedish teachers integrating technology to enhance literacy learning for students

Elizabeth Stolle, Grand Valley State University (USA)

Language: English

Using Poetry to Construct Identity

Barbara Kane Schneider, Grand Valley State University (USA) and Mary W. Spor, Reading and Literacy International (USA)

Language: English

OP ORAL PRESENTATIONS - TABLE 15 – Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: ROOM 2533

Presentation: AELE Team

Language: English

Global Literacy Problem Solving and Collaborative Solutions

Marlene Zakierski, The Sage Colleges Albany (USA); Chai Ling Tsai, Iona College (USA) and Taiwan University; and Alice Siegel, The Sage Colleges (USA)

Language: English

Studying the Effectiveness of a Storytelling/Story-Acting Activity on Ugandan Preschoolers' Emergent Literacy in Two Rural Ugandan Community Libraries

Valeda Dent, St. John's University (USA) and Geoff Goodman, Long Island University (USA)

Language: English

Examining Literacy Coaches Professional Development in a Virtual Professional Learning Community

Celeste Bates and Leslie A. Salley, Clemson University (USA)

Language: English

OP ORAL PRESENTATIONS - TABLE 16 – Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: ROOM 2534



MADRID, 3 – 6 July, 2017

Presentation: AELE Team

Language: English

The partnership between school, library, cinema, theatre, museum and gallery improves reading literacy

Hanuš Barbara, Primary School Livada (SLOVENIA)

Language: English

Inside, Outside and Around Pictures

Dilek Altun, Ahi Evran University (TURKEY) and **Mustafa Ulusoy**, Gazi University (TURKEY)

Language: English

Is it all about the image?: Teacher candidates' production choices in multimodal literacy autobiographies

Marianne McTavish and **Margot Filipenko**, University of British Columbia (CANADA)

Language: English

Using Provocative Picture Books to Inspire Talking and Writing

Terry Campbell, Nipissing University (CANADA)

Language: English

OP ORAL PRESENTATIONS - TABLE 17 – Tuesday, 4 July. 6.30 p.m. – 7.30 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: Spanish / Portuguese (it is indicated in each case)

O projeto leitura e escrita na Educação Infantil: contribuições para a política de formação de professores no Brasil

Mônica Correia Baptista, **Vanessa Ferraz Almeida Neves**, **Maria Fernanda Nunes** and **Patrícia Corsino**, Universidade Federal de Minas Gerais (BRAZIL)

Language: Portuguese/Spanish

El rol de la decodificación en la comprensión de oraciones y la comprensión de textos

Milagros Tapia Montesinos and **Juan Cruz Ripoll**, Universidad de Navarra (SPAIN)

Language: Spanish

El proyecto "Educación literaria en la educación infantil": una experiencia de investigación-acción



MADRID, 3 – 6 July, 2017

Mônica Correia Baptista, Celia Abicalil Belmiro and Vanessa Ferraz Almeida Neves, Universidade Federal de Minas Gerais (BRAZIL)

Language: Spanish

Ahora sí escribimos: Producción, lectura en voz alta y publicación en Internet de microtextos en Secundaria

Consuelo Allué Villanueva, Universidad Pública de Navarra (SPAIN)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 18– Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: ROOM 3202

Presentation: AELE Team

Language: English

The Comparison of Note Taking by Using Keyboard and Pencil with regard to Different Variables

Abdullah Kaldirim, Dumlupinar University; **Kasım Yildirim**, Mugla Sitki Kocman University; and **Omer Faruk Tavsanlı**, Uludağ University (TURKEY)

Language: English

Gains and losses – handwriting verses digital writing when creating narrative text

Helene Dahlström and **Lena Boström**, Mid-Sweden University Department of education (SWEDEN)

Language: English

On the Integration of Literacy Acquisition and Digital Media

Konstanze Edtstadler, University College of Teacher Education Styria (AUSTRIA)

Language: English

What's up in digital reading?

Íris Susana Pires Pereira, Cristina Vieira da Silva and **Maria Manuel Borges**, Instituto da Educação, Universidade do Minho (PORTUGAL)

Language: English

P POSTER - PRESENTATION – Tuesday, 4 July – from 6.30 p.m. to 7.30 p.m. / LOCATION: GROUND FLOOR, CENTER AISLE

Presentation: PEDRO PULIDO GENES, Universidad Complutense de Madrid

Language: Spanish /Portuguese (it is indicated in each case)

La multialfabetización en el dominio hogar: un mundo lleno de símbolos

Celia Moreno Morilla, Universidad de Sevilla (SPAIN)

Language: Spanish

El taller del lector: una propuesta para incorporar la biblioteca y los libros al currículo a través de la asignatura de lengua

Almudena Zurdo Garay-Gordóvil and Sarah Seguí Rodríguez, Colegio Nuestra Señora del Pilar, Madrid (SPAIN)

Language: Spanish

Compartiendo prácticas comunicativas: la Red Virtual de Bibliotecas Escolares de Canarias(Red BIBESCAN)

Expedita Sánchez Sánchez and Iván Carlos Hombre Vega, Bibliotecas Escolares, Canarias (SPAIN); and Yolanda Ortega Moral, Instituto de Educación Secundaria "Jinámar", Elda (SPAIN)

Language: Spanish

En busca del lector del siglo XXI: Las app para niños y jóvenes

Luis Miguel Cencerrado Malmierca, Elisa Yuste Tuero, José Antonio Cordón, Araceli García and Raquel Gómez, Portal AppTK.es (ESPAÑA)

Language: Spanish

Estratégias Metodológicas para o Ensino de Leitura e Escrita: Desenvolvendo os Níveis de Letramento nos Contos de Grimm

Dayhane Alves Escobar Ribeiro Paes and Marcelo Vitor de Souza Paes, Universidade do Estado do Rio de Janeiro (BRAZIL)

Language: Portuguese

Círculo de Lectores, clave del éxito

Raymond González Girón and Iridiadas Mendieta, Ministerio de Educación (PANAMA); and Brenda Bairnals, Meduca (PANAMA)

Language: Spanish

Contribución del teatro al aprendizaje de la lengua

Ana Gutiérrez Blanco, Instituto de Educación Secundaria "Hug Roger III" Lleida (SPAIN)

Language: Spanish

7.30 p.m. End day / Performance