



MADRID, 3 – 6 July, 2017

WEDNESDAY 5, JULY

Location: Faculty of Education – University Complutense of Madrid

Start time: 9.00 h.

PARALLEL Sessions



MADRID, 3 – 6 July, 2017

Wednesday, 5 July

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

MS Meeting with... MARIJN BROUCKAERT – Wednesday, 5 July - from 9.00 a.m. to 10.00 a.m.

Dutch-speaking public library of the City of Brussels (BELGIUM)

My experience with Shared Reading: Prisons, schools and libraries

Shared reading combines reading aloud and moderation/dialogue techniques to create encounters between people. I have used this method in jails, in school context with children and young adults and in a Youth Care Centre. The meetings of this multilingual and multicultural groups illustrate how lack of vocabulary can enrich the reading of a text, teach how letting young people play with fire encourages them to read, and reveal the effect of a bringing table cloth into a male prison. During this session I would like to share some experiments that are being carried out in Brussels and Belgium to bring this method to libraries and schools.

Presentation: IVAN GARCÍA NUÑEZ, University Complutense of Madrid

Language: English

Location: ROOM 2531

MS Meeting with... JEROEN CLEMENS – Wednesday, 5 July - from 9.00 a.m. to 10.00 a.m.

Reading Association in the Netherlands (NETHERLANDS)

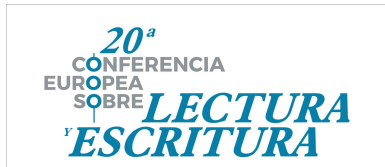
Literacy in a digital age: An interesting and big challenge for (language) teachers

Internet is this generation's defining technology for reading, writing and learning. Research shows that the ability for reading, writing and other ways of communicating (online literacies) and for learning online is a crucial competence. We know that a lot of students are not very good at this. For reading and writing online one needs new and additional skills and strategies, above this needed for linear, paper, texts. The urgency to include this in education has been emphasized frequently at national and international levels. But a lot of studies show that online literacies are not a part of the language curriculum nowadays, nor of curricula of other subjects. Nor do the educational textbooks or teacher training institutes pay much attention to online literacies. This means that we, (language) teachers, have to be pro-active and adapt and expand our definition of literacy and include online literacies into our curriculum and lesson plans. Lets do it ourselves, lets develop, try-out and research. I would like to discuss this new definition of literacy, the new skills and strategies needed and discuss different ways to work on this, especially in teacher development teams. I also hope to have an interesting discussion with all of you, exchange our knowledge and experiences and build new partnerships between teachers who really want to make a difference and work for the students in the 21st century.

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English

Location: ROOM 2532



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MS Meeting with... ALAN CRAWFORD – Wednesday, 5 July - from 9.00 a.m. to 10.00 a.m.

California State University, Los Angeles (USA)

Bilingual/Trilingual Education in Central Asia, Africa, the Caucasus, Eastern Europe, Latin America, and the USA: Major Concepts and Issues

The purpose of this interactive workshop is to share concepts and strategies from bilingual and trilingual education programs in Kazakhstan, Georgia, Latvia, Ghana, Peru, and the U.S. As concepts and strategies are introduced by the presenter, participants will be invited to contribute their own experiences in their countries or other countries with trilingual and/or bilingual education. The presenter will share program details about each of the following concepts and strategies and invite participants to share their own experiences with them: Additive vs. subtractive programs; maintenance vs. transitional models; Communicative approaches to L2 and L3 instruction (recommended by CLIL); Thematic vs. grammatical curricula; use of conversation posters; Organizing the place of reading instruction in the sequence of introduction of languages; Sheltered (scaffolded) instruction in language instruction and in the content areas (CLIL and SIOP); Translanguaging (the use of L1 in L2 and L3 classrooms, language and content areas); code switching; Use of the preview/review team teaching strategy in content classrooms; Questions and continued discussion with participants

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

Language: English

Location: MAIN AUDITORIUM

MS Meeting with... EUFIMIA TAFA – Wednesday, 5 July - from 9.00 a.m. to 10.00 a.m.

University of Crete (GREECE)

Improving children's understanding of story structure through story retelling

This presentation describes the implementation of an intervention program to train kindergarten children in story retelling and to examine whether this training helped them to understand the story structure. Thirty-five children, aged 5-6 years old, in two kindergarten classrooms were trained in story retelling once a week for five months. During the program, 17 well-structured story books were read aloud, and children practised retelling stories at seven levels. All books had an enjoyable, age-appropriate plot, a clearly presented story structure and illustrations that corresponded to the story's events. Results showed that the children understood almost all the story elements, were able to retell the story in sequence, and explained and commented on the characters' actions and reactions. During the presentation the discussion will focus on story retelling activities that teachers developed and implemented for making children better understand the story structure.

Presentation: SARA MORA

Language: English

Location: ROOM 3201



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MS Meeting with... JOSÉ JULIO VELÉZ SAINZ – Wednesday, 5 July - from 9.00 a.m. to 10.00 a.m.
University Complutense of Madrid (SPAIN)

Theater, politics and literacy

Two complementary critical traditions have analyzed how theater has served as means for literacy. On the one hand, pedagogist have utilized drama as a facilitator of learning. Since M. Sendak's classic [Where the Wild Things Are](#) (1963) have arisen an important number of works that emphasize the role of theater as a means to language-building (McMaster, 1998), as toll for creative writing (Beehner, 1990; McNaughton, 1997; Schneider & Jackson 2000; Crumpler & Schneider 2002), as formation of readership (Martinez, 1993; Woodson 1999; Alber & Foil 2003) and as model for intercultural teaching (Saltz & Johnson 1974). Independently, several purely theatrical traditions have disposed that drama as an art, has a civic duty in which the formation of citizens is primordial. This formation inevitably understands theater as an agent of literacy. European currents of political theater following the path of Erwin Piscator and Bertolt Brecht or, in the Spanish case, the 1920's pedagogical missions, underscore theater's social functions and its capacity to create critical subjects. There is a Latinoamerican trend based upon Augusto Boal's "theater of the oppressed" of Paulo Freire's "pedagogy of the oppressed" that attempts to create awareness of actors, technicians and public with the end to form them critically and introduce them in what Lacan termed the imaginary of power. This necessarily involves their inclusion in literacy. Some of these notions are already latent in popular theater, agit-prop and psychodrama. In this conference, I will update the fundamental parameters of those theatrical trends that exemplify theater as a means of learning (and future) and literacy. I will present some specific examples of contemporary staging of the classics that attempt to use them as means of learning and empowerment.

Presentation: SARA GÓMEZ, Spanish Reading and Writing Association

Language: English

Location: ROOM 3202

Wednesday, 5 July

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

W MOVING TO DIGITAL LITERACY: EMBEDDING DIGITAL TOOLS AND MULTIMODAL TEXTS IN READING AND WRITING WORKSHOPS –

Wednesday, 5 July - from 10.00 a.m.- 11.30 p.m.

Rapporteur at the workshop:

KRISHNA CART, Young Scholars Circle (USA)

Presentation: JOANA MONTES JUAREZ, docente (SPAIN)

Language: English

Location: ROOM 1202 (COMPUTER ROOM)

With the advent of technology, teachers need to embed digital and media texts into reading and writing workshops and create several venues and opportunities to engage students to be digitally literate. This workshop will hopefully equip and expose classroom teachers, specialists and literacy coaches on the hidden instructional



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value of multimodal texts and 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 just like the way we use interactive read aloud and teach reading comprehension skills.

W TEACHER FACILITATED PLAY CONTEXTS TO SUPPORT LITERACY DEVELOPMENT – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

JENNIFER LINDENAUER, George Mason University (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2532

Drama, role play and play provide immediate access into a story and into the pleasurable aspects of a story while providing fluidity and choice for children to bring to light their knowledge and experiences in the formal school setting. While play has been established as a viable and important context in literacy development it remains difficult to define and study (Roskos & Christie, 2001) and therefore for teachers to implement and utilize in a systematic way. However, through careful planning and sensitivity to children's developmental needs, play, dramatic play, and role-play may be used in supporting a child's literacy development in reading and writing (Adomat, 2012; Ghiso, 2013). Play contexts may support the integration of home and child culture with academic school culture (Dyson, 1997; Lysakar, 2010). This workshop will focus on bringing out-of-school literacies and home culture to school through the intentional facilitation of play contexts and third space to support literacy development. I will share the results of a critical literature review and the common themes that emerged to inform teaching and translate them into instructional practices relevant to a range of contexts.

W ADAPTING READERS THEATRE TO THE DEMANDS OF A CHANGING SOCIETY – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

JAMES NAGELDINGER, Elmira College (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2533

The use of content rich text in creating Readers Theatre scripts can serve to improve reading comprehension though increased fluency while reinforcing important content area learning. Historically, Readers Theatre scripts have been created to either provide students with an avenue for fluency development, a pleasant diversion, or a way to deliver content area learning



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while developing critical thinking skills. Subsequently, most scripts sacrifice either the framework for fluency development, the inclusion of content rich material leading to higher level thinking, or a structure necessary to create a meaningful work of Readers Theater. In this hands-on minds-on workshop, participants will be guided through the process of adapting Math, Science, Social Studies, and/or Language Arts content into authentic scripts and how best to utilize the power of Readers Theatre to increase fluency, deliver content and stimulate critical thinking skills. Attention will be given to content choice, script production, and the most effective techniques for rehearsal and performance.

W DIGITAL WRITING AND MULTI MODAL TEXT IN THE 21ST CENTURY – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

JIENING RUAN, University of Central Oklahoma (USA)

SYLVIA HURST, University of Central Oklahoma (USA)

PRISCILA GRIFFITH, University of Oklahoma (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2534

The 21st century witnesses an overwhelming presence of digital technologies. Digital technologies have greatly expanded the toolkit of writing from traditional writing utensils to include digital and online devices and tools. Web 2.0 technologies also enable people to share their thoughts and writing in connected, public spaces and transforms writing from a solitary act to a collaborative, communal act. The digital age has also brought changes to the processes and products of writing (Hicks, 2015). Writing in the 21st century demonstrates noticeable differences from traditional writing and includes important features of multimodality, intertextuality, and interactivity. It is imperative that teachers critically examine the impact of digital technologies on student writing and determine how they can be used to support and transform the teaching of writing. In this workshop, the presenters will provide background information on writing with old and new technologies and ways to transition from traditional to digital writing. The participants will engage in several interactive, hands-on digital writing activities using iPads.

W WRITING THE TEXT WAS A LOT EASIER THAN EXPECTED AFTER DOING ALL THE TASKS WITH THE TEXT WE READ BEFORE– Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

ELFRIEDE WITSCHERL, University College of Teacher Education (AUSTRIA)

Presentation: AELE Team

Language: English

Location: ROOM 2401



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In the workshop participants are encouraged to try out an arrangement of tasks that connects reading, writing and speaking. They are asked to put the focus on text in two ways: firstly the one they read and secondly the one they write. In phase one, participants will get to know the idea of an arrangement of tasks by working with a short English factual text and discussing the theoretical ideas the tasks are based on.

In phase two of the workshop they will be encouraged to design tasks for their own class or groups of students that help learners read and write texts. In order to be able to do this, participants are kindly asked to bring along shorter texts in the languages they want their students to study in class, such as short literary texts, newspaper articles, academic texts etc. These texts are supposed to serve as students' starting points for writing a longer text. The tasks can be designed for lower and upper secondary level as well as university level.

W STRATEGY INSTRUCTION TO MOTIVATE AND ENCOURAGE STRUGGLING READERS – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

LAURIE BAUER, University of Cincinnati Blue Ash College (USA)

Presentation: AELE Team

Language: English

Location: ROOM 3201

This workshop will address current issues surrounding strategy use in secondary and postsecondary reading instruction with a focus on expanding current beliefs on what is included in an appropriate and effective reading strategy at this level. Emphasis will be placed on strategies that aid in making the students' metacognitively aware of their reading and the strategies that they use or fail to use throughout this process. Any educator would argue that in order for a student to be successful they must be aware of their learning and the process they follow when taking on an academic task. This idea of being metacognitively aware has been discussed in the field of education at a variety of age and developmental levels as well as with English language learners. This workshop will address ways to make students more aware of their reading and understanding of text in addition to helping them realize that what they do during reading ultimately affects their comprehension.

W TURNING PAGES FOR JUSTICE: DEVELOPING SOCIAL JUSTICE PEDAGOGIES THROUGH THE STUDY OF LITERATURE – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

GERALDINE BALZER
ALLISON BALABUCH
ANDREA FOSTER
LAUREN FRODSHAM
COURTNEY HALL



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KATE MCKONNON

ANGELA WARD

University of Saskatchewan (CANADA)

KATHERINE O'CONNOR, Arbutus Global Middle School (CANADA)

Presentation: AELE Team

Language: English

Location: ROOM 3202

In this workshop, participants will learn alongside teachers who work with students aged 12-17 years to enhance their understanding of social justice. The presenters, who are Canadian classroom teachers and researchers, will engage participants in both discussion and practical activities. Participating in this workshop will enable educators, living in an age of increased migration, to explore the opportunities and challenges of building respect across differences of culture, ethnicity, and religion. Schools have a particular role in encouraging learners to consider multiple cultural perspectives and to become global citizens. One part of that role is to provide learners with inspiring and thought-provoking literature that has the potential to enhance students' understanding of social justice issues in classroom and community. Participants in the workshop will be encouraged to read and respond to the books themselves. Classroom teachers who are participants in the research study will describe and model the social justice pedagogies they used in their classrooms, and we will engage participants in thoughtful discussions and challenging ideas in an era when tensions around migration and nationalism are part of our students' lives.

W WHAT IS CRITICAL IN THE EFFECTIVE TEACHING OF WRITING, ESPECIALLY FOR SENIOR PRIMARY STUDENTS IN THE NEW ZEALAND CONTEXT?

– Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteur at the workshop:

MURRAY GADD, University of Auckland (NEW ZEALAND)

Presentation: AELE Team

Language: English

Location: ROOM 3301

This workshop will identify what nine highly effective New Zealand teachers did in authentic learning settings to promote higher than anticipated outcomes in writing for a set of upper primary and middle-school students (n=210). Quantitative and qualitative analysis of observed teacher practice in relation to learner gains indicated that effective teachers employ a range of instructional dimensions (Expectations; Learning Goals; Learning Tasks; Direct Instruction; Responding to Learners; Motivation and Challenge; Organisation and Management; Self-regulation) in strategic combination with each other. But a particularly strong association between proficient operation of two dimensions (Learning Tasks; Direct Instruction) and learner gains was also noted. Analysis also indicated that effective teachers ensure that their instructional writing actions are regarded as purposeful by students, include meaningful opportunities for student involvement, are explicit and direct, are differentiated in terms of student needs, and lead to opportunities for independence and self-regulation by students.



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W ONE SCHOOL'S LITERACY JOURNEY – Wednesday, 5 July – from 10.00 a.m. to 11.30 a.m.

Rapporteurs at the workshop:

TRACEY PATE

DEBORAH FRIZZA

Mentone Grammar School (AUSTRALIA)

Presentation: AELE Team

Language: English

Location: ROOM 3407

Our journey is about literacy in the classroom that encompasses best practice teaching and learning, but it's also about building capacity, educating parents and making literacy accessible to all. This workshop will ask the questions: where is your school going, where is it now and how will you get there?

The interactive nature of this workshop will include a demonstration of a sample lesson that Mentone Grammar used as part of its Teaching and Learning Evenings for parents, which was designed to help parents feel more included in the teaching and learning experiences of their children. The lesson will outline how literacy, pedagogy and leadership can be powerful factors in the quest for equity in our classrooms and learning communities. Participants in this workshop will be invited to consider how these factors can be adapted to create a cohesive approach to literacy awareness in their own work.

11.30 a.m. Coffee Break / Performance

Wednesday, 5 July

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

S INITIAL TEACHING OF LITERACY IN EUROPEAN COUNTRIES WITH DIFFERING ORTOGRAPHIES, IDEC-FELA SYMPOSIUM (Symposium ELINET)

Presenters:

EITHNE KENNEDY, School of Language, Literacy Education, Dublin City University (IRELAND)

PATRICIA SCHILLINGS, University of Liège (BELGIUM))

DENNIS KURZON, University of Haifa (ISRAEL)

GERRY SHIEL, Educational Research Centre, St Patrick's Campus, Dublin (IRELAND)

Symposium Chair: RENATE VALTIN, Humbolt University (GERMANY)

Language: English



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Location: Conference Room (second floor, Faculty of Education, University Complutense of Madrid)

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 correspondences taught (if at all)? Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that they are decodable? Are there differences between countries whose languages have deep and shallow orthographies? How are the first pages of reading primers (reading scheme books/basal readers) organized? What is the relationship between the teaching of reading and writing? This symposium is being organized by the International Development in Europe Committee (IDEC) of the International Literacy Association (ILA) and the Federation of European Literacy Associations (FELA). Researchers and practitioners will present early literacy methods/materials in the teaching of various languages and countries. These are likely to include at least: Germany, English in Ireland, French in Belgium, and Hebrew and Arabic in Israel. After these presentations the conceptual and pedagogical models underlying various instructional methods and the questions which arise from them will be discussed.

S CHANGING DEFINITIONS OF LITERACY AND THEIR IMPACT IN PRACTICE / ÉVOLUTION DES DÉFINITIONS DE LA LITTÉRATIE ET LEURS RETOMBÉES DANS LA PRATIQUE (PART ONE) – Wednesday, 5 July - from 12.00 to 1.45 p.m.

Discussants:

ANDRÉ C. MOREAU, Université du Québec, Outaouais (CANADA)
NANCY GRANGER, Université du Québec, Trois-Rivières (CANADA)
LAURE MINASSIAN, Université de Caen (FRANCE)
MYRIAM FONTAINE, Université du Québec, Montréal (CANADA)
BRIGITTE STANKÉ Université de Montréal (CANADA)
FANNIE L'ABBÉ, Université du Québec, Outaouais (CANADA)
MELANIE DUTEMPLE, Université du Québec, Outaouais (CANADA)
MAGALI JEANNIN, University of Caen-Normandy, ESPE (FRANCE)

Symposium Chair: NANCY GRANGER

Presentation: TAMARA MORATO MORATILLO (SPAIN)

Location: ROOM 2531



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In the spirit of working together, it is important to remember that the concept of literacy has been understood in various ways, first as reading and writing skills (Pierre, 1994; Hébert and Lépine, 2012). Continued research led to the inclusion of other skills, specifically the ability to communicate (Lafontaine and Pharand, 2015). This new definition of literacy is in keeping with a conceptualization of literacy that goes beyond the written word (reading and writing) and opens the door to a variety of communication practices (uses) and new research-based knowledge. In this symposium, research teams, students, and practitioners will inventory the effects of literacy on people from different groups and within environments or communities. Two questions will guide the discussion: a) how does a more refined understanding of literacy influence research choices, and b) how is this research or methodology reflected in theory and practice. This symposium will consist of three sessions, each an hour and three quarters in length: a) Session 1 – Literacy: theoretical and methodological contributions; b) Session 2 – Literacy: research results, and c) Literacy and inclusion.

RT COMPARATIVE STUDIES OF LITERACY EDUCATION AMONG JAPAN, EUROPE, AND AMERICA IN THE 21st CENTURY – Wednesday, 5 July - from 12.00 to 1.45 p.m.

Discussants:

JUNSAURO KAMITANI, Kagoshima University (JAPAN)
SACHIKO ADACHI, Niigata University (JAPAN)
KAZUAKI IIDA, Utsunomiya University (JAPAN)
YUJI FUJIMORI, Shinshu University (JAPAN)
ASATO YOSHINAGA, Kokugakuin University (JAPAN)

Roundtable Chair: JUNSAURO KAMITANI

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English

Location: ROOM 2532

Historically, literacy education in a country's main language(s) has profoundly helped democratization of that country. However, for the international era of the 21st century, it is necessary to think about literacy education in a more global sense. The literacy education of Japan is affected by the educational setting in Europe and America. Against this background, the purpose of this roundtable is to clarify the current situation and concerns regarding literacy education at the levels of theory, practice, and history, through a comparison between Japan and countries in Europe and America. Five Japanese researchers will each present on specific areas related to literacy education. They cover various topics, such as cooperation between preschool and elementary school, reading education in primary school, modern literature in secondary education, and the history of writing education. We expect that this roundtable will facilitate discussion and the exchange of specific, focused information among participants from various countries. We hope, through this roundtable, to uncover prospective future directions for education and literacy research for a global society.



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S SYMPOSIUM ON EXAMPLES OF BEST PRACTICE IN THE FIELD OF LITERACY AND READING PROMOTION IN EUROPE – Wednesday, 5 July - from 12.00 to 1.45 p.m.

Discussants:

JÖRG F. MAAS, Stiftung Lesen - German Reading Foundation (GERMANY)
NATASHA ARMSTRONG, Booktrust (UNITED KINGDOM)
MARC LAMBERT, Scottish Book Trust (SCOTLAND)
GERLIEN VAN DALEN, EURead and CEO of Stichting Lezen (NETHERLANDS)

Symposium Chair: SIMONE EHMIG, Head of the Institute for Research on Reading and Media, German Reading Foundation (GERMANY)

Presentation: MARIJN BROUCKAERT, Dutch-speaking public library of the City of Brussels (BELGIUM)

Language: English

Location: MAIN AUDITORIUM

EURead is a European network to promote reading and literacy across Europe. One example of the successful sharing of expertise and best practice through EURead is the wider adoption of book-gifting schemes such as Bookstart across Europe.

The goal of the symposium is to bring together experts of EURead to discuss examples of best practice in the field of literacy and reading promotion such as Bookstart in different European countries.

Pioneered by the UK reading charity Booktrust, Bookstart started out as a small pilot in Birmingham over 20 years ago. Today the programme reaches over 1 million children and their families every year, and has inspired nearly 30 similar book-gifting programmes around the world with the simple idea that an early introduction to stories, books and rhymes will offer every child the best possible start in life. Bookstart highlighted and embedded the importance of sharing books with babies and children, and became an international flagship as the first large-scale book-gifting programme across the world. Thanks to the work of EURead, Bookstart programmes and practice are widespread in Europe, including Lesestart in Germany and the Art of Reading in the Netherlands.

RT IDEA SYSTEMS AND PARADIGMS IN ACADEMIC LITERACY PROCESSES AT THE UNIVERSITY LEVEL – Wednesday, 5 July - from 12.00 to 1.45 p.m.

Discussants:

ANDREA TORRES-PERDIGÓN, Pontificia Universidad Javeriana (COLOMBIA)
YASMIN GALVIS ARDILA, Universidad EAN (COLOMBIA)
BIBIAN PAOLA FERNÁNDEZ LUNA, Universidad EAN (COLOMBIA)

Roundtable Chair: ANDREA TORRES-PERDIGÓN



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Presentation: PLÁCIDO BAZO MARTÍNEZ, University of La Laguna (SPAIN)

Language: English

Location: ROOM 2534

The teaching of academic reading and writing processes at the university matches some common assumptions, which agree with a number of epistemological suppositions and paradigms (Kuhn, 2012), and with a series of processes that match certain ideologies or idea systems (Volochinov, 1929 & Bakhtin, 1975). This happens because these abilities are meant to be used across the curriculum and imply some degree of specialization within a particular field of knowledge (Rusell, 2013). For this reason, both the teaching and learning of reading and writing at the university are always part of specific discourses, fields and disciplines, which arrange these practices. This panel presentation intends to approach both the ideologies and paradigms that are present in literacy processes from the perspectives of both professors and students, so that they are explicit and open for discussion. In essence, the panel will feature a presentation of some theoretical reflections together with some findings from research projects on academic literacy conducted at Universidad EAN in Bogotá, Colombia.

RT LA ESCRITURA ACADÉMICA Y LA PLATAFORMA REDACTEXT – Wednesday, 5 July - from 12.00 p.m. to 1.45 p.m.

Discussants:

SILVIA EVA AGOSTO RIERA

TEODORO ÁLVAREZ ANGULO

PEDRO HILARIO SILVA

TERESA MATEO GIRONA

ENRIQUE ORTÍZ AGUIRRE

Grupo de Investigación Didactex (Didáctica de la Escritura), University Complutense of Madrid (SPAIN)

Roundtable Chair: SILVIA EVA AGOSTO RIERA

Presentation: TAMARA ALÍA PRIETO, Spanish Reading and Writing Association

Language: Spanish

Location: ROOM 2533

La escritura de textos académicos es una competencia que requiere ejercitación, mediación y ayuda sistemáticas y por ello resulta fundamental desarrollar propuestas didácticas fundamentadas en modelos o teorías de producción textual que favorezcan el estudio de los géneros discursivos y las estrategias de producción textual. Con el fin de responder a esta necesidad, el Grupo Didactex desarrolló la plataforma, RedacText 2.0, que propone un proceso de enseñanza y aprendizaje de la escritura de textos académicos a partir del modelo de producción textual elaborado por el Grupo (Didactex, 2003 y 2015). Esta plataforma, que ofrece andamiaje suficiente para que los estudiantes puedan llevar a cabo las tareas de escritura de manera autónoma y autorregulada, entiende la escritura como un proceso en el que se reconocen las siguientes etapas: acceso al conocimiento, planificación, producción, revisión y reescritura, edición y defensa oral. Para cada etapa, la plataforma ofrece un tutorial y una serie de actividades para alcanzar, al finalizar su recorrido, la producción de un texto coherente, cohesivo y adecuado.



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S PROMOTING HOME READING AND ETHNIC IDENTITY THROUGH NATIONAL BOOK PROGRAMS: THE EXPERIENCE OF PAJAMA LIBRARY (IN HEBREW) AND LANTERN LIBRARY (IN ARABIC) IN ISRAEL – Wednesday, 5 July – from 12.00 p.m. to 1.45 a.m.

Discussants:

SYLVIA KAMOWITZ-HAREVEN, Pajama Library (ISRAEL)
SIMA HADAD, Israeli Ministry of Education (ISRAEL)
GALINA VROMEN, Harold Grinspoon Foundation (ISRAEL)
MONA SROUJI, Lantern Library (ISRAEL)

Roundtable Chair: GALINA VROMEN, Director of Sifriyat Pijama and Maktabat al-Fanoos book programs and Executive Director of Grinspoon Foundation (ISRAEL)

Presentation: MARINA CUARTERO MARCO

Language: English

Location: ROOM 1525

Sifriyat Pijama (Pajama Library) and Maktabat al-Fanoos (Lantern Library) are national programs that provide high-quality picture books to children aged 3-6, reaching 90% of children in Israeli public preschools. Operated through a unique partnership between government and a non-profit (The Harold Grinspoon Foundation), the programs distribute to each child 8 books a year, ultimately providing them with a home library of 24 read-aloud books. Using a combined school- and home-based model, the books are delivered to children from diverse backgrounds: Jewish, Christian, Moslem and Druze; religious and secular; immigrant and Israeli-born; disadvantaged and wealthy. Within this diversity the books serve as a unifying influence, as teachers in each program work together with families to encourage a love of reading, enhance the children's individual and collective identities, and reinforce the values and cultural heritage reflected in the stories. In our symposium we will describe our model, present evaluation findings, and discuss how the programs not only promote children's budding literacy capabilities, but also impact family reading habits, empower disadvantaged families, and promote a common literary and cultural canon among different strata of society.

Wednesday, 5 July

12.00 a.m. – 1.15 p.m. Parallel sessions: ORAL PRESENTATIONS OP

OP ORAL PRESENTATIONS - TABLE 19- Wednesday, 5 July - from 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: English (one of the papers: English/ Spanish)

Project Leo leo: motivating for reading through Spanish as a foreign language



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Petra Mikeln, Osnovna šola Polje (SLOVENIA)

Language: English

Using English Language Learners' Gestures as Clues to Help Them Develop English Vocabulary

Xiao-lei Wang, Raquel Plotka and **Philippe Eberhard**, Pace University, School of Education (USA)

Language: English

The Troubles Faced with Syrian Students in Turkish Language Teaching

Birsen Dogan and **Vesile Alkan**, Pamukkale University (TURKEY)

Language: English

Aprendizaje de la cultura española y latina: una creciente necesidad de maestros en los Estados Unidos

Francine Falk-Ross and **Rosario Adler**, Pace University (USA)

Language: Spanish/English

OP ORAL PRESENTATIONS - TABLE 20- Wednesday, 5 July - from 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 3202

Presentation: AELE Team

Language: English

Refugees in International Education Journals: A Content Analysis

Ellen Clark, George Mason University (USA)

Language: English

See you, Book Buddy

Mia Graae, University College Metropol (DENMARK) and **Elsebeth Otzen**, University College Metropol (DENMARK)

Language: English

Children's and young people's literature

Sabina Burkeljca, School librarian and Slovene language. Primary School Rodica (SLOVENIA)

Language: English



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Mediated reading of wordless picture books: Developing visual literacy

Marília Forgearini Nunes and **Analice Dutra Pillar**, Universidade Federal do Rio Grande do Sul (BRAZIL)

Language: English

Exploring Multilingual, Refugee Adolescents' Tranguanguaging in an After-School Informal Writing Program

Louise Wilkinson and **Stella Rwanda**, Syracuse University (USA)

Language: English

OP ORAL PRESENTATIONS - TABLE 21- Wednesday, 5 July - from 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 3301

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

Language: English

The development and Implementation of Weblog-based writing program for the elementary school students

Chi-Jen Huang, National Chia-Yi University (TAIWAN)

Language: English

Children's digital and non-digital play activities in their homes

Laura Teichert, University of British Columbia (CANADA)

Language: English

Using digital media when access is limited: A 5 years old's story

Laura Teichert, University of British Columbia (CANADA)

Language: English

Digital technology and children's attitudes towards reading

Gulsah Ozturk, Istanbul Kultur University (TURKEY)

Language: English

OP ORAL PRESENTATIONS - TABLE 22- Wednesday, 5 July - from 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 3401

Presentation: **LUCIENE DA COSTA SILVA**, Centro de Educación Infantil y Primaria "Victoria Kent", Rivas Vaciamadrid (SPAIN)

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

Aprendendo a ensinar a leitura e a escrita: análise de percursos formativos de futuros(as) pedagogos(as)

Marilza de Oliveira Santos and **Cláudia Starling**, Universidade do Estado de Minas Gerais (BRAZIL)

Language: Portuguese

Diseño Instruccional y alfabetización inicial. Trabajo multidisciplinario e interinstitucional en tres universidades públicas mexicanas

Abraham Ronquillo Bolaños, Elsa María Fueyo Hernández and **Karla Villaseñor Palma**, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Lo que saben sobre alfabetización inicial madres y padres determina lo que aceptan o exigen de la escuela

Martha Ivonn Tenorio Villanueva, Glenda Delgado Gastélum and **Karen Hernández Enciso**, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Aprendizaje de lectura expresiva de cuentos por los estudiantes universitarios de Educación Primaria: propuesta de una experiencia metodológica innovadora

Beatriz Hoster Cabo and **Inmaculada Mena-Bernal Rosales**, Centro de Estudios Universitarios Cardenal Spínola (SPAIN)

Language: Spanish

¿Nos dejaron las palabras?: el papel de los productos culturales en la formación de las representaciones sobre el 12 de octubre

María Laura Nuñez, ILE-UNT-CONICET (ARGENTINA)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 23– Wednesday, 5 July. 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 3407

Presentation: AELE Team

Language: Spanish

Muestra del Libro Infantil y Juvenil. Un gran proyecto desde una nueva perspectiva

Arantza Neila Barba, Comunidad de Madrid. Bibliotecas Públicas (SPAIN)

Language: Spanish

Lectura dialógica dentro y fuera de las aulas

María Pilar Serrano Martín and **María José García-Vao Bel**, Proyecto Municipal Actuaciones Educativas de Éxito en Rivas Vaciamadrid (SPAIN)

Language: Spanish

El día de las palabras. una iniciativa disruptiva en el contexto escolar

Mónica María Márquez Hermsillo and **Sofía Orozco Torres**, Letra uno, A.C. (MEXICO)

Language: Spanish

Escribir como lectores – Colombia

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

Language: Spanish

Lectura compartida: contémonos un cuento

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

Language: Spanish

OP ORAL PRESENTATIONS – TABLE 24– Wednesday, 5 July - from 12.00 a.m. to 1.15 p.m. / LOCATION: ROOM 2401

Presentation: AELE Team

Language: Spanish

Lecturas de la visualidad: análisis de macro y micronarrativas audiovisuales

Analice Dutra Pillar, **Tatiana Telch Evalte** and **Juliano de Campos**, Universidade Federal do Rio Grande do Sul (BRAZIL)

Language: Spanish

Con el arte a todas partes

Ana Belén Mariño Taboada, Centro de Educación Infantil y Primaria “Xesús Golmar” (SPAIN)

Language: Spanish

Hacia la transalfabetización: leer y escribir de otra forma y con otros lenguajes. Un experimento mediático con Coca-Cola y cola de Mercadona

Ángel Encinas (SPAIN)

Language: Spanish



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La revisión literaria del mito de Penélope en la literatura a través de las TIC

María Almudena Cantero Sandoval, Universidad Internacional de La Rioja (SPAIN)

Language: Spanish

1.45 p.m. Lunch Break

Wednesday, 5 July

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

OP ORAL PRESENTATIONS - TABLE 25– Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m. / LOCATION: ROOM 2531

Presentation: AELE Team

Language: Portuguese

A relação dos nativos digitais e os livros nas séries iniciais: desafios e conquistas

Claudia Rodrigues da Silva Nascimento and **João Hilton Sayeg Siqueira**, Pontifícia Universidade Católica de São Paulo (BRAZIL)

Language: Portuguese

Pesquisas sobre o desenvolvimento profissional docente: O que dizem as professoras alfabetizadoras?

Márcia Helena Nunes Monteiro and **Francisca Izabel Pereira Maciel**, Universidade do Estado de Minas Gerais (BRAZIL)

Language: Portuguese

Mediações de leitura literária na escola

Márcia Mariana Santos de Oliveira Ramalho and **Ana Maria Moares Scheffer**, Universidade Federal de Juiz de Fora (BRAZIL); and **Leuda Evangelista de Oliveira**, Universidade Federal de Roraima (BRAZIL)

Language: Portuguese

A formação Literária do professor de Português do Ensino Básico

Ana Isabel Pinto, Escola Superior de Viana do Castelo (PORTUGAL) and **María Lourdes Dionisio**, Universidade do Minho (PORTUGAL)

Language: Portuguese

OP ORAL PRESENTATIONS - TABLE 26– Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m. / LOCATION: ROOM 2532

Presentation: AELE Team

Language: English

Chinese 4th Grade Students' Motivation to Read

Jin Lijun, Towson University (USA); **Jiening Ruan**, University of Oklahoma (USA); and **Hitomi Kambara**, University of Texas (USA)

Language: English

The Effects of Storytelling and Story Reading on First Grade Students' Story Comprehension and Retelling Skills, Kasim Yildirim, Seyit Ates, Fatih Akbay and Retelling Skills

Seyit Ates, Gazi University; **Fatih Akbay**, Ankara Sehit Komando Onbasi Mükremin Basaran Elementary School; **Kasim Yildirim** Muğla Sıtkı Koçman University; and **Fatih Cetin Cetinkaya**, Duzce University (TURKEY)

Language: English

Writing a master dissertation – students' difficulties and coping strategies

José António Brandão Carvalho, Universidade do Minho (PORTUGAL); **Rómima Laranjeira**, Escola Superior de Educação de Coimbra (PORTUGAL); and **Luísa Álvares Pereira**, CIDTFF-DEP, Universidade de Aveiro (PORTUGAL)

Language: English

Moroccan-themed books do double duty in the classroom: A cultural-sociological experiment of how to stimulate both pupils' reading and their intercultural attitudes

Margot Belet, University of Leuven (BELGIUM)

Language: English

OP ORAL PRESENTATIONS - TABLE 27– Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m. / LOCATION: ROOM 2533

Presentation: AELE Team

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

La formación de lectores críticos: un reto para maestros noveles frente a propósitos de convivencia y paz

Sonia Gómez Benítez, Universidad Industrial de Santander (COLOMBIA)

Language: Spanish

Leitura de Textos Sincréticos Verbovisuais: relações entre linguagens em (fan)zines brasileiros

Ruth Rejane Perleberg Lerm, Instituto Federal de Educação Ciência e Tecnologia Sul-rio-grandense, Universidade Federal do Rio Grande do Sul (BRAZIL)

Language: Portuguese

Literatura e Artes. Por uma Pedagogia Crítica e Criativa

Rita Gomes da Silva Basilio, FCSH - Universidade Nova de Lisboa (PORTUGAL)

Language: Portuguese

A formação de leitores na educação básica: passose (des) compassos

Ana Lucia Nunes da Cunha Vilela and Ana Carolina Vilela-Ardenghi, Universidade Federal de Mato Grosso (BRAZIL)

Language: Portuguese

OP ORAL PRESENTATIONS - TABLE 28– Wednesday, 5 July - from from 3.15 p.m. to 4.15 p.m./ LOCATION: ROOM 2534

Presentation: AELE Team

Language: English

Strategies for developing kindergarten children's narrative skills

Helen Vretudaki and Eufimia Tafa, University of Crete (GREECE)

Language: English

Using Reading Games as Method to Improve Reading Fluency Skills

Kadi Lukanenok, Estonian Reading Association (ESTONIA)

Language: English

Promoting kindergarteners' comprehension skills through story book reading

Elissavet Chlapana, University of Crete (GREECE)

Language: English

Promoting oral texts in kindergarten classrooms – development of a new test to measure oral text abilities of kindergarten students

Dieter Isler, Claudia Hefti Christ, Iris Dinkelman and Katharina Kirchhofer; University of Teacher Education of Thurgau (SWITZERLAND)



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Language: English

OP ORAL PRESENTATIONS - TABLE 29– Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: English

Morphological awareness interactions with reading and spelling across languages

George Manolitsis, University of Crete (GREECE); **George K. Georgiou**, University of Alberta (USA); and **Alain Desrochers**, University of Ottawa (USA)

Language: English

Reading in two languages: A miscue analysis of two bilingual Spanish/English readers

María Gabriela López Jaramillo, Southern Illinois University (USA)

Language: English

An Investigation of Linguistic Structures and Stylistic Devices of Sport Headlines in Persian and English Newspapers

Azizeh Chalak, Islamic Azad University, Isfahan Branch (IRAN)

Language: English

Reading in Literature Circles: A case study of building inclusive literacy practices through dialogic learning

Alyson Simpson, University of Sydney (AUSTRALIA)

Language: English

OP ORAL PRESENTATIONS - TABLE 30– Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m. / LOCATION: ROOM 3202

Presentation: AELE Team

Language: English

Reading comprehension: testing dime model in Turkish elementary school context from low socioeconomic background

Kasim Yildirim, Muğla Sıtkı Koçman University (TURKEY); **Fatih Cetin Cetinkaya**, Duzce University (TURKEY); **Seyit Ates**, Gazi University (TURKEY); and **Dudu Kaya**, Pamukkale University (TURKEY)

Language: English

The relations between reading comprehension and reading fluency: Their reciprocal roles as an indicator and a predictor

Kasim Yildirim, Muğla Sıtkı Koçman University (TURKEY); **Seyit Ates**, Gazi University (TURKEY); **Fatih Cetin Cetinkaya**, Duzce University (TURKEY); and **Dudu Kaya**, Pamukkale University (TURKEY)

Language: English

A landscape of literacy programmes in Europe: features and perspectives

Juliana Cunha and **Maria Lourdes Dionisio**, Centro de Investigação em Educação, Instituto de Educação da Universidade do Minho (PORTUGAL)

Language: English

Investigating Summer Reading Percentile Changes in Comprehension among a National Sample of Fourth grade Students

Laurie Campbell, **Glenn Lambie**, **Haiyan Bai** and **Debbie Hahs-Vaughn**; University of Central Florida (USA)

Language: English

P POSTER - PRESENTATION – Wednesday, 5 July - from 3.15 p.m. to 4.15 p.m./ LOCATION: GROUND FLOOR, CENTER AISLE

Presentation: **ALMUDENA CANO CABELLO**, University Complutense of Madrid

Language: English/German

Arbeitsplatzorientierte Grundbildung Erwachsener: die Verwendung von Einfacher Sprache mit arbeitsplatzspezifischer Modifizierung

Peter Piasecki, Institut für Leichte Sprache und Bildungsforschung (GERMANY)

Language: German

Original Children's Literature Expressed as Digital Story within a Clinical Model

Melissa Pendleton and **Andrea Paganelli**, Western Kentucky University (USA)

Language: English

Finding on the underlying linguistic-cognitive relationships of reading acquisition in the initial phase

Maria Pintye-Sós and **Sándor Rózsa**, ELTE University (HUNGARY)

Language: English

Matching Reading Strategies with Purposes and Text Types



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

Language: English

MS Meeting with... RENATE VALTIN Wednesday, 5 July - 3.15 p.m.

The European Declaration of the Right to Literacy - How can we ensure that it is implemented?

Literacy has been recognized as a human right for over 50 years in several international declarations and initiatives which - however - are rather unspecific. The European Declaration of the Right to Literacy, developed in 2016, identifies 11 conditions required to put this basic literacy right into practice. The Declaration embodies the belief that, with the right support in place, children and young people can develop strong literacy skills, and adults can improve their skills and take their rightful place in society. In the lecture some good practice examples are provided how to realize these conditions.

Language: English

Location: CONFERENCE ROOM (ELINET)

Wednesday, 5 July

4.15 p.m. – 5.45 p.m. **Parallel sessions: WORKSHOPS** **W**

W EXPLICIT FOCUS LESSON WORKSHOP: GRADUALLY RELEASING THE LEARNING RESPONSIBILITY TO THE STUDENTS – Wednesday, 5 July – from 4.15 p.m. to 5.45 p.m.

Rapporteur at the workshop:

KRISHNA CART, Young Scholars Circle (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2531

This workshop will equip grades one to eight coaches, teachers and specialists in teaching and modeling a short yet explicit focus lesson to develop strategic readers and writers. Focus Lesson is based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983). This model requires that the teacher shift from “assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). Learn how you can incorporate powerful teacher language to suit



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various students' needs. Focus Lesson can be applied in a variety of whole class and small group instructional settings in reading and writing workshop block. Explore ways on how to gradually release the responsibility to the learners using effective teacher language. Participants will learn how to: a. Model effectively on learning a new strategy. b. Strategically guide students to apply the strategy. c. Create some venues for students to transfer their newly learned skills.

W WORKING TOGETHER WITH CONTENT TEACHERS TO ENCOURAGE THE INCLUSION OF LITERACY SKILLS INSTRUCTION IN CONTENT ROOMS –
Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteur at the workshop:

ELAINE BUKOWIECKI, Bridgewater State University (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2532

In this interactive workshop, the importance of including literacy skills instruction in all content subjects (mathematics, science, social studies, and language arts) will be discussed. The presenter will begin this workshop by asking participants to describe the manner in which they instruct students to read and respond to content materials. Following this introductory activity, the presenter will describe a brief rationale and research base for the inclusion of literacy skills instruction in each content subject. The major part of this workshop will include the presenter demonstrating specific literacy activities for content-area teaching and learning, followed by the audience practicing selected literacy techniques. These demonstrated literacy practices will include prior knowledge activation; vocabulary knowledge; reading comprehension; and response to the topic by means of writing, the creative arts, and further research. Additionally, the presenter will describe the importance of evaluating information found on the Internet. This workshop will conclude with a participant conversation regarding the value of including literacy skills in content-area instruction.

W BUILDING LITERACY THROUGH THE VISUAL LENS

Rapporteurs at the workshop:

STACEY ALEMANY, Avon Public Schools (USA)

LYNDA M. VALERIE, Central Connecticut State University (USA)

MARGARET CRAIG, Tru-u LLC (USA)

Presentation: AELE Team

Language: English

Location: Aula 2533



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The definition of literacy remains a popular topic amongst educators, politicians, and researchers alike, fueled by the impact of technology within the world of education. While reading and writing remain in the forefront of literacy instruction, educators around the world have begun to reconsider what it means to be literate within this technologically advancing age. With substantial research highlighting the power of visual literacy, it is imperative to incorporate visual literacy into our instructional practices. By educating students to understand and communicate through visual modes, teachers empower their students with the necessary tools to thrive in increasingly media-varied environments. Traditionally, authors used language to convey messages, while drawing upon text features such as images and graphs to support those ideas. However, with a generational shift built upon the speed of technology, authors are turning to visuals to convey messages and supporting those ideas with text. Kress argues that graphics hold more meaning and are central to the meaning of modern texts and meaning-making systems. (Kress, 1998). Images, either solo or paired with text, such as word clouds, graphic novels, photographs, visual presentations, visual poetry, and videos provide opportunities for students and educators alike to express and interpret meaningful text, but through the lens of visual literacy. Visual literacy can also serve as a vehicle for strengthening family literacy, as several studies demonstrate that when family members are engaged in supporting their children’s learning at home, the results tend to be higher student achievement. This is especially important with young children because children who start out as high performers tend to remain that way. Straightforward, hands on projects and assignments that combine academic content and family funds of knowledge help to build home school partnerships. Much research demonstrates that while multi-media has impacted the way in which information is communicated within classrooms, it has also impacted communication at home. Therefore, building the bridge to embrace families in this new learning inevitably benefits learning for all. Our modern technology-driven society demands a new level of communication that is just beginning to be explored within the world of education. This workshop focuses on providing educators strategies to incorporate visual literacy within and across instruction in order to deepen student learning, as well as activities that strengthen the home-school literacy connection. Educators will learn how word clouds and images can be implemented within the classroom as a means of communicating essential learning in any content area, blending both graphics and traditional text.

W FREE DIGITAL RESOURCES EMPOWERING YOUNG CHILDREN IN POVERTY TO IMPROVE THEIR HOME LITERACY ENVIRONMENTS AND DEVELOP BILINGUAL SKILLS Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteurs at the workshop:

WALTER EVANS
VALERIE CATO
MARY LANDRUM
ELIZABETH THOMPSON
Augusta University (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2534

We invite partners to adapt five resources (full audio, text, pictures) for free distribution in their home languages. In 2012 we improved vocabulary scores for 459 impoverished kindergarten students from the 27th to 47th percentile; three years later they scored in the highest of three ranges 35% more often than their peers, and in the lowest range less than half as often. We received the 2016 Distinguished Education Research Article Award for superior research and excellent writing on a topic of high import for the field, presented by the Association for Childhood Education International. - Hearatale.org website: 300 rhymes, 70 stories, several stories available in 15 languages; multiple pedagogy resources. - Rhymes and



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Stories DVD: 50 stories, 300 rhymes. - Brainy Words 2000 app (Android, free) over 2000 English words, multiple categories and quizzes. - Brainy Phonics app (Apple, free) 92 letter/sound combinations, sample words and sentences; multiple quizzes. - Rhyme A Zoo app (Apple, free) 120 rhymes with 480 questions.

W SEAMLESS LITERACY LEARNING COMMUNITIES IN MATHEMATICS AND LANGUAGE ARTS: A SHARED VISION AND APPROACH – Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteurs at the workshop:

BARBARA PALMER, Mount St. Mary's University (USA)

NELSON PALMER, Hood College (USA)

Presentation: AELE Team

Language: English

Location: ROOM 2401

Academic language is distinct in function, lexicon, and syntactical patterns from the language students use outside of school. Learners' only contact with academic language and discourse occurs across varied content areas during the school day. Mathematics and language arts are taught in school communities distinct from one another. As we consider functional diversity in schools it is apparent that learners must adapt to a wide range of communities with differing norms, goals, and processes. Many see disciplinary literacy (i.e., acquiring literacy within different subject areas) as a distinct and stand-alone endeavor within each discipline. Educators can support learners' enculturation into learning communities by seeking ways to ensure similar constructs and academic language within and across communities. Communities that are seamless encourage learners to make connections, realizing that strategies and methods for achieving understanding transcend specific content areas. Educators should look to align their beliefs about literacy and how to teach for literacy development in varied subject area classes. This workshop engages participants in six paired or small group activities that can be adopted for professional development in participants' schools.

W WORKING TOGETHER: DISCIPLINARY LITERACIES WITHIN INTERDISCIPLINARY INSTRUCTION – Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteurs at the workshop:

CHARLOTTE FRAMBAUGH-KRITZER, University of Hawai'i at Manoa (USA)

ELIZABETH STOLLE, Grand Valley State University (USA)

Presentation: AELE Team

Language: English

Location: ROOM 3201



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The purpose of our workshop is to share our story of merging the two notions of interdisciplinary instruction and disciplinary literacies in our work with secondary teachers and teacher educators. In short, the phrase, interdisciplinary instruction, means the application of teaching a conceptual theme across different secondary discipline-areas. The phrase, disciplinary literacies (DL) essentially means teaching students to read, write and communicate in specified ways determined by each discipline. In this workshop, we blend these two notions together and we will guide a discussion and share tips on how teachers can: write high interest and engaging interdisciplinary unit plans with a DL focus; integrate standards and other required content from the various disciplines; promote student empowerment, disciplinary literacies, authentic assessments, and new/multiple literacies within an interdisciplinary unit plan. Our hope is that participants will receive a collection of new ideas from this session they can incorporate into their own classrooms/schools.

W BRIDGING PERSPECTIVES OF ADULT LITERACY LEARNERS, PROVIDERS AND RESEARCHERS: LEARNING AND RESEARCHING IN A PARTICIPATORY WAY – Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteurs at the workshop:

MONIKA KASTNER

IRENE CENNAMO

RICARDA MOTSCHILNIG

Alpen-Adria-Universität Klagenfurt (AUSTRIA)

Presentation: AELE Team

Language: English

Location: ROOM 3202

This workshop is about participatory research approaches in Adult Learning and Education, based on the example of a participatory research project in adult literacy education. The aim of participatory research is to enhance the knowledge of social realities and, in the best case, to initiate change (von Unger, 2014). Participatory research is an integrated activity that combines social investigation, educational work and learning, and action (Tandon & Mohanty, 2005). We will give an overview of our theoretical background (Transformative Learning Theory [Mezirow 2006, 2009, Taylor & Cranton 2012, Zeuner 2014]) and our methodological and empirical framework. We will look at the following questions: How can adult literacy education make social and cultural empowerment (Freire, 2007) possible and a reality? Can transformation and change in individuals, societies, communities of practice and research be a result of participatory research? What kind of impact can participatory research as trigger for transformative learning (sensu Mezirow) have on all learners/researchers (adult literacy learners, adult education professionals/providers and university-based adult education researches), learning environments and learning processes? Finally, can participatory research serve as a resource for advancement in adult literacy education?

W READING AND WRITING WITH NEW TECHNOLOGIES TO SUPPORT VOCABULARY LEARNING – Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.



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Rapporteurs at the workshop:

LINDA SMETANA

DANA L. GRISHAM

California State University East Bay (USA)

Presentation: AELE Team

Language: English

Location: ROOM 1202 (COMPUTER ROOM)

Effective vocabulary instruction for all students has gained importance over the past decade. This instruction provides access to academic text for all students and technology is an effective tool for vocabulary learning, particularly when students are engaged in generative and active learning (Grisham & Smetana, 2011). Researchers conducted several studies designed to test the efficacy of three generative technology strategies for increasing the academic vocabulary of K-12 students. Each study built upon the one prior to refine the strategies. They were based upon the idea that technology should be generative in the sense that the children should create some authentic product from its use. The workshop began with the presentation of research on the strategies and the increased emphasis on disciplinary literacy and academic vocabulary (Wolsey, Smetana & Grisham, 2015). Participants were then invited to learn to use the technology-rich versions of the Frayer model (Frayer & Klausmeier, 1969), tweeting for vocabulary learning (V-Tweets) and Vocabulary Self-Selection Strategy Plus (VSS+) all of which are situated within the challenges of academic texts and the need for close reading.

W EXPERIENCE IN TEACHING AND LEARNING LITERACY IN EFL THROUGH READERS THEATRE – Wednesday, 5 July - from 4.15 p.m.- 5.45 p.m.

Rapporteur at the workshop:

KEIZO ASANO, Nanzan University (JAPAN)

Presentation: AELE Team

Language: English

Location: ROOM 3401

This introductory workshop will present four basic steps within the allotted time of 90 minutes: explanation, making RT scripts, practice, and performance. The first step will give the participants a very brief explanation about RT and its theoretical background. Then the making of RT scripts to be read out loud by groups will follow. The third step is used for staging RT performances and actual practice with the group readers. The fourth and final step is performance. The participants will be expected to read their own scripts aloud in front of the others. This step is followed by a wrap-up session if any time left. The projected steps are subject to change depending on the number of the participants. The hands-on workshop can accept up to 30 participants. Reading materials to be scripted and read out will be provided by the presenter. No experience in RT is required. Let's have fun!



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5.45 p.m. Coffee Break / Performance

Wednesday, 5 July

6.15 p.m. – 7.15 p.m. Parallel sessions: ORAL PRESENTATIONS / POSTERS **OP** / **P**

OP ORAL PRESENTATIONS - TABLE 31– Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 2531

Presentation: AELE Team

Language: English

E-assessment in Estonian language

Hellin Puksand, Tallinn University (ESTONIA)

Language: English

Instruction and assessment in a writing classroom in a lower secondary school

Anna-Maija Norberg, Education administration (SWEDEN)

Language: English

Changing literacy standards: Are we communicating effectively?

Marie Ernestová, University of South Bohemia (CZECH REPUBLIC)

Language: English

Using a Text Set of Award-Winning Literature to Teach STEM and Engineering Design

Sara Delano, SDM Learning (USA) and Willian Bintz, Kent State University (USA)

Language: English

OP ORAL PRESENTATIONS - TABLE 32– Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 2532

Presentation: AELE Team

Language: Spanish

Leer y escribir con memes: configuración de identidades juveniles en la escuela

José Luis De Piero, INVELEC - CONICET – UNT (ARGENTINA)

Language: Spanish

Historias de lectura de las mujeres en Eknakan, Yucatán, México

Analuci Ayora, Secretaría de Educación Pública (MEXICO)

Language: Spanish

La Biblioteca Pública un espacio activo para la memoria colectiva y la integración social

Carlos García-Romeral Pérez, Comunidad de Madrid. Bibliotecas Públicas (SPAIN)

Language: Spanish

15 años leyendo desde la sociedad civil Consejo Puebla de Lectura, A. C. México

Daniel Ramos García, Guadalupe López Hernández and Dolores Nieto Romero, Consejo Puebla de Lectura (MEXICO)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 33 – Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 2533

Presentation: TAMARA MORATO MORATILLA

Language: French / English

Comparaison des compétences en orthographe lexicale française entre les enfants issus de milieux plurilingues et ceux de milieux francophones

Sandrine Thérroux-Morin, Brigitte Stanké and Stefano Rezzonico, Université de Montréal (CANADA)

Language: French

Teaching reading literacy practices in grade 4: what is different in English-speaking and French-speaking education systems?

Dominique Lafontaine, Patricia Schillings and Virginie Dupont, Université de Liège (BELGIUM)

Language: French / English

Validation d'un outil d'évaluation de la mémoire lexicale-orthographique auprès d'élèves du secondaire

Brigitte Stanké, Université de Montréal (CANADA); **Stefano Rezzonico and Alain Desrochers**, Université d'Ottawa (CANADA)

Language: French

OP ORAL PRESENTATIONS - TABLE 34– Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 2534

Presentation: AELE Team

Language: English

Iconic Reading - Cracking 'Language Barriers' to Early Literacy

John Walters, independent researcher/author (AUSTRALIA)

Language: English

The written language as a means to develop the oral language and the literacy in kindergarten classrooms attended by children of ages 2-3 years old

Maria Kreza, University of Crete (GREECE)

Language: English

Towards an understanding of the relationship between schooling and situated social cognition

Maria de Fátima Cardoso Gomes, Vanessa Neves and Luciana Prazeres, Universidad Federal Minas Gerais (BRAZIL)

Language: English

OP ORAL PRESENTATIONS - TABLE 35 – Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 3201

Presentation: AELE Team

Language: English

The Imagery-Language Foundation: Teaching At-Risk Children to Read and Comprehend

Angelica Benson, Lindamood-Bell Learning Processes (USA)

Language: English

Reading aloud –basic need of children and most rewarding investment for parents

Simone C. Ehlig, Institute for Research on Reading and Media, German Reading Foundation (GERMANY)

Language: English

Children's attitudes toward being read to at home and at school

Susan Ledger and Margaret Kristin Merga, Murdoch University (AUSTRALIA)



MADRID, 3 – 6 July, 2017

Language: English

Literacy Training, Parent Beliefs and Habits, and Children's Print Motivation Among Low-income Families

Glenda Darlene García, Readability Center (PHILIPPINES) and Portia Padill, University of the Philippines (PHILIPPINES)

Language: English

OP ORAL PRESENTATIONS - TABLE 36– Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: ROOM 3202

Presentation: THAYS SOUZA VIEIRA, University Complutense of Madrid

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

O aprendizado da escrita numa prática letrada: concepções e saberes mobilizados entre as professoras e as crianças de 6 anos

Kely Cristina Nogueira Souto, Centro Pedagógico da Universidade Federal de Minas Gerais (BRAZIL)

Language: Portuguese

Finalidad y uso de la escritura científica disciplinar: un recurso metacognitivo en las trayectorias formativas de científicos en México

Rocío Brambila Limón, Rollin Kent Serna and Guadalupe Morales Mejia, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Literacidad: aprendizajes y saberes necesarios para la educación superior

Elsa María Fueyo Hernández, Verónica Macias Andere and Rocio Brambila Limón, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Escritura universitaria: ¿una habilidad transversal o disciplinar? Un acercamiento desde la semántica y los estudios cognitivos

Andrea Torres-Perdigón, Pontificia Universidad Javeriana (COLOMBIA)

Language: Spanish

P POSTER - PRESENTATION – SESSION 4 - Wednesday, 5 July – from 6.15 p.m. to 7.15 p.m. / LOCATION: GROUND FLOOR, CENTER AISLE

Presentation: IRENE MARCOS GUERRA, University Complutense of Madrid

Language: English

School, literature and art: Contributions to the training of young readers

Ângela Balça and Paulo Costa, Universidades de Évora (PORTUGAL)



MADRID, 3 – 6 July, 2017

Language: English

Improving the Fluency and Comprehension of Struggling 1st Grade Boys at the Intersection of Key Vocabularies and Readers Theatre

James Nageldinger, Literacy Education Elmira College

Language: English

Teaching Children to Write: A Global Perspective

Jan Lacina, Texas Christian University (USA)

Language: English

Digital Writing in Elementary School: Comparative Study of the Effects of Two Writing Modes on Motivation and Writing Performance

Natalie Lavoie and Joane Deneault, University of Quebec (CANADA)

Language: English

Pathways and Barriers for Building Communities of Writers in Schools

Kathleen Quinn, Patricia Erickson and Eileen Baker, Holy Family University (USA)

Language: English

The Comparison Between Texts Written by 5th Graders on Computer and by Hand

Anne Uusen and Jane Pugi, Tallinn University (ESTONIA)

Language: English

7.30 p.m. End of day / Performance