

IAIMTE INTERNATIONAL CONFERENCE
COLLOQUE INTERNATIONAL IAIMTE

Literacies and effective learning and teaching for all
Littératies, apprentissage et enseignement pour tous

ABSTRACT BOOK
LIVRE DE RÉSUMÉS

June 11-13, 2013
10-13 juin 2013

Summary

Sommaire

Promoting plurilingualism in majority language teacher education (Katja Schnitzer, Nathalie Auger, Andrea Abel, Dagmar Gilly).....	12
Reading literature along school levels in a francophone context (Sandrine Aeby, Chloé Gabathuler LaFleur)	13
Development of Writing Expertise: Case Studies of a Seventh, Ninth and Twelfth Grader, Graduate Student, and an Author (Denis Alamargot, Eric Lambert, David Chesnet)	14
Invented spelling activities and early reading acquisition in Portuguese (Margarida Alves Martins, Ana Albuquerque, Liliana Salvador, Ana Silva)	15
Retell in boys texts What does the boys do with text and what does the text do with the boys? (Katharina Andersson)	15
Unity in diversity: an autobiographical project (Desvalini Anwar)	16
The Influence of Home Practices on Reading Achievement in Third Grade (Luisa Araujo, Célia Folgado)	16
Metalinguistic work and the improvement of grammatical knowledge: the case of the past participle used with "être" for French L1 high school students (Rosianne Arseneau, Marie-Claude Boivin, Denis Foucambert)	17
Building a Culture for Literacy through School and Community Library Programs (Marlene M. Asselin).....	18
Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia (Marlene M. Asselin).....	19
Shalhevet -integration of literacy skills in all disciplines – an intervention program (Hilla Atkin, Aliza Amir)	20
The Role of Reading and Writing from the Perspective of Primary School Children: Reading and writing as an impetus for literacy (Hana Avni-Schon)	21
Reading and spelling acquisition in Polish – educational and linguistic determinants (Elżbieta Awramiuk, Grażyna M. Krasowicz – Kupis)	21
Relations between grammar and reading: study of some syntactic structures in lower secondary education (Joana Batalha).....	22

Literature in teaching and learning: concepts and praxis in education and beyond (Andrea Bertschi Kaufmann, Irene Pieper)	23
Putting the experience in words vs. experiencing the wording (Philippe BIZEUL, Dominique Glaymann).....	23
Putting the experience in words (Philippe BIZEUL).....	23
9-Year-Old Minority Francophone Students in Canada Learning Revision Strategies for Fiction Writing (Philippe BIZEUL, Ana María Borzone)	24
FAMILY LITERATIES UNEQUALLY PROFITABLE IN SCHOOL. ABOUT SHARED READING OF CHILDREN'S LITERATURE (Stephane Bonnery & Christophe Joigneaux).....	24
What the cognitive and linguistic profiles of Spanish speaking illiterate adults tell us about how to teach them to read and to write. (Maria Elena Benitez).....	25
Self-Evaluation of Competence in Grammatical Spelling : A Little-Known Dimension of Literacy (Priscilla Boyer)	25
Writing Skills at German Universities (Esther Breuer).....	26
A PIRLS approach to literary understanding in secondary education (Peter Broeder, Carel H. van Wijk)	26
Writing didactics in all subjects at secondary school level (age 10 - 11) (Lene Storgaard Brok, Mette Bak Bjerregaard)	27
English teaching, standards-based reforms and the technological fix (Scott Bulfin, Graham B. Parr, Natalie Bellis)	27
Critical Language Awareness and the Internet (Jeppe Bundsgaard)	28
A re-examination of language awareness (Suzanne J Burley, Cathy M. Pomphrey)	28
Reported speech in stories made up by Brazilian and French students (Eduardo Calil, Catherine BORé, Kariny Amorim)	29
Secondary English Teacher Candidates Mobilizing Dialogic Tools to Develop Dialogically Organized Instructional Practices (Samantha Caughlan).....	30
Teaching for All: Using Digital Literacies to enhancing Chinese Character Recognition of Ethnic Minority Students in Hong Kong (Stephanie W.Y. Chan, Wai Ming Cheung, Wai Ip Joseph Lam).....	30
Orchestrating School Leadership, Teacher Professional Learning and Student Learning that close the low literacy gap of children of poverty in the Town of Misery in Hong Kong (Wai Ming Cheung).....	31
Service Learning as a Powerful Tool to Foster Non-Chinese Speaking Students' Oracy (Wai Ming Cheung, Stephanie W.Y. Chan).....	31

Developing a multimodal language learning approach: the integration of video dubbing activities into the Hong Kong Chinese Language curriculum (Wei Ling Chloe Chu).....	32
A longitudinal and latitudinal study on the out-of-school literacy practices of Korean primary school students (Hye-seung Chung, Hyeon-Seon Jeong, Jeong-Ja Kim, Byeong-gon Min).....	33
From learning to comment painting to literature: a possible educational detour? (Marie-Sylvie Claude).....	34
Learning philosophy through collaborative writing at high school: analyzing the conversations (Mariona Corcelles, Montserrat Castello).....	34
Teacher feedback and peer-mentoring in the process of writing a research article: features and functions as far as feedback is concerned in relation to the quality of the texts produced. (Mariona Corcelles, Maribel Cano, Montserrat Castello).....	35
Pre-literacy in French and Italian pre-primary schooling: an exploratory research study (Francesca Corradi).....	36
Assessing Reading Through Mid-year Monitoring Tests (Rosária Rodrigues Correia, Carla Sofia Sobrinho, Lourenço Sampaio).....	36
Finding the third place (reading literature in the second, foreign and heritage languages) (Tamara Czerkies).....	37
Reading critically in a globalized world – how to improve the skills of reading, reflecting on and evaluating literary texts for all students in a classroom setting (Wiebke Dannecker).....	37
How do preschool students learn writing? Study of young Quebec and French writers. Invented writings ... to approximate writings. (Jacques DAVID, Marie-France Morin).....	38
Narration’s restoration and academic literacy (Catherine Delarue-Breton, Elisabeth Bautier).....	38
Reading the local as global: tensions in the teaching of literature in secondary schools in Australia (Brenton G Doecke, Larissa J McLean Davies, Philip Mead).....	39
Storytelling and professional learning (Brenton G Doecke).....	39
Libraries Supporting Local Literacies (Ray G Doiron, Marlene M. Asselin).....	40
Pedagogical Content Knowledge of Grammar (Caroline Doktor).....	40
What we know—and don’t know—from research about effective instruction of university literacies in the 21st century (Tiane Donahue).....	41
The effects of exposure to additional training in Arabic in a diglossic situation (Shoshi Dorfberger).....	41
From didactic discours to curriculum. A French-Belgium comparison (Jean-Louis Dufays, Brigitte Louichon).....	42

Toward a model of progressive speech-based subjects of instruction/learning built on the development of speaking skills of 6 to 17 year-old students (Christian Dumais, Ginette Plessis-Belair, Lizanne Lafontaine).....	43
Profile of teachers and teaching literature: towards a dialogue of cultures (Khouloud EL MASRAR)	44
Challenges in developing a methodology for reviewing Nordic research on media and technology in MTE (Nikolaj F. Elf, Thorkild Hanghøj)	45
Doing for learning ? Visual education and literacy (Sylvain Fabre)	45
Scaffolding students at distance to build literacy skills in History and Geography (Georges Ferone, Didier Mendibil).....	46
Effects of strategy instruction about critical questions on college students' argumentative essays (Ralph P. Ferretti)	46
Revisiting Rousseau and Piaget : language and what else? (Eliane Fersing)	47
The impact of PISA in teaching practices in Portugal. The case of Portuguese Language in Low Secondary School. (Paulo Feytor-Pinto)	47
Interpreting and Experiencing Texts in the Classroom: Testing Instructional Interventions (Olivia Fialho).....	48
Situations and literacy events (Simon S. Foug)	49
Emotions in literary text comprehension (Volker Frederking, Sofie Henschel, Christel Meier).....	50
Three year olds taking pictures: visual literacy as means for enhancing verbal literacy (Arielle Friedman).....	51
Greek Elementary School Pupils' Narrative Skills and Current Language Teaching Material: A longitudinal study (Anna Fterniati).....	52
Lecture littéraire, literarisches Lesen, reading literature, etc. : conceptions, practices, evaluations. An international perspective. (Chloé Gabathuler LaFleur, Andrea Bertschi-Kaufmann, Irene Pieper, Jean-Louis Dufays, M. Luísa Alvares Pereira, Dominique Ulma, Bernard Schneuwly, Sandrine Aeby, Christophe Ronveaux)	53
Teaching practices in the first grade and student's reading in low SES contexts (Sérgio Gaitas, Margarida Alves Martins)	54
Ecoliteracy: Spanish Language, Cultural Knowledge and Teachers' Professional Development in an English-Only Environment (Sara Soledad Garcia)	54
Changing Lives on the Boundaries: A Third-Space Approach for Improving Literacy Education (Jeanne M. Gerlach, Nancy Thompson)	55
Experiencing the wording (Dominique Glaymann)	55

Encouraging literacy for reluctant readers using e-reading devices (Andrew Goodwyn).....	56
The prevalent practice of Reading Aloud: what is it and who does it benefit? (Andrew Goodwyn).....	56
Interpretation and literary disciplinarity (Aslaug Fodstad Gourvennec, Atle Skaftun).....	57
Literary literacy in small group conversation (Aslaug Fodstad Gourvennec).....	57
Lecture littéraire, literarisches Lesen, reading literature, leitura literária...: conceptions, practices, evaluations An international perspective - The case of Portugal (Luciana M. de A. Graça, M. Luísa Alvares Pereira).....	58
Deaf persons and learning language: which forms, which stakes? (Karine Gros, Bertrand Leclair).....	58
From reading to learning ... in your mother tongue (Nina Gruber).....	59
Finnish teacher comments in response to pupils' texts (Mari Hankala, Merja Kauppinen).....	59
Perspectives on Finnish young people's newspaper readership, the use of newspapers in education and citizenship (Mari Hankala).....	60
Voice as a reasoning criterion in the evaluation of ninth graders' essays (Elina Harjunen).....	60
Improving writing skills of Israeli high-school students: An intervention program (Irit Haskel-Shaham).....	61
Storytelling at home and at school : crossed perspectives on literacy (Rouba Hassan, Elise Vinel, Salagnac Nathalie).....	62
The study of Oral Interpretations and their multimodality (Tina Hoeegh).....	62
Representing interpretations - Creating meaning of literature through visual art (Heidi Höglund).....	63
Rewriting English as a Lingua Franca (Bruce Horner).....	63
Digital words. Harnessing technology to develop literacy skills in early education of children on the example of the Polish language. (Izabela Jaros, Anna Wileczek).....	64
Upper Secondary School Students' Reading of Literary Texts - a Study of Literary Socialization through Education in Sweden and in France (Maritha Johansson).....	64
Swapping skates for books: Experience of a reading circle in a hockey team of Francophone boys aged 9 and 10 in New Brunswick, Canada (Manon Jolicoeur, Marianne Cormier).....	65

Dialogic Teaching and Teacher Education: Video-based Scholarship on Classroom Discourse from the Eastern and Midwestern United States (Mary M. Juzwik, Samantha Caughlan, Erik Skogsberg, Maureen Boyd, Cori McKenzie, Sue Brindley)	66
Faith in Dialogue: Negotiating religious faith in secondary English classroom dialogues about the Holocaust (Mary M. Juzwik, Cori McKenzie)	67
Students' literary response texts in lower secondary school. The role of literature in enhancing central aspects of academic language resources (Kristine Kabel)	67
Interview drama — opening the text in a group (Katri Karasma, Juli-Anna Aerila)	68
Curriculum, teachers' beliefs and their literacy practices: consistencies and inconsistencies (Eleni Katsarou)	68
Language across the Curriculum - Support for Learning in Mother Tongue Instruction (Merja Kauppinen)	69
Effects of observational learning on text comprehension (Tinka Keehnen, Martine Braaksma, Martien De Boer)	69
"Have a Closer Look at the Text!" - Results of a Video Study on Reading Tasks in German L1 Classrooms (Iris D. Kleinbub)	70
The stimulation of narration by way of wordless comic strips (Martin Klimovic)	70
Pedagogical problems in teaching of literary concepts (Elina Kouki).....	71
Discourses on children's literacy practices and literacy education (Dimitrios Koutsogiannis)	72
The double genre expectation (Ellen Krogh).....	73
Component Analysis of Chinese Characters: Implications for the Teaching and Learning of Chinese in the Context of Hong Kong Primary Schools (Wai Ip Joseph Lam, Wai Ming Cheung).....	73
Word copying for developing spelling : an analytical and reflective practice (Natalie Lavoie, Jessy Marin)	74
Language, especially Cape-Afrikaans, as an indicator of identity amongst the Coloured community in post-apartheid South Africa. (Michael L. A. Le Cordeur).....	74
Multimodal writing : to go beyond traditional literacy (Monique Lebrun, Nathalie Lacelle)	75
Language teachers' views on mother tongue language education in a post-colonial region (Wai H Leung)	75
The Relation of Language and Cognitive Processes in the Development of Reading Literacy in Primary Education (Ludmila Liptakova).....	76

The key elements and process of teacher change: Hong Kong experience (Elizabeth Ka Yee Loh)	77
Empathy and literary fiction: a neurocognitive and educational approach. (Guiseppe Longo)	77
Writing and the ICT: in-school and out of school writing practices in compulsory education in Portugal (Célia Lopes, M. Luísa Alvares Pereira, Inês Cardoso)	78
Appreciations and judgements - evaluating pupils' writing assignments (Minna-Riitta Luukka)	79
The linguistic, cultural, social and political complexity in the multicultural literature classroom Symposium 2 The Cultural "Perspective-Taking" of Pre-service Teachers Through the Reading of Multicultural Literature (Michael Macaluso)	80
Self-Regulated Strategy Instruction for Basic College Writers (Charles A. MacArthur, Zoi A. Philiipakos)	81
Never begin your sentence with an AND? A comparison of high and low performing writers in the Finnish matriculation exam (Henna Makkonen-Craig)	81
Narrative skills in Kindergarten: A teachers' education device (María Soledad Manrique, Verónica Sánchez Abchi)	82
Reading and writing narratives at French elementary school (Brigitte Marin)	82
Edifying instruction in classrooms'? Exploring the purpose of literary study in secondary English in Australia (Larissa J McLean Davies, Brenton G Doecke, Philip Mead)	83
Investigating the role of new home-based Information Communication Technologies (ICTs) in children's development of additional and multiple literacies: Implications for children's services in public and community libraries. (Keith McPherson)	83
Is self-regulation important for being fully competent in reading? (Marta Minguela)	84
What to do wants to mean ? Semiotic observations about reading support - print, technological, reading, way of thinking, semiotic (Margit Molnàr)	84
Case studies: children's literature and curriculum integration (Isabelle Montesinos Gelet)	85
The Use of First Language Scaffolding to Teach English as a Foreign Language to Pre-School Children during Dramatic Play in West Sumatra, Indonesia (Dewi Mulia)	85
Characteristics of rating written compositions: the cases of a mother tongue educator and an expert of educational evaluation (Zsuzsanna Nagy)	86
Writing as learning tool in subjects on several grades (Astrid Neumann, Steffen Otteberg)	86

MULTICULTURAL ATTITUDES AND SENSITIVITY IN ONLINE LITERATURE CIRCLES (Outi K. Oja & Eeva Kaarina Ahonen & Pirjo Helena Vaittinen)	87
LITERACY IN ROMANIAN SCHOOL (Alina Pamfil, Ioana Tamaian)	88
Storytelling and professional learning: Teacher inquiry in environments of standardisation and accountability (Graham B. Parr, Scott Bulfin, Iris Susana Pereira, Ellen Krogh, Piet-Hein van de Ven, Brenton G Doecke)	88
Writing, professional learning and identity work (Graham Parr, Scott Bulfin)	89
Teaching Writing and Whole School Change to Teach Them All - U.S. context (Denise S. Patmon, Stephen Gordon)	89
The Value of Teacher Inquiry in the Teaching of Writing (K-12) - U.S. context (Denise S. Patmon, Stephen Gordon)	89
The development of narrative structures in stories of teachers (Ietje Pauw)	90
New literacies and mother tongue didactics: Findings in a Norwegian Education 2020 project (http://blogg.hioa.no/literacy/) "Why do we have to learn such boring stuff?" Affinities and individualized identities versus being a "pupil" in the school setting. (Sylvi J. Penne, Håvard Skaar).....	91
New literacies and mother tongue didactics: Findings in a Norwegian Education 2020 project (http://blogg.hioa.no/literacy/) (Sylvi J. Penne, Håvard Skaar).....	92
Literacies by text genres: the teaching sequence in the development of writing (M. Luísa Alvares Pereira, Inês Cardoso, Luciana M. de A. Graça)	92
On the understanding of interpretive reading of narrative fiction: the contribution of critical literacy practices (Iris Susana Pereira).....	93
Portfolios as complex performative spaces (Iris Susana Pereira).....	93
First reads, first discoveries : what preliminary orientations to give ? (Agnès Perrin).....	94
Get the Gist together! Reading Strategies Instruction within a Collaborative Setting (Maik Philipp).....	94
Support university students in academic writing (Irene Pieper, Jana Zegenhagen, Dana Krätzsich).....	95
English@Rochinha Kindergarten: a Portuguese Project (Margarida Pocinho, Carla Ferreira, Luisa Araujo)	95
Phonological awareness program: a longitudinal study (Margarida Pocinho, Inês Ferraz, Alexandra Pereira)	96
The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (1) (Yael Poyas)	96

The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (2) (Yael Poyas)	97
Reading Literature with the 'Enemy' (Yael Poyas, Ilana Elkad-Lehman)	97
Intake of language of learning-media and L1 writing performance (Helin Puksand, Anne Uusen, Krista Kerge)	98
Literature and life management – teacher narratives about teaching literature in grades 7-9 (Katarina Rejman).....	99-100
Learning literacy at French preschool: differentials pedagogic processes and school equity (Ariane Richard-Bosseze)	101
Genres' confusion (Patricia Richard-Principalli, Marie-Françoise Fradet).....	101
The essence of teaching writing: The Yummy Yummy Case as teaching script (Gert Rijlaarsdam)	102
Literacy and interdisciplinary practices in French and History secondary school classes : a project to develop a humanist culture for lower-class pupils on a more egalitarian basis (Marie-France Rossignol).....	103
Teaching practices regarding written production in teachers' education courses : the case of Francophone Switzerland. (Veronica Sanchez Abchi, Santiago Mosquera Roa, Marc Surian, Joaquim Dolz).....	104
Dictation to adults: an urgent practice in Portugal (Maria Manuel Santos, M. Luísa Alvares Pereira)	105
Literacy, the 'rich curriculum of English' and low SES students (Wayne Sawyer).....	105
Reading literature in Australia (Wayne Sawyer).....	106
The academic writing : what the students think of it (Caroline JJ Scheepers)	106
A study on the development of a web-based instrument for diagnosing students' reading skills (Frederike Schmidt)	107
Effective teaching and learning: for which literacies? (Bernard Schneuwly).....	107
Textual production in the knowledge-based society: The case of the future social educators (Ana Isabel Silva, João Paulo Balula)	108
Subject teachers supporting academic language in classroom interaction in multilingual settings (Anna Slotte-Lüttge, Liselott Forsman).....	108
Reading, writing and the development of cause-effect linkage in narrative (Otilia C. Sousa).....	109
Fostering reading literacy in German and Finnish textbooks – A comparative analysis (Liisa Tainio, Iris Winkler).....	109

Investigating grammatical literacy for improving effective teaching and learning (Liisa Tainio, Sara Routarinne).....	110
Language awareness and language beliefs of primary teacher students (Mirja Tarnanen, Eija Aalto, Merja Kauppinen)	110
Supporting student-teachers to reflect on the literacy standards in preschool education: From curriculum’s goal to classroom pedagogical practice. (Vassilis Tsafos).....	111
The impact of reading attitudes and the reading self-concept on the reading attainment in Chinese and non-Chinese societies (Shek Kam Tse, Xiaoyun XIAO, Wai Ip Joseph Lam).....	111
The multimodal reconceptualization of literacy in national L1 curriculum documents for years 1-10 in Australia (Len Unsworth)	112
Symposium SIG Linguistics and Language Awareness (Maria J. van der Aalsvoort, Caroline Dokter)	113
Historical reasoning and secondary literary education in the Netherlands (Dirk van der Meulen).....	113
Teaching reading comprehension of informative texts from a Vygotskian perspective: outcomes of Developmental Education (Yvonne van Rijk).....	114
Meeting the literacy needs of South African pre-schoolers: Reality or Myth? (Annalene van Staden)	114
Developing phonological awareness in classrooms (Inês Vasconcelos Horta).....	115
The use of complex reading material in first grade : Influences on students’ comprehension in high-poverty suburban French schools (Caroline Viriot-Goeldel, Jacques Crinon).....	116
Language Awareness: A Competence Goal of its own? (Johannes Vollmer)	116
The Literary Talk in Multicultural German Classrooms (Wiebke von Bernstorff)	117
Process Drama for Chinese Language learning at Secondary School level in Singapore (Pei Meng (Sonya) Wong).....	118
The influence of gender, reading ability, independent reading, and context on reading attitude: a multilevel analysis of Hong Kong data from Progress in International Reading Literacy Study (PIRLS) Xiaoyun XIAO, Shek Kam Tse)	119
Exploring the role of speaking in teaching writing to young-beginner second language learners (Jing Yan)	120
The inclusion of Amazigh in the Moroccan educational system: constraints and prospects	120

The challenge in academic writing: Contribution of a special course in academic writing for Arab students studying at a Hebrew-speaking college
(Irit Zeevi, Mira Tenzer)..... 121

Tasks in German and Physical Education Lessons
(Sabine Zwanzig) 122

Abstracts

Résumés

Eija Aalto & Katja Schnitzer & Nathalie Auger & Andrea Abel & Dagmar Gilly (Finland)
PROMOTING PLURILINGUALISM IN MAJORITY LANGUAGE TEACHER EDUCATION
SIG L1 Teacher Education

Paper session Tuesday, 11:30-13:00 Room 304

In multilingual schools the range of learners' first languages is wide. This means that the language taught in the majority language (ML; "mother tongue") classroom is L1 for only a few learners. Indeed, all the learners in the classroom are plurilingual, as they learn many foreign languages in school and master different varieties of their first language. ML teaching has this far been kept separate from other language subjects. However, in multilingual schools we should not ignore learners' proficiency in various languages, but all language teaching should enhance learners' individual and multilayered language repertoires and support the development of a holistic linguistic identity. This is essential in developing literacies and effective learning and teaching for all learners. In the Maledive project (Diversity in majority language learning - Supporting teacher education - <http://maledive.ecml.at/>) we aim to develop concrete tools and study modules for changing the mindset in ML teacher education from monolingual to plurilingual and promote collaboration between teachers of all languages and also other subjects. The developmental work is done in close collaboration with international networks and in many workshops arranged in different countries. The study modules and materials will be piloted and re-developed based on the feedback gathered from participants and course leaders. The project is part of a programme operated by the European Centre for Modern Languages (ECML - <http://ecml.at>) the mission of which is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. In this paper we describe some practices developed for ML teacher education and discuss preliminary observations about implementing pluralistic approaches in workshops and teaching interventions carried out in various countries.

Sandrine Aeby & Chloé Gabathuler LaFleur (Switzerland)

READING LITERATURE ALONG SCHOOL LEVELS IN A FRANCOPHONE CONTEXT

Symposium

Tuesday, 14:30-16:00

Room 306

This paper aims at describing and explaining practices of reading literature on different school levels. It refers to the theory of didactical transposition: the objects of teaching are the result of complex transformations of reference practices through negotiation of different actors; in the classroom, teachers and students construct the object. Two factors at least determine what "reading literature" as object of teaching can be: school level and text type. In varying them we try to shed light on this particular practice in a francophone context. What is really taught? How does this apparently same object "reading literature" transform along school levels (primary, lower and higher secondary)? What are the main dimensions of "reading literature" in school? A semi-experimental design was launched to give some elements of answer to these questions : two contrasted texts are given for reading in classes of the 6th, 8th and 11th degree of school (students aged 11-12, 13-14, 17-18): La Fontaine's most famous fable *Le loup et l'agneau* with a strong and very ancient tradition of teaching on all levels; *La Négresse et le chef des avalanches*, a most contemporary novel (about four pages long) written by the Swiss author Jean-Marc Lovay, known for his puzzling, and even "bizarre" texts. 10 teachers of each grade taught each text in their classes following their habitual way of teaching literature. 60 teaching sequences were thus videotaped and transcribed; all teaching material was collected. Each sequence was then analyzed in form of a kind of synopsis presenting what happened in sequential and hierarchical form. On this basis, we will particular look at the following dimensions: presence or absence of text interpretation, of analysis of the functioning of language, of interactions between reading and writing. We will more particularly look at parts of the classroom discourse where question of the esthetic relation and of subjectivity of readers are at the core. They are looked through the lenses of the before mentioned dimensions: to what extent is interpretation of the text linked to esthetic judgments and to the subjectivity of the reader? Are questions of language functioning asked in relation to the esthetic of the text and of the style of an author? Is written text production a way to express the esthetic relation and subjectivity? First results tend to show that the texts and school heavily influence the way one practices « reading literature » in the classroom, at least concerning esthetic and subjective dimensions of text reception. « Reading literature » seems to be a quite shimmering practice. Research funded by the Swiss National Science Foundation N° 100013_129797 for Bernard Schneuwly and Christophe Ronveaux.

Denis Alamargot & Eric Lambert & David Chesnet (France)

DEVELOPMENT OF WRITING EXPERTISE: CASE STUDIES OF A SEVENTH, NINTH AND TWELFTH GRADER, GRADUATE STUDENT, AND AN AUTHOR

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 310

This presentation aims at understanding the specificity of written expertise as developed by an author, compared to students skills. In an experiment, Alamargot, Plane, Lambert, & Chesnet (2010) recorded eye and pen movements to trace the development of writing expertise by comparing french writers with different levels of expertise. By using the « Eye and Pen » software (Alamargot, Chesnet, Dansac & Ros, 2006), this study set out to clarify the understanding of the relationship between low-level (execution and formulation of words and sentences) and high-level processes (planning, revising the text), the way it changes in the course of development, and the impact it has on the characteristics of written output. A "case study" approach was adopted whereby a comprehensive range of measures was used to assess processes in a 7th-grader, 9th-grader and 12th-grader, a graduate student, and a professional writer. The task was to write a story as the continuation of an excerpt from a source document (incipit). Results confirmed the principles underlying the general developmental hypothesis, showing a steady acceleration in the time course of both low-level processes (short pauses, writing speeds) and high-level ones (long pauses), and a steady reduction in "reading density" for the text-produced-so-far (expertise-related decrease in fixation frequency and duration). A closer look at the data revealed some interesting features. Fixation frequency and duration for source-reading underwent an initial rise in students and a subsequent fall in adults. This finding was especially true of the author, who stood apart from the others not because she had developed novel controlled processes, but because she performed the normal high-level processes remarkably rapidly, as revealed by a temporal analysis of her eye movements and graphomotor activity. The speed of these processes suggests that they had undergone a considerable degree of proceduralization, as a result of practice. This proceduralization reduced the cost of processing, by allowing the author to retrieve procedures from long-term memory and to fire several different processes at the same time. The consequences were twofold. First, the author was able to quickly elaborate the text's overall plan, maintain this plan in memory and thus spend less time consulting the incipit, both before and during composition. Second, she could also consult the incipit and the text-produced-so-far without interrupting her handwriting. She did this more frequently than the graduate student, despite the fact that both adults displayed the same levels of graphomotor automation and formulation (similar writing speeds and shorter pauses). In conclusion, teaching and training high proceduralized skills are discussed. References 1. Alamargot, D., Plane, S., Lambert, E., & Chesnet, D. (2010). Using Eye and Pen Movements to Trace the Development of Writing Expertise: Case Studies of a Seventh, Ninth and Twelfth Grader, Graduate Student, and Professional Writer. *Reading and Writing*, 23(7), 853-888. 2. Alamargot, D., Chesnet, D., Dansac, C. & Ros, C. (2006). Eye and Pen: a new device to study reading during writing. *Behavior Research Methods*, 38(2), 287-299.

Margarida Alves Martins & Ana Albuquerque & Liliana Salvador & Ana Silva (Portugal)
INVENTED SPELLING ACTIVITIES AND EARLY READING ACQUISITION IN PORTUGUESE
SIG Research on reading, writing and oracies

Paper session Wednesday, 11:00-12:30 Room 315

Introduction Many studies have shown that invented spelling activities with pre-school-age children help them to understand the alphabetic principle. Nevertheless, pedagogical practices employed by Portuguese kindergarten teachers don't usually incorporate invented spelling activities. While there is a consensus that these activities promote the development of children's early writing, there are different views concerning the relationship between invented spelling and reading. Recent studies have led to different conclusions concerning the role that invented spelling programmes have in reading acquisition in French (Rieben, Ntamakiliro, Gonthier & Fayol, 2005) and in English (Ouelette & Sénéchal, 2009). Aim In the line of these studies, our aim was to assess the impact of an invented spelling programme on pre-school-age children's reading acquisition in Portuguese. We expected the experimental group to have better post-test scores on spelling and reading than the control group. Method Participants were 164 pre-school-age children from 8 kindergartens who were not able to read or write words. Their intelligence, knowledge of letters and phonological abilities were controlled. Children were randomly divided in an experimental and a control group. They were evaluated in a pre- and a post-test where they were asked to write and read a set of words. Between the two tests, experimental group participated in an invented spelling programme in small groups. Results There were statistically significant differences between the 2 groups in the post-test, the experimental one having better results than the control group. This analysis was complemented with a qualitative one concerning the types of interactions that occurred within the groups and identifying those that contributed to children's progresses. Discussion Our results support the theoretical assumptions that learning how to spell and how to read words are interdependent and that their acquisition may be mutually facilitative. Conclusion The present research provides empirical support for the proposal that invented spelling should be incorporated into early literacy instruction.

Katharina Andersson (Sweden)

RETELL IN BOYS TEXTS WHAT DOES THE BOYS DO WITH TEXT AND WHAT DOES THE TEXT DO WITH THE BOYS?

SIG Research on reading, writing and oracies

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 309

My on going PhD study is about boys writing texts and what they do when they write. 234 boys wrote texts in different genres, retelling, narrative and descriptive for testing writing skills at the National test in Swedish at grade three (10 year old pupils) in Sweden. I can read and examine how and what boys write in retelling and narrative texts. I want to find out what boys do when they write. Not to compare them with how girls write at all, but to really read and see the boys way of writing. Boys are using their abilities in writing in different ways and that is my aim for the study. I try to use both multimodality (Kress 2010) and hermeneutics as theory. Roz Ivanič (2004) has a metaphor for texts like an onion and it's layers. I use that metaphor and the theory as a way of expression boy's texts in the very centre of the discourse of texts. The texts written by boys are to be read over and over again to find out what boys do when they write retelling texts on a form with seven lines and a square with an instruction at the top. What are boys doing with the text and what are the texts doing with the boys? This is my question of research. Most boys write on the lines. A few write inside the square and some write words to their drawings. Other boys write all over the paper but not in the square. To retell is a modality switch and a remaking of the text from verbal instruction to written text, a reproducing from a given content. How do the boys make this as interesting and meningmaking as they can? Do retexting have any purpose in a ten year old boys life? This is an on going work but in spite of that there are some results to express about retelling and narrative texts. For instance that the boys are using multimodality as expressions in the texts and that the boys are creative with size and ways to write the letters. References Ivanič, Roz (2004). Discourses of writing and learning to write I: Language and Education Vol. 18, No 3. 220 - 245 Kress G (2010) Multiodality A sociasemiotic approach to contemporary communication Routledge:London Läroplan för grundskolan (1994) Stockholm: Skolverket

Desvalini Anwar (Indonesia)**UNITY IN DIVERSITY: AN AUTOBIOGRAPHICAL PROJECT***SIG Language & Linguistics*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 306

This paper is aimed at discussing how an autobiographical project grounded in Indonesian language education can offer to help L-1 educators at the tertiary level nurture a constructive spirit of nationalism amongst Indonesian young people in order to create a commitment, awareness and respect to a much wider perspective of unity in diversity— not just within one nation, but worldwide. Andrea Hirata's autobiographical novel "Laskar Pelangi" (The Rainbow Troops) for example, surely serves as a means for constructing a rich sense of Indonesian community. Reading this novel through intercultural assumptions, Indonesian young readers will learn to appreciate perspectives different from the standard histories that have currently been available to them of what is meant by Indonesia as a state and a nation and what it means to be an Indonesian living in such a diverse life context. The elaboration of cross cultural interaction and the deconstructive perspectives in viewing cultural differences in the novel, reflect deep appreciation and respect to the importance of intercultural relationship rather than its difficulties. Ideally, a literature class should be a site for dialogues across cultures—a site for cultural contest and negotiation. In addition, the novel story-telling aspect will familiarize and convince both teachers and students that they, too, have a place and rights to tell their own stories and articulate the realities that they experience, in contradistinction to the standard curriculum, in order to develop a reflexive practice of their own. This is in line with the narrative inquiry used to scrutinize this project, which focuses on how humans make meaning of experience by endlessly telling and retelling stories about themselves. Brenton Doecke, in his essay "Storytelling and Professional Learning" explains that

Frigga Haug's model of inquiry "shows the value of reconstructing moments from your past and interrogating those moments through a close reading that exposes words or phrases that have allowed you to gloss over key dimensions of your experience"(2012, p.6).The focus of scrutiny of this project is on stories told by eight literature teachers in universities in Padang Indonesia which were gained through three rounds of open-ended interviews and the researcher's autobiographical narrative. Key words: unity in diversity, autobiographical project, narrative inquiry, storytelling, reflexive practice, professional learning

Luisa Araujo & Célia Folgado (Portugal)**THE INFLUENCE OF HOME PRACTICES ON READING ACHIEVEMENT IN THIRD GRADE***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 16:30-18:00 Room 309

Literacy research has consistently shown that the home literacy environment (practices and resources) as well as the socio-economic status and the educational level of the mother explain children's reading achievement (Melhuish et al., 2008; Evans et al., 2010; Mullins, Martin, Foy & Drucker and 2012). As part of a study on the National Reading Strategy in Portugal we analysed the relationship between third grade children's results on a reading comprehension test and home variables included in a questionnaire. We used a regression model that identified four variables with statistical significant values. Results indicate that the model explains 45% of the variance in students'achievement with parental occupational level (ISCO) and number of hours playing video games as the most significant variables. These findings corroborate those of Anderson, Gentile and Buckley (2007); Kutner, Olson, Warner and Hertzog (2008) and of Bailey, West and Anderson (2009) suggesting that reading development is negatively affected by a high frequency of engagement with video games. However, the causal relationship is not clear. It could be that those students who play more video games are the ones that are poor readers and do not read often but this activity in itself could also affect the development of their reading ability explaining variance beyond parental occupational level. Students reading self-efficacy and the frequency with which they listen to their parents read aloud also explain some of the variance in reading achievement.

Rosianne Arseneau & Marie-Claude Boivin & Denis Foucambert (Canada)

METALINGUISTIC WORK AND THE IMPROVEMENT OF GRAMMATICAL KNOWLEDGE: THE CASE OF THE PAST PARTICIPLE USED WITH "ÊTRE" FOR FRENCH L1 HIGH SCHOOL STUDENTS

Evaluation, Equity & differentiation & Effectiveness

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 17:00-19:00	Room 309
Structured poster session	Wednesday, 15:30-17:00	Room 304

Context and research objective In the context of an action research, we have conceived and tested a series of courses tackling the agreement of the past participle used with "être" (to be), in a group of French L1 high school students, aged 15-16, from Montreal (Canada). Method Three instruments (questionnaire, series of exercises, and text) have been used for pretest and posttest in order to collect data about the identification, the definition and the agreement of the past participle used with "être". The questionnaire and exercises were the identical for the pretest and posttest. Results We will present the results of quantitative and qualitative data analyses of the questionnaires and the series of exercises. Globally, these results suggest an improvement of the students' knowledge regarding the concept of past participle with "être" after the series of courses. More specifically, the students perform better in identifying a past participle in a text (72,7% in posttest vs. 54,5% in pretest); they demonstrate a better knowledge of the morphological and syntactical features of the past participle (41% raise of the number of correct answers). In addition, the rate of unexpected answers in the exercises, for instance the adjective "faisable" (doable) instead of past participle "fait" (done), has dropped significantly (21,5% vs. 6,5%). Discussion We will discuss the links between the improvement of knowledge on the concept of past participle and the metalinguistic work of the students led during the key activities of the series of courses: the observation and manipulation of sentences (a heuristic activity, cf. Barth, 1987), and the "zero-mistake" dictation (Nadeau & Fisher, 2006). Defined as the component of metacognition specific to language and its use (Gombert, 1990), metalinguistic work is considered as an important aspect of the construction of explicit linguistic knowledge, as well as a powerful tool for teachers to help increase awareness of students in production context (Reuter, 2007).

Marlene M. Asselin (Canada)

BUILDING A CULTURE FOR LITERACY THROUGH SCHOOL AND COMMUNITY LIBRARY PROGRAMS

Evaluation, Equity & differentiation & Effectiveness

Symposium	Wednesday, 11:00-12:30	Room 306
Structured poster session	Wednesday, 15:30-17:00	Room 304

Symposium Abstract: Libraries have emerged in global literacy initiatives as key players in building a culture for reading in a community while enhancing the literacy development of children, youth, adults and seniors (UNESCO, 2011). Whether one lives in a modern city with sophisticated library services or in a remote region of the world where access to books and literacy services may be limited, librarians and libraries are contributing to the development of the literacy skills of children and youth while helping to create learning communities. This symposium aims to capture some of the essence of this work in libraries and their role in building global communities and developing "literacy for all." Three papers will present: 1) a synthesis of the key ideas and findings drawn from research in Ethiopia where local publishing of indigenous language books is affecting reading habits and supporting literacy learning; 2) principles of supporting local literacies drawn from data gathered from more than a dozen school and community libraries around the world; and 3) the role of new home-based Information Communication Technologies (ICTs) in children's development of additional and multiple literacies with implications for children's services in school and community libraries. Objectives of the symposium include: · To highlight the emerging role of libraries and community partners--including government and NGOs--in literacy development; · To provide concrete examples drawn from global communities that demonstrate how libraries are working to support local literacies; and · To suggest recommendations for supporting the critical role for libraries in supporting global literacies. UNESCO (2011). *Creating and Sustaining Literate Environments*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education: Bangkok. Available at <http://www.unescobkk.org/resources/e-library/publications/article/creating-and-sustaining-literate-environments/> Paper 1 Title: Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia Author: Marlene Asselin National Context: A major issue of learning to read and reading to learn in African schools is the linguistic and cultural relevance of available texts. This research is grounded in the gradual shift in literacy improvement initiatives from reliance on foreign donated reading materials to locally published indigenous (mother tongue) materials. The paper examines the development of a unique initiative for providing locally written and published reading materials in Ethiopia that are distributed to rural libraries and schools. Research Question: What are the successes and challenges in building an indigenous language publication/distribution program? Method: Data were obtained from interviews, observations, document collection and focus groups. Interviews about the origins, development and challenges of the program were conducted with the NGO Director and Coordinator of the publishing program. Focus groups included librarians, teachers and students. Observations of uses of the materials were conducted in community libraries. Results: Using multi-pronged approach (e.g., writers and illustrators workshops, children's literary contests; training for production of a children's magazine in local languages) including partnerships with government provides authentic linguistic and cultural texts that are directly contributing to building a culture for reading in Ethiopia. The program also illustrates the principles of building successful local publishing capacity, the popularity of indigenous language materials with children/youth, the great demand for reprints of many curriculum support materials, and the expectation for increased production of new materials for all levels. Discussion: There is an urgent need to produce more indigenous materials supporting early literacy, health education and the school curriculum. Effective usage of the materials in schools would be greatly increased by showcasing them in teacher education programs. Finally, digitization of the materials should be planned to increase access and support students' digital literacy development. Organizer: Dr. Marlene Asselin, University of British Columbia marlene.asselin@ubc.ca Chair: Dr. Jon Shapiro, University of British Columbia jon.shapiro@ubc.ca Presenters: Dr. Marlene Asselin, University of British Columbia marlene.asselin@ubc.ca Dr. Ray Doiron, University of Prince Edward Island raydoiron@upei.ca Dr. Keith McPherson, University of British Columbia keith.mcpherson@ubc.ca Discussant: Dr. Helen Bolens, Netherlands, ENSIL Foundation (Stichting ENSIL) - co-founder and Board Member boelen1@attglobal.net

Marlene M. Asselin (Canada)

CHALLENGES AND SUCCESSES FOR PUBLISHING AND DISTRIBUTING MOTHER TONGUE MATERIALS IN ETHIOPIA

Structured poster session Wednesday, 09:00-10:30 Room 304

Symposium Wednesday, 11:00-12:30 Room 306

<http://www.unescobkk.org/resources/e-library/publications/article/creating-and-sustaining-literate-environments/> Paper 1 Title: Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia Author: Marlene Asselin National Context: A major issue of learning to read and reading to learn in African schools is the linguistic and cultural relevance of available texts. This research is grounded in the gradual shift in literacy improvement initiatives from reliance on foreign donated reading materials to locally published indigenous (mother tongue) materials. The paper examines the development of a unique initiative for providing locally written and published reading materials in Ethiopia that are distributed to rural libraries and schools. Research Question: What are the successes and challenges in building an indigenous language publication/distribution program? Method: Data were obtained from interviews, observations, document collection and focus groups. Interviews about the origins, development and challenges of the program were conducted with the NGO Director and Coordinator of the publishing program. Focus groups included librarians, teachers and students. Observations of uses of the materials were conducted in community libraries. Results: Using multi-pronged approach (e.g., writers and illustrators workshops, children's literary contests; training for production of a children's magazine in local languages) including partnerships with government provides authentic linguistic and cultural texts that are directly contributing to building a culture for reading in Ethiopia. The program also illustrates the principles of building successful local publishing capacity, the popularity of indigenous language materials with children/youth, the great demand for reprints of many curriculum support materials, and the expectation for increased production of new materials for all levels. Discussion: There is an urgent need to produce more indigenous materials supporting early literacy, health education and the school curriculum. Effective usage of the materials in schools would be greatly increased by showcasing them in teacher education programs. Finally, digitization of the materials should be planned to increase access and support students' digital literacy development.

Hilla Atkin & Aliza Amir (Israel)

SHALHEVET -INTEGRATION OF LITERACY SKILLS IN ALL DISCIPLINES – AN INTERVENTION PROGRAM

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 015

The objectives of school assignments include literacy skills in addition to content. In the Israeli educational system these skills have traditionally been taught within the school subject "Hebrew language", in the hope that they will be applied to self-expression in other curriculum disciplines. However, PISA results have shown that Israeli pupils do not achieve an acceptable level of performance in reading, mathematics and science literacy (PISA Report, 2009). In addition, the report of the committee appointed to assess the state of literacy in the Israeli educational system (2008) suggests that the difficulty of the Israeli examinees derives from their poor literacy competence. The document's 'Recommendations' section, stresses the joint responsibility of all teachers for the learners' acquisition of these skills. It suggests that Hebrew teachers should become literacy "tutors" who support their colleagues, teachers of other school subjects. Research (Snow & Biancarosa, 2003) indicates the importance of fostering linguistic literacy in all school subjects, coordinated with the work done in the Hebrew language lessons. However, they have not agreed upon either general focus or actual procedures which would implement this principle in practice. Some emphasize Disciplinary Literacy, meaning the idiosyncratic literacy of each discipline (Moje, 2010), and others the promotion of generic skills pervading all disciplines (Graham & Perin, 2007). In light of all these factors, a national program called Shalhevet (integration of literacy skills in all disciplines), based on the combination of the two approaches, has been developed. This program is based on collaboration of teachers focusing on the literacy aspect of learning. Such collaboration aims to develop a common language concerning literacy skills: reading, writing, listening and speaking across the curriculum. This program has been in operation since 2010 in all Israeli middle schools (grades 7-8). Collaborative workshops for both Hebrew teachers and teachers of other disciplines are held, enabling a dialogue between the participants on the characteristics of literacy skills required for each subject, and on generic literacy. Relevant skills are also acquired in the course of the workshops. This intervention program includes supervision and inspection as well as courses designed specifically for the Hebrew language teachers. We shall present the intervention program, its principals and application, as well as research findings based on questionnaires filled by teachers, head teachers and supervisors. At the end of 2012 we completed an assessment of 300 on-line questionnaires. The questionnaires included 22 items, each referring to different aspects of the program. In our presentation we shall discuss findings from the following three questions: - To what extent had there been collaboration between the Hebrew Language teachers and those from other disciplines? - To what extent did the school implement the principles of 'Shalhevet' within the wider school system? - To what extent did the students read and analyze texts across different disciplines? The findings allow us to determine whether collaboration amongst teachers and the wider systemic approach, two essential components of the program, are at all viable and whether they operate in practice. References Graham, S. & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools, A Report to the Carnegie Corporation of New York. Moje, B. E. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. Review of Research in Education, 31 (1), 1-44. Snow, C. E., & Biancarosa, G. (2003). Adolescent Literacy and the Achievement Gap: What Do We Know and Where Do We Go From Here? Carnegie Corporation of New York: Adolescent Literacy Funders Meeting Report. PISA Report (2009). (In Hebrew) http://cms.education.gov.il/EducationCMS/Units/Rama/MivchanimBenLeumiyim/PISA_2009_Report.htm

Hana Avni-Schon (Israel)**THE ROLE OF READING AND WRITING FROM THE PERSPECTIVE OF PRIMARY SCHOOL CHILDREN:****READING AND WRITING AS AN IMPETUS FOR LITERACY***SIG Language & Linguistics*

Round table Wednesday, 15:30-17:00 Room 310

The goal of the present study is to examine the perceptions of primary school children regarding the significance of reading and writing in the world. The study seeks to examine two questions: (a) how do children perceive the role of reading and writing in the world?; and (b) are there differences in the perceptions of seven-year-olds and twelve-year-olds? The study used a qualitative methodology in order to identify the variety of perceptions held by the children, and a quantitative methodology to assess the prevalence of these perceptions and to make the comparison between the two groups. The sample included 47 Israeli children, (26: six-seven, years old and 21: eleven - twelve years old. The criteria for the selection of the children in the sample were as follows: belonging to a Normative educational framework; normal linguistic competency; Hebrew as a mother tongue; and middle-class socio-economic background. The data were collected through semi-structured personal interviews. The responses were divided into perceptions: 4 of them taken from previous studies (Peled-Elhanan, 2007): (1) the functional perception; (2) the practical-social perception; (3) the purposeful perception; and (4) the cultural-academic perception, and 3 more have found in these study. The findings of the study point to seven perceptions of literacy among the children examined, as well as clear-cut differences between the two age groups. The implications of the findings lead to a deepening of pedagogical insight regarding the importance of the focused exposure of children to the roles of reading and writing in the world, as a way of strengthening literacy.

Elżbieta Awramiuk & Grażyna M. Krasowicz - Kupis (Poland)**READING AND SPELLING ACQUISITION IN POLISH – EDUCATIONAL AND LINGUISTIC DETERMINANTS***SIG Research on reading, writing and oracies*

Paper session Tuesday, 14:30-16:00 Room 310

Structured poster session Wednesday, 15:30-17:00 Room 304

The process of reading and spelling acquisition, especially at the initial stage, is determined by linguistic features of a given language and differs in various orthographic systems. However, the fundamental stages are assumed to be the same in all languages. The linguistic awareness plays a crucial role in the early stage of this process. The aim of this presentation is to make a proposal of the model of acquiring reading and spelling skills in Polish children. The model shows the course of the process and takes into account essential elements of language awareness. The basis for this model is the authors' research results concerning the reading and spelling acquisition by the Polish children aged 5-8. In the discussion, the authors try to find out if the model of reading and spelling acquisition in Polish is different than in others languages, and if this is the case, what determines it. The comparison studies on the acquisition of both skills in European languages, especially in English and Polish, proves that there are some differences conditioned mainly by the way in which script is introduced to Polish children, as well as features of the Polish language system. The specificity of reading acquisition in Polish language consists in omitting the logographic phase, distinguished in English-language models (e.g. Frith 1985), and the specificity of spelling acquisition – in exceptions from the standard spelling which are generally similar, but differently conditioned. The research of linguistic conditions of reading in the early stage of life also shows an interesting, slightly different than in English-speaking children dependencies, concerning cognitive predictors and reading correlates as well as reading strategies used by children.

Joana Batalha (Portugal)

RELATIONS BETWEEN GRAMMAR AND READING: STUDY OF SOME SYNTACTIC STRUCTURES IN LOWER SECONDARY EDUCATION

SIG Language & Linguistics

Symposium Tuesday, 14:30-16:00 Room 304

Author Joana Batalha* PHD Student, Linguistics and Language Teaching CLUNL/FCSH/Universidade Nova de Lisboa - Portugal Relevant national context: in the last decade, there has been a lively debate on the teaching of grammar in Portugal. A national study (Duarte 2008) showed that Portuguese teachers gave grammar less importance than reading and writing. It also demonstrated that 'traditional' methods, based on definitions, were the most used. On the other hand, Portuguese students showed poor results in tasks where grammatical knowledge was required (Sousa 2010). According to the recently approved curriculum for mother tongue education (Reis 2009), grammar should be learned and developed as an autonomous object of study and, simultaneously, this knowledge should be reinvested in situations of spoken and written use of language. Research question: based on several studies that have been establishing a relation between language awareness and reading, namely between syntactic awareness and reading comprehension (Bowey 1986, Bentin, Deutsch & Liberman 1990, Gaux & Gombert 1999, Nation & Snowling 2000, Mokhtari & Thompson 2006), we intend to investigate the benefits that an explicit teaching of some syntactic structures (anaphor pronouns, relatives, interrogatives and passives) may bring for an improvement of reading comprehension. Method: two groups of students will be compared in terms of their reading comprehension ability, where only one of the groups will receive explicit teaching of the syntactic structures mentioned, based on a discovery-learning method (Hudson 1992), and will be taught strategies to use this grammatical knowledge to solve problems during reading comprehension (Costa et al. 2010). Pilot tests with students aged 12 and 15 are being conducted. Results and discussion: since our study is ongoing, we will present results of pilot tests and discuss i) differences in the results obtained by students aged 12 and 15 as far as pronoun anaphors (personal and demonstrative) are concerned and ii) possible effects of grammatical knowledge in reading comprehension. References Bentin, S., Deutsch, A. & Liberman, I. Y. (1990). Syntactic competence and reading ability in children. *Journal of Experimental Child Psychology*, 49(1), 147-172. Bowey, J. (1986). Syntactic awareness in relation to reading skill and ongoing reading comprehension monitoring. *Journal of Experimental Child Psychology*, 41(2), 282-299. Costa, J. et al. (2010). *Conhecimento Explícito da Língua. Guião de Implementação do Programa*. Direção Geral de Inovação e Desenvolvimento Curricular, Ministério da Educação. Duarte, R. (coord.) (2008). *Posição dos docentes relativamente ao ensino da Língua Portuguesa*. Direção Geral de Inovação e Desenvolvimento Curricular, Ministério da Educação Gaux, C. & Gombert, J. E. (1999). Implicit and explicit syntactic knowledge and reading in pre-adolescents. *British Journal of Developmental Psychology*, 17, 169-188. Hudson, R. (1992). *Teaching grammar. A teacher's guide to the National Curriculum*. Oxford: Blackwell. Mokhtari, K. & Thompson, H. B. (2006). How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders. *Reading Research and Instruction*, 46(1), 73-94. Nation, K. & Snowling, M. J. (2000). Factors influencing syntactic awareness skills in normal readers and poor comprehenders. *Applied Psycholinguistics*, 21(2), 229-241. Sousa, H. (coord.) (2010). *Exames Nacionais. Relatório 2010*. Gabinete de Avaliação Educacional, Ministério da Educação. Reis, C. (coord.) (2009). *Programa de Português para o Ensino Básico*. Direção Geral de Inovação e Desenvolvimento Curricular, Ministério da Educação.

Andrea Bertschi-Kaufmann & Irene Pieper (Switzerland)

LITERATURE IN TEACHING AND LEARNING: CONCEPTS AND PRAXIS IN EDUCATION AND BEYOND

Symposium Tuesday, 16:30-18:00 Room 306

Both in Switzerland and Germany literature education forms part of obligatory schooling. While the role of literature in the enacted curriculum varies according to age, grade and form of schooling it is a regular part of the formal curriculum throughout the grades. Concepts of literature education have changed considerably over the years. Recent shifts connected to the literacy-paradigm as enacted in the PISA-surveys have challenged the role of literature once more. In our project we are meaning to trace the learning and teaching concepts of teachers as well as of students towards and at the end of obligatory schooling (grade 8 and 9). So far, very little is known about classroom reality and learning processes and results. In an international comparative perspective we approach the following questions – the focus always being the end of compulsory schooling: How is subject matter in literature education defined and justified by (a) the formal curriculum and (b) teachers? How is learning with literature and literature education („Bildung“) conceptualised by teachers? Which patterns of teaching and learning with literature in class can be reconstructed? What do students learn? What kind of literary praxis can be observed, what experiences can be traced in students outside and beyond school? In our contribution we focus on concepts of teaching literature and of literature education as they can be traced in the curricula and in existing empirical studies. Special attention will be paid to the tensions between students' reading and media , praxis' and concepts of literature education in the two countries and their current dynamics.

Philippe Bizeul & Dominique Glaymann (France)

PUTTING THE EXPERIENCE IN WORDS VS. EXPERIENCING THE WORDING

Symposium Thursday, 09:00-10:30 Room 315

Putting in words the practices and reflexive distance play an essential role, sometimes hiding the reality of the practices. The students sometimes have to rebuild a story and their scriptural skill is the warrant of their success. The important questions are: is work experience supposed to be evaluated and can it be evaluated in the same way as another discipline? What role plays each party in the tripartite relationship involved in a work experience? Which must be the place of coaching from teachers as “Masters of work experience”? How to consider the complementarity between the pedagogical coaching of teachers and of “field tutors”? How far is the company supposed to be involved in the definition of the work experience's goals, the evaluation of its effects and in its evaluation? What is the legitimacy of the docimological hegemony of the university? Keywords: work experience, professionalization, writing, evaluation

Philippe Bizeul (France)

PUTTING THE EXPERIENCE IN WORDS

Symposium Thursday, 09:00-10:30 Room 315

Starting from a methodological approach based on qualitative analysis, we will show that the goal of a work experience for students is not only to improve their preparation of having a job, but also it aims to promote and enrich the synergy between the knowledge learned at the University and the skills acquired or supposed to be acquired during the work experience. Doing that, work experiences are also places and periods of socialization for young adults still studying being part of adults' professional world. It's interesting, at first, to understand why and how work experience became gradually a key and obvious content of all trainings referring to Higher Education. Our reflection will focus on the process of evaluation of work experience period and on the legitimization – in the absence of legitimacy – of its criteria through the prism of the docimological way of thinking of University.

Sylvie Blain & Martine Cavanagh (Canada)

9-YEAR-OLD MINORITY FRANCOPHONE STUDENTS IN CANADA LEARNING REVISION STRATEGIES FOR FICTION WRITING

SIG Research on reading, writing and oracies

Paper session Thursday, 11:00-12:30 Room 315

Teaching French as a first language in a minority context poses a significant challenge, as evidenced by standard testing results showing that minority Francophone students' performance in writing is weaker than writing by children belonging to the Francophone majority in Quebec. This study constitutes an attempt to improve Canadian minority students' performance in written French by means of an intervention program that places them at the centre of their learning (Tardif, 1992). The program aims at the production of a coherent fictional narrative, that is, a story structured according to the narrative schema (Adam, 2005), but it also entails the learning of a number of strategies for textual revision. During this presentation, we shall compare the scores for textual coherence allotted to the initial and revised texts of 100 students in Grade 4 (CM1) who had been taught a series of writing strategies. We shall also present the results pertaining to the revision strategies acquired by 8 of these students who were interviewed during the course of the writing process.

Stephane Bonnery & Christophe Joigneaux (France)

FAMILY LITERATIES UNEQUALLY PROFITABLE IN SCHOOL. ABOUT SHARED READING OF CHILDREN'S LITERATURE

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 309

Our qualitative research is based on a fundamental issue of early literacy approach, already explored in Anglophones literature: do family literacies prepare children equally for school? We have decided to compare two literacy events: reading events of children's literature in Parisian families from different social backgrounds, and school activities directly related to early literacy in kindergarten, based on "fiches" (individual activities on sheets), that are largely used in French context. Thereby, we intended to understand how the cognitive dispositions of pupils' ways of working in kindergarten can be constructed during the reading children's literature events in families, particularly the frequency and types of language interactions they make possible. We have filmed children's books reading for children under six years in 52 families. Books were chosen based on their semiotic complexity (redundancy / complementarity / contradiction between textual narrative and iconic elements, intertextuality and inter-iconicity, metafiction ...). We have also observed 16 pupils in a « Grande Section » (last year of kindergarten), for about 200 hours, while working on "fiches", also semiotically complex (number, abundance of properties and dispersion of the graphics components...). Systematic comparison of these practices observed in these two literacy events indicates that there are common procedures in several levels: tendency to suspend action to control the consistency of what has been already done and what is yet to do or say; and the tendency to relate remote elements in graphic space in order to compose a global vision and meaning. These tendencies are not equally present in children's way of doing school activities. The unequal disposition to explore cognitive resources of graphic fixedness seems to be one of the most discriminating effects at school of early literacy. Does it continuous to operate in further schooling and, if that is the case, how?

Ana María Borzone & Maria Elena Benitez (Argentina)

WHAT THE COGNITIVE AND LINGUISTIC PROFILES OF SPANISH SPEAKING ILLITERATE ADULTS TELL US ABOUT HOW TO TEACH THEM TO READ AND TO WRITE.

SIG Research on reading, writing and oracies

Paper session Tuesday, 16:30-18:00 Room 315

It has been observed that during the last four decades the number of illiterates has increased in our country, Argentina. There is a significant quantity of young and adults who did neither learn to read nor to write at school. The study of the cognitive and linguistic profiles of a sample of this population showed that their performance on a series of tasks evaluating vocabulary, memory span, phonological processing- phonological awareness, verbal memory and lexical access- general intelligence and narrative abilities is lower than that of literate subjects of the same age. In spite of these differences, the pattern of reading and writing learning of the illiterates, as shown by the use of phonological strategies, was similar to that of Spanish speaking children. It seems that Spanish phonetic, phonological and orthographic characteristics bias, in the same way, the learning processes toward the preponderance of phonological strategies in children as well as in adults. These results provide empirical support to propose a similar literacy teaching method approach to both populations. The purpose of the present study is to analyze effective ways of teaching children to read and to write and the ways adults should be taught taking into account their linguistic and cognitive profiles.

Priscilla Boyer (Canada)

SELF-EVALUATION OF COMPETENCE IN GRAMMATICAL SPELLING: A LITTLE-KNOWN DIMENSION OF LITERACY

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 310

According to Bandura (2007), self-efficacy evaluation plays a key role in explaining a person's behaviour. In the school context, if students cannot accurately evaluate their competence in their mother tongue, the effects on their performance can be considerable (Bouffard, Vezeau, Roy & Lengelé, 2011). Faced with the complexity of the French spelling system, the learning of which requires persistence and motivation (Cogis, 2005), students who do not strongly believe in their capacities are very likely to give up and thus obtain poorer results than what their school abilities would predict. As part of this study, we measured the effect of first-year high school students' self-efficacy evaluation biases with regard to spelling on their performance. Thus, we administered a dictation to 295 students (139f. 156 g.) as well as a questionnaire measuring their self-efficacy beliefs. The Otis-Lennon School Ability Test was also administered to obtain a standardized measure of school ability. This test shows the presence of evaluation bias in students. Our results, which will be discussed in light of scientific writings on the evaluation of literacy competency, reveal a positive linear relationship between students' performance in spelling on the one hand, and their evaluation bias and gender on the other hand, which explain 18% of the variance in this performance.

Esther Breuer (Germany)**WRITING SKILLS AT GERMAN UNIVERSITIES***Evaluation, Equity & differentiation & Effectiveness*

Plenary Monday, 14:00-15:00 Room 304

Paper session Wednesday, 15:30-17:00 Room 307

In Germany, many university professors believe that students should be able to write academic papers without any explicit teaching because they have learned this skill at school. However, students' papers show that students do not only lack the knowledge of the academic genre, but that they also show enormous weaknesses in basic skills like spelling or punctuation. A study was set up, in which ten first language German students wrote two academic essays each, in order to analyse their academic writing processes more closely. The texts were analysed with regard to genre-adequateness and to linguistic quality. The study proved that the participants did not only have severe difficulties in writing genre-adequately, but that they also had linguistic problems. This made understanding the intended meaning unnecessarily demanding. It is proposed that these errors are in parts the result of the high cognitive demands of writing in the 'foreign' academic genre, but that they are also the consequence of neglecting writing training at school. This, in turn, emphasises that teaching writing skills should become more dominant at school and at university in order to enable students to cope with the demands of academia (and of the professional life).

Peter Broeder & Carel H. van Wijk (Netherlands)**A PIRLS APPROACH TO LITERARY UNDERSTANDING IN SECONDARY EDUCATION***Evaluation, Equity & differentiation & Effectiveness*

Symposium Wednesday, 09:00-10:30 Room 306

Context In previous research, we surveyed young adults' attitudes toward literary reading. To complement these subjective assessments we have tested this age group on their actual performances as well. To this end we adapted the PIRLS methodology developed for 10 to 11-year-olds. Research Questions Three questions were central to the study. The first two concerned our adaptation of the PIRLS approach, the third was related to the empirical embedding of the instrument. The first question is whether it possible to test literary understanding using a short passage from a larger novel. The second is whether it possible to cast all items in a multiple choice form for each of the four reading comprehension processes. The third question is whether secondary school pupils display systematic differences on the test in relation to their educational level, gender and ethnicity? Method A passage was selected from a novel by A.F.Th. van der Heijden, currently one of the foremost literary authors in the Netherlands. For each level of understanding, four multiple choice items were formulated. The task was administered to 950 pupils aged 15 to 18. They were evenly divided over educational level (vocational training, grammar school), gender (boy, girl) and ethnicity (native, immigrant). Results It proved feasible to construct a test with a literary passage printed on a single page only, and to present all test items manageably in a multiple choice form. Scores displayed validly the assumed decline with item difficulty. The actual performances showed relations with personal characteristics similar to our earlier attitudinal findings: effects were almost absent for ethnicity, small for gender, and large for educational level. Discussion The PIRLS testing philosophy can be administered to older age groups and with a reduced effort for scoring. Educational level proved to be the main determinant both of attitudes and of skills.

Lene Storgaard Brok & Mette Bak Bjerregaard (Denmark)

WRITING DIDACTICS IN ALL SUBJECTS AT SECONDARY SCHOOL LEVEL (AGE 10 - 11)

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 306

The aim of the project is to examine the current practice of writing didactics in four subjects at secondary school level in Denmark. The project takes place at five schools, and aims to initiate a process of change in the classroom where new writing didactic approaches are to be tried out. The project is an action research project with participation from teachers and reading tutors from schools, students and lecturers from teacher training institutions and a research team from the National Centre for Reading. The project is designed as an observation project followed by interventions in practice. Through observations in selected fourth grades, we study writing didactic practices at the secondary school level. As well, students from teacher training colleges are closely involved in the collection of empirical data in order to bring everyday teaching experiences closer to teacher training colleges. All data is analysed with the aim to initiate a change of teaching practice in the participating classes. Work routines, commitment and motivation are continuously monitored throughout, and are subject to a final evaluation.

Scott Bulfin & Graham B. Parr & Natalie Bellis (Australia)

ENGLISH TEACHING, STANDARDS-BASED REFORMS AND THE TECHNOLOGICAL FIX

SIG Research On Literature Education

Paper session Tuesday, 16:30-18:00 Room 015

The professional lives and learning of English teachers is increasingly shaped/mediated by standards-based reforms. In countries around the world, policy makers and government education regulators are in continual 'reform' mode: implementing high-stakes assessment, developing national curriculums and professional teaching standards, to name just a few planks in the very large raft of managerial measures designed to standardise and improve educational outcomes. More recently these measures have also included the deployment of technological 'solutions' in the form of 21st century skills curriculums, 'new' digital devices, online learning and assessment tools and web-based professional development resources. English teachers are encouraged to simultaneously 'teach to the test' to ensure their students score well on standardised tests, and also to innovate, preparing students to live and work in a digital world. In this challenging environment conceptual resources such as the TPACK framework (see Mishra & Koehler, 2006, 2008) are being used as models for better understanding the complex knowledge and skills that teachers need in order to teach well with technologies. In this paper we explore the connections between/or the coming together of standards-based reforms, such as those embodied in the examples above, and the ongoing desire many school systems have had since the 1980s to technologize and to seek what Robins and Webster (1989) have called 'the technological fix'. To explore this issue, the paper presents a critical account of a twelve-month collaboration between a practising secondary English and Literature teacher and a team of English teacher educators in Melbourne, Australia. The collaboration was made possible by funding from the Australian Government as part of the Teaching Teachers for the Future project (TTF). TTF aimed to produce "systematic change in the Information and Communication Technology in Education (ICTE) proficiency of graduate teachers across Australia" with a particular focus on "enabling pre-service teachers to achieve and demonstrate ... competence in the effective and innovative use of ICT" in order to "improve student learning" (ALTC & ACDE, 2011, p. 4). Working against many of the assumptions about professional learning, standards-based reform and technologies in education embedded in the TTF project, our collaboration explored what it might mean to think about and 'do' English teaching and new technologies more critically than the project guidelines recommended.

Jeppe Bundsgaard (Denmark)**CRITICAL LANGUAGE AWARENESS AND THE INTERNET***SIG Language & Linguistics*

Paper session Wednesday, 11:00-12:30 Room 309

This paper presents an analysis of types of texts prevailing on the Internet and a discussion of which competences are necessary to deal with these texts. The analysis focuses on texts with a potentially biased content, and texts produced with an intent to manipulate the reader. The text corpus is produced by harvesting search results from Internet searches for popular products, current political topics, popular cultural topics, most sought factual information, typical life style searches, etc. based on lists of popular search terms published by Google and Bing. The analysis of the texts is multimodal, situational and contextual, based on the dialectical theory of language (Bang, Døør, Steffensen, & Nash, 2007) and multimodal theory (Jewitt, 2009). Having identified the types of texts prevailing, the paper goes on to discuss which language and communication competences are necessary in order to use Internet texts self-dependently, responsibly and critically. These analyses are done along the lines of Critical Language Awareness (Fairclough, 1996) and a competence oriented approach (Bundsgaard et al., 2009). In the final part it is discussed what the possible consequences of the analyses can be in relation to the current teaching of language and communication in mother tongue education in Denmark and other countries where current language education is focused on more formal, structural aspects of language and communication. References Bang, J., Døør, J., Steffensen, S. V., & Nash, J. (2007). *Language, ecology, and society: a dialectical approach*. London; New York: Continuum. Bundsgaard, J., Christiansen, E. T., Flamant, S. H., Hanghøj, T., Rasmus Fink Lorentzen, Karen Monrad, ... Helle Rørbech. (2009). *Kompetencer i dansk* (1. udgave, 1. oplag.). København: Gyldendal. Fairclough, N. (1996). *Critical language awareness* (2. edition.). London: Longman. Jewitt, C. (2009). *The Routledge Handbook of multimodal analysis*. London: Routledge

Suzanne J Burley & Cathy M. Pumphrey (United Kingdom)**A RE-EXAMINATION OF LANGUAGE AWARENESS***SIG Language & Linguistics*

Symposium Tuesday, 14:30-16:00 Room 304

Linguistics and Language Awareness SIG Presenters: Suzanne Burley* and Cathy Pumphrey* Abstract We will be drawing on our experience as co-editors of the international Language Awareness Journal published by Routledge, Taylor & Francis and our earlier work integrating mother tongue with modern language teaching and learning. Our presentation is based on ideas related to current interpretations and understandings of the concept of "language awareness" as it has developed into a globally recognised area of academic interest. We are working with several specialists in the field to produce a book which offers a critical re-assessment of the relationship between language awareness and language and education and the socio-political context. Language awareness often appears to be an elusive concept which crosses a number of disciplinary boundaries and paradigms of inquiry and these defy attempts to produce a consistent underlying theory to unify the range and dynamism of perspectives. Thus we would present a framework for this re-examination of language awareness grounded in four key areas: 1. Language learning, both first and second or additional languages How learners learn language. Developments within SLA which emphasise the importance of explicit attention to language form and "noticing". The development of understanding of first language use and its links with additional language learning. The use of literature within language learning. 2. Language pedagogy and teacher education The development of pedagogy for teacher and student language awareness to also include work on teacher cognition. The concept of languaging and its links to language awareness. 3. Criticality centering on issues of power, attitudes and values The place of criticality within language awareness. The concept of critical language awareness and its role and use in socio-cultural institutions. Individual identity, attitudes and values. The notion of critical pedagogy for language learning. 4. Cross-linguistic and cultural issues Intercultural and inter-linguistic awareness. The global and multilingual context and the impact on the study of language awareness. The discussion will explore interpretations of the concept of language awareness from the perspectives of this newly created SIG.

Eduardo Calil & Catherine BORÉ & Kariny Amorim (Brazil)
REPORTED SPEECH IN STORIES MADE UP BY BRAZILIAN AND FRENCH STUDENTS
Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 315

(1) Context: Reported speech plays an essential role in children's fictional narratives, marking the enunciative position of the one who, by stating, updates his own speech or that of the other. From a socio-constructivist (Vygotsky, Bruner) and enunciative (Bakhtin) perspective, the teaching of reported speech, in its written manifestation, cannot be treated solely as autonomous learning of grammar, since it expresses the young writer's attitude to alterity by resuming the words of the other. Despite the significant works of Boré (2004), the development of reported speech in children's written statements is still little investigated, especially from the standpoint of comparative studies between different languages. (2) Research question: Based on this theme, we intend to describe and analyze how reported speech verbs are presented in fictional narratives written by 7-year-old Brazilian and French students. (3) Method: We chose two classrooms with newly literate students, one in Maceió (Brazil), and the other in Marines (France). During the development of the same didactic project on etiological tales, between the months of March and July 2011, we requested the production of made up tales. We then selected manuscripts produced on three different occasions when the French and Brazilian teachers used the same catchphrase. (4) Results: The students produced 57 manuscripts: 20 written by Brazilian (BR) students and 37 by the French (FR), containing an average of 100.2 and 73.6 words per manuscript, respectively. In the Brazilian manuscripts we found 11 syntactic constructions related to reported speech (RS), and 25 different types of lexically different introducers of reported speech verbs (RSV), distributed in 16 (80%) of the manuscripts. The French manuscripts also present 11 syntactic constructions related to RS (reported speech), with 20 types of verbs, which were present in 20 (54%) of the manuscripts produced. Although the number of types of syntactic constructions is the same, the BR manuscripts do not exhibit three types that were found in the FR manuscripts, and vice versa. However, the structures "Verbum Dicendi Introducer + Direct Speech" (VDI + DS) and "Direct Speech with no verb introducer" (DS) were ones that occurred most frequently in both sets of manuscript: VDI + DS = 45.3 % (BR) and 52.8% (FR), DS = 18.6% (BR), 11.4% (FR). (5) Discussion: Although this study presents a very small corpus, it suggests significant elements for comparisons between manuscripts of beginning writers from different countries. From a quantitative standpoint, BR students show a tendency to write longer texts with a higher incidence of RS. However, in qualitative terms, there is a significant lexical similarity between the RS introductory verbs used by the two sets of students. Among the 25 BR verbs and 20 FR verbs, 13 are lexically common or semantically equivalent. These points raise other issues related to the syllabus, the type of literary genre chosen (etiologic tales) and the syntactic, lexical and semantic learning of reported speech by Portuguese and French speaking students, which may contribute to future contrastive studies about writing in the classroom. Reference Boré, Catherine (2004) : « Discours rapportés dans les brouillons d'élèves : vrai dialogisme pour une polyphonie à construire » in revue Pratiques n°123-4, « Polyphonie », CRESEF, Université de Metz, pp. 143-169.

Samantha Caughlan (United States)

SECONDARY ENGLISH TEACHER CANDIDATES MOBILIZING DIALOGIC TOOLS TO DEVELOP DIALOGICALLY ORGANIZED INSTRUCTIONAL PRACTICES

Symposium Tuesday, 16:30-18:00 Room 304

Although mounting research evidence suggests that dialogic teaching correlates with student achievement gains and with high levels of student engagement, little work in English education addresses the challenge of supporting new teachers in developing dialogically organized instructional practices, defined as instruction that provides students with frequent opportunities to engage with core disciplinary concepts through sustained, substantive dialogue. In a design-based study, we examined a curricular intervention in a teacher preparation program designed to cultivate development of dialogically organized instructional practices. In iterative cycles, teacher candidates in a secondary English education program located in the Midwestern United States enacted dialogic practices, received peer feedback on video clips of their practice posted to secure Web 2.0 social media sites, and revised their practices. Data included 301 five-minute video clips, associated planning documents, transcripts, and reflections. Documents were coded for student participation, evidence of planning for dialogic teaching, and classroom discourse variables associated in previous research with greater student engagement in substantive classroom interaction. Quantitative analysis, including inferential statistics and regression modeling, shows that using dialogic tools – practical tools mobilized in teacher planning and practice with potential to mediate dialogically organized instruction in a given classroom situation -- in planning for dialogic instruction correlated with higher ratios of student utterances in relation to teacher utterances, disrupting historically default patterns of classroom talk. The use of dialogic tools in planning accounted for more variance in student participation than did any other factor. Attention to such tools in teacher preparation may help English teacher candidates and other novices enact dialogically organized instructional practices.

Stephanie W.Y. Chan & Wai Ming Cheung & Wai Ip Joseph Lam (Hong Kong)

TEACHING FOR ALL: USING DIGITAL LITERACIES TO ENHANCING CHINESE CHARACTER RECOGNITION OF ETHNIC MINORITY STUDENTS IN HONG KONG

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 309

Relevant national context: Effective instructional strategies for Chinese learning are essential for non-native learners of Chinese whose mother languages differ significantly from Chinese Language. The importance is growing with the increasing demand for these students in Hong Kong and the lack of teaching training for teaching Chinese as a second language. Research Question: This study explored the effectiveness of the use of digital texts in classrooms in enhancing the Chinese character recognition ability of ethnic minorities in Hong Kong. Method: Teachers and the researchers employed Learning Study and formed a study team to resolve the learning difficulties of Chinese characters systematically. In this study, 55 Grade 7 non-native learners of Chinese with diverse ethnic composition in Hong Kong were recruited. The study team developed a digital text related to the radical “wood” using the Variation Theory. The teachers employed digital text to show etymology, examples and illustrations of the complex ways they created meaning of the Chinese characters through variation. The Chinese character recognition and reading test was administered in the same content and format before (pre-test) and after (post-test) the intervention. Results: Independent sample t-test revealed that after using the digital text, students improved significantly in the Chinese character recognition and reading test with mean total score increasing from 56.27 to 69.70 in the pre-test and post-test respectively ($t(54)=7.35, p>.001$). Students show significant improvement in the knowledge of sound, meaning, and form of Chinese characters and in mental lexicons related to the topic of the studied lessons. Discussion: The use of digital text shifts the role of students from passive to active engagement and students engage in code-breaking of the digital text to enhance their Chinese character learning. This study shed light on Chinese character learning for NCS learners all over the world providing insights to researchers and teachers to understand the effective strategies and the use of digital literacies in teaching Chinese character to second language learners.

Wai Ming Cheung (Hong Kong)**ORCHESTRATING SCHOOL LEADERSHIP, TEACHER PROFESSIONAL LEARNING AND STUDENT LEARNING THAT CLOSE THE LOW LITERACY GAP OF CHILDREN OF POVERTY IN THE TOWN OF MISERY IN HONG KONG***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 16:30-18:00 Room 315

Relevant national context Grade 4 students of Hong Kong performed extremely well and ranked first in PIRLS 2011. Research findings showed that family socio-economic status has a positive correlation with the students' reading attainment. Tin Shui Wai has been labeled as the 'Town of Misery' as it has the highest unemployment rate and is associated with many stories of family tragedy when compared with other districts in Hong Kong. Many youngsters have a less privileged family background, with low family income and single parents may become a vicious cycle of low literacy. Research Question The study aimed to examine changes in praxis of instruction, teachers' professional development, and school curriculum leadership to overcome the effects of poverty on low literacy. The strategies and experiences of this school with effective practices in school-based reading curriculum in promoting successful learning were investigated. Method A case study was conducted in a primary school of this district using multiple sources to understand how the learning of school in students, teachers, and school management levels have changed in 5 years' time to overcome the negative effects of poverty on the children's literacy. Results Triangulated data, a questionnaire survey, individual and focus group interviews revealed that significant improvements in innovative praxis in teaching and assessment, continuous teacher professional learning as well as effective school leadership were important contributors to move the students from Town of Misery into successful learning. Discussion This is an exploratory case study revealing the interaction of school, teacher and student learning like an orchestra in the context of Confucian educational context. The strategies analyzed herein can be formulated as a workable template for action to improve disadvantaged schools elsewhere. This would provide insights and recommendations on how the school leadership contributes to addressing the conditions and effects of poverty on student's literacy.

Wai Ming Cheung & Stephanie W.Y. Chan (Hong Kong)**SERVICE LEARNING AS A POWERFUL TOOL TO FOSTER NON-CHINESE SPEAKING STUDENTS' ORACY***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 11:30-13:00 Room 304

Relevant national context: For the 6.4% ethnic minority citizens in Hong Kong, mastering Chinese is of high importance if they are to avoid being marginalized. However, non-Chinese speaking (NCS) learners commonly lack authentic opportunities to use Chinese language beyond the classroom. NCS teenagers' disengagement with schooling and poor achievement results could be blamed on the lack of attention paid in schools to this gap. This study considered the complexity of working with linguistically and culturally diverse students in their middle years and ways that teachers created rigorous literacy practices using service learning to foster oracy in Chinese language. Research question: The study explored how NCS students' Chinese language oracy was fostered through the provision of authentic learning opportunities by Service Learning. Method: Sixty-three Grade 8 NCS girls were recruited. An empirical study was conducted. They took up the roles of museum exhibit docents and tour guides in the Museum of Dr. Sun Yat-sen leading local Grade 4 primary students to reconstruct the legendary life of the Chinese national father. Two weeks prior to the guide, NCS students were trained to deliver speeches and to develop Chinese communication skills. Identical pretest and posttest related to oracy were administered at the start and end of service learning to assess students' learning. Participating NCS students also completed on an identical self-report questionnaire on the confidence and frequency of using Chinese before and after the Service Learning. Results: A paired sample t-test analysis showed that significant increases at $p < 0.01$ were found before and after the service learning in students' report of confidence in using Chinese to communicate and the frequency on the use of Chinese. Improvements in fluency and pronunciation rating were shown in the delivery of exhibit speeches. Discussion: Service learning interrogated the literacy practices within the sociocultural context of the museum. Students were provided with authentic linguistic context to communicate Chinese while serving the community. With the authentic interaction among NCS secondary students and local primary students, NCS students actively engaged in developing high-order listening and speaking skills. Authentic learning opportunities should be provided to NCS students beyond the classroom to facilitate their second language learning and their integration into the community.

Wei Ling Chloe Chu (China)

DEVELOPING A MULTIMODAL LANGUAGE LEARNING APPROACH: THE INTEGRATION OF VIDEO DUBBING ACTIVITIES INTO THE HONG KONG CHINESE LANGUAGE CURRICULUM

Evaluation, Equity & differentiation & Effectiveness

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 310

National context Chinese language learning has been heavily based on text books of selected passages as model texts for learning Chinese with most focus on reading and writing, less attention to speaking and listening. Video dubbing is a professional language skill in the movie industry which involves a range of language abilities. Introducing video dubbing activities into the curriculum of learning language has attracted some attention in the area of teaching English as a second language. This research tries to explore the potentiality of using video dubbing activities to develop a multimodal approach of learning Chinese oral skills for the Hong Kong Chinese language curriculum. Research question How video dubbing can contribute to the innovation of a new effective pedagogy of Chinese language in schools of Hong Kong, enhancing students' oral communication skills particularly in the following aspects? · prosody of speaking Chinese · oral expression of personal emotion · speaking with appropriate intonation in different contexts · creativity in oral composition Research method An experimental study will be carried out to test the possible ways of implementing video dubbing activities in Chinese language classrooms. Observation, tests, questionnaires and interviews will be carried out to examine the effects of the experiment pedagogy. Expected results of the research 1. A practical framework of video dubbing pedagogy built with the knowledge of how vocal acting artists learn video dubbing during their apprenticeship, and the recommendations of school teachers and administrators. 2. Evidence of the effects on students' Chinese language learning will be collected to prove the effectiveness of the pedagogy.

Hye-seung Chung & Hyeon-Seon Jeong & Jeong-Ja Kim & Byeong-gon Min (Republic of Korea)
A LONGITUDINAL AND LATITUDINAL STUDY ON THE OUT-OF-SCHOOL LITERACY PRACTICES OF
KOREAN PRIMARY SCHOOL STUDENTS
SIG Research on reading, writing and oracies

Paper session	Tuesday, 16:30-18:00	Room 309
Structured poster session	Wednesday, 15:30-17:00	Room 304

The purpose of this study is to investigate, both longitudinally and cross-sectionally, the out-of-school literacy practices of Korean primary school students (grades 3, 4, 5, and 6) to gain an understanding of their language development and practices as well as to determine the implications of the connections between in- and out-of-school literacy practices. Apart from 400 pre-test samples, 2000 students would participate in the research as panels. The research began last September and will continue for three years with the support of the Korea Research Foundation. The research team comprises five professors and four assistants whose majors are mainly Korean education, with the exception of one measurement specialist professor. The conference presentation would cover the theoretical backgrounds including the concept of literacy practices, the framework for the three years of research and the first-year results of the study. The main research questions and methodologies are as follows. First, what is the concept, and what are implications, of out-of-school literacy practices? The authors will analyse the concept and characteristics of literacy practices and develop questionnaires on the basis of the analysis to survey systematically the out-of-school literacy practices of primary school students. In order to do so, we will critically review the prior literature related to the issues. Second, what kinds of out-of-school literacy practices do primary school students use? They include such elements as modes, genres, topics, media, processes, time, and place. Surveying the types of media that students are using is especially important, because it is predicted that rapidly changing media have considerable influence on children in the web 2.0 era. Through quantitative and qualitative approaches, we will explore the reasons, motivations, and variables that cause students to employ any literacy practices out of school. Third, what are the developmental aspects of primary school students' out-of-school literacy practices? We will examine longitudinally and cross-sectionally the differences in their literacy practices and motivations. In addition, the breakpoints of developments and changes will be analysed through quantitative and qualitative approaches year by year for three years. Fourth, what are main variables that influence primary school students' out-of-school literacy practices? The research analyses variables that influence students' literacy practices and their development, and furthermore identifies variables that facilitate or obstruct their out-of-school literacy practices. It leads to a better understanding of the out-of-school literacy environments of primary school students. This issue will be surveyed in the second and third year by mixed methods. Fifth, how might the students' literacy practices in and out of school be connected? We will survey the differences between the literacy practices and the students' awareness of them. The meaningfulness of out-of-school literacy practices will be discussed in order to make possible connections between in- and out-of-school practices. This question will be solved in the second year by referencing the results of the first two years and the experiences of other countries. Last but not least, what is the best way to support primary school students' out-of-school literacy practices? Methods would include educational policy, curriculum reformation, and alternative resources for such practices. This issue would be dealt with in the last research year. In summary, the focus of the authors' research in the first year of research and thereafter may be outlined as follows: (1) analysis of the concept and significances of out-of-school literacy practices through literature review, (2) development and verification of research questionnaires through quantitative approaches, and (3) analysis of the aspects and variables of out-of-school literacy practices. At the moment the authors are preparing for the pre-test of the questionnaires, after which they would start the main survey. The presentation will highlight the results of the pre-test.

Marie-Sylvie Claude (France)**FROM LEARNING TO COMMENT PAINTING TO LITERATURE: A POSSIBLE EDUCATIONAL DETOUR?***Evaluation, Equity & differentiation & Effectiveness*

Paper session Wednesday, 09:00-10:30 Room 309

The phrase painting reading, in the curriculum of the French courses of collège and lycée classes, refers to the activity of painting commentary, based on the literary commentary technique. The word reading implies isomorphism between these activities, which is worth studying. For this research, I have analyzed and compared a corpus of painting and literature commentaries written by students from six different classes (last year classes from college and first year classes from lycée, all coming from the Parisian suburbs). These analyses, which are based on the theories of cultural and symbolic cognitive intellection – as used by the ESCOL team and more especially by Patrick Rayou and Elisabeth Bautier – put forward that literacy is more often reached in painting commentary writing than in literature. One could conclude that the detour teaching of painting commentary could help learning literary commentary writing. But the subjects of reference and semiotic studies allow us to think that cognitive operations, cultural knowledge and symbolic identity are different according to the art concerned. This comes from the semiotic and social differences between painting and literature and it denies isomorphism as an initial assumption. It is precisely because of these differences that the access of the students to academic standards is differentiated. But it also means that teaching both arts simultaneously, without taking these differences into account, may lead to misunderstanding.

Mariona Corcelles & Montserrat Castello (Spain)**LEARNING PHILOSOPHY THROUGH COLLABORATIVE WRITING AT HIGH SCHOOL: ANALYZING THE CONVERSATIONS***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 14:30-16:00 Room 015

National Context In Spain, philosophy is part of the Secondary Education's curriculum. In this paper we analyze an activity aimed at learning philosophy based on collaborative writing to publish a text in the school journal. There are few researches about learning philosophy in Secondary Education (UNESCO,2007) and fewer about using collaborative writing as a tool to learn this discipline (Marttunen & Laurinen, 2012; Arvaja, Häkkinen, Rasku-Puttonen & Eteläpelto, 2002). Research Question Is collaborative writing a tool to learn philosophy? Why? Method It is a case study based on qualitative and quantitative data. We registered the collaborative writing process of two groups of three students during 5 sessions (ages 16-17 years old; N = 6). These groups were selected to be analyzed due to their different philosophical text quality (high and low). We analyzed the characteristics of their conversations using Mercer's classification (1996) – explorative, disputative and accumulative conversations – and the development of the philosophical competences (problematization, argumentation and conceptualization). We have also taken into account the individual participation within the group (equal or unequal), and the regulation of the writing process (use of the planning guide). Results Considering the total turns of both groups, the predominant conversation was accumulative (66, 7%) and explorative (28.7%). There were few conversations classified as disputative (4, 6 %). Moreover, both groups developed the philosophical competences through this activity: conceptualization (7,7%), problematization(25,6%) and argumentation (32,7%). Only 2% of the total turns were considered out of task. Nevertheless, we found differences between 2 groups. Regarding the conversation characteristics, the participants of the group with a high text quality (G1) had more explorative conversations and none disputative. They used more turns in argumentation and conceptualization and had their writing process better regulated. In addition, their participation within the group was more equal. By contrast, the participants of the group with low text quality (G2) had more disputative and accumulative conversations. They used more turns in problematization and had their writing process less regulated. Their participation within the group was less equal. Discussion Our study shows, on the one hand, the importance of writing as a tool to learn philosophy. Writing a collaborative philosophical text has helped the students: 1) to transform abstract philosophical ideas into a more concrete ones using examples related to their experiences, 2) to use the philosophical concepts in their own discourse, 3) to develop critical thinking by problematization and the argumentation their own ideas. On the other hand, the comparison between the writing processes of both groups showed that a better text quality is related to a better collaborative writing regulation, using a planning guide, a more explorative conversation, and a more equal participation within the group.

Mariona Corcelles & Maribel Cano & Montserrat Castello (Spain)

TEACHER FEEDBACK AND PEER-MENTORING IN THE PROCESS OF WRITING A RESEARCH ARTICLE: FEATURES AND FUNCTIONS AS FAR AS FEEDBACK IS CONCERNED IN RELATION TO THE QUALITY OF THE TEXTS PRODUCED.

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 15:30-17:00 Room 307

National Context During the last years, numerous proposals have been designed to improve students' academic literacy at the university context (Squillari, Bono & Rinaudo, 2003; Vásquez, 2005; Sabaj, 2009), but few have focused on teaching a specific genre such as the research article (Bazerman, Keranen & Encinas, 2012; Lonka, 2003; Castelló, Iñesta, Pardo, Liesa, & Martínez-Fernández, 2012). Within the framework of the undergraduate thesis in Psychology at Universitat Ramon Llull (Spain), we have designed a writing intervention, based on a sociocultural theoretical approach (Daniels, 2003; Wertsch, 1993; Vygotsky, 1994), which uses collaborative peer review and teacher feedback as tools for improving the writing in this specific genre. Previous studies have shown the benefits of peer feedback for improving the students writing (Dysthe, Samar & Westrheim, 2006; Storch, 2002) but few studies have focused on analyzing the differences between teacher and peer feedback. Research Question Are there any differences between the teacher and peer feedback in order to improve the writing of a research article? Which ones? Such study focuses on: a) analyzing the type of feedback that students received from their peers and their teacher-mentors in the process of reviewing their disciplinary texts, b) determining whether there exist differences or not based on who is the suggestion given by c) their impact on the final draft of the research article. Method It is a descriptive study that combines qualitative and quantitative data. We analyzed three successive versions of the texts of 21 students and the corresponding feedback that both, teachers and students, had suggested. We focused on the type of feedback (direct, indirect, justified, not justified and praise), the content of the feedback (formal aspects, content aspects, citation and voice) and if the feedback were appropriate or not. We also analyzed if the author accepts or not the feedback by introducing modifications in the text. Categories were established by consensus and two trained coders assign feedback comments to some of the categories. Agreement between them was 89%. Two independent raters assessed the final text quality by using a reader-based grid. Results Results show that the feedback proposed by peers is similar to those proposed by the teacher in both, their formulation and their purpose. Most of the feedback from peers and teacher was direct, (79% from peers and 89% from the teacher) not justified (77% from peers and 89% from the teacher) and refers to the formal aspects (67% from peers and 62% from the teacher). Less feedback refers to the content aspects (20% from peers and the teacher) and to citations (10% from peers and 15% from the teacher). Only 3% of the feedback from peers and the teacher refers to voice. Praise was more frequent from peers (9%) than from the teacher (2%). The changes proposed by the teacher were less rejected (15%) than those given by the peers (38%). Quality of the feedback (not quantity) was directly related with text quality. Discussion The study shows, firstly, that our intervention based on peer and teacher feedback helped the students to improve the quality of their writing because it promoted a continuous revision of the text. Nonetheless, we found that aspects of voice, related to linguistic resources for involving the reader and showing the author's position, had a greater impact on the final texts quality. Secondly, we found similarities on peer and teacher feedback. Both have provided direct and not justified feedback focused on formal aspects. This result draws attention to difficulties for providing indirect and justified feedback focus on aspects further than formal. Indeed, taking into account the impact on the texts quality due to aspects as voice, future studies should pay more attention in providing this specific training to encourage a higher feedback quality. Finally, the study also shows the relevance of peer feedback as a tool to enrich the teacher task and to increase the personal support during the writing process.

Francesca Corradi (Italy)**PRE-LITERACY IN FRENCH AND ITALIAN PRE-PRIMARY SCHOOLING: AN EXPLORATORY RESEARCH STUDY***Evaluation, Equity & differentiation & Effectiveness*

Structured poster session	Wednesday, 09:00-10:30	Room 304
Paper session	Thursday, 11:00-12:30	Room 309

Relevant national contexts The educational process, which in a number of European countries begins at the kindergarten level, does not necessarily prevent functional illiteracy. Urgent acting and creating a preschool rich learning environment is, therefore, crucial, because early childhood education should provide young children with the formal elements that allow the acquisition of pre-literacy skills. This is an imperative for all countries, but especially for those with high immigration flows and subsequently population groups at risk for low illiteracy, like Italy and France. Research questions The French curricula focus on specific pre-literacy activities, while the Italian ones emphasize holistic education. Inquiring into Italian and French pre-primary schooling aims and teaching methods/practices that enhance the immigrant children's development of pre-literacy skills was regarded as a key point. Method The aims of Preschool Education were drawn from Curricula and Teachers' Planning. Data on teacher attitudes and teaching methods was collected by a Likert scale type questionnaire, participant observation and semi-structured interview. Results Data showed that French curricula are consistent with teaching activities and methods that enhance the development of pre-literacy skills. As for the Italian schools, the teaching methods proved to be less consistent, due to, among other things, a certain degree of ambiguity in curricula. Findings show that Italian teachers consider the socio-economic and cultural background as having a strong influence on the skills immigrant children acquire. In their opinion, schools do not have any effect on the status quo, whereas the French teachers consider the school as a means for social inclusion and integration. Discussion This research is to be considered as an exploratory research study. Data was collected from a group of 174 teachers, located in the north of Italy and in the south of France. However, it was not possible to use probability sampling.

Rosária Rodrigues Correia & Carla Sofia Sobrinho Lourenço Sampaio (Portugal)**ASSESSING READING THROUGH MID-YEAR MONITORING TESTS***Evaluation, Equity & differentiation & Effectiveness*

Paper session	Wednesday, 09:00-10:30	Room 015
---------------	------------------------	----------

Assessment, according to Perrenoud (1999), meets two purposes: To help students learn and help teachers teach. The latter is closely aligned with the objectives sought by the Portuguese Ministry of Education with respect to the mid-year monitoring tests which «...aim to offer an early diagnostic of learning difficulties so that an appropriate pedagogical intervention can be adopted (MEC, 2012). This perspective envisions assessment as a set of processes that regulate learning, including the verification of their implementation, and allows for an objective definition of the knowledge students should acquire and be able to demonstrate (Roldão, 2003, Viana, 2009). The reading literacy mid-year test used in 2012 for the second grade at the national level included a narrative of 137 words and a glossary with 3 vocabulary words and 1 expression. Second grade students had to answer both literal and inferential questions, to summarize the meaning of the text and to justify their opinion and to choose an appropriate ending for the story. We analyzed the results obtained by 212 students, a sub-sample of all students sampled at the national level. Preliminary results indicate that students performed worse in constructed response questions that required writing and that even though the midyear test is a useful instrument to identify weaknesses it is not aligned with the program of study for Language Arts. This paper presentation will further detail the types of reading processes assessed and students' performance.

Tamara Czerkies (Poland)

FINDING THE THIRD PLACE (READING LITERATURE IN THE SECOND, FOREIGN AND HERITAGE LANGUAGES)

Evaluation, Equity & differentiation & Effectiveness

Symposium Thursday, 11:00-12:30 Room 304

The paper focus on two main problems: what is necessary knowledge for teaching literature of people from the other culture and what process do teachers and learners go through during reading literary pieces? Teaching literature in the first and the second/foreign/heritage languages (L1, L2, HL) have got a lot in common. One of the most important is the problem of cultural identity of a student which can be strengthened in contact with literature. When students read literary pieces their attitudes and reactions vary and different emotions come to the surface. In this process we should pay attention also to the second identity of the second subject – the teacher. Important question is: what type of connection is between teacher's self-awareness and student's personal and cultural identity forming during reading? Teachers should be conscious of responsibility they have if they want to be supporters of learners to help them starting negotiation with a new unknown text of the culture (literary text) and to find their own place in a new space – the third place culture (Kramsch). It means in practice negotiation of meanings during text's reading. According to XXc. theories there is no one interpretation of the text, then as students belong to a different culture and as they have different personal and cultural identity and experience they interpret text in their own way. That's why relation between student's identity and process of negotiation is so important. The most desirable in such significant social and cultural changes should be an intercultural model of teaching as it is based on comparison of differences. References: *Borowski A. (2004): Tożsamość polska i wielokulturowość jako problem edukacji polonistycznej, in: Polonistyka w przebudowie. Zjazd polonistów, Kraków, 22-25 września 2004, t. II, red. M. Czermińska, Wydawnictwo UJ Kraków, p. 172-186. (Polish Identity and Multicultural Education as the Problem of Polish Faculty Education). *Janus-Sitarz A. (2009): Przyjemność i odpowiedzialność w lekturze, Universitas, Kraków. (A Pleasure and Responsibility of Reading). *Kramsch C. (1995): Context and Culture in Language Teaching, Oxford UP. *Spiro J. (1991) Assessing Literature: Four Papers, in: Assessment in Literature Teaching, ed. Ch. Brumfit, Modern English Publishers, London-Basingstoke, p.16-83. *Parfieniuk I. (2006): Nauczyciel w sytuacji dialogu kultur, Trans Humana, Białystok. (A Teacher in the Situation of Cultures Dialogue).

Wiebke Dannecker (Germany)

READING CRITICALLY IN A GLOBALIZED WORLD – HOW TO IMPROVE THE SKILLS OF READING, REFLECTING ON AND EVALUATING LITERARY TEXTS FOR ALL STUDENTS IN A CLASSROOM SETTING

Evaluation, Equity & differentiation & Effectiveness

Symposium Tuesday, 11:30-13:00 Room 306

(1) Relevant National Context As the 2009 PISA results show, German students perform particularly badly in the area of 'reflection and evaluation of texts'. These results raise doubts about the theoretical assumption that the act of reading literary texts in itself results in critical reflection on a given text or on social relationships in general. (2) Research Question The leading question of this paper concerns how readers cope with the processes of appropriating literary texts as well as interpreting and reflecting on them. In fact, this seems quite a challenge, as the empirical recording of aesthetic experiences is considered to be complex and difficult (cf. Frederking 2008, 14). Although the theoretical background is well examined (cf. Zabka 2006, Spinner 2006, Pieper/Kämper-van den Boogaart 2008; Abraham/Masanek/Winkler 2010 or Pieper/Wiesner 2012), only few empirical studies are published so far (cf. Rosebrock 2008; Frederking et. al. 2009; Stark 2010; Meissner 2010; Freudenberg 2012). (3) Intervention Design The best method to gain insight into thoughts and ideas of readers in real time so far is by 'thinking out loud' (cf. Weidle/Wagner 1982, 83; Stark 2010, 58) since this method „offers an opportunity to collect systematic observations about the thinking that occurs during reading“ (Olson/Duffy/Mack 1984, 256). Thus, students from 12th grade were asked to tell 'what was crossing their minds' while reading a short literary text and to answer comprehension questions afterwards. These verbal protocols were gathered and analyzed by Grounded Theory (cf. Strauss/Corbin 1996). (4) Results The results, based on the reconstruction of six case-examples, show that students have difficulties with even understanding, let alone reflecting on a literary text. Only few pupils cope with these higher-level processes of reading. However, the results show that readers need support by 'highly- skilled others'. (5) Implications for the Classroom Accordingly, a pedagogical concept was designed that takes the heterogeneity of the students' learning requirements seriously and aims at competence-oriented teaching of literary texts that promotes the students' ability to question and evaluate the world around them critically.

Jacques DAVID & Marie-France Morin (France)

HOW DO PRESCHOOL STUDENTS LEARN WRITING? STUDY OF YOUNG QUEBEC AND FRENCH WRITERS.
INVENTED WRITINGS ... TO APPROXIMATE WRITINGS.

Paper session Wednesday, 11:00-12:30 Room 315

Our presentation will be based on the invented spelling perspective which has attempted to analyze children's first writings for several decades (cf. Read & Treiman, in press). These studies have shown that young writers built specific language procedures, combining linguistic knowledge and cognitive skills to gradually appropriate writing (Senechal et al. 2012, David and Morin 2008, Morin and David 2013). To compliment these studies other more recent research (Rieben and al. 2005, Montésinos-Gelet and Morin 2006, David 2006) has focused on pupils' comments in regards to their writings. This "Metagraphic comments" (Jaffré (1995) act as a reflection of various aspects of the written language, while giving an account of strategies, knowledge and increasingly precise and explicit scriptural know-how. Research objectives and results Our goal is to present the results of a research project conducted on the strategies, procedures and specific knowledge adopted by young writers attending kindergarten in France and in Quebec. The study involved the participation of several classes with 5 to 6 year old students. All classes were similar in that they had regular activities of approximate writing (N = 300, divided into two experimental groups Exp-F = 90 in France, Exp-Q = 90 in Quebec, and two control groups: Contr-F = 60, Q = Contr-60). The analysis of the data enables us to better describe the initial process of writing appropriation which young children mobilize these autographic tasks. We are better able to understand the factors involved: learning contexts, components of language-writing to be acquired, levels of conceptualization of written production, in particular in terms of strategies vs. procedures, metaphonological vs. metagraphic skills, and implied knowledge of language.

Catherine Delarue-Breton & Elisabeth Bautier (France)

NARRATION'S RESTORATION AND ACADEMIC LITERACY

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 310

Relevant national context For over twenty years, the CIRCEFT-Escol team research (see in particular Bautier and Rayou, 2011; Rochex and Crinon, 2011) has shown the existence of a link between the way that pupils appropriate issues of school activities, including how they interpret texts and statements which are offered in the classroom, and different modes of family socialization. Research question We have therefore here attempted to verify the existence of a correlation between the social background of pupils and the abilities linked to school practices for literacy acquisition through a recurring activity, practised at all levels of schooling in the first degree, namely reading children's books. Method A comparison of the narrative restitutions made by the cycle 2 pupils (6-7 year-old pupils) of two elementary schools with very contrasting backgrounds does indeed bring to light a significant difference in the nature of the outputs of these two populations. Results This difference concerns not only the choice of events or items to render, but also the way the (a?) narration is reconstructed in an academic literacy form (Bautier, 2010; Bautier & Rayou, 2013). This is probably linked to a differentiated interpretation of the activity requisites (variations in the prioritization of some events, in the way of summoning personal experience, in the linking of fragments of meanings, in the way of participating to the enunciation etc.) Discussion This contribution is an integral part of the studies concerning the increasing complexity of the academic literacy: the documents on which pupils have worked for several years have become more heterogeneous, with a variety of semiotic forms, allowing the definition of a new academic literacy (Scribner and Cole, 2010), today more demanding. This is not without differentiating effects both on the working registers, either more cognitive or more experiential that pupils utilize, and on the possibility of producing meanings varying more or less with the original texts.

Brenton G Doecke & Larissa J McLean Davies & Philip Mead ()

READING THE LOCAL AS GLOBAL: TENSIONS IN THE TEACHING OF LITERATURE IN SECONDARY SCHOOLS IN AUSTRALIA

Evaluation, Equity & differentiation & Effectiveness

Symposium Wednesday, 09:00-10:30 Room 306

Postcolonial societies have always grappled with the issue of the status of their new national literatures in relation to older literary traditions (Ashcroft et al. 1989). Australia is no exception. The history of literary production and its critical reception in Australian society has swung from a 'cultural cringe', i.e. a belief that the only culture of worth is that of the so-called 'Mother Country', to a radical nationalism that privileges writing that supposedly embodies a uniquely Australian spirit (Donnelly 2007). These dimensions have not always been in conflict, but have sometimes co-existed, as a reading of early Australian school 'Readers' shows - these typically reflect an 'Empire Nationalism' (Milner 1985), combining the work of Australian writers (such as Henry Lawson) with excerpts from Shakespeare, Wordsworth, and other British writers. Recently Australia has witnessed a revival of concern about the place of Australian literature within the school curriculum. This has occurred within a policy environment where there is increasingly emphasis on Australia's place in a world economy, and on the need to encourage young people to think of themselves in a global context. These dimensions are reflected in the recently published Australian Curriculum: English, which requires students to read texts of 'enduring artistic and cultural value' that are drawn from 'world and Australian literature' (ACARA, 2010, p.3). No indication, however, is given as to how the reading and literary interpretation that students do might meaningfully be framed by such categories. This paper asks: what salience do the categories of the 'local', the 'national' and the 'global' have when young people engage with literary texts? How does this impact on teachers and students' interpretative approaches to literature? The question of the relevance of the category of 'world' literature is currently a focus of attention in literary critical debates (e.g. Casanova, 2004). This paper draws connections between these debates and the teaching of literature in Australian secondary school. It utilises document analysis and rich examples of student work in order to examine the ways in which the categories of local, global and national frame the English curriculum in Australia, and the extent to which student draw on these categories in order negotiate meaning through and with literary texts. The results of this study offer new ways of understanding the role of literary study in 21st century postcolonial secondary schools, and also present a new way of viewing the literary field, broadly conceived, as it is enacted in Australia. References Australian Curriculum, Assessment and Reporting Authority (ACARA) (2010) The Australian Curriculum: English <http://www.australiancurriculum.edu.au/English/Curriculum/F-10>

Brenton G Doecke ()

STORYTELLING AND PROFESSIONAL LEARNING

Symposium Tuesday, 11:30-13:00 Room 015

In this paper I revisit a recent example of how storytelling has been used as a vehicle for professional learning and inquiry, namely the Standards for Teachers of English Language and Literacy in Australia (STELLA). At the core of this project were workshops in which English teachers from around Australia wrote stories about their work, exploring whether it could be adequately represented by a set of professional standards that supposedly reflect what accomplished teachers 'should know and be able to do'. Their stories not only reflect critically on the generalisations that typify professional standards, but reflexively engage with the question of the heuristic value of story-telling as a vehicle for understanding the complexities of their professional practice.

Ray G Doiron & Marlene M. Asselin (Canada)
LIBRARIES SUPPORTING LOCAL LITERACIES

Symposium Wednesday, 11:00-12:30 Room 306

Context: Libraries play a significant role in enhancing the literacy development of children, youth, adults and seniors. Large-scale public and academic libraries as well as small community and/or school libraries are contributing to the development of learning communities in both developed and developing parts of the world. Focus: This paper aims to capture some of the essence of this work in libraries in order to inspire and support all those who value the role of libraries in building global communities. Libraries have always responded to and contributed to the literacy needs of the communities they serve, and these needs have evolved to include both traditional and multiple literacies. Method: To illustrate how libraries support literacy development, eleven school/community libraries are highlighted as mini-case studies of the various ways local libraries are responding to the challenges of building literacy throughout their communities. Three from Asia; two from Europe; two from Africa; one from Australia; two from South America; and one from North America were examined, with each library providing: a) Brief history and information about the location and facility; b) Information on the collection; c) Community engagement; d) Examples of library activities; e) Issues and challenges; and f) Strategies and solutions. Results: The paper focuses on a synthesis of common lessons drawn from the case studies and suggests ways other libraries and communities could apply them to their situations. Indications from the analysis suggest that successful programs are built around meaningful and responsive community partnerships, are responsive to readers' interests and personal choices, and use diverse print and digital resources. Discussion: The importance of local language materials, planning for reading promotion and the leadership role of library staff are also highlighted. Successful programs are designed to be sustainable and are part of a collaborative strategy for building a culture for reading.

Caroline Doktor (Finland)
PEDAGOGICAL CONTENT KNOWLEDGE OF GRAMMAR
SIG Language & Linguistics

Symposium Tuesday, 14:30-16:00 Room 304

National context In Finland there are two official languages, Finnish and Swedish. This project begun with a view from a perspective in Finland, but its language context is the Swedish language. Research questions The aim of the first step with my two steps EdD-project is to increase the knowledge about pedagogical content knowledge of grammar through surveying textbooks and teaching aids to review if these are in harmony with current theories about grammar, pedagogical content knowledge of grammar and language awareness. In order to do research within this aim my research questions are: 1) What kind of grammar do the textbooks and teaching aids represent? 2) What kind of assignments do the textbooks and teaching aids contain? Method My theoretical approach contains theories about grammar and language awareness, especially theories that see grammar as something broad that permeates the language. This is because there are researchers in Sweden who have found that teachers with a broad picture of grammar instill greater grammar interest in their pupils. Therefore, in order to answer the first research question, I made an analyze model containing my image of grammar. For the second research question I made another analyze model containing the how-question of pedagogical content knowledge of grammar. In order to do research through my research questions I have defined two guidelines for choosing material for the study. The first guideline is that only current textbooks and teaching aids are studied and the second guideline is that only textbooks and teaching aids for grade one and two in the compulsory school are studied. This have made that I am studying three series of textbooks and teaching aids: two from Finland and one from Sweden. Because my aim contains surveying textbooks and teaching aids, or texts, my research approach are hermeneutics, where I see hermeneutics as a general science of interpretation. This means I interpret the textbooks and teaching aids to understand them from a pedagogical content knowledge of grammar point of view. Results and discussion In my presentation I am presenting and discussing the results I have found, for example that the textbooks and teaching aids represents a broad image of grammar.

Tiane Donahue (United States)

WHAT WE KNOW—AND DON'T KNOW—FROM RESEARCH ABOUT EFFECTIVE INSTRUCTION OF UNIVERSITY LITERACIES IN THE 21ST CENTURY

Keynote Wednesday, 14:00-15:00 Room amphi 102

This presentation will draw on extensive research about the evolving nature of university literacies and about the most effective approaches to teaching them and learning them in the 21st century. While the examples will come from U.S. higher education, the questions addressed will be broadly applicable: how disciplines interact with literacies, how multimodal and digital work is changing our understanding of students' literacy needs, and how a rapidly-changing globalized multilingual world influences the way we think about and teach literacy. The research frame of "knowledge transformation" and research results that establish concretely how to enable this transformation in terms of literacies will provide the thread linking these challenges. The presentation will conclude by highlighting key necessary research paths regarding teaching and learning university literacies for the future.

Shoshi Dorfberger (Israel)

THE EFFECTS OF EXPOSURE TO ADDITIONAL TRAINING IN ARABIC IN A DIGLOSSIC SITUATION
Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 09:00-10:30 Room 304

Shoshi Dorfberger Gordon College of Education, Haifa, Israel. INTRODUCTION: Arabic language is characterized by the phenomenon of diglossia, which means using two different forms of the language. First, Spoken Native Language that is acquired naturally at home, and second, literary Language, usually acquired at school. Significant percentages of elementary school Arab pupils have not mastered the skills of Literary Language and as a result have difficulties in academic skills such as reading comprehension. The purpose of this study is to examine whether extra hours of teaching literary language contribute in improvement academic achievements. METHODS: Forty first grade Arab pupils took part in the experiment. Half of the participants were exposed to additional extra hours of Literary language and the other half was exposed to standard curriculum. Both groups were tested in two time points- before and after the program. RESULTS: participants who were exposed to additional extra hours of Literary language had significant higher improvement in academic achievements compare to participants who were exposed to standard curriculum (based on comparisons relative to initial performance). Thus, additional extra hours of teaching Literary language contributed to a better performance among first grade Arab pupils. CONCLUSIONS: Results show a possibility to improve academic achievements among first grade Arab pupils using additional extra hours of teaching Literary language. The latter can reduce the high variability that can be seen in international educational tests among the Israeli pupils.

Jean-Louis Dufays & Brigitte Louichon (Belgium)

FROM DIDACTIC DISCOURS TO CURRICULUM. A FRENCH-BELGIUM COMPARISON

Symposium

Tuesday, 16:30-18:00

Room 306

1. Definition of "lecture littéraire" in the field of didactics of literature The first part of the paper aims at shortly presenting and comparing two studies that have tried to define the notion of "Lecture littéraire" (LL) in the field of French first language and literature didactics in the last ten years: - in 2002, Dufays has presented LL as a "plural notion" He distinguished 4 conceptions of the notion: LL as reading of literary texts; as distancing, as participation and as dialectical coming-and-going. This study articulated works by didacticians (Tauveron, Rouxel, Dufays) with others in different domains (Picard, Gervais, ...) - in 2011, Louichon reframed the question again in formulating it differently: when didacticians of literature use the notion of LL, what do they speak about? She distinguished no more 4 conceptions, but 4 senses: LL as reading of literary texts, as school object, a centration on the reader and as classroom dynamic.

2. LL in the French and Belgian curricula The second part of the paper looks at curricula concerning teaching of literature from kindergarten to high school in order to describe the correlations one can observe between these curricula and the academic discourses on LL produced in the field of didactics. Louichon will analyze the French institutional discourses - where LL doesn't appear as such -, whereas Dufays will deepen about the study done on official Belgian texts. More precisely, the authors on one hand will describe which components of LL are present in the curricula of the two countries, and on the other, how the curricula allocate text types and genre, propose teaching approaches and ask for texts produced by students. The aim of the paper is thus not so much to look at ordinary teaching practices (or only indirectly), but to study synthetically how LL is modeled and prescribed by the research of didacticians and by official discourses.

Jean-Louis DUFAYS, « Les lectures littéraires : évolution et enjeux d'un concept », in Tréma, n°19, Littérature enseignée : reconfigurations, Montpellier, octobre 2002, pp. 5-16. See also « La lecture littéraire : une notion plurielle », in Jean-Louis DUFAYS, Louis GEMENNE et Dominique LEDUR, Pour une lecture littéraire. Histoire, théories, pistes pour la classe, en collaboration avec Bruxelles, De Boeck-Duculot, 2005 (Savoirs en pratique), pp. 87-98. Brigitte LOUICHON, « La lecture littéraire est-elle un concept didactique ? », in Bertrand DAUNAY, Yves REUTER & Bernard SCHNEUWLY (dir.), Les concepts et les méthodes en didactique du français, Namur, AIRDF-PUN, 2011, pp. 195-216. Brigitte LOUICHON, « Du discours didactique au texte institutionnel : de la nécessaire tension à la difficile synthèse », in Le Français aujourd'hui, 156, Enseignement de la langue : crise, tension ?, mars 2007, p. 15-23. Jean-Louis DUFAYS, « Lire au fil des ans : quelle continuité des apprentissages littéraires au secondaire en Belgique francophone ? », in Jean-Louis DUMORTIER, Julien VAN BEVEREN et David VRYDAGHS (dir.), Curriculum et progression en français. Actes du 11e colloque de l'AirDF (Liège, 26-28 août 2010), Namur, PUN, 2012 (Diptyque, 23).

Christian Dumais & Ginette Plessis-Belair & Lizanne Lafontaine (Canada)

TOWARD A MODEL OF PROGRESSIVE SPEECH-BASED SUBJECTS OF INSTRUCTION/LEARNING BUILT ON THE DEVELOPMENT OF SPEAKING SKILLS OF 6 TO 17 YEAR-OLD STUDENTS

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 309

Relevant national context Despite numerous studies on the teaching of speaking skills conducted in various francophone countries (Quebec, Belgium, France, Switzerland), certain questions remain unanswered. At both the primary and secondary levels, professional and scientific research has shown that teachers are unsure when to teach and evaluate speaking skills and find it difficult to help students develop these abilities. This can be explained, in part, by the lack of a progressive series of speech-based subjects of instruction/learning built on student development as well as of a taxonomy of spoken language development. Research question To address this issue, the following question is posed: Which progressive model of speech-based subjects of instruction/learning in French first-language classrooms is rooted in the overall development of 6 to 17 year-old students and a taxonomy of spoken language development? Method This theoretical study was undertaken following a methodology known as anasynthesis. Anasynthesis is a "general process of model development" (Legendre, 2005, p.74) that includes content analysis, among other strategies. Approximately one hundred publications were analyzed and the results validated by experts in the field of French instruction, as well as by primary and secondary teachers. Results The result of this research is the elaboration of a progressive model of speech-based subjects of instruction/learning built on the overall development of 6 to 17 year-old students as well as a taxonomy of spoken language development. In order to determine this progression, it was necessary to develop a taxonomy of speech development by studying theoretical models and taxonomies of overall student development. To propose a typology, French first-language speech-based subjects of instruction/learning were described following content analysis of existing typologies. The proposed communication will present the resulting progression, taxonomy of speech development, and typology. Discussion The implications of such a progression in students' speech development and overall "oracy", as well as the contribution of this research to the teaching and evaluation of speaking skills, will be presented.

Khouloud EL MASRAR (Morocco)

PROFILE OF TEACHERS AND TEACHING LITERATURE: TOWARDS A DIALOGUE OF CULTURES

SIG Language & Linguistics

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 17:00-19:00	Room 306

Since Morocco's independence, the education system has gradually ceased to be revamped and redesigned through several reforms. Since 1999, the qualifying secondary (high school) has undergone extensive redevelopment, both at the program level and at the level of the teaching and tools. And in September 2002, the teaching / learning of French in high school in Morocco, has been a dominate by the literary reform through the introduction of the study of "Oeuvres intégrales". This reform has been built in 2005, 2006 and 2007. Thus in the 2002 guidelines, it is a question of "making the transition to the acquisition of the French language in its literary and cultural dimensions." Professor of French is a cultural mediator and ambassador of a language. Where is the need to study his profile, his experiences, practices, training and professional representations that influence the teaching of literature, the latter is the main support learning French in Moroccan schools. Blin (1997: 80) defines professional performances as "social representations developed in action and communication professional (or interact) and are specified by the context, the actors belonging to groups and objects relevant and useful to the exercise of professional activities. " Huberman (1989) when trying to determine a life cycle of teachers, was classified into five stages of the teaching career. This article is in the line of work trying to establish the link between the profiles of the teacher's professional performances and teaching literature class (French foreign language FFL). To do this, we conducted a survey of forty teachers. We asked the following questions (taking into account the following variables: the number of years of experience in teaching French, level of education, professional degree): - Do you know the the Common European Framework of Reference for Languages (CEFR)? - If yes, do you consider its recommendations in the teaching of literary texts in the classroom? - In your opinion, abandoning the teaching of functional language in favor of teaching culture and literature, as indicated in the guidelines of 2002, requires from the teacher-A encyclopaedic knowledge? Or rather an open mind expressing tolerance, openness and negotiation between the cultures involved? - Does the educational project that you develop based on literary texts takes into account the cultural dimension in education of the " Oeuvres intégrales"? The survey results reveal differences related to evolving institutional context, the cycle of life, level of study, to professional degrees and training received. Keywords: Teacher, literature, FFL, educational, intercultural

Nikolaj F. Elf & Thorkild Hanghøj (Denmark)**CHALLENGES IN DEVELOPING A METHODOLOGY FOR REVIEWING NORDIC RESEARCH ON MEDIA AND TECHNOLOGY IN MTE***SIG Research On Literature Education*

Paper session Tuesday, 16:30-18:00 Room 015

Paper session Wednesday, 11:00-12:30 Room 309

The paper presents a methodological framework for a research project, which aims at reviewing Nordic research of mother tongue education with a particular focus on media and technology (M&T). Relevant national context During the last decade, several Nordic research projects have had an explicit focus on how M&T intervene with MTE practices (e.g. Elf, 2008). In this first phase of the review project, the analytical focus is on Danish research, acknowledging and at the same time questioning a national perspective of MTE research (Ongstad et al., 2007). The second phase will include research from Finland, Sweden and Norway, hence applying a 'transnational', regional perspective. Research question Using Danish research on M&T in MTE as a case study, how should a valid methodology for the review of research on M&T in MTE be designed and applied? Method Inspired by the Campbell method (www.campbellcollaboration.org), the research methodology comprises the following steps: 1) establishing valid criteria for research on M&T in MTE; 2) searching systematically for this kind of research; 3) evaluating the found studies considering the criteria for inclusion; 4) analyzing/reviewing the studies. The goal is to develop a 'knowledge synthesis'. Results The question of terminology is highly important as there exist several alternatives to 'technology' and 'media' – e.g. 'the expanded text', 'digital media', 'multimodal media' etc. Thus, M&T within MTE can be seen as didactic border objects. Analyzing the Danish studies, we find a clear predominance of interventionist approaches that try to push forward the use of new, typically digital M&T. Overall, the studies suggest that such interventions are interpreted in both integrating and disintegrating ways by participating teachers and students. Discussion No systematic reviews of research on M&T in MTE have been made transnationally. Furthermore, no systematic and valid review methodology for making such reviews has been developed. We invite any suggestions and references that could further stimulate the development of a review methodology. References Elf, N. (2009). *Towards semiocry? Exploring a New Rationale for Teaching Modes and Media of Hans Christian Andersen Fairytales in Four Commercial Upper-Secondary "Danish" Classes: A Design-Based Educational Intervention*. Odense: Institut for Filosofi, Pædagogik og Religionsstudier. Available online. Ongstad, S., van de Ven, P.-H., & Herrlitz, W. (Eds.). (2007). *Research on Mother Tongue Education in a Comparative International Perspective: Theoretical and Methodological Issues*. Utrecht: Rodopi.

Sylvain Fabre (France)**DOING FOR LEARNING ? VISUAL EDUCATION AND LITERACY***Evaluation, Equity & differentiation & Effectiveness*

Paper session Thursday, 11:00-12:30 Room 306

This paper intends to show how the way visual arts are taught in France contributes to the growth of literacy (attention un seul "l" en anglais) among French students. Visual arts are parts of the compulsory subjects taught in France as far as their purpose is not only to develop specific skills but also the "whole personality" and cross-curricular competencies like those concerning language. The way they are taught is a result of this conception : the studio practice is launched as a response to verbal stimulations and is concluded by spoken sessions when pupils are invited to describe their actions, express their intentions, and abstract the plastic notions they have put to work in the studio. As far as its technical side is concerned, the discipline develops the use of scriptural tools as means (toujours pluriel) to set up acting like "job-cards". Through its aesthetic and artistic dimension, it addresses the expressive aspects of language, in relation with the appraisal of the opera which have been produced and shown. At least , as a culture, it yields to concepts linked with arts history and plastic or aesthetic notions. These different aspects outline a so-called "pratique" in which acting is characterised as exploratory and reflexive. Plastic arts are concerned with language in many regards : with its instrumental function of monitoring acts; with its conceptual function of structuring experience and thought; with the way thinking is being processed through language (intuition, invention) : by bringing gestures to consciousness and fostering the observation of the visible marks left behind, studio practice raises an "emergent thinking" that Vygotski calls "an interior language". Relying on a field study (observations and interviews), these contributions of the visual arts will be questioned along with the conditions of their implementation in the class-room.

Georges Ferone & Didier Mendibil (France)

SCAFFOLDING STUDENTS AT DISTANCE TO BUILD LITERACY SKILLS IN HISTORY AND GEOGRAPHY

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 306

(1) Relevant national context The effectiveness of distance teaching in recent years has become a major issue because distance education grows in French universities and student's failure is more important at distance. To overcome this situation, universities use distance tutoring but it turns out that weak students rarely benefit of this program. (2) Research questions We want to find out whether we can improve learning outcomes, in particular those of weak students, by setting up a distance tutoring program where responsibility is shared between students and teachers and the focus is on the individual work of students and methodological skills. (3) Method We are conducting a case study of a distance tutoring program involving some sixty students enrolled on master of education degree courses in History and Geography and two teachers. In both disciplines, students are required to do six written exercises. Collective and individual scaffolding help students to improve their skills using web classes, live chats and individualized written corrections enabling students to diagnose their own problems. Students are asked to evaluate aids provided. Our corpus is made up of the students' written work, oral and written discussions, individualized corrections and questionnaires. The analysis focuses on the qualitative evolution of student work including that of students whose work initially appeared in the first written exercises to be of lower quality. (4) Results and (5) discussion Negotiating individual and collective support with students can promote the development of language skills and also develops critical skills for self-directed distance learning. This type of support can indeed promote self-regulation and give teaching staff more control over learning situations (Jezegou, 2011).

Ralph P. Ferretti (United States)

EFFECTS OF STRATEGY INSTRUCTION ABOUT CRITICAL QUESTIONS ON COLLEGE STUDENTS' ARGUMENTATIVE ESSAYS

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 310

National context The U.S. Common Core Standards initiative is designed to prepare students in the literacy skills needed for college success, including writing "logical arguments based on substantive claims, sound reasoning, and relevant evidence." Unfortunately, many college students are unable to write effective arguments (Achieve, 2005; Graham & Perin, 2007). Research purpose We developed two instructional interventions that were used by college students write and revise argumentative essays. Students in Argumentative Strategy (AS) condition were taught two argumentation schemes (Walton, Reed, & Macagno, 2007) to write and revise essays about controversial policies. Students in the Ask and Answer Critical Questions (ASCQ) condition were taught these argumentation schemes, but also learned to use critical questions to anticipate and rebut potential criticisms. A non-instructional control served as a comparison for the effects of these interventions. Method and results The participants included thirty college students. We graphed students' first and second drafts using procedures described by Ferretti, Lewis, Andrews-Weckerly (2009) to identify the structure of their arguments. A primary trait rating scale was used to assess the overall quality of their essays. Before instruction, the three conditions were comparable ($p > .05$) with respect to writing quality. Furthermore, students rarely included counterarguments, generated rebuttals, or alternative perspectives. After instruction, students in the ASCQ wrote better quality essays than those in either the AS or control conditions ($p < .001$). More importantly, ASCQ students generated more counterarguments, rebuttals, and alternative perspectives than students in either the AS and control conditions ($p < .001$). Discussion This study demonstrates the benefits of strategy instruction for college students' argumentative writing. Furthermore, it shows that the inclusion of critical questions enables students to explicitly consider alternative perspectives, anticipate potential counterarguments, and rebut potential criticisms of their own perspective.

Eliane Fersing (France)**REVISITING ROUSSEAU AND PIAGET : LANGUAGE AND WHAT ELSE?***Evaluation, Equity & differentiation & Effectiveness*

Paper session Wednesday, 09:00-10:30 Room 315

After some decades under the dominance of Piaget's work and his description of an intelligence built on operative behaviours and not on figurative or linguistic elements, the rise of cognitivism restored the importance of language as the most important tool supporting the growth of intelligence.. then the concept of literacy borrowed from Jack Goody's work and transferred to the field of the educational theory threw even more light on the link between being able to use language in a literary way and school achievements. It is likely that the outcome of the current research will disqualify authors like Rousseau or Piaget in as much as for them, building literacy skills too early and on top of any other skills would lead to cognitive and moral disasters as far as the intellectual development of the child is concerned. If literacy means that being able to handle language the way it is used in writing tasks is the only key to building learning competencies, then Rousseau and Piaget would not agree with this statement. For them, developing intellectual abilities must come first before they may be symbolised by linguistic means.... Even if different points of view explain most of the disagreement, it seems however relevant to inquire about the "anti-linguistic" standpoint of both authors. It may be as risky to bank on the all explaining power of language as to ignore it. Revisiting the arguments of Rousseau and Piaget would put into question the certainties concerning the overwhelming power of language, especially with a focus on the discrepancies between children when literacy is not a part of their spontaneous experience. What else if not language? The sociologists, sociolinguists and anthropologists do not want to establish any form of hierarchy between literacy and the lack of literacy but they have some difficulties to find anything positive on the side of a non literate relationship to the world. What hints may be found in the work of our two authors?

Paulo Feytor-Pinto (Portugal)**THE IMPACT OF PISA IN TEACHING PRACTICES IN PORTUGAL. THE CASE OF PORTUGUESE LANGUAGE IN LOW SECONDARY SCHOOL.***Evaluation, Equity & differentiation & Effectiveness*

Paper session Wednesday, 09:00-10:30 Room 015

Structured poster session Wednesday, 15:30-17:00 Room 304

PISA has been having a paramount impact in teaching practices in Portugal. To better understand these deep changes, we first outline the Portuguese assessment context a decade before and a decade after PISA results were first published in 2002. In the past, assessment standards depended on each teacher and there were no exams whatsoever. Now there are standards approved by each school and there are national exams in Portuguese Language and Mathematics in grades 4, 6 and 9. We will then focus on two actual tests used in 1992 and 2012 with 7 graders of Portuguese Language. The items of these tests will be categorized according to two different assessment frameworks. For types of texts and reading literacy, the PISA criteria will be used (OECD, 1999). For writing literacy, we will apply the criteria of the Portuguese Ministry of Education for national examinations (GAVE, 2012). Under PISA influence, literacy assessment by Portuguese teachers has strikingly improved – adoption of national standards, diversity of texts and focus on reading (without writing) – but the central role of testing and exams in the current school system has also promoted other classroom practices that may endanger the full prescribed curriculum. Nowadays, Portuguese Language teachers tend to center their practices in teaching what is tested in exams, training how to answer exams and assessing with exam-like tests. The focus on assessment procedures seems to be a public demand: every year the media publishes school rankings based in exams results and school funding is also conditioned by those results. References GAVE (2012). Informação nº 2 – Português 3ºCEB, de 19 de outubro. Lisboa: Ministério da Educação e Ciência. OECD (1999). Measuring Student Knowledge and Skills. A New Framework for Assessment. Paris: OECD-OCDE.

Olivia Fialho (Netherlands)

INTERPRETING AND EXPERIENCING TEXTS IN THE CLASSROOM: TESTING INSTRUCTIONAL INTERVENTIONS

SIG Research On Literature Education

Symposium Tuesday, 11:30-13:00 Room 306

Interpreting and Experiencing Texts in the Classroom: Testing Instructional Interventions Olivia Fialho, Ph.D, Roosevelt Academy, Utrecht University Contact email: ocfialho@gmail.com Abstract: Regardless of the pedagogical strategies employed, the focus of literary education on interpretation seems to be leading students to a clinical approach that may put them off further reading (Gribble 1983, Todorov 2007). Thus, evidence-based theories for the teaching of literature are highly needed for better understanding how interpreting literature may unfold within a context where a personally-relevant literary experience is also made central in the classroom. To this purpose, a series of empirical studies were conducted as part of an ongoing research which aims to verify how different instructional interventions affect the experience of reading in the classroom (Fialho et al. 2011, 2012; Zyngier and Fialho, forthcoming). They describe a two-condition two-week experiment that contrasts interpretive and experiential approaches to reading carried out with seventeen first year Comparative Literature undergraduates of a Canadian university. Texts studied were Joyce's "The Dead" and Lispector's "The Daydreams of a Drunk Woman." The control group worked with a set of "cognitive instructions," focused on the more traditional tasks of literary analysis and interpretation, and the experimental group, with a set of less typical "affective instructions," focused on experiential reading and on personal reactions. Three measures were involved: (1) responses to three post-reading questionnaires; (2) a response essay; (3) videorecording of the classes. Results indicate differences regarding students' voluntary participation, the content of their responses, and their identification with the characters. In this presentation, I will discuss the relevance of these studies in contributing with criteria for empirically verifying differences in instructional interventions and in planning related projects (Messekher et al. 2013). References: Fialho, Olivia; David Miall and Sonia Zyngier. "Experiencing or Interpreting Literature: Wording Instructions." *Pedagogical Stylistics: Current Trends in Language, Literature and ELT*. Eds. Michael Burke et al. London and New York: Continuum, 2012. Fialho, Olivia; Sonia Zyngier and David Miall. "Interpretation and Experience: Two Pedagogical Interventions Observed." *English in Education* 45.3 (2011): 236-53. Gribble, J. *Literary Education: a Reevaluation*. Cambridge: Cambridge University Press, 1983. Messekher, Hayat; Orsoyla Zypernovsky and Olivia Fialho. *Effects of Literary Reading on Identity Change in ESL/EFL Classrooms: An Empirical Study*. Paper to be presented at the Pedagogical Stylistics Workshop of the 2013 PALA Conference. Ruprecht-Karls-Universität Heidelberg, Germany. July 31, 2013. Todorov, Tzvetan. *A Literatura em Perigo*. Cairo Meira (Transl.) Translation of Tzvetan Todorov's *La Littérature en Péril*. Difel, 2009. Zyngier, Sonia and Olivia Fialho. "Pedagogical Stylistics: Charting Outcomes." *Companion to Stylistics*. Ed. Violeta Sotirova. London: Continuum, forthcoming.

Simon S. Foug (Denmark)

SITUATIONS AND LITERACY EVENTS

Evaluation, Equity & differentiation & Effectiveness

Paper session

Thursday, 09:00-10:30

Room 306

This paper presents "Situation based teaching" (SBT) (Foug in press) as a way to recontextualize (Bernstein 1996) literacy events (Barton and Hamilton 2000) in classrooms. SBT refers to the planning, completion and evaluation of courses, where subject matters are contextualized in socially meaningful situations (Foug in press). SBT is based on the assumption that the best way to learn something new is by dealing with a meaningful problem in a social, so-called authentic situation (Bundsgaard, Misfeldt og Hetmar 2011). A pilot project showed that most participating teachers in their planning and practice tend to focus on activities, on isolated parts of the subject, and with an IRE-dominated communication structure: the teacher initiates a question, a student responds, and the teacher evaluates (Sinclair and Coulthard 1975). My main interest is how teachers implement complex teaching theories into their classroom practices, and the main research question is: What happens to the ways in which teachers think and act when introduced to SBT and the principles of situated learning practices (Lave & Wenger 1991)? My presentation includes three case studies with teachers and their classes. Based on my introduction to SBT and in cooperation with me, the teachers planned their lessons, which I observed, and with an ongoing adjustment of future courses. Primarily findings suggest that the SBT reduces the IRE-dominated structure and increases the quality of subject related discussions. SBT also supports literacy events as a natural content of the classroom communications, but primarily findings also stress the need for the teacher to organize well-structured lessons in order to obtain student autonomy. Still, it is not yet possible to draw final conclusions, but I would like to present and discuss selected observations of literacy events from the classroom. References Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). New York: Routledge. Bernstein, B. (1996): *Pedagogy, Symbolic Control and Identity. Theory, Research, Critique*. New York & Oxford: Roman & Littlefield Publishers Bundsgaard, J., Misfeldt, M. og Hetmar, V. (2011): "Hvad skal der ske i skolen? Et bud på en prototypisk situationsorienteret curriculumlogik". I: *It-didaktisk design*. Cursiv nr. 8, 2011: København: Institut for Uddannelse og Pædagogik, Aarhus Universitet Foug, S.S: (in press): "Skrivning, situationsdidaktik og storyline". In Friss, K. & Madsbjerg S (red.) *Skrivelyst i fagene*. København: Dansk Psykologisk Forlag Gee, J.P. (2000). The new literacy Studies: From 'socially situated' to the work of the social. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 180-196). New York: Routledge. Lave, J. & Wenger, E. (1991): *Situated Learning. Legitimate Peripheral Participation*. Cambridge: Cambridge University Press Sinclair, J. & Coulthard, M. (1975): *Towards an analysis of discourse: The English used by teachers and pupils*. London: Oxford University Press.

Volker Frederking & Sofie Henschel & Christel Meier (Germany)

EMOTIONS IN LITERARY TEXT COMPREHENSION

SIG Research On Literature Education

Symposium

Wednesday, 09:00-10:30

Room 306

Emotions in literary text comprehension Volker Frederking^a, Sofie Henschel^b, Jörn Brüggemann^a, Thorsten Roick^b and Christel Meier^a ^aFriedrich-Alexander-University of Erlangen-Nürnberg ^bHumboldt-University of Berlin Little is known about the role of emotions in the understanding of literary texts, although many theories in literary research assume that literary text comprehension is based on imagination and emotion, too (e.g. Spinner 2006; Kämper-van den Boogart & Pieper 2008). But most empirical models of text comprehension focus on cognitive aspects of the reading process and ignore emotional aspects (Kneepkens & Zwaan, 1994). In our LUK project we hypothesize that both cognitive (semantic and idiolectal; see Roick et al., 2010) and emotional aspects are important to understand a literary text (Frederking et al., 2012; Steinhauer, 2010). We distinguish three types of emotions: emotions that are presented in a text, emotions that are intended by the model-reader and emotions that are evoked by the real reader (Frederking & Brüggemann, 2012). The purpose of our lecture is to explore whether these types of emotions can be regarded as separate dimensions and whether they can be distinguished from the cognitive dimensions (semantic, idiolectal) of literary text comprehension. A sample of 872 German 10th graders completed a usual test of literary text comprehension, with supplemented items on emotions. Empirical results show that the different types of emotions can be differentiated from each other. Moreover, emotions that are presented in the text were strongly correlated with the cognitive dimensions. However, intended and evoked emotions correlated moderately with the cognitive dimensions that suggests regarding intended and evoked emotions as distinct aspects of literary text comprehension. References Frederking, V., & Brüggemann, J. (2012). Literarisch kodierte, intendierte bzw. evozierte Emotionen und literarästhetische Verstehenskompetenz. Theoretische Grundlagen einer empirischen Erforschung [Literarily coded, intended or evoked emotions and literary literacy. Theoretical bases of empirical research]. In D. Frickel, C. Kammler, & G. Rupp, Gerhard (Hrsg.), *Literaturdidaktik im Zeichen von Kompetenzorientierung und Empirie. Perspektiven und Probleme* (S. 15-41). Freiburg: Fillibach Frederking, V., Henschel, S., Meier, C., Roick, T., Stanat, P. & Dickhäuser, O. (2012), Beyond functional aspects of reading literacy. Theoretical structure and empirical validity of literary literacy. *L1-Educational Studies in language and Literature*, 12, 1-24. Kämper-van den Boogart, M. & Pieper, I. (2008). Literarisches Lesen [Literary Reading]. *Didaktik Deutsch. Sonderheft*, 46-65. Kneepkens, E. W. E. M. & Zwaan, R. A. (1994). Emotions and literary text comprehension. *Poetics*, 23, 125-138. Roick, T., Stanat, P., Dickhäuser, O., Frederking, V., Meier, C. & Steinhauer, L. (2010). Strukturelle und kriteriale Validität der literarästhetischen Urteilskompetenz [Structural and criterial validity of literary text comprehension]. In E. Klieme, D. Leutner & M. Kenk (Hrsg.), *Kompetenzmodellierung. Zwischenbilanz des DFG-Schwerpunktprogramms und Perspektiven des Forschungsansatzes*. 56. Beiheft der Zeitschrift für Pädagogik (S 165-174). Weinheim: Beltz. Spinner, K. H. (2006): *Literarisches Lernen (Literary Learning)*. *Praxis Deutsch*, 200, 6-16. Steinhauer, Lydia (2010): *Involviertes Lesen. Eine empirische Studie zum Begriff und seiner Wechselwirkung mit literarästhetischer Urteilskompetenz [Involved reading. An empirical study on the concept and its interaction with literary text comprehension]*. Freiburg: Fillibach.

Arielle Friedman (Israel)

THREE YEAR OLDS TAKING PICTURES: VISUAL LITERACY AS MEANS FOR ENHANCING VERBAL LITERACY

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 307

National context This study examines an early childhood digital photo-based curriculum integrated in a kindergarten in a small outlying town in Israel. The project is designed for children aged two to four years old and is intended to develop visual literacy, hence reinforcing language skills. Research question How do children enhance verbal literacy skills through this unique photo-based curriculum? Method Qualitative and quantitative mixed methods that include observations, interviews with parents and teacher and gauging children's verbal expression ability through a picture description test at the beginning and end of the school year. Results Findings indicate that at the beginning of the school year, most of the children in the study had low language competence. According to the accepted standards for linguistic skills of Hebrew-speaking kindergarten children, their scores were lower than expected. At the end of the year, the youngsters' achievements in the picture description test corresponded more or less to their age. That is, within eight months of educational mediation - studying with and about photography, taking and talking about photographs - the children closed the gap. Further, their ability to talk about pictures increased significantly. Results indicate that through this kind of educational intervention linguistic parameters evolve considerably. These parameters include the ability to perceive details, as well as vocabulary expansion, grammar development, complex sentence usage, questioning, and the ability to tell stories about pictures. These results are from three years of research. Discussion Our everyday experience involves constant exposure to and use of technologies and sophisticated media or "multimedia". This implies an increased need to establish an integrated approach to literacy, that is, to produce creative combinations of formats and symbolic systems along with new forms of learning that are interdisciplinary in nature. It is crucial that these changes be incorporated from early childhood.

Anna Fterniati (Greece)

GREEK ELEMENTARY SCHOOL PUPILS' NARRATIVE SKILLS AND CURRENT LANGUAGE TEACHING MATERIAL: A LONGITUDINAL STUDY

SIG Research on reading, writing and oracies

Paper session Thursday, 11:00-12:30 Room 315

The aim of the present study is to examine and discuss the findings of a research study focusing on the narrative text writing skills of Greek elementary school 6th grade pupils (11-12 year-olds), using narrative text analysis according to Labov & Waletzky and Beaugrande & Dressler, as well as Halliday & Hasan's cohesion and coherence analysis. More specifically, the study examines the pupils' performance, in terms of generic structure, cohesion, coherence, grammaticality and semantic acceptability, before the current material was introduced in 2006-07, one year after the implementation, and six years after its implementation. This particular material is considered consistent with the logic of genre based literacy pedagogy (Martin, Cope & Kalantzis) which integrates text production and processing into communicative-interactive activities, allocating plenty of time for students to self review the written discourse they produced and review the discourse produced by their peers. The research participants come from 10 public elementary schools in western Greece. The pupils' narrative skills were examined using a revised and adapted version of the narrative written composition test of the IEA (International Association for the Evaluation of Educational Achievement, 1988). The longitudinal research was conducted in the same schools, so that the social background would remain stable, although the participants themselves changed. An effort was also made to explore whether the pupils' skills are influenced by parameters, as they emerge from two questionnaires, such as gender, social background, and teachers' practices regarding written discourse production, (time allocated, use of self assessment techniques in the classroom). The findings of the study indicate that already after the first year of implementing the current teaching material, the pupils' narrative skills display a statistically significant improvement, which is even further increased by the implementation of the material for six years. It also suggests that their skills, at both time points, relate to their gender, social background, and teachers' practices, with higher performance attributed to girls, high social background and more time allocated to the production and (self)reviewing of written discourse in the classroom. Furthermore at six years, educators had had more training opportunities and experience than at the first year, and they claim to implement these techniques to a greater extent, a fact that may partly account for the improved pupil performance. Key words: Literacy, Narrative Text, Narrative Skills, Textual Competence, Language Arts Textbooks, Genre Based Literacy Pedagogy, Written Discourse Production, Writing Assessment, Primary Education, Elementary School, Greece. This paper presents some initial results of a study funded by the Greek research programme Karatheodoris (2010-2013), University of Patras, entitled: "The effectiveness of the new language arts textbooks for the elementary school, in terms of the students' literacy skills". (University of Patras: Research Committee. Special research grant: K. Karatheodoris programme of basic research, Project D157).

Chloé Gabathuler LaFleur & Andrea Bertschi-Kaufmann & Irene Pieper & Jean-Louis Dufays & M. Luísa Alvares Pereira & Dominique Ulma & Bernard Schneuwly & Sandrine Aeby & Christophe Ronveaux (Sweden)

LECTURE LITTÉRAIRE, LITERARISCHES LESEN, READING LITERATURE, ETC. : CONCEPTIONS, PRACTICES, EVALUATIONS. AN INTERNATIONAL PERSPECTIVE.

SIG Research On Literature Education

Symposium Tuesday, 14:30-16:00 Room 306

Symposium Tuesday, 16:30-18:00 Room 306

This symposium aims at comparing how didacticians from different countries define and modelize reading literature. By 'reading literature'- we understand here, pretheoretically, the simple fact that literature becomes an object of systematic study in school. Which relationship do didacticians establish with reference theories and knowledge in literary studies? How do they take into account classroom practices? How do they take into account history of the school discipline? The symposium is organized in function of three general questions : 1. Definitions of reading literature and their variation in function of countries and cultures ; 2. The components of reading literature that are chosen as objects of teaching, in function, more particularly, of disciplinary traditions ; 3. School practices of reading literature. 1. What are the definitions of reading literature that are given in scientific and didactic discourses? What are their particularities in function of the cultures in which these discourses are embedded? What are the conditions of emergence of the notion of 'reading literature' and how did it develop over time? What is the status of reading literature between reading as object of teaching and literature as a social phenomenon? This first general question aims at establishing a state of the art of the definitions of reading literature and of the debates on them in the field of literature didactics in different national and cultural contexts. Comparisons from an international perspective can eventually be proposed. 2. Which components of reading literature are chosen for teaching? What are the orientations one finds in didactical propositions? Which are the traces of didactical discourses in the curricula of different countries? What are the evolutions of the last few years? Can one observe an impact of the international inquiries in education? This second general question looks at how the notion of « reading literature » is operationalized in the field of didactics. 3. How is reading literature realized in classrooms? In function of degrees? In function of texts and their specificities? To what degree does the notion of reading literature correspond in real practices observed in classrooms ? This third general question opens the door to knowledge about really taught objects under the heading of 'reading literature'. The symposium belongs to the congress theme 'Professional competences in teaching language and literature' of the 9th conference IAIMTE. It questions the notion of reading literature in taking into account its plural forms in function of cultural, institutional and school contexts. It brings together 10 specialists coming from contrasted regions of Europe that answer the same questions described above. This will allow to see if a common core exists and to observe on what dimensions differences appear. The symposium is conceived as a first step for a deeper understanding of the status of literature in different school systems. References Dufays, J.-L., Gemenne, L. & Ledur, D. (1996 / 2005). Pour une lecture littéraire (tome 1 et 2). Bruxelles : De Boeck-Duculot. Daunay, B. (2007) « État des recherches en didactique de la littérature », Note de synthèse, Revue française de pédagogie n° 159, Lyon, INRP, p. 139-189. Pieper, I. (2005). Literarisch lesen lernen. Zum Erwerb einer Kulturtechnik. In: Grenzbereiche des Lesens. Kulturwissenschaftliche Beiträge. In U. Dettmar, S. Lotz, B. Migge, I. Pieper (Hg.). Frankfurt (http://publikationen.uni-frankfurt.de/volltexte/texte/sr/GrenzbereichLesens/GrenzbereichLesens.html). Chair & Discussant Dominique Ulma (Université d'Angers) Authors Andrea Bertschi-Kaufmann (Pädagogische Hochschule, Institut Forschung und Entwicklung, Aarau) & Irene Pieper Universität Hildesheim) Jean-Louis Dufays (Université Catholique de Louvain) & Brigitte Louichon (Université Montesquieu Bordeaux IV - Institut Universitaire de Formation des Maîtres (IUFM) d'Aquitaine) Bernard Schneuwly, Sandrine Aeby, Chloé Gabathuler, Christophe Ronveaux (Université de Genève) Luísa Álvares Pereira (UA - Portugal), Luciana Graça (UA - Portugal), Luciana Cabral Pereira (UTAD - Portugal)

Sérgio Gaitas & Margarida Alves Martins (Portugal)

TEACHING PRACTICES IN THE FIRST GRADE AND STUDENT'S READING IN LOW SES CONTEXTS

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 310

Relevant national context Results of international studies have showed low levels of literacy among Portuguese students, particularly those from low SES. In this context, it is important to identify teachers' practices concerning written language that could be more effective. Research question What are the relationships between teachers' self-declared practices concerning written language and students' outcomes in reading at the end of the first grade? Method 18 teachers and 357 of their students from low SES participated in the study. Mothers' educational level was used to classify low SES context. The mothers' educational level ranged from 0 to 10 years of schooling. In this study, we selected 6 teachers of each of three groups identified in a previous study. In that study, with 883 participants, a survey on teaching practices concerning written language was performed and the results analysed using cluster analysis. These three groups had different practices concerning written language. The first group gathers teachers more concerned with spontaneous writing and occasional learning. In the second one, teachers were more focused on explicit instructional practices. In the third, teachers had practices focusing both on explicit instruction and autonomous writing/reading. Students' word reading and comprehension abilities were assessed at the end of the first grade using two tests. Results While there were no differences between students from the first and the other groups, students from teachers classified in the third group had better results in word reading than students from teachers classified in the second group. There were no differences in reading comprehension among the three groups. Discussion: These results sustain that teachers who incorporate both explicit instruction and autonomous writing/reading are more effective in supporting students' literacy growth in the first grade in low SES contexts, than teachers more focused on explicit instructional practices.

Sara Soledad Garcia (United States)

ECOLITERACY: SPANISH LANGUAGE, CULTURAL KNOWLEDGE AND TEACHERS' PROFESSIONAL DEVELOPMENT IN AN ENGLISH-ONLY ENVIRONMENT

SIG Research on reading, writing and oracies

Symposium Thursday, 09:00-10:30 Room 304

In the United States the increase of Spanish speaking children's presence in schools requires that teachers focus attention to ways that incorporate students' cultural backgrounds in all school subjects. Teachers can utilize the cultural identities of Spanish speaking children to highlight the cultural representation of texts in the selection of literary materials to enhance learning in the first language and facilitate content knowledge in English, the language of educational policy in California. Purpose: The goal of this study is to raise teachers' awareness of cultural representation in bilingual texts and use these to motivate and capture the interest of all students but especially Spanish speaking children. The interaction of native and second language and the use of the immediate environment to propagate literacy is the main focus of this study. A cyclical process that requires exploration, knowledge construction, and action at distinct phases in teachers' cognitive and professional development by taking into account the lived experiences of their students is generated for this study. Method: A Participatory Action Project is in progress. This presentation highlights case studies of a group of participating primary school teachers that has documented their students' perception of cultural representation in the content of stories. Qualitative data from teacher interviews and reflections has been collected and analyzed during the first phase of the study. The purpose was to promote the imagination and enhance bicognitive interpretation in developing literacy in two languages. Children's protocols of bilingual stories in the classroom and dialogic interviews with teachers identify and highlight what teachers did not know about the culture of their students and how they, as action researchers of their own practice, will integrate culture to better understand how learners construct knowledge through primary language use and acquisition of English as a second language.

Jeanne M. Gerlach & Nancy Thompson (United States)

CHANGING LIVES ON THE BOUNDARIES: A THIRD-SPACE APPROACH FOR IMPROVING LITERACY EDUCATION

Evaluation, Equity & differentiation & Effectiveness

Demonstration Wednesday, 11:00-12:30 Room 310

How can we take into account the specific conditions in our unique spaces (either L1 or L2) to improve literacy education? In our presentation, we explain a third-space approach that essentially means one should not go into a culture or institution and lay outside ideas onto them; instead, we study the situation to understand its history and present characteristics in order to determine its needs. Our research methodology—interactional inquiry—incorporates views of all participants. In Nancy’s case, as a USA Peace Corps Volunteer working in South African primary schools, she spent several weeks studying the space in which she was working in order to see how she could use her own literacy-teaching skills to enhance the school culture in the village in which she found herself. Black teachers, families and children were struggling to cross the boundary from Apartheid into the post-Apartheid education system. In Jeanne’s case, she and her colleagues eschewed one-size-fits-all practices and worked to reform urban schools in Dallas-Fort Worth (Texas) to help children cross boundaries from poverty into productive lives. Their third-space approach involved listening to the stories of all players, observing classrooms, and reflecting on their own experiences. Site-based decision making and planning were the basis for determining needs in this urban space. In our workshop, we present the stories of our third-space approaches. Then, we challenge participants to work in small groups with one another, demonstrating an interactional-inquiry approach to identify characteristics of the spaces in which they work.

Dominique Glaymann (France)

EXPERIENCING THE WORDING

Symposium Thursday, 09:00-10:30 Room 315

We are questioning the potential contributions of the work experiences and their limits as well as the risks and the excesses to which the current inflation of the work experiences exposes. On this matter, we emphasize the educational part of the work experience by highlighting the objectives of it (in terms of education, socialization and professionalization), along with the conditions of organization, supervision and governance necessary to lower the risks and make happen work experiences that are not always aimed to be a bridge to a first job but are thought to be wider. The professional writing that is called a "report" or a "paper" and allows to pass a part of the diploma can be an issue considering effectiveness of the experience related to both feed back and analysis of it. It makes necessary the mediation of the access to extended literacy.

Andrew Goodwyn (United Kingdom)

ENCOURAGING LITERACY FOR RELUCTANT READERS USING E-READING DEVICES

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 16:30-18:00 Room 015

Relevant national context Literacy standards are reasonably high in England but there remains well justified concern that about 20% of the secondary school population have poor literacy levels and that, more generally, an increasing number of adolescents do not enjoy 'reading for pleasure'. There is evidence that some of this results from a very dull school curriculum and some from technological changes which have changed the nature of reading. Research question This paper reports on an investigation into the significance of e-reading devices, the first part of the study focused on teachers of English, the second part is examining the emerging practices of 6 secondary schools which are using such devices in the classroom. Method The teachers were surveyed via questionnaire and there were 20 follow up interviews. A number of schools are being contacted and those selected will be visited as case studies in February to March. A substantial literature review is continuing to monitor research in a number of countries. Results The survey of teachers revealed very mixed reactions to e-readers from a personal perspective but great enthusiasm from a professional perspective, especially in relation to less able and reluctant readers. The case studies will reveal what actual practices teachers are adopting and what measures are being used to gauge effectiveness and impact on reading skills and attitudes. Discussion It is clear that English teachers accept the potential of e-readers to encourage reluctant readers but there is little empirical evidence of how practical this idea can be. What kinds of devices are suitable for use in schools, how will teachers monitor reading on what are essentially private instruments, will any benefits be sustainable? These questions will be considered and tentative answers provided.

Andrew Goodwyn (United Kingdom)

THE PREVALENT PRACTICE OF READING ALOUD: WHAT IS IT AND WHO DOES IT BENEFIT?

Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 09:00-10:30 Room 304

Relevant national context Reading Aloud (RA) is a prevalent activity in secondary schools in England, used across the curriculum. RA can be conceptualised as a key literacy skill for adults, whether in reading to children or in public and work settings. Current research demonstrates that most teachers employ it with little reflection and little awareness of its purpose. . Research question An investigation into the practice of teacher RA and student RA and generating a theoretical framework for understanding the act of RA, drawing on a combination of current Darwinian literary theory, Reader Response and Attention theory. Methods Questionnaires have been administered to teachers of all subjects in 8 secondary schools [students aged 11-18], a total of 520 questionnaires have been analysed using SPSS. There have been 10 focus groups of teacher and 10 of students all of which have been transcribed and coded for key themes. Results Teachers consider themselves untrained, lacking in confidence and uncertain as to how best to use RA themselves and even more so with students. Even teachers of English, where Reading Aloud is especially prevalent, feel they lack training and opportunities to develop their own skills but also to share good practice about its use in the classroom Discussion The paper will:- · conceptualise RA as a matter of social justice and a key element in adult literacy · consider notions of RA as transactional act of very specific attention, complicated by involving the act of reading, and so the terms 'attending listener' and 'attending reader' are introduced · speculate on the nature of the 'read aloud text' and its construction involving, typically, the voice of the idiosyncratic reader, whether accomplished teacher or less accomplished student · reflect on the problems teachers have with RA and how practice might be improved.

Aslaug Fodstad Gourvennec & Atle Skaftun (Norway)**INTERPRETATION AND LITERARY DISCIPLINARITY***SIG Research On Literature Education*

Plenary	Monday, 14:00-15:00	Room 304
Symposium	Wednesday, 15:30-17:00	Room 306

Gourvennec, Aslaug Nielsen, Ingrid Skaftun, Atle Interpretation and literary disciplinarity In our paper, we will acknowledge the general value of making explicit tacit knowledge within a domain of learning, in order to support both teaching and evaluation. Such knowledge has the power of estrangement and enrichment for the qualified teacher, and it is also the necessary foundation for a valid set of criteria of assessment. The main focus of our paper will be on the need for more knowledge about literary disciplinarity as fundamental first steps towards evaluation of interpretation based on more explicit criteria. Disciplinary self-understanding and teachers' conceptions of student performance are valuable sources of such knowledge. So is the performance of literacy in the discipline, on all levels. We will present results where high performing students (grade 11), teachers in upper secondary education and literature researchers in university - respectively - talk about a poem that is unknown to them in advance. There is an element of increasing support in more specialized knowledge if we look at the three group types as representing developmental steps. But what more is prominently characteristic is an increasing level of precision and depth in the description of what is there, in the text. We see this as an expression of quality in basic processes of interpretation, and as a reminder of a kind of development that is easily recognized by the qualified peer or teacher, but far more difficult to express explicitly according to the demands of assessment regimes. We will suggest pedagogical implications of this finding for the teaching of literature in school, and we will briefly touch on the more ideological aspects where two discourses of trust are at odds - that of trusting individual judgement and that of trusting rule based assessment systems.

Aslaug Fodstad Gourvennec (Norway)**LITERARY LITERACY IN SMALL GROUP CONVERSATION***SIG Research On Literature Education*

Round table	Monday, 17:00-19:00	Room 304
-------------	---------------------	----------

In my PhD project, I explore the oral literacy as it occurs in small group literary conversations among high achieving students in upper secondary school. In addition to these group conversations, the data in the project includes video-supported observation of Norwegian lessons in four classes, the students written literary analysis and semi-structured group interviews - to mention some. In the literary group conversations, three or four students are discussing a poem for about twenty minutes. The assignment is considered as open, as the main task is to "explore the poem together". In the analysis of the group conversation, I am looking for what kind of relationships the students establish - and how they establish these relationships - between themselves and the literary text, between themselves as individual readers, as well as between themselves and the discourse in the discipline. The conversations are interesting as products as well as processes of literary interpretation, and they are considered in a perspective of dialogical discourse analysis.

Luciana M. de A. Graça & M. Luísa Alvares Pereira (Portugal)

LECTURE LITTÉRAIRE, LITERARISCHES LESEN, READING LITERATURE, LEITURA LITERÁRIA...:
CONCEPTIONS, PRACTICES, EVALUATIONS AN INTERNATIONAL PERSPECTIVE - THE CASE OF
PORTUGAL

Evaluation, Equity & differentiation & Effectiveness

Symposium Tuesday, 14:30-16:00 Room 306

With this communication, we intend to draw a picture of the situation on the actual treatment of literary reading in schools of Basic Education in Portugal, with particular emphasis on the 1.st cycle. For this presentation, we bring data from either the Programs currently in place, or other official documents, including the Curricular Goals for the Portuguese subject. We also intend to present some projects in the area of Reading and its impact in promoting literary reading in recent years, namely the National Reading Plan and the “Casa da Leitura”. These data will allow the very discussion concerning the evolution of Portuguese students within PIRLS 2011, in contrast to the last Pisa’s results, enabling therefore to acknowledge the evolution of reading capabilities of literary texts by Portuguese students. At the same time, we intend to draw up a path regarding the evolution of literary education in recent years, in order to equate the very components of literary reading that have been favored over the past decades. Thus, for such purpose, we will also count on a survey distributed to several dozen primary school teachers on the use of literary texts in the classroom. In this perspective, we will consider the definitions of literary reading that have been most assumed in the field of Ddactics of literature in Portugal, namely those that have arisen in some theses and Masters dissertations, so that it is possible to display the major and the state of the art theories and knowledge that may be translated into practice. In short, it is our purpose to present in this communication an overview of how literary education is questioned, as well as how it materializes into professional practices in basic education in Portugal. This analysis is done by means of official documents and in theoretical reflections together with data on representations of teachers about the objects as taught in their action.

Karine Gros & Bertrand Leclair (France)

DEAF PERSONS AND LEARNING LANGUAGE: WHICH FORMS, WHICH STAKES?

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 16:30-18:00 Room 315

In the context of development of the social and professional integration of the disabled persons, it is time to rethink and renew the organization and methods of the education so that deaf persons learn languages and acquire the knowledge and competences they will need. But what languages ? Spoken language or sign language ? How to read, how to write and how to speak when you are deaf ? How can teacher develop language learn while preparing deaf persons to live in a globalized world? How can a teacher learn to read, to write and to speak to deaf persons? To do this successfully, teachers require innovative approaches. What pedagogy can choose a teacher ? What practice ? What theoretical background for practice? With the author Bertrand Leclair who wrote books about deaf persons and the question of the language learning, I will explore and identify pedagogical practices in teaching learners with special needs. I will show how professionals are in need of refining their teaching methodologies and thereby improve the quality of education.

Nina Gruber (Poland)

FROM READING TO LEARNING ... IN YOUR MOTHER TONGUE

Evaluation, Equity & differentiation & Effectiveness

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 15:00-16:30	Room 315

Relevant national context Studies in Poland have shown that developmental dyslexia occurs in approximately 15% of the population. According to the data of the Central Examination Commission (CKE) from 2006, it is known that the adaptation test for dyslexia benefited 42 411 students, which is 9.1% of the population of 6-graders (in 6 grade students in Poland are writing a competences test which allow them to go to next level of education). At least 9-10% of all children in Poland has specific difficulties in reading and writing, in the process of education requires professional help. Despite the fact that I am a PhD student at Warsaw University, I work as a teacher of the Polish language in the Primary School in Ożarów Mazowiecki for 4 years. In my school (in each class) is at least 4 students with disabilities such as dyslexia, dysgraphia (problems with writing) or problems with polish grammar rules. They receive specialized assistance from the educator and school psychologist. They attend to the re-education classes and additional compensation classes of the Polish language, mathematics, history and biology. Research question How can I help my students? How to encourage them to read texts? Methods I will present methods for supporting reading technique that I use in the classroom. Currently I teach in class 4 and 5 (students age: 9-11 years). During the lesson I individualize the learning process, ie, I adapt the material to the needs of the weaker students, average student and gifted student. I prioritize exercise of difficulty, so that every student can read the text and set the most important information to remember. In my work, I would like to show methods to support reading that I use during the learning process, such as: creating ABCLIST (Abecedariusz), reading books together (one by one), a twig, graphical representation of texts. Students were tested by method of Janina Mickiewicz (list of words) twice a year. Result During my professional practice, I make a research. Students, who usually read short text messages and listen to audiobooks, got tasks to improve their reading speed and comprehension. According to results taken during school year 2011-2012 reading speed increased by 20%. Discussion Students understand better the read text and are able to answer the questions. They also receive better grades during the tests in comparison to others schools in Poland. I examined that the speed of reading has grown, understanding of the text has increased, cause and effect thinking has improved, vocabulary has broadened.

Mari Hankala & Merja Kauppinen (Finland)

FINNISH TEACHER COMMENTS IN RESPONSE TO PUPILS' TEXTS

SIG Research on reading, writing and oracies

Paper session	Wednesday, 15:30-17:00	Room 309
---------------	------------------------	----------

Finnish youth have succeeded time and again in the PISA reading literacy assessment (Finnish students again 2010). There are strong signals, however, that written literacy practices are not on the same level. National and international tests show that the current level of written literacy is insufficient for learning purposes. One in three boys finishing comprehensive school have poor writing skills (Lappalainen 2011; Pajunen 2012). This paper concentrates on primary school teachers' written comments on pupils' text. Traditionally in Finland, writing is seen as individual practice focusing on the end product, rather than highlighting process-writing, collaborative practice or genre-based writing (Kulju et. al 2012). The most common way to give feedback on pupil writing is still in the form of written teacher comments (Luukka et. al 2008, 141-142). The aim of this research was to understand the role of teacher comments in the development of pupils' written literacy. The research questions were: How are teacher comments formulated? How do these comments help pupils improve their texts? What reasons do teachers give for their comments? The data consists of teacher feedback by 20 primary school teachers and 7 teacher students. Each teacher and teacher student autonomously evaluated four stories written by 11-12 year old pupils. This data was complemented by teacher and student group discussions on the written comments. A content analysis approach was applied to the data. The results reveal that the purpose of the comments was more often to evaluate the strengths and weaknesses of texts, rather than to help pupils improve their texts. The questions for discussion are how can teachers develop written literacy skills and simultaneously meet the requirements of the evaluation system, and how can feedback be more interactive.

Mari Hankala (Finland)**PERSPECTIVES ON FINNISH YOUNG PEOPLE'S NEWSPAPER READERSHIP, THE USE OF NEWSPAPERS IN EDUCATION AND CITIZENSHIP***SIG Research On Literature Education*

Paper session Wednesday, 15:30-17:00 Room 309

Within the Finnish national context the printed world is appreciated and reading newspapers has been regarded as a characteristic of active, participative citizenship. Finnish youth have been regular readers of newspapers and, although the amount that is read is continuously decreasing, the broad variety of leisure-time reading has contributed to the good reading literacy of Finnish youth. Based on my doctoral thesis, this poster presentation focuses on the research question: what opportunities do newspapers offer within the school context to support active citizenship in a rapidly changing media environment? This question is examined from three perspectives: 1) the historical and current use of newspapers in education within media education, young people's newspaper reading and the utilization of newspapers in education, 3) subject-teacher students' newspaper readership and views on newspaper use in education. The research methodology includes extensive literature reviews and a questionnaire with 244 students. The results from the literature reviews revealed that the 50-year-old "Newspaper in Education" programme is Finland's most persistent and best-organised form of media education and the goals of this programme remain in harmony with modern media education. The review indicates that newspapers can be utilized to promote the core knowledge and skills of active citizenship, such as literacy and political know-how. Newspapers, however, are used only sporadically to update subject-specific information, instead of strengthening critical literacy or other citizenship skills. The results of the questionnaire indicated that the majority of the future subject teachers were very traditional newspaper readers and, although they intended to utilize newspapers in their future work the purpose was to update information rather than to teach critical thinking. Newspapers still play a role in school media education, but the discussion remains whether teachers sufficiently utilize their potential in promoting active citizenship.

Elina Harjunen (Finland)**VOICE AS A REASONING CRITERION IN THE EVALUATION OF NINTH GRADERS' ESSAYS***Evaluation, Equity & differentiation & Effectiveness*

Paper session Wednesday, 11:00-12:30 Room 015

Narratives and reflective essays belong to the mainstream genres of first language (Finnish) and literature writing in the Finnish upper grades of comprehensive school. Mother tongue teachers also stress writing ability in the final (9th grade) evaluation of compulsory education (Luukka et al. 2008). However, according to the several national assessment researches, school grades do not logically respond to the real level of ability – especially in mother tongue. The purpose of this empirical study is to find out how reflective essay is perceived in the Finnish cultural context and how participants from different backgrounds reason their evaluations in order to e.g. specify problems of assessment and to find usable criterion for assessment. The 88 research participants consist of mother tongue teachers, student teachers, ninth graders and professional writers outside the school institution (e.g. writers, researchers and journalists). The data consists of 1) five ninth graders' reflective essays written in the assessment of learning outcomes (done by the Finnish National Board of Education), and 2) answers of the e-form inquiry where the participants e.g. ranked the essays and validated their arguments. The quantitative part of the data was analyzed with statistical techniques and the qualitative part of data by the theory bounded content analysis, e.g. by dividing the participants' reasoning into statements and classifying them – if possible – into different kinds of writing competencies and their subcategories (see e.g. Bhatia 2004; Makkonen-Craig 2011) and into "voice" (Jefferey 2010). The reflective essays are analyzed by the means of text analysis. The quantitative and qualitative analysis show that a remarkable part of the reasoning (13–28% of statements depending on the participant group) come under the theme "voice", such as arguments that need interpretation of the text and are rather subjective, e.g. authenticity, credibility, sincerity or writer's intentionality. "Voice" seems to be a criterion where the assessment is not concentrating only on the text, but also on a reader's own taste, values, feelings, opinions or experiences. For that reason, it cannot be very reliable as an assessment criterion. The presentation will focus on this topic in more detail.

Irit Haskel-Shaham (Israel)

IMPROVING WRITING SKILLS OF ISRAELI HIGH-SCHOOL STUDENTS: AN INTERVENTION PROGRAM

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 307

In Israel tests of literacy skills, e.g., Matriculation and Metsav, attest to the difficulties that students face when dealing with writing (corroborating Bereiter & Scardamalia, 1987). Not only are the results disappointing (the scores in writing are lower than those in reading and grammar), but they indicate a growing gap between children from low SES and those from a high one. In my lecture I will present a special intervention writing program -- developed on the basis of the results of my Ph.D. dissertation -- that is being conducted in 100 schools in Israel. This program escorts the writing process of students during their final year at high school. In the course of the program, participants write compositions, evaluate themselves and are evaluated by their teachers and classmates. At the same time they are encouraged to pay attention to their own self-esteem as writers. Each student creates a portfolio that reflects the advancement of her/his learning process and includes her/his final writing, assessment and reflections products. At the end of the year they are tested only in one part of the matriculation exam, in grammar. The results of the intervention program, based on the portfolio's products and the grades of the grammar exam, compared with the results of students who took the regular matriculation exam (including reading comprehension; writing a composition and a grammar test) indicate that students who took part in the intervention program achieved higher scores on their writing products than their mates who followed the regular curriculum did. In addition, the scores in the matriculation exams (regarding grammar) of the students who had participated in the intervention program were higher than those of "regular" students. In conclusion, the study's findings, as well as impressions collected from the participants, suggest that the intervention program leads to a gradual and significant improvement in the writing performance of students (cf. Crasnich & Lumbelli, 2004) and in their mother tongue proficiency. Bereiter, C., & Scardamalia, M. (1987). *The Psychology of Written Composition: part I, ch. 3*. NJ: Lawrence Erlbaum Publishers. Crasnich, S. & Lumbelli, L. (2004). Improving argumentative writing by fostering argumentative speech. In: Rijlaarsdam G. (Series Ed.) & Rijlaarsdam, G., Van den Bergh, H. & Couzijn, M. (Vol. Eds.), *Studies in writing. Vol.14, Effective learning and teaching of writing, 2nd Edition*. Kluwer Academic Publishers, 181-195. Hidi, S. & Boscolo, P. (2006). Motivation and writing. In C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research*. New York: The Guilford Press, 144-157. Pajares, F., & Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development. In: C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 158-170). New York: Guilford Press.

Rouba Hassan & Elise Vinel & Salagnac Nathalie (France)

STORYTELLING AT HOME AND AT SCHOOL : CROSSED PERSPECTIVES ON LITERACY

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 16:30-18:00 Room 309

Many studies have examined parent-child conversions in book reading or storytelling activities in their relation to literacy (Snow, 1983). Many others have focused on teacher-pupil interactions in the context of these same activities. Very few, though, looked into the differences and/or the similarities between the two types of interactions. Marcos et al. (2004) compared mothers to day-care workers in play situations, whereas Hudelot (1999) compared day-care workers with teachers and found no differences in the way they scaffold a group of two to three-years-olds, when they are asked to describe a picture. In this paper, I argue that comparing the two types of interactions offers new insights into the scaffolding process in formal education as opposed to informal education. The extent to which differences might or might not be found has, in turn, important implications for the way teaching is conceptualised in its relation to language and interaction. To carry out this study, I draw on data that was collected in the context of a research project (ANR-09-ENFT-055) that focuses on the development and use of referring expressions by children (Salazar-Orvig et al., 2010). The children we followed were videotaped at home and in the Kindergarten, which is the first level of the French formal schooling system, during reading sessions. Following Snow (1983) and Hudelot (1999), the analysis focuses on the types of sequences, the semantic contingency (or referential cohesion), the accountability procedures and finally the types of speech moves. The main results are still being documented but we have shown in previous work (Hassan, Salagnac, Vinel, 2012) that teachers and mothers differ in their use of some linguistic units (mainly nouns and pronouns): mothers use significantly more clitic pronouns than teachers to introduce new referents. Whereas no differences were found in the type of speech moves. These results need to be confirmed and completed by further analysis regarding the aspects mentioned above.

Tina Hoeegh (Denmark)

THE STUDY OF ORAL INTERPRETATIONS AND THEIR MULTIMODALITY

SIG Language & Linguistics

Paper session Tuesday, 11:30-13:00 Room 309

Bringing a text alive by reading it aloud is important for student's understanding of a literary work, for their reading and writing skills and for their experiences with art. A beneficial approach is to make the L1 students in lower and upper secondary school work with their understanding of the text by listening and responding to their classmates' oral interpretations in a rather ritualized setup: by the task of making small "layman transcriptions" of the readers' (the performers') actions in a multimodal interest, the students' listening skills and observatory skills increase rapidly. It generates awareness for the possibilities in language and communication, speaking and writing. A fact that calls for the use of this approach in L2 teaching as well. The paper shows why the study of spoken language is a rich pedagogical source to help students interpret literature. I will show an example of transcribing and analysing a video of a woman, Susanne, paraphrasing a short story to a colleague. The data is chosen to demonstrate the potentials of multimodal analysis of artistic and everyday language of and about texts. Susanne paraphrases the story with distinct prosody and gestures, she is illustrating the story-world with her hands, and she is "framing" by gestures, gazes and head turns the double voicedness and narratological complexities in the text. Because Susanne is speaking to a neighbouring language speaker, she is speaking Danish to a Swede, the communication situation forces her to a richness of resources in her explanation. In spoken language we can communicate intricate features because of the multimodal range to our disposal, and by observing the communication in oral readings we can teach awareness for these structures in the written modality too. The theories used in my research to connect spoken and written language pedagogically are disciplinary didactics and classroom studies, literary theories, gesture studies, and ethnography, performance theory, musicology and metrical studies. The development of what I call the aesthetic performance transcription ("layman transcriptions" as mentioned above) has had a pedagogical purpose from the start: 1) it was to develop listening skills for teachers and students to observe spoken communication; 2) it was to improve the student's textual observations while reading and to improve their language of literary observations; and 3) the transcription was to generate material to study the classroom dialogue.

Heidi Höglund (Finland)

REPRESENTING INTERPRETATIONS – CREATING MEANING OF LITERATURE THROUGH VISUAL ART

SIG Research On Literature Education

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 15:00-16:30	Room 304
Symposium	Tuesday, 11:30-13:00	Room 306

Background and context In this presentation I will focus on students' representations of literature. The presentation sets out from my ongoing PhD research project where the purpose is to study students' interpretations and representations of poetry through visual art. Empirical research on students' interpretation of literature mainly has focused on students' verbal and written statements (Arfwedson, 2006). Other representations of students' encounter with literature are still a rather unexplored area of study. Lately the interest for the concept of aesthetics, in for example aesthetic learning processes, has emerged within the Scandinavian pedagogical and didactic debate. Method and material The empirical material consist of (1) video observations of three collective film making processes in 8th grade and (2) the three films that were made by the students. The material is collected at a Swedish-speaking school in Finland during a project that lasted for three weeks. The students' representations are made as films, a representation form that offers several signs and semiotic resources for meaning making. The study is based on the notion that interpretation or meaning making of a phenomenon – in this case literature – needs a form, a shape, an expression. Representation is therefore not to be seen as a mirror of the world, but as a reflection of how we understand and interpret the world (Selander, 2009). Results and discussion Examples from the empirical material are discussed in the light of aesthetic learning theories (Austring & Sørensen, 2006; 2012; Hohr, 1998) and social semiotic multimodal theory (Jewitt, 2009; Jewitt & Kress, 2008; Kress, 2010). With poems offering a metaphorical language, which symbolic representations – and why – are students using when representing their interpretations of poetry? Preliminary results show that form and content are strongly connected during the process of interpreting and representing poetry through visual art. By dealing with form the students are dealing with content – and vice versa. Heidi Höglund PhD student Åbo Akademi University, Finland Faculty of Education heidi.hoglund@abo.fi

Bruce Horner (United States)

REWRITING ENGLISH AS A LINGUA FRANCA

SIG Research on reading, writing and oracies

Paper session	Wednesday, 09:00-10:30	Room 310
---------------	------------------------	----------

Context: This paper explores ways that the teaching of writing in the U.S. at the secondary and postsecondary levels, which traditionally assumes English monolingualism as the norm for instruction (Horner and Trimbur, 2002), might instead help students develop plurilingual dispositions toward English in their reading and writing. Research question: The findings of research on English as a lingua franca (House, Meierkord) radically challenge monolithic notions of English as a single, stable, and internally uniform set of linguistic practices. Simultaneously, students enrolling in U.S. colleges and universities, as well as in primary and secondary schools, bring increasingly heterogeneous linguistic repertoires and language affiliations to the classroom (Matsuda, 2006). These raise the question of how U.S. writing teachers might respond productively to these challenges rather than maintain their tradition of English monolingualism. Methodology: The speaker reviews findings on the dispositions toward language and language use among users of English as a lingua franca, and compares these with the language dispositions inculcated by traditional writing pedagogies—based on assumptions of English monolingualism as the norm and of English itself as a singular, stable, and internally uniform set of practices—and with what the Council of Europe documents on language education identify as intercultural and plurilingual competence and language awareness. Results and Discussion: The speaker proposes writing and reading assignments by which to inculcate language dispositions in secondary and postsecondary level U.S. writing students aligned with dispositions found among users of English as a lingua franca. These dispositions include approaching language as a social practice subject to change by writers; writing and reading as the production of and struggle over meaning; difficulty and difference as the norm rather than deviation in communication; and the necessity of tolerance, patience, humility, cooperation, accommodation, and negotiation in reading and writing. The pedagogy advanced is one by which students come to see it as their right and responsibility to rewrite the language with each writing (Calvet 1999) rather than seeing English as a “given” entity they are to write “in.”

Izabela Jaros & Anna Wileczek (Poland)**DIGITAL WORDS. HARNESSING TECHNOLOGY TO DEVELOP LITERACY SKILLS IN EARLY EDUCATION OF CHILDREN ON THE EXAMPLE OF THE POLISH LANGUAGE.***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 16:30-18:00 Room 015

In the first part of the paper the outcomes of Polish learners in the area of reading literacy with reference to selected international studies, namely PISA (2009) and PIRLS (2011), are presented. The Polish results, although slightly above the accepted average, are far from being satisfactory. Thus, the areas of weakness and potential reasons of rather low attainments of Polish students are discussed. In the next part of the work the outcomes of national studies carried out in primary schools: Study of the Third Grade Learners' Basic Skills (2010, 2011) and Nationwide Study of the Third Grade Learners' Skills (2011) are referred to. Sample test tasks are presented with the focus on both successful and unsuccessful activities. The aim of the third part of the paper is to show some ways of integrating digital tools to boost literacy skills (reading in particular) in early childhood education, and, thus, to support the acquisition of mother tongue. We plan to present examples of creative, interactive and multisensory ways of learning and enriching the linguistic resources (eg. IWB, Storybird), effective "verbal creation" (eg. Wordle, Tagxedo) or the art of constructing dialogues adjusted to selected situations and meeting the linguistic and politeness standards (eg. Voicethread, Vocaroo). The focus is on stimulating creativity since this is one of the areas where learners achieved the lowest results in nationwide studies. The use of modern technology to develop literacy competence is at the pilot stage, since it is the first part of the research initiated by the Institute of School Education. Selected digital tools have been classroom tested by university students while teaching 2nd and 3rd graders during their mid-term pedagogical practice at primary school. Full research results revealing the effectiveness of technology-enhanced teaching/learning process in the discussed area will be available in one year. Harnessing digital tools in a skillful way is not only adding variety to classes and modernizing the syllabus to achieve better educational outcomes or fulfilling the aims stated in the Core Curriculum, but it is also a historical necessity forced by the "immersion" of younger generations in the digital world, which, for them, is just as natural as virtual space.

Maritha Johansson (Sweden)**UPPER SECONDARY SCHOOL STUDENTS' READING OF LITERARY TEXTS – A STUDY OF LITERARY SOCIALIZATION THROUGH EDUCATION IN SWEDEN AND IN FRANCE***SIG Research on reading, writing and oracies*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 304

Paper session Thursday, 11:00-12:30 Room 306

Context This study has been carried out in five upper secondary schools in different parts of Sweden and France. Approximately 200 students, who were approaching the end of their studies of literature, have participated. Research question Which strategies do Swedish and French upper secondary school students apply when reading literary texts? To what extent can literary competence be described as a result of socialization processes within the educational system, especially literary education? Method Students in Sweden and in France have been asked to write down at least three examples of what they, as readers, noticed when reading a short story. Their texts have been analysed and categorized in relation to different strategies of literary analysis. Results Preliminary results show that most of the students from both countries, to some extent, notice the content. Content-related comments are then combined with other ways of dealing with the text. Swedish students are more inclined to present value-related comments and to write about phenomena outside the literary text, while French students have a more analytic, literary approach. Discussion These results might not seem very surprising, considering the different ways of teaching literature in the two countries. However, what is of importance is to discuss whether one or the other of the strategies seem to be an obstruction to other ways of approaching a literary text and how literary education contributes to socialization into certain ways of reading literature.

Manon Jolicoeur & Marianne Cormier (Canada)

SWAPPING SKATES FOR BOOKS: EXPERIENCE OF A READING CIRCLE IN A HOCKEY TEAM OF FRANCOPHONE BOYS AGED 9 AND 10 IN NEW BRUNSWICK, CANADA

Evaluation, Equity & differentiation & Effectiveness

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 15:00-16:30	Room 315
Structured poster session	Wednesday, 09:00-10:30	Room 304

Context In Canada, the low achievement in reading by boys and Francophones living in a linguistic minority environment (Bussière, Knighton, and Pennock, 2007; CMEC, 2008) as well as the weak reading habits of Francophones (Corbeil, 2006) and boys (Smith and Wilhelm, 2002) suggest that Francophone boys in minority settings are particularly at risk of reading comprehension difficulties. The school system in minority settings is therefore facing significant challenges. Community partnerships consist of avenues to develop for supporting schools in their educational and promotional mission for language in Francophone minority communities (Landry, 2003). It is in this spirit that a coach and a researcher developed, in collaboration, a reading circle project in a hockey team of Francophone boys aged 9 and 10 in New Brunswick, Canada. **Objective** The objective of this study was to understand the effect of a reading circle in a hockey team, focussing on the experiences of disengaged readers and their motivational dynamics. **Methodology** This collaborative research (Desgagné, et al., 2001), following the qualitative/interpretative paradigm (Savoie-Zajc 2004), had a number of participants: a coach, the fifteen players, their parents and the researcher acting as a consultant in reading. A thematic analysis (Paillé, 2008) was carried out on the data collected through observations and semi-structured interviews, among others. **Results** The result analysis shows that the disengaged readers' motivational dynamics evolved toward engagement. In addition, this analysis made it possible to identify certain elements that contributed to the projects' success, among which the importance of the positive male role model. **Discussion** The results lead us to believe that the reading circle organized in the hockey team is a device worth pursuing. In fact, the project is now implanted in many teams and is the object of other studies.

Mary M. Juzwik & Samantha Caughlan & Erik Skogsberg & Maureen Boyd & Cori McKenzie & Sue Brindley (United States)

DIALOGIC TEACHING AND TEACHER EDUCATION: VIDEO-BASED SCHOLARSHIP ON CLASSROOM DISCOURSE FROM THE EASTERN AND MIDWESTERN UNITED STATES

Evaluation, Equity & differentiation & Effectiveness

Symposium Tuesday, 16:30-18:00 Room 304

A body of international scholarship is coalescing to provide theoretical and empirical grounding for the importance and effectiveness of dialogic teaching, defined by Alexander (2008) as pedagogy that is a) purposeful, b) supportive, c) collective, d) cumulative, and e) reciprocal. Not only has dialogic teaching been shown to improve students' literacy outcomes, but it can also build students' capacities to participate in democratic dialogues beyond schooling. This symposium continues the international conversation about dialogic teaching by exploring three key questions: · How can dialogic stance-taking be studied and supported in teaching and teacher education? · How can teacher educators support new secondary English teachers in developing dialogic practices? and · How, if at all, can teachers ethically mobilize their own and their students' moral and religious frameworks in classroom dialogues? Paper 1: Adopting a dialogic stance: Unpacking the role of an elementary teacher's oral competence, repertoire and agency Oracy practices, which shape educational success and failure, depend upon a teacher's comprehensive oral competency and the stance of the teacher. This discourse analytic study argues that teacher stance should be understood within the language environment of the classroom as a whole - not only specific talk practices the teacher is using at a given moment. Paper 2: Faith in Dialogue: Negotiating religious faith in secondary English classroom dialogues about the Holocaust How do moral and religious frameworks of students and teachers complicate dialogic teaching and learning environments? This exploratory observational and interview study, focusing on an American evangelical Christian English teacher and his students in a secondary public school classroom, shows how religious faith colors both teacher and student experiences of literary dialogue. Paper 3: Secondary English Teacher Candidates Mobilizing Dialogic Tools to Develop Dialogically Organized Instructional Practices This design-based study examines dialogic teacher preparation: In iterative cycles, teacher candidates enacted dialogic practices, received peer feedback, and revised their practices. Analysis shows that using dialogic tools - practical tools mobilized in teacher planning and practice with potential to mediate dialogically organized instruction in a given classroom situation -- in planning for dialogic instruction correlated with higher ratios of student utterances in relation to teacher utterances, disrupting historically default patterns of classroom talk. Paper 4: Secondary English Teacher Candidates Narrating Dialogic Teacher Identity To what extent, and how, do teacher candidates narrate identities as dialogic teachers? This intertextual narrative discourse analysis of digital reflections finds that teachers tell multi-voiced stories of dialogic development, student teaching experience, and evolving teacher identity. They combine narrative resources to negotiate the tension between presenting authentic experience of struggle on the one hand and coherent teaching selves on the other. Discussant Susan Brindley (Cambridge University)

Mary M. Juzwik & Cori McKenzie (United States)

**FAITH IN DIALOGUE: NEGOTIATING RELIGIOUS FAITH IN SECONDARY ENGLISH CLASSROOM
DIALOGUES ABOUT THE HOLOCAUST**

Symposium Tuesday, 16:30-18:00 Room 304

In the U.S., as in many other pluralistic nations, discussing religion can be a contentious, conflict-laden endeavor. As a result, educators generally avoid engaging students in discussing this divisive topic. Despite educators' reluctance to engage in these conversations, the issue of religion bubbles below the surface in U.S. schools. One reason for this is because students and teachers enter schools with religious and/or ethical identities. Because teachers and students cannot set aside this aspect of their identity, it shapes the way they engage with curriculum and instruction. This paper recognizes the fact that religious and/or ethical frameworks are a part of students' and teachers' identities and explores how moral and religious frameworks of students and teachers complicate dialogic teaching and learning environments. It reports an exploratory observational and interview study of an American evangelical Christian English teacher and his students in a secondary public school classroom. Data include video recordings of class sessions, all curricular materials, student writing, and interviews with teacher and students. The analysis, within a sociolinguistic interactional tradition, looks particularly at narratives teachers and students tell. It examines how they construct moral stances and what authorities – for example, biblical text – they invoke in doing so. The interpretive sociolinguistic analysis of talk and texts shows how religious faith colors both teacher and student experiences of literary dialogue. In discussing the implications of the findings, we address broader philosophical questions about religion and “public reason” in the public sphere within religiously pluralistic liberal democracies.

Kristine Kabel (Denmark)

**STUDENTS' LITERARY RESPONSE TEXTS IN LOWER SECONDARY SCHOOL. THE ROLE OF LITERATURE
IN ENHANCING CENTRAL ASPECTS OF ACADEMIC LANGUAGE RESOURCES**
SIG Research On Literature Education

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 309

How can students' use of academic language, when responding to literature, be characterized, evaluated, and discussed? In my PhD project I examine how lower secondary school students respond to literature, and I examine the processes that underpin the development of their academic language. The project is focused on especially the students' evaluative language and linguistic aspects as stance taking and modality. The ability to respond to literature is seen as important for general comprehension and the ability to critically analyse texts. The purpose of the project is didactic, and is based on the theoretical view that development of a student's academic language is important for learning and educational success. The project aims to · develop a theoretical frame to characterise, evaluate and discuss students' academic language and thus their academic skills · create knowledge about students actual academic language resources to respond to literature in an evaluative manner inside the classroom · examine and discuss didactic approaches that might underpin central aspects of students' academic language resources The main research questions are: How do students – oral as well as written - respond to literature in the subject of Danish in lower secondary school, and which awareness do students have of the way they respond to literature? Which didactic approaches in the teaching of literature might underpin the development of students' academic language resources, when constructing literary response texts?

Katri Karasma & Juli-Anna Aerila (Finland)
INTERVIEW DRAMA — OPENING THE TEXT IN A GROUP
Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 09:00-10:30 Room 304

The teacher's motivation to read a new book can vary between a linguistic explication to a psychological explanation. There are two examples, Jake and Steven. Jake "spent 7 weeks leading his students through a word-by-word explication du texte, focusing on notions of 'linguistic reflexivity', and issues of modernism. His assignments included in-depth analyses of soliloquies, memorization of long passages, and a final paper on the importance of language in Hamlet." Steven began the reading on Hamlet without mentioning the name of the play. He asked the pupils "to imagine that their parents had recently divorced and that their mothers had taken up with a new man. This new man had replaced their father at work, 'there's some talk that he had something to do with the ousting of your dad'. Steven then asked students to think about the circumstances that might drive them so mad that they would contemplate murdering another human being. Only then, after students had contemplated these issues and done some writing on them, did Steven introduce the play they would be reading." (Bransford et al. 2000, 46.) The third possibility is to motivate the class with an interview drama. You can read a short story or an extract from a novel. You read it aloud. One pupil reads a side after each other aloud so long that the text or an extract has become read. . The teacher has made a slip of paper for every role person. The role persons draw lots. Other pupils are interviewers. Each role person gets one or more interviewers. They make questions to the role person for some paper or journal. The role person concentrates on his/her role. They have ten minutes time. After the preparation the teacher calls every role person with his interviewers into the front of the class. They ask the questions. This is a method that succeeds every time and with all ages. Everybody empathises with role persons, gets a contact with him and gets interested with him. This is a good way to get interested with the whole novel. The interviews can be published and all other written tasks and analyses become more interesting. We have used the interview drama with fairy tales, novels, Hamlet and Kalevala. With Finnish2-students we have read Bibi moves into Finland and Kari Hotakainen's novel about a girl that falls in love with a black man. Her farther has difficulties to accept the marriage. The black man is as a busdriver and suffers from rasism in Helsinki. The students have written positively about the interview drama in their learning logs. Also assessments concerning the method have been positive.

Eleni Katsarou (Greece)
CURRICULUM, TEACHERS' BELIEFS AND THEIR LITERACY PRACTICES: CONSISTENCIES AND INCONSISTENCIES
SIG L1 Teacher Education

Paper session Thursday, 11:00-12:30 Room 307

Last year a new curriculum for L1 teaching was introduced in the Greek compulsory education (elementary and lower secondary education). This curriculum basically redefines literacy teaching in Greece as it adopts –at least implicitly- basic principles of critical literacy. 68 schools (elementary and junior hi-schools) all around the country were chosen to implement this pilot curriculum in practice. The case study presented here is conducted in one of these schools, a junior hi-school. The aim of the study is to identify teachers' beliefs and attitudes about literacy teaching and curriculum's impact on them (after one year of implementation of the new curriculum and the relevant training) and examine how these beliefs translated into literacy events into their classes. Five L1 teachers were interviewed and their teaching practices and strategies were observed and recorded. After analyzing the data collected, interesting findings concerning certain consistencies and inconsistencies between curriculum discourse, teachers' beliefs and literacy experience these teachers provide have been appeared and discussed in the context of the literacy teaching in Greece. It is obvious that these findings concern wider issues, as curriculum reform and teacher education, and of course not only in national level, but also are of great international interest.

Merja Kauppinen (Finland)**LANGUAGE ACROSS THE CURRICULUM - SUPPORT FOR LEARNING IN MOTHER TONGUE INSTRUCTION**
SIG Research on reading, writing and oracies

Paper session Thursday, 11:00-12:30 Room 307

Relevant national context: The Finnish National Core Curriculum is being reformed. Although Finnish students have consistently succeeded in international reading literacy assessments (Finnish students again 2010; Välijärvi et. Al 2002; Kupari et. Al 2012), there are signals indicating the importance of renewing literacy instruction. The regional gaps in performance of reading literacy have expanded in Finland, gender differences are high, and attitudes towards reading are poor. The new curriculum draft includes linguistic and communicative aims and contents ("multiliteracy") for each subject based on the understanding that literacy should permeate all the school subjects in order to develop academic skills and to deepen learning. This poster focuses on how literacy instruction should be organized to promote language learning and the ability of all to study in the Finnish comprehensive school system. The research questions are: 1) What are the aims and contents of mother tongue relating to the linguistic contents of non-linguistic subjects? 2: How should literacy instruction be organized so that reading, writing and communication operate as the media of studying and as a resource for learning? Method: The poster is based on my doctoral research (Kauppinen 2010) which focused on reading literacy and instruction within the Finnish Core Curriculum. The Finnish National Core Curriculum 2004 provided the research data and the analytic approach was interpretative content analysis. Results: The results indicate that there is a wide range of linguistic and communicative contents in non-linguistic subjects in the current curriculum. These contents, however, are not aligned with the contents of the mother tongue curriculum or instruction. Discussion: The discussion addresses the need for a carefully formulated path of academic skills in one of the general curricular reform issues.

Tinka Keehnen & Martine Braaksma & Martien De Boer ()**EFFECTS OF OBSERVATIONAL LEARNING ON TEXT COMPREHENSION**
SIG Research on reading, writing and oracies

Paper session Tuesday, 11:30-13:00 Room 309
Structured poster session Wednesday, 15:30-17:00 Room 304

Many studies are performed in the field of observational learning in writing education. These studies showed that modelling is an effective instructional tool to teach the process of writing and to improve the quality of the resulting text. Effects on text comprehension has been part of some studies, but was never the main goal. We, therefore, set up a quasi-experimental study to examine the effects of observational learning on text comprehension. In this study, 107 students (Grade 9, 14 years old) followed two different lessons in text comprehension. In the experimental condition (n=52) the students observed a model who was responding to questions about a text, while thinking aloud. Students were only to answer questions about the process they observed. The control condition (n=55) had to read the same text and answer the same questions about the text as the model did. Their teacher gave them the right answers afterwards, but he did not pay any special attention to the process the students should have followed to find the right answer. Before and after the lesson, a pretest and a posttest on text comprehension were administered. Results showed no initial differences between conditions on text comprehension. Furthermore, a positive effect for the experimental observational learning condition was found: students in that condition had a higher score on the posttest text comprehension than students in the control condition. These results indicate that observational learning is also a promising instructional tool for improving students' text comprehension.

Iris D. Kleinbub (Germany)**"HAVE A CLOSER LOOK AT THE TEXT!" - RESULTS OF A VIDEO STUDY ON READING TASKS IN GERMAN L1 CLASSROOMS***SIG Research on reading, writing and oracies*

Paper session Tuesday, 16:30-18:00 Room 310

The underlying project is the first comprehensive video study realized in German elementary schools and covering the topic of reading. It is related to the evaluation project "VERA" (comparative assignments in elementary schools, designed and supervised by Prof. Dr. A. Helmke and Prof. Dr. I. Hosenfeld, University of Koblenz-Landau, Germany) that focuses - among other aspects - on children's reading competence. The analysis of video taped German lessons in 39 classrooms offers interesting insights into the process of teaching and learning. A rating scale covering descriptive as well as evaluative aspects allows raters to analyse what is taking place in reading lessons and how it is performed. One goal of the study is to classify and quantify reading tasks in L1 classes in order to give insights in learning occasions offered to students. From a descriptive point of view students' reading tasks were classified according to reading dimensions (retrieving information, interpreting texts, reflection and evaluation) and proficiency levels (basis, extension, elaboration). From an evaluative point of view the tasks were rated in terms of qualitative characteristics such as competence orientation. In the proposed lecture empirical results of the descriptive and evaluative investigation are presented. One striking point is that tasks requiring the retrieving of information on a basic level dominate whereas tasks on higher dimensions and proficiency levels are rarely offered. The classification and the results can sensitise teachers and teacher trainers for the necessity of diverse reading tasks. By planning the lessons they can make sure that the learning opportunities they offer cover different dimensions and proficiency levels in order to support their students' literacy improvement.

Martin Klimovic (Slovakia)**THE STIMULATION OF NARRATION BY WAY OF WORDLESS COMIC STRIPS***Evaluation, Equity & differentiation & Effectiveness*

Paper session Wednesday, 15:30-17:00 Room 309

(1) Relevant national context The ability to create a story is a standard part of the curriculum in primary language education. The research of written narratives in Slovakia and around the world shows certain developmental rules. It has been proved that the level of narrative abilities depends on the child's current linguistic and cognitive dispositions and can be cultivated. (2) Research question Various ways of stimulation are used in education to cultivate pupils' narrative abilities, one of them being the stimulation by a picture or a series of pictures. We will make an attempt to respond the question of how wordless comic strips encourage the creation of a narrative text. (3) Method The research was divided into three stages: introductory testing, then intervention, and final testing. An introductory testing of narrative abilities comprises the writing of a story after a picture and a wordless comic strip. The wordless comic strip is used in two ways: first, the author has it in his/her disposal throughout writing, then only before it. An experimental intervention comprises a set of activities based on Self-Regulated Strategy Development (from background knowledge developing through discussing, modelling, supporting, and memorizing of story writing strategies to independent performance; see Harris - Graham, 1996). The stories are evaluated from the point of view of presence and quality of the story grammar elements. In the end, we repeated the testing consisting of writing a story after a picture and a wordless comic strip. (4) Results and discussion The coherence of events in wordless comic strips makes it possible to reduce the orientation of the child's cognitive processes. Thus the author does not have to plan the story events and can use the capacity of his/her memory for other mental activities related to the composition of the story, like ideational elaboration of the circumstances of the story. The advantage of using wordless comic strips includes the fact that narratives of 8 - 10-year old children are typical of focused chains of events. We discovered an ability to enrich the emotional world of the main character with internal reactions to events, which is not common for narratives in this age yet. The quality of the narrative is also increased by an automation of the narrative structure in the author's mind. The research saw support from KEGA grant agency (No. 023PU-4/2012).

Elina Kouki (Finland)

PEDAGOGICAL PROBLEMS IN TEACHING OF LITERARY CONCEPTS

Evaluation, Equity & differentiation & Effectiveness

Paper session	Wednesday, 09:00-10:30	Room 309
Structured poster session	Wednesday, 15:30-17:00	Room 304

Context According to the Finnish national curriculum for upper secondary schools, one of the goals in the teaching of literature is to develop students' ability to analyse narratives by using necessary concepts of literary analysis. Students must also be able to use relevant literary concepts in the matriculation examination. Research question What kind of problems has occurred in the textbooks of Finnish language and literature and in the tasks of the Finnish matriculation exam concerning literary concepts? Method In my research, the content analysis and the theories of literature were used to investigate the methods of teaching the literary concepts (motif, narrator, structure, time etc.) in textbooks (n=7), and the ways how the concepts are used in the tasks of matriculation examination, especially how successfully students (n= 440) used the concept of narrator in the matriculation exam. In the textbook analysis of my research, I used the theoretical models of concept learning, developed by Hans Aebli and Lev S. Vygotsky, to find out, if the multidimensional process of concept learning is taken into account in textbooks. Results The results of this study suggest that the teaching of literary concepts as a multidimensional process has not succeeded in the textbooks, and according to Vygotsky's findings concerning the differences between scientific concepts and everyday concepts, literary concepts remain obscure. Also the definitions of the concepts and the connections between them seem to be vague, because they are taken occasionally from the different theories. Besides, the connection between the form and the content of the text is often forgotten in teaching of a concept. Discussion The multidimensional process of concept learning must be taken into account at school. Furthermore, the teaching of literary concepts must always be connected to the interpretation of a text, even though the theoretical concept refers to the form of a text. Necessary improvements in teaching literary concepts can be introduced now because the Finnish national curriculum and the matriculation examination are reformed by 2016.

Dimitrios Koutsogiannis (Greece)

DISCOURSES ON CHILDREN'S LITERACY PRACTICES AND LITERACY EDUCATION

SIG Research on reading, writing and oracies

Paper session Wednesday, 11:00-12:30 Room 309

Children's out-of-school digital literacy practices have a self-evident interest for literacy education. The dominant literature gives great attention to describing a new eco-social reality, accentuating on the one hand the new 'affinity spaces' for learning and on the other the dreary, everyday literacy practices that children experience in schools (Bulfin & Koutsogiannis 2012). The aim of this paper is to propose a theoretical framework for understanding children's digital literacy practices, based on long-term research into what children do with digital media. This framework is based on three departure points. 1. Modern literature is highly productive in terms of methods of studying literacy practices on the Internet (e.g. Androutsopoulos 2011, Blommaert 2010, Kress 2010, Gee & Hayes 2011). This tradition can be used creatively to study - mainly - children's digital literacy practices and their literacy-situated identities. 2. The emphasis on digital environments provides only an incomplete image of the children's literacy repertoires and there is a real danger of working on a technologically deterministic basis (Koutsogiannis 2007). To avoid this partiality, an emphasis on researching children's literacy practices in general (in and out of school, in conventional or in digital environments) is proposed. 3. The emphasis on the whole spectrum of children's literacy practices can provide a more cumulative image, but it is still difficult to find communalities and differences behind the here-and-now situated practices and identities. For this reason, the proposal is to group the activated situated identities on the level of Discourses (Gee 2010), by which we mean children's 'ways of being certain kinds of people' in a wider spatio-temporal framework (Lemke 2009). This theoretical framework could be used for different objectives, including: connection of the children's world with the school's literacy aims, designing curricula, understanding children's literacy difficulties, teacher training, etc. References Androutsopoulos, J. (2011). From variation to heteroglossia in the Study of Computer-Mediated Discourse. In Crispin Thurlow, C. & Mroczek, C. (eds). *Digital Discourse: Language in the New Media*. Oxford: Oxford University Press. Blommaert, J. (2010). *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press. Bulfin, S. & Koutsogiannis, D. (2012). New literacies as multiply placed practices: expanding perspectives on young people's literacies across home and school. *Language and Education*, 26 (4), 331-346. Gee, J. 2010. An Introduction to Discourse Analysis. Theory and Method (3rd ed.). London & New York: Routledge. Gee, J. & Hayes, E. (2011). *Language and Learning in the Digital Age*. London & New York: Routledge. Koutsogiannis, D. (2007). A political multi-layered approach to researching children's digital literacy practices, *Language and Education* 21(3), 216-231. Kress, G. (2010). *Multimodality. A social semiotic approach to contemporary communication*. New York: Routledge. Lemke, J. (2009). *Multimodality, Identity and Time*. In Jewitt, C. (ed.). *The Routledge Handbook of Multimodal Analysis* (140-150). London: Routledge. The present study was conducted in the context of the Operational Program "Education and Lifelong Learning" and has been co-funded by the EU (European Social Fund) and by national resources.

Ellen Krogh (Denmark)**THE DOUBLE GENRE EXPECTATION***SIG Research on reading, writing and oracies*

Paper session Thursday, 11:00-12:30 Room 310

The paper presents a discussion of a student text in the light of a basic issue in school writing, and particularly in MTE writing, namely the balance between students' writing interests and school requirements as to content and genre. This issue is analysed as a doubling of genre expectations. The study is part of an ethnographic research project (2010-2014), investigating writing in all subjects from a longitudinal student perspective. National context The student, aged 15, attended form 9, the last mandatory year of the Danish school system. The task in hand was set for the previous year's school-leaving exam in Danish, as one of 6 tasks. The task genre, the 'column', is defined as a personal and humorous journalistic comment on trivial events in everyday life. Research question How does the student handle the double genre expectation? Further, how does the case throw light on this issue viewed in the context of historical and current MTE writing research? Method Data consist in the student text and two interviews with the student on her writing. Background data are class room observations and a teacher interview. The analytical tool is a socio cultural model generated in the larger research project, aiming at conceptualizing school writing and at providing a heuristics for the analysis of writing events. Results The student seamlessly combined her own interests with the school requirements. The case thus may give rise to a discussion of writing research in which the double genre expectation is construed as a critical dichotomy. Discussion No doubt this case represents a fortunate encounter between a gifted student and an appealing task. Still, it is argued that the case is interesting as a contribution to reflections on aims as well as on research perspectives of MTE writing.

Wai Ip Joseph Lam & Wai Ming Cheung (China)**COMPONENT ANALYSIS OF CHINESE CHARACTERS: IMPLICATIONS FOR THE TEACHING AND LEARNING OF CHINESE IN THE CONTEXT OF HONG KONG PRIMARY SCHOOLS***SIG Research on reading, writing and oracies*

Paper session Tuesday, 14:30-16:00 Room 310

Relevant national context Character recognition and writing is considered as the primary task in the initial learning stage in Chinese language learning. One of the approaches to learning Chinese characters is analyzing characters into its components as components could provide important information on sound and meaning, which is beneficial to students' awareness of orthographic structure of the characters. However, there are discrepancies in the component analysis of characters by different researchers, and principles of analyzing the components remain unclear. The research intends to look into characters to be learned at primary level in Hong Kong, to identify principles of analyzing the characters into components, and to investigate how the principles could be applied to enhance the teaching and learning of characters. Research question(s) The research questions include: a. What are the discrepancies between different approaches of component analysis of Chinese characters to be learned at primary level in Hong Kong? b. What are the principles of component analysis of Chinese characters and its implications to character teaching and learning? Method A total of 3,171 characters, which are expected to be learned in primary education and listed in "Chinese Lexical Items for Student Learning at Primary Level" published by the Hong Kong Education Bureau, will be studied. The research will compare five approaches of component analysis of these characters by different researchers in Hong Kong and Taiwan. Investigation into the discrepancies among different component analysis will be conducted. Results a. A group of characters with a concordant component analysis and another group of characters with discrepant approaches for component analysis will be identified; b. Principles of component analysis in terms of components, hierarchical level and orthographic structure will be explored. Discussion Implications of applying the principles on teaching and learning characters will be discussed.

Natalie Lavoie & Jessy Marin (Canada)

WORD COPYING FOR DEVELOPING SPELLING : AN ANALYTICAL AND REFLECTIVE PRACTICE

SIG Research on reading, writing and oracies

Paper session Tuesday, 14:30-16:00 Room 310

Few research studies have endeavoured to study the role that word copying has played in learning to write and its impact on spelling skills (Rieben, Ntamakiliro, Gonthier & Fayol, 2005). Those which explored the question were mainly aimed at studying the copying process among children (Grabowski, Weinzierl & Schmitt, 2010; Humblot, Fayol & Longchamp, 1994; Kandel & Valdois, 2006). The study to be presented will examine the degree of influence of an analytical and reflective practice of word copying with a significant variable in learning how to write for elementary first graders (6-7 years old), i.e. lexical spelling skills. Furthermore, we verified if training in this practice is beneficial in preventing writing difficulties among boys. This research presents an almost experimental proposal (Boudreault & Cadieux, 2011; Van der Maren, 2005). Thus, students participated in a pretest and a post-test made of two exams (word production and word reading). In total, 8 classes participated in the study. During the experiment, the students from the experimental classes participated in an activity developing spelling from copying words each week for 12 weeks. This activity took place in class and lasted about one hour. Teachers participated in a recorded interview in which they described their practices concerning the teaching of lexical spelling. Our intervention and the adopted approach in class will be described and the relation between word copying and spelling will be specified with the presentation of the first results.

Michael L. A. Le Cordeur (South Africa)

LANGUAGE, ESPECIALLY CAPE-AFRIKAANS, AS AN INDICATOR OF IDENTITY AMONGST THE COLOURED COMMUNITY IN POST-APARTHEID SOUTH AFRICA.

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 304

The national context that this paper builds on relates to the theme of language as a form of identity in post-apartheid South Africa. Specifically, it looks at the ways in which the varieties of the Afrikaans language underpin the individual and collective identities of those Afrikaans-speaking people classified as 'Coloured' and marginalised by poverty, location and race. The research question that guides the aim of this investigation is whether a correlation exists between social inequalities with regards to language and school consequences such as poor literacy and whether such consequences have any impact on the speakers of the varieties of Afrikaans and their perception of identity. From a socio-historical perspective this paper will reflect on the origin and development of the various varieties of Afrikaans. Some varieties, such as Cape-Afrikaans and the related dialect of Muslim-Afrikaans, Griqua-Afrikaans, as well as Karoo-Afrikaans are discussed. These varieties of Afrikaans were in the past often deemed to be sub-standard, which led to frustration amongst the speakers of Cape-Afrikaans (Kaaps). Not only are their children forced to study in Standard Afrikaans, they have to read form prescribed books that portray a world far different from their own reality. The method applied in this investigation comprised of a literature review supported by an empirical study. Interviews were conducted with representative speakers of the various varieties, whilst the lyrics of Afrikaans songs prominent in some Afrikaans-speaking areas were studied to find out if similarities occur between the written form (lyrics) and spoken form (interviews). Data gained from the literature review, the songs and the interviews showed that a correlation does exist between social inequalities with regards to language and academic consequences such as low levels of literacy. However, despite these inequalities, the preliminary results of the study indicate that the varieties of Afrikaans are a sound indicator of identity. (300)

Monique Lebrun & Nathalie Lacelle (Canada)**MULTIMODAL WRITING : TO GO BEYOND TRADITIONAL LITERACY***Evaluation, Equity & differentiation & Effectiveness*

Paper session Thursday, 09:00-10:30 Room 307

Researchers (Bouchardon & Cailleau, 2009; Crozat, 2011) recognize that the emergence of digital technology has led to new ways of writing, the most original writing being probably multimodal. The latter provides a link, on the same production support, between various semiotic forms, some of which are monomodal (thus in text or audio) and others, multimodal (as in video). We rely on a definition of multimodality based on our work (Lebrun, Lacelle & Boutin-LITMEDMOD Group, 2012) situating it, both in reading and writing, in line with the works of Jewitt (2002) and Kress (2003), which clearly demonstrate that with the digital, all the learning environment must be transformed. Our communication will report on an experiment conducted in spring 2012 in Quebec, for eight hours, with middle school students grouped into twenty dyads. It is based on the potential of tablets applications (in this case iPad's) to create multimodal texts in an all in one device that can take pictures, shoot and write. The main purpose was to identify aspects of multimodal production competence of multitemps (Boutin, 2012) and, more specifically, how users learn the relationships between variables of this competence, that is text, still and moving pictures. A teaching scenario on superheroes based on that goal has therefore been built and validated by researchers of the LITMEDMOD Group and tested. Students used, among others, the application "Pages" for the layout of their works, which were deposited in their "dropbox". A grid taking into account multimodal literacy (Lebrun & Lacelle, 2011) was used for the analysis. The first results show that students heavily focus on the picture, sometimes to the detriment of the text, and that they have difficulty combining the variables of multimodal writing on the same media.

Wai H Leung (Hong Kong)**LANGUAGE TEACHERS' VIEWS ON MOTHER TONGUE LANGUAGE EDUCATION IN A POST-COLONIAL REGION***Evaluation, Equity & differentiation & Effectiveness*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 306

1. Relevant national context How a language teacher views the aims and objectives of the language subject he/she is teaching has direct effect on the curriculum design and pedagogies. Traditionally, Chinese language education was a mixture of education on philosophy, history, politics and literacy. Mother tongue language education in modern China is not a matter of pure linguistics but consists of many other elements. However, some researchers found Hong Kong an international city whose heritage lies in both Chinese traditions of education and the British ideas and patterns introduced by the colonial administration and missionary efforts (Hayhoe, 2002). 2. research question What are the views of Hong Kong Chinese language teachers on mother tongue language education in the post-colonial period? 3. method Questionnaire survey was administrated to explore how language teachers view the aims and objectives of mother tongue language education, and these views could be reflected in their choices of assessment. 4. results Result of the questionnaire survey on 97 teachers showing that most of the subjects were language knowledge and skill oriented, only a few of the teachers mentioned Chinese culture or cultural values as important elements of mother tongue language education. 5. discussion. This phenomenon may reflect the strong influence of the previous colonial skill-based language curriculum. Attempts will be made to look into the implications for teacher education. Reference Hayhoe, R. (2002). Introduction. In G. Bickley. The development of education in Hong Kong, 1841-1897: as revealed by the early education reports of the Hong Kong government, 1848-1896. (pp. viii-ix). Hong Kong: Proverse Hong Kong.

Ludmila Liptakova (Slovakia)

THE RELATION OF LANGUAGE AND COGNITIVE PROCESSES IN THE DEVELOPMENT OF READING LITERACY IN PRIMARY EDUCATION

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 09:00-10:30 Room 015

Paper session Thursday, 09:00-10:30 Room 309

1. Relevant national context The paper goes into the development of reading literacy in primary education in Slovakia. In three assessments of the international study PIRLS (2001, 2006, and 2011) Slovak pupils achieved only average level of reading literacy. Especially comprehension of informational texts is one of the weak points. The aim of the report is to present a strategy to increase the efficiency of development of pupils' text comprehension based on parallel stimulation of language and cognitive processes. 2. Research question The research topic concerns the relation of the levels of text comprehension, defined by the PIRLS study, and the levels of cognitive processes according to revised Bloom's taxonomy. We explore possibilities to utilise the given relation, making the development of comprehension informational texts by primary school pupils more effective. 3. Method Our research is of qualitative character, using inductive logic, by which we try to understand the relation of the language and cognition in the processes the pupil goes through in his text comprehension. We have created 14 stimulation units of the development of pupil's text comprehension that were applied in stimulation process with eight 2nd grade participants. In the stimulation units there were intentionally stimulated levels of text comprehension and cognitive processes that are the levels based on. Through participatory observation of the phases of text comprehension process and the content analysis of post-reading pupil's activities there were collected the qualitative data on the influence of stimulation on the cognitive and metacognitive processes of the pupils. 4. Results The results of the research show that intentional and systematic parallel stimulation of language and cognitive processes in text comprehension makes the pupil's procession of the information from the text more effective, that more permanent memory traces are formed and inference and interpretation processes mobilised. The influence of the stimulation on the metacognitive processes was observed, too. 5. Discussion We used the research results in the projection of the curriculum of the Slovak language in primary education in the field of the development of pupil's reading literacy. Further implication of the research will come from a forthcoming Encyclopaedia of the Language for Children (national research project KEGA 023PU-4/2012), based on the constructivist attitude to obtaining particular categories of language knowledge. The presented strategy of the effective development of pupils' literacy also provides scope for comparison with educational strategies in other countries. ategies in other countries.

Elizabeth Ka Yee Loh (China)**THE KEY ELEMENTS AND PROCESS OF TEACHER CHANGE: HONG KONG EXPERIENCE***SIG L1 Teacher Education*

Structured poster session Wednesday, 09:00-10:30 Room 304

In the past decade, Chinese language teachers in Hong Kong experienced a series of educational reform, including curriculum reform, more restricted quality assurance and new assessment mechanism (Education Bureau, 2000; 2006). They are expected to design and implement their school-based Chinese language curriculum, to use new teaching materials and strategies, so as to match up with the educational reform. In this circumstance, teachers should be confident to receive new challenges, and willing to make paradigm change. However, a number of literatures show that some teachers are not ready or even resist changes (e.g. Richardson, 1998). Guskey (2002; 2012) proposes a model of teacher change. He believes that by providing professional development program for teachers, they will change their classroom practices; students' learning outcomes will be improved and finally teachers' beliefs and attitudes will be changed. An ethnographic study conducted by the researcher found that the process of teacher change is more complicated and there is key element which helps to facilitate teachers' change and their professional development. The study examined efforts to implement 13 innovative practices of Chinese language in 11 primary schools in Hong Kong. The researcher found the key element for teacher change is: project managers demonstrated a new instructional approach, and let the Chinese language teachers see it worked in their classrooms with their students. This provided the teachers vivid experience and strong evidence. Teachers were then willing to adopt the new approach. When they experience the joy and reward of the new teaching approach, their beliefs and attitudes changed. They further look for the rationale which contributed to the change and initiatively pursuit their professional development. Based on the above finding, the researcher proposes a new process of teacher change: professional development programme, demonstration of a new teaching approach, change in students' learning outcomes, change in teachers' classroom practice, change in teachers' beliefs and attitudes, and teachers' professional development.

Guiseppe Longo (Italy)**EMPATHY AND LITERARY FICTION: A NEUROCOGNITIVE AND EDUCATIONAL APPROACH.***SIG Research On Literature Education*

Paper session Wednesday, 09:00-10:30 Room 309

In the educational activities, key competences for lifelong learning are, among the others, communication in the mother tongue, social and civic competences, and cultural awareness and expression (Strategic framework for European cooperation in education and training - 'ET 2020'). They can be closely connected and usefully promoted by using the teaching of literature. The paper highlights how and why these competences belong to the context of reading literary texts in the schools, especially if this kind of teaching is based on cognitive neuroscience research (Battro, Fischer, Lena, 2008) and takes into consideration the neural correlates of empathy (Baron-Cohen, 2011) involved in reader's response to literature (Keen, 2006; Oatley, 2011). Empathy may be initiated by a variety of situations and also by reading fiction (Decety, 2005), when empathy requires one to adopt more or less consciously the subjective point of view of the characters. Can this perspective-taking help the reader to learn by fiction how to better empathize, and is this assumption based on the cognitive neuroscience? Is this experience-taking a sort of "mechanism by which narratives can function to expand readers' scope of experience and, thereby, change beliefs and behaviors?" (Kaufman and Libby, 2012).

Célia Lopes & M. Luísa Alvares Pereira & Inês Cardoso (Portugal)

WRITING AND THE ICT: IN-SCHOOL AND OUT OF SCHOOL WRITING PRACTICES IN COMPULSORY EDUCATION IN PORTUGAL

Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 09:00-10:30 Room 304

In school and in today's society the importance and centrality of writing is evident. Therefore, it demands greater responsibility from those teaching it. However, writing's cognitive difficulty is widely acknowledged and this consequently implies great difficulty in teaching and in learning how to write. An in-progress investigation aims to determine the students' writing practices through three cycles of the Portuguese compulsory education (CE) – namely in the 4th, 6th and 9th grades – both in school and in extracurricular contexts, in order to identify the role of the Information and Communication Technologies (ICTs) in relation to the writing in these contexts. In fact, Writing Didactics has been emphasizing the need for more insightful knowledge on the relationship students (re)create with writing, as well as on the influence that teaching practices and the ICT have upon this verbal skill. In this context, we have already some quantitative and qualitative data collected in a Portuguese region supporting the existence of diversified and abundant extracurricular writing practices among CE students, which highly contrasts with the resistance and difficulties recurrent in in-school writing (Cardoso, 2009). Methodologically, this is a survey, and the questionnaire was applied to collect data from a nationwide sample of the population - students from the 4th, 6th and 9th grades, enrolled in the 2011/2012 academic year, in public educational institutions, in Portugal. The results demonstrate the nationwide CE students' writing practices, both in in-school and extracurricular contexts, with and without the mediation of the ICTs, therefore illustrating which ICTs are used the most. This provided insights as to what kind of relationship students create with in-school and extracurricular writing, as well as to the role the ICT take in this relationship. As we see, this project foresees the construction of knowledge capable of guiding the development of innovative practices in the teaching of writing, maximizing the knowledge concerning the extracurricular writing, the relationship with writing and the educational potential of the ICT. At this stage, the current analysis already suggests some trends: i) the reading and writing activities on the computer strongly depend on age; ii) the purposes for which students produce texts are related to the context - in-school or extra-school; iii) the attention of students in the writing process is more focused on the lexical and syntactic aspects than textual, in all age groups. Bibliography: Cardoso, I. (2009). *A relação com a escrita extraescolar e escolar. Um estudo no EB*. Tese de Doutoramento. Aveiro: Universidade de Aveiro. Research project PTDC (CPE-CED/101009/2008), named "PROTEXTOS" ("PROTEXTS: Teaching of texts production in Compulsory Education"), sponsored by Foundation for Science and Technology (FCT) and by the Programme COMPETE: FCOMP-01-0124-FEDER-009134, 2010-2013.

Minna-Riitta Luukka (Finland)

APPRECIATIONS AND JUDGEMENTS - EVALUATING PUPILS' WRITING ASSIGNMENTS

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 015

In this paper I will discuss the lexicogrammatical and textual resources that are used by Finnish mother tongue teachers in the evaluation of their 9th grade pupils' compositions and discuss the way the teachers manage their evaluative positions. The empirical data consists of 108 writing assignments that contain teacher's written comments. The comments varied in their length from 5 to 15 clauses and contained in total 605 appraisals. I will approach my data with linguistic methods and analyze the lexicogrammatical evaluative choices in the framework of Appraisal Theory (Martin 2000, Martin & White 2005). The meaning potential for evaluation and intersubjective positioning are described with three main categories and several subcategories. The main categories are ATTITUDE, which deals with the expressions of emotion and evaluation, GRADUATION, which allows the writer to adjust his/her opinions and ENGAGEMENT, which deals with aligning the reader with the value positions. I will pay a special attention to the system of ATTITUDE and its subsystems of affect, judgment and appreciation. To put these lexicogrammatical choices in textual context, I will also briefly describe the genre patterns of the teachers' comments. The use of appreciations was the most common way of expressing attitudes and evaluate the school essays. There were slightly more negative comments, but the difference is small. Most of the positive evaluations were presented explicitly as statements where as the negative ones were presented in a more impersonal way, typically as commands or short, elliptical remarks and without direct reference to the student. When it comes to appreciations, the comments about the value of the text were very uncommon. Most of the comments were either negative evaluations of composition (balance or complexity) or positive reactions to the quality of the texts (mainly the content and ideas). In Finnish context, the teachers decide themselves the evaluation criteria and write their comments on the basis of the implicit norms and socio-cultural understandings of writing and school genres. Nevertheless, they seem to follow quite similar genre patterns when considering how to fit together both positive and negative evaluations. Presenter: Minna-Riitta Luukka University of Jyväskylä Department of Languages P.O.Box 35 FI-40014 University of Jyväskylä Finland minna-riitta.luukka@jyu.fi

Michael Macaluso (United States)

THE LINGUISTIC, CULTURAL, SOCIAL AND POLITICAL COMPLEXITY IN THE MULTICULTURAL LITERATURE CLASSROOM SYMPOSIUM 2 THE CULTURAL "PERSPECTIVE-TAKING" OF PRE-SERVICE TEACHERS THROUGH THE READING OF MULTICULTURAL LITERATURE
SIG Research On Literature Education

Symposium Thursday, 11:00-12:30 Room 304

Context and Theory I have the unique fortune of teaching a multicultural literature class, "Issues of Diversity in Young Adult Literature," in a College of Education at a major U.S. University. Though the class primary works through the lens of literary analysis of that multicultural literature, the pedagogical implications of that literature - in both its content and potential future use in classrooms - is a regular and consistent topic of conversation. The students in my class are all pre-service teachers and consist of mostly white females; however, there are Native American, African American, and Asian American females in the class as well. Though there are no males in my particular section, the varied perspectives, cultures, religions, and experiences of these young women provide for dynamic and, at times, tense classroom discussions about texts both from and outside of their own culture. The purpose of the class, as I understand it and as I teach it, builds from a "perspective-taking" (Thein, 2007) stance, which suggests that changes in students' cultural perspectives "are often subtle, usually transitory, and frequently contradictory, that increase their understandings of how their beliefs and values are formed and why other people think differently. They therefore acquire the capability itself to engage in and value perspective-taking through their literary experiences" (Thein, 2007, p. 55). When, how, and what this "perspective-taking" happens is different for and distinctive to each individual. Methods and Data Sources This study uses qualitative methodology to examine, understand, and critically reflect upon students' shifting cultural perspectives over the course of the semester. This methodology comes largely from document analysis of students' work in the class: weekly papers which explore their understanding of diversity themes and issues within multicultural literature as well as paper reflections - midway through the semester and at the end of the semester - on their personal perspectives of and growth and change towards reading multicultural literature and "trying on" different cultural perspectives over the course of the semester. Additionally, to further highlight students' voices on these complex issues, data from interviews with selected students will be analyzed and used. Conclusions Though the class is still in session, initial conclusions suggest that students do, in fact, shift in their cultural understandings of other groups, ethnicities, and races as well as their own. For example, one student suggests, "I realize that I had been exposed to racial and cultural stereotypes [in the past]. Books in this class, like *The Heart of a Chief* especially, made me aware of Native American stereotypes and gave me an insight into Native Americans' views on various issues." Another student suggested, "I realize now that I am part of a minority group, and I never realized it before because no one ever talks about Native Americans." These initial conclusions suggest that there is still work to be done in educating and exposing all students to multicultural literature. Moreover, this exposure is particularly important for pre-service teachers, who will hopefully incorporate and use multicultural literature in their own classrooms

Charles A. MacArthur & Zoi A. Philippakos (United States)
SELF-REGULATED STRATEGY INSTRUCTION FOR BASIC COLLEGE WRITERS
Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 15:30-17:00 Room 304

Paper session Thursday, 09:00-10:30 Room 310

Developmental, or remedial, writing courses are common in the USA, especially in 2-year community colleges, yet little systematic research has studied their effects (Calcagno & Levin, 2008). The goal of the project was to develop and evaluate curricula for basic college writers. Following principles of self-regulated strategy instruction (Graham, 2006; MacArthur, 2011), students learned strategies for planning, drafting, and revising compositions with an emphasis on using knowledge of text organization to guide planning and self-evaluation. In addition, they learned specific strategies for self-regulation. The design research phase included three cycles of implementation and revision with seven instructors and 31 classes. Large gains from pretest to posttest were found in writing quality and in motivation (MacArthur & Philippakos, in press). Mean quality scores increased 2.0 on a 7-point scale (Cohen's d , 1.95). On the motivation questionnaire, gains were found in affect, self-efficacy, and substantive beliefs (contrasted with mechanics) ($p < .001$). On learning goals, decreases were found in performance and avoidance goals ($p < .01$) and increases in mastery goals ($p < .05$). We have completed a quasi-experimental study involving 335 students in 19 classes with 13 instructors at two colleges. Preliminary results indicate gains in quality in treatment classes compared to control. Analysis will be complete for the conference presentation. In addition to the results, the presenters will discuss design challenges for the curriculum and professional development.

Henna Makkonen-Craig (Finland)

NEVER BEGIN YOUR SENTENCE WITH AN AND? A COMPARISON OF HIGH AND LOW PERFORMING WRITERS IN THE FINNISH MATRICULATION EXAM
Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 015

National context Finland is a fully saturated literacy environment (cf. Blommaert 2008) with free of charge primary, secondary and tertiary education. Presently 50% of 16-year-olds choose to enter upper secondary school (cf. lyceé). In their final examination the candidates write a matriculation essay in their mother tongue test. Although the matriculation essay is a prescriptive, institutional school-genre with a long tradition, it is also an increasingly diverse genre. The candidates draw on various contextual resources, reflecting the diversity of assignments and the changing textual landscape of young adults. Research question This research analyses prefaced connectives which are often considered "speech-like" and therefore problematic in normative writing. The focus is on the prefaced AND (Finnish JA). According to a common rule of thumb, known by many young adults in Finland, one should never begin a sentence with an AND. Despite normative efforts, AND-prefacing prevails and is occasionally deployed even in published print texts by expert writers. What outcome does this conflict of a prescriptive norm and actual practices have in the matriculation essays? This research analyses the frequency of AND-prefacing and examines its discourse functions in the matriculation essays. Furthermore, it asks whether AND-prefacing is an equal resource for high-performing and low-performing writers. Method and sample The extensive sample, used for a quantitative analysis of prefaced connectives, comprises over 1200 essays assessed by the matriculation board in 1994, 1999, 2004 (Corpus of Typical Essays) and 2005 (Corpus-100). The intensive sample includes 47 essays from 2004, each comprising one or more instances of AND-prefacing. It is used for a qualitative analysis of discourse functions. Results and discussion Only 11% of the candidates deploy AND-prefacing in their matriculation essay. Unexpectedly it is most rare in the second best grade. The failed essays and essays with low grades are most likely to demonstrate clustering of prefaced connectives. Discourse functions for AND-prefacing include, among others, rhetorical listing and escalation, fantasy (coda), clarifying an argument, dialogical alignment, evaluation of a narrative turn, and introducing a new topic. In some essays, AND-prefacing makes sense only when we consider the dialogic relationship of the essay and the other genres in the literacy event. The successful use of AND-prefacing requires good genre competence, and a socio-cultural awareness that not all prefacing has equal value in this institutional context.

María Soledad Manrique & Verónica Sánchez Abchi (Argentina)
NARRATIVE SKILLS IN KINDERGARTEN: A TEACHERS' EDUCATION DEVICE
SIG L1 Teacher Education

Structured poster session Wednesday, 15:30-17:00 Room 304

This contribution explores the effect of a teacher education device on the practices of 14 kindergarten teachers, working at contexts of poverty in Buenos Aires, Argentina. School failure, the diversity of teaching practices and teaching practices' effect on children's learning opportunities have motivated this research. The study is based on the assumption that representations underlie teaching practices and teachers' competences, and that teacher education relies on the possibility to affect these representations (Scheuer & Pozo, 2006). In this context, the following research questions have arisen: a) which competences are developed during the teacher education process, in order to scaffold children's linguistic and cognitive development?; b) how do teachers develop these competences? c) how can we boost new competences and representations through teacher education?. The education device focused on the practices of storytelling and personal experience telling in order to foster children's narrative competences. It was based on a reflection over action process. This process was achieved through an auto-confrontation activity (Clot, 2006), that concerned the viewing and analyzing of videos of each participant's classes. A group workshop provided categories of analysis. The Comparative Constant Method (Glaser & Strauss, 1967) was employed to analyze the story telling and personal experience activities before and after the education device. Results show transformations of teachers' practices, in relation with two dimensions: instrumental and social. The first one concerns the pedagogical purposes of the activities, the strategies employed to elicit personal experiences from the children, the type of questions (as regards the focus of information and the cognitive demands). The social dimension refers to the organization of turn taking and children's participation. The new practices developed after the teacher education device have allowed more cognitive demanding processes on the children's part. The teachers' competences underlying the new practices are discussed. Key words: teachers' education device - initial education - narrative competences - transformation of practices

Brigitte Marin (France)
READING AND WRITING NARRATIVES AT FRENCH ELEMENTARY SCHOOL
Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 307

This longitudinal study aims at showing the impact of lexical apprenticeship on the use of specific vocabulary while writing at school. For the experiment, 432 French students in grades 3, 4 and 5 wrote a total of more than 2.000 narrative texts in L1. These writings were following the reading of authors' literary texts five times over the course of the school year. First, the students wrote texts, then they had access to different kinds of lexical resources, and they lastly revised their texts. Each session included a disposal based on different cognitive approaches (Lewis, 1993). All students could take benefit of the teacher's explanations about new words that could be useful to expand their writings. Otherwise, different kinds of lexical helps were provided, between which they could choose: (i) synonyms of ordinary words, (ii) tables with words in connection with the theme of the writing - organized according to their grammatical category - and (iii) texts of authors about the same subject. Our hypothesis was that the most efficient help was dependant on the level of students, in connection with their prior knowledge and their ability to read. We have compared the evolution of lexical and writing skills of students belonging to eight experimental groups, in parallel with students belonging to eight other groups having worked in a traditional way. Findings indicate that the first quantitative and qualitative analyses confirm our hypothesis. They show the improvement of skills bound to the situations when lexical apprenticeship are planned by researchers (Gagnon & Ziarko, 2012), in interaction between verbal and writing activities (Sardier, 2012). References Gagnon, R. & Ziarko, H. (2012). Indicateurs lexicaux dans les textes de comparaison et de problème-solution produits par des élèves de 8-9 ans. *Pratiques*, 155-156, 97-107. Lewis, M. (1993). The Lexical Approach. *The State of ELT and a Way Forward*, Hove, Language Teaching Publications. Sardier, A. (2012). Favoriser l'accès lexical en production écrite. *Pratiques*, 155-156, 127-146.

Larissa J McLean Davies & Brenton G Doecke & Philip Mead (Australia)
EDIFYING INSTRUCTION IN CLASSROOMS? EXPLORING THE PURPOSE OF LITERARY STUDY IN
SECONDARY ENGLISH IN AUSTRALIA
Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 315

In Australia each state and territory follow different practices with regard to curriculum design and assessment for the senior years of secondary education (see Patterson 2008 for discussion). In some places, assessment in the senior years is managed at a school level. In the northern State of Queensland, this means that teachers select texts for their students to study and assessment is managed at a school level, in other states, a substantive part of the assessment is undertaken by an external body; in Victoria this is the Victorian Curriculum and Assessment Authority (VCAA). Teachers make their selection of texts from lists determined by VCAA representatives; in the standard or mainstream 'English' subject, four texts will be chosen from a possible 36, and in the more specialized subject 'Literature', six texts are chosen from a possible 73. Given the high stakes nature of senior English—in Victoria, a pass in a sequence of three subjects from English suite is compulsory—the text lists for English and Literature, which are published annually, cause considerable interest, and at times, public debate. Such a debate ensued when the Melbourne Age published Christopher Bantick's objection to Gabriel Garcia Marquez's novel *Love in the time of Cholera* (1985), which had been set by the VCAA for study in the literature subject for the second time in 2013. In 'Sex with a child is not the stuff of the school curriculum', Bantick, senior English and literature teacher and regular media columnist, squarely attacked the VCAA, and more specifically, its delegated panel of teachers who had selected this text, arguing that the representations of underage sex between a "septuagenarian man and a 14-year-old girl" made the text profoundly inappropriate. Bantick's view was both supported and derided by students, teachers, journalists and academics in the usually quiet December and January holiday period. Controversy over fiction is not new, and issues of text selection often become contentious, in Australia and elsewhere (McLean Davies 2008, 2009, 2010, 2011). This paper argues that at the heart of these often public discussions and are unresolved tensions about the purpose of literary study in secondary schools. This paper will provide a brief review of research concerned with literary censorship in subject English, and will draw on the work of Pierre Bourdieu (1996) to closely analyse the recent media debate about the teaching of Marquez's *Love in A Time of Cholera*. Through analysis of this and other related cases, this paper will consider the ways in which literary study is being framed in contemporary Australian culture, and will consider the role of media and other institutions (including parental institutions) in shaping the literary field

Keith McPherson (Canada)

INVESTIGATING THE ROLE OF NEW HOME-BASED INFORMATION COMMUNICATION TECHNOLOGIES (ICTS) IN CHILDREN'S DEVELOPMENT OF ADDITIONAL AND MULTIPLE LITERACIES: IMPLICATIONS FOR CHILDREN'S SERVICES IN PUBLIC AND COMMUNITY LIBRARIES.

Symposium Wednesday, 11:00-12:30 Room 306

National Context: Literacy acquisition is increasingly mediated by new ICTs and the transnational movement of families, and demands communicative abilities of a multilingual nature. This paper examines: 1) how five-year old, urban, Canadian children access and use home-based ICTs; 2) how these practices shape their acquisition of additional and multiple literacies (oral and written); and 3) the implications of such practices for public and community library programs. Research Questions: How do young children access and use new ICTs to develop their home literacy; how do these practices shape their education in that language and the dominant language of school; and how do these practices inform the assumptions and services available in school and community library programmes? Method: Data representative of five-year old children's new ICT practices were obtained from interviews, photo elicited interviews, video, observations and focus group sessions. Data representative of library programmes were drawn from a review of literature. Results: Analysis of the qualitative data showed that new home-based ICTs played an integral role in supporting the development of children's oral and written literacy of a multilingual, multimodal, and socially networked nature. Successful literacy programs in public and community libraries incorporate mentoring capacities, play-based and student centered instruction, and develop a student's ability to adapt to multiple and quickly changing literacy contexts. Discussion: Given the increasingly transnational movement of families, knowledge of how new ICTs shape young children's development of multiple literacies needs to be incorporated in educational settings outside the home including public and community libraries.

Marta Minguela (Spain)**IS SELF-REGULATION IMPORTANT FOR BEING FULLY COMPETENT IN READING?***Evaluation, Equity & differentiation & Effectiveness*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 315

International assessment of education such as PISA gives us information about how students deal, amongst other subjects, with reading comprehension. Results in Spain show that a high percentage of students finished have serious problems to deeply comprehend texts when they are about to finish compulsory education. They tend to show low difficulty processing the text superficially, but being fully competent in reading implies more than this; it also requires the ability to read for epistemic purposes, and reasoning beyond the text. In such complex processes, the self-regulated use of metacognition becomes essential. The aim of our study is to explore the reading difficulties associated to the two main components of metacognition (monitoring and control), by contrasting the reading process followed by skilled and less-skilled readers. The reading procedures used by 55 secondary school students (skilled and less-skilled readers) were analysed considering the aforementioned metacognitive variables. Participants were asked to read and reread (if they considered it necessary) an expository text; they also had to make metacognitive judgements, and to answer to questions measuring different types of comprehension (from superficial or literal, to deepest comprehension). The results of our case study indicate that less-skilled readers tend to use less effective reading procedures than skilled readers, and that they tend to overestimate their comprehension to a greater extent, and that this differences are specific for the questions measuring deep comprehension. Our results highlight the importance of teaching how to self-regulate comprehension to our students.

Margit Molnàr (France)**WHAT TO DO WANTS TO MEAN ? SEMIOTIC OBSERVATIONS ABOUT READING SUPPORT - PRINT, TECHNOLOGICAL, READING, WAY OF THINKING, SEMIOTIC***Evaluation, Equity & differentiation & Effectiveness*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 304

Context and research This paper take part of a research on the materiality of the print wich is the union of support and writing. It also seeks solutions to a teacher's difficulty as consequent to new attitudes of young peole towards reading and writing. These changes make part of cultural and societal transformation in "electronic age." Method This is a research in action that wishes to enhance semiotic observations for educational perspectives. This semio-pragmatic approach is based on a structuralist theory of Louis Hjelmslev, developed by Alessandro Zinna. It also uses the work of Eric Landowski, socio-semiotics interactions and Serge Tisseron, a psychologist specialist of relationship to high-technologies. Discussion The paper recalls that "there is no writing, there are only support of writing." This statement reveals a focus on the object-side of reading. Between verbal side, language-writing, and material side, object-support, receiving the text is operated by both semiotic (verbal and material). Each other contributes to meaning, variously on the technological media and print. or digital. Our interest focuses on the different interactions (corporeal, cognitive) driven by these perceptible properties. It is three characteristics of hypertext : syncretism, interactivity, linéarity. Expected results The initiative aspires to provide the possibility to understand how function the written and électronique languages. It also seeks to integrate this into training for teachers as shcemes "relation tu literacy". This awareness seems needful to better understand the challenges in skills related to reading. It can help to adapt our pedagogical method and our didactical tools with taking advantage of the high-technological qualities.

Isabelle Montesinos Gelet (Canada)**CASE STUDIES: CHILDREN'S LITERATURE AND CURRICULUM INTEGRATION***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 14:30-16:00 Room 315

Primary school teachers in the Quebec context are generalists. They must contribute to the development of students' skills in different subjects (MELS, 2001). However, the curricula are very large and there is rather limited teaching time. Therefore, many consider the skills related to language of instruction in reading, writing, oral and literary appreciation deserve to be exercised in projects that also contribute to the development of skills of other disciplines (Maingain, Dufour and Fourez, 2002). In such a context, the uses of children's literature prove a valuable resource (Montesinos-Gelet, 2012). In this communication, interdisciplinary practices of three primary school teachers will be presented and discussed. They were collected using photographs as part of ethnographic research to document the impact of a continuing education program followed by the teachers observed. Maingain, A., Dufour, B. et Fourez, G. (2002). *Approches didactiques de l'interdisciplinarité*. Bruxelles: De Boeck. MELS (2001). *Programme de formation de l'école québécoise*. Québec: Gouvernement du Québec. Montesinos-Gelet, I. (2012). *La littérature de jeunesse et l'intégration des disciplines*. *Vivre le primaire*, 25(1).

Dewi Mulia (Australia)**THE USE OF FIRST LANGUAGE SCAFFOLDING TO TEACH ENGLISH AS A FOREIGN LANGUAGE TO PRE-SCHOOL CHILDREN DURING DRAMATIC PLAY IN WEST SUMATRA, INDONESIA***SIG Language & Linguistics*

Paper session Tuesday, 11:30-13:00 Room 304

Three years ago, the government of Indonesia mandated the teaching of English as a foreign language (EFL) in pre-school settings. The Indonesian community generally perceives that English language teaching should require the coverage of phonology, vocabulary, grammar, discourse, and pragmatics and, as a result, often demands that pre-school teachers use English at all times. Code switching between English, Indonesian, and Minang, the local language of the region, is perceived negatively, and teachers are often criticized for using a multilingual approach that is 'part snake and part eel' [sakarek ula sakarek baluik]. This refers to a negative perception of mixing languages in educational settings. In fact, code switching between Minang (first language), Indonesian (second language), and English (foreign language) is the norm of language use in this part of Indonesia. However, in this community, there is a lack of respect for pre-school teachers' professionalism as well as skepticism towards the effectiveness of multilingual teaching approach which is used widely at the pre-school level. Vygotsky (1978) presents a different perspective on this phenomenon, noting that children learn languages through play. Their first language can be the main tool to help children understand new words and utterances in context. By using code switching, teachers help pre-school children to link their prior knowledge and experience to the new forms of expression that enables them to derive the meaning of new words from the social context of language use. For this reason, scaffolding techniques should be used by pre-school teachers, in particular in ways that support children's cognitive development in constructing new meaning based on their first language experience. This paper, which is based on a research study in progress at the Deakin University-Australia, explores the patterns of interaction between pre-school teachers and their students as teachers scaffold the development of EFL through dramatic play in West Sumatra, Indonesia. This interaction is systemic in nature and demonstrates consistent patterns of language use. The data described here derive from a collaborative action research project with pre-school teachers in this community, and the results are presented in the form of a narrative inquiry. These results challenge the local perception of teachers' effectiveness in languages education. Children, who have been taught the English language through scaffolding, demonstrate physical, social, and cognitive development as a result of learning in and through play in the multilingual context. This shows the beneficial role of code switching in EFL teaching at the pre-school level in West Sumatra, Indonesia, and suggests a need to challenge existing community perceptions, thereby prompting a more serious consideration of this approach to EFL teaching in complex multilingual learning environments.

Zsuzsanna Nagy (Hungary)

CHARACTERISTICS OF RATING WRITTEN COMPOSITIONS: THE CASES OF A MOTHER TONGUE EDUCATOR AND AN EXPERT OF EDUCATIONAL EVALUATION

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 015

Context Research on writing aims to guarantee reliable rating by using 1) careful definitions of assessment scales and scores and 2) multiple rating of texts and rater training. Still, analyses of rater judgements show frequent inconsistency and differences in severity. Research question The present study aims to map possible differences in the rating of a mother tongue educator and an expert in educational evaluation. Methods Texts written by 8th grader Hungarian students (N=429) were rated by two independent raters, one (rater A) a practicing mother tongue educator with experience in educational evaluation, the other (rater B) an expert in educational assessment but not teaching mother tongue. The texts were rated on 5 point scales for content, genre, tone, readability, lexical and grammatical conventions, handwriting and neatness, spelling and orthographic conventions, and for a holistic score. Results For both raters, analyses showed high reliability (Cronbach- $\alpha=0,95$), strong correlations between ratings ($r=0,85-0,93$) and a small difference in severity (0,56 logits). In regression analyses with the holistic score as dependent variable, for rater B, most analytic scales contributed significantly, while for rater A, only content (45,7%) and structure (28,4%) contributed to explaining variance. Analyses of the partial credit model revealed different use of the scales by the raters, and different model fits regarding the scales for the two raters. It seems only rater B judged used the scales appropriately. Discussion Rating writing differs greatly in research and school settings. Research greatly relies on analytic scales, schools usually use one holistic scale. The findings suggest that rater A did not perform analytic scoring, was unable to break with previous school practice, and this has affected the quality of rating. This highlights the need, in composition research, for training to target explicitly analytic scales neglected in school practice and the principles of formulating a global judgement.

Astrid Neumann & Steffen Ottoberg (Germany)

WRITING AS LEARNING TOOL IN SUBJECTS ON SEVERAL GRADES

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 015

Relevant national context: Since the implementation of educational standards in Germany the role of writing enhances in all subjects on all educational forms and schooling levels. The writing competence is used in the different subjects to solve specific problems. In the presentation we will discuss approaches to science in grade 4 and to German lessons in grade 7 using "well defined writing tasks (Aufgaben mit Profil)" (Bachmann & Becker-Mrotzek, 2010) in collaborative writing situations. Research questions: The focus lies on content learning through writing and follows the question how to enhance content knowledge in subjects using a) special writing assignments and b) collaborative writing situations. In grade 4 the intervention used the story telling method in science problem solving situations, in grade 7 the intervention is based on Grahams SRSD-Modell using communicative practices and adaptive scaffolds from oral to adequate written texts. Method: In both cases writing interventions were adapted to special subject needs and hetero-geneous preconditions and qualifications of learners. Comparing results of Pre- and Post-tests in writing as well as students' self-assessment questionnaires and using information from Nature of Science Interviews (Carey et al., 1989) and process observations there could be proofed effects of effective learning procedures. Results: Writers enhanced both writing abilities and content understanding. They used forms of collaboration in planning, writing and rewriting phases of text production in different quality. The adaptation of intervention material to heterogeneous learning groups was one of the special points of success and rise of students' writing motivation. Discussion: The results help us to understand literal procedures in the different subjects to support students' learning processes adaptively. With the help of differential results, describing products and processes we can give advise to enhance content competences through writing to practitioners.

Outi K. Oja & Eeva Kaarina Ahonen & Pirjo Helena Vaittinen (Finland)
MULTICULTURAL ATTITUDES AND SENSITIVITY IN ONLINE LITERATURE CIRCLES
SIG Research On Literature Education

Symposium Thursday, 09:00-10:30 Room 304

National Context: In Finland, the National Core Curriculum in Finnish schools gives guidelines for creating a multicultural understanding in the classroom as well. The goal of the curriculum is to help the pupils get introduced to other cultures and philosophies of life, as well as to functioning in a multicultural community. In the Mother Tongue and Literature class, there were 28 pupils at 9th grade, aged 14 to 15, that discussed online a Swedish author Jonas Hassen Khemiri's (b. 1978) novel *Ajatussulttaani* (in Finnish 2004, "A Sultan of Thought", originally *Ett öga rött* 2003, "One Eye Red"). We want to see what happens when a culturally homogenous group of Finnish pupils read a story of Halim, a young immigrant boy of Arab ancestry in Sweden, fighting with the Swedish society and rebelling with his father, too, who wants to be a super-immigrant - "a sultan of thought". Research Questions: What kinds of personal response and attitudes are being elaborated and voiced by this group of young readers to the piece of multicultural literature? How do the pupils reflect on their own cultural understanding during their reading process? What kind of multicultural sensitivity and multicultural competence they represent in their comments on the issues of the language identity (mother tongue) and the culture of one's own? Method: The small texts produced in small groups using computers at home in the frame of goal-oriented school assignment are analyzed using thematically-oriented discourse analysis. The theories of multicultural competence and cultural identity are combined with elements of aesthetic response of reading, and the different criteria are used to describe the different layers of cultural understanding of the readers. The common conceptions and differing attitudes are discussed against the background of dominant or nondominant culture of the participants in the class. Results: The speech of the young Finnish dominant culture students of the 9th grade reading shows some multicultural competence: the protagonist's point-of-view is correctly understood. There are, however, difficulties in verbalizing phenomena and issues in an ironic and controversial book about a young immigrant boy - telling his own story in a diary. Discussion: The literary and multicultural reading of a group of young people in Finland is also seen in the context of reading literature at school in Finland, the amount of multicultural classes in Finland, the books written by authors with immigrant background published in Finland, as well as the situation in Sweden. The multicultural competence not only of students but also of teachers is also discussed, in Finland and all over the world. References: Khemiri Jonas Hassen, *Ajatussulttaani* (Originally *Ett öga rött*. Finnish translation by Outi Menna. Johnny Kniga 2004.) Dressel, Janice Hartwick, Personal response and social responsibility: Responses of middle school students to multicultural literature. *The Reading Teacher*, vol 58, no.8, May 2005. National Core Curriculum for Basic Education 2004. Finnish National Board of Education http://www.oph.fi/english/publications/2009/national_core_curricula_for_basic_education Pentikäinen, Johanna, The Use of Literature in Developing Multicultural Sensitivity in Teacher Training. *Procedia: Social and Behavioral Sciences* 2012. Vol. 45, 189-196.

Alina Pamfil & Ioana Tamaian ()
LITERACY IN ROMANIAN SCHOOL
Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 09:00-10:30 Room 315

National context. Literacy is a subject debated by Romanian teachers mainly as an effect of UNESCO Literacy Decade Policies (2003-2012) and because of the poor results obtained by the Romanian students in PISA tests. The concept of literacy does not exist by itself in the Romanian national curricula, but its conceptual area does. It consists of various elements engaged in broader curricular strategies aiming at training key competences (such as oral and written communicative competences, reading competence, cultural competence). Research question. Is literacy a new way of conceptualizing some theoretical and practical issues existing for a long time in Romanian school practice? Or is it a concept that changes its content as a material effect of new social, political, economic ideologies? If so, how should we reshape the literacy conceptual map and its practices in Romania? Method. We are going to present (a) a conceptual map of literacy resulting from the Romanian curricula and (b) the results of an investigation on literacy practices conducted among our university students (the coming to be teachers) and some practitioners. Results. The analysis of Romanian curricula will show how the Romanian school conceptualizes literacy today and how to put the actual reality of literacy in line with EU policies. Analysis of the questionnaires will show the university students' and young practitioners' beliefs and convictions related to this concept. Discussion. The discussions will emphasise the discrepancies and the similarities between the realities of the curricula, teachers' opinions and literacy practices in order to stimulate efficient strategies which should be applied to improve our students' results in different tests and exams.

Graham B. Parr & Scott Bulfin & Iris Susana Pereira & Ellen Krogh & Piet-Hein van de Ven & Brenton G Doecke (Australia)

STORYTELLING AND PROFESSIONAL LEARNING: TEACHER INQUIRY IN ENVIRONMENTS OF STANDARDISATION AND ACCOUNTABILITY
SIG Research on reading, writing and oracies

Symposium Tuesday, 11:30-13:00 Room 015

A key characteristic of twenty-first century 'education reform' is the pursuit of ever more standardised ways to measure the effectiveness of individual teachers in schools, and ever more standardised ways to make teachers accountable for their professional learning. Invariably, these standards-based reforms are unconcerned by, or deaf to, the nuanced stories of teachers teaching and learning in particular cultural and curricular contexts. Meanwhile, research in a wide range of disciplines continues to affirm the value of storytelling as "the central function or instance of the human mind", to borrow the words of Fredric Jameson (1981, p.13). The tensions between these apparently divergent standpoints signal important epistemological issues regarding teachers' work and professional learning. If Jameson is right, and storytelling is indeed central to the human mind, then this surely raises serious questions about the vision of education that has been driving managerial standards-based reforms in recent years. What place is there for storytelling and narrative in an education environment governed by imperatives to quantitatively measure the quality of teaching and the value of professional learning (cf. Parr, 2010)? This symposium reports on projects in different international settings that re-affirm the importance of story-telling in educators' professional lives. One focus of the projects is the heuristic value of narrative-based writing as a form of professional learning and practitioner inquiry. The different papers will reflect on the importance of autobiographical writing as a vehicle through which educators across different international contexts can develop a reflexive practice sensitive to the values and beliefs of the young people they teach and the contexts within which they work (Bulfin & Mathews 2003; Doecke & Pereira, 2012; Parr & Doecke, 2012). We draw upon a range of narrative-based, reflexive texts written by educators from diverse cultural and curriculum sites about their day-to-day professional practice. Authors Graham Parr (Monash University, Melbourne, Australia) Scott Bulfin (Monash University, Melbourne, Australia) Iris Pereira (University of Minho, Braga, Portugal) Brenton Doecke (Deakin University, Melbourne, Australia) Discussants Ellen Krogh (University of Southern Denmark, Odense, Denmark) Piet-Hein Van der Ven (Radboud University, Nijmegen, the Netherlands) Chair Brenton Doecke (Deakin University, Melbourne, Australia)

Graham Parr & Scott Bulfin (Australia)
WRITING, PROFESSIONAL LEARNING AND IDENTITY WORK

Symposium Tuesday, 11:30-13:00 Room 015

Standards-based reforms across the world typically urge individual teachers and teacher educators to tie their professional learning activities to generic standards and pre-determined learning outcomes of the students they teach. Some research testifies to the effectiveness of such 'value-adding' strategies; other research literature points to potential dangers, while exploring alternative, dialogic approaches to teacher professional learning. In the third paper of this symposium, we investigate the epistemology of recent developments in narrative-based professional talk and writing through which groups of educators inquire into their knowledge, practices and professional identities. As part of this investigation, we examine a range of hybrid professional texts - narrative and analytical, critical and creative, single voiced and polyphonic - written in recent years by different groups of teachers and teacher educators in diverse professional learning spaces.

Denise S. Patmon & Stephen Gordon (United States)
TEACHING WRITING AND WHOLE SCHOOL CHANGE TO TEACH THEM ALL - U.S. CONTEXT
Evaluation, Equity & differentiation & Effectiveness

Demonstration Wednesday, 15:30-17:00 Room 311

Presenters in this symposium will report their research concerning the improvement of high school student writing in various school subjects in a multi-ethnic, urban high school in Boston, Massachusetts. We will present how this school organized for writing improvement (support from the administration and curriculum investigation), partnered with the local university to provide professional development and pre-practicum undergraduate student tutors, and how teachers investigated their practice and inquired into their instruction which generated whole school change and a community that piloted and shared knowledge and writing pedagogy. We have learned that student achievement, specifically in writing, requires a school's commitment to developing its staff and supporting its students. Our research suggests what such commitment around disciplinary literacy will look like and accomplish.

Denise S. Patmon & Stephen Gordon (United States)
THE VALUE OF TEACHER INQUIRY IN THE TEACHING OF WRITING (K-12) - U.S. CONTEXT
Evaluation, Equity & differentiation & Effectiveness

Demonstration Wednesday, 15:30-17:00 Room 311

To improve student achievement in the U.S. policymakers have legislated mandates, introduced common core standards, and evaluated teachers based on high stakes student tests. These emphases have marginalized an investigation of how teachers grow, improve their practice, and contribute to the academic community. This symposium will present the results of a yearlong qualitative study of how the creation of an academic research community of teacher fellows involving teacher inquiry, impacted teacher practice and ultimately student performance. We found that we need professional development programs that grow teachers of writing as informed decision makers who take an inquiry stance on their practice, challenged and supported by their peers. AUTHORS: Denise Patmon, Stephen Gordon, Rebecca Brown

Ietje Pauw (Netherlands)

THE DEVELOPMENT OF NARRATIVE STRUCTURES IN STORIES OF TEACHERS

Evaluation, Equity & differentiation & Effectiveness

Demonstration Wednesday, 11:00-12:30 Room 310

Relevant national context Pre-service teachers can construct a teacher identity through narratives of teaching (Kelchtermans, 2002; Pauw & Van de Ven, 2010; Pauw & Van Lint, 2013). In a narrative, a story, people keep looking for the source of what happened and the stories help them find the answers (Bruner, 2002). Narrative reflection is an effective type of reflection for students (Pauw, 2007). The story of the student in the teaching practice is the core of the reflection report. Pauw (2007) stated that there is a relation between the quality of the story and the quality of the reflection report: the better the story, the better the quality of the reflection on that story. Research question It is important to know how narrative structures develop in stories to help students write their own narratives. Method 47 students wrote one story before the reflection course, one after 5 lessons, and another one after 5 more reflections lessons. In the first set of lessons the focus was on the story: definition, elements of a story, language specifically for narratives. In the second set the focus was on the reflection part (Pauw & Van Lint, 2013). The stories were analysed on rhetorical and literary aspects such as the presence of story elements like event, characters, time, space and structure with special attention to the opening of the story and the use of narrative language. Results After 10 lessons all stories had increased in length and in description of the characters. The structure became more logical and 25 students opened their story with a *medias in res* opening. Workshop In this workshop I will present three stories of one of the 47 students, written at different moments during the semester. We will analyse these stories on rhetorical and literary aspects and look for the development of the narrative structures in the stories of this student

Sylvi J. Penne & Håvard Skaar (Norway)

NEW LITERACIES AND MOTHER TONGUE DIDACTICS: FINDINGS IN A NORWEGIAN EDUCATION 2020 PROJECT ([HTTP://BLOGG.HIOA.NO/LITERACY/](http://blogg.hioa.no/literacy/)) "WHY DO WE HAVE TO LEARN SUCH BORING STUFF?" AFFINITIES AND INDIVIDUALIZED IDENTITIES VERSUS BEING A "PUPIL" IN THE SCHOOL SETTING.
SIG Research on reading, writing and oracies

Paper session Wednesday, 11:00-12:30 Room 304

The educational system in Norway is built on democratic ideals. Simultaneously, the principle of equality, "a school for all" and a focus on the individual learner and her learning processes are endeavored. It seems, however, that this policy has not had the intended democratic effect. In Norway, as in other countries, the parents' social background plays an important part in their children's educational careers. In our program we research didactic implications of this, taking as starting point the notion of literacy. A research question is what difference literacy/the mediating language makes in the school context. We understand literacy as a system of cultural and technological practices enabling people, through language, to understand, interpret, cooperate and create (Unesco 2004). The concept illustrates that learning is a language act, that what is learned has to be mediated by cultural and linguistic signs or different forms of semiotics, and that language and meta-language as meditational means are necessary for learning. We will present findings in two of the six studies in the project with data from lower and higher secondary schools. Sylvi Penne: "Why do we have to learn such boring stuff?" Affinities and individualized identities versus being a "pupil" in the school setting. Penne has been observing Norwegian lower secondary students and then interviewed them about their lives as "pupils" after ten years of schooling. The research interviews focus on the students' attitudes to learning. The results show that students with a literacy competence, included meta-language as defined earlier, easily accept the school setting and their role as "pupils". They "play the school game". This position stimulates their meta-awareness in the learning contexts (and good results), while students who react more emotionally, focusing on affinities and individual taste get lower grades. The Scandinavian tradition with strong focus on the individual learner may then be part of the problem. Håvard Skaar: Internet based plagiarism: Views and practices amongst Norwegian upper secondary students The Internet enables students to develop new strategies for advanced writing, but also opens the door to new strategies for plagiarism. I will present a study of plagiarism among Norwegian upper secondary students when writing essays with access to the Internet. 67 students in three school classes were free to use Internet-based sources while composing an interpretation of a poem or a short story as part of their Norwegian studies. In the analysis the frequency and extent of plagiarism in the essays is measured and related to individual differences between the students. The data show that 75 percent of the students plagiarized from the online sources and that plagiarism accounted for 25 percent of the total amount of text. Students with a higher grade level in written Norwegian plagiarized less than those with a lower grade level. Further, students more familiar with the correct use of sources did not plagiarize as much as students with less awareness. The study also compares the degree of plagiarism in the students' essays with their views on plagiarism and writing with Internet access. 29 of the 67 students expressed their views in individual interviews. In general, the students wanted to spend as little time and effort as possible on the task and a great majority of the students wanted Internet access whether they judged this an obstacle to their learning or not. They also preferred to have free access to Internet content regardless of its relevance to the essay and plagiarism was chosen as a writing strategy regardless of whether or not it was acknowledged to be a moral problem. Those who knew how to write also knew how to present their writing practices as acceptable, while those who struggled with writing also experienced difficulty in presenting their writing practices as acceptable. With these findings in mind the different potential consequences of Internet access for proficient and less proficient writers are discussed. (Sylvi Penne is leader and Håvard Skaar participant in the project "The didactic challenge of new literacies" funded by the Norwegian Research Council.)

Sylvi J. Penne & Håvard Skaar (Norway)

NEW LITERACIES AND MOTHER TONGUE DIDACTICS: FINDINGS IN A NORWEGIAN EDUCATION 2020

PROJECT ([HTTP://BLOGG.HIOA.NO/LITERACY/](http://blogg.hioa.no/literacy/))

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 11:00-12:30 Room 304

The educational system in Norway is built on democratic ideals. Simultaneously, the principle of equality, "a school for all" and a focus on the individual learner and her learning processes are endeavored. It seems, however, that this policy has not had the intended democratic effect. In Norway, as in other countries, the parents' social background plays an important part in their children's educational careers. In our program we research didactic implications of this, taking as starting point the notion of literacy. We understand literacy as a system of cultural and technological practices enabling people, through language, to understand, interpret, cooperate and create (Unesco 2004). The concept illustrates that learning is a language act, that what is learned has to be mediated by cultural and linguistic signs or different forms of semiotics, and that language and meta-language as meditational means are necessary for learning. We will present the findings in two studies in the project with data from mother tongue education in secondary schools. Sylvi Penne: "Why do we have to learn such boring stuff?" Affinities and individualized identities versus the more or less institutionalized pupil. Penne has been observing 10th graders in their Norwegian classes and then interviewed them about their lives as "pupils" after ten years of schooling. They are also asked about future educational plans. The typical "pupil discourses" as manifested in the interviews are close connected to literacy as defined earlier. Håvard Skaar: Internet based plagiarism: Views and practices amongst Norwegian upper secondary students Skaar will present a study of plagiarism among Norwegian upper secondary students when writing essays with access to the Internet. The frequency and extent of plagiarism in the essays is measured and related to individual differences between the students. The study also compares the degree of plagiarism in the students' essays with their views on plagiarism and writing with Internet access. (Sylvi Penne is leader and Håvard Skaar participant in the project "The didactic challenge of new literacies" funded by the Norwegian Research Council.)

M. Luísa Alvares Pereira & Inês Cardoso & Luciana M. de A. Graça (Portugal)

LITERACIES BY TEXT GENRES: THE TEACHING SEQUENCE IN THE DEVELOPMENT OF WRITING

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 15:30-17:00 Room 309

Difficulties in the teaching and learning of writing demonstrate that didactical devices complex and complementary of a training promoting co-construction, testing and validation are necessary (Pereira, Aleixo, Cardoso, & Graça, 2010). This is a major goal of the "PROTEXTS -Teaching of texts production in Compulsory Education" (PTDC-CPE-CED/101009/2008; 2010-2013) project, through which teachers have been trained in creating and implementing teaching sequences (Pereira & Cardoso, 2011) about writing in different text genres. Contributions from domains within Writing Research are particularly important for this: procedural models (Hayes, 1996), text theories (Bronckart, 1996) and what is already known about the relationship between subject and writing (Barré-De Miniac, 2000; Cardoso, 2009). Data collected from one "Prottexts" training, focusing the development of students' competence in writing of one particular genre - the fable -, will be presented. Initial texts, lacking guidance, shall be compared to texts written months after, by the end of the school year, and after a didactic intervention prepared during the training action on the teaching of this particular genre. Applying instruments of analysis in accordance with the text genre and the teaching programs, 297 initial productions of students from the 4th, 6th and 9th levels (10, 12 and 15 years old) will be analyzed, leading to the characterization of the students' profile per school cycle. This will provide an in-depth diagnosis of what the students 'can' and 'cannot do', in respect to the defining parameters of the fable. Confronting initial and final texts will provide elements to question what the possible and direct outcomes from a "teaching sequence" are.

Iris Susana Pereira (Portugal)

ON THE UNDERSTANDING OF INTERPRETIVE READING OF NARRATIVE FICTION: THE CONTRIBUTION OF CRITICAL LITERACY PRACTICES

SIG Research On Literature Education

Symposium Wednesday, 15:30-17:00 Room 306

On the understanding of interpretive reading of narrative fiction: the contribution of critical literacy practices
Ángela Campos (amcbca@gmail.com) Iris Pereira (iris@ie.uminho.pt) University of Minho, Portugal
Reading as a process of personal and individual discovery may sometimes be insufficient in interpreting the implicit meanings of literary texts, especially if those meanings are cultural values and ideological assumptions. Narrative fictional texts for children are important vehicles of particular social cultural values and ideologies constituting implicit meanings that call for a type of critical reading (Stephens, 1992). Recent theories of reading, aiming at the development of critical readers, seem to consider critical reading as an important complement to reader-centered reading models. Our contribution aims to show the potential offered by critical literacy practices for the development of interpretive reading skills of narrative fiction. To this end, we present the study of one narrative based on the method of critical discourse analysis of narrative fiction developed by John Stephens (1992). It focuses on two aspects of narrative construction -Story and Discourse-, revealing how these elements are encoded so that the narrative Significance, i.e., the implicit meaning where ideologies operate, is established. This study shows that reading this narrative without developing readers' attention on this critical component can mean the reproduction of social stereotypes and the reader's positioning in limiting and conforming ideologies. It thus shows the role of critical reading practices in the interpretation of narrative fiction. We conclude by suggesting that the development interpretive skills would be better described as the development of the ability to interpret a text from the point of view of the world, gradually distancing the reader from a purely personal perspective.

Iris Susana Pereira (Portugal)

PORTFOLIOS AS COMPLEX PERFORMATIVE SPACES

Symposium Tuesday, 11:30-13:00 Room 015

In my presentation, I discuss portfolio writing in the context of pre-service teachers' education. Portfolio writing is also now an important part of the education of student teachers in Portugal, and the analysis of some of my students' portfolios lead me to conceive of this linguistic practice as a "complex performative act". Evoking philosophical notions of 'complex thinking' (E. Morin) and 'doing things with words' (J. Austin, 1955; Searle, 1969), I have come to see portfolios as linguistic spaces in which students have the possibility to represent complex thinking about the practice they have experienced and, in doing that, of acting in a conscious way upon their professional identity. My analysis shows how portfolio writing enables the student to learn but it also shows that this writing has an emerging, personal dimension, one which is hardly constrained by professional learning standards of any kind.

Agnès Perrin (France)**FIRST READS, FIRST DISCOVERIES : WHAT PRELIMINARY ORIENTATIONS TO GIVE ?***SIG Research on reading, writing and oracies*

Paper session Tuesday, 14:30-16:00 Room 315

When pupils first learn how to read, they go through a transitory phase to access the decoding of texts. As long as they have not automated those skills, they cannot manage to simultaneously build their text deciphering skills and their comprehension, their activity as readers boils down to a technical dimension. This early phase is particularly frustrating and worrying for pupils, who must at once try and identify the linguistic units they know, decode the graphic signs and re-establish a syntactic coherence to find out a meaning. It sometimes induces an inability to build meaning. Some teaching methods have therefore chosen to construct this learning process around statements that are particularly poor both syntactically and linguistically speaking. However, these methods do not help the learning process of textual comprehension, and neither do they install a coherent representation of the act of reading. This way, how can one let pupils work simultaneously on the different components of reading: access to the mastery of the act of reading, entry into meaningful texts, among which literary texts? To respond to this question, I shall study -based upon experimental research- the way one can guide the first autonomous readings thanks to preliminary orientations, the same way pupils are guided towards reading literature via cultural landmarks. What processes to implement? What impact will they have upon decoding? Upon comprehension? Such are the questions I will deal with in this memorandum.

Maik Philipp**GET THE GIST TOGETHER! READING STRATEGIES INSTRUCTION WITHIN A COLLABORATIVE SETTING***Evaluation, Equity & differentiation & Effectiveness*

Paper session Tuesday, 11:30-13:00 Room 309

Relevant National Context Despite the alarming findings of large scale assessments like PISA little is done for the group of struggling readers in secondary school. Additionally, even though there has been a considerable amount of research on effective reading instruction, there seems little if any transfer to the everyday reading instruction at school in Switzerland. Therefore, we need more research regarding this issue. Research Questions The current research project (funded by the Swiss National Science Foundation) aims to answer the following questions: · Does collaborative reading instruction improve reading fluency, knowledge of reading strategies and reading comprehension? · Does this approach improve reading motivation, reading behavior and the reading climate in the peer group? Method The instruction is based on the program "Peer Assisted Learning Strategies" (PALS) that was developed by Douglas Fuchs and his colleagues. This program consists of three activities: a) reading aloud and retell, b) shrinking paragraphs, and c) prediction. That is, PALS stresses two cognitive processes of reading: fluency and cognitive strategies. Due to the peer assistance the program contains also a metacognitive component. We adapted the original approach. For example, we emphasized issues of reading motivation more than in the original version. We wrote expository texts in three levels of difficulty. The adolescents have the choice, which text they read. We employ a quantitative approach with a pre-post-follow-up design to investigate the effects. We use established tests to cover reading fluency, strategies, motivation and comprehension. Moreover, we capture with a new assessment the members of the peer group and their point of view in order to gain insights into the social aspects of reading. Results Since the study starts in October 2012 and the second wave of data collection will be in April 2013 we will present first and preliminary results. Discussion Implications of the preliminary results for reading instruction will be discussed. Address: Maik Philipp, Zentrum Lesen, FHNW, Kasernenstrasse 20, CH-5000 Aarau

Irene Pieper & Jana Zegenhagen & Dana Krätzsch (Germany)
SUPPORT UNIVERSITY STUDENTS IN ACADEMIC WRITING
Evaluation, Equity & differentiation & Effectiveness

Round table Wednesday, 15:30-17:00 Room 310

In our reading and writing centre we are supporting students when facing tasks in academic writing. Peer tutors are trained to help students dealing with their various texts. Currently we are developing a program for teacher students which is concerned with writing on a more general level and offers training with regard to aspects of written language. We would like to offer insights into our plans and discuss design, ideas and more with participants.

Margarida Pocinho & Carla Ferreira & Luisa Araujo (Portugal)
ENGLISH@ROCHINHA KINDERGARTEN: A PORTUGUESE PROJECT
SIG Language & Linguistics

Paper session Wednesday, 11:00-12:30 Room 315

Relevant national context: Portugal doesn't have a school system that includes compulsory learning or acquiring a L2 from very early ages (kindergarten). Portugal, and especially the Madeira Island, is traditionally a country with an industry based on Tourism related economical activities. The current Portuguese social and economical situation faces a terrible crisis influencing employment and raising poverty. Considering this situation and the fact that "(...) communication in foreign languages is among the key competences necessary for personal fulfillment, active citizenship, social cohesion and employability in a knowledge society." (Council of the European Union, 2011, p. 1) we implemented the English@Rochinha Project in order to promote children's cognitive and language growth. As Hakuta (1990) states, bilingual experiences are associated "... positively with greater cognitive flexibility and awareness of language" (p.5) Research questions When surrounded by a bilingual environment in kindergarten, do young children develop better communicative and cognitive skills in both languages? Do they use spontaneously both languages in their everyday life and do they create an affective relationship with the English language? When submitted to a bilingual training teaching program, do kindergarten teachers change their language beliefs concerning the English language and how does that influence their classroom practice? Method English@Rochinha implemented an experimental design based on an empirical study involving a kindergarten teacher training program towards bilingualism, the development of their assistants' language fluency, the parents awareness and beliefs about the project and children's reactions and language acquisition. The sample includes 300 children aged 5 months to 6 years: 140 (Experimental Group) and 160 (Control Group) and their parents. It also includes 9 kindergarten teachers in Experimental Group and 12 in Control Group. Results & Discussion Early results indicate that children develop better communicative skills. The analysis of their cognitive skills is still under process. They have created an affective relationship with the English language and tend to use it spontaneously. As for the kindergarten teachers, they seem to have changed their beliefs and practices. We believe that this Project will create well-prepared citizens able to face constant changes in the social, cultural and economical world.

Margarida Pocinho & Inês Ferraz & Alexandra Pereira (Portugal)
PHONOLOGICAL AWARENESS PROGRAM: A LONGITUDINAL STUDY
SIG Language & Linguistics

Paper session Thursday, 11:00-12:30 Room 309

Relevant national context: the acquisition of reading and writing is considered highly complex. These skills are a prerequisite for communication and social inclusion and also indicate individuals' linguistic and cognitive capabilities. The Portuguese National Tests results, performed by the 4th grade primary school students, according to data provided by the Office of Educational Assessment of the Portuguese Ministry of Education for the report of PISA (Program for International Student Assessment) in 2006, reveal a poor performance of Portuguese children in tasks such as reading and writing. So it is considered urgent the creation of strategies that promote the acquisition and development of these skills. Data from PIRLS (Progress in International Reading Literacy Study), in 2011, also show that success in reading is linked to the knowledge of the alphabet, which is provided by phonological awareness. Research question: When submitted to a Phonological Awareness Program (PAP) in preschool, do children achieve better results in mother tongue/linguistic and math skills at the 4th grade Portuguese National Tests? Method: This is a longitudinal study from preschool (2005) to 4th grade (2011). It has an experimental design. The sample includes an Experimental Group (132 children) and a Control group (124 children). Results & Discussion: A first evaluation done in 2006 on the effects of this programme at the end of preschool education revealed that the EG presented significant improvements when compared to the CG on the considered dimensions. In 2008, children did a proof-reading and dictation assessment and EG evolution remained. In 2011, the EG presented Math National Test significant results when compared to the CG. The EG's Portuguese National Test presented better results than the CG one, but not significantly. This seems to indicate that PAP can bring benefits and prevent long-term school failure.

Yael Poyas (Israel)

THE LINGUISTIC, CULTURAL, SOCIAL AND POLITICAL COMPLEXITY IN THE MULTICULTURAL LITERATURE CLASSROOM (1)

SIG Research On Literature Education

Symposium Thursday, 09:00-10:30 Room 304

Organizers: Yael Poyas, Oranim College of Education, Israel, yael_p@oranim.ac.il Ilana Elkad-Lehman, Levinsky College of Education, Israel, .lehman@012.net.il The immigration phenomenon in today's global world, as well as the voices being heard throughout Europe regarding the failure of the multicultural project, suggest the need for re-examination of the teaching of Literature and its cultural-social aspects. The topic of Literature teaching in multicultural settings was the subject of intensive study in the USA in the 1980s. Now, in the second decade of the 21st century, the need to listen anew to the authentic voices of all involved in the teaching of Literature in different contexts is re-emerging. The aim of this symposium is to discuss issues of teaching of Literature in culturally, linguistically, socially and politically complex situations. Multicultural Attitudes and Sensitivity in Online Literature Circles Outi Oja, University of Helsinki, Finland, outi.k.oja@jyu.fi Kaarina Ahonen, University of Tampere, Finland, kaarina.ahonen@uta.fi Pirjo Vaittinen, University of Tampere, Finland, Pirjo.Vaittinen@uta.fi Hip-Hop Hamlet: Spoken Word Poetry as a Third-Space Medium for Constructing Meaning in a Suburban High School English Class Joanna L. Anglin, Rockdale Career Academy, janglin@rockdale.k12.ga.us Peter Smagorinsky, The University of Georgia, smago@uga.edu Cultural Linkages through Literature Renu Bhardwaj, IGNOU, India, profrenu@gmail.com Ecoliteracy: Social-historical increase of Spanish and the Education of Teachers Sara Soledad Garcia, Santa Clara University, sgarcia@scu.edu Discussants: Yael Poyas & Ilana Elkad-Lehman

Yael Poyas (Israel)**THE LINGUISTIC, CULTURAL, SOCIAL AND POLITICAL COMPLEXITY IN THE MULTICULTURAL LITERATURE CLASSROOM (2)***SIG Research On Literature Education*

Symposium Thursday, 11:00-12:30 Room 304

Organizers: Dr. Yael Poyas, Oranim College of Education, Israel Prof. Ilana Elkad-Lehman, Levinsky College of Education, Israel The immigration phenomenon in today's global world, as well as the voices being heard throughout Europe regarding the failure of the multicultural project, suggest the need for re-examination of the teaching of Literature and its cultural-social aspects. The topic of Literature teaching in multicultural settings was the subject of intensive study in the USA in the 1980s, producing work regarding power relations in the classroom, elements affecting the willingness to see the other and hear his voice, teachers' and students' opinions in different teaching-learning situations, etc. Now, in the second decade of the 21st century, the need to listen anew to the authentic voices of all involved in the teaching of Literature in different contexts is re-emerging. The aim of this symposium is to discuss issues of teaching of Literature in culturally, linguistically, socially and politically complex situations. The Cultural "Perspective-Taking" of Pre-service Teachers Through the Reading of Multicultural Literature Michael Macaluso, Michigan State University, macalus8@msu.edu Finding the third place (reading literature in the second, foreign and heritage languages) Tamara Czerkies, Jagiellonian University, Kraków, tamaraczerkies@wp.pl Reading Literature with the 'Enemy' Yael Poyas, Oranim College of Education, Yael_p@oranim.ac.il Ilana Elkad-Lehman, Lewinsky College of Education, y.lehman@012.net.il Discussant: Irene Pieper, Hildesheim University, Hildesheim, Germany, pieperi@uni-hildesheim.de

Yael Poyas & Ilana Elkad-Lehman (Israel)**READING LITERATURE WITH THE 'ENEMY'***SIG Research On Literature Education*

Symposium Thursday, 11:00-12:30 Room 304

A part of the symposium: The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (2) Yael Poyas, Oranim College of Education, Ilana Elkad-Lehman, Lewinsky College of Education, There are few opportunities for Jews and Arabs in Israel to read literature together, taking place mostly in higher education institutions. Each of these ethnic groups has its own language and customs, a different repertoire of culture, literature, film and television, and a different attitude towards literacy. Joint reading events often take place within a complex context of national-political tension. Our presentation presents two case studies of Israeli-Arab teachers who were graduate students in two Israeli colleges in mixed Jewish-Arab teacher groups. Despite the differences between the cases the two share similar elements, thus we found the comparison between the voices of Arab students – minority voices, uncovered in the process to be of interest. The study presents the context in which the literary discourse took place, observes and analyzes the reading experience of the two Arab readers, as well as the processes the two lecturers underwent in dealing with the students' opinions. The research data include written materials the students presented, interviews with them following the course, the lecturers' feedback regarding the students' papers and their reflective diaries. Analysis of the students' work uncovered the opportunity these meetings offer of inter-cultural discourse as well as their limitations. The two participants defined differently their identities and expressed different feelings towards the texts they read. At the same time, there were similarities in their awareness of their position as 'others' within the socio-academic context of their studies. Perhaps the differences between the two represent the sub-cultures within Arab society in addition to differences in personality; and the similarities between them represent their common socio-political situation as members of a minority engaged in national-political conflict with the national majority. It is interesting to note that both participants mentioned that the meeting among the stories was fascinating for them, despite the fact that it took place in Hebrew and moments of anger or frustration they had experienced during the course. Both discussed the importance of the meeting through literature with the 'enemy' as a 'normal' person living in a complex reality, a meeting which allowed for a moment of taking off the 'enemy' mask and perhaps also for a moment of identification. At the same time, the data analysis informs us regarding the processes we, the lecturers, went through. We experienced a reading we termed "minor reading", after Deleuze's and Guattari's (1975) term "Minor literature". In this reading we found ourselves as part of a conflict between our perceptions and beliefs as belonging to the Jewish majority in Israel and our Arab students' perceptions and beliefs. References Deleuze, J., & Guattari, F. (1975). Kafka: Pour une littérature mineure.

Helin Puksand & Anne Uusen & Krista Kerge (Estonia)

INTAKE OF LANGUAGE OF LEARNING-MEDIA AND L1 WRITING PERFORMANCE

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 307

The official language strategy of our country has put the question if the language used in learning materials (input-language) is suitable for the students' age, and if not, how might it affect writing performance reflecting the intake, i.e. features of this input as attended to and processed by children, and adults as well. As to the text, the main factor of understanding is interest but the interest is lost if the text is too complicated. The research questions of the study ESF-8605 that will be reported here are: (1) what are the characteristics typical of input-language of age-oriented learning materials; (2) what is typical of an outcome-language, or writing performance of students in different age (i.e. what is taken in); (3) is there any correlation between this written input and outcome. We combine quantitative and qualitative methods, depending on measures of lexical parameters, read-ability, and exactness of text (example of a situated genre), and then interpret the results by qualitative text analysis: lexical richness and other lexical qualities, nominal versus verbal style, thematic and lexical density; formality index F pointing to the level of ambiguity and thus to wording exactness, text speed, all compared to the adult genres studied this far. It is hypothesized that learning media is the more 'adult-like', the elder are students, but it is not the case (the results will be discussed). Therefore, 16 educated adults were put in the exam-like situation. Beside the studied learning media, parameters of spontaneous oral presentations and essays of this experiment will be used for comparison as well. The results of students' writing development will be reported in IAIMTE-presentation the very first time. Despite the input, our ongoing study shows that the younger the students, the more they tend to use verbal style as if speaking in a written form; there may be one-school or one-gender groups with extremely poor vocabulary of students (the other characteristics of writings being normal for the age), etc.

Katarina Rejman (Finland)

LITERATURE AND LIFE MANAGEMENT – TEACHER NARRATIVES ABOUT TEACHING LITERATURE IN GRADES 7-9

SIG Research On Literature Education

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 15:00-16:30	Room 306
Symposium	Wednesday, 15:30-17:00	Room 306

Relevant national context The Finnish core curriculum states that the school subject called Mother tongue and literature is a life management subject, and literature is given a significant part in the curriculum. The curriculum gives a variety of aims for the use of literature; personal growth, literacy, exploration of cultures, genre competence and so on. In the mean while, national and international assessments show, that young students interest in reading literature is decreasing. Teachers meet a lot of unmotivated students in their literature classes. (Bernstein 2000; Jank & Meyer 1997; Klafki 2005; Nussbaum 1990, 2010; Olson 1996; Verhoeven & Snow 2001; Ziehe 2004)) Research question My research interest concerns how teachers think about the work with literature in grades 7-9. How can literature be used to contribute to the personal growth of the students? What texts do the teachers choose for their classes, and why? And what does life management mean to the teachers? How can life management issues make their way to the class room? (Appleyard 1991; Bruner 1990; Bråten 2008; Drotner 1991; Fish 1980; Frydensberg Elf & Kaspersen 2012; Iser 1978; Korsgaard & Løvlie 2011; Langer 2001; Løvlie, Nordenbo & Mortensen 2003; Malmgren 1997; McCormick 1994; Molloy 2007; Penne 2012; Reichenbach 2003; Rosenblatt 2002) Method In my Ph.d. thesis I interview 19 mother tongue teachers. By using three forms of analyzing methods; phenomenological analysis, analysis of narratives and discourse analysis, I can explore the teachers perceptions of curriculum, of meaningful literature lessons, of choosing texts and of life management. (Fairclough 2008; Gee 2011; Giorgi 2009; Leavy 2009; de Mello 2007; Pinnegar & Daynes 2007; Polkinghorne 1995; Riessman 2008) Results and discussion The results of my inquiry are represented in categories and narratives. The categories are drawn from my analysis of how teachers talk about curriculum, and from their perceptions of life management. The narratives are my constructions of successful literature classes, of challenges linked to teaching and choosing texts. In my presentation I will discuss implications and demands for a new kind of didactics for teaching literature, in a time when reading literature is considered slow and meaningless among some of the students in grade 7-9. Referenses Appleyard, S.J. (1991) *Becoming a reader. The Experience of Fiction from Childhood to Adulthood*. Cambridge: Cambridge University Press Bernstein, B. (2000) *Pedagogy, symbolic control and identity. Theory, research, critique*. Oxford: Rowman & Littlefield Publishers Inc. Bruner, J. (1990) *Acts of Meaning*. Cambridge: Harvard University Press Bråten, I. (2008) *Läsförståelse – inledning och översikt*. I I. Bråten (red.) *Läsförståelse i teori och praktik*. s. 11-21. Polen: Studentlitteratur. Bruner, J. (1990) *Acts of Meaning*. Cambridge: Harvard University Press Bråten, I. (2008) *Läsförståelse – inledning och översikt*. I I. Bråten (red.) *Läsförståelse i teori och praktik*. s. 11-21. Polen: Studentlitteratur. Fairclough, N. (2008) *Kritisk diskursanalys*. Köpenhamn: Hans Reitzels Forlag Fish, S. (1980) *Is there a text in this class? The Authority of Interpretive Communities*. Cambridge, Massachusetts: Harvard University Press Gee, P.G. (2011) *An Introduction to Discourse Analysis. Theory and method*. New York: Routledge Gee, P.G. (2008) *Social linguistics and literacies. Ideology in discourses*. New York: Routledge Giorgi, A (2009) *The Descriptive Phenomenological Method in Psychology- A Modified Husserlian approach*, s. 87-95; 128-137. Pittsburg: Duquesne University Press. Iser, W. (1978) *The Act of Reading. A Theory of Aesthetic response*. London: The Johns Hopkins University Press. Jank, W. & Meyer, H. (1997) *Didaktikens centrala frågor*. I M. Uljens (red.) *Didaktik*. s. 47-74. Malmö: Studentlitteratur. Klafki, W. (2005) *Dannelseteori og didaktik- nye studier*. Århus: Forlaget Klim. Korsgaard, O., & Løvlie, L. (2011) *Inledning* I R. Slagstad, O. Korsgaard och L. Løvlie (red.) *Dannelsens forvandlingar*. Oslo: Pax Forlag A/S Langer, J. (2001) *Literature as an Environment for Engaged Readers*. I L. Verhoeven & C. Snow (red.) *Literacy and Motivation. Reading Engagement in Individuals and Groups*. s. 177-194. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers Løvlie, L., Nordenbo, S.E. & Mortensen, K. P. (Red.)(2003) *Educating humanity: Bildung in postmoderniy*. London: Blackwell Publishing Malmgren, L.-G.(1997) *Åtta läsare på mellanstadiet*. Lund: Studentlitteratur. McCormick, K. (1994) *The Culture of Reading & Teaching English*. Manchester: Manchester university Press de Mello, D.M.(2007) *The language of Arts in a Narrative Inquiry Landscape*. I: Clandinin, D.J. (red.) *Handbook of Narrative Inquiry – Mapping a Methodology*, s. 203-223. Thousand Oaks: Sage Publications Molloy, G. (2007) *Skolämnet svenska – en kritisk ämnesdidaktik*. Lund: Studentlitteratur Nussbaum, M.C. (1990) *Love's Knowledge. Essays on philosophy and literature*. New York: Oxford University Press. Nussbaum, M. (2010) *Not for profit. Why democracy needs the humanities*. Princeton: Princeton University Press. Olson, D.R & Torrance N. (red.)(1996) *Modes of thought*. New York: Cambridge University Press Penne, S. (2012) *Hva trenger vi egentlig litteraturen til? I N.Frydensberg Elf og P.Kaspersen (red.) Den nordiske skolen – finns den? Didaktiske diskurser og dilemmaer i skandinaviske modersmålsfag*. s. 32-58. Oslo: Interface Media AS Pinnegar, S., Daynes, G. (2007) *Locating Narrative Inquire Historically – Thematics in*

the Turn to Narrative. I: Clandinin, D.J. (red.) Handbook of Narrative Inquiry – Mapping a Methodology, s. 3- 34. Thousand Oaks: Sage Publications Polkinghorne, D.E. (1995) Narrative configuration in qualitative analysis. I: J. Amos Hatch & R. Wisniewski (red.): Life History and Narrative, s. 5-23. London: The Falmer Press Reichenbach, R. (2003) On Irritation and Transformation: A-teleological Bildung and its significance for the Democratic Form of Living. I L. Løvlie, K.P. Mortensen & S.E. Nordenbo (Red.) Educating Humanity (s. 93-105). London: Blackwell Publishing Riessman, C. K. (2008) Narrative Methods for the Human Sciences. Los Angeles: Sage Publications Rosenblatt, Louise M. (2002) Litteraturläsning som utforskning och upptäcktsresa. Lund: Studentlitteratur Ziehe, T. (2004) Øer af intensitet i et hav af rutine. Köpenhamn: forlaget politisk revy.

Ariane Richard-Bossez (France)

LEARNING LITERACY AT FRENCH PRESCHOOL: DIFFERENTIALS PEDAGOGIC PROCESSES AND SCHOOL EQUITY

Evaluation, Equity & differentiation & Effectiveness

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 310

In France, the école maternelle (nursery school) is part of the national school system, catering for 100% of the three to six year old children. The “discovery of literacy” takes an important place in its curriculum as much as in the school practices. However, statistical studies stress that literacy is an arena where the differences between students of different social backgrounds are among the strongest. In this context, my PhD research is questioning, from a sociological point of view, the building of literacy knowledge in the classrooms, in particular what seems to help or hamper the appropriation of this knowledge by the pupils. The data for the study were collected across 2010-2011, and are based on observations of pedagogic activities focused on literacy teaching and learning, in six separate classes of grande section (third and last year of école maternelle for the 5-6 year old children) from a various range of social backgrounds. The data are of different kind: audio recording, field notes, pictures and interviews with the teachers of the class. The first results of this study show, on one hand, how, in a same activity, literacy knowledge is appropriated by the pupils from different types of logic, more or less close to what is expected by school. And, on the other hand, how this initial situation is evolving, or not, during the exchanges between the participants of the pedagogic situation, whether these exchanges are between teacher and pupils, between peers, or between pupils and the pedagogic objects (for example, worksheets). The discussion will present different modalities of appropriation and building of literacy knowledge observed in the classrooms and will question their stakes in terms of equity for pupils’ learning.

Patricia Richard-Principalli & Marie-Françoise Fradet (France)

GENRES’ CONFUSION

Evaluation, Equity & différenciation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 310

Relevant national context The work of Circeft-Escol shows that difficulties related to the social class of origin are often reinforced by school (co-construction of educational inequalities/“co-construction des inégalités scolaires”, Rochex et Crinon, 2011). Ongoing research shows that today’s schools use more composite learning materials, the effects of which are differentiators. As part of the work done at Circeft-Escol on literacy and current teaching aids, we investigate a composite text (Bautier et alii, 2012) from a complex children’s book which was studied at school by 6 years old French children from special urban priority zones. Research question Une si petite graine by Eric Carle tells the story of a seed which evolves from a sprout to a flower along the cycle of seasons. This story is not informative only, but also develops a sense of aesthetics through its narrative way of relating informations. As a result, students can understand this differently. Our work aims at explaining these different understandings of the same story and how a teacher can cope with them (Bautier et Goigoux, 2004). Method (corpus and analysis) This qualitative research looks at a class of 25 pupils. We first analyze the story from both the informative and the narrative points of view (the story of the perpetuation of a species, which characterizes the biological approach, Bautier et alii, 2000, vs. the story of a special little seed, that is to say an individual). Next, we study the actual tests the same teacher gave to the pupils during 6 sessions and the pupils answers. Pupil’s comprehension has been assessed by 3 writings and a free text recall. Results and discussion This is an ongoing work. The first analyzes show that the teacher’s work is not adapted to the children’s book format, which does not allow pupils to build a literary or scientific discursive community (Bernié, 2002).

Gert Rijlaarsdam (Netherlands)

THE ESSENCE OF TEACHING WRITING: THE YUMMY YUMMY CASE AS TEACHING SCRIPT

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 310

The basic feature of teaching L1 skills is that these are communicative skills which implies that a complementary set of participants are involved: speakers/writers and listeners/readers. In this paper we report a study in grade 7 (12-13 years old students). We tried to establish such a communicative complementary classroom, and studied the effect on writing skills. From the study, we found that students improved their texts significantly. The basic design principles we extracted from this study were two rules: 1. Create communicative pairs; writers and readers: these are data for learning. 2. Create thinking activities/talk about communication/talk about the data for learning. In the paper we report the results from this study, and from two subsequent studies in which we applied the newly extracted design principles. In all cases it revealed that students wrote and spoke better in lessons that better fitted the two educational design principles. References Toorenaar, A., & Rijlaarsdam, G. (2011). Instructional theory of Language Lessons. L1-Educational Studies in Language and Literature, 11, pp. 57-89. Rijlaarsdam, G., Braaksma, M., Couzijn, M., Janssen, T., Raedts, M., Van Steendam, E., Toorenaar, A., & Van den Bergh, H. (2008). Observation of peers in learning to write. Practise and research. Journal of Writing Research, 1 (1), pp. 53-83.

Marie-France Rossignol (France)

LITERACY AND INTERDISCIPLINARY PRACTICES IN FRENCH AND HISTORY SECONDARY SCHOOL CLASSES : A PROJECT TO DEVELOP A HUMANIST CULTURE FOR LOWER-CLASS PUPILS ON A MORE EGALITARIAN BASIS

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 306

Our research is linked to ESCOL works on school differentiation generated by disciplinary misunderstandings between the teachers and the lower-class pupils ; these misunderstandings can prevent them from succeeding (BAUTIER & ROCHEX, 1998 ; BAUTIER & RAYOU, 2009). It is related to the access to humanist culture at school, as recommended in French secondary school educational curricula, more specifically for lower-class pupils not acquainted with that culture, owing to their poor background. It focuses on two school disciplines- French and History- which because of their subject-specific objectives, their historiographies, and their didactics, are particularly involved in the construction of a humanist culture based on writing (DAUNAY, REUTER & SCHNEUWLY, 2011 ; MONIOT, 2000 ; LAUTIER & ALLIEU-MARY, 2008). It concerns literacy practices used by French and History teachers in interdisciplinary and bivalent contexts, at a turning point in pupils' school progress, as they are finishing secondary school or beginning high school and likely to be oriented. We venture the hypothesis that these literacy and interdisciplinary practices (AUDIGIER, 2001) encourage lower-class pupils to apply objectivation process while learning disciplinary knowledge and acculturating to the culture expected from school. We have tested this hypothesis on a collection of three corpus of written productions from three different classes¹: pupils have been invited to analyse three literary texts representative of humanism² (in its large and modern meaning) that the teachers proposed to study with the two approaches, the historic one, then the literary one. Language productions have been analyzed to show how the discursive types and the way the subject appears in his text are related. The first results show that such teaching practices which cared to apply explicit coherence in both disciplinary methods, respecting both their specificities and complementarities, enable lower-class pupils to access a larger literacy more easily, get a better understanding and appropriation of school humanist culture in terms of the knowledge and skills required as well as in the values invested. Notes 1. These pupils are fifteen or sixteen years old, and are educated in the suburbs of Paris, in secondary schools that mainly take in lower-class students. 2. Pupils had to answer a questionnaire based on literary texts : extracts from three well-known French writers, Rabelais, Diderot, and Hugo. Sources AUDIGIER F. (2001). « Le monde n'est pas disciplinaire, les élèves non plus, et les connaissances ? », In Baillat Gilles & Renard Jean-Pierre (dir.), *Interdisciplinarité, polyvalence et formation professionnelle en IUFM, Reims, Centre régional de documentation pédagogique (CRDP) de Champagne-Ardenne. [Interdisciplinarity, versatility, and vocational training]* BAUTIER É. & RAYOU P. (2009). *Les inégalités d'apprentissages. Programmes, pratiques et malentendus scolaires*, Paris, Presses Universitaires de France. [Inequalities in learning. Programs, practices and school misunderstandings] BAUTIER É. & ROCHEX J.-Y. (1998). *L'expérience scolaire des nouveaux lycéens : démocratisation ou massification ?* Paris, Amand Colin. [The school experience of new secondary pupils : democratization and massification?] CHISS J.-L., DAVID J. & REUTER Y. (dir. 1995). *La didactique du français, état d'une discipline*, Paris, Nathan. [The teaching of French, status of a discipline] DAUNAY B., REUTER Y & SCHNEUWLY B. (2011). *Les concepts et méthodes en didactique du français*, Presses Universitaires de Namur. [Concepts and methods in the teaching of French] LAUTIER N. & ALLIEU-MARY N. (2008). *La didactique de l'histoire*, *Revue française de pédagogie*, 162, 95-131. [The teaching of History] MONIOT H. (1995). *Didactique de l'histoire*, collection Perspectives didactiques, Nathan pédagogie. [Didactics of History]

Veronica Sanchez Abchi & Santiago Mosquera Roa & Marc Surian & Joaquim Dolz (Switzerland)

**TEACHING PRACTICES REGARDING WRITTEN PRODUCTION IN TEACHERS' EDUCATION COURSES :
THE CASE OF FRANCOPHONE SWITZERLAND.**

SIG Language & Linguistics

Paper session Tuesday, 16:30-18:00 Room 310

This contribution focuses on the description of the characteristics of twenty eight didactic sequences of teachers' education courses developed in institutions of Francophone Switzerland. The sequences are centered on the teaching of written production at primary level. The aim of this work is to compare and analyze teachers' education sequences concerning: the contents of the sequences, the extension and organization of the sequences, the theoretical references and the materials used for the different activities. In total, 150 teaching hours of courses were filmed and transcribed. In order to analyze the contents, we used the technique of "synopsis" to summarize the sequences in a hierarchical way (Schneuwly & Dolz, 2009). We identified the macrostructures of the courses, and we also carried out the inventory of activities, bibliographic references and materials used. The first results show some differences in teachers' education sequences regarding the macrostructures. We could identify six types of macrostructures, according thematic focus and organization: 1) teaching object; 2) Didactic devices; 3) pupils' written productions; 4) Evaluation of written production; 5) reflective introspection and 6) education work relationship. In addition the frequency of occurrences of some activities shows some similarities between sequences. Concerning the bibliographical references, some clear tendencies can also be established. Technical and didactic materials are more frequent than the theoretical references. At the same time, the theoretical texts are usually summarized and adapted for the students. The presence of original theoretical articles is scarce in the courses. References: Schneuwly, B. & Dolz, J. (2009) Des objets enseignés en classe de français. Paideia. Presses Universitaires de Rennes.

Maria Manuel Santos & M. Luísa Alvares Pereira (Portugal)
DICTATION TO ADULTS: AN URGENT PRACTICE IN PORTUGAL
Evaluation, Equity & differentiation & Effectiveness

Structured poster session Wednesday, 09:00-10:30 Room 304

This work presents an action research investigation, that consists of three action research cycles, according to the procedures presented by McNiff & Whitehead (2006), and aims to produce sustained theoretical and didactical knowledge to the development of early childhood text production, integrating both the teaching of the code and the introduction to text production. Additionally, this research aims to determine whether the "dictation to the adults" (Ribera, 2007, 2008), mediated by teaching sequences (Pereira & Cardoso, 2011, 2012) and interactive whiteboards, is susceptible of promoting students' writing competence of different text genres (Schneuwly & Dolz, 2004) and their (meta)textual conscience. The study concretely aims to: - understand how "dictation to adults", implemented through teaching sequences, can help to promote first grade students' knowledge of the parameters of various text genres (Coutinho & Miranda, 2009); - analyze the students-teacher interaction during the written production of several text genres, through the use of "dictation to adults", mediated through the interactive whiteboard; - analyze the production of each text, according to the work options of each of the chosen teaching sequences. This contribution will introduce some of the principles that justify the dictation to the adults' relevance as a valuable didactic device for the teaching of writing in early years. It will also present some data already collected during the intervention, namely some of the strategies used and the students' productions. The need to integrate this didactical tool in the Portuguese teaching practices is highlighted, particularly in the present educational context in which the new Portuguese programs are being implemented. Bibliography: Coutinho, M. A., & Miranda, F. (2009). To describe genres: problems and strategies. In C. Bazerman, A. Bonini & D. Figueiredo (Eds.), *Genre in a changing world* (pp. 35-55). Colorado and Indiana: Parlor Press and WAC Clearinghouse. McNiff, J., & Whitehead, J. (2006). *All you need to know about Action Research*. London: Sage Publications Lda. Pereira, L. A., & Cardoso, I. (2011). *Ensinar a escrever com os Novos Programas de Português. 2.º Ciclo do Ensino Básico*. Porto: ASA. Pereira, L. A., & Cardoso, I. (Eds.). (2012). *Reflexão sobre a escrita. O ensino de diferentes géneros de textos*. Aveiro: Universidade de Aveiro. Schneuwly, B., & Dolz, J. (Eds.). (2004). *Gêneros orais e escritos na escola*. Campinas: Editora Mercado de Letras. Ribera, P. (2007). *La producció de géneres escrits en alumnes de cinc anys: una perspectiva des de l'ensenyament*. Tesi Doctoral, Universitat de Valencia, Valencia. Ribera, P. (2008). *El repte d'ensenyar a escriure. L'inici de la producció de textos en Educació Infantil*. València: Perifèric Edicions. (1)Research project PTDC(CPE-CED/101009/2008), named "PROTEXTOS" ("PROTEXTS: Teaching of texts production in Compulsory Education"), sponsored by Foundation for Science and Technology (FCT) and by the Programme COMPETE: FCOMP-01-0124-FEDER-009134, 2010-2013.

Wayne Sawyer (Australia)
LITERACY, THE 'RICH CURRICULUM OF ENGLISH' AND LOW SES STUDENTS
Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 11:30-13:00 Room 310

Australia has been regularly regarded as a 'high quality/ low equity' country in the terms used by PISA, but its first assessment in PIRLS in 2011 produced results that looked quite different. These tests of reading literacy provide some context for an analysis of Australia's own internal national literacy assessment (NAPLAN) through problematising what NAPLAN is testing. The paper will then draw on the findings of a recent research project into effective teaching in low SES contexts (Munns, Sawyer, Cole: Routledge, 2013). It will discuss the pedagogies of English teachers who are regarded as highly successful in engaging students from low SES communities - both communities of mainly L1 learners and communities of ESL learners. The paper will position their practice within the demands of the national literacy assessments - both in terms of teacher pedagogy, but also in terms of the curriculum enacted in their classrooms. The paper will conclude with a discussion of the intersection of engaging practice in low SES contexts with the demands of literacy testing and with the advent of Australia's first national curriculum in English, in which 'literacy' is presented as a parallel strand of curriculum alongside 'language' and 'literature'.

Wayne Sawyer (Australia)
READING LITERATURE IN AUSTRALIA

Symposium Tuesday, 14:30-16:00 Room 306

Prior to the 1960s, the curriculum of secondary literature in Australia was driven by a mix of British traditions (eg Newbolt) and the local realities of examinations and textbooks. In 1971 in New South Wales, under the influence of Dixon's Growth Model a revolutionary new Syllabus focused on experiencing and responding to literature. The widespread practice in Australia of thematic study using thematic anthologies led, it is argued, to the neglect of 'form'. Characteristic practices in the 1971 Syllabus were: class and group discussion; dramatic re-enactment; the validating of personal reaction, especially through writing, and (during the life of the Syllabus), imaginative re-creation activities (Stratta, Dixon and Wilkinson) – the latter coming to dominate the teaching of literature in succeeding decades, with reader response theory often being appropriated as its theoretical underpinning. 'Growth', imaginative recreation and reader response theory were mutually reinforcing in the 1970s and 1980s. The first national curriculum, implemented from 2012, shifts the emphasis from 'response' to 'analysis', with the latter concerned mostly with structure. The characteristic verbs in the Australian curriculum which differentiate the sub-themes of 'responding to literature' and 'examining literature', connect the 'soft' practices (reflect, discuss, explore) to the former, while the latter is characterised by practices that carry a sense of the serious business of literature study: analyse, explain, identify and interpret. Compared to the characteristic practices of imaginative recreation, there is potentially now a relative neglect of what Greenblatt calls 'conversation' 'with the dead'.

Caroline JJ Scheepers (Belgium)
THE ACADEMIC WRITING : WHAT THE STUDENTS THINK OF IT
Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 15:30-17:00 Room 307

Context The data which will be studied in this contribution arose from a Master's degree course in languages and French literatures. Our course aimed to support students in thesis writing, seeking to acculture the students (Pollet) in the discursive peculiarities of this aspect of research in training (Reuter). During the course, we studied the aspects of this form of writing (« indications of of scientificity ») that need to be acquired by confirmed or young researchers: we consider phenomena such as enonciative care (Reuter, Vanhulle), modalisations (Bronckart), argumentation (Amossy, Plantin), discursive polyphony (Boch, Grossmann, Rinck)... At the end of the course, the students draft their own discursive analysis of a thesis. The analysis is at the same time descriptive (what indicators does the thesis contain that have been studied in the course?) and normative (does the thesis respect the standards seen in the course?). Research question We shall study analyses drafted by the students under this focus : what reveal these works of the representations which the students built up themselves about the academic writing? Method The method of collecting data is very simple : we've studied the works of our students. In 68 works received, we shall identify the standards which the students track down, implicitly or explicitly, concerning the writing of the thesis. We shall confront the conceptions of the students with those emanating from researchers who work about academic literacies (Boch, Crinon, Delcambre, Grossmann, Guigue, Pollet, Rinck). Results The analysis, always current, shows in particular that the representations of the students and the experts do not coincide in every case: the writing has to remain neutral, the student cannot take a stand, he cannot discuss his sources... Certain student conceptions should be answered and reveal levels of literacy differentiated. Furthermore, these erroneous representations could represent an obstacle when the students will draft their own thesis. Discussion The questions are : what is the origin of these representations? How to lead all the students towards a more expert and more scientific knowledge of the academic writing?

Frederike Schmidt (Germany)

A STUDY ON THE DEVELOPMENT OF A WEB-BASED INSTRUMENT FOR DIAGNOSING STUDENTS' READING SKILLS

Evaluation, Equity & differentiation & Effectiveness

Plenary	Monday, 14:00-15:00	Room 304
Round table	Monday, 17:00-19:00	Room 315
Structured poster session	Wednesday, 09:00-10:30	Room 304

There is a common sense in empirical research that it is necessary to diagnose learning conditions and learning results in order to foster students' reading skills individually. Despite the importance of this field, empirical studies on observational assessment behaviour of secondary school teachers are rare in German Literature education. Especially the lack of appropriate process-oriented diagnostic instruments for in-practice use represents a gap in formative assessment (e.g. Schrader 2011: 693). However, successful implementation of any innovation can only be carried out when teachers' conceptions are considered in order to transform these innovations into teaching and learning practice (Parchmann et al. 2006). For this purpose, a diagnostic instrument needs to meet practical requirements and to consider teachers' conceptions to make it useable. Out of this perspective the central aim of the present study is the development of a web-based diagnostic instrument («JuDiT-L»: Youth Diagnostic Tool in Reading Competence), which is based on findings in reading research, reading theories, as well as the consideration of teachers' conceptions in this special field. This poster presents the empirical results which base on ten qualitative interviews with secondary school teachers. Central questions of the data analysis are: - How can a practical instrument be developed which enables teachers to observe and document the assessment of students' reading skills? - Which conceptions of diagnosing reading skills do teachers for German literature have? - How do teachers use and evaluate a developed diagnostic instrument? These first observations will lead to further prospects for linking research and practice, teachers' conceptions and also the field of diagnostic competence. Literature - Parchmann, Ilka et al. (2006): "Chemie im Kontext": A symbiotic implementation of a con-text-based teaching and learning approach". In: International Journal of Science Education. Vol 28. Issue 9. p. 1041-1062. - Schrader, Friedrich-Wilhelm (2011): Lehrer als Diagnostiker [Teachers as diagnosticians]. In: Ewald Terhart, Ewald/Brennewitz, Hedda/Rothland, Martin (Hrsg.): Handbuch der Forschung zum Lehrerberuf. Münster u.a.: Waxmann. S. 683-698.

Bernard Schneuwly (Switzerland)

EFFECTIVE TEACHING AND LEARNING: FOR WHICH LITERACIES?

Keynote Tuesday, 10:00-11:00 Room Amphi 102

« Effective learning and teaching for all »: everybody agrees with this most challenging aim of the 2013 IAIMTE conference. But it has of course to be analyzed in function of the object of learning and teaching: literacies. What are they? How to define and measure them? In a first part the most ambitious project in this respect, namely PISA, is analyzed from a didactic and historical point of view, looking more particularly at reading. Why does it not measure what is taught? Let's look therefore at what is taught and try to understand why. Empirical findings, exemplified by analyses of the written text production and literature teaching in primary and secondary school, show that this is a quite complex and contradictory matter and that, therefore, the question of what is "effective" can not easily be answered. One way of giving elements of answer is, as will be shown, to carefully describe the effects of teaching on student's performance on the classroom level, including differences between "skilled pupils" and "underachievers".

Ana Isabel Silva & João Paulo Balula (Portugal)

TEXTUAL PRODUCTION IN THE KNOWLEDGE-BASED SOCIETY: THE CASE OF THE FUTURE SOCIAL EDUCATORS

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 15:30-17:00 Room 307

The PISA results have been showing the difficulties in literacy of the Portuguese young people with 15 years old. On the other hand the knowledge-based society is demanding, in an increasing way, from the younger and the adults a capacity to use the information emanated from several sources and available in multiples shapes. When the students start the higher education their needs in what concerns to their literacy level in reading and writing become higher. To give an answer to these needs it has been developed a program involving students of the 1st year (include in the 1st study cycle) designated to future social educators of a Portuguese higher education institution. In this program we conceive the written work not only as a product but also as a process without neglect its social dimension. It is also was taken into account the importance of the students involvement in the reflection about experienced written process. During this communication we intend to discuss one of the aspects trained with the students: the elaboration of the Introduction and the conclusion. Starting by the implementation in the classroom's context of an activities' guide related to the academic's communication, involving 80 students, we collected a written texts' corpus that was submitted to a content analysis allowing us: a) to describe the students' conceptions about the proposed structures to the Introduction and the conclusion; b) to analyse the way the reflection about the written process contributes to the development of the skills in the academic written level in the first year of a higher course. The preliminary results of the study point the importance of the developed work in what concerns to the introduction and the conclusion followed by a reflection about the written process in the training for the knowledge-based society's exigencies. Acknowledgments: The Portuguese Foundation for Science and Technology (FCT) through the project PEst-OE/CED/UI4016/2011, and the Center for Studies in Education, Technologies and Health (CI&DETS).

Anna Slotte-Lüttge & Liselott Forsman (Finland)

SUBJECT TEACHERS SUPPORTING ACADEMIC LANGUAGE IN CLASSROOM INTERACTION IN MULTILINGUAL SETTINGS

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 306

Relevant national context Students' knowledge of the school language is crucial for their success in all subjects. The academic language students meet in subject teaching, especially in written texts, is more cognitively demanding, more abstract and more context reduced than the everyday language used outside school. Supporting the students' development of an academic language is crucial in multilingual settings, as in the minority context of the Swedish-medium schools in Finland discussed in this paper. Research questions The purpose of the study is to discuss how teachers support students' development of academic language proficiency in classroom interaction. Our focus is on the teachers' topicalizations of the academic language on a lexical level and on the students' participation in sequences around academic language. Methods The empirical data consist of video recordings from different subjects in year 8 in Swedish-medium schools in Finland. Results The results show that teachers use academic language and support the students' understanding of it in different ways: by using synonyms, by explaining the words, by topicalizing their own language use, by contextualizing the difficult words – e.g. by relating the school related language to everyday language or to other languages. Also, teachers tend to topicalize academic language to a greater extent in relation to written texts. However, students are given few opportunities to participate in ways that efficiently develop their language. Discussion This work contributes to the promotion of language-supported teaching in all subjects, which is of crucial importance for students' learning in our multilingual societies. In the ongoing discussion of the importance of developing students' reading literacy, in particular for more efficient use of text books, we see a need to emphasize the academic language in text interaction. Increased students' participation is seen as an essential part in this process, to further support equity in education.

Otília C. Sousa (Portugal)**READING, WRITING AND THE DEVELOPMENT OF CAUSE-EFFECT LINKAGE IN NARRATIVE***Evaluation, Equity & differentiation & Effectiveness*

Structured poster session Wednesday, 09:00-10:30 Room 304

The cause-effect relationship is one of the most fundamental concepts of the human mind. Always present in our daily lives, cause and effect information is a mean towards understanding and acting on what surrounds us. Being complex and difficult to define, the causal relationship rests on approximations. It is subjective and varies according to contexts. However, it is economical and effective because it allows us to predict our actions and those of others. The poster focuses on the construction of cause-effect through relations between discourse segments: coherence relations. In fact, the extent to which the events in a story are causally and not just temporally related is a key measure of narrative development. Linguistically, the cause-effect relationships are expressed by complex sentences (both coordinate and subordinate clauses), but they can also be expressed by lexicon. Elicited written narratives 4th grade Portuguese learners are compared in order to analyze the linguistic features used to express the cause-effect relationships, before and after an intervention using literary reading to enhance writing proficiency. Results indicate that children's narratives exhibit large gains in causal linkage and in textual coherence. Key words: Reading/writing, cause-effect relationships, coherence, textual development

Liisa Tainio & Iris Winkler (Finland)**FOSTERING READING LITERACY IN GERMAN AND FINNISH TEXTBOOKS – A COMPARATIVE ANALYSIS***Evaluation, Equity & differentiation & Effectiveness*

Paper session Thursday, 09:00-10:30 Room 309

From a historical point of view the educational culture in Germany has had a great influence on the development of educational culture in Finland, also on the didactics of literacy education (Linnakylä 2007). However today, in international assessments on reading literacy, only Finland reaches top results whereas the German outcome is not satisfying (e.g. OECD 2010, PIRLS 2011). So from a current German point of view Finland is estimated as a model of effectiveness in improving pupils' reading literacy. To understand these differences, we intend to examine the educational practices in literacy education in both countries. The first step of this research is a comparative analysis of textbooks for mother tongue education from the reading literacy perspective. The assumption behind this approach is that textbooks are an important mirror of the educational culture in a certain domain and school system (Müller 2010). Our data consists of three Finnish and three German textbooks used for teaching pupils aged 9-10 in comprehensive schools. At this age the basic acquisition of reading as a technique is finished and German pupils are not yet split up in different school types. So in both countries we can expect textbook units that address all pupils and tend to the further development of reading literacy. All chosen textbooks are currently used in schools, and they are designed in line with the national curricula. We use textually oriented discourse analysis and content analysis for comparing these books. Our preliminary analysis shows several differences in the design of Finnish and German textbooks. However, the national curricula seem to create quite similar objectives for the pupils of this age in both countries. These contrasting observations are the starting point for our discussion on different conceptions of learners and learning and on their possible influence on differences in literacy education.

Liisa Tainio & Sara Routarinne (Finland)

INVESTIGATING GRAMMATICAL LITERACY FOR IMPROVING EFFECTIVE TEACHING AND LEARNING

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 11:00-12:30 Room 307

In literacy education the role of grammar is often seen in contrasting ways, as totally irrelevant for literacy education or as necessary to improve, for example, the writing skills of students. Even if the modern theories of teaching rely more on the functions of grammar in creating meaning (Ur 2011), they stress the importance of learning grammar and grammatical concepts for the development of students' metalinguistic knowledge and even for their linguistic identity (Alanen & Dufva 2009; Locke 2010). However, teachers consider grammar as one of the most challenging contents in L1-education, and students often experience it as boring and irrelevant, also in Finland, where the idea of improving grammatical thinking forms one of the important principles in the literacy education (Lappalainen 2011; National core curriculum for basic education 2004). In our paper we suggest a new methodology for investigating grammatical literacy. With this term we refer to the conceptions on grammar and grammatical categories as well as the knowledge about operationalizing of grammatical concepts in the analysis and use of language. For investigating this in practice, we used a questionnaire where certain grammatical concepts and ideas were asked to be identified and explained through examples in Finnish. For this presentation, we selected one topic in the questionnaire, namely the concept of clause, which is highly relevant for teaching grammar and writing literacy in Finnish basic education. Therefore an understanding of this concept is critical for teacher students. Drawing on our data of 128 answers by teacher students we have identified several mini theories (Claxton 1983) that form the basis for students' grammatical reasoning regarding this concept. We will present our analysis, the variation of mini theories in use, and discuss the implications of our findings for the effective teaching and learning of grammatical literacy in mother tongue education.

Mirja Tarnanen & Eija Aalto & Merja Kauppinen (Finland)

LANGUAGE AWARENESS AND LANGUAGE BELIEFS OF PRIMARY TEACHER STUDENTS

SIG Language & Linguistics

Paper session Thursday, 11:00-12:30 Room 307

Relevant national context There is little research evidence of primary teacher students' language awareness and language beliefs in Finland although 80 % of Finnish L1 syllabus is taught in primary education. This paper examines language awareness and beliefs of the teacher students in their first academic year. In this study, language awareness is understood as explicit knowledge about language, and as conscious perception and sensitivity in learning and in language use when language is both a medium of learning and the target of it (cf. Hawkins 1999; Van Lier 1995). Research questions What kind of language beliefs do the teacher students have and how do they manifest in their language awareness? Method The data come from questionnaire surveys based on the sample of students (~200) and the practical applied tasks they completed. The aim of the survey is two-fold as it reflects students' language awareness taking shape during their school years, and it informs us on language related knowledge, attitudes and beliefs at the beginning of academic studies. The quantitative data is looked at as frequency distributions and qualitative data is analyzed in terms of content. Results Our findings indicate that teacher students' language beliefs are rather normative by nature. The role of grammar is emphasized but grammar is seen separate from language skills and use. Discussion Finally, we discuss what kind of school teaching the results reflect and how they correspond with the principles and aims presented in the current Core Curriculum for Basic Education (2004). On the basis of the results, we also discuss the challenges of developing teacher education.

Vassilis Tsafos (Greece)

SUPPORTING STUDENT-TEACHERS TO REFLECT ON THE LITERACY STANDARDS IN PRESCHOOL EDUCATION: FROM CURRICULUM'S GOAL TO CLASSROOM PEDAGOGICAL PRACTICE.

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 309

This presentation describes and discusses how a group of undergraduate student teachers focusing on the literacy standards tried to read and reshape the Greek Preschool Education Curriculum, in the context of their B.A. dissertation research. The presentation consists of three parts. The first part presents the constitutional framework of this study, focusing on the basic principles of Greek Preschool Education curriculum concerning the literacy standards. The second part attempts to outline the way I –the researcher and student teachers educator- organized the support of the research and dissertation process of undergraduate students, as their critical friend, in a teacher education framework. The aim of my work was to encourage student teachers to adopt a critical attitude towards the language curriculum as a text and its adjustment in the educational practice in a multicultural and socially differentiated classroom environment and help them reflect on the literacy skills of the students expected to be developed. The third part presents the results of my ongoing study, focusing on the extent to which: a) this approach can help student teachers to adopt a more reflective attitude towards curriculum, especially the literacy standards, linked to educational practice and b) student-teachers themselves realised the importance of developing a research and reflection attitude towards the literacy standards of curriculum dealing with the students' different levels of literacy and consequently with the social inequalities in which differences in literacy can lead.

Shek Kam Tse & Xiaoyun XIAO & Wai Ip Joseph Lam (China)

THE IMPACT OF READING ATTITUDES AND THE READING SELF-CONCEPT ON THE READING ATTAINMENT IN CHINESE AND NON-CHINESE SOCIETIES

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 09:00-10:30 Room 015

Introduction The Progress in International Reading Literacy Study (PIRLS) has been undertaken worldwide every five years since 2001, allowing comparative analyses of Grade 4 students' reading attainment, their reading attitudes and self-concepts of themselves as readers. The data from four of the top performing countries and regions in PIRLS 2006 are investigated in this paper in order to examine patterns of association and between-group differences in the reading attitudes, reading self-concepts and reading attainment scores of students from Chinese and non-Chinese societies. The Chinese students were from Hong Kong and Singapore: the non-Chinese students were from Alberta in Canada and from the USSR Federation. **Research questions** The paper looked at the extent to which constructs of reading attitudes and self-concepts developed mainly in non-Chinese societies (Western societies) carry currency in the Chinese societies, predominantly Chinese-based society of Hong Kong and Singapore and, if they do, to explain trends in patterns of associations and differences. **Method** The reading attainment scores of 24,654 ten-year-old primary school students in four of the top performing countries in PIRLS 2006 were analysed together with questionnaire responses to a survey of their reading attitudes and self-concept as readers. A technique of structural equation modelling was employed to illustrate and ascertain group differences. **Results** Whereas highly positive correlations were found between the Chinese students' reading self concept, reading attitudes and reading attainment, only a lowly correlation was found between the enjoyment of reading and the reading attainment of students from the USSR. **Discussion** Unlike the case with the non-Chinese children examined, the students from Chinese cultural backgrounds had overtly utilitarian-based attitudes, regarding the capability to use reading to good purpose and for the benefit of society as a desirable objective. It is suggested that cultural characteristics be considered in models devised to explain success in reading.

Len Unsworth (Australia)

THE MULTIMODAL RECONCEPTUALIZATION OF LITERACY IN NATIONAL L1 CURRICULUM DOCUMENTS FOR YEARS 1-10 IN AUSTRALIA.

Evaluation, Equity & differentiation & Effectiveness

Paper session

Thursday, 09:00-10:30

Room 307

National Contexts This paper reports an investigation of the multimodal nature of literacy requirements in official L1 curriculum documents for students in the first to tenth years of schooling with particular focus on the new national curriculum for English in Australia (<http://www.australiancurriculum.edu.au/>). Research Questions How are government L1 curricula incorporating knowledge about the meaning-making resources of image and image-language relations in requirements for multimodal text comprehension and composition across the grade levels of primary and junior secondary schooling? 1. What is the nature and extent of the metalanguage describing the meaning making resources of image and image-language relations in government L1 curricula across the grade levels of primary and junior secondary schooling? 2. To what extent and in what ways are students required to incorporate images in paper media text composition and still and/or moving images in digital media text composition across the grade levels of primary and junior secondary schooling? 3. To what extent and in what ways are students required to demonstrate their interpretation of the meanings of images and/or image-language interaction in paper media texts and their interpretation of meanings constructed by moving images in digital media across the grade levels of primary and junior secondary schooling? Method A multi-phase systematic content analysis of the curriculum documents was undertaken, firstly identifying all student outcome statements that included the superordinate 'multimodality' or hyponyms such as image, music, sound etc. These data were then further analysed to determine outcomes dealing with various modes in digital format, including film, animation, television, websites, blogs etc. Similarly, outcomes referring to paper media modes such as graphic novels, picture books, illustrated literary texts, advertisements etc were mapped. The above analyses dealt separately with student interpretation and creation of texts. The next phase of the analysis mapped the occurrence across all outcomes by grade level of metalanguage relevant to the frameworks of representational, interactive, and compositional meaning in images, as formulated by Kress and van Leeuwen and of visual focalization, as formulated by Painter, Martin and Unsworth. Results The results indicate an emphasis in digital formats on film, and animation, but with limited explicit attention to websites and blogs or television and no attention at all to videogames. In paper media texts explicit emphasis was given to literary picture books across grade levels with some attention to illustrated novels and media texts such as advertisements but no attention at all was given to graphic novels. The analysis of metalanguage showed an emphasis on interactive (interpersonal) meanings with attention to representational meaning limited to symbolic, classificational and part-whole images. Student outcome statements drawing on metalanguage related to the meaning-making resources of images did not appear to be systematically distributed across grade levels. Discussion Implications of the study are discussed in relation to the role of popular contemporary childhood and adolescent communication and culture in a multimodal L1 curriculum; the need for an integrative educational semiotic theoretical basis to underpin such a curriculum; and the nature of, and manner in which, cumulative learning can be encouraged through the design of a multimodal L1 curriculum.

Maria J. van der Aalsvoort & Caroline Dokter (Netherlands)
SYMPOSIUM SIG LINGUISTICS AND LANGUAGE AWARENESS
SIG Language & Linguistics

Symposium Tuesday, 14:30-16:00 Room 304

SIG Linguistics and Language Awareness At the IAIMTE conference in Hildesheim in 2011, Maria van der Aalsvoort initiated a SIG-Linguistics and Language Awareness, because she wanted the voice of (research in the field of) linguistics and language awareness in education to be heard. Since then a group of people from about five countries showed their interest to her in being part of this SIG and to present a paper on the IAIMTE conference. So off we go! With this newly formed SIG we want to create a platform for discussion and visibility. We want to stimulate each other in our work and find ways to bring our work further, also on an international scale. We think it is important that there is more knowledge about linguistics and language awareness in mother tongue education: from the micro level about how teachers see the possibilities of linguistics in the classroom, to the macro level on how linguistics is seen in national curricula. So our SIG sees linguistics and language awareness in a broad perspective: from education in the structure of language to education in the use of language and from curriculum and historical research to research in the classroom. We think that for this first time it is important to show how diverse contributions for our SIG can be. So as we have chosen a broad perspective for our SIG in general, we have chosen also a broad theme for our first SIG-Symposium. Besides that we think it is also important (especially for the first time) to select people from different countries to present their paper. Because this is our first symposium there will be three papers presented, but no discussants. During the conference there will also be a SIG-gathering in which we can meet and discuss other initiatives or themes (and discussants) for the next IAIMTE. Chair Maria van der Aalsvoort Radboud University Nijmegen, the Netherlands m.vanderaalsvoort@ils.ru.nl Coordinator Caroline Dokter Åbo Akademi University, Finland University of North Carolina, Chapel Hill, NC, US caroline.doktar@abo.fi

Dirk van der Meulen (Netherlands)
HISTORICAL REASONING AND SECONDARY LITERARY EDUCATION IN THE NETHERLANDS
SIG Research On Literature Education

Round table Wednesday, 15:30-17:00 Room 310

Name: Dirk van der Meulen. Historical reasoning and secondary literary education in the Netherlands In this round table discussion I would like to collect all advice of the participants on how they address literature in the secondary classroom. In particular, it is a pervasive problem in the Dutch curriculum that our students lack the cultural-historical background to interpret and contextualize those texts that demand a higher level of literary competence. Participants are asked to share their experience and know-how on how this problem is tackled in their country. A special notice must be made of the central framework of historical reasoning. This framework was developed for history by Van Drie & Van Boxtel (2008). Van der Meulen attempts to recalibrate/specify the framework for literary education. Literary history, specifically, is after all a sort of history. All comments and suggestions on integrating literary education within this framework are welcomed. The round table discussion intends to collect a variety of opinions and/or research that aim to facilitate a more evidence-based literature curriculum in secondary education. In his preliminary PhD research Van der Meulen attempts to uncover strategies that students use when interpreting decontextualized literary texts when thinking aloud. One of his research questions has to do with the extent in which elements of historical reasoning can be observed in the think aloud protocols. In order to analyze the protocols a coding scheme has been developed based on the components of historical reasoning. During the round table discussion some of these protocols and a hand-out will be presented to the participants, containing a concept of the coding scheme. Everyone is asked to closely examine the coding categories and to determine whether they are mutually exclusive, whether some are obviously lacking within such a framework like historical reasoning, etc. Literature Van Drie, J. & Van Boxtel, C. (2008). Historical reasoning. *Educational Psychology Review*, 20(2), 87-110.

Yvonne van Rijk (Netherlands)

**TEACHING READING COMPREHENSION OF INFORMATIVE TEXTS FROM A VYGOTSKIAN PERSPECTIVE:
OUTCOMES OF DEVELOPMENTAL EDUCATION**

Evaluation, Equity & differentiation & Effectiveness

Paper session Thursday, 09:00-10:30 Room 309

Context Reading for meaning has been revealed essential to effective approaches of teaching reading comprehension since the review of Rand Reading Study Group in 2002. This insight makes motivation enhancement vital to teaching reading comprehension. In the Netherlands, a pedagogical approach in primary education is known as Developmental Education (DE). It is based on Vygotskian sociocultural theory. Gaining meaning is emphasized as the main purpose of reading. Reading, therefore, is embedded in an inquiry-oriented curriculum: there is no reading activity without a question or a purpose. Texts are considered as cultural resources, and reading is promoted as a means for gaining knowledge and enabling students to participate in sociocultural practices. By contrast, in traditional schools, reading is taught as a distinct subject matter and is mainly focused on reading strategies. Research question In this study the research question was to find out whether the content-oriented approach of DE is more effective than traditional program-based education in outcomes of both motivation and reading comprehension skills for pupils in grade four. Method Participants were 598 students of grade four of 12 schools for DE and 12 traditional schools of primary education. The method was a pretest-posttest non-equivalent control group design. Data collection consisted of tests and questionnaires to assess firstly motivation and reading comprehension, and secondly technical reading, vocabulary, and non-verbal IQ. Additional information on SES and home language was obtained. Results Analysis is still in progress. Results will be presented at the conference. Discussion The way in which different aspects of motivation correlate with outcomes of reading comprehension is subject to discussion.

Annalene van Staden (South Africa)

MEETING THE LITERACY NEEDS OF SOUTH AFRICAN PRE-SCHOOLERS: REALITY OR MYTH?

Evaluation, Equity & differentiation & Effectiveness

Paper session Tuesday, 14:30-16:00 Room 309

Social-constructivist theorists emphasise the mediating role of language in the process of knowledge construction during the social interaction of children with more capable peers, adults and educators. This theoretical account confirms recent longitudinal findings that significant relationships exist between quality early childcare learning environments and academic performance in the primary school. Against a backdrop of recent literacy statistics obtained from the Annual National Assessments (2011) of South Africa, which indicate a downward trend in literacy achievement for the majority of children, it is critical to gain an understanding of teacher practices and the quality of early childhood language input currently being offered in early childhood education. Embedded in the broader theoretical framework of ecological systems theory, I considered the impact of various teacher and classroom variables on the language and literacy outcomes of pre-school children. Data was gathered through multiple methods of the administration of the Early Childhood Environment Rating Scale (ECERS-R) in both rural and urban pre-primary classrooms (N = 80); classroom observations, recording field notes and informal discussions with the Grade R educators at the sampled schools. Results demonstrated the significant interplay of teacher, school and socio-economic factors and the affect thereof on the quality of language and literacy programmes offered. For example, a majority of children in the sampled schools without access to books or other support material; over-crowded classes and their effect on quality teaching and learning and teachers and children being disadvantaged because of language policies in some of the schools. The results not only showed that the quality of language stimulation programmes needs urgent attention and improvement, but they also provide the basis for a radical re-think by policy makers and stakeholders in education on the entire provision of pre-schooling in South Africa.

Inês Vasconcelos Horta (Portugal)

DEVELOPING PHONOLOGICAL AWARENESS IN CLASSROOMS

SIG Language & Linguistics

Paper session Thursday, 11:00-12:30 Room 309

Explicit instruction on phonological awareness at early ages facilitates learning to read and to write. Several studies have been conducted (for the Portuguese language, e.g. Santos, 2004; Silva, 2003) that proved that preschool children benefit from structured phonological awareness programmes, improving not only their phonological abilities, but also their spellings (Alves Martins & Silva, 2006). However, these studies were conducted only in experimental situations and not in a classroom environment. Hence, the study here presented aims to analyse the effect of a phonological awareness programme conducted in preschool classrooms. The participants were 72 five-year-old children, from four Portuguese preschool classrooms. The participants were divided in an experimental group (G1) and a control group (G0), each with children from the four classrooms. These classrooms are usually divided in different working areas: games, role-play, construction, reading and writing, mathematics, painting. In each, children may develop their activities autonomously or with the teacher. In this sense, the phonological awareness programme was conducted with the teacher while the children of the experimental group were in the “reading and writing” area and the programme for the control group was conducted with the teacher in the “games” area. Both programmes were conducted in between a pre- and a post-test. Each programme had six sessions of about 20 minutes each, for six weeks. The phonological awareness tasks were presented to the children as linguistic games: - first to fourth sessions: word division and initial phoneme identification; - fifth session: phoneme segmentation, initial phoneme identification and initial phoneme omission; - sixth session: initial phoneme omission with and without visual support. The results indicated that the children from the experimental group significantly improved their phonological awareness skills. The children were motivated and became more interested in these activities, showing better results in a short period of time.

Caroline Viriot-Goedel & Jacques Crinon (France)

THE USE OF COMPLEX READING MATERIAL IN FIRST GRADE : INFLUENCES ON STUDENTS' COMPREHENSION IN HIGH-POVERTY SUBURBAN FRENCH SCHOOLS

SIG Research on reading, writing and oracies

Paper session Tuesday, 16:30-18:00 Room 310

Relevant national context Basal readers are widely used as a basis for reading instruction. Teachers in France also tend to use complex reading material rather than basal texts or leveled readers as supplements for instruction (e.g. Quet, 2009; Bonnery 2010). Research question This research explores the relationships between complex reading material, teachers' instructional choices and student's reading comprehension, especially in high-poverty schools. Method We conducted a detailed analysis of two books used by teachers in a first grade classroom, as well as class observations and students' comprehension's assessments. A total of 20 class-sessions were observed and more than 18 hours of verbal interactions in the classroom were recorded and transcribed to text. Student's comprehension was assessed by a free text recall, followed by questions on specific text's difficulties. Results Beyond an apparent simplicity, the two books present a few difficulties, such as the presence of inferences, of an allegory of chance, or a metaphor comparing a child's conception and gestation to a cooking recipe. The teacher uses a large variety of approaches to support children's understandings of different levels of text meanings, including predictions and several comprehension discussions. Despite a long instructional time, three main misunderstandings are shared by a lot of students. The analysis of oral interactions in the classroom demonstrates how these misunderstandings emerge in the classroom, for example through making predictions, and why they persist in many students' minds, despite the teacher's attempt to clarify some texts' dimensions in comprehension discussions. Discussion Predictions and comprehension discussions are widespread teaching practices, recommended in France and abroad ((NICHID, 2000; MEN 2008). However, this study shows the extent to which, implemented with complex reading material in high-poverty classrooms, they may be counter-productive when teaching practices allows metacognitive confusions. The findings challenge the use of complex reading material in disadvantaged classrooms, and question its consequences in terms of equity.

Johannes Vollmer (Germany)

LANGUAGE AWARENESS: A COMPETENCE GOAL OF ITS OWN?

Paper session Wednesday, 09:00-10:30 Room 315

Within the last years, new approaches in defining national educational standards for mother-tongue education as well as for foreign language learning and teaching have been developed in Germany. The competence models, on which these descriptions of expected language performance are based, comprise several dimensions among which "Reflection about Language" and "Language Awareness" are explicitly stated. They are identified as relating to all the other areas of competence: to the language structures encountered in reading and listening or available for self-expression in speaking and writing, to the linguistic or textual choices appropriate in a specific social or cultural situation as well as to reflecting upon the effects of language on its users (critical discourse analysis). This broad notion of language awareness is reflected in the work of other scholars (e.g. Hawkins, 1984; Fairclough 1992 ff.), but also in the pragmatic definition given by the Association of Language Awareness (ALA 2009). Language awareness is assumed to be most influential on all levels of language learning for a critical and successful application of acquired knowledge, in comprehension as much as in production - in particular in identifying conflicts of rules, in solving ambiguities and in supporting the planning, monitoring and editing process of utterances and discourse contributions. However, convincing empirical proof is still somewhat lacking. In my paper, I will present the theoretical concept and some sub-dimensions of it as they apply to mother tongue education as well as to (foreign) language learning. In particular, I will show how language awareness in MTE could be the basis for more reflective learning in many other areas of the (school) curriculum.

Wiebke von Bernstorff (Germany)

THE LITERARY TALK IN MULTICULTURAL GERMAN CLASSROOMS

Evaluation, Equity & differentiation & Effectiveness

Symposium Thursday, 09:00-10:30 Room 304

German classrooms are often multicultural ones. The social segregation leads to schools with nearly no students with a migration background and on the other hand to ones with up to 95% percent students with a migration background. These schools are very often middle schools, which do not prepare for a higher education at the university. The primary goals are preparing the students for an apprenticeship for example in a skilled trade. Facing these goals literature education seems to be not at the primary interest of these schools, teachers and students. Never the less literature can be very meaningful for individual students with and without a migration history in a multicultural society and for the multicultural classroom. Especially intercultural literature, either in a thematic style or even better with an aesthetic intercultural potential, can provide a lot of resources for self-evaluation and the reflection of conditions of society for the individual student. The „Literary Talk“ is a method of speaking with a group about a literary text without the hierarchy between teachers and students. Everyone is invited to share their thinking, their feelings and ideas about the text. The method focuses the process of generating meaning individually and together in a group without a projected output for the classroom session. In order to find out what kind of meaning is being generated while talking about an (intercultural) literary text with 11 or 12 year old students with and without a migration background, I will realize and record two „Literary Talks“ in two different classrooms with different social and cultural constitutions about the same literary text. The recordings will be examined and evaluated concerning the following questions: What happens with the individual student and what happens with the whole group while thinking and talking about this text? Can we observe an intercultural learning process? What process the teacher goes through and how should the reading of the text be prepared? Furthermore: are there, and if so, in which way are intercultural learning and literary education combined in these situations?

Pei Meng (Sonya) Wong (Hong Kong)

PROCESS DRAMA FOR CHINESE LANGUAGE LEARNING AT SECONDARY SCHOOL LEVEL IN SINGAPORE

Evaluation, Equity & differentiation & Effectiveness

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 310

Relevant National Context In Singapore Chinese Language (CL) has seen a decline in dominance as a home language over the past two decades. In school, it is mainly used during CL lessons only. The environment for use of CL is limited both at home and in school. The motivation to learn is generally not high. Participation during class lessons lacks initiative. Effective language learning entails that learners be taught in active and interactive real-life settings. In this study, Process Drama (PD) would create this needed platform for language learning, and to develop skills including meta-cognitive, expression and communication. Much studies of PD in education have been conducted in the U.K., U.S, Australia, and some in Taiwan, but not as common in the Singapore's context, making this study apt. Research Question The paper examines how Process Drama could be infused in the Chinese Language lessons in Singapore to create an active and interactive learning environment, and the extent to which it could impact on the learning motivation and the level of engagement in class. Method This is a case-study of 1 class of 31 Secondary 2 students in a Secondary school in Singapore, conducted in consideration that Process Drama is still not confidently used among CL teachers, by the researcher over 1 school term of 10 weeks. Multiple sources of evidence would be collected, including video recording of class lessons, tasks records and written reflections of students, audio recording of student interviews, and students survey of their perceptions towards the intervention programme. Results The following are some areas of findings from the research: -A more engaged learning environment for CL learning through the use of PD -An increase in participation rate through PD activities -Powerful function of Teacher-in-role as a drama convention -Language switching habits of students from English to Chinese during class activities -Surfacing of preferences in selected drama conventions Discussion For CL learning, PD has shown its effectiveness in creating an active and interactive learning environment constructed of real-life settings, providing meaningful context to their language learning. The positive response of students towards the use of PD in their CL lessons propels further study in building up from PD enhancing learning motivation to developing a more active role for PD in the CL learning curriculum.

Xiaoyun XIAO & Shek Kam Tse (Hong Kong)

THE INFLUENCE OF GENDER, READING ABILITY, INDEPENDENT READING, AND CONTEXT ON READING ATTITUDE: A MULTILEVEL ANALYSIS OF HONG KONG DATA FROM PROGRESS IN INTERNATIONAL READING LITERACY STUDY (PIRLS)

SIG Research on reading, writing and oracies

Structured poster session Wednesday, 15:30-17:00 Room 304

Introduction Since 2001, the Progress in International Reading Literacy Study (PIRLS) has been undertaken worldwide every 5 years. In PIRLS 2006, Hong Kong Grade 4 students ranked second among the 46 participating states and countries. The study examined the relative role of gender, reading ability, and independent reading, as well as family and school influences in explaining students' reading attitudes associated with reading attainment. Research question First, whether gender effect is found in students' attitudes toward reading? Second, do reading ability and independent reading explain variance in students' individual reading attitudes? Third, are home educational resources and parents' reading attitudes associated with students' reading attitudes? Lastly, to what extent, are instructional practices and school mean reading achievement related to students' reading attitudes, either at school level or individual level? Method Each student completed a 90-minute test booklet and an around-20-minute questionnaire. Students' teachers, school principals and parents were also asked to fill out questionnaires. Data analyzed here was taken from the Hong Kong data in PIRLS 2006. It was collected in 2006 from 144 Hong Kong local schools, comprising a representative sample of 4712 primary fourth-grade students. Relationship between reading attitude and individual (i.e., gender, reading ability, and independent reading), family (i.e., parents' reading attitudes and home educational resources), and school (i.e., teaching reading skills and school mean reading achievement) factors were modelled with multilevel analysis. Results Results show that gender, reading ability, independent reading, parents' reading attitudes, and home educational resources made significant contribution to reading attitude. Moreover, teaching reading skills and school mean reading achievement were positively related to students' reading attitudes. Discussion Male students' less positive reading attitudes suggest that boys may be more beneficiary to intervention programs on reading attitudes. Thus teachers and parents should pay special attention to boys when considering methods or programs to accelerate reading achievement. In addition, the strong positive relation between in-school independent reading and reading attitude suggests that reading instruction should encourage more independent reading in class. Based on previous research and the present findings, school administrators and reading educators should give a high priority to independent reading when scheduling time for reading instruction. In order to facilitate students' independent reading, it may be also important for teachers to teach explicitly skills and strategies in relation to reading comprehension. In fact, teaching reading skills and strategies will improve individual students' reading ability and enlarge peer influence in a school.

Jing Yan (Hong Kong)**EXPLORING THE ROLE OF SPEAKING IN TEACHING WRITING TO YOUNG-BEGINNER SECOND LANGUAGE LEARNERS***SIG Research on reading, writing and oracies*

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 15:00-16:30 Room 309

Introduction In teaching writing to young-beginner learners of Chinese in Singapore, the guiding principle is called “我手写我口” (write what one talks), which implies speaking has played an important role in teaching writing at early stages. There are two underlying assumptions. The first assumption is that learners have already acquired speaking skill. Due to the transition of medium of instruction from Chinese to English since 1966, Chinese has become a second language of learners. They may not acquire sufficient speaking skill to express themselves at Primary 2 level. The second assumption of the principle is that learners are able to write what they talk. To what extent learners are able to write what they talk is not clearly stated. Thus, the principle may need further consideration. This study aims to explore the role of speaking in teaching writing to young-beginner learners of Chinese in Singapore. Research questions 1. What do students orally produce during class interaction about the writing topic? 2. What do students write in their assignments on the same topic? 3. What is the role of speaking in teaching writing to young-beginner second language learners? Methods Data sources in this study include classroom observation and students’ assignments. Students’ oral output and their written assignments on the same topic will be analyzed. The comparison will be made in terms of content and grammatical structures. Results and discussion Preliminary findings will be discussed accordingly.

Hassan Zaid (Morocco)**THE INCLUSION OF AMAZIGH IN THE MOROCCAN EDUCATIONAL SYSTEM: CONSTRAINTS AND PROSPECTS***Literacies (Reading and Writing)*

Paper session Wednesday, 09:00-10:30 Room 310

Amazigh is the indigenous language of Morocco. However, because of the country’s language ideology and policy Amazigh language has long been marginalized by its educational system. Such a situation has led to a case of asymmetrical bilingualism that endangers the long stigmatized Amazigh language and identity and hence linguistic diversity in Morocco. So, in partial recognition of the right of the indigenous languages to be taught and maintained, Amazigh was standardized and then hastily incorporated in the Moroccan primary schools’ curriculum as a school subject. That said, this article investigates the extent to which the teaching of Amazigh helps in promoting and maintaining the Amazigh language and culture. This study adopts a qualitative approach that uses multiple data sources including a questionnaire, semi-structured interviews, classroom observations, and analysis of Amazigh textbooks’ cultural content. The results show that though the teachers have a positive attitude towards Amazigh, they have a low opinion about the very limited training they have received. In class Amazigh teachers use very simple and traditional rote learning methods that focus on de-contextualized language structures to teach Amazigh language and culture, primarily due to a lack of training in pedagogy and teaching resources and a lack of teachers with specialization in applied linguistics for the teaching of Amazigh. Moreover, Amazigh culture is under-represented in textbooks. In sum, the teaching of Amazigh may help in unifying the three Amazigh varieties but it is still struggling at the bottom of the hierarchy of the school languages and far from being successful for the time being.

Irit Zeevi & Mira Tenzer (Israel)

THE CHALLENGE IN ACADEMIC WRITING: CONTRIBUTION OF A SPECIAL COURSE IN ACADEMIC WRITING FOR ARAB STUDENTS STUDYING AT A HEBREW-SPEAKING COLLEGE

Evaluation, Equity & differentiation & Effectiveness

Paper session Wednesday, 09:00-10:30 Room 310

Relevant national context: The present study deals with difficulties in academic writing among Arabic-speaking students studying at a Hebrew-language college. The study focuses on a unique course constructed for them and a research tool characterizing their academic writing skills. Arabs, who speak Hebrew as a second language, view higher education as a tool to gain further opportunities and improve their political, education and economic status. Thus, they prefer studying at Hebrew-speaking rather than Arabic-speaking colleges. Since 1970, the Arab educational system has improved significantly, and higher education has become more accessible for Arabs. Nevertheless, major gaps still exist between Arab and Jewish students, as a result of cultural and educational differences. Studies conducted at Oranim Academic College of Education show that most Arab students have trouble fulfilling academic requirements as compared with their Jewish peers, mostly due to problems expressing themselves in Hebrew and different literacy thinking styles. In order to address this problem, a special course in academic writing for Arab students was opened. Research questions: 1. In what ways can we assess students' academic writing skills? 2. What are the unique difficulties of Arab students regarding academic writing? 3. What is the contribution of the unique course offered them? Method: Development of a tool characterizing academic writing skills: five open questions based on two abstracts concerning same issue. This tool assesses academic skills such as identify main idea, formulating an argument, combining texts, referencing, using correct Hebrew; a pre-post course exam. Results: 1. A tool characterizing academic writing skills has been developed. 2. Arab students have difficulties in using Hebrew correctly and academic writing skills. 3. Following the course the students' academic writing skills and ability to express a critical opinion regarding an issue have improved.

Sabine Zwanzig (Germany)

TASKS IN GERMAN AND PHYSICAL EDUCATION LESSONS

Plenary Monday, 14:00-15:00 Room 304

Round table Monday, 17:00-19:00 Room 310

Many researchers agree that tasks are a very important aspect in teaching: they structure, arrange and organize lessons (Eikenbusch 2005: 205; Köster 2005). This theme is viewed from many different perspectives, for example the distinction between learning and testing tasks, the development of competences through tasks or the question what a good task should achieve. While this discussion is often of theoretical nature and research is mostly concerned with written tasks (Bruder 2003, Girmes 2003, Köster 2007, Kleinbub 2009, Winkler 2011), this project investigates tasks exploratively through video-recorded German and Physical Education (PE) lessons. The question is what happens when teachers assign a task: How does the teacher give the assignment, what do the pupils do with the task, is there negotiation between the teacher and the students between task assignment and the students' work on the task, how does one task follow the other and how are they associated with each other? The object of analysis is therefore not the decontextualized task but the task within the setting of the lesson as well as within the context of the respective sequence. The advantage of videos is that past actions exist as an image of reality, which one can watch multiple times and which can be analyzed from different angles. Data collection and data analysis also take place separately and therefore can be carried out more objectively than possible in conventional observation. Two cameras served as data collection tools to film the class on the one hand and the teacher and his/her interaction with students on the other hand. Tasks are classified based on an observation scheme. They are analyzed with the help of Deppermann's conversation analysis (Deppermann 2008) and an investigation of the position in the room. The aim is a systematic description of tasks. Literature Bruder, Regina (2003): Konstruieren - auswählen - begleiten. Über den Umgang mit Aufgaben. In: Helga Ball (Hg.): Aufgaben: Lernen fördern, Selbstständigkeit entwickeln. Seelze: Friedrich, S. 12-15. Deppermann, Arnulf (2008): Gespräche analysieren. Eine Einführung. 4. Aufl. Wiesbaden: VS, Verl. für Sozialwiss. Online verfügbar unter <http://www.worldcat.org/oclc/643057290>. Eikenbusch, Gerhard (2005): Qualität im Deutschunterricht der Sekundarstufe I und II. Berlin: Cornelsen Scriptor. Girmes, Renate (2003): Die Welt als Aufgabe?! Wie Aufgaben Schüler erreichen. In: Helga Ball (Hg.): Aufgaben: Lernen fördern, Selbstständigkeit entwickeln. Seelze: Friedrich, S. 6-11. Kleinbub, Iris: Aufgaben zur Anschlusskommunikation: Ergebnisse einer Videostudie im Leseunterricht der vierten Klasse. In: Zeitschrift für Grundschulforschung 2009 (2/09), S. 69-81. Köster, Juliane (2005): Aufgabenkultur im Deutschunterricht. Impulsreferat. Workshop am Göttinger Zentrum für Deutschlehrerinnen und Deutschlehrer "Woran erkenne ich, wie schwierig eine Deutschaufgabe ist?". Göttinger Zentrum für Deutschlehrerinnen und Deutschlehrer. Göttingen, 29.09.2005. Köster, Juliane: Leseaufgaben wirkungsvoll gestalten. Verständnisorientierte Aufgabenkultur beim Umgang mit Texten. In: Pädagogik 2007 (6), S. 16-19. Winkler, Iris (2011): Aufgabenpräferenzen für den Literaturunterricht. Eine Erhebung unter Deutschlehrkräften. 1. Aufl. Wiesbaden: VS Verlag für Sozialwissenschaften / Springer Fachmedien Wiesbaden GmbH, Wiesbaden.
