

PROGRAMME



9th INTERNATIONAL CONFERENCE

IAIMTE International Association
for the Improvement of Mother Tongue Education

Literacies and effective learning and teaching for all

Littératies, apprentissage et enseignement pour tous

JUNE 11-13, 2013

June 10, 2013: PhD pre conference

Faculté de Sciences économiques et de gestion

Université Paris-Est Créteil (UPEC)

61 avenue du Général De Gaulle - 94000 Créteil

<http://iufm.u-pec.fr>

● **Local organizers**

Comité d'organisation

Conference chair - Présidente du colloque :

Pr. Dr Brigitte Marin

Université Paris-Est Créteil, Institut Universitaire de Formation des Maîtres, France

Université Paris-Est Créteil, France :

Jacques Crinon, Catherine Delarue-Breton, Pascale Delormas, Didier Geiger, Patricia Richard-Principalli, Eliane Ricard-Fersing.

Université Paris-Sorbonne, France :

Sylvie Plane

● **PhD Pre Conference organizers**

Comité d'organisation de la pré-conférence des doctorants

Université de Toulouse, France :

Sérgio Gaitas

University of Hildesheim, Germany :

Helen Lehndorf, Sabine Zwanzig

● **International scientific committee**

Comité scientifique international

Denis Alamargot, France

Elzbieta Awramiuk, Poland

Luisa Araujo, Portugal

Elisabeth Bautier, France

Jacques Crinon, France

Jacques David, France

Ilana Elkad Lehmann, Israel

Mike Fleming, Great Britain

Tanja Janssen, The Netherlands

Ellen Krogh, Denmark

Brigitte Marin, France

Irene Pieper, Germany

Gert Rijlaarsdam, The Netherlands

Peter Smagorinsky, United States

Shek Tse Kam, China

Dominique Ulma, France

Iris Winkler, Germany

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Prof. Christiane Donahue

Dartmouth College, Hanover, NH. USA

Professor Donahue's general research themes include: cross-cultural analysis of student writing (in particular intertextuality, voice, and genre) ; translinguality as a 21st century approach to writing ; study of the kind of knowledge or know-how writing is and how to facilitate its transfer across contexts and disciplines; effective research methods for studying college-level writing acquisition. Her current project is a three-year study of 200 students writing at Dartmouth College in the US.

Christiane Donahue is a member of Théodile-CIREL at the Université de Lille III.

Les thèmes de recherche du professeur Donahue concernent l'analyse interculturelle de l'écriture des étudiants (en particulier l'intertextualité, la voix, le genre), la translingualité en tant qu'approche de l'écriture au XXI^e siècle, l'étude de l'écriture dans les genres universitaires ou des compétences en écriture, et la manière de faciliter leur transfert dans les différents contextes et disciplines. Le professeur Donahue s'intéresse aux méthodes de recherche permettant d'étudier efficacement l'acquisition de l'écriture à l'université. Dans le cadre de son projet actuel, elle mène une étude prévue sur trois ans auprès de 200 étudiants, au « Dartmouth College » (États-Unis). Elle est membre de l'équipe Théodile-CIREL, à l'Université de Lille III.

Prof. Bernard Schneuwly

Université de Genève, Suisse

Bernard Schneuwly is a full professor of Language Education, University of Geneva, Switzerland. Professor Schneuwly's general research themes include: Development of written language in a didactic perspective, methods for teaching oral and written expression, conceptualisation of subjects to be taught in a French language class (creative writing, grammar, literature), relationships between teaching and learning in a historic and cultural point of view (spoken and written language), history of French language teaching (spoken and written language), of didactics and of educational theory.

Les thèmes généraux de recherche du Professeur Schneuwly sont les suivants : le développement de la langue écrite dans une perspective didactique, les méthodes d'enseignement de l'expression orale et écrite, la conceptualisation des matières à enseigner dans une classe de langue française (écriture créative, grammaire, littérature), les relations entre l'enseignement et l'apprentissage d'un point de vue historique et culturel (langue parlée et écrite), l'histoire de l'enseignement du français (langue parlée et écrite), la didactique et la pédagogie.

Programme Planning

	June 10 th - 10 juin	June 11 th - 11 juin	June 12 th - 12 juin	June 13 th - 13 juin
		Check in - <i>Accueil</i>		
09:00				
09:30		Opening plenary session <i>Séance plénière d'ouverture</i>	Session 4	Session 7
10:00		Keynote speaker - <i>Conférencier</i> Prof. Bernard Schneuwly		
10:30			Coffee break - <i>Pause café</i>	Coffee break - <i>Pause café</i>
11:00		Coffee break - <i>Pause café</i>		
11:30			Session 5	Session 8
12:00		Session 1		
12:30				Closing conference <i>Conclusion du colloque</i>
13:00			Lunch - <i>Déjeuner</i>	
13:30	Check in - <i>Accueil</i>	Lunch - <i>Déjeuner</i>		Lunch - <i>Déjeuner</i>
14:00			Keynote speaker - <i>Conférencier</i> Prof. Christiane Donahue	
14:30				
15:00	PhD pre conference session <i>Pré conférence des doctorants</i>	Session 2	Coffee break - <i>Pause café</i>	
15:30				
16:00		Coffee break - <i>Pause café</i>	Session 6	Guided visit - <i>Visite guidée</i>
16:30				The Marais quarter <i>Le quartier du Marais</i>
17:00	Check in - <i>Accueil</i>	Session 3	SIG meetings <i>Réunions SIG</i>	
17:30				
18:00		IAMTE meeting <i>Réunion IAMTE</i>		
18:30				
19:00				
19:30			Guided visit - <i>Visite guidée</i>	
20:00				
20:30		Dinner - <i>Dîner</i>	Georges Pompidou Centre <i>Centre Georges Pompidou</i>	
21:00		Restaurant « Le Train bleu »		

Afternoon - *Après-midi*

14:00-15:00, PhD-session - *Session des doctorants*, General introduction all contributions - *Introduction générale de toutes les contributions*

Room - *salle* : 304

Andersson; Anwar; Arseneau, Boivin & Foucambert; Arseneau, Boivin & Foucambert; Breuer; Chu; El Masrar; Gourvenec & Skaftun; Gruber; Höglund; Johansson; Jolicoeur & Cormier; Kabel; Leung; Minguela; Molnàr; Mulia; Rejman; Richard-Bossez; Wong; Yan; Zwanzig

Chair : Lehndorf, Helen

15:00-16:30, Round tables - *Tables rondes*

SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies		
<p>Room - <i>salle</i> : 306 Chair: Doecke, Brenton G</p> <p>PhD session 2A: Teacher Research/ literature and culture/ teaching literature</p> <p>Leung : Language teachers' views on mother tongue language education in a post-colonial region.</p> <p>Rejman : Literature and life management – teacher narratives about teaching literature in grades 7-9.</p>	<p>Room - <i>salle</i> : 304 Chair: Pieper, Irene</p> <p>PhD Session 1A: Reading and understanding literary texts</p> <p>Höglund : Representing interpretations – Creating meaning of literature through visual art.</p> <p>Johansson : Upper Secondary School Students' Reading of Literary Texts – a Study of Literary Socialization through Education in Sweden and in France.</p>	<p>Room - <i>salle</i> : 309 Chair: Alamargot, Denis</p> <p>PhD session 3A: Writing literacy/ writing didactics / metalinguistic and metacognitive awareness / language awareness/ grammar</p> <p>Andersson : Retell in boys texts What does the boys do with text and what does the text do with the boys?</p> <p>Yan : Exploring the role of speaking in teaching writing to young-beginner second language learners.</p>	<p>Room - <i>salle</i> : 310 Chair: Krogh, Ellen</p> <p>PhD Session 4A: Speaking skills (oral)/ Teaching methods and tasks</p> <p>Chu : Developing a multimodal language learning approach: the integration of video dubbing activities into the Hong Kong Chinese Language curriculum.</p> <p>Wong : Process Drama for Chinese Language learning at Secondary School level in Singapore.</p>	<p>Room - <i>salle</i> : 315 Chair: Rijlaarsdam, Gert</p> <p>PhD session 5A: Reading literacy/ reading education / text comprehension/ intervention studies</p> <p>Gruber : From reading to learning ... in your mother tongue.</p> <p>Jolicoeur & Cormier : Swapping skates for books: Experience of a reading circle in a hockey team of Francophone boys aged 9 and 10 in New Brunswick, Canada.</p>

16:30-17:00, Coffee break - *Pause café*

17:00-19:00, Round tables - *Tables rondes*

All themes	SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies		
<p>Room - <i>salle</i> : 305 Plenary</p> <p>Registration and exploratory visit to the conference venue (optional): meet old and new IAIMTE friends</p>	<p>Room - <i>salle</i> : 306 Chair: Doecke, Brenton G</p> <p>PhD session 2B: Teacher Research/ literature and culture/ teaching literature</p> <p>Anwar : Unity in diversity: an autobiographical project.</p> <p>El Masrar : Profile of teachers and teaching literature: towards a dialogue of cultures.</p>	<p>Room - <i>salle</i> : 304 Chair: Pieper, Irene</p> <p>PhD session 1B: Reading and understanding literary texts</p> <p>Gourvenec : Literary literacy in small group conversation.</p> <p>Molnàr : What to do wants to mean ? Semiotic observations about reading support - print, technological, reading, way of thinking, semiotic.</p>	<p>Room - <i>salle</i> : 309 Chair: Alamargot, Denis</p> <p>PhD session 3B: Writing literacy/ writing didactics / metalinguistic and metacognitive awareness / language awareness/ grammar</p> <p>Arseneau, Boivin & Foucambert : Metalinguistic work and the improvement of grammatical knowledge: the case of the past participle used with «être» for French L1 high school students.</p> <p>Kabel : Students' literary response texts in lower secondary school. The role of literature in enhancing central aspects of academic language resources.</p>	<p>Room - <i>salle</i> : 310 Chair: Krogh, Ellen</p> <p>PhD Session 4B: Speaking skills (oral)/ Teaching methods and tasks</p> <p>Mulia : The Use of First Language Scaffolding to Teach English as a Foreign Language to Pre-School Children during Dramatic Play in West Sumatra, Indonesia.</p> <p>Richard-Bossez : Learning literacy at French preschool: differentials pedagogic processes and school equity.</p> <p>Zwanzig : Tasks in German and Physical Education Lessons.</p>	<p>Room - <i>salle</i> : 315 Chair: Rijlaarsdam, Gert</p> <p>PhD session 5B: Reading literacy/ reading education / text comprehension/ intervention studies</p> <p>Minguela : Is self-regulation important for being fully competent in reading?</p>

18:45-19:00, Plenary - *Plénière*, PhD closing - *Clôture de la session des doctorants*

Room - *salle* : 304

Chair: Lehndorf, Helen

Morning - *Matin*

08:30-09:30, Registration - *Inscription*
Room - *salle* 305

09:30-10:00, Plenary - *Plénière*, Opening - *Ouverture*
Room - *salle* : Amphi 102

Luc Hittinger, President of the University Paris-Est Créteil (UPEC) - *Président de l'Université Paris-Est Créteil (UPEC)*

Philippe Adair, Dean of the Faculty of Economics and Business Sciences - UPEC - *Doyen de la Faculté de Sciences économiques et de gestion de l'UPEC*

Didier Geiger, Dean of the Teacher Training Institute of Regional Education Authority of Créteil - *Directeur de l'IUFM de l'académie de Créteil*

Brigitte Marin, Chairwoman of the 9th IAIMTE Conference - *Présidente du 9^{ème} colloque IAIMTE*

Gert Rijlaarsdam - IAIMTE Chairman - *Président de l'IAIMTE*

10:00-11:00, Keynote speaker - *Conférencier*
Room - *salle* : Amphi 102

Bernard Schneuwly : Effective teaching and learning: for which literacies?

Chair: Alamargot, Denis

11:30-13:00

SIG L1 Teacher Education	SIG Language & Linguistics	SIG Research on literature education	SIG Research on reading, writing and oracies		
<p>Symposium Room - <i>salle</i> : 015 Chair: Doecke, Brenton G</p> <p>Storytelling and professional learning: Teacher inquiry in environments of standardisation and accountability</p> <p>Doecke : Storytelling and professional learning</p> <p>Parr & Bulfin : Writing, professional learning and identity work.</p> <p>Parr, Bulfin, Pereira, Krogh, van de Ven & Doecke : Storytelling and professional learning: Teacher inquiry in environments of standardisation and accountability.</p> <p>Pereira : Portfolios as complex performative spaces.</p>	<p>Paper session Room - <i>salle</i> : 304 Chair: van der Aalsvoort, Maria J.</p> <p>Literacy and multilingual situations 1</p> <p>Aalto, Schnitzer, Auger, Abel & Gilly : Promoting plurilingualism in majority language teacher education .</p> <p>Cheung & Chan : Service Learning as a Powerful Tool to Foster Non-Chinese Speaking Students' Oracy.</p> <p>Mulia : The Use of First Language Scaffolding to Teach English as a Foreign Language to Pre-School Children during Dramatic Play in West Sumatra, Indonesia.</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Janssen, Tanja</p> <p>Evaluation and assessment of interpretation in the literature classroom (1)</p> <p>Dannecker : 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.</p> <p>Fialho : Interpreting and Experiencing Texts in the Classroom: Testing Instructional Interventions.</p> <p>Höglund : Representing interpretations – Creating meaning of literature through visual art.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Winkler, Iris</p> <p>Developmental perspectives of comprehension 1</p> <p>Dumais, Plessis-Belair & Lafontaine : 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.</p> <p>Hoegh : The study of Oral Interpretations and their multimodality.</p> <p>Keehnen, Braaksma & De Boer : Effects of observational learning on text comprehension.</p> <p>Philipp : Get the Gist together! Reading Strategies Instruction within a Collaborative Setting.</p>	<p>Paper session Room - <i>salle</i> : 310 Chair: Fersing, Eliane</p> <p>Teaching in a low SES (writeless) context</p> <p>Delarue-Breton & Bautier : Narration's restoration and academic literacy.</p> <p>Gaitas & Alves Martins : Teaching practices in the first grade and student's reading in low SES contexts.</p> <p>Sawyer : Literacy, the 'rich curriculum of English' and low SES students.</p>	<p>Paper session Room - <i>salle</i> : 307 Chair: Tse, Shek Kam</p> <p>Writing : writing practises 1</p> <p>Haskel-Shaham : Improving writing skills of Israeli high-school students: An intervention program.</p> <p>Marin : Reading and writing narratives at French elementary school.</p> <p>Puksand, Uusen & Kerge : Intake of language of learning-media and L1 writing performance.</p>

13:00-14:30, Lunch - *Déjeuner*

University restaurant - *Restaurant universitaire « CROUS la Pointe Jaune »*

Afternoon - *Après-midi*

14:30-16:00

Evaluation, Equity & differentiation & Effectiveness		SIG Language & Linguistics	SIG Research on literature education	SIG Research on reading, writing and oracies	
<p>Paper session Room - <i>salle</i> : 015 Chair: Winkler, Iris</p> <p>Literature in a school and social context: literacy as a transversal competence 1</p> <p>Atkin & Amir : Shalhevet -integration of literacy skills in all disciplines – an intervention program.</p> <p>Corcelles & Castello : Learning philosophy through collaborative writing at high school: analyzing the conversations.</p> <p>Neumann & Ottoberg : Writing as learning tool in subjects on several grades.</p>	<p>Paper session Room - <i>salle</i> : 315 Chair: Tse, Shek Kam</p> <p>Teaching literature 1</p> <p>McLean Davies, Doecke & Mead : Edifying instruction in classrooms? Exploring the purpose of literary study in secondary English in Australia.</p> <p>Montesinos Gelet : Case studies: children's literature and curriculum integration.</p> <p>Perrin : First reads, first discoveries: what preliminary orientations to give?</p>	<p>Symposium Room - <i>salle</i> : 304 Chair: Doktor, Caroline</p> <p>First Invited Symposium SIG Language & Linguistics</p> <p>Batalha : Relations between grammar and reading: study of some syntactic structures in lower secondary education.</p> <p>Burley & Pomphrey : A re-examination of language awareness.</p> <p>Doktor : Pedagogical Content Knowledge of Grammar.</p> <p>van der Aalsvoort & Doktor : Symposium SIG Linguistics and Language Awareness.</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Ulma, Dominique</p> <p>Lecture littéraire, literarisches Lesen, reading literature, etc.: conceptions, practices, evaluations. An international perspective. Part 1</p> <p>Aeby & Gabathuler LaFleur : Reading literature along school levels in a francophone context.</p> <p>Gabathuler LaFleur, Bertschi-Kaufmann, Pieper, Dufays, Pereira, Ulma, Schneuwly, Aeby & Ronveaux : Lecture littéraire, literarisches Lesen, reading literature, etc. : conceptions, practices, evaluations. An international perspective.</p> <p>Graça & Pereira : Lecture littéraire, literarisches Lesen, reading literature, leitura literária...: conceptions, practices, evaluations An international perspective - The case of Portugal.</p> <p>Sawyer : Reading literature in Australia.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Pereira, Iris Susana</p> <p>Literacy in Kindergarten 1</p> <p>Tsafos : Supporting student-teachers to reflect on the literacy standards in preschool education: From curriculum's goal to classroom pedagogical practice.</p> <p>van Staden : Meeting the literacy needs of South African pre-schoolers: Reality or Myth?</p> <p>Bonnery & Joigneaux : Family literacies unequally profitable in school. About shared reading of children's literature</p>	<p>Paper session Room - <i>salle</i> : 310 Chair: Braaksma, Martine</p> <p>Spelling</p> <p>Awramiuk & Krasowicz - Kupis : Reading and spelling acquisition in Polish – educational and linguistic determinants;</p> <p>Boyer : Self-Evaluation of Competence in Grammatical Spelling: A Little-Known Dimension of Literacy.</p> <p>Lam & Cheung : Component Analysis of Chinese Characters: Implications for the Teaching and Learning of Chinese in the Context of Hong Kong Primary Schools.</p> <p>Lavoie & Marin : Word copying for developing spelling : an analytical and reflective practice.</p>

16:00-16:30, Coffee break - *Pause café*

16:30-18:00

Evaluation, Equity & differentiation & Effectiveness		SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies	
<p>Paper session Room - <i>salle</i> : 015 Chair: Rijlaarsdam, Gert</p> <p>Technology and evolution of literacy 1</p> <p>Bulfin, Parr & Bellis : English teaching, standards-based reforms and the technological fix.</p> <p>Elf & Thorkild Hanghøj : Challenges in developing a methodology for reviewing Nordic research on media and technology in MTE.</p> <p>Goodwyn : Encouraging literacy for reluctant readers using e-reading devices.</p> <p>Jaros & Wileczek : Digital words. Harnessing technology to develop literacy skills in early education of children on the example of the Polish language.</p>	<p>Paper session Room - <i>salle</i> : 315 Chair: Fersing, Eliane</p> <p>Unequality: diversity, language and inequalities</p> <p>Borzzone & Benitez : What the cognitive and linguistic profiles of Spanish speaking illiterate adults tell us about how to teach them to read and to write.</p> <p>Cheung : 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.</p> <p>Gros & Leclair : Deaf persons and learning language: which forms, which stakes?</p>	<p>Symposium Room - <i>salle</i> : 304 Chair: Brindley, Sue</p> <p>Dialogic Teaching and Teacher Education</p> <p>Caughlan : Secondary English Teacher Candidates Mobilizing Dialogic Tools to Develop Dialogically Organized Instructional Practices.</p> <p>Juzwik & McKenzie : Faith in Dialogue: Negotiating religious faith in secondary English classroom dialogues about the Holocaust.</p> <p>Juzwik, Caughlan, Skogsberg, Boyd, McKenzie & Brindley : Dialogic Teaching and Teacher Education: Video-based Scholarship on Classroom Discourse from the Eastern and Midwestern United States.</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Ulma, Dominique</p> <p>Lecture littéraire, literarisches Lesen, reading literature, etc.: conceptions, practices, evaluations. An international perspective. Part 2</p> <p>Bertschi-Kaufmann & Pieper : Literature in teaching and learning: concepts and praxis in education and beyond.</p> <p>Dufays & Louichon : From didactic discours to curriculum. A French-Belgium comparison.</p> <p>Gabathuler LaFleur, Bertschi-Kaufmann, Pieper, Dufays, Pereira, Ulma, Schneuwly, Aeby & Ronveaux : Lecture littéraire, literarisches Lesen, reading literature, etc. : conceptions, practices, evaluations. An international perspective.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Posinho, Margarida</p> <p>Families: literacy and family socialisation</p> <p>Araujo & Folgado : The Influence of Home Practices on Reading Achievement in Third Grade.</p> <p>Chung, Jeong, Kim & Min : A longitudinal and latitudinal study on the out-of-school literacy practices of Korean primary school students.</p> <p>Hassan, Vinel & Salagnac : Storytelling at home and at school: crossed perspectives on literacy.</p>	<p>Paper session Room - <i>salle</i> : 310 Chair: Marin, Brigitte</p> <p>Teaching practise: Analysis of literacy practises</p> <p>Kleinbub : "Have a Closer Look at the Text!" - Results of a Video Study on Reading Tasks in German L1 Classrooms.</p> <p>Sanchez Abchi, Mosquera Roa, Surian & Dolz : Teaching practices regarding written production in teachers' education courses : the case of Francophone Switzerland.</p> <p>Viriote-Goedel & Crinon : The use of complex reading material in first grade : Influences on students' comprehension in high-poverty suburban French schools.</p>

18:00-19:00, Plenary - *Plénière*, IAIMTE members meeting - *Réunion des membres de l'IAIMTE*

Room - *salle* : Amphi 102

Chair: Pieper, Irene

20:00- Conference Dinner - *Dîner du colloque*

Restaurant « Le Train Bleu »

Morning - *Matin*

09:00-10:30

Evaluation, Equity & differentiation & Effectiveness	SIG Research on literature education	SIG Research on reading, writing and oracies	Evaluation, Equity & differentiation & Effectiveness		
<p>Paper session Room - <i>salle</i> : 015 Chair: Rijlaarsdam, Gert</p> <p>Evaluation: evaluating the treatment of reading</p> <p>Correia & Sampaio : Assessing Reading Through Mid-year Monitoring Tests.</p> <p>Feytor-Pinto : The impact of PISA in teaching practices in Portugal. The case of Portuguese Language in Low Secondary School.</p> <p>Liptakova : The Relation of Language and Cognitive Processes in the Development of Reading Literacy in Primary Education.</p> <p>Tse, Xiao & Lam : The impact of reading attitudes and the reading self-concept on the reading attainment in Chinese and non-Chinese societies.</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Elkad-Lehman, Ilana</p> <p>Evaluation and assessment of interpretation in the literature classroom (2)</p> <p>Broeder & van Wijk: A PIRLS approach to literary understanding in secondary education.</p> <p>Doecke, McLean Davies & Mead : Reading the local as global: tensions in the teaching of literature in secondary schools in Australia.</p> <p>Frederking, Henschel & Meier : Emotions in literary text comprehension.</p>	<p>Paper session Room - <i>salle</i>: 309 Chair: Elkad-Lehman, Ilana</p> <p>Teaching literature 2</p> <p>Claude : From learning to comment painting to literature: a possible educational detour?</p> <p>Kouki : Pedagogical problems in teaching of literary concepts.</p> <p>Longo : Empathy and literary fiction: a neurocognitive and educational approach.</p>	<p>Paper session Room - <i>salle</i>: 310 Chair: Ulma, Dominique</p> <p>Literacy and multilingual situations 2</p> <p>Horner : Rewriting English as a Lingua Franca.</p> <p>Zaid : The inclusion of Amazigh in the Moroccan educational system: constraints and prospects</p> <p>Zeevi & Tenzer : The challenge in academic writing: Contribution of a special course in academic writing for Arab students studying at a Hebrew-speaking college.</p>	<p>Paper session Room - <i>salle</i> :315 Chair: Viriot-Goeldel, Caroline</p> <p>Theory and perception of literacy</p> <p>Fersing : Revisiting Rousseau and Piaget: language and what else?</p> <p>Pamfil & Tamaian : Literacy in Romanian school.</p> <p>Vollmer : Subject literacies and the right to quality education- A challenging concept.</p>	<p>Structured poster session Room - <i>salle</i> : 304 Chair: Awramiuk, Elzbieta</p> <p>Time for variation</p> <p>Asselin : Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia.</p> <p>Corradi : Pre-literacy in French and Italian pre-primary schooling: an exploratory research study.</p> <p>Dorfberger : The effects of exposure to additional training in Arabic in a diglossic situation.</p> <p>Goodwyn : The prevalent practice of Reading Aloud: what is it and who does it benefit?</p> <p>Jolicoeur & Cormier : Swapping skates for books: Experience of a reading circle in a hockey team of Francophone boys aged 9 and 10 in New Brunswick, Canada.</p> <p>Karasma & Aerila : Interview drama — opening the text in a group.</p> <p>Loh : The key elements and process of teacher change: Hong Kong experience.</p> <p>Lopes, Pereira & Cardoso : Writing and the ICT: in-school and out of school writing practices in compulsory education in Portugal.</p> <p>Santos & Pereira : Dictation to adults: an urgent practice in Portugal.</p> <p>Schmidt : A study on the development of a web-based instrument for diagnosing students' reading skills.</p> <p>Sousa : Reading, writing and the development of cause-effect linkage in narrative.</p>

10:30-11:00, Coffee break - *Pause café*

11:00-12:30

Evaluation, Equity & differentiation & Effectiveness	SIG Research on literature education	SIG Research on reading, writing and oracies
<p>Paper session Room - <i>salle</i> : 015 Chair: Faytor-Pinto, Paulo</p> <p>Evaluation: evaluating the treatment of writing</p> <p>Harjunen: Voice as a reasoning criterion in the evaluation of ninth graders' essays.</p> <p>Luukka : Appreciations and judgements - evaluating pupils' writing assignments.</p> <p>Makkonen-Craig : Never begin your sentence with an AND? A comparison of high and low performing writers in the Finnish matriculation exam.</p> <p>Nagy : Characteristics of rating written compositions: the cases of a mother tongue educator and an expert of educational evaluation.</p>	<p>Paper session Room - <i>salle</i> : 304 Chair: Poyas, Yael</p> <p>Literature and identity: literacy practises and identity</p> <p>Le Cordeur : Language, especially Cape-Afrikaans, as an indicator of identity amongst the Coloured community in post-apartheid South Africa.</p> <p>Penne & Skaar : 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.</p> <p>Penne & Skaar : New literacies and mother tongue didactics: Findings in a Norwegian Education 2020 project (http://blogg.hioa.no/literacy/).</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Shapiro, Jon</p> <p>Building a Culture for Literacy through School and Community Library Programs</p> <p>Asselin : Building a Culture for Literacy through School and Community Library Programs ; Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia.</p> <p>Doiron & Asselin : Libraries Supporting Local Literacies.</p> <p>McPherson : 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.</p>

12:30-14:00, Lunch - *Déjeuner*

University restaurant - *Restaurant universitaire* « CROUS la Pointe Jaune »

Afternoon - *Après-midi*

14:00-15:00, Keynote speaker - *Conférencier*

Room - *salle* : Amphi 102

Christiane Donahue : What we know - and don't know - from research about effective

Chair : Marin, Brigitte

instruction of university literacies in the 21st century

15:00-15:30, Coffee break - *Pause café*

15:30-17:00

SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies			Evaluation, Equity & differentiation & Effectiveness
<p>Demonstration Room - <i>salle</i>: 311 Chair: Pauw, Ietje</p> <p>Teachers at work</p> <p>Patmon & Gordon: Teaching Writing and Whole School Change to Teach Them All - U.S. context.</p> <p>Patmon & Gordon: The Value of Teacher Inquiry in the Teaching of Writing (K-12) - U.S. context.</p>	<p>Symposium Room - <i>salle</i> : 306 Chair: Janssen, Tanja</p> <p>Evaluation and assessment of interpretation in the literature classroom (3)</p> <p>Gourvenec & Skaftun : Interpretation and literary disciplinarity.</p> <p>Pereira : On the understanding of interpretive reading of narrative fiction.</p> <p>Rejman : Literature and life management - teacher narratives about teaching literature in grades 7-9.</p>	<p>Paper session Room - <i>salle</i> : 307 Chair: Donahue, Christiane</p> <p>Academic writing</p> <p>Breuer : Writing Skills at German Universities.</p> <p>Corcelles, Cano & Castello: 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.</p> <p>Scheepers : The academic writing : what the students think of it</p> <p>Silva & Balula : Textual production in the knowledge-based society: The case of the future social educators.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Krogh, Ellen</p> <p>Teaching text production I</p> <p>Hankala : Perspectives on Finnish young people's newspaper readership, the use of newspapers in education and citizenship.</p> <p>Hankala & Kauppinen: Finnish teacher comments in response to pupils' texts.</p> <p>Klimovic : The stimulation of narration by way of wordless comic strips.</p> <p>Pereira, Cardoso & Graça : Literacies by text genres: the teaching sequence in the development of writing.</p>	<p>Round table Room - <i>salle</i> : 310 Chair: Pocinho, Margarida</p> <p>Writing and Reading at school and university</p> <p>Avni-Schon : The Role of Reading and Writing from the Perspective of Primary School Children: Reading and writing as an impetus for literacy.</p> <p>Pieper, Zegenhagen & Krätzsch : Support university students in academic writing.</p> <p>van der Meulen : Historical reasoning and secondary literary education in the Netherlands.</p>	<p>Structured poster session Room - <i>salle</i> : 304 Chair: Araujo, Luisa</p> <p>Time for variation II</p> <p>Arseneau, Boivin & Foucambert : Metalinguistic work and the improvement of grammatical knowledge: the case of the past participle used with «être» for French L1 high school students.</p> <p>Asselin : Building a Culture for Literacy through School and Community Library Programs.</p> <p>Awramiuk & Krasowicz - Kupis : Reading and spelling acquisition in Polish - educational and linguistic determinants.</p> <p>Chung, Jeong, Kim & Min : A longitudinal and latitudinal study on the out-of-school literacy practices of Korean primary school students.</p> <p>Feytor-Pinto : The impact of PISA in teaching practices in Portugal. The case of Portuguese Language in Low Secondary School.</p> <p>Keehnen, Braaksma & De Boer : Effects of observational learning on text comprehension.</p> <p>Kouki : Pedagogical problems in teaching of literary concepts.</p> <p>MacArthur & Philiipakos : Self-Regulated Strategy Instruction for Basic College Writers.</p> <p>Manrique & Sánchez Abchi : Narrative skills in Kindergarten: A teachers' education device.</p> <p>Xiao & Tse : 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).</p>

17:00-18:00 - Round tables - *Tables rondes*

SIG L1 Teacher Education	SIG Language & Linguistics	SIG Research on literature education	SIG Research on reading, writing and oracies
Room - <i>salle</i> : 310	Room - <i>salle</i> : 304	Room - <i>salle</i> : 306	Room - <i>salle</i> : 309
SIG Meeting SIG Teacher Education and Learning	SIG Meeting SIG Language and Linguistics	SIG meeting SIG Research on Literature Education	SIG Meeting SIG Research on Reading, Writing and Oral Skills

19:00-21:00, Cultural visit - *Visite culturelle*

Centre Georges Pompidou

Morning - *Matin*

09:00-10:30

Evaluation, Equity & differentiation & Effectiveness	SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies		
<p>Paper session Room - <i>salle</i> : 306 Chair: Viriot-Goedel, Caroline</p> <p>Literature in a school and social context: literacy as a transversal competence 2</p> <p>Fougat : Situations and literacy events.</p> <p>Rossignol : 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.</p> <p>Slotte-Lüttge & Forsman : Subject teachers supporting academic language in classroom interaction in multilingual settings.</p>	<p>Symposium Room - <i>salle</i> : 315 Chair: Bizeul, Philippe</p> <p>Putting the experience in words vs. experiencing the wording</p> <p>Bizeul : Putting the experience in words.</p> <p>Bizeul & Glaymann: Putting the experience in words vs. experiencing the wording.</p> <p>Glaymann : Experiencing the wording.</p>	<p>Symposium Room - <i>salle</i> : 304 Chair: Poyas, Yael</p> <p>The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (1)</p> <p>Garcia : Ecoliteracy: Spanish Language, Cultural Knowledge and Teachers' Professional Development in an English-Only Environment.</p> <p>Oja, Vaitinen & Ahonen : Multicultural Attitudes and Sensitivity in Online Literature Circles, SIG The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom.</p> <p>Poyas : The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (1).</p> <p>von Bernstorff : The Literary Talk in Multicultural German Classrooms.</p>	<p>Paper session Room - <i>salle</i> : 307 Chair: Elf, Nikolaj F.</p> <p>Audiovisual literacy</p> <p>Friedman : Three year olds taking pictures: visual literacy as means for enhancing verbal literacy.</p> <p>Lebrun & Lacelle : Multimodal writing : to go beyond traditional literacy.</p> <p>Unsworth : The multimodal reconceptualization of literacy in national L1 curriculum documents for years 1-10 in Australia, Singapore and Chile.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Awramiuk, Elzbieta,</p> <p>Developmental perspectives of comprehension 2</p> <p>Liptakova : The Relation of Language and Cognitive Processes in the Development of Reading Literacy in Primary Education.</p> <p>Tainio & Winkler : Fostering reading literacy in German and Finnish textbooks – A comparative analysis.</p> <p>van Rijk : Teaching reading comprehension of informative texts from a Vygotskian perspective: outcomes of Developmental Education.</p>	<p>Paper session Room - <i>salle</i> : 310 Chair: Feytor-Pinto, Paulo</p> <p>Writing : writing practises 2</p> <p>Alamargot, Lambert & Chesnet : Development of Writing Expertise: Case Studies of a Seventh, Ninth and Twelfth Grader, Graduate Student, and an Author.</p> <p>MacArthur & Philiippakos : Self-Regulated Strategy Instruction for Basic College Writers.</p> <p>Rijlaarsdam : The essence of teaching writing: The Yummy Yummy Case as teaching script.</p>

10:30-11:00, Coffee break

11:00-12:30

Evaluation, Equity & differentiation & Effectiveness	SIG L1 Teacher Education	SIG Research on literature education	SIG Research on reading, writing and oracies		
<p>Paper session Room - <i>salle</i> : 306 Chair: Mamede, Maira</p> <p>Literature in a school and social context: literacy as a transversal competence 3</p> <p>Brok & Bjerregaard : Writing didactics in all subjects at secondary school level (age 10 - 11).</p> <p>Fabre : Doing for learning ? Visual education and literacy.</p> <p>Ferone & Mendibil : Scaffolding students at distance to build literacy skills in History and Geography.</p> <p>Johansson : Upper Secondary School Students' Reading of Literary Texts – a Study of Literary Socialization through Education in Sweden and in France.</p>	<p>Paper session Room - <i>salle</i> : 307 Chair: Pauw, letje</p> <p>Teachers' knowledge and social representations</p> <p>Katsarou : Curriculum, teachers' beliefs and their literacy practices: consistencies and inconsistencies.</p> <p>Kauppinen : Language across the Curriculum - Support for Learning in Mother Tongue Instruction.</p> <p>Tainio & Routarinne : Investigating grammatical literacy for improving effective teaching and learning.</p> <p>Tarnanen, Aalto & Kauppinen : Language awareness and language beliefs of primary teacher students.</p>	<p>Symposium Room - <i>salle</i> : 304 Chair: Elkad-Lehman, Ilana</p> <p>The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (2)</p> <p>Czerkies : Finding the third place (reading literature in the second, foreign and heritage languages).</p> <p>Macaluso : 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.</p> <p>Poyas : The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (2).</p> <p>Poyas & Elkad-Lehman : Reading Literature with the 'Enemy'.</p>	<p>Paper session Room - <i>salle</i> : 309 Chair: Araujo, Luisa</p> <p>Literacy in Kindergarten 3</p> <p>Corradi : Pre-literacy in French and Italian pre-primary schooling: an exploratory research study.</p> <p>Pocinho, Ferraz & Pereira : Phonological awareness program: a longitudinal study.</p> <p>Vasconcelos Horta : Developing phonological awareness in classrooms.</p>	<p>Paper session Room - <i>salle</i> : 310 Chair: Braaksma, Martine</p> <p>Teaching text production 2</p> <p>Ferretti : Effects of strategy instruction about critical questions on college students' argumentative essays</p> <p>Krogh : The double genre expectation.</p> <p>Richard-Principalli & Fradet : Genres' confusion.</p>	<p>Paper session Room - <i>salle</i> : 315 Chair: Marin, Brigitte</p> <p>Writing : writing practises 3</p> <p>Blain & Cavanagh : 9-Year-Old Minority Francophone Students in Canada Learning Revision Strategies for Fiction Writing.</p> <p>Calil, Boré & Amorim : Reported speech in stories made up by Brazilian and French students.</p> <p>Fterniati : Greek Elementary School Pupils' Narrative Skills and Current Language Teaching Material: A longitudinal study.</p>

12:30-13:00, Plenary - *Plénière*, Conference closing - *Clôture du colloque*

Room - *salle* : Amphi 102

Chair : Alamargot, Denis

13:00-14:30, Lunch - *Déjeuner*

University restaurant - *Restaurant universitaire « CROUS la Pointe Jaune »*

15:30-17:30, Cultural visit - *Visite culturelle*

« Le Marais » quarter - *Le quartier du Marais*

Presentations

Communications

Author(s) - Auteur(s)	Presentation - Communication
Eija Aalto, Katja Schnitzer, Nathalie Auger, Andrea Abel, Dagmar Gilly	Promoting plurilingualism in majority language teacher education
Sandrine Aeby, Chloé Gabathuler LaFleur	Reading literature along school levels in a francophone context
Denis Alamargot, Eric Lambert, David Chesnet	Development of Writing Expertise: Case Studies of a Seventh, Ninth and Twelfth Grader, Graduate Student, and an Author
Margarida Alves Martins, Ana Albuquerque, Liliana Salvador, Ana Silva	Invented spelling activities and early reading acquisition in Portuguese
Katharina Andersson	Retell in boys texts What does the boys do with text and what does the text do with the boys?
Desvalini Anwar	Unity in diversity: an autobiographical project
Luisa Araujo, Célia Folgado	The Influence of Home Practices on Reading Achievement in Third Grade
Rosianne Arseneau, Marie-Claude Boivin, Denis Foucambert	Metalinguistic work and the improvement of grammatical knowledge: the case of the past participle used with «être» for French L1 high school students
Marlene M. Asselin	Building a Culture for Literacy through School and Community Library Programs
Marlene M. Asselin	Challenges and Successes for Publishing and Distributing Mother Tongue Materials in Ethiopia
Hilla Atkin, Aliza Amir	Shalhevet -integration of literacy skills in all disciplines - an intervention program
Hana Avni-Schon	The Role of Reading and Writing from the Perspective of Primary School Children: Reading and writing as an impetus for literacy
Elzbieta Awramiuk, Grazyna M. Krasowicz - Kupis	Reading and spelling acquisition in Polish - educational and linguistic determinants
Joana Batalha	Relations between grammar and reading: study of some syntactic structures in lower secondary education
Andrea Bertschi-Kaufmann, Irene Pieper	Literature in teaching and learning: concepts and praxis in education and beyond
Philippe Bizeul, Dominique Glaymann	Putting the experience in words vs. experiencing the wording
Philippe Bizeul	Putting the experience in words
Sylvie Blain, Martine Cavanagh	9-Year-Old Minority Francophone Students in Canada Learning Revision Strategies for Fiction Writing
Ana María Borzone, Maria Elena Benitez	What the cognitive and linguistic profiles of Spanish speaking illiterate adults tell us about how to teach them to read and to write.

Author(s) - Auteur(s)	Presentation - Communication
Priscilla Boyer	Self-Evaluation of Competence in Grammatical Spelling: A Little-Known Dimension of Literacy
Esther Breuer	Writing Skills at German Universities
Peter Broeder, Carel H. van Wijk	A PIRLS approach to literary understanding in secondary education
Lene Storgaard Brok, Mette Bak Bjerregaard	Writing didactics in all subjects at secondary school level (age 10 - 11)
Scott Bulfin, Graham B. Parr, Natalie Bellis	English teaching, standards-based reforms and the technological fix
Jeppe Bundsgaard	Critical Language Awareness and the Internet
Suzanne J Burley, Cathy M. Pumphrey	A re-examination of language awareness
Eduardo Calil, Catherine Boré, Kariny Amorim	Reported speech in stories made up by Brazilian and French students
Samantha Caughlan	Secondary English Teacher Candidates Mobilizing Dialogic Tools to Develop Dialogically Organized Instructional Practices
Stephanie W.Y. Chan, Wai Ming Cheung, Wai Ip Joseph Lam	Teaching for All: Using Digital Literacies to enhancing Chinese Character Recognition of Ethnic Minority Students in Hong Kong
Wai Ming Cheung	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, Stephanie W.Y. Chan	Service Learning as a Powerful Tool to Foster Non-Chinese Speaking Students' Oracy
Wei Ling Chloe Chu	Developing a multimodal language learning approach: the integration of video dubbing activities into the Hong Kong Chinese Language curriculum
Hye-seung Chung, Hyeon-Seon Jeong, Jeong-Ja Kim, Byeong-gon Min	A longitudinal and latitudinal study on the out-of-school literacy practices of Korean primary school students
Marie-Sylvie Claude	From learning to comment painting to literature: a possible educational detour?
Mariona Corcelles, Montserrat Castello	Learning philosophy through collaborative writing at high school: analyzing the conversations
Mariona Corcelles, Maribel Cano, Montserrat Castello	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.
Francesca Corradi	Pre-literacy in French and Italian pre-primary schooling: an exploratory research study

Author(s) - Auteur(s)	Presentation - Communication
Rosária Rodrigues Correia, Carla Sofia Sobrinho, Lourenço Sampaio	Assessing Reading Through Mid-year Monitoring Tests
Tamara Czerkies	Finding the third place (reading literature in the second, foreign and heritage languages)
Wiebke Dannecker	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
Jacques David, Marie-France Morin	How do preschool students learn writing? Study of young Quebec and French writers. Invented writings ... to approximate writings.
Catherine Delarue-Breton, Elisabeth Bautier	Narration's restoration and academic literacy
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
Brenton G Doecke	Storytelling and professional learning
Ray G Doiron, Marlene M. Asselin	Libraries Supporting Local Literacies
Caroline Doktor	Pedagogical Content Knowledge of Grammar
Christiane Donahue	What we know—and don't know—from research about effective instruction of university literacies in the 21st century
Shoshi Dorfberger	The effects of exposure to additional training in Arabic in a diglossic situation
Jean-Louis Dufays, Brigitte Louichon	From didactic discours to curriculum. A French-Belgium comparison
Christian Dumais, Ginette Plessis-Belair, Lizanne Lafontaine	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
Khouloud El Masrar	Profile of teachers and teaching literature: towards a dialogue of cultures
Nikolaj F. Elf, Thorkild Hanghøj	Challenges in developing a methodology for reviewing Nordic research on media and technology in MTE
Sylvain Fabre	Doing for learning ? Visual education and literacy
Georges Ferone, Didier Mendibil	Scaffolding students at distance to build literacy skills in History and Geography
Ralph P. Ferretti	Effects of strategy instruction about critical questions on college students' argumentative essays
Eliane Fersing	Revisiting Rousseau and Piaget : language and what else?
Paulo Feytor-Pinto	The impact of PISA in teaching practices in Portugal. The case of Portuguese Language in Low Secondary School.

Author(s) - Auteur(s)	Presentation - Communication
Olivia Fialho	Interpreting and Experiencing Texts in the Classroom: Testing Instructional Interventions
Simon S. Fougat	Situations and literacy events
Volker Frederking, Sofie Henschel, Christel Meier	Emotions in literary text comprehension
Arielle Friedman	Three year olds taking pictures: visual literacy as means for enhancing verbal literacy
Anna Fterniati	Greek Elementary School Pupils' Narrative Skills and Current Language Teaching Material: A longitudinal study
Chloé Gabathuler LaFleur, Andrea Bertschi-Kaufmann, Irene Pieper, Jean-Louis Dufays, M. Luísa Alvares Pereira, Dominique Ulma, Bernard Schneuwly, Sandrine Aebly, Christophe Ronveaux	Lecture littéraire, literarisches Lesen, reading literature, etc. : conceptions, practices, evaluations. An international perspective.
Sérgio Gaitas, Margarida Alves Martins	Teaching practices in the first grade and student's reading in low SES contexts
Sara Soledad Garcia	Ecoliteracy: Spanish Language, Cultural Knowledge and Teachers' Professional Development in an English-Only Environment
Jeanne M. Gerlach, Nancy Thompson	Changing Lives on the Boundaries
Dominique Glaymann	Experiencing the wording
Andrew Goodwyn	Encouraging literacy for reluctant readers using e-reading devices
Andrew Goodwyn	The prevalent practice of Reading Aloud: what is it and who does it benefit?
Aslaug Fodstad Gourvennec, Atle Skaftun	Interpretation and literary disciplinarity
Aslaug Fodstad Gourvennec	Literary literacy in small group conversation
Luciana M. de A. Graça, M. Luísa Alvares Pereira	Lecture littéraire, literarisches Lesen, reading literature, leitura literária...: conceptions, practices, evaluations An international perspective - The case of Portugal
Karine Gros, Bertrand Leclair	Deaf persons and learning language: which forms, which stakes?
Nina Gruber	From reading to learning ... in your mother tongue
Mari Hankala, Merja Kauppinen	Finnish teacher comments in response to pupils' texts
Mari Hankala	Perspectives on Finnish young people's newspaper readership, the use of newspapers in education and citizenship
Elina Harjunen	Voice as a reasoning criterion in the evaluation of ninth graders' essays
Irit Haskel-Shaham	Improving writing skills of Israeli high-school students: An intervention program

Author(s) - Auteur(s)	Presentation - Communication
Rouba Hassan, Elise Vinel, Nathalie Salagnac	Storytelling at home and at school : crossed perspectives on literacy
Tina Hoeegh	The study of Oral Interpretations and their multimodality
Heidi Höglund	Representing interpretations – Creating meaning of literature through visual art
Bruce Horner	Rewriting English as a Lingua Franca
Izabela Jaros, Anna Wileczek	Digital words. Harnessing technology to develop literacy skills in early education of children on the example of the Polish language.
Maritha Johansson	Upper Secondary School Students' Reading of Literary Texts – a Study of Literary Socialization through Education in Sweden and in France
Manon Jolicoeur, Marianne Cormier	Swapping skates for books: Experience of a reading circle in a hockey team of Francophone boys aged 9 and 10 in New Brunswick, Canada
Mary M. Juzwik, Samantha Caughlan, Erik Skogsberg, Maureen Boyd, Cori McKenzie, Sue Brindley	Dialogic Teaching and Teacher Education: Video-based Scholarship on Classroom Discourse from the Eastern and Midwestern United States
Mary M. Juzwik, Cori McKenzie	Faith in Dialogue: Negotiating religious faith in secondary English classroom dialogues about the Holocaust
Kristine Kabel	Students' literary response texts in lower secondary school. The role of literature in enhancing central aspects of academic language resources
Katri Karasma, Juli-Anna Aerila	Interview drama — opening the text in a group
Eleni Katsarou	Curriculum, teachers' beliefs and their literacy practices: consistencies and inconsistencies
Merja Kauppinen	Language across the Curriculum - Support for Learning in Mother Tongue Instruction
Tinka Keehnen, Martine Braaksma, Martien De Boer	Effects of observational learning on text comprehension
Iris D. Kleinbub	"Have a Closer Look at the Text!" - Results of a Video Study on Reading Tasks in German L1 Classrooms
Martin Klimovic	The stimulation of narration by way of wordless comic strips
Elina Kouki	Pedagogical problems in teaching of literary concepts
Dimitrios Koutsogiannis	Discourses on children's literacy practices and literacy education

Author(s) - Auteur(s)	Presentation - Communication
Ellen Krogh	The double genre expectation
Wai Ip Joseph Lam, Wai Ming Cheung	Component Analysis of Chinese Characters: Implications for the Teaching and Learning of Chinese in the Context of Hong Kong Primary Schools
Natalie Lavoie, Jessy Marin	Word copying for developing spelling : an analytical and reflective practice
Michael L. A. Le Cordeur	Language, especially Cape-Afrikaans, as an indicator of identity amongst the Coloured community in post-apartheid South Africa.
Monique Lebrun, Nathalie Lacelle	Multimodal writing : to go beyond traditional literacy
Wai H Leung	Language teachers' views on mother tongue language education in a post-colonial region
Ludmila Liptakova	The Relation of Language and Cognitive Processes in the Development of Reading Literacy in Primary Education
Elizabeth Ka Yee Loh	The key elements and process of teacher change: Hong Kong experience
Guiseppe Longo	Empathy and literary fiction: a neurocognitive and educational approach.
Célia Lopes, M. Luísa Alvares Pereira, Inês Cardoso	Writing and the ICT: in-school and out of school writing practices in compulsory education in Portugal
Minna-Riitta Luukka	Appreciations and judgements - evaluating pupils' writing assignments
Michael Macaluso	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
Charles A. MacArthur, Zoi A. Piliipakos	Self-Regulated Strategy Instruction for Basic College Writers
Henna Makkonen-Craig	Never begin your sentence with an AND? A comparison of high and low performing writers in the Finnish matriculation exam
María Soledad Manrique, Verónica Sánchez Abchi	Narrative skills in Kindergarten: A teachers' education device
Brigitte Marin	Reading and writing narratives at French elementary school
Larissa J McLean Davies, Brenton G Doecke, Philip Mead	Edifying instruction in classrooms'? Exploring the purpose of literary study in secondary English in Australia

Author(s) - Auteur(s)	Presentation - Communication
Keith McPherson	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.
Marta Minguela	Is self-regulation important for being fully competent in reading?
Margit Molnár	What to do wants to mean ? Semiotic observations about reading support - print, technological, reading, way of thinking, semiotic
Isabelle Montesinos Gelet	Case studies: children's literature and curriculum integration
Dewi Mulia	The Use of First Language Scaffolding to Teach English as a Foreign Language to Pre-School Children during Dramatic Play in West Sumatra, Indonesia
Zsuzsanna Nagy	Characteristics of rating written compositions: the cases of a mother tongue educator and an expert of educational evaluation
Astrid Neumann, Steffen Otterberg	Writing as learning tool in subjects on several grades
Outi K. Oja, Pirjo Helena Vaittinen	Multicultural Attitudes and Sensitivity in Online Literature Circles, SIG The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom
Alina Pamfil, Ioana Tamaian	Lliteracy in Romanian School
Graham B. Parr, Scott Bulfin, Iris Susana Pereira, Ellen Krogh, Piet-Hein van de Ven, Brenton G Doecke	Storytelling and professional learning: Teacher inquiry in environments of standardisation and accountability
Graham Parr, Scott Bulfin	Writing, professional learning and identity work
Denise S. Patmon, Stephen Gordon	Teaching Writing and Whole School Change to Teach Them All - U.S. context
Denise S. Patmon, Stephen Gordon	The Value of Teacher Inquiry in the Teaching of Writing (K-12) - U.S. context
Ietje Pauw	The development of narrative structures in stories of teachers
Sylvi J. Penne, Håvard Skaar	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	New literacies and mother tongue didactics: Findings in a Norwegian Education 2020 project (http://blogg.hioa.no/literacy/)
M. Luísa Alvares Pereira, Inês Cardoso, Luciana M. de A. Graça	Literacies by text genres: the teaching sequence in the development of writing

Author(s) - Auteur(s)	Presentation - Communication
Iris Susana Pereira	On the understanding of interpretive reading of narrative fiction: the contribution of critical literacy practices
Iris Susana Pereira	Portfolios as complex performative spaces
Agnès Perrin	First reads, first discoveries : what preliminary orientations to give ?
Maik Philipp	Get the Gist together! Reading Strategies Instruction within a Collaborative Setting
Irene Pieper, Jana Zegenhagen, Dana Krätzsich	Support university students in academic writing
Margarida Pocinho, Carla Ferreira, Luisa Araujo	English@Rochinha Kindergarten: a Portuguese Project
Margarida Pocinho, Inês Ferraz, Alexandra Pereira	Phonological awareness program: a longitudinal study
Yael Poyas	The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (1)
Yael Poyas	The Linguistic, Cultural, Social and Political Complexity in the Multicultural Literature Classroom (2)
Yael Poyas, Ilana Elkad-Lehman	Reading Literature with the 'Enemy'
Helin Puksand, Anne Uusen, Krista Kerge	Intake of language of learning-media and L1 writing performance
Katarina Rejman	Literature and life management – teacher narratives about teaching literature in grades 7-9
Ariane Richard-Bossez	Learning literacy at French preschool: differentials pedagogic processes and school equity
Patricia Richard-Principalli, Marie-Françoise Fradet	Genres' confusion
Gert Rijlaarsdam	The essence of teaching writing: The Yummy Yummy Case as teaching script
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Veronica Sanchez Abchi, Santiago Mosquera Roa, Marc Surian, Joaquim Dolz	Teaching practices regarding written production in teachers' education courses : the case of Francophone Switzerland.
Maria Manuel Santos, M. Luísa Alvares Pereira	Dictation to adults: an urgent practice in Portugal
Wayne Sawyer	Literacy, the 'rich curriculum of English' and low SES students
Wayne Sawyer	Reading literature in Australia
Caroline JJ Scheepers	The academic writing : what the students think of it

Author(s) - Auteur(s)	Presentation - Communication
Frederike Schmidt	A study on the development of a web-based instrument for diagnosing students' reading skills
Bernard Schneuwly	Effective teaching and learning: for which literacies?
Ana Isabel Silva, João Paulo Balula	Textual production in the knowledge-based society: The case of the future social educators
Anna Slotte-Lüttge, Liselott Forsman	Subject teachers supporting academic language in classroom interaction in multilingual settings
Otilia C. Sousa	Reading, writing and the development of cause-effect linkage in narrative
Liisa Tainio, Iris Winkler	Fostering reading literacy in German and Finnish textbooks – A comparative analysis
Liisa Tainio, Sara Routarinne	Investigating grammatical literacy for improving effective teaching and learning
Mirja Tarnanen, Eija Aalto, Merja Kauppinen	Language awareness and language beliefs of primary teacher students
Vassilis Tsafos	Supporting student-teachers to reflect on the literacy standards in preschool education: From curriculum's goal to classroom pedagogical practice.
Shek Kam Tse, Xiaoyun Xiao, Wai Ip Joseph Lam	The impact of reading attitudes and the reading self-concept on the reading attainment in Chinese and non-Chinese societies
Len Unsworth	The multimodal reconceptualization of literacy in national L1 curriculum documents for years 1-10 in Australia, Singapore and Chile
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Yvonne van Rijk	Teaching reading comprehension of informative texts from a Vygotskian perspective: outcomes of Developmental Education
Annalene van Staden	Meeting the literacy needs of South African pre-schoolers: Reality or Myth?
Inês Vasconcelos Horta	Developing phonological awareness in classrooms
Caroline Viriot-Goeldel, Jacques Crinon	The use of complex reading material in first grade : Influences on students' comprehension in high-poverty suburban French schools
Johannes Vollmer	Subject literacies and the right to quality education- A challenging concept
Wiebke von Bernstorff	The Literary Talk in Multicultural German Classrooms

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Sabine Zwanzig	Tasks in German and Physical Education Lessons

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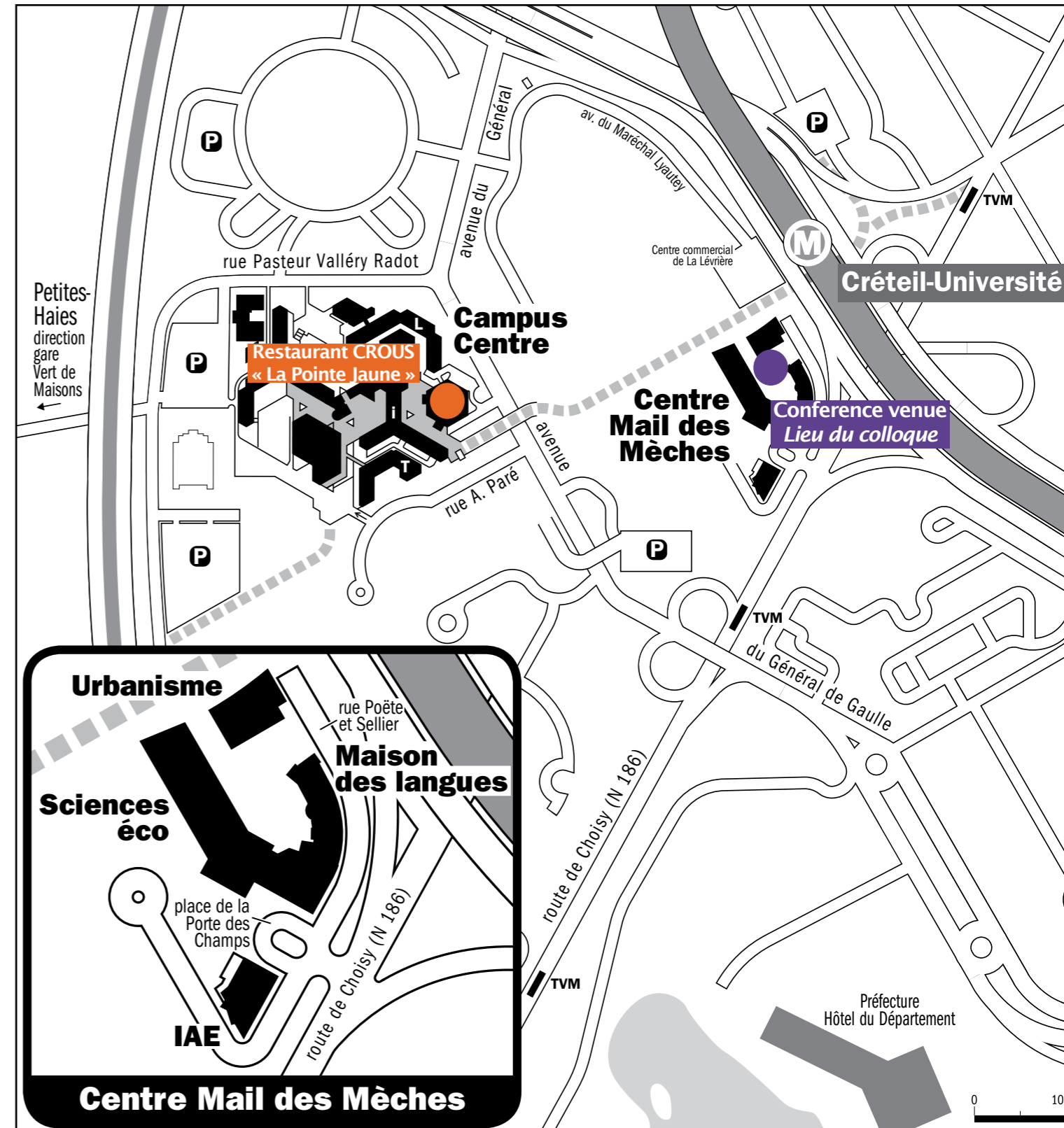
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Lunch - déjeuner

Restaurant CROUS « La Pointe Jaune »

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