



1st Literacy Summit | Porto, November 1-3, 2018

Final Program

Time	Wednesday October 31	Thursday November 1						Friday November 2						Saturday November 3					
		Aud 2B	Aud 2C	r114	Aud 1	r117	Hall	Aud 2B	Aud 2C	r114	Aud 1	r117	Hall	Aud 2B	Aud 2C	r114	Aud 1	r117	Hall
9h30		Symp	Talks		Symp	Practice Stands		Symp	Talks	App Stands	Symp	Practice Stands		Symp	Talks		Symp	Practice Stands	
11h00		Coffee Break						Coffee Break						Coffee Break					
11h30		Opening Ceremony and K. Harris Keynote (Aud 2A)						S. Graham Keynote (Aud 2A)						R. Wagner Keynote (Aud 2A)					
12h30		Lunch						Lunch						Lunch					
13h30		Posters Discussion						Posters Discussion						Posters Discussion					
14h00	IRC Writing Workshop (room 117)	Talks	Symp	Talks	Round Table	Talks	Media Hall & Posters	Talks	Symp	Talks	Round Table		Media Hall & Posters	Talks	Symp	Talks	Round Table	Talks	Media Hall & Posters
15h30		Coffee Break						Coffee Break						Coffee Break					
16h00	Early Registration and Welcome Reception	Talks		App Stands	Symp	Talks		Talks		Practice Stands	Symp	Talks		Talks		App Stands	Round Table	Talks	
17h30		MC Meeting (Aud 1)						ELN Charter Signature & Gala Dinner (Casa da Música)						Farewell Cocktail					

**Thursday, November 1
9h30**

9h30 Media Hall & Posters	Symposium <i>Auditorium 2B</i> Chair: D. Alves	Individual Papers <i>Auditorium 2C</i> Chair: Sousa	Symposium <i>Auditorium 1</i> Chair: Peti-Stantic	Practice Stands <i>Room 117</i> Chair: Grabowski
	<p style="text-align: center;">Promotion of literacy in Portugal: Investigation and intervention</p> <p style="text-align: center;">Bento, Cruz, & D. Alves Implementation of the "Response to Intervention" model in promoting emergent literacy</p> <p style="text-align: center;">Cruz, Paiva, & Mackaaij "A Ler vamos..." Project: Twelve years of implementation</p> <p style="text-align: center;">Paiva, Mackaaij, & Cruz Preparing future readers</p> <p style="text-align: center;">Alves, Tavares, Amorim & Sá "O crescer do ler..." Project: Promotion of emergent literacy</p> <p style="text-align: center;">Dias Municipal plan for school improvement and effectiveness: Promoting reading</p>	<p style="text-align: center;">Paleczek, Seifert, & Gasteiger-Klicpera What about vocabulary? Considering the needs of L2-learners in inclusive reading lessons</p> <p style="text-align: center;">Rychkova Perception of literacies by Belarusian students</p> <p style="text-align: center;">Vela-Tafalla Should i(t) be personal? Variation in the use of personal pronouns in novice and expert academic writing practices</p> <p style="text-align: center;">Gerdzhikova The pedagogical attitudes of Bulgarian teachers working in the multicultural classroom</p>	<p style="text-align: center;">Text structures as a powerful reading comprehension tool</p> <p style="text-align: center;">Wijekumar Text structure instruction on the web causes strong improvements in reading comprehension outcomes for all learners</p> <p style="text-align: center;">Garza Success by design: A case study in implementing research in schools from a principal's perspective</p> <p style="text-align: center;">Peti-Stantic & Kerestes Why systematicity matters?</p> <p style="text-align: center;">Zammit & Agius Implementing the Framework for Accelerating Strategic Comprehension of Text (FASCT) to improve reading comprehension in primary school</p> <p style="text-align: center;">Wijekumar Symposium Discussion</p>	<p style="text-align: center;">Joray SESAME</p> <p style="text-align: center;">Miranda Health literacy and activation: Lessons from the field</p> <p style="text-align: center;">Hoefele Integrated reading and writing support in vocational education and training</p> <p style="text-align: center;">Santamaría & de la Peña Nebrija Writing Center</p> <p style="text-align: center;">Rubio The relation between verbal language and space. Communication as a sculptural process. Miscommunication fold</p> <p style="text-align: center;">Soeiro Letters for life: Emancipatory practices of literacy</p>
11h00	Coffee Break <i>Halls</i>			
11h15	Summit Opening Ceremony Keynote: Literacy and the Worldwide Literacy Network: Past, Present, and Future by Karen Harris <i>Auditorium 2A</i>			

	<p>Summit Opening Ceremony (Detailed) <i>Auditorium 2A</i></p>
11h15	<p>Rui A. Alves, Chair of COST Action IS1401ELN Luísa Faria, Director elected of the FPCEUP on behalf of the Director of the FPCEUP João Veloso, Pro-Rector of the University of Porto on behalf of the Rector of University of Porto João Costa, State Secretary of Education</p>
11h40	<p>Musical Interlude Rita Ruivo (voice) and André Teixeira (classic guitar) “Zeca and other words” – Songs: Epígrafe para a arte de furtar; Canção de Embalar; Venham mais Cinco</p>
11h55	<p>Keynote Conference by Karen Harris Literacy and the Worldwide Literacy Network: Past, Present, and Future</p>
12h30	<p>Lunch <i>Courtyard</i></p>
13h30	<p>Poster discussion</p>

**Thursday, November 1
14h00**

14h00	Individual Papers <i>Auditorium 2B</i> Chair: Hess	Symposium <i>Auditorium 2C</i> Chairs: Papadopoulos & Diakidoy	Individual Papers <i>Room 114</i> Chair: Rodríguez	Roundtable <i>Auditorium 1</i> Chair: Pereira	Individual Papers <i>Room 117</i> Chair: Birgisdóttir
Media Hall & Posters	<p>Ailhaud, Chenu, & Jisa Development of revision and drafting strategies of French children and adolescents</p> <p>Lindgren & K. Sullivan Revising at the leading edge: Shaping ideas or clearing up noise?</p> <p>Vandermeulen, Van Steendam, Rijlaarsdam, Van Waes, & Leijten Giving feedback on students' texts and writing processes: Effects of different types of feedback</p> <p>López, Torrance, & Fidalgo The orchestration of writing processes and its contribution to text quality in upper-primary students</p> <p>Wengelin, V. Johansson, R. Johansson, & Frid Multi-method approaches to studying writing processes</p>	<p>Methodological issues in literacy research across languages</p> <p>Aro Methodological issues in investigating word level reading across alphabetic orthographies</p> <p>Caravolas Spelling development of children learning consistent and inconsistent orthographies</p> <p>Olive Experimental methods for studying text composition</p> <p>Diakidoy Challenges in the assessment of reading comprehension</p> <p>Csépe Cognitive neuroscience addressing reading, writing, and spelling</p>	<p>Sala-Bubaré, Castelló, Corcelles, & Oliva Making meaning of doctoral students' writing challenges and their impact on conceptions, processes and texts</p> <p>Chitez & Bercuci The most important academic genres at Romanian universities: survey results and context</p> <p>Rizova & Velkovski Educator's role in adult literacy process (a different perspective)</p> <p>Weth, Böhm, & Bunčić Literacies in contact</p>	<p>What is the role of literacy in preparing society for a digital future?</p> <p>Aguiar</p> <p>Tavares</p> <p>Villar-Onrubia</p> <p>Neto</p>	<p>Sandberg & Mustanoja Sociolinguistic perspective to writing curricula</p> <p>Buckingham & Litzler Literacy development in grades 3 and 4 of primary school in the Autonomous Community of Madrid: A textbook analysis</p> <p>Egelström "It's almost like two different professions". Comparing literacy in early mathematics and history instruction</p> <p>Costa-Pereira Writing expository text: Writing skills and orthographic knowledge</p> <p>Wijekumar, Harris, & Graham Integrating reading and writing to improve persuasive writing</p>
15h30	Coffee Break <i>Halls</i>				

**Thursday, November 1
16h00**

16h00 Media Hall & Posters	Individual Papers <i>Auditorium 2B</i> Chair: Camacho	App Stands <i>Room 114</i> Chair: Torrance	Symposium <i>Auditorium 1</i> Chair: Papadopoulos	Individual Papers <i>Room 117</i> Chair: Van Reybroeck
	<p style="text-align: center;">Oliveira Media Literacy's creative dimension - teachers' experiences, motivations and perceptions</p> <p style="text-align: center;">Skaar Writing and use of digital media in and out of school - Comparing 5th grades' experiences 2005 and 2017</p> <p style="text-align: center;">Couto, Lucas, Brites, & Pereira Digital literacy and education: Country reports</p> <p style="text-align: center;">Smith, Renner, & Raghavendra Accessing digital literacy: Opportunities and barriers for students with complex disabilities</p> <p style="text-align: center;">Tomé & Abreu Empowering our youngest children's digital citizenship through media literacy education: A community project</p>	<p style="text-align: center;">Nottbusch & Hess OpenHandWrite and the Potsdam Grapho-Motor Test Battery</p> <p style="text-align: center;">Johansson, Frid, & Wengelin ScriptLog - an experimental keystroke logging tool</p> <p style="text-align: center;">Bouwer D-PAC, a digital platform for the assessment of literacy skills using comparative judgment</p>	<p style="text-align: center;">Understanding teachers' knowledge, attitudes and behaviours towards multilingualism and the challenges of multilingual classrooms</p> <p style="text-align: center;">Ralli & Dimakos Multilingual classrooms in Greece: Understanding teachers' knowledge, attitudes and behaviors towards multilingualism and the challenges of multilingual classrooms</p> <p style="text-align: center;">Alves Martins, Sousa, & Castro Teachers' views about multilingualism in Portugal</p> <p style="text-align: center;">Knudsen Multilingual Classrooms in Denmark</p> <p style="text-align: center;">Papadopoulos, Mifsud, & Dockrell Multilingualism within the EU does not come without its challenges</p> <p style="text-align: center;">Dockrell Symposium Discussion</p>	<p style="text-align: center;">Martins, Silva, & Vale Lexicality effect on spelling rule-based orthographic patterns from first to sixth grades in European Portuguese</p> <p style="text-align: center;">Vander Stappen & Van Reybroeck Predicting word reading and spelling in French- and Dutch speaking beginning readers: Specific contributions of phonological awareness (PA) and RAN</p> <p style="text-align: center;">Joshi, Irby, & Lara-Alecio Spelling performance may depend on the orthography</p> <p style="text-align: center;">Albuquerque & Alves Martins Early literacy and reading performance: the predictive effects of invented spellings, letter knowledge and phonemic awareness</p> <p style="text-align: center;">Prunty, Sumner, Barnett, & Connelly Comparing handwriting performance in children with dyslexia and developmental coordination disorder</p>
17h30	MC Meeting <i>Auditorium 1</i>			

Friday, November 2

9h30

9h30	Symposium <i>Auditorium 2B</i> Chair: Núñez-Román	Individual Papers <i>Auditorium 2C</i> Chair: Petrić	App Stands <i>Room 114</i> Chair: Bouwer	Symposium <i>Auditorium 1</i> Chairs: Konstantinidou & Perrin	Practice Stands <i>Room 117</i> Chair: Van Keer
Media Hall & Posters	<p>Slowly but surely: Expectations and reality of academic writing approaches in Spanish higher education</p> <p>Lara de Haro Academic writing at university. A comparative study of Europe/Spain and the United States</p> <p>Núñez-Román & Gallardo-Saborido Academic writing experiences in Spanish universities: an outlook</p> <p>Cortés & Canales Initiatives to teach writing at the university: The writing center of the Autonomous University of Madrid</p> <p>Peña Collaborative work in digital environments for the development of argumentative competence in higher education</p> <p>Núñez-Román & Gallardo-Saborido Symposium Discussion</p>	<p>Glaznieks, Linthe, & Frey Measuring text quality in the digital age: The Project “MIT.Qualität”</p> <p>Dobravac, Farrell, Tighe-Mooney, & I. O. Sullivan Frontier Taxonomies - Identifying the synergies between writing, research, teaching and learning</p> <p>Brandão Carvalho Writing in academic contexts – The impact of a course on academic literacy</p> <p>Prodani Written comments during the translation process. An experience with the Albanian students in the University of Tirana</p> <p>Amorim, Mallows, Correia, & Menezes Adult literacy terminology: how are the adults named and described in Portuguese adult education policies?</p>	<p>Benetos Computer-supported argumentative writer</p> <p>Van Waes, Vandermeulen, & Leijten Writing process feedback using keystroke logging: generating Inputlog reports</p> <p>Ferreira App Conto Contigo</p> <p>Pirnay-Dummer, Hähnlein, Kampmann, & Jänicke Automated semantic analysis of written essays: Graphical knowledge structures and knowledge comparison measures</p>	<p>Investigating literacy skills in domain specific communication: the contribution of applied linguistics</p> <p>Perrin Changing literacies in a globalizing world</p> <p>Fernando & Winkler Literacy skills in engineering: Developing plurilingual communication competence in engineering disciplines</p> <p>Seiler & Gamsa Promoting literacy skills in two contrasting academic training programmes for professionals: Cockpit communication and social report writing</p> <p>Lamas & Hoefele Literacy for entrepreneurship: modelling reading and writing skills for entrepreneurship</p> <p>Whitehouse Financial literacy: A key to understand the language of numbers</p>	<p>Van Vreckem Practice-based research tools: From test to remediation</p> <p>Ribeiro Application of accommodations in the evaluation for students with dyslexia: Validity and justice perceptions</p> <p>Ferreira +Literacia – A community response</p>
	<p>11h00 Coffee Break <i>Halls</i></p>				
<p>11h30 Keynote: The nexus between reading and writing: Research and Implications for Instruction by Steve Graham <i>Auditorium 2A</i></p>					
<p>12h30 Lunch <i>Courtyard</i></p>					
<p>13h30 Poster discussion</p>					

Friday, November 2
14h00

14h00 Media Hall & Posters	Individual Papers <i>Auditorium 2B</i> Chair: Olive	Symposium <i>Auditorium 2C</i> Chairs: Agius	Individual Papers <i>Room 114</i> Chair: Álvares Pereira	Roundtable <i>Auditorium 1</i> Chair: Bonacho
	<p style="text-align: center;">Witko & Chenu Contribution of corpus analyses to written language therapy in French dyslexic adolescents</p> <p style="text-align: center;">McBride Work through and work around strategies for helping those with dyslexia</p> <p style="text-align: center;">Martínez-García, Suárez-Coalla, Afonso, & Cuetos A study about handwriting skills in Spanish children with dyslexia</p> <p style="text-align: center;">Lyytinen Early identification and prevention of dyslexia</p> <p style="text-align: center;">Suárez-Coalla, Martínez-García, Afonso, & Cuetos Spelling problems impact on handwriting of Spanish children with dyslexia</p>	<p style="text-align: center;">Prerequisites for reading comprehension</p> <p style="text-align: center;">Seifert Is reading comprehension taken for granted? Analysis of Austrian text books in fourth and sixth grade</p> <p style="text-align: center;">Cordeiro, Castro, & Limpo Reading comprehension instruction: The Portuguese case</p> <p style="text-align: center;">Sandberg Linking and signalling in Finnish</p> <p style="text-align: center;">Lencek & Kraljevic Language in primers – how different they are?</p> <p style="text-align: center;">Peti-Stantic Symposium Discussion</p>	<p style="text-align: center;">Seroussi, Stavans, & Zadunaisky-Ehrlich Relations between lexical knowledge and the lexical quality of expository texts produced by Hebrew-speaking children</p> <p style="text-align: center;">Vettori, Bigozzi, & Pinto A cross-sectional study of oral and written narratives in Italian primary school children</p> <p style="text-align: center;">Álvares Pereira, Coimbra, Barbeiro, & Calil Genesis and functions of titles in stories invented by 2nd year school students</p> <p style="text-align: center;">Joye, Raymond, Donovan, Dockrell, & Marshall Assessing verbal self-reports of spelling strategies: a cross-linguistic comparison of French and English strategies at the end of primary school</p> <p style="text-align: center;">Esposito Differences in vocabulary and semantic understanding in children who have a dyslexic profile and who have literacy difficulties in the absence of a phonological deficit</p>	<p>What about the news? A journalistic transliteracy project</p> <p>Pontes</p> <p>Mata</p> <p>F. S. Santos</p> <p>Z. Santos</p>
15h30	Coffee Break <i>Halls</i>			

Friday, November 2
16h00

16h00	Individual Papers <i>Auditorium 2B</i> Chair: Suárez-Coalla	Practice Stands <i>Room 114</i> Chair: Salas	Symposium <i>Auditorium 1</i> Chair: Petrić	Individual Papers <i>Room 117</i> Chair: Stavans
Media Hall & Posters	<p>López-Escribano, Suro, & Leal The relation between reading schooling methods and Rapid Automatized Naming (RAN) development in Spanish-speaking students from 4 to 7 years-old</p> <p>Gaki, Spantidakis, & Mouzaki Developing metacognitive strategies and enhancing reading comprehension of informational texts within an online reading environment</p> <p>Álvarez-Cañizo, Suárez-Coalla, Martínez-García, & Cuetos Reading prosody in Spanish children throughout school grades: A longitudinal study</p> <p>Bektaş, Haznedar, Babür, & Erçetin Investigating predictors of reading development in a transparent orthography: The case of Turkish</p> <p>Stellakis & Galanis Studying preschoolers' motivation for reading</p>	<p>Begeny Improving students' text reading fluency with a structured and time-efficient intervention that is available in English, Spanish, and Portuguese</p> <p>Harris Reading to learn and writing to persuade: Effective strategies instruction for ages 9-11</p> <p>Araújo SRSD+ICT model as a promising model in writing intervention in classroom context</p> <p>Limpo & Salas Effective aspects and challenges of an SRSD intervention from 2nd to 8th grade in two Romance languages</p> <p>Hurschler Lichtsteiner Handwriting: As powerful as a tiger, as light as a butterfly</p>	<p>Exploring dissertation/thesis writing from the students' perspective: The 'what', the 'how', and the 'why'</p> <p>Doroholschi & Solli The material you're working with is yourself</p> <p>Brandão Carvalho, Álvares Pereira, & Graça Reading, note-taking and writing the literature review of a dissertation: Students' practices and experiences</p> <p>Yakhontova & Bekar Communicating the writing process: How thesis writers speak about their experiences</p> <p>Schembri & Jahic Interview-based research in multilingual research situations: Recommendations for best practice</p> <p>Castelló Symposium Discussion</p>	<p>Loff, Engel de Abreu, Nikaedo, & Tomás Enhancing learning of multilingual children from a linguistic minority: A randomised controlled trial in Portuguese-speaking children from Luxembourg</p> <p>Vulchanova, Farukh, & Vulchanov L1 orthography and quantity of exposure to L2 as (protective) factors in L2 acquisition in the context of reading disability</p> <p>Bilici, Ugen, Fayol, & Weth Analysing the individual spelling performance of multilingual pupils in French and its development after an intervention training</p> <p>Seifert, Paleczek, & Gasteiger-Klicpera Responding the needs of the readers: the importance of accurate assessment in multilingual classes</p> <p>Ilerten, Babür, & Haznedar Reading development in Turkish-Arabic simultaneous bilingual children</p>
17h30	ELN Charter Signature & Gala Dinner <i>Casa da Música</i>			

**Saturday, November 3
9h30**

9h30	Symposium <i>Auditorium 2B</i> Chair: Caravolas	Individual Papers <i>Auditorium 2C</i> Chair: Fidalgo	Symposium <i>Auditorium 1</i> Chairs: Rodríguez	Practice Stands <i>Room 117</i> Chair: Ragnarsdóttir
Media Hall & Posters	<p>MABEL – The Multi-Language Assessment Battery of early literacy: approaches to cross-linguistic literacy testing</p> <p>Caravolas About MABEL and background</p> <p>Mikulajova Phoneme awareness tasks</p> <p>Downing & Defior RAN and letter knowledge tasks</p> <p>Seidlova Malkkova Reading tasks</p> <p>Caravolas & Salas Benefits and limitations of directly comparable measures of literacy: Implications for extending MABEL to other languages</p>	<p>Aram & Elimelech The unique contribution of auditory and visual digital cues to preschoolers' writing: A computerized writing game</p> <p>Sánchez-Rivero, Fidalgo, & R. Alves Teachers' instructional practices and beliefs in the teaching of writing</p> <p>Łockiewicz, Sousa, Daszkiewicz, Costa-Pereira, Piechowska, Fuertes, Wawrzyniak-Śliwska, & Lino Teachers' actions supporting oracy: A comparison between Portugal and Poland</p> <p>Leite LER - Leitura e Escrita: Recursos (Reading and Writing - Pratical Tools)</p>	<p>International instructional programs and variables with effect on reading and writing performance</p> <p>Rodriguez-Malaga, Fidalgo, Arias-Gundín, & Rodríguez Exploring the effects of writing instruction focused on products vs. processes of writing in 4th grade students</p> <p>Rosário, Hägemann, Nuñez, & Cunha Examining profiles of struggling writers: the role of teachers feedback on writing</p> <p>Cueli, González-Castro, Areces, Alvarez, & Loew Early primary education strategy Epi.com: Reading effects</p> <p>Marsh, Matteis, & Daniel Children born very low birth weight: Predictors of academic achievement at 12 years of age</p> <p>García, Nietfeld, Fernández, & Rodríguez Improvement in reading comprehension in upper elementary students through a metacognitive intervention program focused on the teacher</p>	<p>Vacaretu Developing literacy skills through math learning</p> <p>Torda The readings on the wall: Teaching critical reading through text-mapping</p> <p>Kovacs Literacy and critical thinking for learning</p> <p>Wijekumar Powerful comprehension results using web-based text structure instruction</p> <p>Carcu L2 literacy development by becoming more autonomous: The potential of a peer-to-peer review workshop tool</p>
11h00	Coffee Break <i>Halls</i>			
11h30	Keynote: Understanding the development of literacy in context by Richard Wagner Keynote: Componential Model of Reading: Orthographic, Dialectical, and Environmental influences by R. Malatesha Joshi <i>(Auditorium 2A)</i>			
12h30	Lunch <i>Courtyard</i>			
13h30	Poster discussion			

**Saturday, November 3
14h00**

14h00 Media Hall & Posters	Individual Papers <i>Auditorium 2B</i> Chair: Limpo	Symposium <i>Auditorium 2C</i> Chairs: Aparici	Individual Papers <i>Room 114</i> Chair: Amorim	Roundtable <i>Auditorium 1</i> Chair: Lindgren	Individual Papers <i>Room 117</i> Chair: González-Castro
	<p>Sturm, Schneider, & Wyss Fostering writing fluency in narrative and instructive tasks (Grade 4)</p> <p>De Smedt, Graham, & Van Keer Teaching primary school students to write effectively: Combining explicit writing instruction and collaborative writing</p> <p>Arrimada, Torrance, & Fidalgo Effectiveness of a multi-tiered intervention to prevent early failure to learn to write</p> <p style="text-align: center;">Salas Impact of an SRSD writing intervention on spelling skills in low- and mid-high SES children</p> <p>Torrance, Baguley, Guttierrez How to analyse intervention-evaluation data: A modern approach</p>	<p>Analytical writing and linguistic diversity: Developmental and micro-developmental changes from primary to higher education</p> <p style="text-align: center;">Aparici & Palau A usage-based assessment of multilingual/multiliterate knowledge</p> <p>Fradejas, Llamazares, & Perera A pedagogical environment for mapping individual learning trajectories in analytical writing</p> <p style="text-align: center;">Vilar The argumentative structure in analytical writing: a macrodevelopmental approach</p> <p style="text-align: center;">Rosado & Cuberos <i>As good as it gets!</i> The development of analytical writing linguistic features in a controlled pedagogical environment</p> <p style="text-align: center;">Tolchinsky Symposium Discussion</p>	<p style="text-align: center;">Vieira The financial literacy of Portuguese startup's entrepreneurs</p> <p style="text-align: center;">Everett Team-based literacy in writing in the pharmacy curriculum</p> <p>Vigário, Pires, Rosa, & Cavaco A mini-health literacy tool for European Portuguese speaking adults: Adaptation and cross-cultural validation</p> <p>O. Alves, Morais, & Barreiras Health literacy: The reality of a northern community Portugal</p> <p>Anjos, Carvalho, & Russo Revisiting science literacy</p>	<p style="text-align: center;">Observing writing: insights from keystroke logging and handwriting and where to next</p> <p style="text-align: center;">Wengelin</p> <p style="text-align: center;">Vandermeulen</p> <p style="text-align: center;">Alves</p> <p style="text-align: center;">Perrin</p>	<p style="text-align: center;">Kandel & Perret How do children learn to write new words?</p> <p>Vale, Martins, Silva, Meira, & Sucena A 6-month follow-up of an oral language and emergent literacy program (LFLê) effects on early reading in European Portuguese</p> <p style="text-align: center;">Birgisdóttir, Gestsdóttir, & Geldhof Long-term contributions of emergent literacy and early self-regulation to reading and math: A 5-year longitudinal study</p> <p>Pinto, Tarchi, Bigozzi, Incognito, & Stefanelli Improving conceptual knowledge of the writing system in kindergarten: A cluster randomized trial</p>
15h30	Coffee Break <i>Halls</i>				

**Saturday, November 3
16h00**

16h00 Media Hall & Posters	Individual Papers <i>Auditorium 2B</i> Chair: Joshi	App Stands <i>Room 114</i> Chair: Arfé	Roundtable <i>Auditorium 1</i> Chair: Van Reybroeck	Individual Papers <i>Room 117</i> Chair: Johansson
	<p align="center">Mazur-Palandre & Chenu Revisions in the written discourse of French dyslexic and control students</p> <p align="center">Gosse & Van Reybroeck Do children with dyslexia present a handwriting deficit? Impact of word graphic complexity on spelling and handwriting performance</p> <p align="center">Desoete & Van Vreckem Don't forget literacy problems in dyscalculia</p> <p align="center">Richterova Reading and spelling profiles of Czech children with specific language impairment</p> <p align="center">Salvador & Alves Martins An interactive spelling programme and its influence on reading acquisition of children at-risk of reading failure</p>	<p align="center">Fastelli Training sequence learning in deaf children using serious games</p> <p align="center">Jacques Using HandSpy to explore writing in real time</p> <p align="center">Wijekumar Logical reader improves reading comprehension</p> <p align="center">Benton iRead: Personalised reading technologies for children</p>	<p align="center">The future of COST literacy actions</p> <p align="center">Alves ELN</p> <p align="center">Dobravac WeReLaTe</p> <p align="center">Saldaña IS1406</p> <p align="center">Salgaro E-READ</p> <p align="center">Tomé DigiLitEY</p> <p align="center">Van Der Weel E-READ</p>	<p align="center">Araújo, Martins, & Osório Effect of SRSD and SRSD + ICT interventions in writing performance</p> <p align="center">Lambert Does playing video game help to detect children with motor and literacy difficulties? The example of a new French video game on a touch pad</p> <p align="center">Kraft, Thurfjell, Rack, Wengelin Is speaking to the computer like speaking to your best friend?</p> <p align="center">Fernandes & Torda Investigating linguistic ideologies of pre-service English teachers: Collaborations between sociolinguistics and English education contribute to richer literacy instruction</p>
17h30 Farewell Cocktail <i>Entrance</i>				

Posters, November 1-3
Discussions at 13h30 (poster hall)

	Thursday, November 1 13h30 - 14h00	Friday, November 2 13h30 - 14h00	Saturday, November 3 13h30 - 14h00
Discussant: Olujić	<p>P1: Linnemann Fluency, comprehension and composition: Connecting reading with writing</p> <p>P2: Benson The imagery-language connection: Teaching all children to read and comprehend</p> <p>P3: Zeltsman-Kulick & Nevola The sound reading system: the key to reading in English (L1, SL, FL)</p> <p>P4: Haack Steps toward a taxonomy of cognitive, affective and action-oriented reading goals</p>	<p>P5: Eriksson Literacy in infection care education: Individual and collaborative processes of perspective-taking</p> <p>P6: Jenko A comparison of the latent reading structure of younger and older students with mild intellectual disabilities</p> <p>P7: Bourke, Marriott-Fellowes, Jones, Davies, Lopez-Perez, & Zuffiano Writing with imagination: a comparison with children diagnosed with Autism</p> <p>P8: Olujić & Kraljević Cognitive effort during text composing in adults with dyslexia</p> <p>P9: Blampain & Van Reybroeck Copying skills of children with and without dyslexia: evidence from spelling and handwriting</p>	<p>P10: Alaria & Zesiger From early spoken words to early literacy: The simple view of reading through early</p> <p>P11: Zammit & Agius Investigating the Spelling Performance of Maltese Children</p> <p>P12: Joye, Lebrun, Parent, Marshall, & Dockrell A linguistic analysis of misspellings in French students in year 1-5</p> <p>P13: Arias-Gundín, Real, López, Robledo, Rodrigues, & Fidalgo Writing strategies as predictors of writing performance in elementary school students</p>
Discussant: Arrimada	<p>P14: Pessoa, Sá-Pinto, Cardia, Pinto, & Pires Using invasive species to explore and value natural heritage</p> <p>P15: Patrício Pedagogical digital literacy</p> <p>P16: Magalhães, Gamelas, & Leal Perspectives of Portuguese educators on quality practices: Implications for literacy development</p> <p>P17: Khuder Working their way up in exile: EAL academic literacies development of established Syrian</p>	<p>P18: Bonacho, Alpuim, & Mendonça The news among youngsters: A journalistic literacy project</p> <p>P19: Begeny, Levy, Ratliff, Díaz, Matthews, Fields-Turner, & Clarke An experimental evaluation of a small-group writing intervention implemented by school</p> <p>P20: Coleman, Jamison-Powell, & Malone Writing circles and retreats as tools for enhancing student's writing: "Will there be a writing circle soon? They've really helped with my grades"</p> <p>P21: Davies & Bourke The ability to bind audio-visual and spatial-temporal features facilitates writing ability in 5 and 6-year-olds</p> <p>P22: Almasri Investigating the L2 writing processes and real-time fluency of Saudi female EFL students on two task types using keystroke logging</p>	<p>P23: Mesquita, Gomes, Silva, & Castro Listening for emotions in foreign languages: Does the tonal vs non-tonal difference matter?</p> <p>P24: Lê, Quémart, Potocki, Gimenes, Payoux, Béziaud, Chesnet, & Lambert Role of fine motor skills in literacy acquisition in Grade 3</p> <p>P25: Thibon, Barbier, Sawallis, Gerber, & Kandel Investigating how children produce rotation and pointing movements when they learn to write letters</p> <p>P26: Soler-Vilageliu & Sanou Phonological awareness and handwriting motor skills: A study with Pre-schoolers</p>
Discussant: Gosse	<p>P27: Nunes, Cordeiro, Castro, & Limpo The impact of prompt type and testing time on the characteristics of second graders' written stories</p> <p>P29: Mateo, Agosto, & Uribe Writing requirements for various subject areas in the secondary curriculum in Spain</p> <p>P30: Sousa & Henriques Oral literacy</p> <p>P31: Robledo, Fidalgo, & López Comparison of individual and collaborative emulation for developing sixth-grade students' writing skills</p>	<p>P32: Gasteiger-Klicpera, Maitz, & Seifert Health Literacy and Diversity for secondary students - HeLi-D</p> <p>P33: Stavans, Elden, & Azar Emoji-se literacy: Lexical and textual transparency</p> <p>P34: Puto, Prodani, Nin, & Bakshevani Translating poetry from Spanish into Albanian beyond the linguistic approach</p> <p>P35: Sumner, Herbert, Vasalou, Benton, Joye How critical engagements with design can generate gaps and new evidence: A case study</p>	<p>P36: Cordeiro, Limpo, Olive, & Castro Do executive functions contribute to story quality? A longitudinal study with second graders</p> <p>P37: Bercucci The influence of the Romanian academic style on student writing in English</p> <p>P38: Vieira Impacts of promoting financial literacy in socially vulnerable youth</p> <p>P39: Havas, Olderheim, & Vulchanova The first moments of literacy acquisition in rural Somaliland with digital tools. An ERP study</p>
	Discussant: Vander Stappen	Discussant: Nunes	Discussant: Veloso
	Discussant: Mesquita	Discussant: Correia	Discussant: Sánchez-Rivero